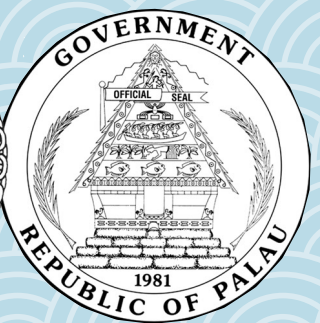
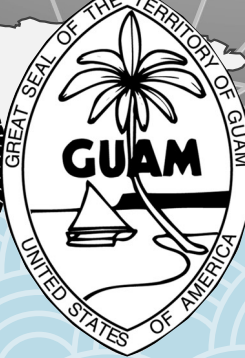


Micronesia:

A Guide Through the Centuries



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A Guide Through the Centuries



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The Close Up Foundation, a nonprofit, nonpartisan civic education organization, informs, inspires, and empowers people to exercise the rights and accept the responsibilities of citizens in a democracy. Close Up connects individuals of all ages to their communities and institutions through challenging educational programs and products. By building partnerships with the education community, the private and philanthropic sectors, and all branches and levels of government, Close Up makes civic participation a dynamic and meaningful experience.

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For this book, each entity took responsibility for updating its timeline by adding entries to make the timeline as current as possible into 1999. Entities used different approaches to develop their timeline updates. Many individuals were involved and deserve thanks. It is impossible to name them all. The following list only includes liaisons, coordinators, local experts, and supervisory personnel who were key contributors and supporters of the updating process. Names are presented in alphabetical order.

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Introduction

Purpose of This Book

Everyone lives in a community. Every day technological advances bring these local communities closer and closer together into a global community. As citizens, we need to know about the world around us. When we are young children, we quickly learn about our family and our local community. As we get older, all of us should begin to look beyond our local communities and learn about our region of the world and about faraway continents and countries.

This book is designed to help you as you learn about your region of the world—Micronesia. The book is not a textbook but rather a resource book, or reference book. It does not have information about all the island entities in Micronesia. It only describes the island groups that are affiliated with the United States.

Organization of This Book

Timelines. Most of the information in this book is presented in entries on timelines. There are five separate timelines: one timeline for each of the island entities discussed in this book.

1. Commonwealth of the Northern Mariana Islands (CNMI)
2. Federated States of Micronesia (FSM)
3. Guam

4. Republic of the Marshall Islands (RMI or Marshall Islands)
5. Republic of Palau (Palau)

The timelines originally were written by Pacific educators as part of the student materials for the Civic Achievement Award Program (CAAP) in each island entity. For this resource book, the timelines from the five CAAP books have been put together one after the other. Before the timelines were combined, each timeline was updated to include entries through the year 1999. On pages 55–59, there are some instructions to help you understand how to use the timelines.

Overview of Micronesia. The first chapter of this book will give you a general overview of Micronesia. It will explain about some of the historical differences and some of the similarities among the islands of Micronesia. Maps will help you understand the geographic locations of the islands.

Extension Activities. At the end of this book is a section called “Extension Activities.” This section is designed to help your teacher. It has some ideas about how to use the information in this book to meet curricular objectives.

Learning more about Micronesia will be an adventure. Have fun!

Chapter 1

Overview of Micronesia



Overview of Micronesia

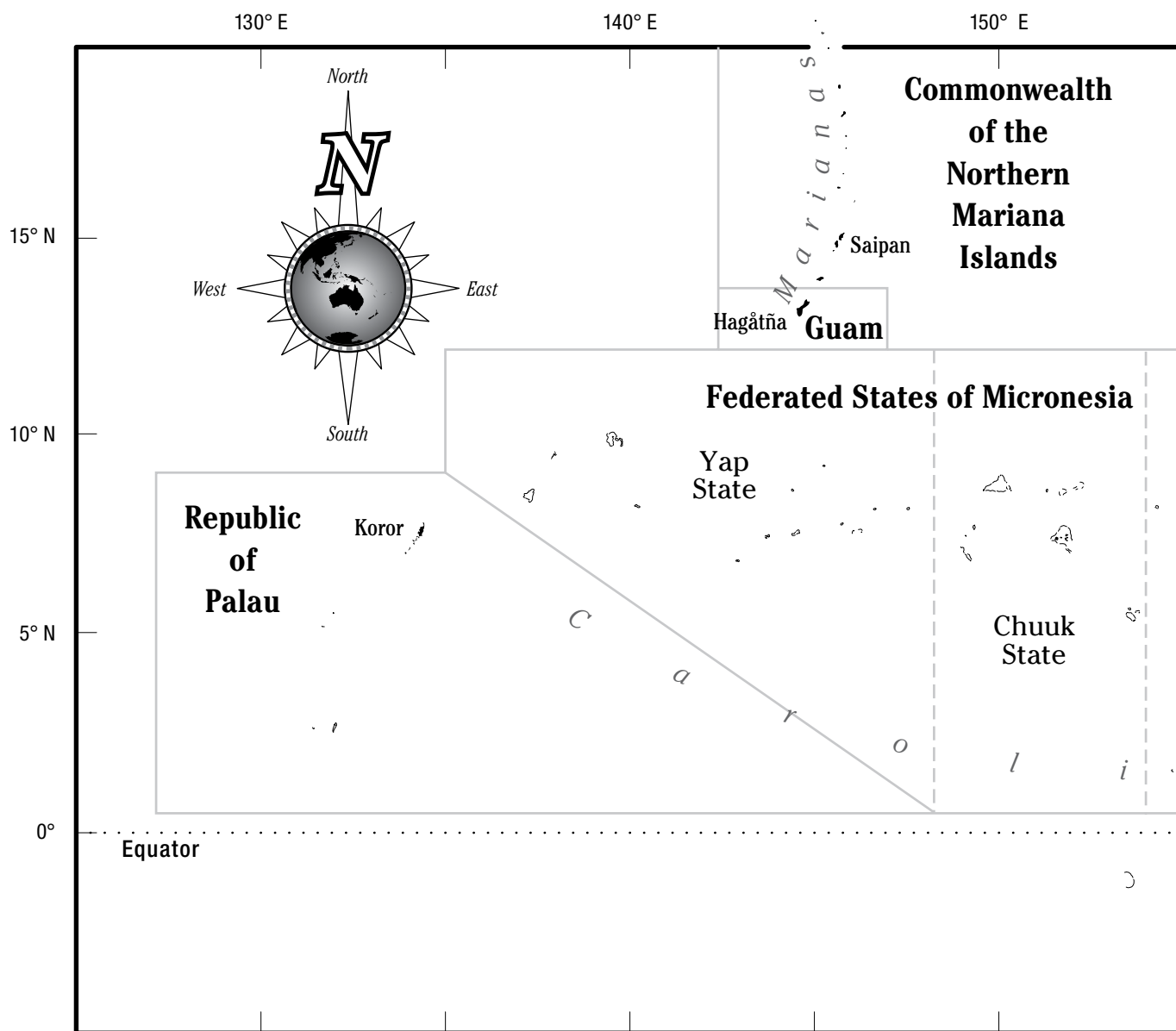
Hundreds of small islands make up Micronesia. The name Micronesia comes from the Greek language and means “tiny (micro) islands (nesia).” The islands of Micronesia are spread across more than 3,000 miles of ocean from east to west and across more than 1,500 miles from north to south. Except for Nauru and parts of Kiribati, the Micronesian islands lie just north of the equator in the western Pacific.

The cultural area of Micronesia includes five independent nations, one United States commonwealth, and one United States territory:

1. Federated States of Micronesia
(capital: Palikir)
2. Republic of the Marshall Islands
(capital: Majuro—in Marshallese, *Mājro*)
3. Republic of Palau (capital: Koror)
4. Republic of Kiribati (capital: Tarawa)
5. Republic of Nauru (capital: Yaren)
6. United States commonwealth: Commonwealth of the Northern Mariana Islands
(capital: Saipan)
7. United States territory: Guam
(capital: Agana—now called *Hagåtña*)

Of the five nations in Micronesia, the first three of those listed above have a special relationship with the United States. The Federated States of Micronesia (FSM), the Republic of the Marshall Islands (RMI), and the Republic of Palau (Palau) each have

Micronesia

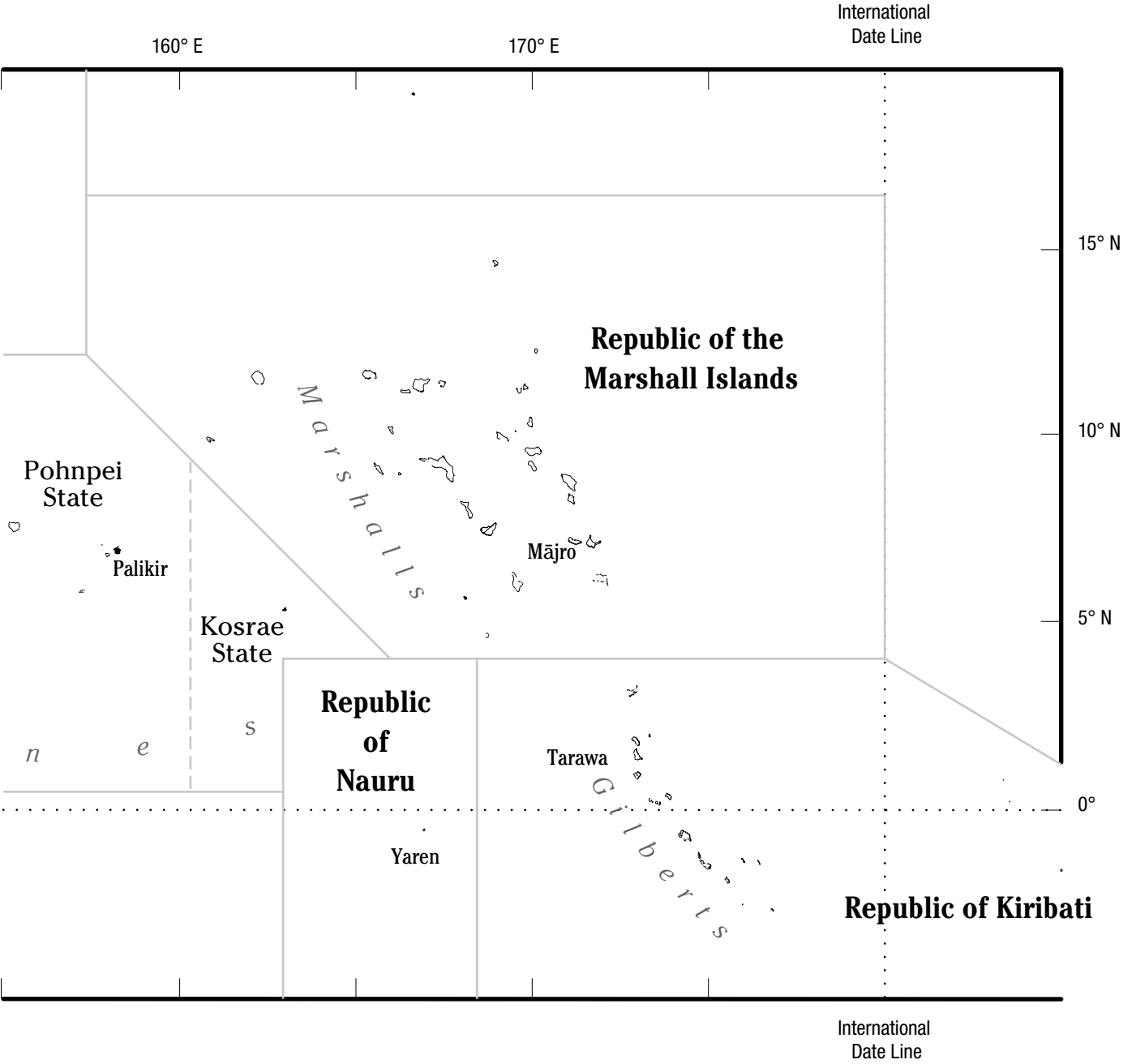


Republic, Territory, or Commonwealth (Example: **Guam**)

State (Example: **Chuuk State**)

Republic, Territory, or Commonwealth Capital (Example: *Palikir*)

I s l a n d G r o u p N a m e s (Example: *C a r o l i n e s*)



signed a Compact of Free Association with the United States. The Compact is an agreement between each of these nations and the United States. Together, the FSM, RMI, and Palau are called the Freely Associated States, or FAS.

This resource book focuses on the FAS, Guam, and the Commonwealth of the Northern Mariana Islands (CNMI), which are the Micronesian entities that are associated with the United States. Although the Republic of Kiribati and the Republic of Nauru are part of Micronesia, there is only a small amount of information about them in this book.

First Settlers

It is not known exactly when, where, or why the first settlers came to Micronesia. Earliest settlement in a few Micronesian islands likely occurred around 1500 B.C., or about 3,500 years ago. A few other islands may have received their first settlers around 1000 B.C., or about 3,000 years ago. Other islands probably were settled about 1,500 to 2,000 years ago. Although the exact dates are unknown, it is agreed that islands throughout Micronesia were inhabited for at least a thousand years before they were located by European explorers.

The first settlers would have had their own names for their islands, but today the four geographic place names given to different Micronesian island groups by

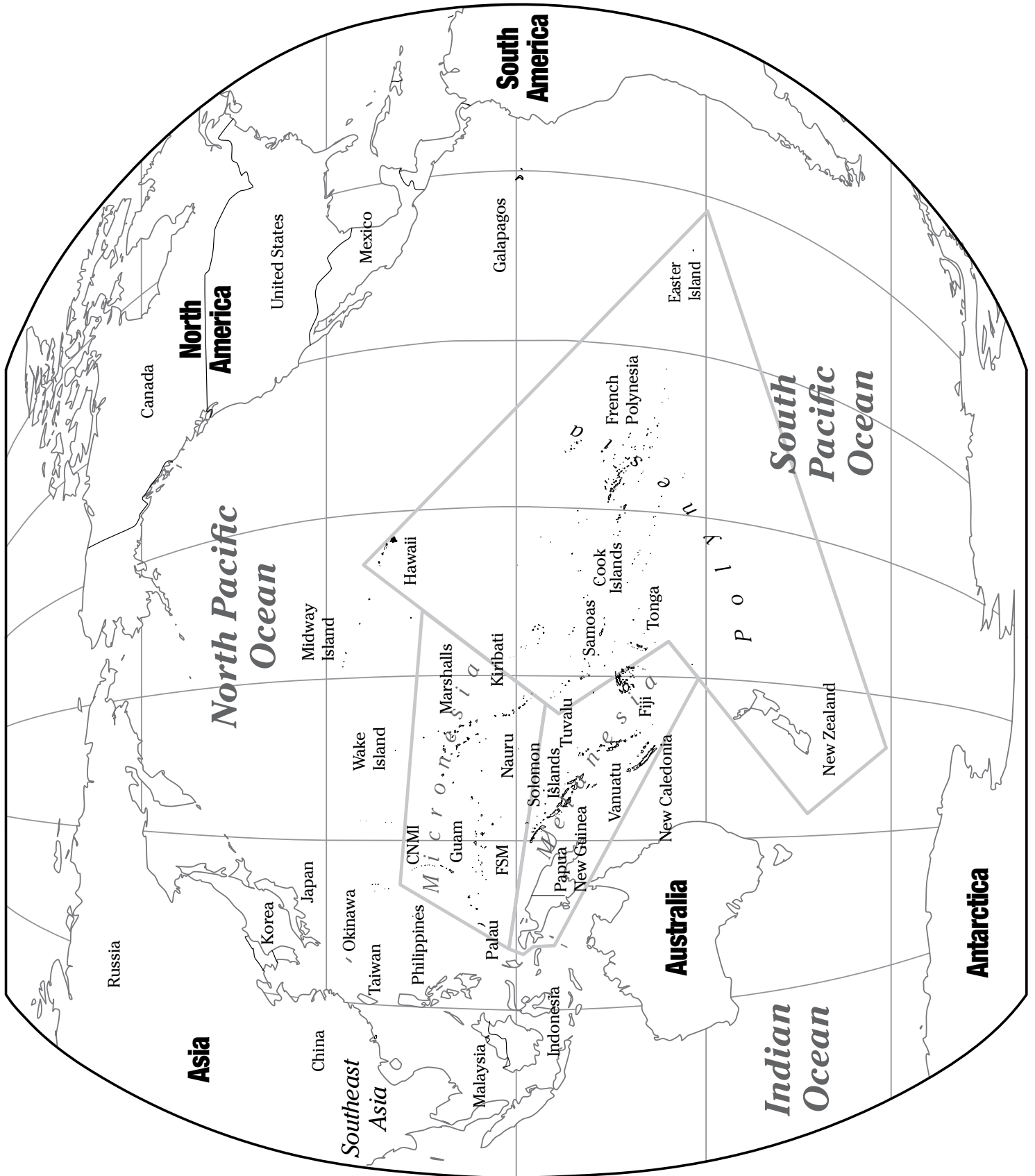
Europeans are most often used. These four island groups are:

1. The Marianas (including Guam, Rota, Tinian, Saipan)
2. The Carolines (including Palau, Yap, Chuuk, Pohnpei, Kosrae)
3. The Marshalls (including two chains of atolls: the Rālik Chain in the west and the Ratak Chain in the east)
4. The Gilberts (the chain of atolls in Kiribati that includes Tarawa)

Europeans named the Marianas and Carolines after members of European royal families. The Marshalls and Gilberts were named after ships' captains. Most theories suggest that the Marianas and the Western Carolines (Palau and Yap) were settled first by people who probably came into Micronesia from the west, departing from Southeast Asia. Evidence in Saipan shows settlement around 1700 B.C., which likely is among the first settlements in Micronesia.

Although the first inhabitants of the Marshalls, the Gilberts, and the Eastern Carolines (Kosrae, Pohnpei, Chuuk) probably also came from Southeast Asia, it is believed that these early settlers migrated through Melanesia and Polynesia, moving into Micronesia from the south. The exact date of their arrival is unknown, but it was between 1,500 and 3,000 years ago.

Why people came to Micronesia will never be fully understood. Settlers may have been seeking adventure or been



pushed from their homes by war or famine. Perhaps some were looking for better food or better places to fish. Maybe strong winds or stormy seas caused some to drift to the islands by accident. Natural disasters such as typhoons may have driven some to move from island to island.

No matter why they came, evidence shows that Micronesians developed rich and full lifestyles. In particular, they depended on the ocean as an important part of their way of life. Micronesians became some of the best navigators and seafarers in the world.

Geographic Features

High island or low island? Of the hundreds of islands in Micronesia, some are high volcanic islands with rivers, mountains, and lush vegetation. Others are raised limestone islands with broad plateaus. Many more are smaller, flat islands that are made of coral polyps. An atoll is a formation of low coral islands and coral reef that encompass a lagoon.

Throughout Micronesia, special geographic features can be found. Several of the northern islands in the Marianas are active volcanoes. To the east of the Marianas is the Mariana Trench. It is a deep underwater valley formed as two pieces of the Earth under the ocean, called plates, push against each other and one slides down under the other. The Mariana



Trench is the deepest spot in the world, about 36,000 feet below the surface of the ocean. By comparison, the highest mountain in the world, Mt. Everest, is only about 29,000 feet above sea level.

Chuuk Lagoon is located in the FSM. It is the only geologic formation of its kind in the world. High volcanic islands rise inside a lagoon surrounded by reef and low coral islands. Chuuk Lagoon could be called a low island *and* a high island because of its unique characteristics.

The RMI is composed of 29 atolls and 5 islands, arranged in two chains of low islands that stretch from north to south. Kiribati is the other Micronesian nation made up primarily of atolls without any high volcanic islands. The largest atoll in the world, however, is found in the RMI. It is Kwajalein (*Kuwajleen* in Marshallese) with a lagoon area of almost 840 square miles.

Palau is known for its Rock Islands. The Rock Islands are small steep-sloped, limestone formations sometimes covered totally with vegetation, but other times having beaches as well. Historically, it was from the Rock Islands that the Yapese quarried stone for their stone money.

The features just described are only examples to show the variety of places that can be found in Micronesia. Every island group has its own special geographic characteristics.

Ancient Civilizations



Marianas. Evidence in various locations demonstrates that highly organized societies started developing in Micronesia about 800 to 1,500 years ago. In the Marianas, for example, *latte* stones began to be built around 800 A.D. (1,200 years ago). Building structures using *latte* stones required much skill, cooperation, and organization. People in the Marianas also were skilled pottery makers and were making pottery for years before the first *latte* stones appeared.

Palau. People cut terraces out of the hill-sides on many of the larger islands in Palau. It is not known what these large flat areas with small walls around the edges were used for. Maybe they were taro patches or perhaps they were used for protection from enemies or maybe they were used for some other purpose. No matter what their use, the terraces show that an organized society inhabited the islands.

Pohnpei and Kosrae. Two locations in Micronesia have ruins of entire settlements. They are Nan Madol in Pohnpei and Lelu in Kosrae. Both these sites are made up of about 90 walled compounds that extended off the end of their islands. In Nan Madol, all the compounds are separated by canals, making each compound its own man-made islet. Lelu has canals, too, but only one was a major waterway, and Lelu also has a street system on land. Many compounds on Lelu have both canal entrances and land entrances.

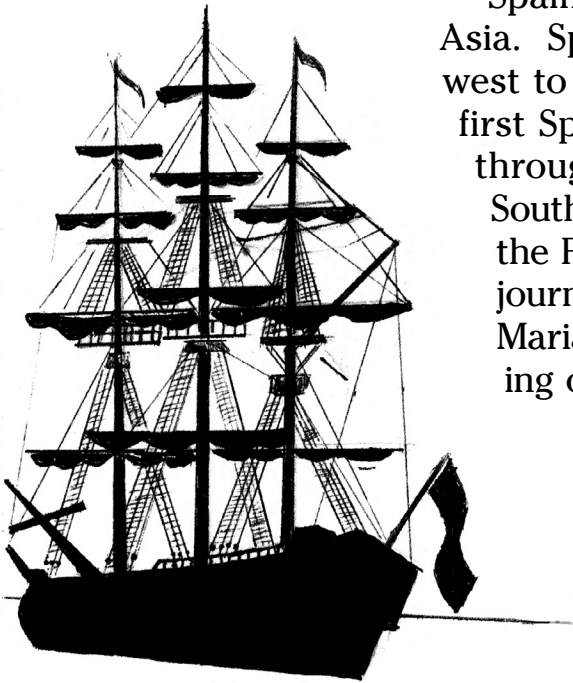
These ancient settlements were governmental centers and home to kings and high chiefs. Each site has tomb or burial areas for royalty and other areas designated for ceremonial or religious purposes. It is believed that only kings, high chiefs, and priests, along with their servants, lived in Nan Madol. In Lelu, however, there were areas in which lower chiefs and commoners lived.

Both Nan Madol and Lelu are beautiful architectural works and engineering feats. Compound walls are made of huge pieces of basalt that weigh hundreds of pounds. Some walls are nearly twenty feet tall. It took incredible planning, skill, organization, and time to build these cities, and the work began about 800 to 900 years ago.

There will always be some mysteries about the ancient civilizations of Micronesia. There is no doubt, however, that highly developed societies existed throughout the region for hundreds of years before Europeans sailed into the Pacific.

European Explorers

In the 1500s, European nations were sending explorers around the globe. Some explorers wanted to reach the Far East (Asia) to obtain spices, silks, and other goods. Spain and Portugal competed to find trade routes to Asia and the Pacific islands. Portugal established the first sea route to the Pacific by sailing south around Africa and east through the Indian Ocean.



Spain had to establish a different route to Asia. Spanish explorers began to sail to the west to try to reach Asia. Magellan was the first Spanish explorer to sail southwest through the Atlantic, around the tip of South America, and then northwest across the Pacific to the Philippines. On this journey in 1521, Magellan landed in the Marianas. His was the first recorded landing of a European in a Micronesian island.

Other explorers began sailing into the Pacific during the 1500s, and sometimes they would see Micronesian islands and record their sightings in their ships' logbooks. Occasionally they would stop on an island for supplies. These early European explorers did not change the daily lives of the islanders.

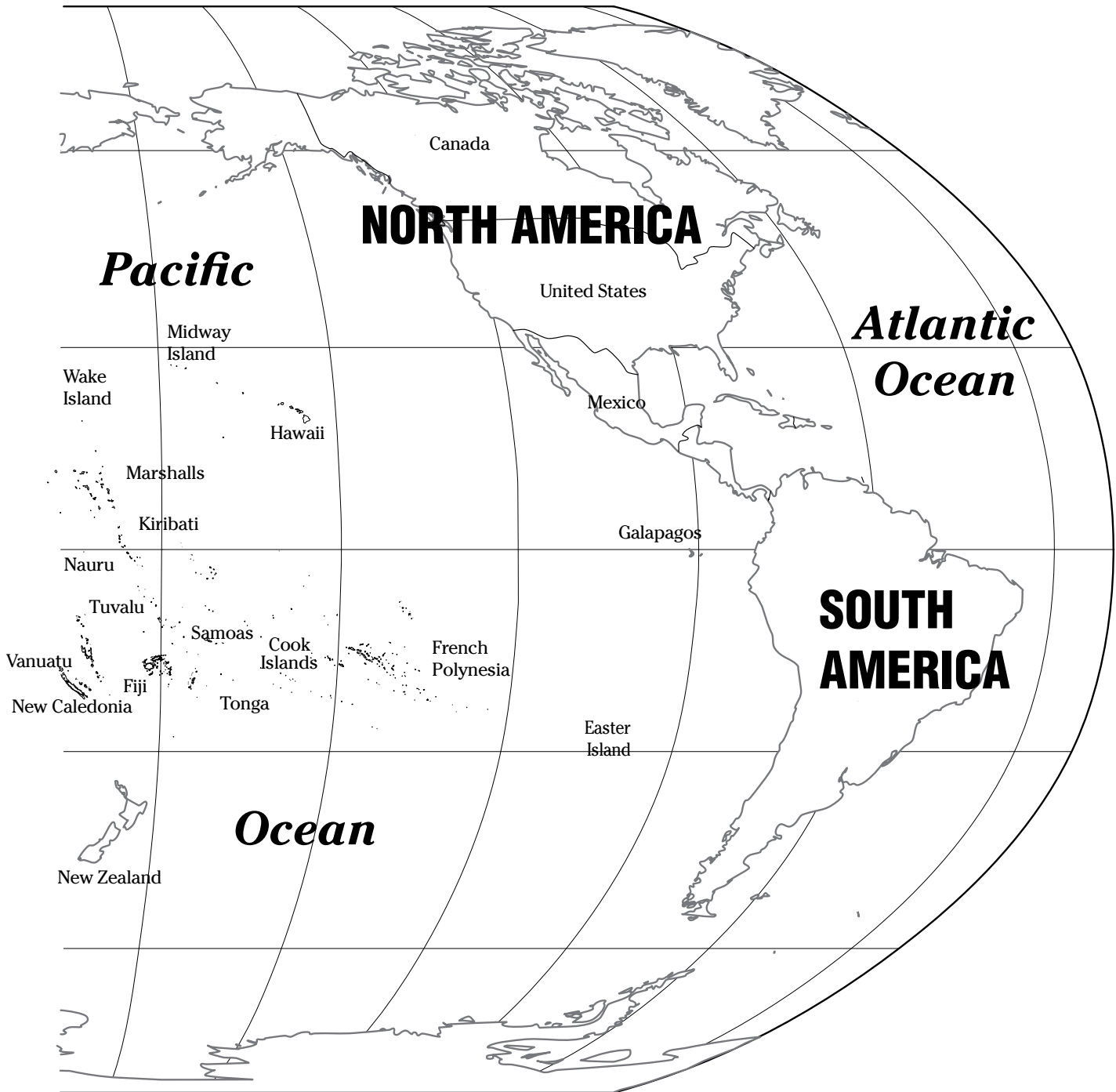
In most Micronesian islands, it was another 300 years before outsiders began to have a significant effect on island life. Although their daily lives were not changed by this early contact with outsiders, Micronesians learned about faraway lands inhabited by people with lifestyles different from island cultures.

Early Outsider Influence

The Marianas became the first Micronesian islands to feel the effects of outsider influence. In 1565, Miguel Lopez de Legazpi landed in Guam, claimed the Marianas for Spain, and began the Manila galleon trade.

World Map

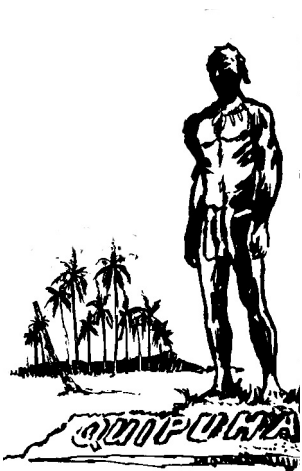




Spanish galleons (ships) sailed from Mexico to the Philippines, bringing gold and silver to trade for spices and silk. The galleons stopped in the Marianas for fresh supplies. Chamorros traded water and food for beads, cloth, and, most important, for iron such as nails and knives.

The first 100 years of the Manila galleon trade did not dramatically change daily life for the Chamorros. Iron tools made some tasks easier to do. Interaction with Spanish sailors taught the Chamorros about European ways. A few Spanish priests tried to convert Chamorros to Catholicism. These influences were important, but the Chamorros did not think of themselves as under Spanish rule. They maintained their usual way of life, which included trading with islanders from the Carolines who sailed to the Marianas using a sea route called the *metawal wool*.

Padre Diego Luis de Sanvitores arrived in the Marianas in 1668 to establish a Catholic mission. His arrival with Spanish soldiers marked the beginning of a period that led to the downfall of traditional Chamorro culture. Sanvitores tried to make Chamorros accept a Spanish lifestyle. Chamorros accepted some changes but resisted many others. Chamorro chiefs led a rebellion against the Spanish that continued for almost 30 years. During this time, the Marianas seemed so dangerous to islanders from the Carolines that they stopped sailing north on the *metawal wool*.



*Chamorro chief
who gave land
to Sanvitores.*

By the end of the rebellion, many great chiefs and islanders had been killed. Many other Chamorros died from diseases brought to the islands by the outsiders. The Chamorro population that had been more than 40,000 around 1669 fell to fewer than 4,000 by about 1700. Once the Spanish overcame the Chamorros, they forced the Chamorros to move from the northern islands. By about 1740, Chamorros lived only in Guam and Rota. The Chamorro population was still declining and reached a low point of about 1,500 by 1770.

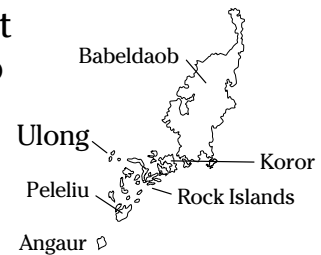
European Contact in the Carolines and Marshalls: Special Stories

Unlike the Marianas that were claimed by Spain in 1565, the Carolines and Marshalls were not claimed by any European country during the 1500s, 1600s, or 1700s. During these three centuries, explorers sailed through the Carolines and Marshalls but often did not stop. If ships did land, it was to get food and water in the same way that Spanish galleons stopped in the Marianas. The life of the people in the Carolines and Marshalls did not change when a ship stopped for supplies. Through exchanges, the islanders did learn about iron, which made daily tasks easier.

Woleai and Ulithi. In the 1700s and early 1800s, there are a few special stories of meetings between Europeans and islanders in the Carolines and Marshalls. One story begins in 1721 when 24 Carolinians from Woleai go ashore in Guam after being lost at

sea. They are befriended by Father Cantova who tries to return with them to Woleai in 1722 but a storm wrecks their ship near the Philippines. Only Father Cantova survives. He is determined to reach the Carolines and sets out again with Father Walter and some soldiers in 1731. They are successful in reaching Ulithi (near Yap) where they set up a mission. Father Walter returns to Guam to get supplies. While Father Walter is gone, islanders kill Father Cantova and the soldiers with him because the islanders think Father Cantova is trying to change their customs.

Palau. Another story takes place in 1783 when the British ship *Antelope* is wrecked at Ulong, one of Palau's islands. Palauans help the British Captain Henry Wilson and his men rebuild the ship, and it is renamed *Oroolong*. When the new ship sails for England in 1784, Lebuu, son of the high chief Ibedul, goes along. Lebuu is the first Palauan to travel to Europe. He enrolls in an English school and becomes a favorite of the English people. Unfortunately, he catches smallpox and dies in England. In 1791, the British send Captain John McCluer to Palau to tell Ibedul about his son's death. Captain McCluer brings the first outside seeds, grain, and cattle with him to Palau. McCluer leaves Palau to go to China but returns in 1793 and lives in Palau for about a year.



Marshall Islands. There is a story about the Russian Otto von Kotzebue who leads a scientific expedition through the Marshalls in 1816–17. He stays for a month on the atoll of Wotje (*Wōjjā* in Marshallese) and leaves plants and animals with the islanders there. When he sails back through the islands, he stops at Wotje and finds that the animals are gone so he leaves some more animals. Then, in 1824, von Kotzebue is again passing through the Marshalls and visits the people he met in Wotje before. This time he finds that the islanders are raising and eating the animals he left with them.

Kosrae and Chuuk. The first European to spend time on Kosrae is French Captain Louis Duperrey. He arrives on a scientific expedition in 1824 aboard the ship *Coquille*. He and his crew stay in Kosrae for ten days. They bring the first pig and metal to the island. When Duperrey's expedition leaves Kosrae, it moves to Chuuk, where Duperrey makes the first map of Chuuk.

Summary. These stories help show that early contact with Europeans in the Carolines and the Marshalls was different from the Chamorros' experience with the Spanish in the Marianas. Each of these stories is one-of-a-kind. Each story tells about an encounter that is unique to the island where it happened. Island life may have changed in some way because of the interaction with the Europeans in these stories, but none of the islands' cultures were dramatically affected.

Re-establishment of *Metawal Wool*

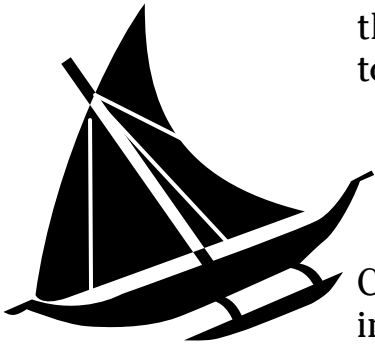
Islanders from the Carolines stopped sailing north along the *metawal wool* when Spanish activity in the Marianas increased during the time of the Chamorro rebellion. More than 50 years passed with no trade between the Carolines and the Marianas. Then, in 1787, about 30 Carolinians from the atolls of Lamotrek, Satawal, Elato, and Woleai sailed into Talofofo Bay in Guam. Luwito, the Carolinian navigator, said they had arrived in Guam using directions from an ancient chant.

The Spanish welcomed the Carolinians, gave them gifts, and asked them to return the next year to begin regular trading voyages. The Carolinians agreed to reestablish trade but as they were returning home to the Carolines, a storm destroyed their canoes and all the Carolinians drowned. When the Carolinians did not arrive back home, islanders in their home atolls thought the Spanish had killed the sailors. Carolinians again decided it was not safe to use the *metawal wool* to travel north for trading.

Seventeen years passed with no trading between the Carolines and Marianas. Then in 1804, Luis de Torres, son of a Spanish father and Chamorro mother from Guam, took a voyage to the Carolines to find out why the Carolinians had not returned to Guam. Torres admired the Carolinian sailors and believed that trading should be reestablished. Torres's journey was successful. He was able to convince the Carolinians that it was safe to trade in the Marianas,

and in 1805, annual trading voyages to the Marianas using the *metawal wool* began once again.

Carolinians from many atolls in the Western Carolines would meet at central points and finally gather into a whole fleet that would sail north. Occasionally, the fleet was 100 canoes, but usually the number was much fewer. The Carolinians brought shells, wooden vessels, cloth, and rope made from coconut husks. In exchange, they received iron and copper items, tobacco, colored cloth, and ornaments.



Carolinian Migration

The reopening of trade between the Carolines and Marianas led to another important event in Micronesian history. In about 1815, typhoons devastated the atolls of Satawal and Elato. Islanders were starving because the crops had been destroyed. Chiefs Aghurubw and Nguschul decided to take their people to Saipan because they knew there would be plenty of food and water there.

The chiefs also believed that the Spanish would allow them to settle in Saipan. They were right in this belief. Chiefs Aghurubw and Nguschul established separate villages in Saipan, which at this time had no people because all the Chamorros had been moved to Guam and Rota after the Chamorro rebellion. Eventually the two villages merged into one village called Arabwal, known today as Garapan.

This first movement of Carolinians to Saipan led to a continued gradual Carolinian migration to the Marianas. Some moved because of typhoons, while others were brought to the Marianas by the Spanish, who wanted to repopulate the northern islands to help develop the economy. In particular, the Spanish appreciated the sailing skills of the Carolinians. These skills were put to use as Carolinians provided transportation for people and goods between the various islands in the Marianas.

More Outside Influences: Whalers, Missionaries, and Traders

In the 1800s, three outside groups began to affect day-to-day life in many islands in Micronesia. These groups were the whalers, the missionaries, and the traders. In some islands, all three groups influenced the islanders' way of life. In other islands, one or two groups may have had the largest impact.

Whalers. Whaling ships began to appear in Micronesia in the early 1800s. Whale oil was in much demand for use in lamps to light homes, especially in England and the United States. In the 1700s, whalers had hunted whales mostly in the Atlantic Ocean but by about 1820, almost all whale hunting took place in the Pacific. Whalers brought alcohol, guns, and tobacco with them as trade goods. They also brought diseases previously unknown in the islands. Sometimes whalers had children with island women.

Generally, the whalers and islanders maintained peaceful relations, but sometimes islanders would become angry with whalers for taking women or bringing diseases. Then, the islanders might attack and kill the crew of a whaleship. Some chiefs in the Marshall Islands became known for their fierceness during this period.

Most whalers came to the Eastern Carolines (Kosrae and Pohnpei) and to the Marshalls. Whaling ships would also go to port in Guam after whaling season to replenish supplies. In Guam, the whalers would use pesos to pay for supplies. Whaling in Micronesia ended by about 1860 because of the growing use of coconut oil and petroleum, which replaced whale oil as cheaper fuels for lighting lamps.

Missionaries. Protestant missionaries from the United States and Hawaii arrived in Kosrae and Pohnpei in 1852 and in the Marshalls in 1857. The missionaries came to convert the islanders to Christianity, and they were successful. Accepting Christianity created major changes in island life. Certain old traditions did not agree with Christian beliefs. Islanders had to change such things as how they dressed, how they danced and sang, how many husbands or wives they married, and what holidays they celebrated.

The missionaries started mission schools. They began to put the local languages in writing in religious books. Islanders started

to learn to read and write. As the people of the Eastern Carolines and the Marshalls accepted Christianity, some of them became missionaries themselves. The first missionaries in Chuuk were Pohnpeians who established a mission in the Mortlocks.

Padre Sanvitores had introduced the Catholic faith into the Marianas in 1668. Under his mission, the first school in Micronesia opened in Guam. About 200 years later, islanders in the Marshalls and Eastern Carolines were becoming Protestants and were beginning to attend mission schools. Christianity was starting to play a major role in the life of Micronesians across the region, although Yap and Palau had not yet been reached by either Protestants or Catholics.



Traders. About the same time as the Protestant missionaries arrived, more and more traders were beginning to operate businesses throughout the Carolines and the Marshalls. Trading stations were set up on many islands and atolls. Traders are people who buy and sell things for profit. European and American traders came to Micronesia to buy and sell things. At first no money was used. Instead islanders would trade such native products as sea slugs, turtle shells, and copra for such goods as nails, guns, tobacco, and knives.

Early traders generally took Pacific Island goods to China where they traded for such

things as teas, silks, and spices. Then they took the Chinese goods back to their own countries and received money for them. Traders were interested in making money. They did not try to change island life, but their activities still had effects. For example, in Pohnpei, chiefs would try to obtain certain trade goods such as guns and ammunition to gain political power. In the Marshalls, traders and missionaries disagreed about whether alcohol and tobacco should be traded for Marshallese goods.

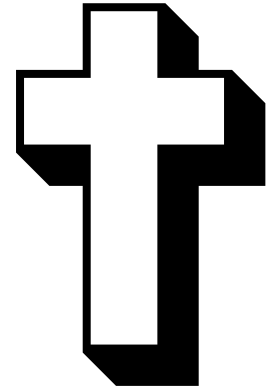
Summary. The whalers, missionaries, and traders greatly changed Micronesia in the 1800s. First came the whalers, whose influence occurred primarily between 1820–1860. Whalers did most of their whale hunting in the Marshalls and Eastern Carolines.

Protestant missionaries arrived in the 1850s. Like the whalers, their work first focused in the Eastern Carolines and the Marshalls. Yap and Palau were not touched by these first Protestant missionaries.

Traders were in Micronesia at the same time as the whalers and missionaries, but it was around 1860 that trading activity became more widespread. Many traders were Germans. Most traders operated in the Marshalls, Kosrae, Pohnpei, Yap, and Palau. Chuuk had fewer traders. The Spanish maintained control in the Marianas and oversaw trading in those islands. In the late 1800s, some Japanese traders started businesses in Micronesia.

Spanish Period

In the late 1800s, three European nations exerted their power in Micronesia—Spain, Germany, and Great Britain (England). Spain and Germany were especially interested in expanding their empires in Micronesia. Great Britain was less interested in building its empire in the region because the British government had many responsibilities in its colonies in other parts of the world.



Spain wanted to increase the number of its colonies and spread the Catholic faith. Germany wanted to acquire new lands for economic gain. In 1885, Spain and Germany both claimed the Carolines. This led to a dispute between the two nations that eventually was taken to the Pope for settlement. The Pope decided that Spain would be given ruling power over the Carolines. Germany and Great Britain would still be allowed trading rights. Germany also claimed the Marshalls in 1885. That claim was allowed to stand.

Micronesia was now divided between Spain and Germany, with Spain having authority over the Marianas and Carolines, and Germany having authority over the Marshalls. In 1886, Spain sent governors to two locations in the Carolines—Yap and Pohnpei. Catholic missionaries accompanied the governors. Catholic missionaries were also sent to Palau.

The major focus of Spanish rule was spreading the Catholic faith. In Yap and Palau, missionary priests were fairly successful. In Pohnpei, however, Protestant missionaries had already been working with the islanders for more than 30 years. The first Spanish governor on Pohnpei was killed in an uprising. This led to the construction of Fort Alfonso II in Kolonia, Pohnpei. Parts of the fort can still be seen today. Several other conflicts between Protestants and Catholics occurred in Pohnpei during the Spanish Period.

War broke out between the United States and Spain in 1898. This Spanish-American War ended later the same year with a United States victory. As part of the treaty at the end of the war, the United States received Spain's claims to Guam and the Philippines. In 1899, Spain sold the Marianas (except Guam) and the Carolines to Germany for between \$4–\$5 million.

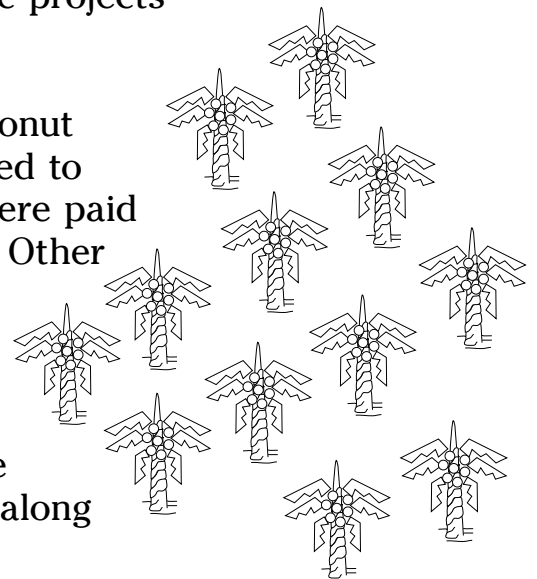
Summary. With the sale of the Marianas and the Carolines to Germany, the Spanish Period in Micronesia ended. Germany became the power in Micronesia except in Guam, where the United States was in control. The Spanish left their mark however, mainly in the Marianas, but also in Palau, Yap, and Pohnpei, where the Roman Catholic faith had been introduced. No missionary priests had been sent to Chuuk or Kosrae so these islands remained essentially untouched by Spanish influence.

German Period

History books generally say that the German Period began in 1899. This is true for the Carolines and Marianas, but the Marshall Islands were under German authority starting in 1885. The atoll of Jaluit (*Jālwōj* in Marshallese) was Germany's administrative center in the Marshalls. The Germans were interested in economic gain. Germany's focus was so much on economic development that a German trading company ran the German government in the Marshalls for about eight years.

Economic development was also Germany's main goal in the Carolines and Marianas. Germany sent government administrators to Saipan to oversee the Marianas, to Yap to oversee the Western Carolines, and to Pohnpei to oversee the Eastern Carolines. Later administrators were sent to Palau and Chuuk as well. These administrators required able-bodied Micronesian men to work on public projects such as building roads and docks.

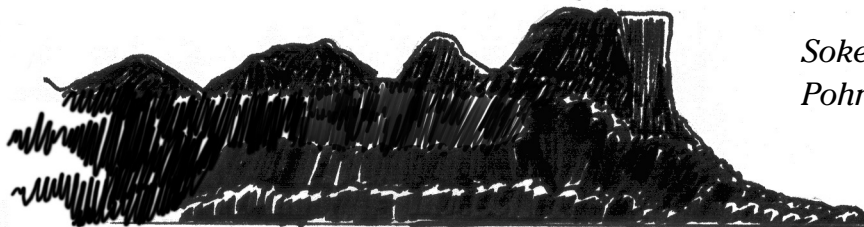
The Germans started many coconut plantations. Islanders were required to plant coconut trees in rows and were paid for doing so with German money. Other cash crops such as tobacco and coffee were also grown on some islands. The Germans opened a phosphate mine in Angaur, Palau. Pohnpeians, Chuukese, and Yapese were brought to work in the mine along



with Palauans. Chamorros were also brought to the mine to be mid-level managers such as bookkeepers and overseers.

Germany was not interested in changing local culture. The Germans did, however, start public schools, open hospitals, establish police forces, and conduct other activities designed to improve public health and safety. During the early 1900s, a series of destructive typhoons hit many parts of Micronesia. Germans helped relocate islanders from devastated atolls to high islands. The typhoons also crippled coconut production on many islands. The German copra industry never recovered from the damage done by the typhoons.

Overall, the German Period remained peaceful throughout Micronesia although a few conflicts arose. Most notable is the Sokehs Rebellion. A chief and his warriors from the Sokehs district of Pohnpei killed a



*Sokehs Rock
Pohnpei*

German administrator and several of his men. After the killing, Dr. Max Girschner took command as the next ranking German on island. Dr. Girschner was well liked by Pohnpeians. When he took control, Pohnpeians from other districts came to his aid and help defeat the Sokehs warriors. Sokehs Rebellion leaders were executed by

firing squad. The Sokehs people were exiled to Yap and later to Angaur, Palau, where the men were put to work in the phosphate mine.

In 1914, World War I began. The Japanese took over the Marianas (except Guam), the Carolines, and the Marshalls. The Germans departed the islands without a struggle. As the Spanish had before them, the Germans left their mark in Micronesia. German influence was greatest in the Marshalls, where German traders had been doing business since the 1800s. Germany's main impact in Micronesia was economic development.

Japanese Period

First twenty years. The Japanese military entered Micronesia in 1914 when World War I started. Germans in Micronesia peacefully left the islands. During World War I, the Marshalls, Carolines, and Marianas (except Guam) were administered by the Japanese Navy. Six government centers were established in Saipan, Palau, Yap, Chuuk, Pohnpei, and Jaluit in the Marshalls. After the war, the League of Nations placed Micronesia under official control of Japan. A civilian government was set up with the main government headquarters in Koror, Palau.

Throughout the 1920s and early 1930s, the Japanese worked to make Micronesia like Japan. They opened businesses, built roads, and brought modern technology such



as electricity and movie theaters to some places. They provided health care and opened schools for islanders to receive three years of primary education. In Koror, Palau, the Japanese started a woodworking training center for Micronesians. The Japanese also brought in Christian missionaries to serve islanders' religious needs.

Japanese settlers who came to Micronesia brought their beliefs and customs with them. For example, Buddhist temples and Shinto shrines, geisha houses, and public baths were built on several atolls in the Marshalls as well as on many other islands throughout Micronesia. These places were for the use of Japanese settlers.

Micronesia prospered economically during the first twenty years of the Japanese Period. In many cases, the Japanese took over businesses that the Germans had started such as the phosphate mine in Angaur, Palau. In many other cases, the Japanese started new enterprises. They set up agricultural stations and introduced new plants. They developed the fishing industry. They opened a bauxite mine and several more phosphate mines.

In the Marianas, the Japanese started growing sugar cane on Saipan, Tinian, and Rota. The sugar industry became the largest industry in the Marianas. Railroads were built on the islands to transport sugar cane. Much native forest was cleared to make room for planting sugar cane. Sometimes ancient *latte* stones were removed.

Many of the businesses that the Japanese started required large numbers of laborers. The Japanese brought thousands of laborers to work in Micronesia. Some laborers were from Japan; others were from Korea and Okinawa. Micronesians became far outnumbered by foreigners. For example, in the Northern Marianas in 1937, there were about 42,500 foreigners and only about 4,100 Chamorros and Carolinians. In Palau in 1940, there were about 23,700 Japanese and only about 7,000 Palauans. Koror, Palau, sometimes was called "Little Tokyo."

Late 1930s. In the late 1930s, Japan began to change its activities in Micronesia. The Japanese were preparing for war. They started bringing soldiers to Micronesia and started building military fortifications in the islands. Micronesians were often forced to relocate from place to place. Sometimes relocation would be from one part of an island to another part; other times relocation was from one island to another island. For example, the people of Dublon, Chuuk, were forced to move to make way for Japanese naval headquarters. The people of Peleliu, Palau, were moved to make way for headquarters of the Japanese 31st Army.

With the military buildup in Micronesia, the Japanese started treating many Micronesians harshly. They forced Micronesians to work as laborers for military installments. They required islanders to participate in military drills. They would not let local people on some islands shop

for food in stores. Islanders had to endure many hardships.

Many people in the United States remember the date December 7, 1941. It is on that date that Japan bombed Pearl Harbor, Hawaii. Americans are not as likely to know that on the same day Japan also attacked Guam. Because the international dateline falls between Hawaii and Guam, the date of Japan's attack on Guam was December 8, 1941. The U.S. Navy governor in Guam surrendered the island to Japan. This began a four-year Japanese occupation of Guam and put all of Micronesia under Japanese control.

The Japanese occupation of Guam was a period of martial law. Japan claimed ownership of all land, crops, and animals. Chamorros could not kill an animal without Japanese permission. Chamorros had to have passes at all times and bow to their Japanese captors. There were harsh punishments for Chamorros who did not obey all the rules. Most of the Chamorro population moved to the interior part of the island to try to stay out of harm's way. Near the end of the war, Chamorros were forced to move to two concentration camps.

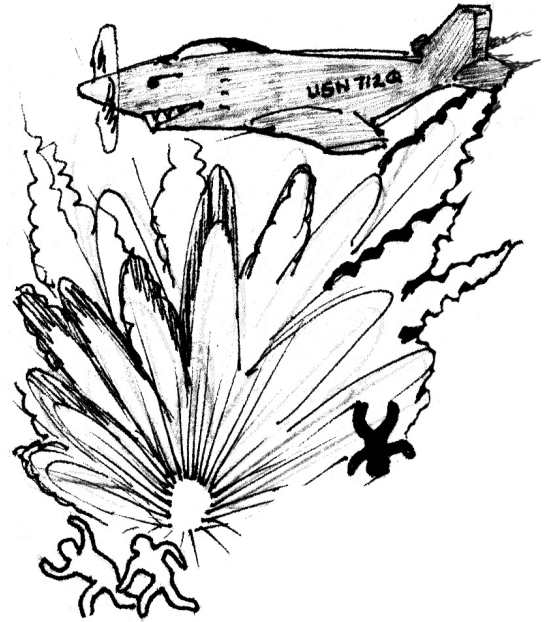
1944. In the year 1944, Japanese control in Micronesia ended as Japan was defeated in bloody battle after bloody battle across the entire region. The first battles in Micronesia occurred in the Gilberts in late 1943. Makin and Tarawa fell to U.S. forces. Then, in January and February 1944, Kwajalein and Enewetak in the Marshalls were taken by

the Americans in major battles. No land battles occurred in Kosrae, Pohnpei, Chuuk, or Yap, but U.S. bombing raids did. Many Japanese aircraft and ships were destroyed in Chuuk Lagoon. The town of Kolonia in Pohnpei was nearly destroyed by bombs.

In the summer of 1944, the United States began its attacks in the Marianas and Western Carolines. Saipan fell first in early July 1944. Thousands of Japanese committed suicide by jumping off cliffs in Saipan. U.S. forces landed in Guam on July 21. Chamorros in Guam call this date "Liberation Day." Tinian was invaded next by U.S. Forces. Then, in September 1944, U.S. Marines landed at Peleliu, Palau. The battle of Peleliu is known for being one of the bloodiest in the Pacific.

All of the battles and bombings in the Pacific were terribly destructive. Thousands of soldiers on both sides lost their lives. Islanders also lost their lives but there are not good records to tell how many died. Hundreds of Micronesians lost their homes. Villages were destroyed. Forest and farm land was ruined.

Summary. The Japanese Period ended with Micronesia in turmoil and with a new outside power taking control. As the Spanish and Germans before them, the Japanese left their mark on the people and cultures



of Micronesia. Except for the Chamorros in Guam, islanders had experienced an early period of prosperity when the Japanese were in control. This peaceful time sometimes is overlooked because of the dreadful events that followed during World War II.

United States Navy in Charge

By the end of 1944, the Japanese were defeated in Micronesia. U.S. troops took their place in the islands. The United States began to build military bases throughout Micronesia from the Marshalls to the Carolines and Marianas. A base at Tinian in the Northern Marianas became the largest operational air base in the world. In 1945, the planes that dropped atomic bombs on Hiroshima and Nagasaki in Japan flew from the base in Tinian.

Japan surrendered in August 1945. In the next few months, many of the American troops in Micronesia returned home to the United States. Most Japanese who had been living in the islands were sent back to Japan. The U.S. Navy took command of Micronesia. The navy worked to help the islanders start rebuilding. Wage economies were put in place. The United States Commercial Company opened stores and started teaching islanders how to run them as cooperative businesses.

In 1947, the United Nations created the Trust Territory of the Pacific Islands (TTPI) and made the United States the Administering Authority. The TTPI consisted of the

Marshalls, the Carolines, and the Marianas, except Guam, which remained a United States territory. The TTPI was a strategic trust. This meant that the islands were considered to be of military importance to the United States.

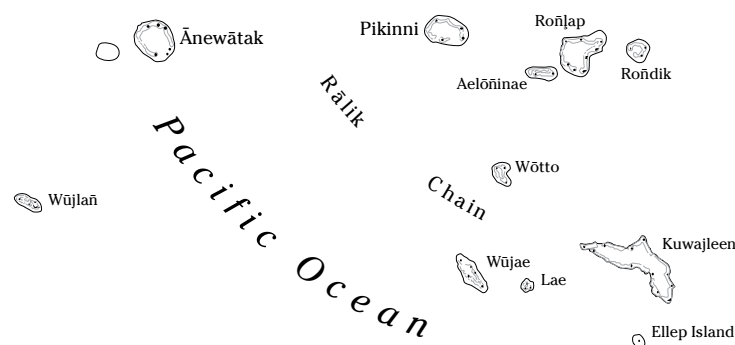
For a few years, the U.S. Navy remained in charge of the TTPI. The islands were divided into six districts: Palau, Yap, Chuuk, Pohnpei (included Kosrae), the Northern Marianas (headquarters in Saipan), and the Marshalls (headquarters in Majuro). In 1951, government administration for these districts changed from the U.S. Navy to the U.S. Department of the Interior. The United Nations played an important role, too, by regularly monitoring how the United States was doing as the Administering Authority.

Nuclear Weapons Testing

Starting in 1946 with “Operations Crossroads,” the United States conducted atomic and hydrogen bomb testing in the Marshalls. The tests took place on two atolls—Bikini (*Pikinni* in Marshallese) and Enewetak (*Ānewātak* in Marshallese). Marshallese people from these atolls were moved from their homes to other atolls. Bomb testing continued on Bikini and Enewetak until 1958.

The Bravo blast in 1954 is well known for its destructive force and for the spread of radioactive fallout. Radioactive fallout is a kind of pollution that can cause great harm to living things. People from two other

atolls, Rongelap (*Roñlap* in Marshallese) and Utirik (*Utrōk* in Marshallese), had to evacuate their atolls because of fallout from the Bravo test. By the time the United States stopped conducting tests, both Bikini and Enewetak had lost three complete islets.



This period of testing from 1946 through 1958 had a critical effect on Marshallese from the affected atolls. People became sick. Islanders from Bikini and Enewetak lost their homes. They were moved to atolls with inadequate resources. When the testing stopped, the situation remained serious. The Marshallese could not return to Bikini and Enewetak because of contamination. In some atolls, people could not eat coconut crabs because the crabs were contaminated. Some people's health had been permanently harmed by the fallout.

Although the Marshallese were most critically affected by the nuclear testing, Micronesians in other islands also became nervous about the tests. Islanders were fearful that fallout could reach them or that the United States might decide to begin testing in their islands. The testing caused many islanders to worry about their future.

Rebuilding Micronesia

Many islands had been devastated during World War II. Homes had been destroyed and island landscapes ruined. After the war, a process of rebuilding began with the assistance of the United States. As they rebuilt their islands, Micronesians slowly began to take on western ways. For example, cash economies expanded as islanders took paying jobs.

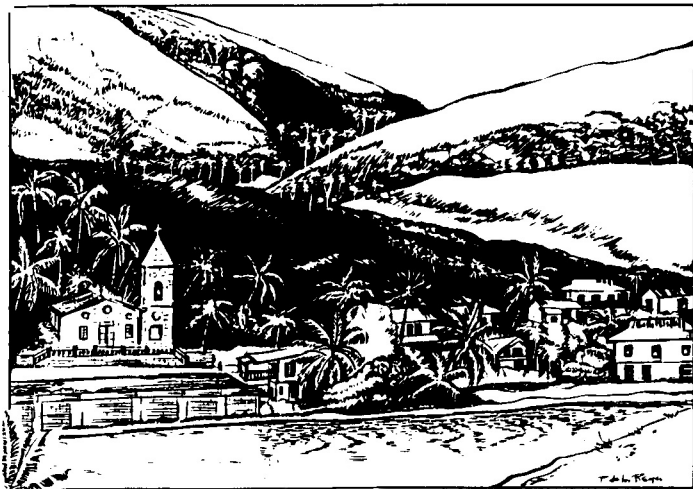
In the Carolines and Marshalls, development moved quite slowly throughout the 1950s and early 1960s. The islands were geographically remote. Transportation between islands was not easy. Although technological advances were being made in the highly developed countries of the world, such advances did not reach the islands quickly.

The fact that the TTPI was a “strategic” trust made rebuilding more difficult in some places. The United States placed restrictions on who could travel where because the U.S. government was concerned about security in the region. From January 1953 to July 1962, Saipan and Tinian were closed off from the TTPI administration and returned to the command of the U.S. Navy. The U.S. Central Intelligence Agency (CIA) used Saipan as a location to train Chinese people to go back and fight communism in their country.

Saipan’s infrastructure such as roads, electrical power, and telephones developed during this ten-year period because of the American presence on the island. Yet

Saipan and Tinian were isolated from the rest of the TTPI. In 1961, a United Nations team criticized the United States for favoring development in Saipan over other parts of the TTPI. This criticism led U.S. President John F. Kennedy to close down the CIA training program, return Saipan and Tinian to the TTPI administration, and move TTPI headquarters to Saipan to take advantage of the superior infrastructure.

Rebuilding after World War II moved



more quickly in Guam than in other locations. The United States had been in control in Guam before the war, and the people of Guam considered the Americans to be “liberators” when U.S. troops defeated the Japanese. Guamanians wanted to be U.S. citizens. In

1950, they got their wish when the U.S. Congress passed the Organic Act of Guam, making them U.S. citizens.

Summary. After World War II, Micronesians in the Marshalls, Carolines, and Marianas found themselves under the authority of the United States and with many war-damaged islands. Islanders had to rebuild and to become accustomed to another foreign power. In the first fifteen years after the war, the United States presence was more clearly felt in the Marshalls and the Marianas than in the Carolines. In

the Marshalls, this was because of nuclear weapons testing, as well as the development of a missile testing range in Kwajalein. In the Marianas, Guamanians became U.S. citizens, while Saipan and Tinian were cut off from the rest of the TTPI and Guam by being placed back under a U.S. Navy administration for ten years.

Political Development

Under the trusteeship, the United States had certain responsibilities to the people of Micronesia. The United States was obligated to encourage the social, economic, and political development of the islands. Development moved slowly in the 1950s and early 1960s. Then, in 1961, a United Nations report said that the United States was not fulfilling its responsibilities well. In response to the report, U.S. President Kennedy appointed a nine-member commission to study the situation in Micronesia and make recommendations for positive change. This commission was often called the Solomon Commission because its chairman was Anthony Solomon.

The Solomon Commission did its work over a six-month period and submitted a report to President Kennedy. Recommendations made by the Solomon Commission had a significant impact in Micronesia. One important recommendation pointed out the need for a TTPI legislature with local representatives from all six districts of the TTPI. Within two months of the submission of the report, President Kennedy was killed. The

Solomon report did not become official policy but it was not forgotten.

In 1964, U.S. President Lyndon Johnson approved the establishment of the Congress of Micronesia. Representatives to the Congress were elected from the six districts of the TTPI. The first meeting of the Congress of Micronesia was held in Saipan in 1965.

Northern Marianas. Although Saipan was the headquarters for the Congress of Micronesia, many leaders in the Marianas were opposed to sending representatives to the Congress. People in the Northern Marianas had already indicated in three different polls that they wished to reunite with Guam. They were more interested in separating from the rest of Micronesia than in joining the Congress. Nonetheless, as a district of the TTPI, the Marianas elected representatives to the Congress of Micronesia and participated fully in its work.

Formation of the Congress of Micronesia became a turning point in the political development of Micronesia. Work done by the Congress led to the establishment of a Micronesian Future Political Status Commission in 1967. The commission's work led to political status discussions with the United States. Several rounds of political status talks took place during a period of eight years.

The Northern Marianas chose to be part of some of the talks but did not take part in all of them. In 1972, the Northern Marianas

began having separate political status talks with the United States. Even though it was having separate talks with the United States, the Northern Marianas' delegates to the Congress of Micronesia continued their participation in the Congress, including Micronesian status negotiations.

Micronesian Constitutional Convention.

By 1975, work of the Congress and discussions with the United States had progressed to the point where Micronesians were ready to hold a Micronesian Constitutional Convention. Delegates from the districts gathered and wrote a Micronesian Constitution. After the constitution was written, a period of education began. Islanders needed to understand the constitution before they could vote to approve or disapprove it.

During this educational period, an important political change occurred in the TTPI. The Northern Marianas successfully concluded separate political status talks with the United States and approved a local constitution that took effect in January 1978 with the inauguration of the first constitutional officials. Meanwhile, Kosrae became its own separate TTPI district, no longer being a part of the Pohnpei district. This meant there were still six districts in the TTPI but Kosrae had replaced the Northern Marianas. The six districts were now Palau, Yap, Chuuk, Pohnpei, Kosrae, and the Marshalls.

In 1978, voters throughout the TTPI went to the polls to cast their votes for or against

the Micronesia Constitution. The constitution was approved in Yap, Chuuk, Pohnpei, and Kosrae. It was not approved in Palau and the Marshall Islands. As a result of this vote, the Federated States of Micronesia was formed, made up of Yap, Chuuk, Pohnpei, and Kosrae. Citizens in these states now needed to elect their own national leaders.

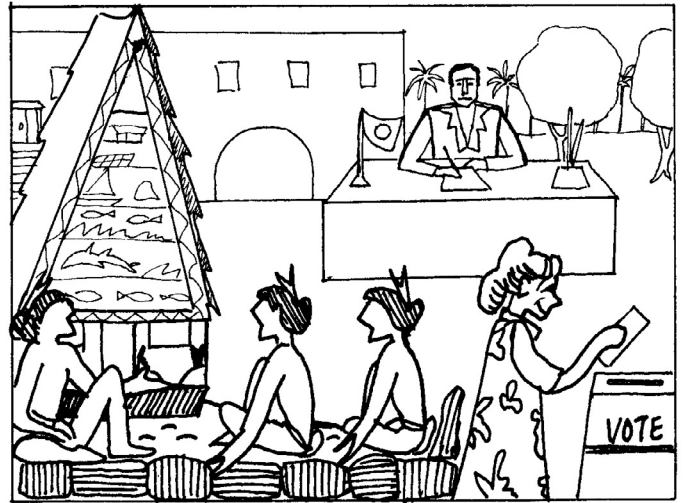
Palau and the Marshall Islands. In Palau and the Marshall Islands, citizens had a different task. Voters in both of these entities now needed to elect delegates to their own constitutional conventions. Both entities acted quickly. A Palau Constitutional Convention and a Marshall Islands Constitutional Convention were held in 1979. Voters in the Marshall Islands approved their new constitution in 1979 and then held elections for their national leaders. Voters in Palau approved their constitution in 1980 and then held elections for their national leaders.

By 1980, the Federated States of Micronesia, the Marshall Islands, and Palau all had their own constitutions and elected national leaders. They were still part of the TTPI, however. To become sovereign nations, the voters in each entity had to approve the Compact of Free Association with the United States. In the early 1980s, voters in all three entities approved the Compact of Free Association. This led to U.S. recognition of the independence of the Federated States of Micronesia and the Marshall Islands in 1986. At the same time, commonwealth status and citizenship became official for the CNMI. In 1990, the United

Nations recognized FSM and Marshall Islands independence.

Palau. A problem arose in Palau. Palau's constitution had an anti-nuclear clause that did not allow any nuclear materials in the Palau islands and required a 75 percent majority vote to override the clause. The Compact of Free Association would allow some nuclear materials in Palau's boundaries.

Although the Compact was approved by Palauan voters in 1983, it was approved by fewer than 75 percent of those voting.



Some Palauan citizens brought this before the Palau Supreme Court. The Court ruled that the Compact had not been approved because a 75 percent majority had not been reached. Palauans went to the polls six more times during the 1980s and 1990s to vote on the Compact. Each time a majority of those voting approved the Compact, but it was never a 75 percent majority.

In 1992, Palauans voted to amend their constitution so a simple majority rather than a 75 percent majority was required to override the anti-nuclear clause. Another Compact vote was held in 1993. About 68 percent of those voting approved the Compact. This was more than the simple

majority required by the amended constitution. Therefore, the Compact was finally approved in Palau. It took effect in 1994.

Guam. While the islands of the TTPI were working on developing their governments, citizens in Guam also were making political decisions. Guamanians were interested in gaining greater self-government. During the 1970s and 1980s, many political development activities took place in Guam such as electing a governor for the first time, forming a political status commission, polling citizens about which political status they preferred, and drafting a Guam constitution that did not receive approval by Guam's voters.

After years of thoughtful discussion, Guamanians decided that they wanted Guam to become a commonwealth of the United States. The Commonwealth Act of Guam was approved by Guam voters in two separate votes in 1987. It was presented to the U.S. Congress in 1988 because congressional approval is required before the Commonwealth Act can take effect. Congress has held several public hearings on the Commonwealth Act over the years. As of 1999, however, the Commonwealth Act of Guam has not been brought to the floor of the U.S. Congress for a vote.

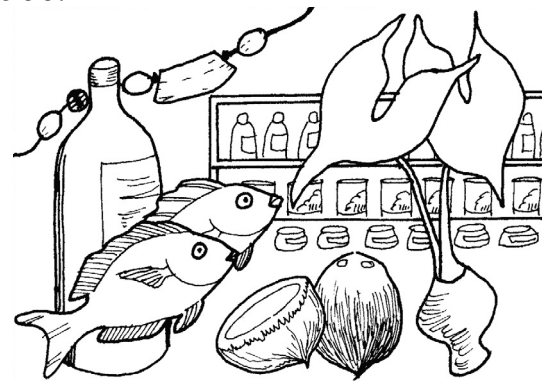
Summary. Micronesia experienced tremendous political development from the establishment of the Congress of Micronesia in 1965 to Palau's independence in 1994. Working both together and separately,

Micronesian peoples made decisions about their political future. The islands that were part of the TTPI became four separate political entities—the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau. Guam remained a United States territory, seeking commonwealth status.

Social and Economic Development: 1960s–1980s

1960s. The Solomon Commission's report to President Kennedy in 1963 brought U.S. government attention to the TTPI. Social and economic development began to occur more rapidly than it had in the fifteen years immediately after World War II. Local high schools were established on several islands during the early 1960s. Peace Corps volunteers arrived in many islands in 1966. The Micronesian Occupational College opened in Palau in 1969. Radio stations also opened on some islands in the 1960s.

Economic developments became more noticeable in the 1960s. Islanders began cooperative businesses such as a handicraft co-op in the Marshalls, a housing co-op in Pohnpei and Kosrae, and a fishing co-op in Chuuk. Hotels began to go up in some locations. Continental Air Micronesia took over the Pan American Airlines routes in the TTPI and began flying to Guam,



Saipan, Palau, Yap, Chuuk, and the Marshall Islands. In 1970, Pohnpei was added to Continental Air Micronesia's route, followed by Kosrae in 1986.

1970s. The 1970s brought even more social change. Television came to some islands. More radio stations opened. New medical facilities were built in some locations. Guam Community College was established. Other educational institutions opened their doors. Many different religious groups started sending missionaries to the islands such as the Seventh-Day Adventists, the Mormons, and the Jehovah's Witnesses.

The 1970s also brought continued economic development. The tourist industry continued to grow, especially in Guam and Saipan. Copra processing plants opened in the Marshall Islands, Chuuk, and Palau. Commercial transportation companies began shipping goods to the islands more frequently. Co-ops and other small businesses continued to open.

These social and economic changes of the 1960s and 1970s brought Micronesians more and more opportunities to see western lifestyles. Peace Corps volunteers shared western ways, both good and bad. Television brought examples of American culture to the islands. United States products became more readily available. Air flight service allowed Micronesians to travel more easily. Representatives to the Congress of Micronesia became frequent

travelers who brought information back about life in other parts of Micronesia and the world. This social and economic development in the 1960s and 1970s created a new blend of western and traditional ways throughout Micronesia.

1980s. In the 1980s, rapid change continued in many entities. Island economies grew. Many banks opened in the FSM, Palau, and the Marshalls. Telephone systems in many islands were improved. Road construction and road paving continued. New airports were completed in Palau, Yap, and Kosrae. A garment industry started in the CNMI when Asian manufacturers discovered trade advantages of doing business there. Also, in the late 1980s, the FSM and RMI received large amounts of money through the Compact of Free Association. This helped expand their economies.

Along with economic development, other kinds of expansion occurred during the 1980s. Education systems grew and improved. The College of Micronesia opened campuses in various locations. Health care advanced. More health care facilities became available to islanders. Many religious groups, such as Seventh-Day Adventists, Mormons, and Baha'i, expanded their work in the islands. These and many other activities affected life on the islands.

Summary. The 1960s, 1970s, and 1980s were a period of tremendous change in Micronesia. New democratic nations were born. Market economies became the primary economic systems in the islands. Western culture made a significant impact on island culture. Micronesians interacted more and more with the global community.

The 1990s

Around the world, the 1990s brought challenges to all nations. Amazing advances in technology made the world a smaller place as communication tools allowed for instant transmission of information. More than ever before, people living in the 1990s could call themselves global citizens. Micronesians faced the challenges of the 1990s along with citizens everywhere.

In the 1990s, fax machines, computers, and VCRs became common in the islands. Electrical systems were improved to support the new technology. Satellite hook-ups brought up-to-the-minute information to main islands. Other islands in Micronesia did not receive these new technologies because of geographic isolation, however. Some Micronesian islands still did not have electricity in the 1990s.

Micronesians worked to develop their democratic systems throughout the 1990s. In most locations, they concentrated on trying to create an appropriate blend of traditional and modern ways. Honoring traditional culture in a modern society is

often difficult to do. Citizens have different opinions about how to fit traditional customs into a democratic system. Although there were disagreements, citizens continued to work together to meet the challenges of the information age.

In the early 1990s, economies in most of Micronesia grew. The CNMI and Guam had tourist industries that were particularly strong. The Asian financial crisis of 1997, however, hit the CNMI and Guam hard as Asian tourists stopped traveling. Other islands were also affected by the situation in Asia. Local policies related to investment, labor, and minimum wage slowed some economies as well.

The Marshall Islands and FSM had special planning to do in the 1990s. For these two nations, economic assistance provisions of the Compact of Free Association would be ending in 2001. Leaders in these nations began Compact renegotiations with the United States. The RMI and FSM knew that they needed to focus on two priorities for the future: 1) making sure that their governments provided essential services to citizens and 2) building up private sector development.

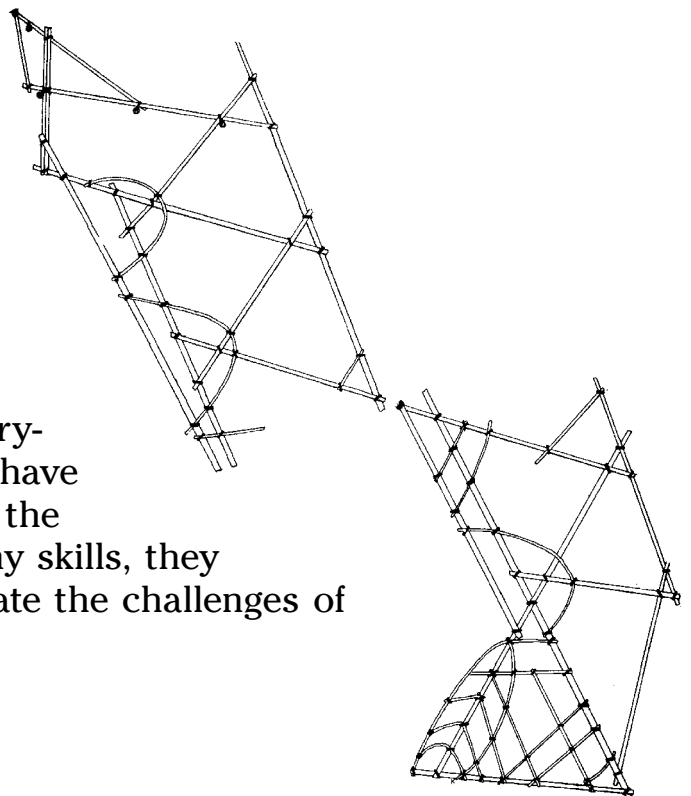
Summary. In the 1990s, communication technology brought the world closer together. Micronesians, along with people everywhere, became global citizens. Island governments established more international relationships. Island economies grew but had setbacks caused by the Asian financial

crisis and local economic policies. For the RMI and FSM, Compact renegotiations were a focus of governmental activity.

Navigating the Future

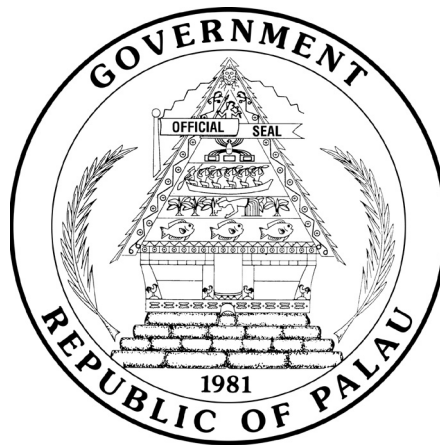
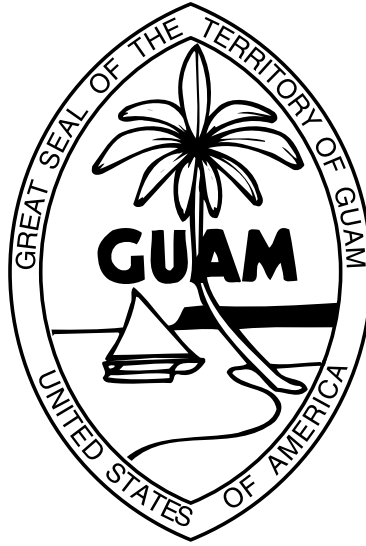
Micronesians have a long, rich cultural tradition. They have skills and knowledge that have been passed on for centuries. They have developed ancient civilizations that will never fully be understood. They have adapted to the influences of outsiders. At the same time, they have maintained traditional ways of life and their cultural identities. They have survived a devastating war. They have survived destructive typhoons and earthquakes.

Micronesians know how to navigate in the vast Pacific Ocean. They have also learned to navigate in the new Information Age. There will be many challenges ahead for Micronesians as there will be for people everywhere. Micronesians have met the challenges of the past. Using their many skills, they will continue to navigate the challenges of the future.



Chapter 2

Using the Timelines



Using the Timelines

The next five chapters of this book contain individual maps and timelines from the five Micronesian entities that are affiliated with the United States. The timelines are presented chapter by chapter in alphabetical order: Commonwealth of the Northern Mariana Islands (CNMI), Federated States of Micronesia (FSM), Guam, Republic of the Marshall Islands (RMI), and Republic of Palau (Palau). Each of the five timelines is set up in the same general format. This chapter will help you understand how to read and use the timelines.

What Is on the Timelines?

The timelines contain information about important people, places, and events in each entity's past. The first part of each timeline is written in a different way from the second part. The first part is an essay. An essay is written like a story. The second part of each timeline is in the form of entries. Entries are facts written in short sentences.

Timeline Essays. The early settlers of Micronesia did not have written languages. People passed information down by word of mouth. This is called oral history. The essay part of each timeline describes a little about island life before islanders had written records. Information in the timeline essays comes from what archaeologists have

discovered, from oral history, and from records written by visitors to Micronesia.

Timeline Entries. The second part of each timeline is made up of entries. Each entry is one or two sentences. The entries tell facts about events or people in each entity's history. Events that happened longest ago appear first on each timeline. Entries have been taken from written records. You can tell one entry from another by the black dots, or bullets, before the first words.

How Are the Entries Organized?

Five Sections. The entries in each timeline are organized in five sections. You can see four of the headings, or titles, down the side of the page. From top to bottom, the four headings are HISTORY, GOVERNMENT, ECONOMY, and CULTURE. Look at one of the timelines now and find these four headings.

The fifth section of the timeline is GEOGRAPHY. Geography facts are found in boxes that look like file cards. Look at one of the timelines now and find one of the geography cards.

The timelines are organized by these five subjects to make the timelines easier to read. In addition, learning about people and events in this way will help you understand how different kinds of events relate to each other.

Dates. To locate entries on the timelines, look at the top of a page. You will see two dates at the top of each column. These dates show the years covered by the entries in that column. For example, you might see 1940–1949. Any entry in that column will have happened between 1940 and 1949.

Sometimes the same years will appear above more than one column because there are too many entries to fit in just one column. To help you notice that it is the same years, the word “continued” will appear after the years. For example, you might see “1940–1949 continued.”

At the end of each entry, you will see a date in parentheses. This date is the exact year in which that event happened. Look at one of the timelines and find an event that happened between 1940–1949. What event did you find? In what year did the event happen?

Sometimes you will notice the letter “c” before the year that an event happened. The “c” stands for *circa*. *Circa* means “around” or “about.” A “c” before the year in an entry means we do not know the exact year in which the event happened. We know that it happened around a certain time. Find an entry that has a “c” before the year in parenthesis. What event did you find? About what year did that event happen?

How Are Events Grouped?

Historical events are often grouped into time periods. One such time period is a century. A century is 100 years. Another time period is a decade. A decade is 10 years. The most recent events on the five timelines are organized decade by decade. The older events on the timelines are organized by time periods longer than one decade. For example, some are organized in 50-year periods; others might be organized in 100-year periods. Be sure to look at the years at the top of a column so you know how long a time period that column includes.

Another way that events are grouped is by historical period. This means a series of historical events are interrelated and can be used to describe the main things that were happening in a place. For example, all the Micronesian islands had what is often called a “Japanese Period.” During the Japanese Period, Japan was in control of the islands. To help you understand these historical periods, the five timelines include summary boxes. In the summary boxes, you will find a short description of what happened during that historical period.

Each of the five timelines have different descriptions in their summary boxes because historical periods are different from entity to entity. However, you will also find some similarities between descriptions in summary boxes because the islands have

shared certain things in common. For example, you could look at summary boxes on each timeline about the Japanese Period and see what was the same and what was different during that historical period in each location. On Guam's timeline, the summary box is called "Japanese Occupation," not "Japanese Period."

A Note about Spellings: In some cases, place names and people's names are spelled differently between timelines and even on the same timeline. This usually occurs because of differences between "old" spellings and "new" spellings. For example, the new spellings of Chuuk, Kosrae, and Pohnpei are generally used on the FSM timeline. However, if a business has an old spelling as part of its name such as the Truk Fishing Cooperative or Ponape Pepper, then the old spelling is used.

Words may also be spelled differently because of entity preferences. For example, the CNMI timeline uses "Aguiguan" to refer to the same island that the Guam timeline calls "Aguijan."

Chapter 3

Commonwealth of the Northern Mariana Islands



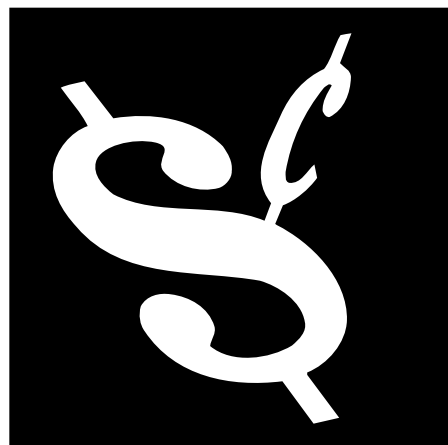
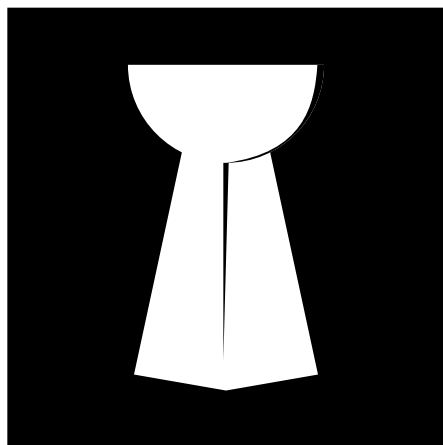
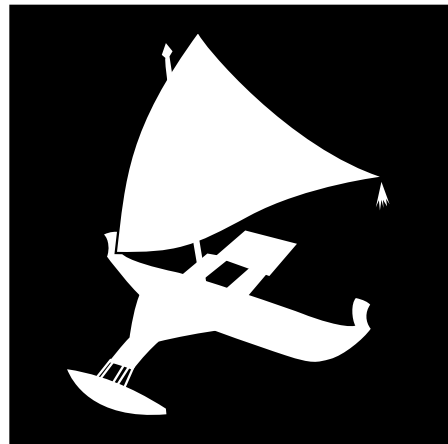
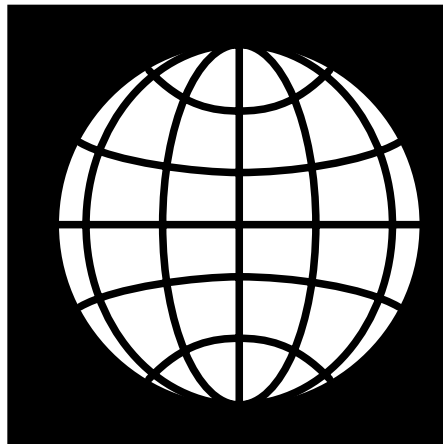
Acknowledgments

Information for the original CNMI CAAP student materials was gathered by a research team of five educators in 1993 and 1994. Their names and positions (at the time of their participation) are:

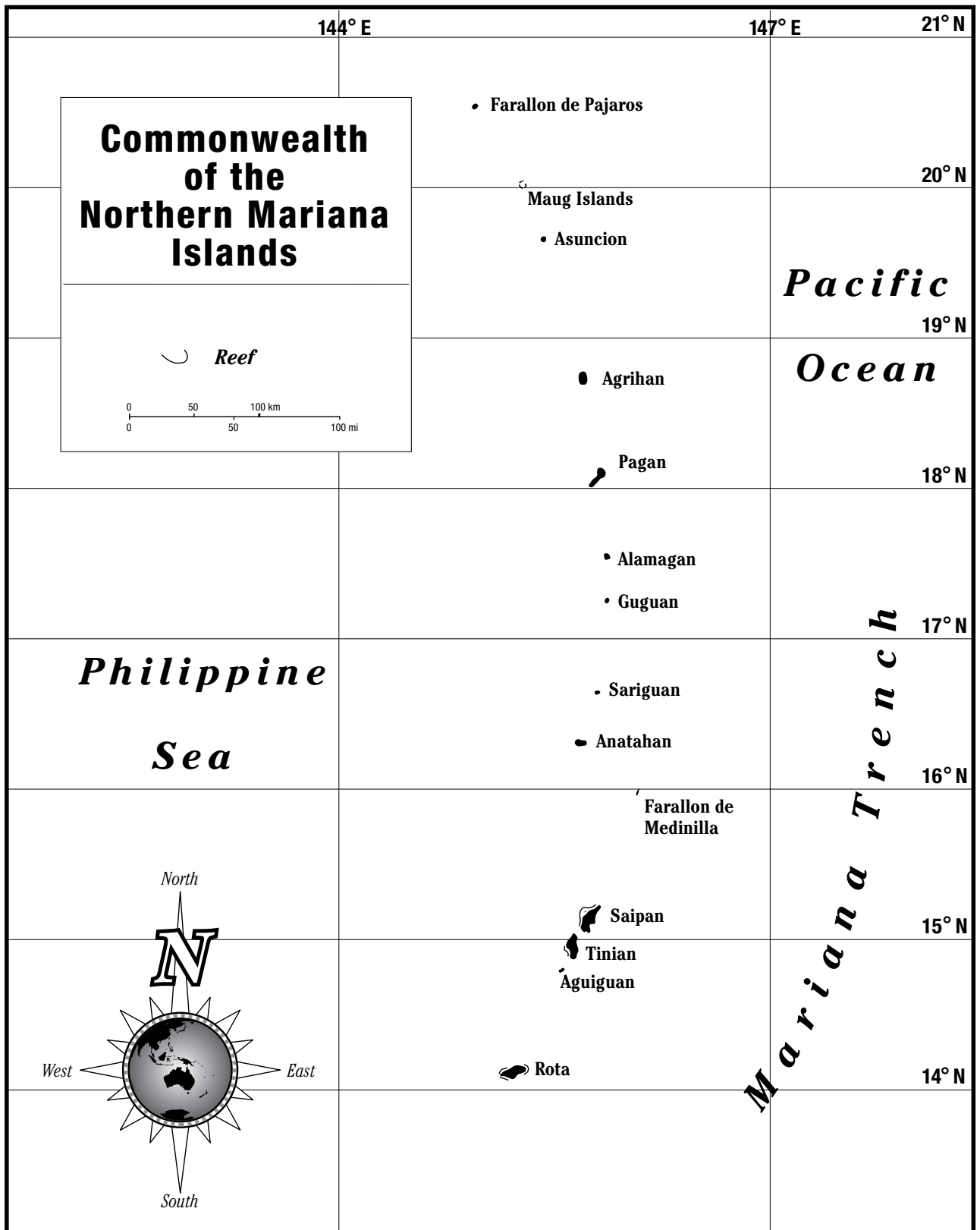
- Socoritto Aquinaldo, Koblerville Elementary School
- Mike Kawczk, Garapan Elementary School
- Jose C. Mafnas, social studies program manager, CNMI Public School System
- Juanita E. Paras, Gregorio T. Camacho Elementary School
- Alan Taylor, San Vicente Elementary School

Mr. Mafnas was the leader of the research team, and development of the materials was supported by Commissioner William Torres.

CNMI CAAP was field tested during the 1994–95 school year, after which the materials were revised and new timeline entries were added to make the book as current as possible for the 1995 edition.



CNMI Timeline



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The Marianas Before the Europeans

Before the Europeans came to our islands, information was passed down from generation to generation orally. Parents passed on their skills and knowledge to their children, who in turn passed it on to their children. What we know about Chamorro life before the Europeans comes from our oral history and from archaeological information.

More than 3,500 years ago, our ancestors came to the Marianas as the original inhabitants. Through time, they developed their own special way of life, using the resources that were available. This way of life included ways to sail, to fish, and to relate to other people.

Where Our People Came From

No one knows exactly when the canoes bearing the islands' first inhabitants arrived in the Marianas or why they came here. We do know, however, that the Mariana Islands were probably among the first to be settled in Micronesia. Because of the similarities of Chamorro and other Southeast Asian languages (most notably Indonesian and some of the Filipino languages) and similar pottery, it is thought that the first settlers came to the Marianas from Southeast Asia, the Philippines, or Indonesia.

Village and Family Structure

Each Chamorro village was made up of one or more related families, or a clan. The clan governed itself and cooperated in gathering food, caring for the sick, arranging funerals, and carrying out other social and ceremonial obligations. It is believed that Chamorros did not have an islandwide system of government. Rather, each village governed itself.

Chamorro clans were organized along matrilineal lines of descent. This means that the women held the highest rank and had the most authority or power in the clan, beginning with the firstborn female. The great-grandmother was the head of the clan. Then power and authority went down the line through the grandmother, grand-aunt, aunt, sister, female first cousin, and daughter.

Men and women had different duties in the village. Women were responsible for weaving mats and baskets, taking care of children and the house, making coconut oil and pottery, and doing most of the cooking. Men were responsible for building houses and canoes, navigating, and doing most of the gardening and fishing.

Food and Shelter

Food for the ancient Chamorros came from the land and sea around them. From the land came such products as rice, taro, yams, coconuts, breadfruit, and ginger, as well as fruit bats and birds. From the sea

came fish, turtles, lobsters, and crabs. Chamorros used knives and scrapers made from stone, shell, and bone to help prepare food. Other utensils, such as spoons and ladles, were sometimes made from coconuts.

Bowls and pots were also important in food preparation. The Mariana Islands have rich deposits of a natural red clay. From the clay, Chamorro women fashioned pottery for use in everyday life. This pottery is now known as Marianas redware. It provides one of the clues that the Chamorros may have come to the Marianas from Southeast Asia through the Philippines, because archaeologists have discovered similar pottery in those locations.

When Chamorros first arrived in the Marianas, it is likely they lived in caves until they chose appropriate sites to build houses. Important factors in locating village sites were a nearby source of fresh water, good soil for crops, and an easily accessible reef where seafood could be caught. Once a desirable site was located, houses could be built.

These early houses were built on log posts and called pile houses. Most were made of wood and thatch.

After the Chamorros had lived in the Marianas for more than 2,000 years, they began to build *latte*. *Latte* were stone pillars that supported the wooden frame of thatched houses. Because *latte* are not

found anywhere else in the world, it may be concluded that they were developed here. *Latte* have become a well-known symbol of the Marianas.

How People Dressed

The ancient Chamorros had no need for clothing. They did protect themselves from the direct sun by wearing hats made from palm fronds or pandanus. After reaching puberty, women wore a *tifi*, a small covering that hung down from a string around the waist. The *tifi* could be woven from leaves or be a piece of fiber from coconut tree bark. Sometimes, in special cases, the *tifi* was made of turtle shell.

Although little or no clothing was worn, jewelry was an important part of Chamorro culture. Women made turtle-shell necklaces for their men, as well as for themselves. Earrings and bracelets were also worn. Jewelry was used not only for adornment, but also as a medium of exchange like money. As money, jewelry made of turtle shell was the most valuable.

Social Structure

Chamorros lived under a class or caste system. There are two different theories about how this worked, but both theories include an upper class or caste called the *matua* and a lower class or caste called the *manachang*. In one theory, there is a third caste in the middle called the *atcha'ot*. This same theory states that the differences

between the castes were very distinct and that the *manachang* served the *matua*.

The other theory suggests that differences between the *matua* and the *manachang* were not as great. In this theory, the *matua* are the leaders and their relatives are called *atcha'ot*. The rest of the population makes up the *manachang*.

Summary

The people of the Marianas had a rich and full way of life before contact with the Europeans. They lived using the resources from the land and the ocean. Villages were organized in a way that helped to get work done and provided for the needs of all villagers. Parents taught their children the skills they would need as adults.

Food was prepared using pottery now known as Marianas redware. In the earliest days, houses were built of wood and thatch. About 800 years ago, *latte* began to appear in the Marianas. Although the ancient Chamorros wore little or no clothing, jewelry was an important part of the culture. Turtle shell was particularly valuable as a medium of exchange. The Chamorro social structure included at least two different classes of people, the *matua* and the *manachang*.



HISTORY

- Ferdinand Magellan lands in the Marianas and names them Islas de los Ladrones (Islands of Thieves). (1521)
- Alonso de Salazar of Spain lands off Rota. (1525)
- Miguel Lopez de Legazpi of Mexico anchors off Guam. (1565)



GOVERNMENT

- Legazpi claims the Ladrones for Spain, making the Chamorros Spanish subjects. (1565)

First European Contact

Magellan came upon the Marianas in 1521, but it was more than 40 years later before Chamorros began to have regular contact with outsiders. In 1565, Legazpi claimed the Marianas for Spain and the Manila galleon trade began. Spanish galleons used the Marianas as a supply station between Mexico and the Philippines. The Chamorros supplied the galleon crews with food and water and received iron and trinkets in exchange. Although the Chamorros were Spanish subjects during this period, their way of life did not change much.



ECONOMY

- Carolinians trade with Chamorros using the *metawal wool* sea route. The Carolinians trade turtle shells and cowrie shells for medicinal plants, dyes, and pottery. (1500s)
- Chamorros trade supplies for iron and cloth with Salazar. (1525)
- Spanish galleon trade begins. Spanish ships going from Mexico to the Philippines stop for supplies in the Marianas. Chamorros exchange water and food for iron, cloth, and beads. (1565)



CULTURE

- Italian scholar on Magellan's expedition reports that the Chamorros think there are no other men in the world besides themselves. (1521)
- Chamorros begin to learn about Spanish culture and customs. (1521)
- Chamorros start to use iron for weapons and tools. (c1560)



GEOGRAPHY

The nine islands above the dotted line are all high volcanic islands. They are much younger than the raised limestone islands to the south.

- FARALLON DE PAJAROS

MAUG ISLANDS

- ASUNCION

- AGRIHAN

- PAGAN

- ALAMAGAN

- GUGUAN

- SARIGUAN

- ANATAHAN

- FARALLON DE MEDINILLA

- SAIPAN

- TINIAN

- AGUIGUAN

- ROTA

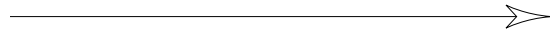
The five islands below the dotted line are all raised limestone islands.

Philippine Sea

Pacific Ocean

Mariana Trench

- Galleon *Santa Margarita* wrecks on a reef at Rota. Chamorros kill survivors or trade them to local families. (1601)
- Galleon *Nuestra Senora de la Concepcion* wrecks at Agingan Point, Saipan. (1638)
- *Maga'lahi* Taga of Tinian saves some survivors from the *Concepcion*. (1638)



- Spanish galleon trade continues. (1600s)
- Wreck of the galleon *Santa Margarita* brings the Chamorros of Guam, Tinian, and Saipan to Rota to trade. (1601)



- Booty and supplies from the *Santa Margarita* bring prestige to the Chamorros on Rota. Axes, knives, swords, and iron pieces are rare and treasured. (1601)
- Filipino survivors of the *Santa Margarita* stay and marry Chamorro women. (1601)
- Insects, rats, chickens, dogs, and cats are introduced to the Marianas when they escape from the *Concepcion*. (1638)
- *Maga'lahi* Taga is baptized by Pedro Marcos Hernandez. (1638)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Padre Diego Luis de Sanvitores arrives on Guam to begin the *reduccion* of the Marianas. This means that Sanvitores tries to make Chamorros accept the Spanish way of life. (1668)
- Padre Sanvitores starts the first Spanish mission on Guam. (1668)
- Choco, a Chinese trader from Manila living on Saipan, begins to spread rumors that baptismal water kills babies. (1668)
- Some Chamorros in the Northern Marianas resist conversion to Catholicism and begin attacking missionaries. (starting 1668)
- Sanvitores travels to all known islands of the Marianas in a Chamorro canoe. He renames the islands, giving them Spanish or religious names. (1668)



GOVERNMENT

Spanish Period: Chamorro Rebellion

In 1668, Padre Sanvitores arrived on Guam with responsibility for what the Spanish called *reduccion* of the Marianas. This meant that Sanvitores would try to make the Chamorros accept the Spanish way of life, which centered on the Roman Catholic faith. Chamorros accepted some changes but resisted many others. Chamorro chiefs led a rebellion against the Spanish that continued for almost 30 years. By the end, many Chamorros had been killed, and many more had died from diseases brought to the islands by Westerners. The Marianas population when Sanvitores arrived was about 40,000. By 1710 there were only about 3,500 Chamorros, mostly women, living on Guam. These surviving Chamorros accepted Catholicism as their religion and the Spanish as their rulers, but kept alive Chamorro customs and language.



ECONOMY



CULTURE

- Missionaries close men's houses, tell Chamorros to bury their ancestors' skulls, and encourage Chamorros to wear clothes. (c1668)
- Chamorro customs begin to change during the *reduccion*. New activities include regimented workday, Sunday Mass, religious schooling, cockfighting, and use of tobacco and alcohol. (c1668)
- Father Pedro Casanova establishes a parish on Rota. (c1668)
- First school providing western education, Colegio de San Juan, opens in Guam. Spanish language and Catholicism is taught to boys. (1668)
- First church on Tinian is built at Sunharon. (1669)

- Because of Choco's influence, Chamorros in Saipan resist Sanvitores. (1668)
- Father Luis de Medina is killed on Saipan, becoming the first martyr in the Marianas. (1670)
- Chamorros kill Sanvitores because he baptizes a child of a *maga'lahi* against the *maga'lahi*'s wishes. (1672)
- Joseph de Quiroga y Losada arrives in Guam as military commander of the Marianas with orders from the captain

- Sanvitores renames the islands Islas de las Marianas in honor of Mariana de Austria, the queen regent of Spain. (1668)
- As part of the *reduccion*, Sanvitores calls on the Spanish military for support in enforcing the church's goals. (c1669)
- *Maga'lahi* Hurao encourages the Chamorros to fight the Spaniards. He leads the Chamorros in the first great battle of the Chamorro rebellion on Guam. Many Chamorro warriors are killed. (1671)
- Carolinians stop using the *metawal* wool for trade because increased Spanish activity in the Marianas makes travel to the north seem too dangerous. (c1670)

- Sanvitores mediates peace between Chamorros in Sunharon and Marpo, who are quarreling because Sunharon was the site of the first church. To help keep peace, a church is built at Marpo. (1670)
- Padre Lopez establishes a school on Tinian. (1671)

general in the Philippines to end the Chamorro rebellion. (1679)

- Quiroga burns villages in Guam and uses harsh treatment to end the rebellion. (1680)
- Quiroga attacks Rota and captures 150 warriors. He hangs the warriors who had killed priests and takes the rest to Guam. (1680)

- Antonio de Saravia becomes the first royally appointed governor of the Marianas. His headquarters are on Guam. (1681)
- Saravia deals with the Chamorros peacefully. He appoints a Chamorro, Antonio Ayhi, as lieutenant governor and leading men as *alcades* of their *municipio*. (1681)
- Saravia dies, and Damian de Esplana becomes governor. Unlike Saravia, Esplana uses force against the Chamorros. (1683)

- Smallpox epidemic in Northern Marianas kills many Chamorros. (1688)
- Some Chamorro women practice infanticide to keep their children from living under Spanish rule and cruelty. (1690s)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Chamorros slaughter the entire Spanish garrison on Tinian. (1684)
- Chamorros force Quiroga, who is on Saipan attempting to salvage the *Concepcion*, to flee to Guam. (1684)
- Spanish subdue the Chamorros in the last battle of the rebellion at Aguiguan. Surviving Chamorros are sent to Guam or Saipan. (1695)



GOVERNMENT

- Quiroga forces the exile of Chamorros from Gani (islands north of Saipan) to Guam. (c1698)



ECONOMY

- A census reports that, as a result of a shipwreck, Carolinians are living on Guam for the first time. (1721)
- Spanish continue to move Chamorros to Guam. By about 1740, Chamorros live only on Guam and Rota. The rest of the Marianas are uninhabited. (c1740)

- Spanish government conducts the first census of the Marianas. The census records about 3,500 Chamorros, most of them living on Guam. (1710)



CULTURE

- Only Saipan, Rota, and Guam remain populated. (1699)

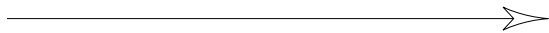
- Spanish government is the only employer. The governor has a monopoly on all trade goods. (1700s)
- Chamorros without government jobs fish and farm to make a living. (1700s)
- Spanish on Guam make use of Tinian as a store to supply the garrison. One important item is beef jerky, made on Tinian from cattle roaming wild and then transported to Guam. (1700s)

- Crew of Spanish galleon coming from Acapulco brings influenza. Epidemic kills many Chamorros. (1700)
- St. Francis de Borja Church serves the Chamorros of Rota. (1700s)
- The skills of canoe building, navigation, and pottery making disappear from the Chamorro population. (c1740)

- English expedition led by George Anson stops at Tinian for supplies. Some crew members write the first accounts published in English about Tinian. (1742)
- Most severe earthquake on record shakes Rota. (1767)
- Jesuit priests are expelled from Guam by order of the King of Spain. (1769)



- Carolinians, led by chiefs Aghurubw and Nguschul, settle in Saipan after a devastating typhoon strikes the Caroline Islands. (c1815)
- First leper colony moves from Guam to Tinian. (1836)
- More Carolinians arrive on Saipan from Satawal and Lamotrek. (1849)
- Population of Saipan is 267. All are Carolinians except for one Spanish administrator. (1851)



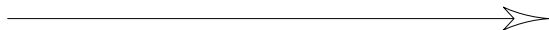
- Government establishes a department for the care of lepers on Tinian. (1843)
- Lieutenant Colonel Felipe de la Corte y Ruano Calderon becomes governor of the Marianas. (1855)
- Lieutenant Colonel Francisco Moscoso y Lara replaces de la Corte as governor. (1866)



- Carolinians reestablish *metawal wool* for trade between the Marianas and the Carolines. (1805)
- Spanish galleon trade ends. (1815)
- Carolinians begin transporting meat from Tinian and Saipan to Guam. (c1815)
- Whaling ships begin making stops for supplies in the Marianas. (c1820)



- Augustinian priests replace Jesuits on Guam. (1769)



- With de la Corte's help, the Augustinians establish a mission on Saipan to convert the Carolinians to Christianity. (1855)
- Parish on Rota is reestablished. (1855)
- Father Jose Bernardo Palomo y Torres is the first Chamorro ordained as a Catholic priest. (1859)
- Nearly all Carolinians have been married according to the rites of the church. (1860s)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Crew of American schooner *Frost* brings smallpox epidemic to Guam. The epidemic cuts the population from 8,368 to 4,724. (1856)
- Chamorros begin to return to Saipan from Guam. (c1865)
- Carolinians gain land rights in Guam. (1872)
- Spanish political revolutionaries are deported from Spain to Guam, then to Saipan. (1875)



GOVERNMENT

Spanish Period: Carolinian Migration

By about 1740, Chamorros lived only on Guam and Rota. The rest of the Marianas were uninhabited. Tinian was used by the Spanish as a store to supply the garrison on Guam with meat and fruits. Chamorros worked for the government or lived off the land. They no longer built canoes or sailed. In 1805, the Carolinians reestablished the *metawal wool* (water route to the north) and again traveled to the Marianas to trade. About 1815, typhoons in the Carolines caused some Carolinians to move to Saipan. This began a slow migration of Carolinians to the Northern Marianas. Some moved because of typhoons, while others were brought to the Marianas by the Spanish who wanted to repopulate the islands to help develop the economy. Because of their sailing skills, the Carolinians were also welcome to provide transportation between islands.



ECONOMY



CULTURE

- Strong typhoon hits Tinian and Saipan. (1875)
- Political revolutionaries are removed from the islands by the Spanish. (1877)
- A group of Tinian Carolinians move to Saipan and settle in Talaabwog (present-day Tanapag). (1879)
- Governor Francisco Olive y Garcia visits the Northern Marianas, reporting he is the first governor to do so in 15 years. (1884)
- A municipal government is established on Saipan. Officials are elected and the government structure is based on the Spanish village leadership system. (1875)
- Lieutenant Colonel Francisco Olive y Garcia becomes governor. (1884)
- Governor Olive conducts a census. Results list 499 indigenous people on Rota, Chamorro majority; 231 on Tinian, Carolinian majority; and 760 on Saipan, Carolinian majority. (1884)
- An average of 30 whaling ships per year stop in the Marianas. (1840s)
- An Englishman, J.H. George Johnston, brings 265 Carolinians to Pagan as contract laborers. (1865)
- Johnston brings 604 Carolinians to Saipan as contract laborers. (1867)
- Johnston moves most of the Carolinian contract laborers on Saipan to Guam. (1869)
- Governor de la Corte reports that the Rotanese are excellent weavers. (c1865)
- On Saipan, almost all children under the age of 12, as well as most adults, have been baptized. (1866)
- Population of Saipan almost doubles with the arrival of Carolinian contract laborers. This causes hardships for the Carolinians already living on Saipan. (1867)

- French botanist, Antoine-Alfred Marche travels through the Marianas with Governor Olive and writes a detailed report. (1887)
- United States occupies Guam during the Spanish-American War. (1898)
- Germany buys the Caroline Islands and the Mariana Islands, except Guam, from Spain for about \$5 million. (1899)

-
- Enrique Solano becomes governor. (1889)
 - Governor orders Tinian to be depopulated. The Carolinians of Tinian move to Saipan. (1889)
 - Spanish introduce land registration, a process of issuing titles for land. (1893)
 - George Fritz arrives on Saipan as the German administrator who formally takes possession of the Northern Marianas. (1899)

-
- Johnston brings Carolinians to Tinian to set up his cattle ranch. (1869)
 - Carolinians of Tinian either work for the government at the leper colony or hunt cattle and sell the meat to support the colony. (1887)
 - Japanese establish the Hiki Company on Saipan. It operates commercial stores and agricultural enterprises. (1893)

-
- Arrival of political revolutionaries banished from Spain nearly doubles the population of Saipan and causes food and water shortages. (1875)
 - Carolinians of Tinian send petition to the governor asking to become a separate parish with a school. (1884)
 - At the time of his arrival, Fritz observes that many of the traditional customs are still being practiced, especially on Rota. (1899)

- Settlement of Spanish-American War separates the Marianas. Guam becomes a U.S. territory while the Northern Marianas become part of the German Empire. (1899)

-
- Garapan is designated the capital of the Northern Marianas. (1899)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Population of Saipan is about 1,400, half Chamorro, half Carolinian. (1900)
- Devastating earthquake hits the Marianas. (1902)



GOVERNMENT

- Germans continue a village leadership form of government similar to the Spanish one. *Alcades* are now known as *aufseher*. (c1900)
- Garapan, Tanapag, Rota, and the temporary settlements on the copra-producing islands have mayors. (c1900)
- Fritz establishes a tax system similar to the Spanish tax system, but with some modifications. (c1900)



ECONOMY

- Two stores operate on Saipan, one owned by Antonio Ada and the other by the Hiki Company. (1900)
- Japanese control trade by buying copra, meats, fruits, and vegetables. They also gather bird feathers on Asuncion, Maug, and Farallon de Pajaros. (1900)
- Fritz introduces German marks to replace local Philippine money and the barter system. (c1900)



CULTURE

- Fritz establishes a public education system in Garapan, Tanapag, and Rota with local teachers. (1900)
- Smallpox immunizations begin. (1900)
- Housing styles begin to change. There are a few one-story stone houses and some two-story masonry houses with storage rooms. (c1900)
- Some Protestant missionaries arrive in the Northern Marianas although Catholicism is still the major religion. (c1900)

- Chamorros and Carolinians need a license to drink alcoholic beverages. Drinking without a license could result in a fine of 100 marks. (c1900)
- Fritz, a Protestant, begins strict separation of church and state. (1900)
- Public safety training becomes mandatory for all 18-year-olds. The training is two hours a day for one year. (1900)
- Germans build a government office building, the first of its kind in the Northern Marianas. (1901)

- German economy is based on copra industry. Between 1900 and 1910, 16,000 trees are planted. (1900–1910)
- Fritz establishes a system where every unmarried man aged 15 to 50 owes the government 20 days of labor per year. (c1900)
- Fritz begins public works projects, dredging Tanapag Harbor and building roads. (c1900)

- Earthquake topples *latte* stones of House of Taga. (1902)
- Fritz begins writing German-Chamorro and German-Carolinian dictionaries. (1902)
- To improve the water supply, construction begins on an aqueduct from Talofofo to Garapan. (1903)

German Period: Economic Focus

During the Spanish-American War, Americans occupied Guam. After the war, Guam was ceded to the United States, but the rest of the Marianas and the Carolines were sold to Germany. The Germans were interested in economic gain and international recognition. Germany's economy in the Marianas was based on copra. Typhoons and earthquakes prevented the copra industry from reaching its full potential, however. There were very few German administrators in the Northern Marianas, but they did establish public education, public safety, and public works. They built roads and began health care. Despite these changes, the Germans had little impact on the culture of the Chamorros and Carolinians.



HISTORY



GOVERNMENT



ECONOMY



CULTURE

- Fritz establishes a homestead program to encourage migration to the Northern Marianas to increase the workforce. (1901)
- Fritz establishes an agricultural experiment station with two trained foresters. (c1903)
- Rats become a major agricultural problem. (c1904)

- Fritz establishes a quota of 1,500 rats per week. If islanders do not turn in this many, Fritz threatens to shut down cockfighting. (1904)
- Fritz writes a book, *Die Chamorro* ("The Chamorro"), about the history of the Chamorro people and their present way of life. (1904)

- Rice is Rota's only export product. Also grown are tobacco, cacao, coffee, sugar, corn, oranges, lemons, breadfruit, guavas, atis, and sweet potatoes. (1904)
- Tinian is leased to two Germans and a Chamorro, Juan de los Reyes, who plant 800 coconut trees, corral cattle, and resume the export of dried beef to Saipan. (1904)
- Eruption on Guguan Island ends agricultural development there. (1904)

- When a full-time school director arrives on Saipan, the Garapan and Tanapag schools merge, and education becomes compulsory for children ages 7 to 13. Classes are in Chamorro and Carolinian. (1905)
- At age 14, boys are eligible for vocational school. (c1905)



HISTORY

- Four typhoons hit the Marianas, causing severe destruction. (1905)
- Typhoons in the Carolines force about 700 Carolinians to move to Saipan, where they establish the villages of Oleai, Puerto Rico, and Chalan Laulau. (1907)
- German administration exiles 200 Samoans to Saipan. (1909)



GOVERNMENT

- German government downgrades Saipan from a district office to a station office and transfers Fritz to Pohnpei. (1907)



GEOGRAPHY

Rota / Luuta

Land area: 32.9 sq. mi. Peak elevation: 1,625'

Year	Population		
	Chamorros	Carolinians	Foreigners
1900	430	46	1
1912	465	0	4
1935	Chamorros and Carolinians 764		Foreigners 4,841



ECONOMY

- Men aged 17 to 25 are expected to learn a trade through apprenticeship. (c1905)
- Economic development by Germans slows after destruction caused by typhoons. (1905)
- Hiki Company merges with Murayama Company to become the *Nanyo Boeki Kaisha* (South Seas Trading Company). (1907)

- The cattle operation on Tinian grows so successfully that dried beef begins to be exported to Guam. (1909)



CULTURE

- German government cannot financially support Spanish priests since they cannot teach the German language. German priests replace them. (1907)
- Full-time German doctor is assigned to Saipan and a hospital is established. (1909)

- Major typhoon strikes Rota followed by a drought. (1911 and 1912)
- Japan attacks Germany in the Marianas as part of World War I. Saipan is seized by the Japanese. (1914)
- Samoans who were exiled to the Northern Marianas by the Germans are allowed to return home. (1915)



GEOGRAPHY

Tinian / Tchúlúyól

Land area: 39.29 sq. mi. Peak elevation: 583'

Year	Population		
	Chamorro	Carolinians	Foreigners
1900	28	62	0
1912	12	15	0
1935	Chamorro and Carolinians 25		Foreigners 14,108

- Japan forms six naval districts in Micronesia: Jaluit, Pohnpei, Chuuk, Palau, Yap, and the Marianas. Saipan is the branch office for the Marianas district. (1914)
- Japan expels all German citizens, including German priests. (1914)

- Japan transfers the administration of Micronesian districts from the navy to a civilian authority. (1918)

- During World War I, there is little economic development because Japan does not have official control over the Marianas. (1914–1918)

- Japanese agricultural experts conduct surveys of the Marianas to determine economic potential of the islands. (1915)
- Chamorros and Carolinians are offered jobs in Palau, Yap, and Pohnpei. (c1919)

- Government school on Rota closes. German priest takes over teaching. (1910)
- Only German government workers on a government cattle ranch are allowed to live on Tinian. (c1910)
- All buildings on Rota except three houses are destroyed by typhoon. (1911)
- Japanese establish education system with military instructors. (1914)

- Japanese medical team visits Micronesia to examine health conditions. (1915)
- Japanese naval officers begin to offer free health care to all. (1915)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Total population of the Northern Marianas is 5,159: 3,398 Chamorros and Carolinians; 1,758 Japanese, Koreans, and Okinawans; and 3 others. (1920)
- U.S. President Wilson announces that the U.S. government will not recognize Japan as the administering authority in Micronesia. (1920)
- Japan and the United States sign agreements in which the United States officially recognizes Japan's mandate over the islands of Micronesia. (1922)
- Koror, Palau becomes the headquarters for the Japanese government throughout Micronesia. (1922)
- Chamorros and Carolinians number 3,493. Japanese, Koreans, and Okinawans number 5,229. (1925)



GOVERNMENT

- League of Nations mandate officially gives Japan control over the Northern Marianas and the rest of Micronesia except Guam, Nauru, and Kiribati. (1920)
- Japan forms the *Nanyo-cho* or South Seas Government to administer the Micronesian district under the League of Nations mandate. A Japanese branch governor administers the Marianas district from Saipan. (1922)
- Japan continues the Spanish and German practice of allowing some local participation in district and village government. (1922)



ECONOMY

- Japanese businessmen and government officials begin to lease land from islanders. (c1920)
- Haruji Matsue establishes a sugar industry on Saipan. Thousands of Okinawans are brought in as laborers. (1922)
- Japanese build a railroad track that encircles all of Saipan. It is used primarily to transport sugar cane. (1922)
- Matsue gains an exclusive lease for the entire island of Tinian and begins sugar production. (1926)
- An amphibious aircraft lands for the first time in Tanapag Harbor. (1929)



CULTURE

- The first government hospital is established and compulsory vaccinations are given. (1922)
- Japanese want Chamorros and Carolinians to accept a Japanese way of life. Islanders receive three years of compulsory education focusing on Japanese language and customs. (starting 1923)
- Carolinians and Chamorros become a minority on the islands because of economic development and the importing of foreign laborers. (1925)
- Ancient *latte* stones and other Chamorro artifacts are removed to make room for the sugar cane industry. (c1926)

Japanese Period: From World War to World War

The Japanese took control of the Northern Marianas during World War I and lost control during World War II. When the Japanese first arrived, Japanese businessmen continued economic development, particularly during the 1920s. The production and processing of sugar cane became a major industry. Tens of thousands of laborers were brought in for the sugar industry until foreigners far outnumbered local people. In the 1930s, the Japanese military took control and began preparing for war. They built military facilities on Saipan and Tinian and began to mistreat Chamorros and Carolinians. During World War II, major battles were fought on Saipan and Tinian. Thousands of Japanese and American soldiers died. It is not known how many Chamorros and Carolinians were killed, but their homes and property were destroyed.

- Japanese individuals and corporations are allowed to purchase private land with government permission. (1931)

- Some Chamorros and Carolinians receive job training and become hospital technicians, nurses, school teachers, blacksmiths, and carpenters. (c1930)
- About 6,000 settlers live on Tinian to provide labor for the sugar industry. (1930)
- Matsue discovers phosphate deposits on Rota and begins mining operations. He builds a factory and cable cars to support this industry. (1930)

- Many Chamorros and Carolinians on Saipan lease their land in town to Japanese and move to their farms and ranches. (c1930)
- Strong Japanese economy promotes prosperity for most Chamorros and Carolinians. (c1930)
- Many Chamorros and Carolinians learn to speak Japanese. (starting 1930)

- Matsue starts sugar production on Rota. (1930)
- Tuna fishing is the second largest industry after sugar. Okinawans control most of the tuna industry. (1930)
- Japanese install electricity and introduce the electric light and telephone and radio services. (1930s)
- African snails ruin vegetable crops. (1930s)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Total population in the Northern Marianas is about 19,500. Chamorros and Carolinians number 3,829. Japanese, Koreans, and Okinawans number 15,656. (1930)
- Japan begins building military facilities in the Marianas. (c1934)
- Japanese complete construction of Aslito Airfield. (1934)
- Japan withdraws from League of Nations. (1935)



GOVERNMENT

- Government removes local people from Tinian to Saipan and Rota because Japan intends to build a base on Tinian. (1939)



ECONOMY

- Sugar industry requires clearing the native forest that leads to the disappearance of many native animals. (1930s)
- Successful sugar industry requires larger ships to call at Saipan, so Tanapag Harbor is dredged and expanded. (1932)
- There are about 14,000 people working in and supporting the sugar industry on Tinian. Only about 30 are Chamorros. (1935)



CULTURE

- Villages of Garapan, Chalan Kanoa, Tinian Town, and Song Song look like little Japanese cities. (c1935)

- United States completes construction of airfield on Guam. (1935)
- Japanese complete construction of sea-plane base at Puntan Flores. (1935)
- Total population in the Northern Marianas is about 47,000. Chamorros and Carolinians number 4,145. Japanese, Koreans, and Okinawans number 42,547. (1937)



GEOGRAPHY

Saipan / Seipél

Land area: 47.46 sq. mi. Peak elevation: 1,554'

Year	Population		
	Chamorros	Carolinians	Foreigners
1900	790	588	29
1912	1,254	1,211	35
1935	Chamorros and Carolinians 3,282		Foreigners 20,280

- Japanese occupy Guam during World War II. (1941)
- U.S. Admiral Nimitz publishes his campaign plans for the Mariana Islands, code name Operation Forager. (1944)
- U.S. troops invade Saipan on June 11. By July 9, Saipan has been taken by the United States. (1944)
- Hundreds of Japanese leap to their deaths at Suicide and Banzai Cliffs on Saipan. (1944)

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- Japanese institute martial law in the Marianas. (1941)
 - U.S. military government is established with the Navy as temporary administrator. (1944)
 - Local government is established in Camp Chalan Kanoa. (1944)

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- Chamorros and Carolinians fish and farm for a living as well as to supply the Japanese with food. (1941–1944)
 - Japanese force Chamorros and Carolinians to work on military projects. (1941–1944)
 - Economies of Saipan and Tinian are totally ruined because everything is destroyed during battles. (1944)

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- Japanese prohibit Chamorros and Carolinians from shopping for food in stores. (1941)
 - Mandatory military drill begins at 5:00 a.m., which means that daily Mass is at 4:00 a.m. (1941)
 - Public education is reestablished by the United States. The curriculum includes language, singing, handicrafts, gardening, swimming, games, and calisthenics. (1944)

- U.S. troops invade Tinian on July 24. By August 1, Tinian has been taken by the United States. (1944)
- U.S. military builds air bases on Saipan and Tinian. (1944)
- Camp Susupe and Camp Chalan Kanoa are built to shelter refugees. (1944)
- Tinian base becomes the largest operational air base in the world. Airplanes that drop atomic bombs on Hiroshima and Nagasaki take off from Tinian air base. (1945)

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- United States introduces democracy. Juan Ada is appointed high chief and five prewar councilmen are appointed commissioners. (1944)
 - Military government establishes labor rules and wage standards. (c1944)

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- Economic rehabilitation after the war is geared toward agriculture and fishing. (starting 1944)
 - U.S. money replaces Japanese yen. (1944)
 - About 450 Saipanese are in private business as tradesmen, artisans, shop keepers, cobblers, barbers, farmers, and fishermen. (1944)

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- Adults who work for the military government learn English in evening classes. (1944)
 - Uniform public education in Micronesia begins. Elementary and intermediate schools are local while secondary education is provided in Chuuk. (1946)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- United Nations charter is signed. (1945)
- Japanese, Okinawans, and Koreans are sent back to their homelands. (1946)
- Most American servicemen return to the United States. (1946)
- A leprosarium for Micronesia is established on Tinian. (1948)



GOVERNMENT

- The Northern Marianas becomes part of the United Nations Strategic Trust Territory of the Pacific Islands (TTPI) with the United States as administering authority. (1947)
- Municipal council on Saipan adopts a charter, makes local rules, and defines legislative and executive duties. Tinian and Rota each elect a chief commissioner and council. (1947)



ECONOMY

- All civilians, except children, can choose to work for military government for pay. Jobs include ditch diggers, stretcher bearers, handicraft workers, laundresses, seamstresses, interpreters, and farmers. (starting 1944)
- Tangan-tangan, ironwood trees, and flame trees are seeded on Saipan to keep the soil from running off the burned-over island. (1944-1945)



CULTURE

- Yapese request that Chamorros who had moved to Yap during the German and Japanese administrations return to the Marianas. These Chamorros begin to repopulate Tinian. (1948)
- Churches are rebuilt. Roman Catholicism is still the major faith. (1949)

American Period: Trusteeship

After World War II, all the islands of Micronesia—except Guam, Nauru, and Kiribati—became part of the United Nations Strategic Trust Territory of the Pacific Islands (TTPI) administered by the United States. The words “Strategic Trust” reflect the military importance of the area to the United States. From 1953 to 1962, security clearances were needed to enter Saipan and Tinian because of their military significance. As part of its TTPI responsibility, the United States was required to help the Micronesian entities establish their own democratic governments and develop economically. In the Northern Marianas, economic development was hindered during the decade when security clearances were required, but political development moved forward.

- United States Commercial Company (USCC) establishes trade stores and fishing and farming ventures. USCC buys local products and employs Chamorros and Carolinians. (1945)
- A tax system is developed to raise money to support the local government. (1947)
- Island Trading Company (ITC) replaces USCC. It purchases and markets copra, trochus shells, and handicrafts and helps train local people in store operations. (1948)

- Organic Act of Guam starts a movement in the Northern Marianas for reunification with Guam. (1950)
- People of the Northern Marianas who live on Guam become U.S. citizens but are not allowed to return to their families in the Northern Marianas until they renounce U.S. citizenship. (1950)

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- Administrative authority in the Northern Marianas is transferred from the Navy to the Department of the Interior, creating a civilian government. (1951)
 - Procedures are set up to help return land to islanders quickly. Laws prevent foreigners from buying land. (1952)
 - Saipan and Tinian go back to a naval government administration, while Rota remains under civilian authority. (1953)

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- There are three agricultural projects in the Northern Marianas—coffee and cacao plantations on Saipan and vegetables on Rota. (1950)
 - A temporary cash economy is built because of the U.S. military presence. (1950)
 - Economy begins to suffer on Saipan and Tinian because of the military presence that closes them off from Rota and the rest of the TTPI. (1953)

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- Locals rely on U.S. canned goods. More people begin to consume beer. (1950)
 - Laws are passed to prevent non-indigenous people from buying land. (1952)
 - United States Immigration and Nationality Act places restrictions on entry to Guam, making it difficult for relatives to visit each other. (1952)

- Guam Chamorros who live in the Northern Marianas are not allowed to become U.S. citizens when they return to Guam. (1950)
- United States establishes military bases on Saipan and Tinian for a naval technical training unit and the CIA. (1952)
- U.S. Immigration and Nationality Act restricts the entry of TTPI residents to Guam. (1952)
- Leprosarium on Tinian closes. (1956)

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- First poll regarding reunification with Guam is conducted in the Northern Marianas. Voters approve reunification. (1958)

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- U.S. Congress orders ITC to close. Private businessmen take over stores. (1954)
 - Bank of America takes over Bank of Guam. (1954)
 - Micronesian Metal and Equipment Company begins recovering tons of scrap metal and equipment left after the war. (1954)
 - Copra Stabilization Fund and Copra Stabilization Board are established to help provide for steady copra growth throughout the TTPI. (1954)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- United Nations officials visit the Northern Marianas and report that the United States is slow to stimulate economic development and is failing to operate schools adequately. (1961)
- U.S. President Kennedy appoints a nine-member commission to study and make recommendations on the political, social, and economic problems of Micronesia. (1963)
- U.S. President Johnson orders the creation of the Congress of Micronesia to coordinate TTPI activities. (1964)
- Typhoon Jean hits Saipan with winds up to 190 MPH that create major damage. (1968)



GOVERNMENT

- Second poll on reunification with Guam takes place in the Northern Marianas. Voters approve reunification. (1961)
- President Kennedy reopens Saipan and Tinian by transferring them back to administration by the Department of the Interior. This action reunites them with Rota as a TTPI district. (1962)
- Mariana Islands District Legislature is formed with members elected by the people. (1962)
- Saipan becomes headquarters for the TTPI government throughout all of Micronesia. (1962)
- Third poll on reunification with Guam takes place in the Northern Marianas. Voters approve reunification. (1963)
- Opening session of the Congress of Micronesia is held on Saipan. (1965)



ECONOMY

- People of Tinian begin developing private cattle ranches. (1960)
- When Tinian and Saipan return to civilian authority and security clearances are lifted, the door opens for economic growth. (1962)
- Saipan Stevedoring becomes the first big business to open. Its main activity is loading and unloading ships. (1964)
- Jose C. Tenorio opens the Saipan Shipping Company. (1964)
- Micronesia Development Company opens a cattle ranch on Tinian. (1965)
- Mobil Oil receives a trust territory-wide petroleum contract. (1966)
- United Micronesia Development Association receives a copra contract for the TTPI. (1966)
- Microl Corporation, the first auto dealership in the Northern Marianas, opens in Saipan selling Toyotas. (1967)



CULTURE

- Peace Corps volunteers arrive to teach and advise on technical projects. (1966)
- KJQR begins operation as the first radio station on Saipan, playing a mix of local Chamorro, country/western, and early rock and roll. (1966)



GEOGRAPHY

	Land area (in square miles)	Peak elevation
Aguiguan / Úwal	2.77	584'
Farallon de Medinilla / Fuwul Pil	.35	266'
Anatahan / Lataal	12.48	2,585'
Sariguan / Sariiguwan	1.93	1,801'

- Poll on reunification is conducted in both the Northern Marianas and Guam. The Northern Marianas votes for reunification; Guam votes against. (1969)
- Negotiations on the political status of Micronesia take place in Washington, D.C. The Northern Marianas delegation chooses not to participate. (1969)

- Carlos Taitano starts a Coca-Cola bottling company. (1967)
- Royal Taga Hotel opens with 50 rooms. Cost of construction is \$400,000. (1967)
- Continental Air Micronesia takes over the TTPI transportation contract from Pan American and begins service to Micronesia. (1968)
- Damage from Typhoon Jean slows economic growth. (1968)

- Marianas High School opens, becoming the first public high school in the Northern Marianas. (1969)

- Congress of Micronesia buildings on Saipan burn down as a result of arson. (1971)
- U.S. President Nixon appoints Franklin Haydn Williams as his personal representative for the Micronesian status negotiations. (1971)

- Northern Marianas delegation participates in status negotiations when commonwealth status and U.S. citizenship are offered. (1970)
- Northern Marianas requests separate political status talks with the United States. (1971)
- United States agrees to separate talks with the Marianas. (1972)

- Hafa Adai Hotel is completed with 14 rooms. (1970)
- Land ownership titles are issued on Saipan and Tinian. (1970s)
- Hyatt Regency Hotel opens. (1974)

- First telephone call is made from Saipan to Guam. (1970)
- WSZE television begins operation. (1970)


HISTORY

GOVERNMENT

ECONOMY

CULTURE



HISTORY

- U.S. Senate approves the covenant. President Ford signs it into law. (1976)
- Covenant provides for Saipan to be the seat of the U.S. District Court. (1976)



GOVERNMENT

- Northern Marianas political status commission is created with Edward D.L.G. Pangelinan as its chairman. (1972)
- A draft of the proposed commonwealth covenant is discussed at the fifth round of status talks. (1974)
- Franklin Williams signs the Commonwealth Covenant, and it is unanimously approved by the Mariana Island District Legislature. (1975)



ECONOMY

- Covenant calls for financial assistance from the United States. (1975)
- Saipan International Airport opens. (1976)
- Saipan Cable TV is established. (1976)



CULTURE

- Kentucky Fried Chicken opens as the first fast food restaurant on Saipan. (1976)
- Cable TV exposes local people to U.S. styles in fashion, art, music, sports, and commercialism. Some of the shows on TV are "Gunsmoke," "Ponderosa," and "I Love Lucy." (starting 1976)

- Voters approve the covenant by 78.8%. (1975)
- Thirty-nine delegates are elected to write a commonwealth constitution. Lorenzo I. De Leon Guerrero is chosen president of the Constitutional Convention. (1976)

American Period: Becoming a Commonwealth

In the mid-1960s, the United States created the Congress of Micronesia as the legislative authority for Micronesia. Officials in the Northern Marianas felt no need for the Congress and opposed its formation. Nonetheless, the Northern Marianas elected a delegation to the Congress for its opening session in 1965 on Saipan. The Congress became a forum for discussions about political status. Most of the entities wanted to separate from the United States, but the people of the Northern Marianas wanted to become U.S. citizens and reunite with Guam. Because of this difference of opinion, the Northern Marianas began to talk separately with the United States about its status. These separate political status talks eventually led to the Commonwealth Covenant, the Commonwealth Constitution, and U.S. citizenship.



HISTORY

- Some Rota and Tinian delegates walk out of the Constitutional Convention because of disagreement about congressional representation for their islands. (1976)
- Commonwealth Constitution is signed on December 4. (1976)
- Voters approve the Commonwealth Constitution by 93.3%. (1977)

- Japan Airlines begins service to Saipan. (1977)
- Duty Free Shoppers opens on Saipan. (1977)
- Saipan begins to experience an economic boom after establishment of the Commonwealth. (1978)
- Tourism industry becomes attractive to investors because of the low cost of hotel construction. (1978)

- A bill to legalize casino gambling is defeated by voters. (1979)
- Poker machines, cockfighting, and bingo are legal in the Commonwealth. (1979)

- In the first elections in the CNMI, Democrat Carlos S. Camacho becomes governor; Francisco Ada, lieutenant governor; and Edward G. Pangelinan, Washington representative. (1977)
- First Commonwealth mayors are elected: Prudencio T. Manglona, Rota; Felipe C. Mendiola, Tinian; and Francisco M. Diaz, Saipan. (1977)
- Felicidad T. Ogumoro is the first woman elected to the CNMI Congress. (1977)

- Garment industry begins because of availability of affordable labor and duty-free shipment of goods to the United States. (c1978)
- Joeten Motors, a Nissan dealership, opens in Saipan. (1979)



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Mt. Pagan erupts, sending volcanic ash as far as Saipan. The inhabitants of the island evacuate to Saipan. (1981)



GOVERNMENT

- Senator Benjamin Manglona and the Rota delegation take Governor Camacho to court for refusing to allocate funds for Rota and Tinian. Manglona eventually wins. (1980)
- Pedro P. Tenorio is elected the second governor of the Commonwealth. Pedro A. Tenorio is elected lieutenant governor. (1981)
- Governor Tenorio and Lieutenant Governor Tenorio are reelected. (1985)



ECONOMY

- Saipan begins to experience rapid economic growth as a result of the rise in the tourism industry. (c1980)
- Value of real estate increases and local landowners begin to lease their property for hotel construction. (c1980)
- Nutrition Assistance Program issues food stamps to allow low-income and unemployed people to purchase food. (1980)
- Mariana Country Club opens. (1981)



CULTURE

- First annual Flametree Arts Festival takes place, displaying the work of local artists and musicians. (1980)
- David Peter makes his first recording of traditional chants and poems. (1980)
- Some local landowners become millionaires when their property increases in value and they lease it for hotel construction. (starting 1980s)
- Senior Citizen Center opens. (1982)

American Period: Economic Growth

With the inauguration of the first Commonwealth government in 1978, the way was paved for economic growth. The Northern Marianas now had political stability and favorable labor laws. This attracted investors, especially the Japanese. Tourism was a natural area for growth because of beautiful beaches, excellent climate, low construction costs, and proximity to Japan. Another growth area was the garment industry. Inexpensive labor produced clothing that could enter the United States duty free. Although this economic growth was most evident on Saipan, the economies of both Rota and Tinian were stimulated as well.

- Hafa Adai Hotel is renovated and expanded. (1981)
- Another department store, Hakubotan Saipan, opens. (1984)
- American Knitters, a garment factory, starts production. (1984)
- Several tourist facilities open, including the Nikko Hotel, the Pacific Islands Club, and the Coral Ocean Point Golf Resort. (1988)

- Division of Youth Services is established. (1982)
- Seventh Day Adventist School begins classes. (1982)
- Department of Education becomes an autonomous agency called the Public School System. (1986)
- Grace Christian Academy begins classes. (1986)
- Election for the first board of education is held on Saipan, Rota, and Tinian. (1987)

- U.S. President Reagan proclaims that the trusteeship agreement no longer applies to the CNMI. This means that qualified residents of the CNMI become U.S. citizens. (1986)
- Lino Olopai, a Carolinian from Saipan who knows traditional navigation, travels from Satawal to Saipan in a traditional canoe. (1989)

- Second constitutional convention adds 44 amendments to the Commonwealth Constitution. (1985)
- House Speaker Jose R. Lifofoi and Senate President Julian S. Calvo send a joint resolution to the United Nations stating the CNMI's position on sovereignty. (1986)

- Northwest Airlines begins service to CNMI. (1989)
- Tuna industry is growing on Tinian. (1989)
- Tinian casino gambling initiative passes. (1989)

- Republican team Lorenzo I. De Leon Guerrero and Benjamin Manglona are elected governor and lieutenant governor. Juan N. Babauta becomes the first Republican elected Washington representative. (1989)
- New appellate court called the Commonwealth Supreme Court is created. (1989)



GEOGRAPHY

	Land area (in square miles)	Peak elevation
Guguan / Pistoow	1.62	988'
Alamagan / Lalomwáághil	4.35	2,441'
Pagan / Paaghang	18.65	1,870'
Agrihan / Aghariighan	18.29	3,166'



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Severe earthquake hits Guam; shocks are felt in the Northern Marianas. (1993)
- United States completes American Memorial Park honoring U.S. troops who fought in the Mariana Islands during World War II. (1994)

- The CNMI celebrates the 50th anniversary of liberation. (1994)
- Vice Speaker Jesus P. Mafnas, Businessman Larry Hillblom, and Pilot Robert Long are killed in a plane crash near Anatahan. (1995)
- A water state of emergency is declared on Saipan. (1995)



GOVERNMENT

- Democrat team Froilan C. Tenorio and Jesus C. Borja are elected governor and lieutenant governor. (1993)
- U.S. Congress calls on the CNMI government to write reform legislation addressing labor, immigration, and minimum wage issues. (1993)

- Senate majority shifts when Tinian and Rota senators form a coalition and oust Senate President Jesus Sablan (R-Saipan). Senator Juan Demapan (D-Saipan) becomes the new Senate president. (1994)
- Number of lawsuits against the government reaches a record high. (1995)



ECONOMY

- Saipan Manufacturers, a garment factory, starts production. (1990)
- Marianas Cable Vision begins operation. (1992)
- La Fiesta Shopping Mall opens with more than 30 shops. (1992)
- A McDonald's restaurant opens on Saipan. (1993)
- Aiana Airlines begins service to CNMI. (1993)

- Hafa Adai Hotel begins another expansion. (1994)
- Tanapag Harbor is dredged to allow passage for larger vessels. (1994)
- Construction of the 36-hole Laolao Bay Golf Resort is completed. (1994)
- Article XII land dispute involving Japan Airlines leads to threats by investors to pull out of the CNMI. (1994)



CULTURE

- Nonresident population of the CNMI exceeds the permanent resident population. (1990)
- First traffic light is installed on Saipan, easing traffic on to Beach Road. (1993)
- Rita Hocog-Inos becomes the first woman from the CNMI to receive a doctorate in education. (1993)

- For the first time, a Tinian resident becomes the director of a department when Governor Tenorio appoints one to head the Department of Commerce. (1994)
- Year-round school begins to be implemented. (1994)
- Bilingual education becomes mandatory. All students must learn English and Chamorro or English and Carolinian. (1994)

- Construction begins on Voice of America radio station on Tinian. (1995)
- Use of a new control tower at the Saipan airport begins. It is the tallest control tower in Micronesia. (1995)

- Monetary crisis begins in Asia. (1997)
- *Readers Digest* publishes an article about Saipan entitled, "Shame on American Soil." (1997)



HISTORY

- Public Law 7-45 bans hiring alien workers for all government agencies. (1995)
- Delegates meet in the third Commonwealth Constitutional Convention. (1995)
- Republican team Pedro P. Tenorio and Jesus R. Sablan are elected governor and lieutenant governor (1997)

- Public Law 11-33 passes. It provides for a period of limited immunity for illegal aliens to report themselves to the Department of Labor and Immigration to enable them to become lawfully employed in the CNMI and to prohibit prosecution of such aliens for their prior illegal status. (1998)



GOVERNMENT

- Labor disputes and cases of abuses against foreign workers increase. (1994)
- The Lone Star Casino opens on Tinian. (1995)
- U.S. military refuses to grant permission for use of Tinian military-retention land for Japan to commemorate atomic bomb victims. (1995)

- Philippine government halts all non-professional female workers to the CNMI. (1995)
- Lights are installed at Tinian airport. (1995)
- Price Costco opens on Saipan. (1995)
- A nine-hole golf course opens on Rota. (1995)



ECONOMY



GEOGRAPHY

	Land area	Peak elevation
	<i>(in square miles)</i>	
Asuncion / Songoschól	2.82	2,923'
Maug / Mough	.81	746'
Farallon de Pajaros / Lóngeiraw	.79	1,047'



CULTURE



HISTORY

- The CNMI receives widespread international media attention about alleged labor abuses in the garment industry, and foreign-owned companies avoiding U.S. import taxes by producing goods in the CNMI. (starting 1998)

- Mount Carmel Cathedral celebrates its 50th anniversary. (1999)
- Coast Guard takes ships full of Chinese immigrants apprehended off Guam to Tinian. More than 500 Chinese are repatriated to China from Tinian. (1999)



GOVERNMENT

- CNMI government recommends austerity measures by proposing a \$52 million budget cut. (1998)
- First Youth Congress convenes. (1998)

- CNMI Public Law 11-69 passes, limiting foreign workers to a three-year stay in the Commonwealth. (1999)
- In his 1999 State of the Commonwealth Address, Juan Babauta, CNMI Washington representative, says that seven bills calling for implementation of federal laws in the CNMI have been introduced to the U.S. Congress. (1999)



ECONOMY

- Tinian Lone Star Casino goes bankrupt. (1996)
- Asian economic crisis causes severe drop in tourism. CNMI hotels lay off workers and reduce working hours. (starting 1997)
- Tinian Dynasty casino opens. (1998)

- The garment industry's importance as a major CNMI economic activity grows when tourism falters. (1998)
- Unemployment rates stand at about 13% for local workers and about 3% for contract workers. (1999)
- Government funds two economic development conferences in Saipan. (1999)



CULTURE

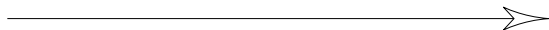
- CNMI Museum opens. (1998)
- The first Traditional Dance Festival is held in Susupe. (1999)

- A Hawaiian double-hulled voyaging canoe, *Makali'i*, arrives on Saipan, navigated by Shorty Bertelmann, Hawaiian student navigator of Satawalese Grand Master Navigator Pius Mau Pailug. (1999)

- The half-billion dollar Hillbloom estate continues through probate court. Four heirs receive out-of-court settlements but other claimants' cases are pending. (1999)



- U.S. Navy ships increase stops in Saipan from about once a year to once every two to three months. Sailors help the economy by spending money. (1999)
- CNMI receives \$9.5 million in taxes from the Hillbloom estate; the CNMI government had claimed \$30 million. (1999)



- Mr. Sevdilyn Marinov, the 1988 and 1992 Olympic Gold Medalist in weightlifting, visits the CNMI from Bulgaria. (1999)
- Dr. Chiaki Mukai, the first female Japanese astronaut, visits the CNMI. (1999)

Glimpse of the Future

The economic growth that began after the Northern Marianas became a commonwealth continued rapidly in the early 1990s. Problems accompanied this rapid growth. The government had to try to provide an adequate infrastructure and services to accommodate the demands of a growing population. Environmental, immigration, labor, and taxation questions had to be addressed. Preservation of our cultural heritage needed to be considered. As the CNMI was addressing these issues, another problem arose. The Asian monetary crisis of 1997 caused tourism to decrease drastically, crippling the CNMI economy. Citizens were challenged to solve new problems. Challenges will continue, and the decisions that citizens make today will create the timeline of the 21st century.



HISTORY



GOVERNMENT



ECONOMY



CULTURE

Chapter 4

Federated States of Micronesia



Acknowledgments

Information for the original FSM CAAP student materials was gathered in 1996 by a research team of educators from the FSM National Government and the four states. Their names and positions (at the time of their participation) are:

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- Burnis Danis, testing and evaluation coordinator

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- Takasy C. Reynold, special assistant to the state director of education
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Kosrae State

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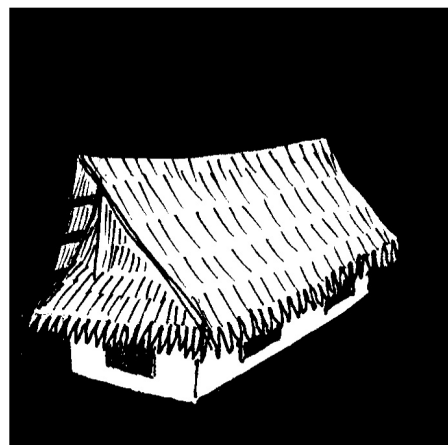
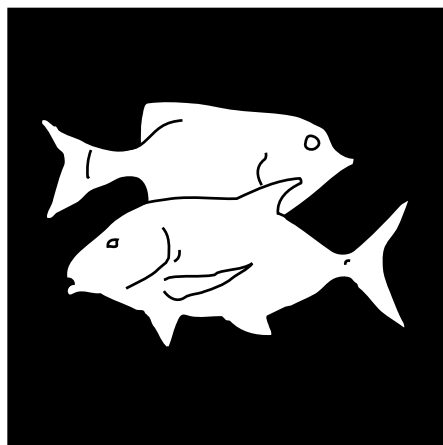
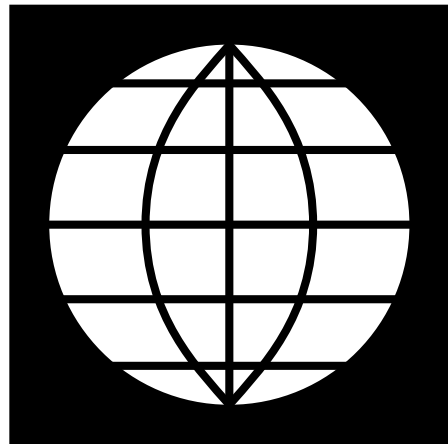
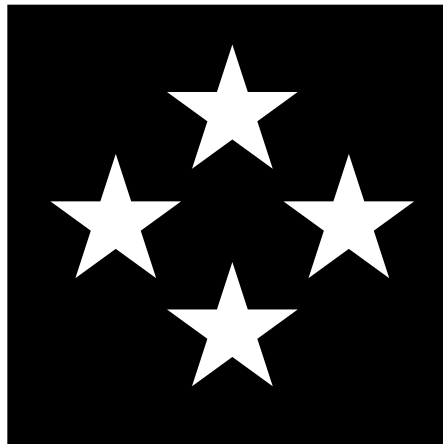
- Thomas Ardos, seventh grade teacher
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Yap State

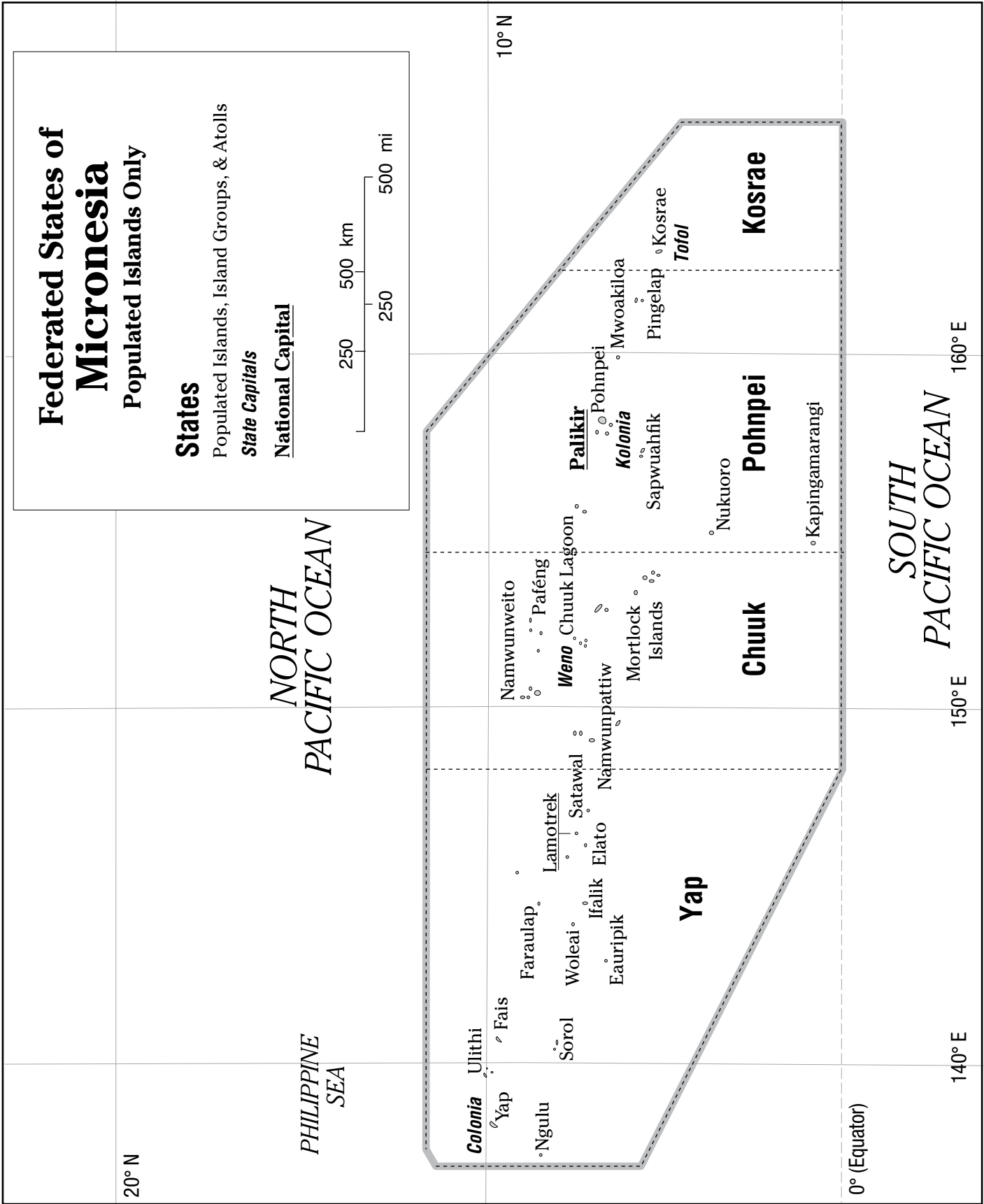
- Robert Igalsemal, social studies teacher
- Bernard Yiftheg, fifth grade teacher

Mr. Welley was the leader of the research team, and development of the materials was supported by Dr. Catalino Cantero, secretary of education for the FSM. FSM CAAP materials were ready for classroom use in 1997.

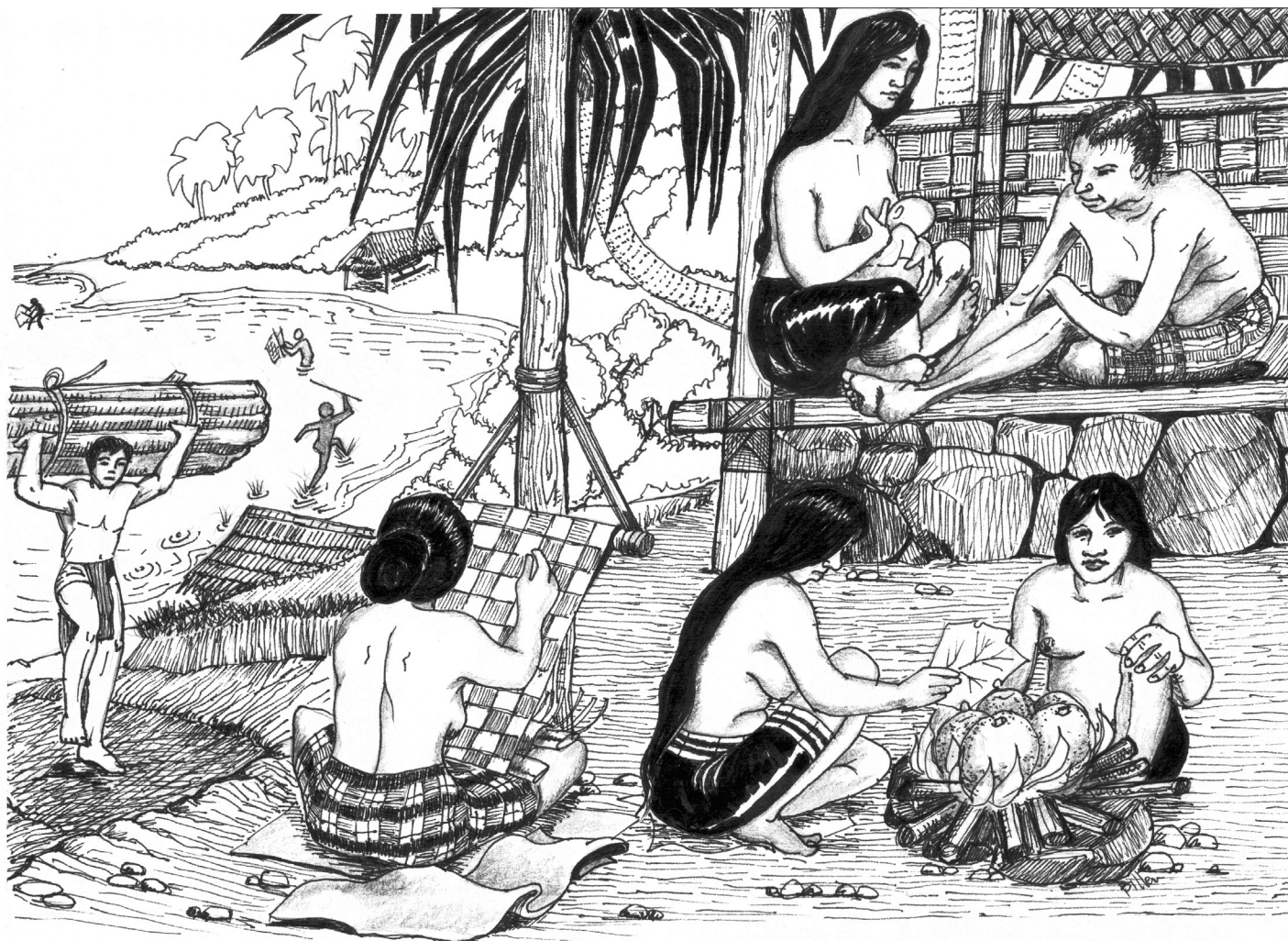
Wehns Billen provided original art for the FSM CAAP student book, including the illustration that begins the timeline essay, “Early Life in Our Islands.”



FSM Timeline



Early Life in Our Islands



Before the Europeans came to our islands, information was passed down orally from generation to generation. Parents passed on their skills and knowledge to their children, who in turn passed that same information on to their children. What we know about island life before the European arrival comes from our oral history and from archaeological information.

This essay will tell you a little about what life was like for our ancestors. When you do your research project later in CAAP, you can learn even more if you select a topic about early life in our islands.

Where Our People Came From

It is believed that the first people came to the island groups in the Carolines between 2,000 and 3,500 years ago. No one knows the exact date they arrived or exactly where they came from. Islands in each of the states of what is now known as the Federated States of Micronesia (FSM) were probably settled at different times, and the people who arrived may have come from different places.

Some evidence suggests that people who came to our islands may have come from Southeast Asia, Indonesia, or the Philippines, but then took many years to settle in the various islands of the Pacific. It is likely that settlers moved from island to island. By the time settlers arrived in our islands, some were probably coming from the east, some from the west, and some from the south.

Although we do not know the exact date when our ancestors arrived, we do know that they were here for more than a thousand years before the first Europeans saw our islands. We also know that our ancestors developed their own special way of life, using the resources that were available.

This way of life included ways to sail, to fish, to farm, and to relate to other people.

Village and Social Structure

Our people lived under clan systems. Each of the islands had its own special manner of setting up the clan, which made it unique. Most of the island clans were organized along matrilineal lines of descent. The power and authority passed on down the line of the mother.

Within a village, roles and responsibilities often were divided according to the skills and capabilities of each clan. Each village throughout the islands had some kind of governing system. Many of these systems are still in place today. Village chiefs led the people and helped organize the society.

Men and women generally had different duties in the village. The women were responsible for weaving mats and baskets, taking care of the house and children, and doing most of the cooking. Men were responsible for building houses and canoes, navigating, and doing most of the fishing. Some duties were shared between males and females.

Everyday Life

Our ancestors worked every day. There was no weekend as we have today. As women went about their work, they trained their daughters in the tasks of women, such as weaving baskets, cooking, and caring for

the children. Men trained their sons in such skills as building, sailing, farming, and fishing.

In all their tasks, people were careful to conserve the natural resources around them. For example, they caught only as many fish as they needed. There were also seasons during which some kinds of fish were not caught. Our ancestors knew the importance of the environment. Therefore, they protected and preserved it.

Although our ancestors worked hard, daily life also included social activities, such as chanting, dancing, and telling stories. A social activity not only provided enjoyment, but also was another way to pass on information and skills. Sometimes special customs or celebrations were observed. These special activities were generally connected with important events such as a birth, a death, or a marriage.

Interisland Trade

Even before the islands became known to the rest of the world, Pacific Islanders found ways to communicate and trade among themselves, no matter how far apart their islands were. There are legends about trade between the islands. Today, elders still tell these legends in almost all of our islands.

Each of the islands had valuable natural resources that could be traded or made into something that could be traded. Trade items included plants such as taro,

breadfruit, tobacco, and *sakau*; ornaments such as necklaces, rings, and combs; tools such as adzes, spears, and knives; and products such as rope, mats, and purses. Likewise, ocean resources such as fish, shells, and oysters were exchanged for food grown on land. Sometimes islanders used their own skills for trade, such as building a canoe in exchange for ornaments or tools.

How People Dressed

From island to island, people dressed differently. On some islands, men wore loin-cloths, while on other islands men wore grass skirts. Depending on the island, women wore wraparounds, lavalavas, tapa cloth, or grass skirts.

Tattooing was an important custom. Men had tattoos on their bodies to show bravery and as art. Women's tattoos were generally not as extensive as men's, but some brave women did have extensive tattoos. In some islands, tattoos showed rank or class. Another common custom was to apply a lot of coconut oil to the body.

Both men and women had their ears pierced, but the size of the holes differed from island to island. Earrings were made from seashells, tortoise shell, coconut shell, and fruit seeds.

Beliefs and Traditions

Many islanders believed in life after death. They thought that the spirits of dead relatives had the power to help the living. The spirits could also cause people to become sick if the people were in conflict. To be cured, the people would have to go through a ritual or offer prayers. These rituals would vary from island to island.

Islanders held certain beliefs and superstitions about everyday activities. For example, in Pohnpei, a person was not supposed to eat any kind of bird before going fishing. In Kosrae, it was believed that someone would die if it was raining while the sun was shining. In Chuuk, people thought that if coconuts were planted during the full moon, the nuts would be round and full. In Yap, a person could stop a feeling of “goose bumps” at night by throwing betel nuts outside.

Proverbs were an important way to pass on values. For example, a Pohnpeian proverb says, “*Selin pwopwoud kin mwei, a selin neitik soh*” (the tie of marriage can part, but not the tie of parentage). It means that the connection between parents and children can never be broken and that families are very important in Pohnpeian culture.

A Chuukese proverb is “*Angaang chék aramas*” (people first before the task). It means that, without people, work cannot be done and that people are more important than the tasks.

“Ma kom tahknwelihk, kom kosracni”
(what you sow is what you will reap) is a Kosraean proverb. It means that our actions, both good and bad, have consequences, and it is important for us to think before we act.

In Yap, a proverb says, *“Muluk nag owchem nge muun mfin muluk nag owchen bee”* (wash your own face before you wash somebody else’s face). It means that you should set a good example yourself before trying to correct others.

Summary

Our ancestors had a rich and full way of life before contact with the Europeans. They used the resources from the land and the ocean to provide for their needs. Villages were organized under clan systems. Most of the clan systems were matrilineal. Men and women had different roles and responsibilities to get work done. In all the work that they did, our ancestors conserved the environment. The way people dressed and the tattoos they had differed from island to island. Although there were great distances between our islands, interisland trading occurred regularly. Our ancestors believed in life after death, held certain superstitions, and often passed on values through proverbs.



HISTORY

- Dioga da Rocha and his crew, sailing for Portugal, go ashore at Ulithi. (1525)
- After spending four months in Ulithi, Rocha sets sail. (1526)
- Spanish explorer Alvaro de Saavedra sails past Fais and arrives on Yap on New Year's Day. (1528)
- Saavedra possibly sights Chuuk. (1528)
- Saavedra possibly sights Pohnpei and Kosrae. (1529)
- Spanish explorer Alonso de Arellano brings his ship, *San Lucas*, into Chuuk Lagoon. (1565)
- Pedro Fernandez de Quiros, sailing for Spain, sights Pohnpei. (1595)



GOVERNMENT



ECONOMY

- Outer islanders from Chuuk and Yap regularly sail to the Marianas to trade with the Chamorros. The islanders trade turtle shells and cowrie shells for medicinal plants, dyes, and pottery. (1500s)



CULTURE

- Rocha and his crew probably teach Ulithians about the Catholic faith. (1525)

First European Contact

In the early 1500s, explorers began sighting the islands of the Carolines. Most of these explorers came from Spain, passing through the area on their way to other places. Often they saw an island but did not stop to meet the people. Sometimes they stopped to get water and other supplies. Alvaro de Saavedra was the first explorer to see several of our islands during journeys from 1527 to 1529. It was not until 1686 that Spanish explorer Francisco Lazcano named our islands (Chuuk, Kosrae, Palau, Pohnpei, and Yap) “Islas de Carolinas” after King Carlos II of Spain. For about 300 years, explorers passed by having little contact with islanders. During this period, traditional island life continued as it had for thousands of years. Our ancestors learned, however, that there were other people in the world. Some islanders thought the outsiders were gods.

- On a voyage through the islands, Captain Francisco Lazcano names them “Islas de Carolinas” (Caroline Islands). The Carolines are all the islands of Palau, Yap, Chuuk, Pohnpei, and Kosrae. (1686)

- Isokelekel from Kosrae arrives on Pohnpei and overthrows the Saudeleurs. He begins the Nahnmwarki system. (c1628)

- Outer islanders from Chuuk and Yap stop sailing to the Marianas for trade because Spanish activity in the Marianas makes travel to the north seem too dangerous. (c1670)

- Spanish Captain Bernard de Egui and his crew of the ship *Santo Domingo* kill three Ulithians. (1712)
- After being lost at sea in a storm, 24 Woleaians come ashore at Guam. Father Cantova makes friends with them. (1721)
- Father Cantova draws a map of Micronesia based on what the Woleaians tell him. (1722)



GEOGRAPHY

Populated Island Groups of Chuuk*

Chuuk Lagoon

Northern Namoneas
Weno, Piis-Paneu, Fono

Southern Namoneas
Fefen, Tonoas (Dublon), Uman, Siis, Parem

Faichuk
Tolensom, Paata, Udot, Wonei, Polle, Romanum, Fanapanges, Eot

Mortlock Islands

Upper Mortlocks
Nama, Losap, Piis-Emar

Mid Mortlocks
Moch, Kuttu, Namoluk, Ettal

Lower Mortlocks
Satowan, Lekinioch, Oneop, Ta

Namwunpattiw

Pollap, Polowat, Houk, Tamatam

Paténg

Nomwin, Murillo, Ruu, Fananu

Namwunweito

Onoun, Piherarh, Makur, Unanu, Onou

*Traditionally, Chuuk also included some outer islands that are now part of Yap and Pohnpei.



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Father Cantova and the Woleaians set sail for Woleai from Guam. Father Walter accompanies them. (1731)
- Captain Thomas Read is the first American to sight Pohnpei and And. (1787)
- Captain James Mortlock discovers a cluster of three atolls and names them the Mortlock Islands. (1795)
- British Captain James Wilson writes in the ship's log that he has spent time on Lamotrek, Elato, and Satawal. (1797)



GOVERNMENT



GEOGRAPHY

Populated Islands and Atolls of Pohnpei

Pohnpei Island (includes And Atoll and Pakin Atoll)

Outer Islands

Pingelap Atoll
Sapwuahfik Atoll
Kapingamarangi Atoll*
Nukuoro Atoll*
Mwoakiloa Atoll

**Traditionally, Kapingamarangi and Nukuoro were part of Chuuk.*



ECONOMY

- Father Cantova and Father Walter set up a Catholic mission station on Ulithi. (1731)
- After Father Walter leaves Ulithi to get supplies in Guam, Father Cantova is killed because Ulithians think he is trying to change their customs. (c1732)



CULTURE

- Captain of the American whaleship *Nancy*, from Massachusetts, sights Kosrae and records its longitude and latitude. (1804)
- French Captain Louis Duperrey, on a scientific expedition on the ship *Coquille*, anchors on Okat and stays in Kosrae for 10 days. (1824)
- Duperrey's expedition on the *Coquille* arrives in Chuuk. Duperrey makes the first map of Chuuk. (1824)



- Awane Salik I is the ruler of Kosrae when Duperrey arrives. (1824)

- Outer islanders from Chuuk and Yap reestablish annual trading trips to the Marianas. They trade seashells, turtle shells, woven mats, hemp, and tumeric for iron, nails, knives, and copper. (c1805)



- Duperrey trades with the people of Kosrae. (1824)
- Whaleships start arriving in Kosrae and Pohnpei. Most are American; others are British, Australian, and Hawaiian. (c1826)



- After a destructive typhoon hits their islands, more than 900 Carolinians relocate to Saipan. (c1816)
- Metals and the first pig are introduced to Kosrae by Duperrey. (1824)
- Whalers introduce iron tools, tobacco, and guns to the people of Pohnpei. (c1826)

- Russian Captain Fedor Lutke, on the ship *Senyavin*, leads an expedition that visits Kosrae for three weeks. (1827)
- A foreign ship drops off William Floyd on Nomwin Island in Paféng, Chuuk, and John Westwood on Lukunor Island (Lekinioch) in the Mortlocks, Chuuk. (1827)
- Lutke sights Pohnpei, Pakin, and And. Forty canoes with hostile islanders prevent him from landing on Pohnpei. (1828)

Early Contact: Whalers

Many ships came to Micronesia in the 1800s to hunt whales. Whale oil was in great demand for use in lamps to light homes, especially in England and the United States. The whalers stopped on some of the islands to get wood, food, and water. Sometimes they would take women. The whalers changed the way of life of the islanders. They brought alcohol, guns, and tobacco. They also carried diseases that were new to the islands, and they had children by native women. Generally, the whalers and the islanders maintained peaceful relations, but sometimes islanders would become angry with whalers for taking women or bringing diseases. Then, the islanders might attack and kill the crew of a whaleship. Most of the whalers came to Kosrae, Pohnpei, and the Marshall Islands. When petroleum was found in the United States in 1859, the demand for whale oil ended, and most whalers went out of business.

- An adventurer by the name of James F. O'Connell lives in Pohnpei. (1830)
- Micronesia is the name adopted by the French Geographic Society for our islands. Micronesia is a Greek word meaning small islands. (1831)
- Dumont d'Urville arrives on his ships *Astrolabe* and *Zelee* in Chuuk Lagoon to do a scientific survey of the lagoon. (1838)

- Nahnawa of Madolenihmw in Pohnpei raids the British whaleship *Falcon* and kills the captain and crew. (1830)
- Three British warships arrive in Pohnpei to avenge the killings of the *Falcon's* captain and crew. Nahnawa is hanged; Luhk en Kesik and others are shot. (1836)

- Many ships stopping in Pohnpei for supplies are British ships on their way to Australia with convicts. They stop again on their return from Australia. (1830–1840)
- Pohnpeians trade with traders and beachcombers, exchanging such things as yams, coconuts, and tortoise shells for such things as tobacco, muskets, knives, and gunpowder. (starting c1835)

- Traditional culture starts to change as chiefs begin to use foreign weapons to fight against other chiefs. (1830s)
- Crew of the *Lambton*, from New South Wales, and armed Pohnpeians massacre all the men in Ngatik, an outer island. (1837)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Fifty Tomil people die in three days during an influenza epidemic brought to Yap by the crew of Andrew Cheyne's ship. (c1844)



GOVERNMENT

- Trade items become political goods in Pohnpei. Chiefs gain power by having the most muskets, pistols, gunpowder, flints, lead, and bullet molds. (1843)
- Chief Leok of Tomil plans to kill Andrew Cheyne because Yapese have died of influenza brought by Cheyne's crew. Cheyne gets away. (c1844)



ECONOMY

- Number of whaleships visiting the Carolines starts increasing. (1840s)
- Trader Andrew Cheyne sets up trading stations in the Carolines, including Pohnpei and Kosrae. (c1843)
- Cheyne stays on Yap for two months trying to set up a trepang business. He is unsuccessful. (c1844)



CULTURE

- As the number of whaleships increases, the number of beachcombers increases in the Carolines. (1840s)
- Some whalers take advantage of local women. At times, this is accepted by local people; other times it leads to fighting and killing. (1840s)

Early Contact: Missionaries

Protestant missionaries arrived on Kosrae and Pohnpei in 1852 and created major changes in island life. They came to convert the islanders to Christianity, and they were successful. After accepting Christian beliefs, the islanders had to change such traditions as how they dressed, how they danced and sang, how many husbands or wives they could marry, and what holidays they celebrated. The missionaries also wanted them to stop using magic and following traditional religious beliefs. In addition to bringing Christian beliefs, the missionaries started mission schools and began to put the native languages into writing in religious books. In Chuuk, Protestant missionaries arrived first in the Mortlocks in the 1870s and later expanded mission work to Chuuk Lagoon, using local missionaries to convert other islanders. The early missionaries in Yap were Catholic priests, who arrived in 1886 at the beginning of the Spanish administration.

- Rev. Benjamin Snow, American missionary, introduces Christianity to Kosrae with the assistance of Hawaiian missionaries. (1852)
- American missionaries, Dr. Luther Gulick, Rev. Albert Sturges, and their wives, establish a Protestant mission on Pohnpei with the assistance of Hawaiian missionaries. (1852)

- Crew of American whaleship *Delta* brings smallpox to Pohnpei. The smallpox epidemic kills many people. (1854)
- Influenza epidemic in Kosrae causes the population to decline. (1855)
- First of several missionary ships, all named *Morning Star*, sets sail from Boston to the Pacific. (1856)

-
- A longstanding feud between Kiti and Madolenihmw erupts into a fight at Nahlap Island in Lohd Harbor in Pohnpei. (1852)
 - Good King George of Kosrae dies and his son, Awane Sru III, becomes king. (1854)

-
- Whaling in the Pacific begins a rapid decline when petroleum is found in the United States. (1859)

-
- Rev. Snow begins preaching in the Kosraean language. (1856)
 - Kosraean primer of 48 pages with scripture and songs is printed. (1858)
 - Protestant missionaries establish schools in Ohwa and Rohnkiti in Pohnpei. The schools teach Bible, arithmetic, English, and home arts. (1860)

- Henry Nanpei is born in Pohnpei. He later becomes an important religious and political leader in Pohnpei. (1862)
- U.S. Civil War is felt in Pohnpei when the Confederate warship *Shenandoah* sinks four American whaleships. (1865)
- Irish-American David Dean O'Keefe washes ashore on Yap, the only survivor of the shipwreck *Belvedere*. (1871)

-
- Chiefs of Pohnpei sign a treaty with U.S. Navy Commander Truxtun. The treaty guarantees freedom for missionaries to preach and protection for shipwrecked sailors and traders. (1870)

-
- Yap is one of the busiest ports in the Pacific. (1870s)
 - Godeffroy & Son opens a copra trading station in Kosrae. (1870)
 - German Alfred Tetens runs the first trading station on Yap, which is owned by Godeffroy & Son, a German trading company. (c1870)

-
- First two stone churches are built on Kosrae. (1866)
 - European Johanner Kubary lives in Pohnpei and studies the land and people. He writes descriptions and sends artifacts to Germany. (1870–1879)
 - Yapese treat O'Keefe well and help him return to health after the shipwreck. (1871)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY



GOVERNMENT



ECONOMY



CULTURE

Early Contact: Traders

Traders are people who buy and sell things for profit. European traders came to the Carolines to buy and sell things. At first no money was used. Instead islanders would trade such native products as sea slugs, turtle shells, and copra for such goods as nails, guns, tobacco, and knives. Early traders generally took Pacific Islands goods to China to trade for such things as teas, silks, and spices. They then took the Chinese goods back to their own countries and received money for them. In the Carolines, copra was the main trade item. Traders were interested in making money. They did not try to change island life, but their activities still had effects in the islands. For example, in Pohnpei, chiefs would try to obtain certain trade goods such as guns and ammunition to gain political power. In Yap, more than 12 white traders lived and worked in the 1870s. This helped make Tomil Harbor one of the busiest ports in Micronesia.

- David O'Keefe starts work for a trading company between Hong Kong and Yap. (c1871)
- A major copra trading station is operating in Pohnpei. (1874)
- August Hartmann sets up a trading station in Fefen, Chuuk. (1874)
- O'Keefe opens his own trading company on Yap. In exchange for copra, he will transport stone money from Palau for the Yapese. (1875)

- Pastor Likiaksa becomes the first ordained Kosraean pastor. (1871)
- Christianity is introduced in Pingelap. (1873)

- American whaling captain, Crayton Holcomb, operates a trading station on Yap. (c1876)
- Capelle Company begins operation in Kosrae. (1877)
- About 60 Yapese go on a fishing expedition to Melanesia with German trader Eduard Hensheim. (c1877)

- *Morning Star III* brings the first missionaries to the Mortlocks in Chuuk, including converted Pohnpeian Protestants who stay to establish the mission. (1874)



GEOGRAPHY

Populated Islands and Atolls of Yap

Yap Island

Outer Islands*

Ulithi Atoll
Woleai Atoll
Ifalik Atoll
Satawal Island
Lamotrek Atoll
Fais Island
Faraulap Atoll
Elato Atoll
Eauripik Atoll
Ngulu Atoll
Sorol Atoll

**Traditionally, some of the outer islands of Yap were part of Chuuk.*

- O'Keefe brings Yapese workers to Mapia Island south of Palau to work on a copra plantation in six-month shifts. (c1877)
- Trader Eduard Hernsheim operates a trading station on Yap. (c1878)
- About 400 Yapese workers are cutting stone money in Palau because O'Keefe will transport the money and workers in exchange for copra. (c1880)

- First Protestant missionaries begin work in Chuuk Lagoon. (1879)
- Dr. Pease and Mrs. Whitney, missionaries, start the Mwot Mission School at Mwot, Kosrae, for people from Chuuk, the Marshalls, and Kiribati. (1879)

- Spain and Germany both claim the Carolines. The pope issues a declaration giving Spain ruling power over the Carolines. Germany and Great Britain are allowed to trade. (1885)

Spanish Period

The Europeans who traded in the Carolines in the 1800s were mostly Germans. There were also some British and American traders. Although Spain was a power in the Pacific, there were few Spanish traders in the Carolines. Instead, Spain used the Marianas as a base for trade. Spain was, however, interested in building an empire and in spreading the Catholic faith. In 1885, Spain and Germany both claimed the Carolines. Their dispute was settled by the pope who granted Spain administrative authority but allowed trading rights for Germany and Great Britain. The pope's decision started the Spanish Period in the Carolines. Spain sent governors and Catholic missionaries to Pohnpei and Yap, and missionaries to Chuuk. In Pohnpei, conflicts arose between Protestants and Catholics throughout the Spanish Period. In Yap, the missionaries found it difficult to convert the Yapese. Kosrae was not affected much by the Spanish, who stayed primarily in Pohnpei and the western Carolines.



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Spanish Capuchin missionaries arrive on Yap and Pohnpei with the Spanish governors and military. (1886)
- Construction begins on the Spanish wall in Pohnpei. (1886)
- Large earthquake occurs on Yap. (1889)
- An uprising against the Spanish occurs on Pohnpei when the Spanish try to build a Catholic church near the Protestant church in Ohwa. (1890)



GOVERNMENT

- Spain sends governors to the Carolines. A governor in Yap rules Yap and Palau. A governor in Pohnpei rules Chuuk, Pohnpei, and Kosrae. (1886)
- Sokehs and Net warriors in Pohnpei rise up against the Spanish and kill Spanish Governor Isidro Posadillo. (1887)



ECONOMY

- Dominique Etscheit, a Belgian trader, spends two years in the Marshalls before buying land and opening a store on Pohnpei. (1887)
- First Japanese traders arrive in Pohnpei. (1891)
- Spanish governor recognizes Henry Nanpei's claim to lands in Kiti as an inheritance from his father. (1896)



CULTURE

- First Yapese baptism is performed. (1887)
- Capuchins start a mission school on Yap. (c1887)
- Yapese think their traditional spirits cause an earthquake because the spirits are angry that the Yapese are listening to Spanish Capuchins. (1889)
- A religious war breaks out on Pohnpei between the Protestants and the Catholics. (1898)

- Typhoon causes serious damage to land and crops in Kosrae. (1891)
- United States occupies Guam during the Spanish-American War. (1898)
- After the Spanish-American War, Spain sells the Carolines and the Marianas, except Guam, to Germany. (1899)

German Period

At the end of the Spanish-American War, Spain gave up Guam and the Philippines to the United States. Spain also sold the Carolines and the Marianas to Germany. The Germans were interested in economic development. In the Carolines, their main interest was copra. The Germans required islanders to plant coconut trees and paid them to do so. The money used was the German mark. Receiving money for copra meant that the islanders could buy clothes and iron tools. Typhoons crippled the copra business on several islands. The Germans also opened a phosphate mine in Angaur, Palau. Some Pohnpeians, Chuukese, and Yapese were sent to work at the mine. In addition, the Germans built roads, established schools, and made some health and sanitation improvements. They were not interested in changing the chief systems or daily life. However, they did introduce individual land ownership, which began to lessen the power of chiefs. The German Period was a peaceful time except in Pohnpei where the Sokehs Rebellion took place.



HISTORY

- Germany establishes three districts in Micronesia: the Carolines, the Marianas, and the Marshalls. A district administrator in Yap oversees the western Carolines and a district administrator in Pohnpei oversees the eastern Carolines. (1899)

- Arno Senfft becomes the first German administrator in Yap and Albert Hahl, the first German administrator in Pohnpei. (1899)
- Senfft begins to hold monthly meetings with chiefs on Yap. (1899)
- Germans use Nahnmwarkis (Pohnpeian chiefs) as government administrators and pay them to carry out government duties. (starting 1899)



GOVERNMENT

- Captain Victor Melander starts a trading store in Kosrae. (1899)
- German administrator introduces several possible cash crops to Pohnpei: coffee, cotton, cocoa, rubber, hemp, and vanilla. (1899)



ECONOMY

- Nahnmwarkis begin to appear in public to carry out government duties. This is a change in customs. (1899)



CULTURE



HISTORY

- *Morning Star IV* sinks in Kosrae. (1900)
- Typhoon hits Kosrae. (1900)
- Germans establish a Yapese police force. (1900)
- Germans open the first post office on Yap. (c1901)
- Dr. Rife establishes Christian Endeavor in Kosrae. Mr. Kephas becomes the first president. (1902)
- German Capuchin priests replace Spanish priests in Pohnpei and Yap. (1903)
- Kosrae Congregational Church becomes independent. (1905)
- Devastating typhoon hits Kosrae, Pohnpei, Mwoakiloa, Pingelap, and Chuuk. (1905)



GOVERNMENT

- German government begins a land registration system in the islands. (c1900)
- German administrator Viktor Berg stops missionaries from teaching any foreign language except German. (1901)
- German warship *Kondor* steams into Chuuk Lagoon, and Germans demand surrender of firearms, hoping to end fighting among islanders. (1904)



ECONOMY

- Germans begin taxing the Yapese. Islanders pay taxes using copra or money or by working for the German government. (1900)
- Germans demand that every adult male in Pohnpei plant ten coconuts per month. (c1901)
- Dominique Etscheit sets up a coconut plantation on Ulul Island (Onoun), Chuuk. (1903)



CULTURE

- Germans ban the use of alcohol, including *sakau*. (c1901)
- American Protestant mission runs 25 elementary schools in the islands of Chuuk. (1902)
- Germans open the first hospital on Yap. (1903)



GEOGRAPHY

Islands of Kosrae

Walung
Lelu

- Jaluit *Gesellschaft* opens a trading station on Eten Island in Chuuk Lagoon. (1903)
- Typhoon causes much damage to local food on Kosrae, Pohnpei, Mwoakiloa, Pingelap, and Chuuk. (1905)
- Japanese firm *Nanyo Boeki Kaisha* begins trading in Kosrae. (1905)
- Germans start requiring islanders in Chuuk to increase coconut plantations. (1905)

- Daily life is changed in all the islands hit by the 1905 typhoon. (1905)
- People of Mwoakiloa and Pingelap are moved to Pohnpei after the 1905 typhoon. (1905)
- Germans bring people from the Mortlocks to Pohnpei after the 1907 typhoon. (1907)

- Tangreng Canal on Yap is completed, connecting the western side of the island with Colonia on the eastern side. (1906)
- Germans complete the first telegraph station on Yap. (1906)
- Another devastating typhoon hits the Mortlocks and Chuuk Lagoon. (1907)
- Woleai, Ifalik, and Ulithi are devastated by a typhoon. (1907)

- Trying to stop fighting among islanders, Berg collects firearms from Pohnpeians. (1905–1906)
- Georg Fritz becomes German administrator in Pohnpei. (1908)
- Gustav Boeder becomes German administrator in Pohnpei. He treats Pohnpeians cruelly. (1909)
- Awane Sa II rules Kosrae. (1909)

- Fritz begins requiring able-bodied men to work 15 days each year for free. (1908)
- Japanese firm *Nambo* is the largest trading company in Micronesia. (c1908)
- Boeder continues a road project started by Fritz on Pohnpei. (1909)
- Some Yapese and outer islanders begin working for the Germans in the phosphate mine in Angaur, Palau. (1909)

- Berg dies the day after he digs up bones from Nan Madol. Pohnpeians say that spirits caused Berg's death. (1907)
- German Protestant mission takes over the American Protestant mission schools in Chuuk and Pohnpei. (1907)
- Germans send some Ulithians and Woleaians to Saipan for relief after 1907 typhoon. (1907)
- Germans introduce land reform that allows commoners to own land. (1908)

- Boeder forces the men of Sokehs (Pohnpei) to build a road. (1910)
- Sokehs Chief Souamadau stops work on the road and leads Sokehs Rebellion, which starts when Sokehs warriors kill Boeder. (1910)
- Sokehs rebels surrender about four months after the rebellion begins. (1911)

- Dr. Girshner, a medical doctor, temporarily takes command in Pohnpei when Boeder is killed. Dr. Girshner is well liked by Pohnpeians. (1910)
- Chiefs of Net, U, Awak, Madolenihmw, and Kiti assist the Germans during the Sokehs Rebellion. (1910)
- Heinrich Kersting replaces Dr. Girshner as district administrator. (1910)
- King John is elected as Tohkohsrah on Kosrae. (1910)

- German administrator Kersting introduces the Land Law of 1912 to the islands. It gives rightful ownership of land to the person whose name is on the deed. (1912)
- German government gives out rules about coconut cultivation. Breaking the rules can lead to a jail sentence. (1913)

- Sokehs people are relocated to Yap and then Palau after the rebellion. Able-bodied men are required to work in a German phosphate mine. (1911)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Japan takes Micronesia from Germany peacefully when World War I begins. Germans leave the islands. (1914)



GOVERNMENT

- Japan begins its administration in the Carolines with the Japanese navy in charge. (1914)
- Japan forms six Micronesian districts: Palau, Yap, Saipan, Chuuk, Pohnpei, and the Marshalls. Chuuk is the main government headquarters for Micronesia. (1914–1915)

- Civilian government administrations are set up throughout Micronesia, but they report to a Japanese defense corps. (1918)



ECONOMY

- Japanese begin building roads, docks, and wharves throughout the Carolines. (1914)
- Japanese government starts a steamship line between Japan and Micronesia. (1914)

- Japanese try to control and own all businesses. Most other foreign companies are forced to leave Micronesia. (c1919)



CULTURE

- Japanese men can marry Micronesian women but Micronesian men cannot marry Japanese women. (1914–1945)
- Japanese introduce baseball to Chuuk. (1914)
- Japanese introduce rice to the islands. (1914)
- Japanese begin to send Micronesians to Japan for one- to two-month visits to teach them about Japanese culture. (1915)

- Japanese establish medical policies that allow for free medical treatment of islanders by naval officials. (1915)
- Japanese set up an education system in Lelu, Kosrae. (1915)
- Sokehs people begin to return to Pohnpei, having been sent to Palau after the Sokehs Rebellion. (c1917)

- Treaty of Versailles marks the end of World War I. (1920)
- United States and Japan disagree about control of Yap because the United States wants access to a cable station on Yap that connects with Guam. (1920)

-
- When World War I ends, the League of Nations places the six Micronesian districts under the official control of Japan. (1920)
 - Japanese form local police forces throughout Micronesia. Local police are called *junkei*. (1920s)
 - Japanese move their main Micronesian headquarters from Dublon (Tonoas), Chuuk, to Koror, Palau. (1921)

-
- Japanese police (*junsaw*), with the assistance of Yapese police (*junkei*), collect taxes and supervise road building and farming in Yap. (1920s)
 - Japanese start bringing Chamorros from Saipan to Yap to work for the Japanese administration. (1920s)
 - Japanese introduce many new plants to Pohnpei. (1920s)

-
- As they enforce Japanese rules, some local police begin to mistreat local people. (1920s)
 - Acting on a request from the Japanese, the pope sends two Spanish Jesuits to Yap to replace German missionaries who left when Japan took control. (1921)
 - First Japanese hospital opens on Yap. (1922)
 - Japanese require Micronesians to receive vaccinations. (1922)

Japanese Period

The Japanese took control of the Carolines during World War I and lost control following World War II. They wanted to make Micronesia like Japan for those Japanese living in Micronesia. They opened businesses, expanded medical services, started schools, and increased crop production. To increase economic development, the Japanese brought in laborers from Okinawa and Korea. By the mid-1930s, the Japanese, Okinawans, and Koreans far outnumbered the local people. Society was divided into three classes, with the Japanese the highest class, Okinawans and Koreans the middle class, and Micronesians the lowest class. In the mid- to late-1930s, the Japanese began preparing for war and started to mistreat local people. The Japanese built military facilities on several islands, often forcing local people to work on the projects without pay and moving local people from their homes to make way for the projects. During World War II, the U.S. military dropped bombs on Japanese installations in Pohnpei, Kosrae, Chuuk, and Yap, but there were no land battles on these islands. These bombing raids marked the end of the Japanese Period.

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- Japanese open schools for islanders to receive three years of primary education. Selected students go on to attend for two more years. (c1923)
 - Japanese open a hospital on Pohnpei. (1925)
 - Japanese open a woodworking training center in Palau for Micronesians. Each district sends a few trainees each year. (1926)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- United States and Japan sign an agreement that gives the United States access to the cable station in Yap and opens the waters of Micronesia to American commercial shipping. (1922)
- By 1922, Japanese sailors in Micronesia have returned to Japan. (1922)



GOVERNMENT

- Japan forms a totally civilian government; the Japanese defense corps is no longer in charge. (1922)



ECONOMY

- *Nanyo Kohatsu Kaisha* (South Seas Development Company) begins operations in Kosrae. (1921)
- Branch governor in each district gives money to people who grow certain crops, including pineapple, coffee, cacao, garden vegetables, and fruit trees. (1924)
- Leo and Carlos Etscheit start opening businesses in Pohnpei. (c1925)



CULTURE

- Branch hospital opens at Lelu, Kosrae. (1927)
- Protestant mission school for boys opens in Tolensom, Chuuk. (1927)

- Japanese and other foreigners outnumber Micronesians in all districts. (1935)
- Japanese begin a military buildup in Micronesia. (c1935)

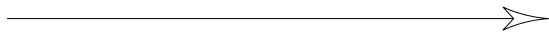
- Japan passes a law that allows the sale or lease of Micronesian land to foreigners. (1931)
- Japan withdraws from the League of Nations. (1935)
- Japanese civilian government begins to include many military personnel. (c1935)

- Japanese conduct building projects in Pohnpei, including roads, sawmills, and water and electric systems. (1930s)
- Men from Chuuk, Yap, and the outer islands are taken to the phosphate mine in Angaur, Palau. They receive lower wages than Japanese workers. (1930s)
- Japanese conduct a land survey in Kosrae. (1932)
- A phosphate mine is operating on Fais. Workers include outer islanders, Okinawans, and Koreans. (1935)
- Number of Catholics in Yap grows from 400 in 1921 to 1,500. (1930)
- Protestant mission school for girls opens on Udot, Chuuk. (1930)
- Japanese try to limit the use of *sakau* on Pohnpei by requiring an official permit to make it. (c1930)
- In the best-developed areas in Yap, Chuuk, and Pohnpei, towns have good roads and many Japanese-run stores. In some places, there are sidewalks, electricity, running water, movie theaters, cars, and bicycles. (1930s)

- Japanese expel American missionaries. (1939)
- Japanese Protestant missionaries, Misses Suzuki and Yamada, arrive on Kosrae. (1939)



- Japan attacks Guam and Pearl Harbor, Hawaii, on the same day. This leads the United States into World War II. (1941)
- Japanese begin to draft Micronesians into the Japanese military. (1942)
- Japanese send Kosraeans inland to the mountain. (1944)
- United States begins its invasion of the Caroline Islands during World War II. (1944)



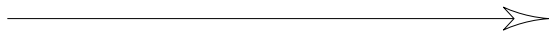
- Japanese make Dublon, Chuuk, the center for Japanese naval operations in the Pacific. (1942)
- Japanese civilian government officially changes to a military government. (1943)



- Bauxite is mined in Pohnpei. (1937)
- Sapwalap, Madolenihmw (Pohnpei), becomes the site for the first sugar cane plantation in the Carolines. (1937)
- Japanese are growing sponges in Pohnpei and Chuuk. (1938)
- Extensive small railroad system is completed on Dublon, Chuuk, to carry goods around the island. (1939)



- Average wage in Kosrae is 1 yen per day. (1941)
- Pohnpeian, Gilbertese, and Nauruan men come to Kosrae as Japanese military laborers. Kosraean men go to Pohnpei as laborers. (1942)



- Missions are put under the authority of the government. Before starting construction of a church, missions must submit a report. (1931)
- Truk Hospital opens in a building made of concrete. (1934)



- Father Paulino Cantero becomes the first Pohnpeian ordained as a Catholic priest. (1940)
- A translation of the Bible into Kosraean is completed by Miss Baldwin. (1941)
- Mwot Mission School in Kosrae is closed because of World War II. (1942)
- People of Dublon, Chuuk, are forced to move to make way for Japanese naval headquarters. (1943)


HISTORY

GOVERNMENT

ECONOMY

CULTURE



HISTORY

- United States drops bombs on Japanese targets in Pohnpei. Kolonia is nearly destroyed. (1944)
- American forces attack Chuuk in Operation Hailstone. The Japanese fleet is sunk in Chuuk Lagoon. (1944)
- U.S. Navy planes bomb Japanese targets in Kosrae. (1944)

- United States bombs Japanese targets in Yap. (1944)
- U.S. military takes over Ulithi and builds a military base there. (1944)
- On August 15, Japan surrenders in the Pacific. (1945)
- Most Japanese in Micronesia are sent home. (1945)



GOVERNMENT

- Americans take military control of Micronesia, putting the U.S. Navy in charge. (1945)

- Carolines become part of the United Nations Strategic Trust Territory under the administering authority of the United States. The Trust Territory of the Pacific Islands (TTPI) includes six districts: Palau, Northern Marianas, Yap, Chuuk, Pohnpei, and the Marshalls. The U.S. Navy is in charge. (1947)



ECONOMY

- United States Commercial Company (USCC) opens stores throughout Micronesia. Local people help run the stores to learn how to operate a business. (1945)

- Island Trading Company (ITC) replaces the USCC in Pohnpei and Kosrae. ITC is operated by local people. (1947)
- Truk Trading Company opens in Chuuk with shares owned by local people. (1947)



CULTURE

- Rose Mackwelung establishes the first school after the war in Kosrae with help from Catherine Hilton. (1945)
- Americans make Fono, Chuuk, a recreational center. The people of Fono are moved to Weno, Chuuk. (c1946)
- Elementary schools are established around Kosrae. Teachers work without pay. (1946)

- Kosraeans begin to travel to Guam to train as teachers. (1947)
- World Board of Mission opens a school on Dublon, Chuuk. (1947)
- U.S. military administration opens Truk Intermediate School for grades seven through nine. (1947)

American Period: Trusteeship

After World War II, all the islands of Micronesia, except Guam, Nauru, and Kiribati, became part of the United Nations Strategic Trust Territory of the Pacific Islands (TTPI) administered by the United States. The words "Strategic Trust" reflect the military importance of the area to the United States. As part of its TTPI responsibility, the United States was required to help Micronesian entities establish their own democratic governments and develop economically. In the early years of the TTPI, the United States restricted travel to Micronesia, which made economic development difficult. The United States did, however, begin to work with the islands to establish municipal and island governments. In the 1960s, U.S. President John F. Kennedy realized that the United States had not been carrying out its responsibilities well in Micronesia. He took steps to improve economic, social, and political development in the islands.

- TTPI is administered by a high commissioner whose office is located in Hawaii. The first high commissioner is Admiral Louis Denfield. (1947)
- First municipal governments are started in the islands under the TTPI. (c1948)
- Administering authority for the TTPI is transferred from the U.S. Navy to the U.S. Department of the Interior. Former Senator Elbert Thomas of Utah is appointed as the first civilian high commissioner. (1951)
- Raymond Setik opens Christopher Store in Chuuk. (1950)
- Truk Cooperative Association is established. (1950)
- Cash economy greatly expands as more islanders take paying jobs. (1950s)
- Yap Trading Company (YTC) is established as a local business. (1951)
- Pacific Islands Teacher Training School (PITTS) moves from Guam to Chuuk. (1948)
- Mwot Mission School is reestablished in Kosrae by Dr. Hanlin. (1949)
- Two movie theaters open: Martin Christian Theater in Pohnpei, and TTC Theater in Chuuk. (c1950)
- U.S. nuclear testing in the Marshall Islands creates fear among Micronesians. Local people wonder how the tests will affect them or if tests will be expanded in the future. (1950s)
- PITTS becomes the first high school in the TTPI and changes its name to Pacific Islands Central School (PICS). (1952)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Office of the high commissioner for the TTPI moves from Hawaii to Guam. (1954)
- Destructive typhoon hits Pohnpei. (1958)

- Office of the TTPI high commissioner moves from Guam to Saipan. (1962)
- U.S. President John F. Kennedy appoints a commission to make recommendations on solving the political, social, and economic problems of Micronesia. (1963)
- Well-known French scientist, Jacques Cousteau, produces the first movie ever filmed in Chuuk. (1963)



GOVERNMENT

- First Pohnpei Island Congress convenes as an advisory board with appointed members. (1952)
- First Truk District Congress convenes as an advisory board with appointed members. (1952)
- First Yap Islands Congress convenes with elected representatives. (1959)

- Pohnpei District Legislature, a unicameral body with elected representatives, replaces the Pohnpei Island Congress. (1963)
- Truk District Legislature, a unicameral body with elected representatives, replaces the Truk District Congress. (1963)
- U.S. Department of the Interior transfers legislative authority from the TTPI high commissioner to the newly established Congress of Micronesia. (1964)



ECONOMY

- Truk Hotel opens as Chuuk's first hotel. (c1954)
- Bank of America opens in Chuuk. (1957)
- YTC becomes the Yap Cooperative Association (YCA). (1958)
- Norman Skilling begins Skilling Enterprises in Kosrae. (1958)

- Short-wave radios begin to be used to communicate with remote islands. (1960s)
- Local people begin to operate taxis in Chuuk. (1960s)
- Housing Coop begins building concrete houses on Pohnpei. (c1961)
- Kosrae Island Cooperative Association begins operation. (1961)



CULTURE

- Ohwa Christian Training School, an intermediate school, opens in Pohnpei. (1952)
- German Protestant missionaries establish the Philadelphia School on Tolensom Island, Chuuk. (1955)
- Kosrae Intermediate School opens. (1958)
- PICS moves from Chuuk to Pohnpei. (1959)

- Cha cha, rock and roll, and country music are introduced to the islands. (1960s)
- Schools begin to be built on outer islands. (1960s)
- Ownership and use of outboard motors become common among local people. (1960s)
- Public use of alcohol becomes widespread and begins to cause problems. (1960s)

- Anna Dederer becomes the last Protestant Congregational missionary to Kosrae. (1964)
- First Peace Corps volunteers arrive in Micronesia. (1966)



HISTORY

- Elections for delegates to the Congress of Micronesia are held in the six TTPI districts. (1965)
- Congress of Micronesia meets for the first time in Saipan. (1965)
- Congress of Micronesia asks the U.S. president to form a commission “to study and critically assess the political alternatives open to Micronesia.” (1966)
- Six-member Micronesian Future Political Status Commission is formed. Lazarus Salii of Palau is elected chairman. (1967)
- Bank of Hawaii opens a branch in Pohnpei. (1963)
- Kaselehlle Inn Hotel opens as Pohnpei’s first hotel. (c1963)
- Housing Coop expands to Kosrae from Pohnpei. (1964)
- Truk Fishing Cooperative is organized. (1965)

- Future Political Status Commission issues its first report reviewing political options for Micronesia. (1968)
- Yap District Legislature convenes, replacing the Yap Islands Congress. (1969)
- First round of political status talks takes place in Washington, D.C. The Northern Marianas delegation chooses not to participate. (1969)



GOVERNMENT

- Yap High School opens. (1962)
- Kosrae Intermediate School changes to Kosrae Junior High School. (1962)
- Truk Intermediate School becomes Truk High School. (1962)
- Micronesian Teacher Education Center (MTEC) opens on Pohnpei to train teachers from all over Micronesia. (1963)
- Outer Islands High School in Ulithi opens. (1963)

- Kosrae Farmer’s Market begins operation. (1966)
- Pohnpei Mobil Oil, Inc., begins operation. (1966)
- Rai View, Yap’s first hotel, opens. (1966)
- Mesenieng Credit Union opens in Pohnpei. (1967)
- Kosrae Island Credit Union is opened. (1967)
- KVZA, Chuuk’s first radio station, begins operation. (1963)
- American contract teachers are brought to Micronesia. (1964)
- Kosrae Junior High School becomes Kosrae High School. (1964)
- Pohnpei Agriculture and Trade School (PATS) opens on Pohnpei. (1965)
- WSZD, Pohnpei’s first radio station, begins operation. (1965)



ECONOMY



CULTURE



HISTORY

- A Satawalese crew sails a traditional outrigger canoe from Satawal to Saipan. (1970)



GOVERNMENT

Emerging Political Identity of Micronesia

In the mid-1960s, the United States created the Congress of Micronesia, which was designed to help the islands work together and to encourage the democratic process. The Congress of Micronesia met regularly for ten years. A Future Political Status Commission was also created in 1967 to consider options for the political future of the islands. It had one member from each of the six TTPI districts. The Commission issued reports and held political status talks with the United States throughout the late 1960s and early 1970s. By 1975, a decision had been made to write a Micronesian Constitution. A constitutional convention convened with delegates from the six TTPI districts. After the Constitution was written, time was allowed to educate people in the islands about the Constitution. In 1978, a vote was held. People in Yap, Chuuk, Pohnpei, and Kosrae approved the Constitution. People in Palau and the Marshalls did not.



ECONOMY

- Continental Air Micronesia begins service to Yap and Chuuk. (1968)
- Joseph Tamag opens the Yap office of the Milli Shipping Company. (1968)
- Pohnpei starts exporting pepper. (1970)
- E.S.A. Hotel opens on Yap. (1970)
- Continental Air Micronesia begins flights to Pohnpei Airport. (1970)
- Commercial shipping lines start making more frequent visits to the district centers. (1970s)



CULTURE

- WSZA, Yap's first radio station, begins operation. (1965)
- Pacific Island Central School becomes Pohnpei Island Central School. (1966)
- Mizpah High School opens in Chuuk. (1966)
- Paliksru Sigrah opens the first movie theater in Kosrae. (1969)
- Community College of Micronesia opens on Pohnpei. (1970)
- Television becomes available in the islands. (1970s)
- Use of marijuana begins to cause problems in the islands. (1970s)
- Rice becomes a major part of the diet. (1970s)

- First U.S. Navy civic action team of Seabees arrives to begin work on various construction projects in Micronesia. (1970)
- Typhoon Amy hits Chuuk. (1971)
- U.S. President Nixon appoints Franklin Williams as his personal representative for Micronesian political status talks. (1971)
- Pacific Missionary Airlines (PMA) begins flights in Yap. (1974)

-
- Negotiations between the United States and the Future Political Status Commission continue. (1970–1973)
 - Sixty delegates assemble in Saipan for a constitutional convention to write a Micronesian constitution. (1975)
 - Kosrae separates from Pohnpei and becomes its own TTPI district. (1977)

-
- Local people begin to operate taxis in Pohnpei. (1971)
 - Kosrae Island Fuel Transportation begins operation. (1972)
 - Joseph Tamag, Ambrose Minginfel, and Mark Loochaz start Waab Transportation in Yap. (1973)
 - Kosrae Fishing Cooperative Association is opened. (1973)
 - First *sakau* bar opens in Pohnpei. (1973)

-
- Local bands in Chuuk start using electric guitars and other sound equipment. (1972)
 - Chuuk opens a new hospital facility in Weno. (1972)
 - KUSI, Kosrae's first radio station, begins operation. (1977)
 - Pohnpei opens a new hospital facility in Net. (1978)

- Louis Rapanglug of Satawal navigates a traditional canoe between Satawal and Japan. (1975)
- Mau Piailug, a well-known Satawalese navigator, navigates the *Hokulea* between Honolulu and Tahiti. (1976)
- Peter Reichert, PMA pilot, makes first PMA landing on Kosrae. (1977)

-
- TTPI districts vote on the Micronesian Constitution. The Marshall Islands and Palau vote against the constitution. Yap, Chuuk, Pohnpei, and Kosrae vote for the constitution. (1978)
 - First elections are held for the Federated States of Micronesia National Congress. (1979)

-
- Farmer's Market opens in Pohnpei. (1974)
 - Village Hotel opens in Pohnpei. It is made of all local materials. (1976)
 - Roads on Chuuk begin to be paved. (1979)
 - Truk Copra Processing Company begins operation. (1979)

-
- Kosrae opens a new hospital facility in Tofol. (1978)
 - Yap opens a new hospital facility in Keng, Weloy. (1979)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- A small group of pro-unity Micronesians gather from every district and form an organization called the Micronesian Movement for Self-Government. (1977)
- Kosrae star takes the place of Northern Marianas star on the TTPI flag. (1978)
- Rosendo Alex's entry wins the design contest for the national flag. (1979)

- Catalino Cantero becomes the first person from the FSM to receive a Ph.D. (1980)
- Leo Etscheit donates \$1.5 million to Pohnpei State. (1980)



GOVERNMENT

- National Congress elects Tosiwo Nakayama as the first president of the FSM; Petrus Tun, the first vice president; and Bethwel Henry, the first speaker. (1979)
- First elected governors take office: Jacob Nena, Kosrae; Leo Falcam, Pohnpei; Erhart Aten, Chuuk; and John Mangefel, Yap. (1979)
- The Federated States of Micronesia Constitution takes effect. (1979)

- FSM National Congress approves the Compact of Free Association, the treaty that governs relations between the United States and the FSM until the year 2001. (1982)
- FSM citizens vote in favor of the Compact of Free Association. (1982)



ECONOMY



CULTURE

Constitutional Government

By approving the Constitution in 1978, the citizens of Kosrae, Pohnpei, Chuuk, Yap, and all the outer islands formed the Federated States of Micronesia. The Constitution did not take effect, however, until 1979 after citizens went to the polls to elect the first FSM National Congress. The first president, vice president, and speaker were elected from the Congress. Although the FSM now had its own Constitution and elected leaders, it remained part of the TTPI. In the early 1980s, work began on the Compact of Free Association, an agreement between the FSM and the United States. By 1986, the Compact had been approved by the FSM Congress, the FSM citizens, the United States government, and the United Nations. This ended the trusteeship, and the FSM became a sovereign nation. Each of the states of the FSM had elected their first governors under district charters in 1978, but they still needed constitutions. Throughout the 1980s, the four states were writing constitutions. By 1989, all of them had ratified their constitutions.

- Compact of Free Association is approved by the U.N. Security Council. (1986)



HISTORY

- Yap State Constitution is ratified. (1982)
- John Mangefel becomes the first governor elected under the Yap State Constitution. (1982)
- Tosiwo Nakayama becomes president for a second term; Bailey Olter is vice president; Bethwel Henry is speaker. (1983)
- Kosrae State Constitution is ratified. (1983)

- Pohnpei State Constitution is ratified. (1984)
- Municipalities in the FSM begin to form constitutional governments. (1985)
- Yosiwo P. George becomes the first governor under the Kosrae State Constitution. (1986)
- Resio Moses becomes the first governor under the Pohnpei State Constitution. (1986)



GOVERNMENT

- Telephones become more available to the general public. (1980s)
- Roads on Pohnpei begin to be paved. (1981)
- Telephone systems operated by the FSM state governments are turned over to a private company, FSM Telecommunication Corporation. (1983)

- Construction begins on perimeter road around the island of Kosrae. (1984)
- Bank of Guam opens a branch in Pohnpei. (1984)
- Bank of the FSM is organized. (1984)
- Bank of the FSM becomes the first foreign bank to be licensed by the U.S. Federal Deposit Insurance Corporation. (1985)



ECONOMY

- VCRs and computers are introduced. (1980s)
- Kosraean girls begin wearing shorts. (1980s)
- Church of the Latter Day Saints (Mormons) and Baha'i are introduced. (1980s)
- Laundromats begin to open. (1980s)

- Dating practices among young people begin to change from traditional ways to a more Western style. (1980s)
- Fiberglass boats begin to replace wooden boats. (1980s)



CULTURE



HISTORY

- Typhoon Nina hits Chuuk. (1987)
- Typhoon Orchid hits Ulithi, Fais, and Faraulap. (1987)
- Amando Samo from Chuuk is the first FSM citizen to become a Roman Catholic bishop. (1987)

- Kosrae International Airport is dedicated. (1988)
- Palikir becomes the capital of the FSM. (1989)



GOVERNMENT

- Compact of Free Association takes effect when the U.S. Congress approves it and U.S. President Reagan signs it, making the FSM a sovereign nation. (1986)
- Jesse Marehalau becomes the first FSM ambassador to the United States. (1986)
- John Haglelgam becomes president of the FSM; Hiroshi Ismael is vice president; Jack Fritz is speaker. (1987)

- Chuuk State Constitution is ratified. (1989)
- Masao Nakayama becomes the first FSM ambassador to Japan. (1989)
- Alik Alik becomes the first FSM ambassador to Fiji. (1989)



ECONOMY

- Bank of Hawaii opens a branch in Kosrae. (1985)
- Continental Air Micronesia begins service to Kosrae. (1986)
- Bank of the FSM opens a branch in Kosrae. (1986)
- Chuuk is declared a disaster area after Typhoon Nina. Islanders receive money from the Federal Emergency Management Agency (FEMA) to rebuild their houses. (1987)

- Ulithi and Fais are declared disaster areas after Typhoon Orchid. Islanders receive money from FEMA to rebuild their houses. (1987)
- National Fisheries Corporation is established. (1987)
- Paving of road begins in Tafunsak, Kosrae. (1988)
- A garment factory is established on Yap. (1989)



CULTURE

- Pohnpei Public Library opens. (1986)
- Many citizens of the FSM begin to migrate to Guam, Hawaii, Saipan, and the U.S. mainland. (1987)

- High school students attend the Close Up Program in San Francisco and Washington, D.C., for the first time. (1988)



HISTORY

- Typhoon Owen hits Chuuk and the outer islands of Yap, except Sorol and Ngulu. (1990)
- Joseph Phillip becomes the first local person to be the FSM national public defender. (1990)
- Kimiko Elanzo becomes the first woman elected to the Pohnpei State Legislature. (1991)



GOVERNMENT

- Sasao H. Gouland becomes the first governor under the Chuuk State Constitution. (1990)
- Second Constitutional Convention convenes and writes four amendments. (1990)
- FSM Congress adopts minimum curriculum standards for schools throughout the FSM. (1990)



ECONOMY

- Caroline Fisheries Corporation is established in Pohnpei. (1989)
- Bank of the FSM opens a branch in Pohnpei. (1989)

- New airport terminal is built in Yap. (1990)
- Number of hotel rooms in Yap grows from 26 to 44. (1990)
- FEMA helps build houses in Satawal, Lamotrek, Elato, and Faraulap after Typhoon Owen. (1990–1991)
- Pudoi Sanctuary, an eco-tourism area, opens in Pohnpei. (1991)



CULTURE

- Betel nut becomes more commonly used in Chuuk, Pohnpei, and Kosrae, especially by young people. (1990s)
- First FSM national standardized test is administered in selected schools in the FSM. (1992)
- Lidorkini Museum opens in Pohnpei. (1992)
- Cable television is introduced to Chuuk. (1993)



HISTORY

- Typhoon Axel hits Kosrae, Pohnpei, and Chuuk. (1992)
- Camillo Noket becomes the first local person to be the FSM attorney general. (1992)
- More than 1,000 people attend the Pacific Education Conference, the largest meeting ever held in Chuuk. (1993)

- The new campus of the College of Micronesia—FSM is dedicated, and classes begin in the new facilities. (1996)
- Pohnpei hosts the Pacific Education Conference. (1996)



GOVERNMENT

- Citizens of the FSM ratify the four amendments to the FSM Constitution proposed by delegates at the Second Constitutional Convention. (1991)
- The FSM joins the United Nations. (1991)
- Jesse Marehalau becomes the first ambassador to the United Nations. (1991)
- The FSM National Congress adopts the national anthem. (1991)

- Bailey Olter becomes president of the FSM; Jacob Nena is vice president; Jack Fritz is speaker. (1991)
- Congress enacts the first FSM Code of Education, which describes how school systems should operate in the FSM. (1993)
- First local person, Andon Amaraich, becomes chief justice of the FSM. (1994)



ECONOMY

- Sea Breeze Hotel opens in Pohnpei. (1992)
- Pacific Treelodge opens in Kosrae. (1992)
- Pohnpei Utilities Corporation is formed. It helps make utilities more available to residents. (1992)
- Fish packing plant on Pohnpei begins operation. (1993)
- First ice plant opens on Tolensom, Faichuk (Chuuk). (1993)

- Pacific Gardens Hotel opens in Chuuk. (1993)
- Number of hotel rooms in Yap grows from 44 to 66. (1993)
- Kosrae Utilities Authority is formed. It helps make utilities more available to residents. (1994)
- Chuuk Fresh Tuna, Inc., begins operation. (1994)
- Kosrae Nautilus Resort opens. (1994)



CULTURE

- Cable television is introduced to Pohnpei. (1994)
- Community College of Micronesia becomes College of Micronesia—FSM. (1994)
- The FSM holds its first National Local Close Up Program. (1994)

- First FSM Games are held and include a Miss FSM Pageant. (1995)
- Two Human Resource Development Reform conferences are held to consider education reforms needed in preparation for 2001. (1995)
- Second FSM Games are held in Kosrae. (1997)

Navigating through the Twenty-First Century

Important changes occurred in the 1990s around the world. The Soviet Union split apart into many nations, each seeking to develop democratic systems of government. Scientific and technological advances brought the world closer together. People began traveling and communicating faster and better. The FSM was part of this global process of change. After the FSM became a sovereign nation, a period of economic and political growth followed. Today this growth and change continue. Citizens of the FSM have to decide how best to meet the challenge of the future. What kind of economic growth is best for the country? How can we protect our environment? How can we preserve our cultural traditions? What steps do we need to take to create and maintain national unity? The answers to these and many other questions will help determine our future as we navigate through the twenty-first century.

- Bailey Olter becomes president for a second term; Jacob Nena is vice president; Jack Fritz is speaker. (1995)
- First national economic summit is held. (1995)
- First state economic summits are held. (1996)

- Truk Stop Hotel opens in Chuuk. (1994)
- Chuuk Utilities Corporation is formed. (1995)
- Yap State Public Utilities Corporation is formed to provide electricity and water to Yap Island and Ulithi, and electricity to Woleai. (1995)
- Kosrae Sea Venture, Inc., begins operation. (1995)

- Government downsizing begins as a result of decreasing funds available through the Compact of Free Association. (1996)
- Vice President Jacob Nena replaces President Olter when President Olter becomes ill. (1997)

- Kosrae Village Resort opens. (1995)
- Yap Fresh Tuna, Inc., begins operation. (1995)
- Pacific Island Airfreight Services begins operation. (1995)
- Pacific Skylite Hotel opens in Pohnpei. (1995)
- In Kosrae, Lelu Export Market begins exporting fruits to Guam, Pohnpei, and the Marshalls. (1995)



GEOGRAPHY

State	Land Area (in square miles)	1994 Population	Number of Municipalities
Chuuk	49.28	53,319	40
Pohnpei	132.18	33,692	11
Yap	45.93	11,178	20
Kosrae	42.30	7,317	4



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Nineteen people die in landslides in Pohnpei. (1997)
- El Nino causes severe drought throughout the FSM. (1998)
- The FSM becomes a member of the International Olympic Committee. (1998)

- Bailey Olter dies. (1999)
- Petrus Tun, the first vice president of the FSM, dies. (1999)



GOVERNMENT

- Ansito Walter becomes governor of Chuuk. (1997)
- An early retirement program begins for government employees. (1998)
- Rensley Sigrah becomes governor of Kosrae. (1999)

- Leo Falcam becomes president; Redley Killion is vice president; Jack Fritz is speaker. (1999)
- Second national economic summit is held. (1999)



ECONOMY

- Shell replaces Mobil in Kosrae. (1997)
- Internet service becomes available in the FSM, and the use of e-mail begins. (1997)
- Dry dock is built at Okat in Kosrae. (1998)
- Continental Hotel in Chuuk becomes Blue Lagoon under new ownership. (1998)



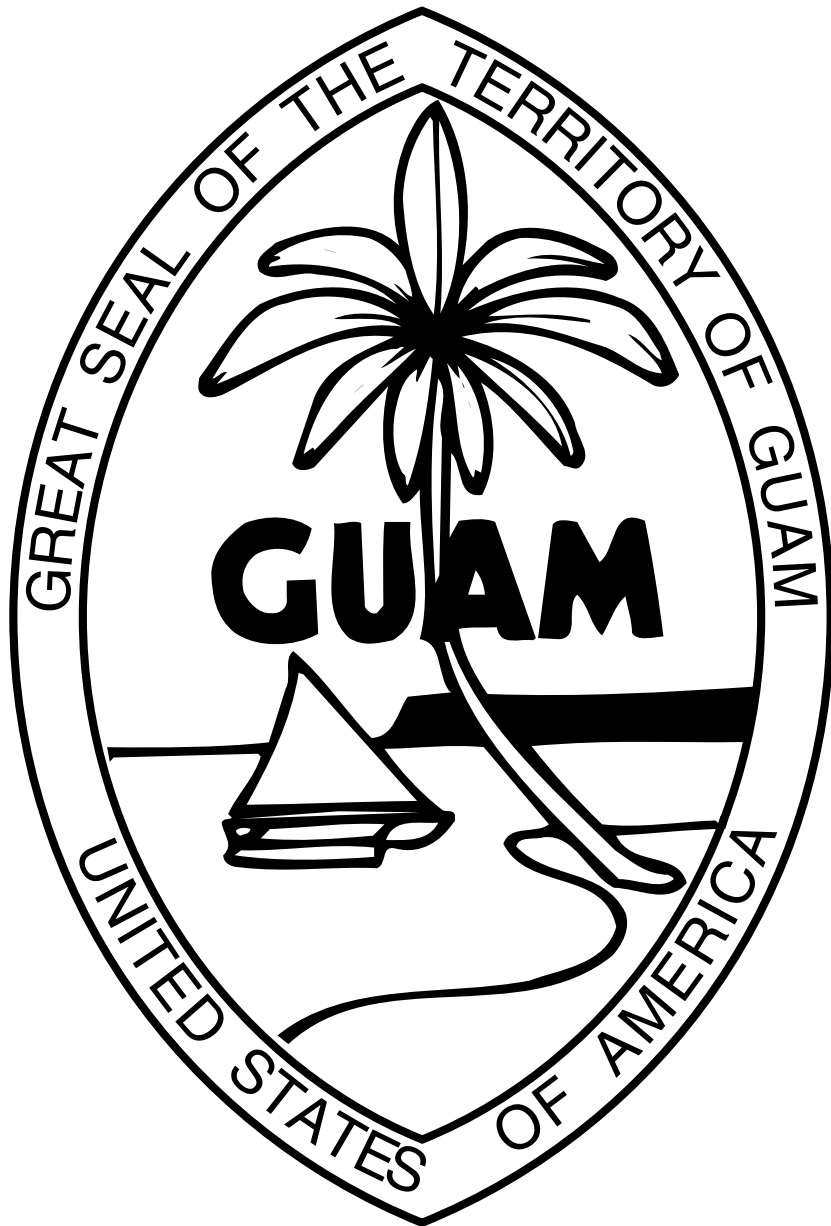
CULTURE

- Navigation organization begins in Chuuk. (1997)
- Yap State Department of Education changes its name to State Education Enterprising Department (SEED). (1999)
- Traditional style outrigger canoe, *Makali'i*, sails from Hawaii to the FSM, stopping in each state. (1999)

- Kosrae hosts the Pacific Islands Bilingual Bicultural Association (PIBBA) conference. (1999)
- Pohnpei Island Central School (PICS) changes its name to Bailey Olter High School. (1999)
- FSM participates in the South Pacific Games held in Guam. (1999)

Chapter 5

Guam



Acknowledgments

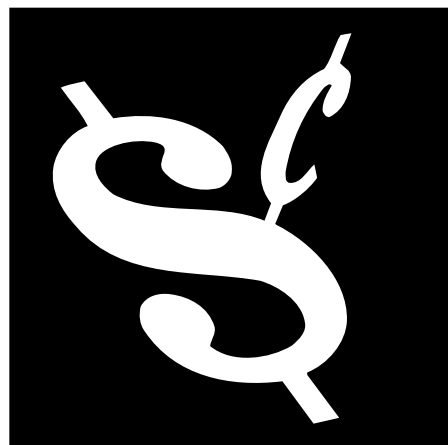
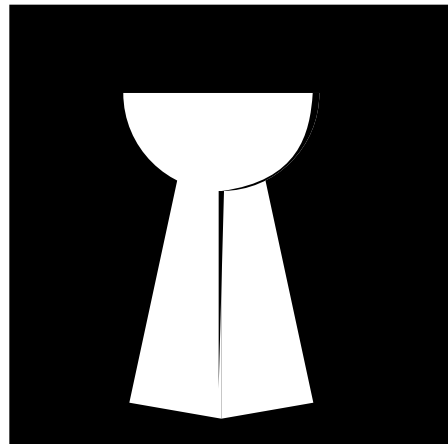
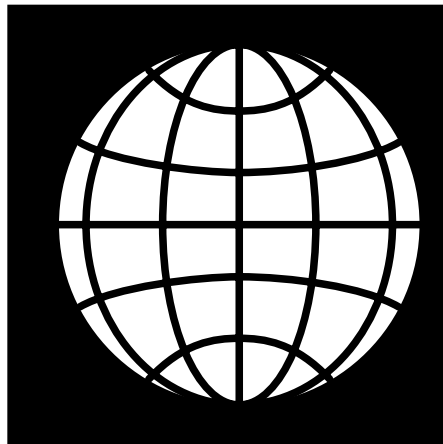
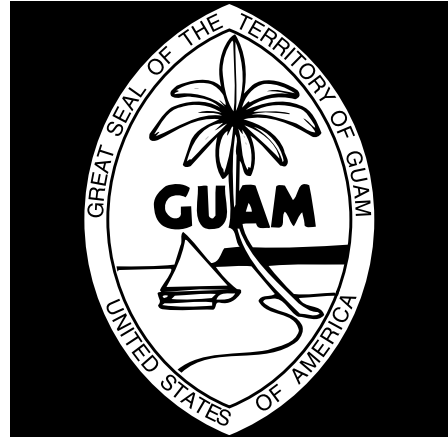
Information for the original Guam CAAP student materials was gathered by a research team of five educators in 1993 and 1994. Their names and positions (at the time of their participation) are:

- Martha Cruz, social studies teacher, Francisco B. Leon Guerrero Middle School
- Peter Eclavea, teacher specialist, Secondary Programming Curriculum & Instruction
- Connie Guerrero, teacher specialist, Secondary Programming Curriculum & Instruction
- Cathy Robinson, fifth grade teacher, M.U. Lujan Elementary School
- Carmen Santos, social studies teacher, Simon Sanchez High School

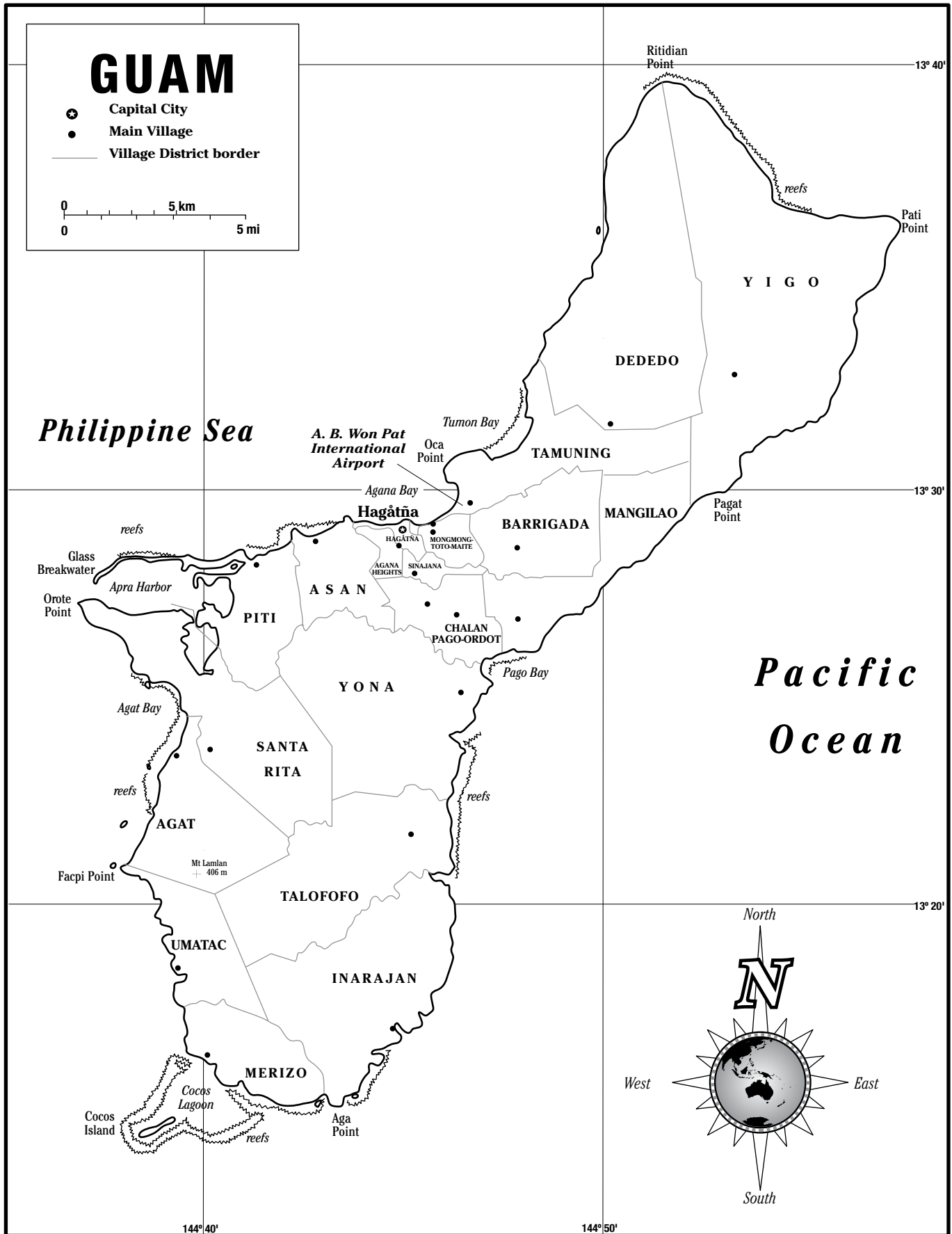
Ms. Guerrero was the leader of the research team, and development of the materials was supported by Aline A. Yamashita, Ph.D., associate superintendent, curriculum and instruction, and Isabel B. Balaoro, Ed.D., school program consultant, social studies.

Paul de los Reyes, graphic artist at the Learning Resource Center of the Guam Department of Education, provided original art for the Guam CAAP student book, including the illustration that begins the timeline essay, "Ancient Chamorro Life."

Guam CAAP was field tested during the 1994–95 school year, after which the materials were revised and new timeline entries were added to make the book as current as possible for the 1996 edition.



Guam Timeline



Ancient Chamorro Life



It is believed that the first people came to Guam more than 3,500 years ago. No one knows the exact date they arrived or exactly where they came from. There is some evidence that suggests the first people may have sailed here from Southeast Asia, Indonesia, or the Philippines. This essay will help you learn what life was like for the ancient Chamorros.

The precontact period, or the period before Europeans arrived, is divided into two parts: *pre-latte* and *latte*. More information is available about the *latte* period than the *pre-latte* period. Most of the information that is known about both *pre-latte* and *latte* times has been discovered by archaeologists.

Pre-latte Period (1500 B.C.–800 A.D.)

The people who first came to Guam had to have highly developed navigational skills in order to sail such great distances. Navigational lore was memorized in chants because the people had no written language. Sailing required more than navigational skills. The ancient Chamorros needed to be expert carvers to make large oceangoing outrigger canoes and expert weavers to make triangular sails. They were skilled rope makers, using either coconut fiber or the bark of certain trees like the *pago*.

When these first people arrived in the Mariana Islands, they made their settlements along the coast near openings in the reef to allow for easy access to the open ocean. Settlements were small and widely scattered. Water sources were rivers or, in the north of Guam, freshwater wells, springs, and water caves.

The ancient Chamorros lived a subsistence lifestyle, using the land and water resources around them. Starchy foods and fish were the mainstay of their diet. They included yams, breadfruit, coconuts, taro, bananas, reef fish, deep-ocean fish, shellfish, and mollusks. The population was small enough so that food was always plentiful, and people did not have to preserve it.

Pottery made by the ancient Chamorros was used primarily for cooking and serving. This early pottery is called Marianas red ware. It was shallow with thin walls and a

red slip to make the vessel smooth. Another type of pottery was also made during the *pre-latte* period. Known as Marianas lime-filled impressed ware, this pottery included lines and circles as decorations around the outer rim. The decorations were filled with lime, a powdered substance made from burnt coral.

The tools used were mostly made of wood with cutting edges of shell for carving and scraping food. The *pre-latte* adze blade was made from a clam shell. Some of the natural resources that the *pre-latte* people used to make tools and other items cannot be found on Guam today. This could indicate that the *pre-latte* people sailed long distances to trade for the materials they needed. It is also possible that other traders brought the materials here for barter, or it could mean that the natural resources in the Marianas have changed over time.

Whatever the case, the *pre-latte* people knew how to travel long distances and probably continued to do so even after they had established settlements in the Marianas. There was also village-to-village trading among the ancient Chamorros who lived on Guam.

***Latte* Period (800 A.D.–1500 A.D.)**

Between about 800 and 1200, some people in the Marianas began to build *latte*. By 1325, *latte* building was occurring

throughout the Marianas. *Latte* were the large stones that served as foundations for wood and thatch houses. They were made of limestone or basalt. The *latte* show that the ancient Chamorros had a highly developed society because it takes a great deal of skill and organization to gather and direct a labor force in building these huge structures.

Latte were made in two parts: a pillar and a hemispherical capstone. The pillar is now called *haligi*, and the capstone is called *tasa*. The base of the *latte* was secured in the ground. *Latte* were always placed in pairs. These pairs were lined up in parallel rows. Usually three or four pairs (six or eight stones) made up a row.

Latte dwellings were numerous and found along the coastal areas of the islands as well as inland. It is believed that dwellings using *latte* were reserved for people of rank in the village or for community buildings, such as a boathouse or men's house.

The number of *latte* sites indicates a population increase during the *latte* period. *Latte* sites also provide more information about the way of life of the *latte* people than is known about the pre-*latte* people. Chamorros of the *latte* period lived in a structured society with a defined belief system.

Beliefs—The ancient Chamorros believed that people had souls or spirits that could survive even after death. A peaceful death brought the soul to a paradise beneath the ground where fruit was always in season. The souls of people who died violently went to *sasalaguan*, a horrible and hot place where the demon Chaifi waited to torment them. Chaifi was the god of fire, wind, and waves.

Chamorros also believed that the spirits of their ancestors could return to earth. These spirits could be helpful or they could play tricks on people. Chamorros asked the spirits of their ancestors for special help or luck in activities such as fishing. They preserved their ancestors' skulls with coconut oil and kept these skulls in woven baskets on the walls of their homes. The *kákana* or witch doctor kept skulls, too. He also used magic to call for such things as good weather or an end to famine.

Legends indicate that the ancient Chamorros had a fascination with strength. Some legends recount great warriors of the Marianas who could lift whole coconut trees and children who could jump from one island to another.

Other legends tell how the universe was created. The *latte* people believed that the universe was created by Fu'una and her brother, Puntan. These two powerful beings were born out of nothingness without

parents. Upon Puntan's death, Fu'una received all of her brother's special powers. According to Puntan's wishes, Fu'una created the universe from his body. From his eyes, she made the sun and moon. From his eyebrows, she made rainbows. From his back, she made the land, and from his breast, the sky. The lesser things of the world were made from his remaining body parts. Fu'una then gathered soil and mixed it with the sea to make a large stone. She commanded the stone to fragment, and she gave life to these many smaller pieces. Thus human beings were created.

Structured society—Chamorro society was divided into two castes. The low caste was made up of people called *manachang* (commoners). People in the high caste were called *matua*. The two groups could not intermarry.

Manachang were not allowed to do much for themselves; they were required to serve the *matua*. They lived and worked on the *matua's* land. *Manachang* were not permitted to speak to a *matua* except from a distance. They could not fish in the ocean or use any net, fishing line, or trap. They could not use a canoe or eat most foods except freshwater eel and perhaps a few edible roots. To catch an eel, they could only use a stick that was sharpened on one end.

Manachang women were not allowed to make any special woven articles such as sails. They did, however, weave coconut-frond baskets for everyday chores. Because

of the many food restrictions, the *manachang* diet was poor, and they tended to be thin and short.

The *matua* controlled the use of land and were skilled workers. A population increase during the *latte* period led to specialization of labor. *Matua* men were warriors, canoe makers, fishermen, navigators, farmers, and traders. Only the *matua* could engage in these skilled occupations.

Matua women involved themselves with home and family. They wove mats, decorative baskets, baby cradles, and sails for canoes out of pandanus leaves. They helped in the garden and fished with hand nets on the reefs. They made coconut oil and pottery for cooking. *Matua* women also practiced the art of herbal medicine.

An *atcha'ot* was a member of the *matua* who was banished from clan lands through some misdeed. An *atcha'ot* was forced to live and work on another *matua's* land as an apprentice. *Atcha'ot* could earn back their status by performing a great deed.

Government—The elders were the leaders in Chamorro society. They were greatly respected for their knowledge and skill. The eldest female of the clan was referred to as the *maga'haga*, first blood. Her husband or brother was called *maga'lahi*. The *maga'haga* was powerful because she determined the distribution of land rights. The *maga'lahi* enforced these rights.

Together the *maga'haga* and the *maga'lahi* led the village council, which was made up of other high-ranking elders of various districts within the village. The village council made and enforced laws. They also decided upon punishments for fellow *matua* and had the power to call for war. The *maga'lahi* determined the fate of a *manachang* without having to consult the village council first.

Descent was based on a matrilineal clan system. The eldest female of the clan controlled the land and her brother cared for it. Marriages were political alliances. When a girl was ready to marry, her parents would receive a bride price. The closer the daughter was to inheriting clan lands, the greater the bride price.

Lifestyle—Like the pre-*latte* people, the *latte* people lived off the land and sea. They relied on fruit crops, root crops, and various ocean resources. They traded with other islanders. The *latte* people used stone tools more often than their ancestors, and they introduced the production of weapons.

In addition to Marianas red ware and Marianas lime-filled impressed ware, a plainer style of pottery was introduced during the *latte* period. This new pottery was larger and used for storing and preserving food.

Turtle shell was important to the *latte* people, primarily as an indication of prestige. The value of the shell was determined by the difficulty in obtaining it. Turtle shell had other important functions in *latte* society. It was used to save a *matua* from the punishment of death. Following battles, it was used as a sign of peace. The losers would give turtle shell to the winners. This acknowledged the winners' greater skills in ambush, spear throwing, and the use of sling stones.



HISTORY

- First people migrate to the Mariana Islands.
- First people establish settlements along the coasts of various islands in the Marianas.



GOVERNMENT

Pre-latte Period

More than 3,500 years ago, the first people arrived in the Mariana Islands. Some researchers think that they may have come from Southeast Asia, Indonesia, or the Philippines. The pre-*latte* people were expert sailors and navigators. They established settlements along the coast of various islands in the Marianas and lived off the land and sea. They are known for making a particular kind of pottery called Marianas red ware.



ECONOMY

- Chamorros live off the land. Foods include yams, breadfruit, coconuts, taro, and bananas.

- Chamorros live off the sea. They catch reef fish, deep-ocean fish, shellfish, and mollusks.



CULTURE

- Chamorros are expert craftsmen. They carve outrigger canoes, weave sails, and make rope.
- Pottery, known as Marianas red ware, is developed by the Chamorros.
- Chamorros develop Marianas lime-filled impressed ware, a decorative pottery.

Latte Period

The development of the *latte* stone indicates that ancient Chamorro society was becoming more complex. People of the *latte* period used specialization of labor, operated under a caste system, and established village councils. Society was organized in a clan system. Control of land use passed through the eldest female of the clan. The *latte* people believed in the power of their ancestors' spirits and described the creation of the universe through a legend.

- *Matua* men are warriors, canoe makers, fishermen, navigators, farmers, and traders.
- *Matua* women take care of home and family by weaving, gardening, preparing food, and practicing herbal medicine.
- *Manachang* serve the *matua*. They live and work on the land controlled by the *matua*.

- The legend of Puntan and Fu'una describes how the universe was created.
- Chamorros believe that the spirits of their ancestors can come back to earth.
- Turtle shell is an important symbol of prestige.
- Marianas plain ware pottery comes into use for storing and preserving foods.

- People begin to build *latte* throughout the Mariana Islands.
- Society operates under a two-caste system. The high caste is the *matua*. The low caste is the *manachang*.

- The eldest female of a clan is the *maga'haga*. Her husband or brother is the *maga'lahi*. They lead the village council of elders.
- The village council's powers include determining laws, deciding punishments for *matua*, and calling for war.
- *Matua* control land-use privileges. Control of land is passed through the women of the clan.

- Some trading with other Pacific Islanders takes place, but generally the people live off the resources of the land and sea.
- Stone, shell, and bone tools are in widespread use.



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Ferdinand Magellan reaches the southern Marianas and names them Las Islas de Velas Latinas (Islands of the Lateen Sails). Later he changes the name to Islas de Los Ladrones (Islands of Thieves). (1521)
- Gonsalo de Espinosa sights the northern Marianas. (1522)
- Loaisa expedition takes 11 Chamorros as slaves. (1526)



GOVERNMENT

Early Contact: Start of the Manila Galleon Trade

In 1565, Legazpi claimed the Mariana Islands for Spain and established the Manila galleon trade. Spanish galleons that were built in the Philippines picked up gold from Mexico and silver from Peru at Acapulco. The ships then traveled to Guam to take on food, fresh water, and wood. In exchange, the Chamorros received iron in the form of nails, knives, or other products. Next, the galleons sailed to the Philippines to exchange the gold and silver for spices, silk, and porcelain. The Chamorros did not know they were Spanish subjects during this early contact period. They were only interested in getting iron and traded freely with the passing ships. Iron became an important part of Chamorro culture.



ECONOMY



CULTURE

- Bernardo de la Torre sights Farallon de Medinilla, Anatahan, and Sariguan. (1543)
- Miguel Lopez de Legazpi arrives on Guam. He puts up a cross and flies a Spanish flag on the island. (1565)
- Manila galleon *San Pablo* stops at Ladrones. Fray Antonio de Los Angeles jumps ship. (1596)

- Legazpi claims the Marianas for Spain and makes the Chamorros Spanish subjects. (1565)

- Manila galleon trade begins. Chamorros trade food and water for iron. (1565)

- Gonzalo de Vigo, a sailor from Magellan's ship, lives with Chamorros for several years. (1522–1526)
- Fray de Los Angeles becomes the first to try to convert the islanders to Christianity. (1596)

- Galleon *Santa Margarita* shipwrecks on Rota's reef. There are 40 survivors. (1601)
- Fray Juan Pobre de Zamora jumps ship at Rota. (1601)
- Galleon *Jesus Maria* picks up Fray de Zamora and rescues survivors of the *Santa Margarita*. (1602)
- Galleon *Nuestra Senora de la Concepcion* is shipwrecked near Saipan. (1638)

- Chaco (Choco), a Chinese man from the Philippines, wrecks his sampan near Saipan. He later moves to Guam. (1648)
- Padre Diego Luis de San Vitores stops on Guam on his way to the Philippine mission. (1662)
- San Vitores returns to Guam. (1668)

- San Vitores renames Islas de Ladrones after Queen Mariana de Austria, the queen regent of Spain. (1668)
- *Maga'lahi* Quipuha gives San Vitores a plot of land in Agana. (1668)

Chamorro Rebellion

Throughout the Spanish Empire, priests tried to convert native people to Catholicism. Padre San Vitores arrived on Guam in 1668 and established the first Spanish mission. This brought many changes to the Marianas. Chamorros accepted some changes but resisted many others. When San Vitores was killed by Chamorros in 1672, the Spanish sent more soldiers to the Marianas. For almost 30 years, the Spanish and Chamorros fought with each other off and on. Many of the great chiefs and islanders died. The final battle of the rebellion took place at Aguijan. After the rebellion, the Spanish forced the Chamorros from the northern islands to live on Guam and Rota. Throughout this period, thousands of Chamorros were also dying in epidemics. The Europeans had brought diseases for which the islanders had no immunity.

- Joris Spillbergen, a Dutch explorer, stops at Guam and trades for fruit, fowl, and fish. (1616)
- Fray de Zamora tries to convert the islanders to Christianity. Zamora learns some Chamorro customs. (1602)

- San Vitores establishes the first Spanish mission on Guam. (1668)
- Chamorros celebrate Mass for the first time with San Vitores. (1668)
- Chamorros begin to resist conversion to Catholicism. (1668)
- First Dulce Nombre de Maria church is dedicated. (1669)
- Royal College of San Juan de Letran opens in Agana. (1669)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Spanish kill *Maga'lahi* Hurao. (1672)
- *Maga'lahi* Matapang kills San Vitores. (1672)
- Galleon *San Diego* arrives with Spanish reinforcements. (1672)
- Captain Damian de Esplana arrives to lead the Spanish garrison. He and his men attack and burn villages and punish the Chamorros. (1674)



GOVERNMENT

- *Maga'lahi* Hurao rallies Agana warriors, and fighting with the Spanish intensifies. (1671)
- Francisco de Yrrisarri becomes the first Spanish governor of the Marianas. (1676)



ECONOMY

- A severe typhoon practically destroys Agana. (1671)
- Several churches and other buildings are built near Umatac. (1672)
- Several houses, forts, and churches are built in Agana. (1677)



CULTURE

- Father Lopez starts school on Tinian and completes an early chart of the Marianas. (1671)
- San Vitores baptizes *Maga'lahi* Matapang's daughter against Matapang's wishes. (1672)

- Joseph de Quiroga y Losada arrives with orders to end the Chamorro rebellion throughout the Marianas. (1679)
- Quiroga burns many settlements and forces the Chamorros to live in five villages: Agana, Agat, Umatac, Fena, and Pago. (1680)

- Quiroga takes over as interim governor of the Marianas. (1680)
- Quiroga assigns a military garrison to each village. There are a captain, lieutenant, and constable. (1680)
- Antonio de Saravia becomes the first royally appointed governor of the Marianas. (1681)



GEOGRAPHY

Chamorro Population (in about 1669)**Mariana Islands Estimated Population**

Guam	35,000
Rota	8,000
Saipan	11,000
Tinian	7,000
Other islands	12,000

Source: Freycinet

- Each village has a church, and priests check to make sure Chamorros attend Mass. (1680)
- Chamorros begin wearing clothes in town. They grow and spin cotton. (c1681)

- Chamorros slaughter the entire Spanish garrison at Tinian. (1684)
- Galleon *Santo Nino* arrives with Spanish reinforcements. (1685)
- Disastrous typhoon strikes Guam, causing heavy loss of life. (1693)
- Last battle of Spanish-Chamorro War is fought at Aguijan. (1695)

- Saravia appoints a Chamorro, Antonio Ayhi, as lieutenant governor. He appoints Chamorros as *alcaldes* of their *municipio*. (1681)
- Saravia dies, and Esplana becomes governor. Quiroga becomes military commander. (1683)
- *Maga'lahi* Yuri organizes uprising on Guam. (1684)
- Quiroga forces exile of Chamorros from northern islands to Guam. (c1695)

- Spanish and Filipino craftsmen are brought to Guam to teach their skills. (1681)

- Some members of the Chamorro militia help the Spanish attack Chamorro resisters. (1684)
- Smallpox epidemic reduces the Chamorro population. (1688)
- Only Saipan, Rota, and Guam remain populated. (1699)

- Many Chamorros die from an influenza epidemic. (1700)
- Spanish remove Jesuits from the Marianas. (1769)

- Spanish conduct the first census. (1710)
- Spanish governor's palace is built in Agana. (1736)
- Major Mariano Tobias becomes governor. (1771)

- Governor Tobias establishes a cotton mill and promotes agriculture. (1771–1774)
- Severe typhoon causes extensive damage on island. (1773)
- A fire destroys much of Agana. (1774)



GEOGRAPHY

Guam Population

Year	Population
1710	3,614
1793	3,584
1795	3,500
1797	2,989
1799	4,001

Source: U.S. Bureau of the Census



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

Eighteenth Century: Cultural Adaptation

By the early 1700s, the Chamorro population had been drastically reduced by epidemics. Many Chamorro men had also been killed during the Chamorro rebellion, leaving the Chamorros with few of their traditional leaders and teachers to pass on navigational and canoe-building skills. The Chamorros who remained had little choice but to accept many Spanish ways. The Chamorros changed and adapted. Yet they did not let the Chamorro culture die. Although some traditional skills were lost, the names and language of Chamorro survived.



GOVERNMENT



ECONOMY



CULTURE

- Guam is used as a penal colony by the Spanish. (1800s)
- Louis de Freycinet of France visits Guam on a scientific expedition and makes a reliable chart of the Marianas. (1819)
- Whaling becomes a major world industry. (c1820)
- Severe earthquake rocks Guam. (1870)

- Within the Spanish Empire, control of Guam shifts from Mexico to the Philippines. (1824)
- Spanish Empire reduces monetary support for Guam. (1824)
- Spanish Empire prohibits the governor from trading with whalers for a short time. (1828)
- Guam government is reorganized. (1828)
- Villalobos becomes governor. (1831)

- Guam becomes a stopping place for whalers. Whaling generates about 40,000 pesos annually. (starting c1820)
- Spanish Empire removes Guam's treasury from the governor's control and lowers the amount of monetary support for Guam. (1831)
- Governor Villalobos implements the collection of port taxes and the production of indigo, cotton, tortoise, mother-of-pearl, and arrowroot to keep money from leaving the island. (1831)

- Augustinians replace Jesuits as religious leaders. (1769)

- Some Chamorro men join the whaling industry and travel to the United States and England. (starting in 1820s)
- Chamorros learn whaler's English. (starting in 1820s)
- American schooner *Frost* arrives from the Philippines. The crew brings smallpox to Guam. Epidemic causes 3,463 deaths and leaves the population at only 4,724. (1856)

Nineteenth Century: End of Spanish Era

During the 1800s, the Spanish Empire began to crumble. Spain could no longer support its overseas territories. Spain, therefore, lifted restrictions, and Chamorros were allowed to trade with ships passing Guam. Around 1820, whaling emerged as a major world industry. In the northern Pacific, British and American whalers dominated the scene. Chamorros took advantage of the whalers' presence for economic gain. They grew tobacco, raised animals, opened boarding houses, made tuba, and established various businesses to support the whaling industry. They also began to learn English so they could conduct trade better.

- Rice is grown in Atantano Valley. (1832)
- Earthquake destroys almost all masonry buildings on Guam. (1849)
- "Plague of Worms" destroys crops and cripples economy. (c1850)

- Padre Jose Bernardo Palomo y Torres becomes the first native ordained to priesthood. (1859)

- Sinking of the ship *Maine* leads to the Spanish-American War. (1898)
- Spanish military personnel are captured and removed from Guam by the United States. (1898)
- Spain sells the remaining Mariana Islands and the Caroline Islands to Germany for about \$5 million. This marks the political separation of Guam from the other Mariana Islands. (1899)

- Under Captain Henry Glass, USS *Charleston* sails into Apra Harbor and takes Guam from the Spanish for the United States. (1898)
- In the Treaty of Paris, Spain cedes Guam to the United States with political status and civil rights to be determined by the United States Congress. (1898)
- President McKinley places Guam under the Department of the Navy. (1898)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



GEOGRAPHY

Guam Population

Year	Population
1816	5,389
1830	6,490
1849	7,940
1872	6,248
1891	8,369

Source: U.S. Bureau of the Census



HISTORY



GOVERNMENT



ECONOMY



CULTURE

- Don Francisco Portusach of Portuguese descent and Don Jose Sisto of possible Filipino descent both claim to be governor of Guam. (1899)
- As Portusach and Sisto struggle for power, a group of Chamorros, led by Padre Jose Palomo, proclaim Venancio Roberto to be the true governor of Guam. (1899)
- Don Joaquin Perez is temporarily appointed governor of Guam by Commander Edward Taussig. (1899)

- Captain Richard Leary begins term as the first American governor of Guam. He claims all Spanish Crown land for the U.S. government. (1899)
- Supreme Court of Guam is established. (1899)

- Governor Leary forbids religious processions, public celebration of village saint days, ringing of church bells before 4 a.m., and religious instruction in schools. He also bans the sale and import of liquor, tuba, and aguayente, and deports all priests except Padre Palomo. (1899)
- First divorce is granted. (1899)
- First Protestant church is established. (1899)

- Severe typhoon is followed by a tsunami that kills 28 people at Inarajan. (1900)
- Governor Schroeder recommends to the Navy Department that the name “Ladrone Islands” not be used when referring to the Marianas. (c1901)
- Violent earthquake shakes island and damages all masonry buildings. (1901)

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- Naval government of Guam consists of three branches: executive, legislative, and judicial, which are not separate and equal. The governor manages all branches of government. (1900)
 - Through a series of orders, the government of Guam becomes organized into ten departments. (1900)

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- Governor Leary abolishes and annuls all contracts for personal labor. (1900)
 - Governor Leary initiates islandwide tax reform, taxing land on the basis of its use. (1900)
 - First ice plant officially opens. (1900)
 - Governor Schroeder begins public works projects to aid the island’s recovery after the typhoon and tsunami of 1900. (1901)

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- Governor Leary prohibits cockfighting on Sundays. (1900)
 - Governor Leary establishes a regular system of compulsory education for children aged 8–14. (1900)
 - Government requires adults to be able to write their names in English. Chamorros are also urged to adopt the English language. (1900)

-
- Several insular cases, which raise questions about whether the Chamorros are entitled to constitutional rights, go to the United States Supreme Court. (1901–1922)
 - Chamorros make first request for American citizenship. (1903)
 - Governor Dyer abolishes the Supreme Court and establishes a court of appeals. (c1904)

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- Governor Schroeder establishes a slaughterhouse and a marketplace in Agaña. (1902)
 - Governor Dyer establishes an apprenticeship system for carpentry, masonry, mechanics, plumbing, printing, and clerical work. (starting in 1904)
 - Transpacific cable network is completed, which links Guam to Honolulu, the United States mainland, Yap, and the Philippines. (1905)

-
- First United States government hospital, Maria Schroeder Hospital, opens. (1901)
 - Tumon leper colony is started. (1902)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Japan seizes Saipan during World War I. (1914)
- German cruiser *Cormoran* is sunk in Apra Harbor by her crew. (1917)
- Typhoon devastates Guam. (1918)



GOVERNMENT

- Governor Maxwell establishes an insular patrol that becomes an arm of the island police. (1915)
- Governor Roy Smith convenes the first Guam Congress to serve as an advisory council only. (1917)
- Governor Smith demands the surrender of the German cruiser *Cormoran*, anchored at Apra Harbor. (1917)
- Guam militia is organized. Men aged 16–23 are required to serve. (1917)



ECONOMY

- Governor Dorn promotes the use of modern scientific methods of cultivation. (c1907)
- Sale of land to foreigners is prohibited. (c1907)
- American money replaces pesos as a medium of exchange. (1909)

- New roads are built to help the transition to a market economy. (1910)
- Atkins Kroll opens as a general merchandise store in Agana, offering a variety of goods, including automobiles, corrugated roofing, lumber, and other construction materials. It is also one of the Pacific's leading copra dealers. (1914)



GEOGRAPHY

Guam Population

Year	Population
1901	9,676
1910	11,806
1920	13,275
1930	18,509
1940	22,290

Source: U.S. Bureau of the Census

- Governor Coontz sends Guam's lepers to the Philippines, separating Chamorro families. (c1912)



CULTURE



HISTORY

American Naval Rule

Guam was ceded to the United States in 1898 as a result of the Spanish-American War. The United States needed Guam as a naval coaling station between Hawaii and the Philippines. The United States Navy sent a series of officers to Guam to serve as governors. These governors maintained “supreme authority” over naval and civilian matters. They focused many of their activities on public works to improve the health and everyday life of the Chamorros. The first naval governor, Richard Leary, named Americans as government department heads with Chamorro assistants. This practice continued throughout the naval administration. Under naval rule, many American ways were introduced to Guam. Yet, for most people in the United States, Guam remained an unknown place.



GOVERNMENT

- Governor Maxwell creates the First Bank of Guam, which is wholly Navy-owned. (1915)
- After the typhoon, Governor Smith orders a back-to-the-soil movement with compulsory labor for every able-bodied male between the ages of 16 and 60. (1918)



ECONOMY

- With the Northern Marianas under Japanese authority, it becomes difficult for Chamorros in Guam to visit friends and relatives in the northern islands. (1917)
- Governor Smith establishes a three-year normal school to prepare Chamorros to be teachers. (1918)

- Governor Gilmer outlaws whistling in the streets. He also outlaws marriage between “white” people and other racial groups. (c1918)



CULTURE



HISTORY

- Under a League of Nations mandate, Japan becomes the administering authority for Saipan and the Northern Marianas. (1920)
- Worst drought in ten years is followed by a typhoon that produces 33 inches of rain in 48 hours. (1924)



GOVERNMENT

- Doctrine of Territorial Incorporation is formulated by the United States. It states that Guam is not an “integral” part of America and the full Constitution does not apply to Guam. (c1923)
- Eleven members of the U.S. House of Representatives visit Guam and hear pleas for citizenship. (1924)



ECONOMY

- First agricultural fair opens. (1921)



CULTURE

- Maria Perez becomes the first Chamorro girl to seek a college education in the United States. (1920)
- Government enacts an “English only” policy. This leads to the decline of the Chamorro language. (c1920)
- First two-year normal school to train teachers opens. (1923)
- The monthly magazine, *Guam Recorder*, is published for the first time. (1924)

- Guam Guard postage stamps are issued for the first time. (1930)
- Severe earthquake rocks Guam. (1936)

- Governor Bradley issues a proclamation determining those who qualify for Guam citizenship. (1930)
- The Guam seal is adopted. (1930)
- Governor Bradley establishes an elected Congress that is an advisory body. (1931)
- Second Guam Congress meets for the first time. It is bicameral with an upper House of Council and a lower House of Assembly. (1931)

- In an effort to promote private enterprise, Governor Bradley leases the Farmers Market to businessman Pascual Artero. (1931)

- Chamorros accept a new lifestyle that includes motion pictures, ice cream, telephones, electricity, phonographs, photographs, and automobiles. (starting c1930)
- Laura Thompson visits Guam and writes a book, *Guam and Its People*. (c1930)
- Guam Museum opens. (1932)

- Petition for American Citizenship is signed by 1,965 Guamanian leaders and sent to President Roosevelt. The Navy Department rejects the petition, saying citizenship for Chamorros is not in the American public's interest. (1933)
- Guam Congress delegates Baltazar J. Bordallo and Francisco B. Leon Guerrero travel to the United States to seek congressional support for citizenship. (1936)

- First Pan American clipper (airplane) lands on Guam. (1935)
- Airmail service to Guam is inaugurated. (1936)

- Miguel Angel de Olano is consecrated as Vicar Apostolic of Guam. He writes many hymns in Chamorro. (1935)
- George Washington High School holds opening ceremonies. (1936)
- Fr. Jesus B. Duenas is the first priest ordained on Guam. (1938)
- Governor establishes an advisory board of education. (1938)

- Guam is struck by the strongest typhoon since 1918. (1940)
- American dependents living on Guam are evacuated to Hawaii. (1941)
- Japan attacks Guam and Pearl Harbor, Hawaii, on the same day. (1941)
- Guam becomes part of the Greater East Asia Co-Prosperity Sphere and is renamed Omiya Jima (Great Shrine Island). Agana is renamed Akashi (red or bright stone). (1941)

- President Franklin Roosevelt declares a three-mile area around Guam to be a naval defense area and prohibits entry into the area without a security clearance from the Navy. (1941)
- Guam Insular Force is reorganized with 200 insular guardsmen. (1941)
- Governor McMillan surrenders the island of Guam to the Japanese Imperial Force. Four years of Japanese occupation begins. (1941)

- Chamorros rely on land and sea for survival. They achieve total self-sufficiency. (1941–1944)
- Japanese import commodities like rice, sugar, and cigarettes from Japan but also depend on local products. Those local businesses allowed to operate are controlled by the Japanese. (starting 1942)

- Pale' Jesus Duenas, Pale' Oscar L. Calvo, and Baptist minister Joaquin Sablan are the only ordained religious leaders during the Japanese occupation. (1941–1944)
- Bowing to the Japanese by Chamorros becomes mandatory. (1941–1944)
- Chamorros resist Japanese rule, as demonstrated in songs and satires like "Uncle Sam, Please Come Back to Guam." They also continue to observe local customs and traditions as much as they can. (1941–1944)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Japanese use Chamorro Saipanese as collaborators. (1944)
- Americans begin a campaign to retake Guam. (1944)
- Chamorros are herded into concentration camps by the Japanese. (1944)
- Japanese atrocities against Chamorros reach their peak. The most infamous are the Malesso, Yigo, and Agana massacres. (1944)



GOVERNMENT

- Japanese regime is autocratic, totalitarian, and brutal. (1941–1944)
- U.S. Fleet Admiral Chester Nimitz directs the recapture of Guam and automatically becomes governor of Guam and the Marianas. (1944)
- U.S. military government immediately starts taking land to build a base for the U.S. drive against Japan. One-third of Guam's land becomes military. (1944)



ECONOMY

- Last months of Japanese occupation become especially brutal, with forced labor and much starvation. (1944)



CULTURE

- The Japanese ban the use of English, the singing of American songs, and anything else considered American. (1942)
- Japanese schools with Japanese teachers are established in many villages. (1942)
- Two young men, Francisco Won Pat and Alfred Flores, are publicly executed. This proves to Chamorros that the Japanese will impose the death penalty for petty offenses. (1942)

- George Tweed, American Navy radioman, is rescued by the U.S. Navy shortly before the capture of Guam. (1944)
- U.S. forces land on Guam on July 21. Since that day, July 21 has been known as Liberation Day. (1944)
- United Nations charter is signed. It requires member nations to help develop self-government and improve social and economic conditions in non-self-governing territories. (1945)

- A civil affairs unit is organized and takes charge of relocating civilian refugees. (1944)
- Land and Claims Commission begins the task of reviewing and processing claims that arose as the result of the war. (1945)

- American land acquisitions and military buildup make formerly productive farmland useless. (starting 1944)

- Pale' Jesus Duenas is beheaded by the Japanese for not providing information about George Tweed, an American Navy radioman. (1944)
- Some villages cease to exist and others are built as a result of land acquisition by the American military, causing dislocation of the local population. (starting 1944)
- Apollinaries Baumgartner arrives in Guam as the first American bishop. (1945)

Japanese Occupation

To control the Pacific during World War II, Japan occupied Guam in 1941. It was a period of martial law. Japan claimed ownership of all land, crops, and animals. Chamorros could not kill an animal without Japanese permission. Chamorros had to wear passes at all times and bow to their Japanese captors. There were harsh punishments for Chamorros who did not obey all the rules. Most of the Chamorro population moved to the interior part of the island to try to stay out of harm's way. Near the end of the war, Chamorros were forced to move to two concentration camps.

- Meritorious Claims Act of 1945 relieves Japan of war reparations to the Chamorros for the injuries and damages suffered during the occupation. (1945)
- Surviving membership of the prewar Guam Congress convenes. (1946)
- Naval government of Guam is re-established. (1946)

- U.S. Congress appropriates \$6 million to reconstruct the civilian economy. (1946)
- Increased military activities provide many jobs for islanders. The subsistence economy gives way to a wage economy. (starting 1946)

- Rosa T. Aguigui is elected to the House of Assembly in the Guam Congress, becoming the first woman elected to public office. (1946)
- Guamanian replaces Chamorro as a way to distinguish between Chamorros from Guam and Chamorros from Saipan. (1946)
- Postwar naval hospital is named Guam Memorial Hospital in honor of those who died during World War II. (1946)
- School for dental assistants is established. (1947)

- Governor Pownall authorizes Guam's first postwar election. (1946)
- B.J. Bordallo and Francisco B. Leon Guerrero lead the call for citizenship, including civil and political rights, political autonomy, self-government, and self-determination. (1946)

- During the early postwar period, the Navy encourages private enterprise, and Guam sees an economic boom as demonstrated by the emergence of Guam's first millionaires: Pedro Ada, Ken Jones and Segundo Leon Guerrero, Charlie Corn, Marciano Pangelinian, Peter Sgro Sr., Frank Perez, Joseph Flores, and Eduardo T. Calvo. (starting 1946)

- New churches, schools, and a library are built as part of reconstruction after the war. (starting 1947)
- Manuel Jose publishes the *Guam Times* and introduces political cartoons. (1947)
- Carmen and Paco de la Cruz open the first fine arts school, known as the Guam Academy of Music. (1947)
- Antonio Artero is awarded the U.S. Medal of Freedom for helping George Tweed escape the Japanese. (1949)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Typhoon Alyn strikes Guam. (1949)
- Military either “owns” or occupies nearly 75% of Guam’s usable land area. (1949)



GOVERNMENT

- Citizenship is supported and recommended by the Secretary of the Navy. (1947)
- Navy Secretary John Sullivan issues an Interim Organic Act that gives limited home rule powers to the Guam Congress. (1947)
- Cornerstone for the legislature building is laid. (1947)

- The “1949 Walkout of the Guam Congress” occurs. All 34 protesting Guam Assemblymen are dismissed by Governor Pownall. (1949)
- President Truman issues an order transferring administration of Guam from the Navy to the U.S. Department of the Interior. The order is to take effect in 1950. (1949)
- President Truman appoints Carlton S. Skinner as Guam’s first civilian governor. (1949)



ECONOMY

- Guam Commercial Corporation is established by 15 Guamanians headed by Antonio B. Won Pat. (1947)



CULTURE

Rebuilding Guam

In 1944, the Americans liberated Guam from Japanese control. Agaña and other villages along the invasion route were destroyed. For the year following the invasion, Guam became a center of American military activity. The United States immediately built large military installations and brought in thousands of troops. When Japan surrendered in 1945, war support activities ended almost overnight. In just a few months, the military population decreased from about 250,000 to about 50,000. Much land was ruined, and abandoned buildings cluttered the island. Many Chamorros had been displaced to different locations by the war, but most of them were employed. Guam entered into a wage economy, and the process of rebuilding began.

- Guam Militia is reactivated. (1950)
- Delegation of prominent Guamanians travels to Washington to testify before the U.S. Congress in support of the Organic Act of Guam. (1950)
- President-elect Eisenhower visits Guam. (1952)
- Typhoon Alice does extensive damage on Guam. (1953)

-
- U.S. Congress passes the Organic Act of Guam, and it is signed by President Truman. The act replaces the naval government with an appointed civilian governor, establishes a 21-seat Guam Legislature, begins a civilian court system, and grants U.S. citizenship to all Guamanians. (1950)

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- The Commercial Port is activated. (1950)
 - U.S. Federal Housing Act is extended to provide home loans to Guamanians. (1952)
 - Guam Savings & Loan, the first locally owned financial institution, is founded by Joseph Flores. (1954)

-
- Joseph Flores purchases the *Navy News* and later replaces it with the *Guam Daily News*. (1950)
 - “Stand Ye Guamanian” by Ramon Sablan becomes the Guam hymn. (1951)
 - George Washington High School is relocated to Mongmong. (1951)
 - Territorial College of Guam is established. (1952)

- Typhoon Lola strikes Guam. (1957)
- Legislature in Saipan requests that the U.S. Congress combine the Northern Marianas in a governmental structure with Guam. (1958)
- Trieste, the U.S. Navy’s deep-sea diving bathyscaphe, reaches 18,600 feet in the Mariana Trench. (1959)

-
- First election under the civil government is held. (1950)
 - First Guam Legislature convenes. Most members of the Legislature are from the Commercial Party, which later becomes the Popular Party. (1951)
 - Territorial Party, which later becomes the Republican Party, is founded. (1956)

-
- Public Law 4-127 outlaws taxi dancing. (1954)
 - Trade and Technical School is established in Tamuning. (1954)
 - Perezville Subdivision opens. (1954)
 - KUAM radio begins operation. (1954)
 - An elementary school in Inarajan is constructed with 12 classrooms. Construction on the Santa Rita School begins. (1955)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY



GOVERNMENT



ECONOMY



CULTURE

- Bunzo Minagawa, a Japanese straggler, is captured after 16 years of jungle life. (1960)
- Typhoon Karen blankets Guam with 255 MPH winds, causing massive destruction. (1962)
- Typhoon Olive damages makeshift residential structures. (1964)

- Joseph Flores becomes Guam's first native governor, appointed by President Eisenhower. (1960)
- Richard F. Taitano is appointed director of the Office of Territories, Department of the Interior. (1961)
- William McDaniel is appointed governor by President Kennedy. Manuel F.L. Guerrero is appointed secretary of Guam, becoming the first Guamanian to be named to the number two position in the executive branch. (1961)

- Principal export is scrap metal. (1960)
- Governor Joseph Flores forms Guam Airlines, the first private airlines in the Marianas. (1961)
- As a result of the lifting of the security clearance around Guam, an economic boom in tourism and business begins. (1962)
- President Kennedy declares Guam a federal disaster area because of Typhoon Karen. (1962)

- KUAM television begins operation. (1956)
- New Guam Memorial Hospital is dedicated at Satpon Point, Tamuning. (1957)
- Dulce Nombre de Maria Cathedral is dedicated. (1958)
- Territorial College becomes the College of Guam. (1959)
- The Rev. Felixberto C. Flores is appointed Papal Chamberlain. (1959)

- Government of Guam opens a trade school in the old Tamuning Elementary School area. Average enrollment is about 450 per quarter. (1960)
- Delgado Studio opens. (1960)
- Groundbreaking ceremony takes place for the Episcopal Church of St. John the Divine. (1960)
- Kaiser Piti Subdivision begins. (1964)
- Urban renewal is approved for Sinajana and Yona. (1966)

Guam in Transition

For more than fifteen years after World War II, the United States had a security clearance in force around Guam that limited access to the island. The clearance requirement was lifted in 1962, paving the way for economic development. Commercial air traffic increased and tourists began to discover Guam. Tourism changed the face of the island as large hotels and resorts were built. Even as this economic development progressed, a constant of Guam's environment, the typhoon, periodically caused setbacks followed by growth spurts. This has been a pattern through all periods of Guam's history.

- Naval defense area put in effect by President Roosevelt in 1941 is discontinued. Security clearances are no longer needed. (1962)
- Manuel F. L. Guerrero is appointed governor by President Kennedy. (1963)
- Organic Act is amended to allow the Guam Legislature to set its own salaries. (1965)

- After Typhoon Karen, U.S. Congress appropriates \$45 million for rehabilitation. (1963)
- Governor Guerrero creates the Guam Tourist Commission within the Department of Commerce. (1963)
- Navy announces plans to build a \$70 million Polaris submarine base in Apra Harbor. (1964)
- Transpacific Cable System (telephone) is reactivated. (1964)

- Micronesian Area Research Center opens. (1967)
- College of Guam is renamed the University of Guam. (1968)
- Padre San Vitores monument is dedicated, commemorating 300 years of the Roman Catholic faith in the Mariana Islands. (1968)
- *Puti Tai Nobio* becomes the official flower of Guam. (1968)

- An election is held under an act of the Seventh Guam Legislature that provides for a representative to Washington from Guam. Antonio B. Won Pat wins, becoming the first such representative. His opponent in the election is Felix Crisostomo. (1965)
- First Guam Constitutional Convention convenes. (1969)

- Stratton Watch Corporation obtains the first Guam Economic Development Authority (GEDA) qualifying certificate and opens an assembly shop. (1966)
- Pan American begins air service between Guam and Japan. (1967)
- Guam Airlines makes its first landing on Saipan. (1967)
- A \$10 million improvement program begins at the Commercial Port. (1967)

- Gregorio D. Perez catches a world-record blue marlin that weighs 1,100 pounds. (1969)
- *Totot'* is declared the official territorial bird. (1969)
- Johnny Sablan becomes the first Chamorro to make a recording for commercial use. (1969)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Legislature in Saipan requests that the President combine the Northern Marianas in a governmental structure with Guam. (1967)
- NASA Apollo tracking facility is dedicated. (1967)
- Territorial Party is disbanded. (1968)
- Sixty Chamorros are reported killed in action in the Vietnam conflict. (1969)



GOVERNMENT

- Carlos G. Camacho is appointed governor by President Nixon. (1969)
- Guam voters reject reunification of the entire Mariana Islands group as a single political entity. Northern Marianas voters support reunification. (1969)



ECONOMY

- Pacific Broadcasting Corporation starts Air Pacific. (1968)
- Air Micronesia begins service to Guam and other islands in Micronesia. (1968)
- Groundbreaking ceremony for Guam Oil and Refinery Company takes place. (1969)



CULTURE

- University of Guam marine laboratory is dedicated. (1970)
- Sargent Yokoi, a Japanese straggler from World War II, is captured in the jungles of Talofofo by Manuel De Gracia and Jesus Duenas. (1972)
- University of Guam is given land grant status by the U.S. Congress. (1972)
- At the time of the Vietnam cease-fire agreement, more than 70 Chamorros are reported killed. (1973)

- First election for governor takes place. Carlos G. Camacho wins. (1970)
- Nonvoting representation for Guam and the Virgin Islands is approved by the U.S. Congress. (1971)
- Carlos Camacho is inaugurated as Guam's first elected governor. (1971)
- Antonio B. Won Pat wins the first election for Guam's delegate to the U.S. Congress. (1972)

- Manufacturing sector includes beer production, animal and poultry feed mills, and a garment industry. (1970s)
- Three hotels open: the Fujita Tumon Beach, the Continental Travelodge, and the Guam Tokyu. (1970)
- Governor Camacho separates the Guam Visitors Bureau from the Department of Commerce. (1970)
- Privately owned Bank of Guam is founded by Jesus Leon Guerrero. (1972)

- Monsignor Felixberto Camacho Flores is appointed the first Chamorro bishop. (1970)
- KGTF television begins operation. (1970)
- Gannett buys the *Guam Daily News* and changes its name to the *Pacific Daily News*. (1970)
- Central Diagnostic Treatment Facility opens in Mangilao to provide health and social services. (1973)

- During Operation New Life, Guam becomes a processing station for more than 100,000 Vietnamese who pass through Guam. (1975)
- Super-Typhoon Pamela with winds of 190 MPH devastates the island, leaving 5,000 people homeless and causing about \$300 million in property damage. (1976)

-
- Twelfth Guam Legislature creates the first Political Status Commission. (1973)
 - Government of Guam and the Navy enter into the Power Pool Agreement regarding electrical power. (1973)
 - Ricardo J. Bordallo is inaugurated governor. (1975)

-
- As a land grant college, the University of Guam receives a \$3 million endowment and \$450,000 annually. (1972)
 - Public welfare program distributes \$175,000 monthly to families in poverty. (1972)
 - A revenue bond of \$25 million is sold to finance a 66-megawatt steam plant at Cabras Island. (1972)

-
- Medical Center of the Marianas opens. (1976)
 - Because of destruction caused by Super-Typhoon Pamela, many Guam residents are forced to relocate. (1976)

- Covenant to establish the Northern Marianas as a commonwealth of the United States takes effect. (1976)

-
- Eighty-eight percent of Guam's citizens vote on five political status options: commonwealth, 51%; statehood, 21%; status quo, 8%; independence, 5%; and other, 3%. (1976)
 - U.S. Congress finally grants Guam authorization to draft a constitution for local self-government. (1976)
 - A draft of Guam's constitution is completed. (1977)

-
- Guam Economic Development Authority starts a freshwater fish farm and vegetable and poultry farming ventures. (1973)
 - Island Air begins service. (1973)
 - Guam's economic boom falters with the world oil crisis. (1973)
 - Comprehensive Employment and Training Act is implemented. (1974)
 - Food Stamp Program starts. (1974)

-
- Urban renewal project for Asan starts. (1977)
 - Guam Community College is established. (1977)
 - Roman Catholic Church helps lobby against legalized gambling on the island. (1977)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Federated States of Micronesia is created after a vote among the people living in the United Nations Trust Territory of the Pacific Islands. (1978)
- In the vote that creates the Federated States of Micronesia, Palau and the Marshall Islands decide to remain separate entities. (1978)



GOVERNMENT

- Paul M. Calvo is inaugurated governor. (1979)
- In a referendum, more than 81% of the voters reject the proposed Guam constitution. (1979)



ECONOMY

- Bonds totaling \$17.5 million are sold to finance a second 66-megawatt steam plant at Cabras Island. (1974)
- Employment reaches 38,480. More than 13,000 are employed by GovGuam. (1974)
- Construction in the private sector comes to a virtual stop. (1975)
- Guam Visitors Bureau opens a branch office in Tokyo. (1976)

- After Super-Typhoon Pamela, Guam is declared a major disaster area, paving the way for \$76.6 million in federal disaster relief. (1976)
- To promote construction after Super-Typhoon Pamela, the U.S. Congress passes a law making H-2 alien labor exempt from federal income tax. (c1976)
- Visitors to Guam total 272,681 with \$1.2 million collected in hotel occupancy revenue. (1979)



CULTURE

- Government of Guam purchases the Medical Center of the Marianas for \$25 million. The Medical Center, located in Oka, Tamuning, becomes the new facility for Guam Memorial Hospital. (1978)
- Insular Arts Council Gallery opens. (1978)
- Kimberly Santos, a native of Guam, is crowned Miss World 1980. (1979)



GEOGRAPHY

Guam Population

Year	Population
1950	59,498
1960	67,044
1970	84,996
1980	105,979
1990	133,152

Source: U.S. Bureau of the Census

- Pan American, Continental, Braniff, and Japan airlines serve Guam. (1979)
- Trans Micronesian Airlines begins service. (1979)

- Pope John Paul II visits Guam. (1981)
- Pope John Paul II beatifies Padre Diego Luis de San Vitores and proclaims him Blessed Diego of the Marianas and Apostle of Micronesia. (1984)

- Commission on Self-Determination is created to study different political status options and to educate people about them. (1980)
- A vote on political status is held: commonwealth, 49%; statehood, 26%; incorporated territory, 5%; free association, 4%; independence, 4%; and other, 2%. (1982)
- Ricardo J. Bordallo is inaugurated governor. (1983)

- Royal Hawaiian Air and Maui Airlines begin service to Guam. (1980)
- Guam Oil Refining Company (GORCO) is closed by the Department of Defense. (1984)

- Clotilde Gould and Roger Faustino create cartoon character Juan Malimanga. (1981)
- David Sablan's artwork is displayed at the A.B. Won Pat International Airport. (1982)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY



GOVERNMENT

- Ben Blaz wins election as Guam's delegate to the U.S. Congress, replacing Antonio B. Won Pat, who served 30 years in the U.S. Congress. (1984)
- Draft of the Commonwealth Act is completed. (1984)
- Joseph F. Ada is inaugurated governor. (1987)

- In two plebiscites, citizens approve the Commonwealth Act. In the first plebiscite, ten of twelve articles are approved. In the second plebiscite, the remaining two articles are approved. (1987)
- Commonwealth Act of Guam is formally presented to Congress for passage. (1988)
- U.S. Congress holds a public hearing in Honolulu on the Commonwealth Act. (1989)



ECONOMY

- Food Stamp Program distributes \$1 million in stamps per month. (1985)
- All Nippon Airways inaugurates service between Guam and Narita, Japan. (1986)



CULTURE

- Manny Crisostomo wins Pulitzer Prize for his work in photography. (1989)
- Business magazine, *Hafa*, begins publication. (1989)

- Typhoon Russ strikes Guam, ruining Christmas for many islanders. (1990)
- Ricardo J. Bordallo commits suicide. (1990)
- Typhoon Yuri destroys much of southern Guam. (1991)
- Five typhoons strike Guam: Super-Typhoon Omar followed by typhoons Bryan, Elsie, Gay, and Hunt. (1992)

-
- U.S. Congress holds a public hearing in San Francisco on the Commonwealth Act. (1990)
 - U.S. Congress holds a public hearing in Guam on the Commonwealth Act. (1992)
 - Dr. Robert Underwood is elected Guam's delegate to the U.S. Congress. (1992)
 - Under Governor Ada, the Chamorro Land Trust Commission is established. (1993)
 - Guam Legislature passes a law to pilot year-round school in 1996–97. (1994)

-
- Cocos Island Resort, an important Japanese tourist attraction, is destroyed by Typhoon Russ. (1990)
 - Number of visitors to Guam totals 780,404 persons, 85% from Japan. This represents a 17% increase in visitors from 1989. (1990)
 - Development programs by off-island investors include the Palace Hotel, Hatsuho & Agana Bay Condominium

-
- Following Super-Typhoon Omar, a large tent city is created. Many tent city residents are from other parts of Micronesia. (1992)
 - Construction begins on the Chamorro Village (Guam Cultural Center) in Agana. (1993)

- Guam is rocked by the strongest earthquake in 84 years. The 6:35 p.m. quake measures 8.1 on the Richter scale. (1993)
- On July 21, Guam celebrates the 50th anniversary of Liberation Day. (1994)
- Graffiti becomes a major problem on Guam. (1994)
- Department of Health advises residents not to harvest or eat seaweed from Tanguisson Beach. The seaweed is toxic. (1996)

-
- For the first time in a gubernatorial election, both candidates for lieutenant governor are women, Madeleine Z. Bordallo and Doris F. Brooks. (1994)
 - Guam elects its first school board under the Organic Act. (1994)
 - Carl Gutierrez is inaugurated governor. (1995)
 - Voters reduce the number of senators from 21 to 15. (1996)

-
- Towers, Pacific Star Hotel, Hatsuho Golf & Country Club, Pagat Golf Course, and Hilton and Pacific Island Hotel expansions. (1990s)
- Private sector is Guam's largest employer, followed by the government of Guam. (1991)
 - Guam is declared a disaster area after Super-Typhoon Omar and receives federal aid. (1992)

-
- Guam hosts the Micronesian Games. (1994)
 - Chamorro Village holds its opening ceremony. (1994)
 - Guam Museum opens a new facility in Adelup. (1994)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- USS *Holland* leaves Guam and is later decommissioned. (1996)
- Swimmer Patrick Sagisi carries Guam flag at Olympic Games in Atlanta. (1996)
- B-52s take off from Guam to bomb Iraq. (1996)
- Guam serves as temporary home for 8,000 Kurdish refugees from northern Iraq. (1996)



GOVERNMENT

- For the first time in 14 years, Republicans become the majority party in the Legislature. (1996)
- Department of Defense opens its own schools. About 2,800 students leave Guam's school system to attend. (1997)

- Interviews begin for Chamorro Land Trust applicants. (1996)
- Korean Air Flight 801 crashes, killing 228 passengers and crew; 26 people survive. (1997)
- Super-Typhoon Paka hits Guam. (1997)

- President Clinton signs a law that allows Guam Legislature to permit the election of Guam's attorney general. (1998)
- Governor Gutierrez and Lieutenant Governor Bordallo are inaugurated for a second term. (1998)



ECONOMY

- The Naval Air Station (NAS) is placed on the base closure list. (1992)
- Guam welcomes its one millionth tourist. (1994)
- Unemployment rate rises to 6%. (1995)
- NAS is turned over to the Government of Guam. (1995)
- United Airlines begins service to Guam. (1995)
- K-Mart opens. (1995)

- Guam's debt approaches \$1 billion. (1996)
- Between June and December, tourism declines each month. (1996)
- Gibson's Department Store closes. (1996)
- Westin Hotel opens. (1996)
- Costs of Super-Typhoon Paka reach \$100 million and 6,000 homes damaged. (1997)



CULTURE

- Jesus Meno Crisostomo, the last known master of *belembaotuyan*, dies at the age of 81. (1996)
- J. D. (Joseph Duenas) Crutch, popular Chamorro musician, dies at the age of 41. (1996)
- Guam's 35 public schools have 1,300 computers; most with Internet hookups. (1996)

- Crystal methamphetamine, "ice," is blamed for the constant robbery rate in Guam. (1997)
- Guam's annual birth rate is nearly twice as high as the national average. (1998)
- The capital city of Agana changes to the original pronunciation of *Hagåtña*. (1998)

- Guam experiences more than 800 fires and its driest year ever, caused mainly by El Nino. (1998)
- Sister Maria Concepcion Ortiz de Carlos, founder of Guam's Carmelite Monastery of the Immaculate Concepcion, dies. (1998)
- President Clinton visits Guam. (1998)

-
- Guam Legislature eliminates school board thereby giving the governor control of public education. (1999)
 - Appeals Court rules that a gubernatorial runoff election be held because of ballot discrepancies during the election. (1999)

-
- Guam Megaplex Theater opens with 11 screens. (1998)
 - Marianas Cable Vision buys Guam Cable TV. (1998)
 - DFS Guam lays off 45 employees. (1998)
 - NASA unveils \$20 million satellite tracking facility in Guam. (1998)
 - Price Costco goes bankrupt. (1998)

-
- The family of Jesus Leon Guerrero, founder of the Bank of Guam, gives \$2 million to the University of Guam, making it the largest donation to date. (1998)
 - Guam is rated near the top of the nation in alcohol-related auto deaths per capita. (1999)

- United Nations General Assembly adopts a resolution supporting Guam's quest for commonwealth status. (1998)
- Resident finds World War II bomb in backyard. It is safely detonated. (1999)
- Guam hosts 20 other island countries in the South Pacific Games. (1999)

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- By mid-year, the government detains 730 illegal Chinese immigrants—a number far more than the 189 average during the past two years. (1999)

-
- Liberty House closes its distribution center and stores in Tumon and Compadres Mall. (1998)
 - Carl's Jr. opens in Micronesia Mall. (1998)
 - Guam welfare faces \$20 million deficit. (1999)
 - Palace Hotel lays off 90 employees. (1999)
 - China Airlines begins flights between Guam and Taipei, Taiwan. (1999)

-
- Continuing a tradition of more than 30 years, Catholics make annual Good Friday pilgrimage with 800-pound wooden cross to Mt. Jumullong Manglo, Guam's highest peak. (1999)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY



GOVERNMENT



ECONOMY



CULTURE

Guam in the Twenty-First Century

The technology of today's world brings us closer to people around the globe. Citizens in every country can communicate and travel faster and better than ever before. As a territory of the United States, Guam is associated with the most powerful country in the world. Citizens of Guam have decided that they want to become a commonwealth of the United States and are constantly working toward that goal. There are other decisions for the citizens of Guam to make. What kind of economic growth is best for Guam? How can we protect our environment? How can we preserve the Chamorro culture with the increasing diversity of our island? The answers to these and many other questions will determine how the timeline of the future will look.

- Game Works, a virtual reality theme park, opens. (1999)
- Seventy limited-term Government of Guam employees lose their jobs. (1999)
- Unemployment rate reaches 14%. (1999)
- UnderWater World opens with 300-foot tunnel aquarium. (1999)

Chapter 6

Republic of the Marshall Islands



Acknowledgments

Information for the original Republic of the Marshall Islands CAAP student materials was gathered by a research team of four educators in 1993. Their names and positions (at the time of their participation) are:

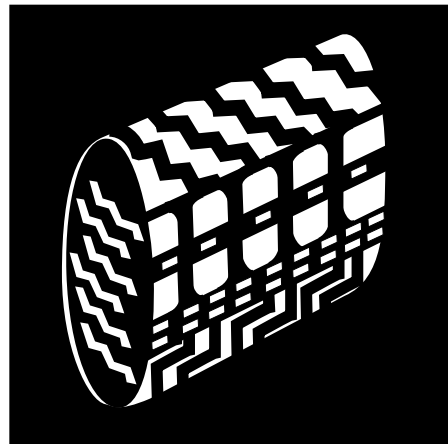
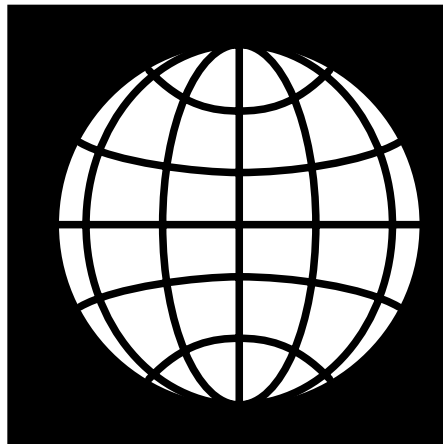
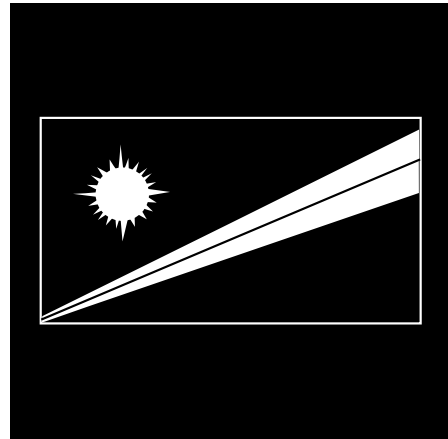
- Mabel Andrew, social studies specialist, Marshall Islands Ministry of Education
- Jabwill Ned, social studies teacher, Marshall Islands High School
- Aluka Rakin, principal, *Mājro* Middle School
- Gary Ueno, principal, *Lora* Elementary School

Ms. Andrew was the leader of the research team, and development of the materials was supported by Hilda Heine, secretary of education through most of the project.

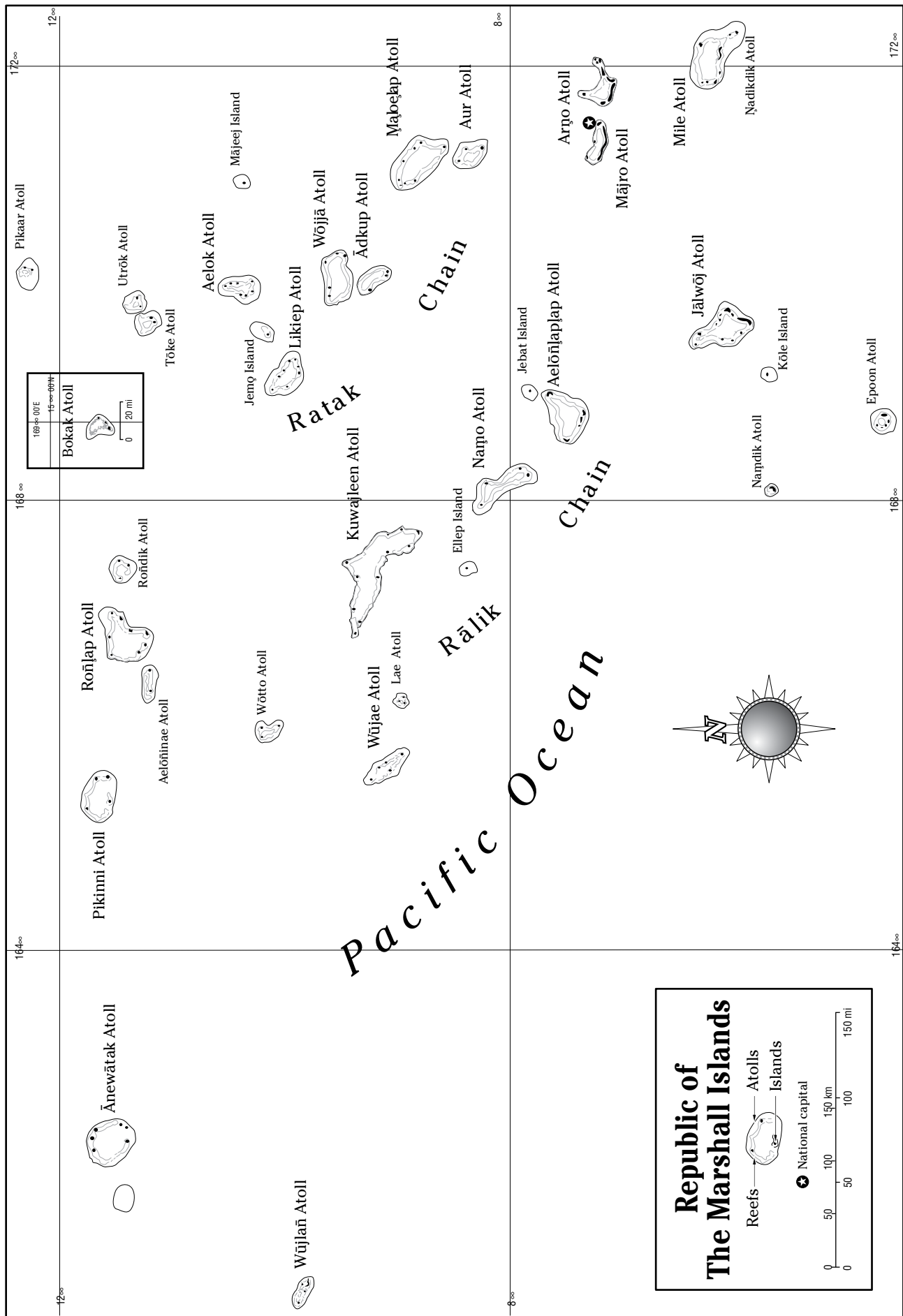
Alfred Capelle, *Alele* Museum chief executive officer, served as project consultant with a special focus on the most current Marshallese orthography for place names and other Marshallese terms.

Art for the student book came from first-day cover illustrations. These illustrations were used with permission of the *Alele* Museum. The timeline essay, “Traditional Marshallese Life,” begins with such a first-day cover illustration.

Marshall Islands CAAP was field tested during the 1993–94 and 1994–95 school years, after which the materials were revised and new timeline entries were added to make the book as current as possible for the 1996 edition.



RMI Timeline



New Marshallese Spellings

The Marshall Islands timeline and map use new Marshallese spellings for place names. The following lists show current spellings along with old spellings as a reference.

Atolls/Islands

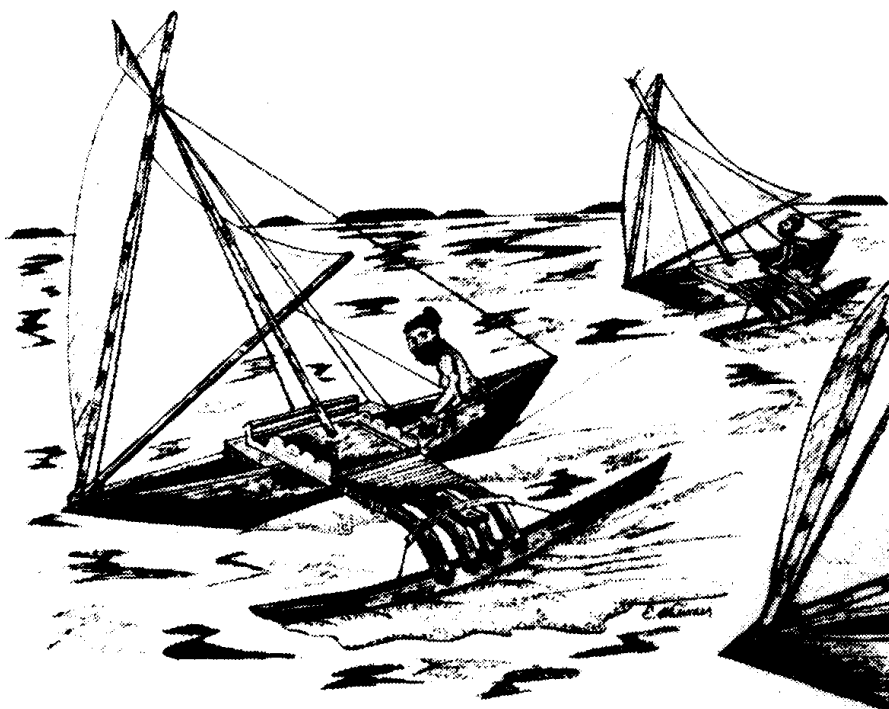
<i>Current Spelling</i>	<i>Old Spelling</i>	<i>Current Spelling</i>	<i>Old Spelling</i>
Aelok	Ailuk	Roñdik	Rongerik
Aelōñlaplap	Ailinglaplap	Roñlap	Rongelap
Aelōñinae	Ailinginae	Tōke	Toka
Arņo	Arno	Wūjae	Ujae
Ādkup	Erikub	Wūjlañ	Ujelang
Aur	Aur	Utrōk	Utirik
Ānewātak	Enewetak	Wōjjā	Wotje
Bokak	Taongi	Wōtto	Wotho
Ellep	Lib		
Epoon	Ebon		
Jālwōj	Jaluit		
Jebat	Jabwot		
Jemō	Jemo		
Kōle	Kili		
Kuwajleen	Kwajalein		
Lae	Lae		
Likiep	Likiep		
Mājeej	Mejit		
Mājro	Majuro		
Maļoeļap	Maloelap		
Mile	Mili		
Naṃdik	Namorik		
Naṃo	Namu		
Naḍikdik	Knox		
Pikaar	Bikar		
Pikinni	Bikini		

Other Place Names

<i>Current Spelling</i>	<i>Old Spelling</i>
Epjā*	Ebeye
Mejatto	Mejato
Teļap	Delap
Ruōt	Roi
Nimur	Namur
Rālik	Ralik

***Special Note:** In the Marshall Islands CAAP book Epjā (for Ebeye) was incorrectly spelled Ebjā. That error has been corrected for this resource book.

Traditional Marshallese Society



Thousands of years ago, our ancestors came to these low-lying islands as the original inhabitants. Life on the islands was not easy because there was not much land or fresh water. Plant and animal life was limited, too. Although it was not easy, our ancestors developed their own special way of life, using the resources that were available. This way of life included ways to sail, to fish and grow food crops, to relate to other people, and to behave within families.

Traditional Marshallese society was an oral society: information was handed down from generation to generation by word of

mouth. The knowledge you possess today about our traditional way of life was handed down orally because our ancestors did not have a written language to write information down on paper or in a book. However, each generation remembered its history and customs, and parents told their children who in turn told their children.

Daily Life

The extended family was the focus of life. Each family lived on a piece of land that belonged to them called *wāto*, which stretched from the lagoon side to the ocean side of the island. Within the *wāto*, the family had the right to all the crops that grew there. Coconut, pandanus, breadfruit, taro, and fish were the foods people ate. There were no chickens, pigs, rice, papayas, or bananas.

Men fished and gathered food. At different times, they would also build houses and canoes and even sail great distances. They were expert navigators—the best in the world. Women prepared and preserved food. For example, women would make *bwiro* from breadfruit and *jōkaka* from pandanus to eat when there was no fruit on the trees. Women also cared for the house and raised the children. They were experts in weaving cloth and sleeping mats from coconut and pandanus leaves.

Early Marshallese life was not all work. Our ancestors also took time to relax by

playing sports and games. For example, *anidep*, which is still played today, began long ago. Another activity for boys was racing *riwut* (toy canoes).

Bwij and Jowi

In the Marshall Islands each *wāto* belonged to a family. Each family was part of a *bwij* (lineage) and a *jowi* (clan). Through the *bwij* and the *jowi*, people on an island were close to each other and shared many of the same ideas and behaviors. The *bwij* was always matrilineal, which means that land passed through the women of the family. Every person had a birthright of land through the *bwij*. However, the land was not owned by each individual. It belonged to the member of the *bwij* depending on that person's position within the *bwij*.

From time to time people starved to death after typhoons or after drought. Sometimes *jowi* or whole islands fought about land. The main causes of death were famine, warfare, and old age. Disease was very rare. The people knew about many traditional medicines that could be made from plants.

Irooj and Kajoor

Traditional Marshallese society was ruled by the *Iroojlaplap* (paramount chiefs). They were the people with the most power. They ruled and took care of the *kajoor* (commoners). The *Iroojlaplap* received the best food, had the right to the best land,

and had as many wives as they wanted. In return for these privileges, they led the people in all activities of the island, judged disputes, maintained the *manōt* (custom), and, most important, they took care of the people.

The *kajoor* did the work on the island. They were also the fishermen, sailors, and fighting men. Within the *kajoor*, there were *aḷap*. *Aḷap* were the head of the *kajoor* and served as messengers between the *Irooj* and the *kajoor*. *Irooj* and *kajoor* did not intermarry. Sometimes, however, *Irooj* might break this taboo. How people dressed and the type of tattoos they had showed their rank. For example, only an *Irooj* could have tattoos on the face.

Religion

The early Marshallese people believed that there were powerful spirits in nature. For example, before going on a fishing trip, the people would ask the fish god for help in having a big and lucky catch. Our ancestors also believed in magic.



HISTORY

- Alonso de Salazar, captain of a Spanish ship, sights what is probably *Bokak*. (1526)
- Spanish explorer Alvaro de Saavedra goes ashore for eight days on what is probably either *Ānewātak* or *Pikinni*. He gives gifts to the people. (c.1529)
- A Spanish expedition led by Ruy Lopez de Villalobos sights what are probably *Wōjjā*, *Kuwajleen*, and *Wūjlañ*. (1542)
- Spanish commander Alonzo de Arellano is almost shipwrecked on what is probably *Likiep*. He meets islanders from what is most likely *Kuwajleen* and sees people who are possibly from *Ellep*. (1565)
- Miguel Lopez de Legazpi, a Spanish explorer, sights a number of atolls thought to be *Mājeej*, *Aelok*, *Jemō*, *Wōtto*, and *Wūjlañ*. (1565)
- Two atolls, probably *Roñdik* and *Roñlap*, are sighted by English Captain Samuel Wallis. (1767)



GOVERNMENT



ECONOMY



CULTURE

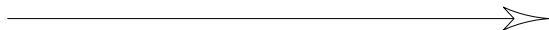
First Contact with Europeans

In the early 1500s, European explorers began sighting the atolls of the Marshall Islands. Most of these first explorers came from Spain, passing through the area on journeys to other places in the world. Often they saw an atoll but did not stop to meet the people. Sometimes they stopped to get water or supplies. In many cases, it is not clear which atoll they sighted. In the 1700s, a number of English ships sailed through the region, including one commanded by Captain John Marshall for whom the Marshalls were named. The Marshallese traded for iron with some of these early travelers, but most of the ships sailed through the area with little contact with people. The Marshallese way of life was not changed very much by these first European explorers; however, the islanders learned that there were many different kinds of people and goods in the world. Europeans did bring iron to the Marshalls during this period. Iron tools made daily tasks easier.

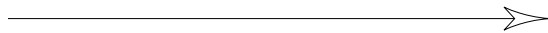
- About 25 people from *Mile* board the ships of English Captains John Marshall and Thomas Gilbert. Marshall and Gilbert also sight *Arŋo*, *Mājro*, *Aur*, *Maļoeļap*, *Wōjjā*, *Ādkup*, and *Aelok*. (1788)
- English Captain Henry Bond sights *Naṃdik* and *Naṃo*. (1792)
- American Captain Christopher Bentley sights islands thought to be *Epoon*, *Naṃdik*, and *Lae*. (1799)



- *Kōle* people in canoes want to trade breadfruit with the crew of an English ship. People of *Aelōñļapļap* try to trade, but the ship sails by. In *Naṃo*, people trade mats and skirts for iron. (1797)



- Crewmen of an English merchant ship see a canoe with 16 men, probably from *Wūjae*. (1804)
- An English captain sees men in a canoe at *Jālwōj*. He describes them as “stout, well-made men, and apparently friendly.” (1809)
- Russian Otto von Kotzebue makes a scientific expedition through the Pacific. He sees *Utrōk* people in a canoe and sights *Tōke*. (1816)



- Lomade Juen becomes first *Iroojļapļap* of all of the *Ratak* chain and the northern part of the *Rālik* chain. (1823)
- Kaibōke Lōbadeo assumes power as *Iroojļapļap* of the southern part of the *Rālik* chain. (1842)



- Russian Otto von Kotzebue trades with people of *Mājeej* on board his ship and stays at *Wōjjā* for a month, leaving animals and plants there. (1817)
- Von Kotzebue sails back through the Marshalls. He leaves more animals on *Wōjjā* when he finds the ones he left before are gone. (1817)
- The crew of an American ship trades iron and beads for coconuts with people of *Epoon*. (1833)



- People of *Maļoeļap* welcome and entertain von Kotzebue and his crew during a two-week stay on their atoll. (1817)
- The chief of the *Ratak* chain gives von Kotzebue a fishbone ornament when von Kotzebue visits *Utrōk* and *Tōke*. (1817)
- Von Kotzebue travels again to the Marshalls and visits the people he met earlier on *Wōjjā*. He finds they are raising and eating the animals he left with them. (1824)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Although von Kotzebue refuses to join a military expedition with *Aur* people against *Mājro*, he gives them iron weapons. (1817)
- Von Kotzebue makes maps and keeps records about the northern atolls he sights and visits. (c.1817)
- *Mile* people kill some of the crew of the American whaleship *Globe* but also take in two crew members. (1824)



GOVERNMENT



ECONOMY

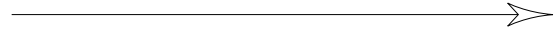


CULTURE

Early Contact: Whalers

Many ships came to the ocean around the Marshalls in the 1800s to hunt whales. Whale oil was in great demand for use in lamps to light homes, especially in England and the United States. The whalers stopped on some of the atolls to get wood, food, and water. Sometimes they would take women. The whalers changed the way of life of the Marshallese people. They introduced such things as alcohol, tobacco, and guns. They also carried diseases that were new to the Marshalls, and they had children by Marshallese women. Because of the problems that the whalers caused, some chiefs would kill the crews of whaling ships. Marshallese chiefs became known for their fierceness during this period. When petroleum was found in the United States in 1859, the demand for whale oil ended, and most whalers went out of business.

- Von Kotzebue sails back through the Marshalls and sights *Roñdik*, *Roñlap*, *Pikinni*, and *Ānewātak*. (1825)
- An American navy ship sails to *Mile* and picks up the two surviving crew members from the whaleship *Globe*. (1825)
- Islanders board an American whaleship at *Namdik*, arm themselves with whale spades, and attack the crew. When the chief is killed by a musket ball, the islanders withdraw. (1835)



- Captain Dowsett and four of his crew are killed in *Pikinni* when they go ashore to recruit islanders to dive for pearls. (1834)
- Captain Cathcart searches for Captain Dowsett. On *Pikinni*, he trades beads, cloth, and iron for information. When he hears that Captain Dowsett has been murdered, he kills 30 hostages. (1834)



- The crew of a French ship sights *Pikaar*. (1840)
- People of *Mile* kill the captain and some crew members of a French whaleship. (1844)
- Fighting breaks out when *Epoon* people try to steal weapons from the captain of an English trading ship. (c.1845)



GEOGRAPHY

Atoll or Island	Approximate Number of Islets	Approximate Lagoon Area (Square Miles)	Approximate Land Area (Square Miles)
<i>Bokak</i>	11	30.1	1.3
<i>Pikaar</i>	6	14.4	.2
<i>Utrōk</i>	6	22.3	.9
<i>Tōke</i>	5	36	.2
<i>Aelok</i>	55	68.5	2.1

- Whaleships begin to visit the Marshall Islands more frequently. (1840s)
- Sixteen canoes of islanders visit an American trading ship that stops at *Epoon*. (1847)

- The first known cases of syphilis and gonorrhea occur in the Marshalls. These diseases are brought to the Pacific area by whalers. (c.1850)
- *Kuwajleen* people murder two passengers from an English ship. (1850)
- About 70 *Epoon* people are killed when an American whaleship fires at their canoes in revenge for a trader's murder. (1851)
- American Protestant missionaries visit the Marshalls but do not open a mission. (1855)

- Whaleships, most of them American or English, frequently stop at the different atolls to take on water and wood. (1850s)
- Marshallese trade turtle shell, pearl shell, and *bêche-de-mer* (sea slugs) in Samoa at Godeffroy & Son, a German trading company. (1857)

- Kaibōke swears to kill all whites in revenge for his brother's murder by whalers. (c.1851)
- American Protestant missionaries George Pierson and Edward Doane start the first Marshall Islands missionary station in *Epoon*. Kaibōke supports their work. (1857)
- Missionaries put the Marshallese language into writing for the first time. (1857)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- The first flu epidemic occurs in the Marshalls. (1859)
- The first outbreak of measles occurs in the Marshalls. (1861)
- The English navy captures a blackbirder ship (a ship that steals people to sell them in other countries) in Marshallese waters and takes the crew to Australia for trial. (1872)
- Germany and England agree to divide the western Pacific between them. Germany's area is in the north, including the Marshalls. (1876)

Early Contact: Missionaries

Protestant missionaries who arrived from the United States and Hawaii in 1857 created major changes in Marshallese life. They came to convert the Marshallese to Christianity, and they were successful. After accepting Christian beliefs, the Marshallese had to change such things as how they dressed, how they danced and sang, how many husbands or wives they married, and what holidays they celebrated. They were also asked to stop using magic and traditional medicines. The missionaries tried to stop warfare between clans and islands. The Marshallese became known as friendly people, rather than fierce warriors. The missionaries taught that alcohol and tobacco were evil. Some traders who used alcohol for trade disagreed with the missionaries. In addition to bringing Christian beliefs, the missionaries started the first school system on the islands. They also trained Marshallese people to be missionary teachers. This meant that much missionary work could be done by local people.



GOVERNMENT



ECONOMY

- Ship captains sell Marshallese men to work in Peru, Central America, Australia, Fiji, and Samoa. Women are sold as mistresses to plantation managers in Fiji, Australia, and Samoa. (c.1860–1880)
- German Adolf Capelle sets up a trading station on *Epoon*. Imported goods (cloth, tobacco, dishes, ironware) are traded to Marshallese for copra and coconut oil. (c.1860)
- Anton de Brum, a Portuguese seaman, becomes Capelle's partner. They set up copra trading stations on several atolls. (c.1865)
- Theodor Weber of Godeffroy & Son discovers that well-dried copra can be shipped to European ports without spoiling. (c.1868)
- Capelle and de Brum move their company headquarters from *Epoon* to *Jālwōj*. (c.1873)



CULTURE

- A missionary describes in a letter how eager the people of *Epoon* are to learn to read and write. Children practice writing their names in the sand. (1860)
- As Marshallese people become Christians, they begin burying their dead on land instead of in the ocean. (1860s)
- The church established by the American missionaries on *Epoon* receives ten Marshallese as its first official members. (1863)



GEOGRAPHY

Atoll or Island	Approximate Number of Islets	Approximate Lagoon Area (Square Miles)	Approximate Land Area (Square Miles)
<i>Mājeej</i>	—	—	.7
<i>Jemq</i>	—	—	.1
<i>Likiep</i>	64	163.7	4
<i>Wōjjā</i>	72	241.1	3.2
<i>Ādkup</i>	14	88.9	.6
<i>MaJoe/ap</i>	71	375.6	3.8

Early Contact: Traders

Traders are people who buy and sell things for profit. European traders came to the Marshalls to buy and sell things. At first no money was used. Instead the Marshallese would trade such native products as *bêche-de-mer* (sea slug), turtle shells, and coconuts for such goods as nails, guns, tobacco, knives, or metal fishhooks. Early traders generally went to China with Pacific Island goods to trade for such things as teas, silks, and spices. They would take these Chinese goods back to their own countries and receive money for them. Traders were interested in making money. Some trading took place in the Marshalls in the 1700s, but it was not until the 1800s that trading became common. The main trade item was copra.

- When Kaibōke dies, Kabua becomes chief and marries Kaibōke's widow. (1870)
- Loeak and Kabua fight about who should be *Iroojlaplap*. Loeak chases Kabua from *Epoon*. (1876)
- Chief Kabua signs a treaty that allows the Germans free use of the harbor in *Jālwōj* and the right to set up a coaling station there. (1878)

- Godeffroy & Son opens trading stations on five Marshallese islands; its main office is in *Jālwōj*. (1873)
- German Eduard Hensheim starts a trading company for copra in the Marshalls, with headquarters in *Jālwōj*. (c.1874)
- The copra price rises from the original one cent per pound to two cents per pound. (1876)

- Kaibōke dies of typhoid fever. (1863)
- Mission schools open on *Jālwōj* and *Naṃdik*. (c.1864)
- Two Marshallese Christians from *Epoon* become the first native teachers and missionaries to *Jālwōj* and *Naṃdik*. (1866)
- Mission schools open for the first time in *Mile* and *Mājro*. (1869)

- Cousins Lijiwirak and Lekman fight a long war over who should be *Irooj* on *Arṇo*. When the war ends, *Arṇo* is divided between them. (1878–1884)
- Cousins Jebrik and Rime fight a war over who should be *Irooj* of *Mājro*. The English help create a peace agreement in which Jebrik and Rime divide *Mājro* and share authority. (c.1879–1883)

- Capelle and de Brum trade \$1,250 worth of goods, such as tobacco and liquor, with the *Irooj* to obtain *Likiep* so they can start a coconut plantation. (1877)
- The German company *Deutsche Handels- und Plantagen-Gesellschaft* (DHPG) takes over Godeffroy & Son. (1879)
- *Jālwōj* becomes the busiest port in Micronesia. (c.1880)
- Capelle sells most of his company to DHPG. He keeps *Likiep*. (1883)

- A school, much like an American high school, opens on *Epoon* to provide education to Marshallese who plan to be missionaries. (1869)
- The first seven islands to become Christian are *Epoon*, *Naṃdik*, *Jālwōj*, *Mile*, *Mājro*, *Arṇo*, and *Maḷoeḷap*, with a total of 200 converts. (1875)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Families of German traders live in *Jālwōj* in European-style houses with hedges, flower gardens, and even cows in the backyards. (1880)
- The United States wins the Spanish-American War and claims the Philippines and Guam. (1898)
- Germany buys the Carolines and Marianas from Spain for \$4.5 million. (1899)



GOVERNMENT

- Loeak goes to *Jālwōj* from *Epoon* to challenge Kabua in battle. After a bloodless fight, Loeak returns to *Epoon*. (1880)
- The German government claims the Marshalls as a protectorate. *Jālwōj* is the administrative center. (1885)
- The German government administrator stops the sale of Marshallese land to all foreigners except the *Jālwōj Gesellschaft*. (1887)



ECONOMY

- Hensheim and DHPG form a joint-stock company, *Jālwōj Gesellschaft*. (1887)
- *Jālwōj Gesellschaft* operates trading stations on *Jālwōj*, *Naṃdik*, *Epoon*, *Mile*, *Mājro*, *Aelōñlaplap*, *Kōle*, *Aur*, *Maļoeļap*, *Ellep*, *Kuwajleen*, *Wūjae*, *Lae*, *Likiep*, *Aelok*, *Mājeej*, *Roñlap*, and *Wūjlañ*. (1898)



CULTURE

- Native Marshallese people continue much of the Protestant missionary work when American missionaries leave the Marshalls because of poor health. (c.1877)
- The training school for Marshallese teachers and pastors moves from *Epoon* to Kosrae. (1879)
- The Reverend Carl Heine arrives in *Jālwōj* as a missionary. (1890)
- German Catholic missionaries arrive in the Marshalls. (c.1890)

- The *Jālwōj Gesellschaft* accepts responsibility from Germany for running the German government in the Marshalls. (c.1888)
- The German government gives the *Jālwōj Gesellschaft* the right to tax foreign ships that enter Marshallese waters. (1888)
- The German government passes a law that requires the Marshallese to plant coconuts and to report how many they plant each year. (1894)

- The influence of the missionaries and the Germans begins to end wars among chiefs. (1890s)
- German experts who study customs and lifestyles begin writing about Marshallese culture. (c.1895)

- Germans require chiefs to pay a copra tax each year. (c.1894)

German Period: Economic Development

About 1860, Adolf Capelle opened the first copra trading station in *Epoon*. This was the beginning of a period of economic development in the Marshalls, led mainly by German traders. The Germans paid the Marshallese people to plant coconut trees in rows on their *wāto* and to dry and store copra. The money used was the German *mark*. Receiving money for copra meant that the Marshallese could buy clothes and iron tools. German trading companies were so active in the Marshalls that Chief Kabua signed a treaty giving Germany exclusive use of *Jālwōj* harbor. Then in 1885, Germany claimed the Marshall Islands. The German government took control, but allowed a German trading company, *Jālwōj Gesellschaft*, to administer the area; in the early 1900s the German government took over direct administration. Germans were concerned with making money, not with changing the life of the Marshallese people. Even so, the introduction of money into the economy did change life in the Marshall Islands.

- An influenza epidemic strikes *Jālwōj*. (1904)
- More than 200 people are killed in a typhoon that hits *Jālwōj*, *Arņo*, *Mājro*, and *Mile*. (1905)
- World War I begins in Europe. (1914)
- Japan takes the Marshalls from the Germans during World War I. The Germans give up without a struggle. (1914)

- The German government takes over administration of the Marshalls from the *Jālwōj Gesellschaft*. (1906)
- Japan establishes its governmental headquarters in *Jālwōj*. The Japanese navy is the administering authority in the Marshalls. (1914)
- The League of Nations makes Micronesia a mandated territory of Japan. Japanese headquarters for the Marshalls remain in *Jālwōj*. (1920)

- The *Jālwōj Gesellschaft* operates ships that visit each atoll about three times a year to collect copra and deliver goods and mail. (1901)
- A typhoon destroys coconut trees and reduces copra production for many years on *Jālwōj*, *Arņo*, *Mājro*, and *Mile*. (1905)
- The Japanese start fisheries on *Jālwōj* that export smoked fish, turtle shell, mother-of-pearl, and black pearl oysters to China and Japan. (c.1920)

- Protestant mission schools teach elementary students reading, writing, and arithmetic in Marshallese. By 1905, there are 32 schools on 20 atolls. (1905)
- Two Catholic mission schools on *Jālwōj* and *Likiep* teach only the children of Europeans and Marshallese chiefs. The schools teach reading, speaking, and writing in German, as well as arithmetic, singing, and Bible history. (1905)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- A typhoon destroys *Mājro*. The Japanese build a monument in *Mājro* to commemorate this disaster. (1918)
- The Japanese build Buddhist temples and Shinto shrines, geisha houses, and public baths on *Jālwōj*, *Wōjjā*, *Kuwajleen*, *Mile*, *Ānewātak* and *Maļoeļap*. These places are for Japanese settlers. (c.1918–1935)
- The Japanese build roads, harbors, and cement water systems as they work to develop the Marshalls. (starting in the 1920s)



GOVERNMENT

- Japan pulls out of the League of Nations and claims absolute sovereignty over the Marshalls. (1935)
- The Japanese close trading stores, send civilians back to Japan, and bring thousands of soldiers to the Marshall Islands. (c.1939)



ECONOMY

- Two Japanese trading companies control most economic activity: *Nanyo Boeki Kaisha* and *Nanyo Kohatsu Kaisha*. (c.1920)
- The Japanese take over the copra industry from the Germans, replacing *Jālwōj Gesellschaft* with *Nanyo Boeki Kaisha*. (c.1921)
- Copra is the leading export from the Marshalls. (1936)



CULTURE

- The Japanese introduce rice, tinned meat, and noodles to the Marshalls. (1914)
- The Japanese open primary schools for the first through third grades. Subjects are taught in Japanese. (starting in the 1920s)
- The Japanese open a school on *Jālwōj* that offers advanced classes for students who have completed primary school. Subjects are taught in Japanese. (c.1928)
- Some students go to a vocational school in Koror, Palau, to learn job skills. (c.1930)

Japanese Period: From World War to World War

The Japanese took control of the Marshall Islands during World War I and lost control following World War II. When Japan first entered the Marshalls, Japanese shopkeepers and settlers continued economic development, particularly during the 1920s. With headquarters in *Jālwōj*, they took over copra trading from the Germans and started fisheries on some of the atolls. They also opened schools, built roads, and tried to improve the life of the people. In the 1930s, the Japanese military took government control and began preparing for war with the United States. They built military facilities on several atolls and began to mistreat the Marshallese people. During World War II, major battles were fought on *Kuwajleen* and *Ānewātak*, and thousands of Japanese soldiers died. It is not known how many Marshallese died. When the Americans won, they sent all the Japanese away from the Marshalls.

- Gospel Day is celebrated for the first time in the Marshalls. (1932)
- Bread and tinned meat are regular items in the diet. Clothing is made mostly from foreign cloth. Imported lumber and roofing materials are used in construction. Metal tools and utensils have replaced wood, shell, and fiber. (1934)

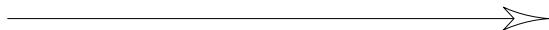
- Ships visit the outer islands on a regular schedule. (1920s)
- The Japanese military begins building airstrips, power plants, and bunkers on *Jālwōj*, *Mile*, *Wōjjā*, *Maļoeļap*, *Kuwajleen*, and *Ānewātak*. (c.1936)
- World War II begins in Europe. (1939)
- The Japanese military moves the Marshallese from *Jarej* to *Mājro* so an airport can be built at *Jarej*. (1939)



- The total Japanese population in the Marianas, Carolines, and Marshalls grows to more than 70,000. The Micronesian population is 50,000. (1940)
- The United States takes *Mājro* from Japan in World War II with little fighting. The Americans build military facilities on *Mājro*. (1944)
- After heavy fighting, Americans take *Kuwajleen* from Japan. About 8,000 Japanese and 300 Americans die. Marshallese deaths are unknown. (1944)



- Japan changes the civilian administration of the Micronesian territory to a military government. (1943)
- The United States Navy takes command of Micronesia, including the Marshall Islands. (1944)
- Twenty-four Marshallese communities establish local governments under American military supervision. (1945)



- About 30 stores throughout the Marshalls open under American military supervision. (1944)
- Americans recruit Marshallese to clean up *Kuwajleen* after the battle there and also to build an American military base. (1944)
- The United States Commercial Company (USCC) takes over supervision of the atoll stores and begins to change them into cooperative businesses, owned and operated by the Marshallese. (1945)
- Families of Marshallese workers building the American military base live in a labor camp on *Kuwajleen* islet. (1944)
- The United States Navy provides food, clothing, and shelter to *Ānewātak* people after the battle on *Ānewātak*. (1945)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- United States forces take the Japanese stronghold on *Ānewātak*. In pre-invasion fighting, some Marshallese are killed. (1944)
- Because Americans sink their supply ships, Japanese soldiers starve on *Wōjjā*, *Mile*, *Maļoeļap*, and *Jālwōj*. The atolls are also bombed heavily. (1944–1945)
- Americans build military base facilities on *Ānewātak* to carry on the war. (1945)
- Japan signs the document of surrender ending World War II. (1945)



GOVERNMENT

- The Marshall Islands become part of the United Nations Strategic Trust Territory under the administering authority of the United States. The Trust Territory of the Pacific Islands (TTPI) includes six districts: the Marshalls, Chuuk, Pohnpei, Yap, Palau, and the Marianas. District headquarters for the Marshalls are in *Mājro*. (1947)



ECONOMY

- USCC conducts an economic survey of Micronesia. The survey team thinks that the copra industry can be brought back in the Marshalls if trees destroyed during the war are replanted. (1946)
- USCC publishes *The Economic Organization of the Marshall Islanders*, a report written by Dr. Leonard E. Mason based on the economic survey. (1947)



CULTURE

- *Roñļap* people take fish and other food to the *Pikinnians* on *Roñdik* by outrigger canoe. (1946)
- The United States Navy sets up the first teacher training school in *Kuwajleen*. (1946)
- *Jarej* and *Mājro* also become known as Rita and Laura, which are the names of the wives of two navy officials. (1949)

- The United Nations Charter is created. (1945)
- The Japanese are sent back to Japan by the Americans. (1945)
- The United States selects *Pikinni* (population: 167) for atomic bomb testing in Operation Crossroads. (1946)
- The United States obtains consent from the leader of *Pikinni* to conduct Operation Crossroads. *Pikinnians* are moved to uninhabited *Roñdik*. (1946)

The Trusteeship

After World War II, all the islands of Micronesia—except Guam, Nauru, and the Gilbert Islands—became part of the United Nations Strategic Trust Territory of the Pacific Islands (TTPI). The words “Strategic Trust” reflect the military importance of the area to the United States. The United States was also given the responsibility of helping the TTPI countries form their own democratic governments and develop economically. The period after World War II saw many modern advances around the world. Generally, the United States was the leader of such advances. This meant that many new ideas and ways of living were introduced to the Marshall Islands, although not as quickly as to other parts of the world because the Marshalls’ location made them more difficult to reach.

- *Pikinnians* ask to return home because of poor resources on *Roñdik*, such as low-quality coconuts, bad well water, and poisonous fish. They are not allowed to return. (1946)
- *Ānewātak* people are temporarily moved to *Kuwajleen* and *Roñlap* during Operation Crossroads. *Roñlap* people are moved to *Lae*. (1946)
- The first atomic bomb test occurs on *Pikinni* in July. *Pikinnians* continue to ask to return home. (1946)
- TTPI establishes atoll councils consisting of a magistrate as presiding officer, the chief, the district headman, *aļaps*, and scribes. (1948)
- The Marshall Islands District Charter is written. The charter establishes a Congress to act as an advisory body to the American administration. (1949)

- Marshallese people whom the Japanese moved from *Jarej* in 1939 are permitted to return to *Jarej*. (1947)
- A fire destroys 30 percent of the coconut trees on *Roñdik*, making life for the *Pikinnians* there even more difficult. (1947)
- The United States announces that *Ānewātak* will be used for a second series of atomic tests, Operation Sandstone. The 145 *Ānewātak* people are moved to uninhabited *Wūjlañ*. (1947)



HISTORY



GOVERNMENT



ECONOMY



CULTURE

**GEOGRAPHY**

Atoll or Island	Approximate Number of Islets	Approximate Lagoon Area (Square Miles)	Approximate Land Area (Square Miles)
<i>Aur</i>	42	92.6	2.2
<i>Mājro</i>	57	113.9	3.5
<i>Argo</i>	83	130.8	5
<i>Mile and Nadikdik</i>	102	294.7	6.2



HISTORY

- Dr. Leonard Mason arrives on *Roñdik* to assess the *Pikinnians* situation. Conditions are critical. The *Pikinnians* are moved to a temporary camp in *Kuwajleen*. (1948)
- Operation Sandstone on *Ānewātak* begins with three atomic blasts in April and May. (1948)
- *Pikinnians* vote on whether to move to *Kōle* or *Wōjjā*. They move to *Kōle*. (1948)



GOVERNMENT

Nuclear Testing

After World War II, the United States was working on improving atomic weapons. As part of this development, the United States wanted to test new bombs. *Pikinni* and *Ānewātak* were chosen as test sites because they were far from the United States and difficult for other countries to spy on. The Marshallese people were moved from these atolls, and the tests were conducted during the late 1940s and the early 1950s. Fallout from the tests affected people on several other atolls, including *Roñap* and *Utrāk*. More people had to be moved from their homes. There have been many other bad effects of the tests. For example, some islands in *Ānewātak* can never be visited again because of dangerous radiation. This atomic testing and moving people from one island to another, away from their *wāto*, are among the most critical events in the history of the Marshalls.

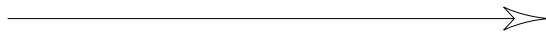


ECONOMY



CULTURE

- Operation Greenhouse begins, including four atomic tests on *Ānewātak* in April and May. (1951)
- Marshallese people in a labor camp on *Kuwajleen* islet are moved to *Epjā* islet. (1951)
- *Pikinnians* experience regular problems in receiving food supplies on *Kōle* because of rough seas and not enough ships. (1951–1953)



- The first meeting of the Marshall Islands Congress (*Nitijeļā*) is held. The *Nitijeļā* has two houses: the House of *Irooj* with 20 chiefs, including three women, and the House of Assembly with 39 representatives. (1950)
- The United States Department of the Interior takes over from the United States Navy as the administrator of the TTPI. (1951)



- Robert Reimers starts his business operations in the Marshalls. (1950)
- The United States Navy in *Kuwajleen* employs 226 Marshallese people. Most live with their families on *Epjā*, where the population is 980. (1954)



- *Epjā* training school opens as the first school on *Epjā*. (1953)

- During the first hydrogen bomb test, Operation Ivy, on *Ānewātak*, the *Ānewātak* people who live on *Wūjlañ* temporarily stay on a U.S. Navy ship. The ship takes them to a point 100 miles farther away from *Ānewātak*. (1952)
- Operation Ivy contaminates *Wūjlañ* with radioactive fallout. A blast from Operation Ivy also completely destroys *Elugelab* islet in *Ānewātak*. (1952)

-
- More than 100 elected and traditional Marshallese leaders petition the United Nations Trusteeship Council to have the United States end atomic testing in the Marshalls. (1954)
 - The United Nations Trusteeship Council continues to support American atomic testing, but asks the United States to add more safety measures and urges the United States to pay the Marshallese for loss of land. (1954)

-
- The *Kuwajleen* Import Trading Company (Kitco) begins operation. (1955)
 - As payment for losing their home atoll, *Ānewātak* people accept the American offer of \$25,000 in cash and a trust fund of \$150,000 with semiannual interest payments at $3\frac{1}{3}$ percent. (1956)

- The Bravo hydrogen bomb test sends radioactive fallout to *Roñlap*, *Utrōk*, and *Roñdik*. Contamination spreads to *Aelōñinae*, *Aelok*, *Pikaar*, *Likiep*, *Tōke*, *Wōtto*, *Jemō*, and *Mājeej*. (1954)
- Marshallese on *Roñlap*, *Aelōñinae*, and *Utrōk* and Americans on *Roñdik* are taken to *Kuwajleen* after being exposed to the fallout from Bravo. (1954)
- *Utrōk* people return home from *Kuwajleen*. (1954)

-
- Marshallese leaders again petition the United Nations Trusteeship Council to have the United States end atomic testing and pay the Marshallese for destroyed land. (1956)

-
- *Pikinnians* agree to allow the U.S. government to continue to use *Pikinni*. In return, *Pikinnians* receive use of *Kōle* and several islets in *Jālwōj*, \$25,000 in cash, and interest payments of about \$15 per person per year. (1956)

-
- *Roñlap* and *Utrōk* people who received fallout from the Bravo test experience severe health symptoms of vomiting, itching skin, nausea, and diarrhea. (1954)
 - *Roñlap* women experience more than twice as many stillbirths and miscarriages as other Marshallese women. (1955–1958)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- *Pikinnians* continue having trouble receiving supplies on *Kōle*. TTPI locates a place on *Jālwōj* where *Pikinnians* can move. Three *Pikinni* families move to *Jālwōj*. (1956)
- Typhoon Lola hits *Kōle*, damaging crops and sinking a supply ship. (1957)
- *Roñlap* people are allowed to return home. (1957)



GOVERNMENT

- The Marshall Islands Import Export Company (MIECO) begins operation. (1957)



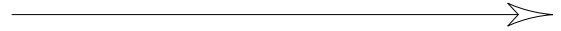
ECONOMY

- American scientists warn *Roñlap* people not to eat coconut crabs because of high radiation levels. (1959)



CULTURE

- *Jālwōj* is struck by Typhoon Ophelia. Sixteen people die, and the *Pikinnians* living on *Jālwōj* lose their homes and have to move back to *Kōle*. (1958)
- The United States stops atomic testing after 23 tests on *Pikinni* and 43 on *Ānewātak*. Each atoll has lost three complete islets. (1958)



GEOGRAPHY

Atoll or Island	Approximate Number of Islets	Approximate Lagoon Area (Square Miles)	Approximate Land Area (Square Miles)
<i>Ānewātak</i>	40	388	2.3
<i>Pikinni</i>	36	229.4	2.3
<i>Roñlap</i>	61	387.8	3.1
<i>Roñdik</i>	17	55.4	.7
<i>Aelōñinae</i>	25	40.9	1.1
<i>Wūjlañ</i>	32	25.5	.7

- *Ruōt im Niṃur* people in *Kuwajleen* are moved to *Ennibur* and *Epjā* to make room for U.S. military facilities. (1960)
- TTPI begins plans for a road from Rita to Laura. (1960)
- The United States Navy moves *Ellep* people to *Epjā*, because *Ellep* is in the testing zone for missiles from California. (1961)
- An American's case of polio starts an epidemic in the northern atolls. Severe paralysis affects 212 people. (1963)

- The Congress of Micronesia is created by an order of U.S. President Lyndon Johnson. The Congress is designed to coordinate TTPI activities. A two-house legislature is made up of elected representatives from each of the six trusteeship districts. (1965)
- Dwight Heine of the Marshall Islands becomes the first Micronesian to be a district administrator of a TTPI district. (1965)

- The United States government signs a 99-year lease with landowners in *Kuwajleen* for the use of 750 acres of land. Payment for the lease is \$750,000. (1964)
- Employment of Marshallese people on *Kuwajleen* rises to 663. The population on *Epjā* grows to 3,500. (1965)
- Mary Lanwi organizes the handicraft cooperative. (1965)

- The first bilingual newspaper, the *Marshall Islands Observer*, is published by the Department of Education. (1960)
- WSZO begins broadcasting as the first radio station in the Marshalls. (1962)
- Marshall Islands High School opens, becoming the first high school in the Marshalls. (1963)
- Marshall Islands High School graduates its first high school class—16 boys and 1 girl. (1965)

- U.S. President John F. Kennedy tells the American government to do more to assist the Marshallese people. (1963)
- Command of the base at *Kuwajleen* changes from the United States Navy to the United States Army. (1964)
- Marshallese people from 13 islets in the center of *Kuwajleen* are moved to *Epjā*, because the missile testing zone changes from *Ellep* to *Kuwajleen* lagoon. (1965)

- *Wūjlañ* leaders petition the United Nations Trusteeship Council to help them set a time for returning *Ānewātak* to their people. (1966)
- The TTPI High Commissioner sets up a Rehabilitation Committee to assist with the crisis on *Wūjlañ*. (1967)

- Continental Air Micronesia begins service to the Marshalls. (1968)

- *Ānewātak* people thank the members of an *Epjā* Protestant church and the *Roñlap* people for sending them clothing during the crisis on *Wūjlañ*. (1967)
- The United States begins a food distribution program for *Pikinnians* on *Kōle*. (1969)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Because the missile testing zone is now in *Kuwajleen* lagoon, the *Ellep* people return home. (1966)
- The first Peace Corps volunteers arrive in the Marshalls. (1966)
- *Ānewātak* people on *Wūjlañ* experience severe problems, such as inadequate food supply, lack of materials for repairs, and rats destroying the copra. (1967)



GOVERNMENT

- The Future Political Status Commission, with members from all TTPI districts, is established to begin discussing how the government should operate in Micronesia when the trusteeship ends. (1967)



ECONOMY

- The road from Rita to the airport on *Mājro* is paved. (1972)
- Some *Pikinni* families return to *Pikinni*. (1972)
- *Runit* islet in *Ānewātak* is quarantined after 18 atomic tests. People cannot safely live on *Runit* for 240,000 years. (1973)

- Carmen Bigler of the Marshall Islands is the only woman ever elected to the Congress of Micronesia. (1973)
- The *Nitijeļā* asks the United States to enter into direct status talks with the Marshall Islands, apart from the Congress of Micronesia. (1974)



CULTURE

- The first telephone system is set up on *Mājro*. (1969)
- The Micronesian Occupational College (MOC) opens in Koror, Palau, as a vocational school to train young Micronesians for skilled labor jobs. (1969)

- *Mājro* International Airport opens. (1972)
- About 800 Marshallese work on *Kuwajleen*. The population of *Epjā* is about 5,260. (1973)
- The Marshall Islands is the largest copra producing exporter in Micronesia. (1973)

- *Alele* Museum is granted its charter and becomes incorporated. (1970)
- Many different religious groups send missionaries to the Marshalls, including the Seventh-Day Adventists, the Baptists, the Mormons, and the Jehovah's Witnesses. (1970s)
- Cable television is introduced to the Marshalls. (1974)
- Construction is completed on the *Alele* Museum. (1974)

- An outbreak of flu on *Epjā*, followed by many cases of spinal meningitis, leaves 12 people dead and two children with permanent brain damage. (1975)
- Two political parties form, based on different ideas about the future political status of the Marshall Islands. (1976)
- Americans test coconuts and other food crops on *Pikinni* and find them to be contaminated. Some *Pikinnians* move back to *Kōle*, while others go to *Ejit* islet on *Mājro*. (1978)

- A Micronesian constitutional convention is held in Saipan. (1975)
- A vote is held in all the TTPI districts. Its purpose is to decide whether to ratify a constitution that would unite the districts of the TTPI into the Federated States of Micronesia (FSM). The Marshall Islands and Palau vote against the FSM constitution. (1978)

- Nearly 1,000 Marshallese work on *Kuwajleen* at service and maintenance jobs: as office workers, equipment operators, taxi drivers, gardeners, cooks, and so forth. (1976)
- *Tōbolāār*, a copra processing plant, begins operating on *Mājro*. (1978)

- Ambassador Carl Laan Heine becomes the first Marshallese author when his book *Micronesia at the Crossroads* is published. (1974)

- High waves hit *Mājro* twice, leaving many people homeless. (1979)

- Forty-eight delegates meet in a constitutional convention to write the supreme law of the land, the Constitution of the Marshall Islands. (1979)
- Citizens of the Marshall Islands vote to ratify the Constitution. The Constitution calls for *Imōn Irooj* (Council of *Irooj*) and the *Nitijeļā* (legislature). The president is selected from the membership of the *Nitijeļā*. (1979)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



GEOGRAPHY

Atoll or Island	Approximate Number of Islets	Approximate Lagoon Area (Square Miles)	Approximate Land Area (Square Miles)
<i>Wōtto</i>	13	36.7	1.7
<i>Kuwajleen</i>	97	839.3	6.3
<i>Wūjae</i>	14	71.8	.7
<i>Lae</i>	17	6.8	.6
<i>Ellep</i>	—	—	.4
<i>Naṛo</i>	51	153.5	2.4



HISTORY

- Emlain Kabua becomes first lady of the Marshall Islands. (1979)
- About 500 *Ānewātak* people return home from *Wūjlañ* after the U.S. government cleans up *Ānewātak*. (1980)
- A severe drought occurs in the Marshalls that leads to a food shortage, dried-up copra, and malnutrition. (1980)
- About 100 *Ānewātak* people return to *Wūjlañ* after living on *Ānewātak* for about six months. They say that *Ānewātak* lacks coconuts and fruit and that they are afraid of radiation. (1981)



GOVERNMENT

- The first elections under the new constitutional government are held. Citizens elect 33 members of the *Nitijeļā*. The members of the *Nitijeļā* take office and select Atlan Anien as their first speaker and Amata Kabua as the first president of the Marshall Islands. (1979)
- Evelyn Konou of *Jālwōj* is the first woman elected to the *Nitijeļā*. (1979)
- The *Nitijeļā* officially establishes local governments on each atoll under the Constitution. (1979)
- The Operation Homecoming protest is ended when the Marshallese government forces landowners to return to *Epjā*. In return, the United States agrees to reduce the amount of time that *Kuwajleen* will be used for missile testing. (1982)
- The *Nitijeļā* establishes the Marshall Islands Language Commission to preserve the Marshallese language. (1982)



ECONOMY

Separation of Micronesia

In the mid-1960s, the United States created the Congress of Micronesia. It had elected representatives from the TTPI countries and was designed to help the countries work together and to encourage the democratic process. The Congress of Micronesia met regularly for about ten years. Eventually, however, cultural and language differences and the great distances between TTPI countries led the different countries to seek separate political status. In the vote in 1978 that created the Federated States of Micronesia (FSM), Marshall Islands citizens decided not to join the FSM. Instead, the Marshallese decided to write their own constitution.



CULTURE

- The new dock opens in *Mājro*. (1980)
- The Airline of the Marshall Islands (AMI) begins operation, serving eight locations: *Ānewātak*, *Pikinni*, *Kuwajleen*, *Mile*, *Likiep*, *Maļoeļap*, *Wōjjā*, and *Mājro*. (1980)
- In response to Operation Homecoming, the United States Army prohibits some *Epjā* workers from going to work on *Kuwajleen*. Marshallese are also prohibited from using the bank on *Kuwajleen*. (1982)
- Amata Kabua becomes *Irooļlapļap*. (1980)
- Living conditions on *Epjā* at the time of Operation Homecoming are poor: for example, there are no sewers and no high schools. (1982)
- Part of the agreement that ends Operation Homecoming provides funds for a program on *Epjā* to improve living conditions. (1982)
- Kennar Briand becomes first Marshallese medical doctor, graduating from the University of Papua New Guinea. (1982)

- In Operation Homecoming, Marshallese people who were moved from their land on *Kuwajleen* by the American military return to their homes and camp out for four months. They are protesting United States use of their land. (1982)
- The United States Department of Defense prevents any press coverage of Operation Homecoming and cuts off water to the campsites of the Marshallese protesters. (1982)

- Voters elect members of the *Nitijeļā* in the second national election. *Nitijeļā* again selects Amata Kabua as president. (1983)
- *Nitijeļā* ratifies the Compact of Free Association, the treaty that governs relations between the United States and the Marshalls until the year 2001. (1983)
- Citizens vote 58 percent in favor of the Compact of Free Association. (1983)
- President Amata Kabua proclaims the Republic of the Marshall Islands. (1984)
- A new power plant begins operating on *Mājro*. (1982)
- The Bank of Guam opens a branch on *Epjā*. (1983)
- The Marshallese government begins to make and sell postage stamps and commemorative coins as a way to raise money. (1984)

- Rosalie Aten Konou is the first Marshallese woman to become a lawyer. She is also the first woman to practice law in Micronesia. (1983)
- A satellite communications station is installed that gives the Marshallese clear nonmilitary telephone service to the rest of the world. (1983)
- The College of Micronesia, *Mājro* campus, is established; Hilda Heine Jetnil is its first president. (1985)

Constitutional Government: Emerging Democracy

After the Marshall Islands decided not to join the FSM, a constitutional convention was held to write the first Marshall Islands constitution. The citizens voted to ratify the Constitution in 1979. Later that year an election was held to choose the first members of the *Nitijeļā*. Although the Marshalls had their own Constitution, they remained a part of the TTPI until 1986, when the Compact of Free Association with the United States was signed and approved by all parties. Today the Republic of the Marshall Islands is a sovereign nation and a member of the United Nations. Marshallese citizens have many decisions to make about the country's development and role in the world. What the timeline of the future will look like depends on plans and decisions that are made today.

- WUTAMI (Women United Together in the Marshall Islands) is established as a women's interest group. (1987)
- Norplant is introduced as a method of birth control. (1989)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- United States returns six islets in *Kuwajleen* to their owners as part of an agreement after Operation Homecoming. (1983)
- Because of the fear of radioactive contamination on *Roñlap*, the Greenpeace ship *Rainbow Warrior* moves the *Roñlap* people to a new home on *Mejatto* in *Kuwajleen*. (1985)
- The new *Mājro* hospital opens. (1986)



GOVERNMENT

- Maryann Joktok Ruben is elected the first woman mayor in the Marshalls. She heads the *Epoon* local government. (1985)
- *Nitijeļā* sets the minimum wage in the Marshalls at \$1.50 per hour. (1985)
- After approval by the Congress of the United States, President Ronald Reagan signs the Compact of Free Association into law. (1986)

- Wilfred Kendall becomes the first Representative of the Republic of the Marshall Islands to the United States. (1986)
- The Marshall Islands Environmental Protection Authority is established. (1987)
- Voters elect members of the *Nitijeļā* in the third national election. *Nitijeļā* again selects Amata Kabua as president. (1987)
- The first embassy of the Republic of the Marshall Islands is established in Suva, Fiji. (1988)



ECONOMY

- Robert Reimers Enterprises opens a hotel and store on the landfill in *Mājro*. (1987)
- A power plant and fresh water plant open in *Epjā*. (1987)
- The Pacific Forum Line starts shipping services from the South Pacific to the Marshall Islands. (1989)
- The first Marshallese commercial fishing vessel, *Koraale*, is christened in *Mājro*. (1989)

- The Marshall Islands Development Bank opens. Funds for the bank are provided under the terms of the Compact of Free Association. (1989)



CULTURE



GEOGRAPHY

Atoll or Island	Approximate Number of Islets	Approximate Lagoon Area (Square Miles)	Approximate Land Area (Square Miles)
<i>Jebat</i>	—	—	.2
<i>Aelōñlaplap</i>	52	289.7	5.7
<i>Jālwōj</i>	84	266.3	4.4
<i>Kōle</i>	—	—	.4
<i>Naṃdik</i>	2	3.3	1.1
<i>Epoon</i>	22	40.1	2.2

- United Nations Security Council terminates trusteeship status for the Marshall Islands. (1990)
- The first case of AIDS is identified in the Marshall Islands. (1993)

- Delegates meet in second constitutional convention. (1990)
- The RMI joins the United Nations. Wilfred Kendall is the first ambassador to the United Nations. (1991)
- Voters elect members of the *Nitijeļā* in the fourth national election. *Nitijeļā* again selects Amata Kabua as president. (1991)
- Republic of the Marshall Islands and People's Republic of China establish diplomatic relations. (1991)

- A DC-8 plane is added to the fleet of the Airline of the Marshall Islands (AMI), allowing AMI to offer flights to Honolulu, Hawaii. (1990)
- The Republic of the Marshall Islands joins the Asian Development Bank. (1991)
- The Republic of the Marshall Islands joins the World Bank. (1992)
- The Marshall Islands begins selling citizenship/passports to foreigners. (1992)

- Maryann Joktok Ruben becomes the first woman school principal in the public school system of the Marshall Islands. (1990)
- *Mājro* Middle School becomes the first middle school in the Marshalls. The student population is made up of eighth graders who transfer from four *Mājro* elementary schools. (1992)
- The College of the Marshall Islands (CMI) becomes independent from the Community College of Micronesia. (1993)

- *Iroojlaplap* Kabua Kabua of the *Rālik* Chain passes away. (1994)
- The Marshall Islands hosts the Pacific Asian Forum for the first time. (1994)

- *Nitijeļā* sets the price of copra at \$.25 per pound in the outer islands and at \$.50 per pound on *Mājro*. (1992)
- Carl Heine is appointed ambassador to the United Nations. (1992)
- Ambassadors are assigned to foreign countries: Lawrence Edwards to China; Kinja Andrike to Japan; Tibdrikdrik Samuel to Fiji and other Pacific Islands; and Wilfred Kendall to the United States. Oscar de Brum is the ambassador-at-large. (1992)

- The Republic of the Marshall Islands joins the International Monetary Fund. (1992)
- AMI reaches all of the atolls and islands of the Marshalls on which planes can land. (1993)
- Mobil Oil Company opens a station on *Jālwōj*. (1993)

- *Kuwajleen* returns to the same time zone as the rest of the Marshall Islands. (1993)
- *Epjā's* first local radio station, KR 91.5FM, begins operation. (1994)
- Wilfred Alik becomes the first Marshallese to obtain his medical degree from a U.S. medical school. (1994)
- Cellular phones are used for the first time in the Marshalls. (1994)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- First president, Amata Kabua, passes away. (1996)
- RMI hosts the 27th South Pacific Forum. (1996)

- Robert Reimers, founder of Robert Reimers Enterprises, passes away. (1998)
- El Nino weather conditions cause extended drought in RMI. (1998)



GOVERNMENT

- Evelyn Konou becomes the first woman cabinet minister in the *Nitijeḷā* when she is appointed the Minister of Health Services. (1993)
- The Republic of the Marshall Islands opens its first government-sponsored legal aid office. (1993)
- Marshallese citizens from around the world celebrate the opening of the national Capitol Complex. (1993)

- Delegates at the third constitutional convention propose amendments to the Constitution. (1994)
- President Kabua establishes the National Commission for Production and Maintenance of Global Health, Environment, and Peace and Security. (1994)
- The Marshall Islands holds a referendum on the proposed amendments to the Constitution. (1995)



ECONOMY

- Management of the power plant on *Jālwōj* is taken over by a private company, Marshalls Energy Company. (1994)
- Construction begins in *Mājro* for the first garment factory in the Marshall Islands. (1994)
- The government contracts with a Chinese company, Ting Hong, to manage fishing operations in the Marshalls. (1995)
- High-tech \$16 million Saab 2000 jet arrives. (1995)

- Outrigger Marshall Islands Resort with 150 rooms opens in *Mājro*. (1996)
- The Republic of the Marshall Islands stops the selling of passports. (1996)
- The first group from the Republic of China holding RMI passports arrives in *Mājro*. (1997)



CULTURE

- Distance learning is introduced to the Marshalls at the College of the Marshall Islands. This means that students take classes using satellite television. (1994)
- The hospital on *Epjā* moves to a new location. (1995)

- *Pikinni* Council opens *Pikinni* and submersed nuclear fleet to scuba divers. (1996)
- Internet service becomes available in the RMI. (1997)
- Outrigger Marshall Islands Resort sponsors first canoe racing event. (1997)

- The first government employees strike is held by the Ministry of Health and Environment workers. (1999)
- National census shows an RMI population of 50,840. Population growth rate drops to 1.5 percent annually since 1988. (1999)

- Imata Kabua becomes the second person to hold the office of president. (1997)
- RMI establishes diplomatic relations with Canada. (1997)
- Amatlain Kabua becomes the first woman appointed ambassador. (1998)
- RMI government files suit against the American Tobacco Industry. (1998)

- Marshall Islands Visitors Authority (MIVA) is established. (1997)
- South Korean purse-seiners buy licenses to fish and have access to transship tuna in RMI water. (1998)
- Aloha Airline flies to *Mājro* and *Kuwajleen* via Johnston Island once a week. (1999)

- The Northern High School in *Wōjjā* opens to serve the northern islands' students. (1998)
- *Rōnlāp* begins first phase of U.S.-funded clean-up and rehabilitation program. (1998)

- Republic of the Marshall Islands and Republic of China form diplomatic ties. Ms. Evelyn Konou becomes first ambassador to Taiwan. (1999)
- People's Republic of China ends its diplomatic relationship with the RMI. (1999)
- RMI and U.S. governments begin renegotiations of the economic provisions of the Compact of Free Association. (1999)
- First vote of no confidence loses by one vote in the *Nitijeļā*. (1999)

- New power plant in *Mājro* goes on line. (1999)
- AMI's Saab 2000 jet is sold for less than one-third its original price tag. (1999)
- Japanese-funded \$13 million road project is completed in *Mājro*. (1999)

- The first conference of the Council of Micronesian Chief Executives is held in *Likiep* Atoll. (1999)
- U.S. Federal Emergency Management Agency provides reverse osmosis units for extended feeding programs in *Mājro*, *Kuwajleen*, and *Jālwōj*. (1999)



HISTORY



GOVERNMENT



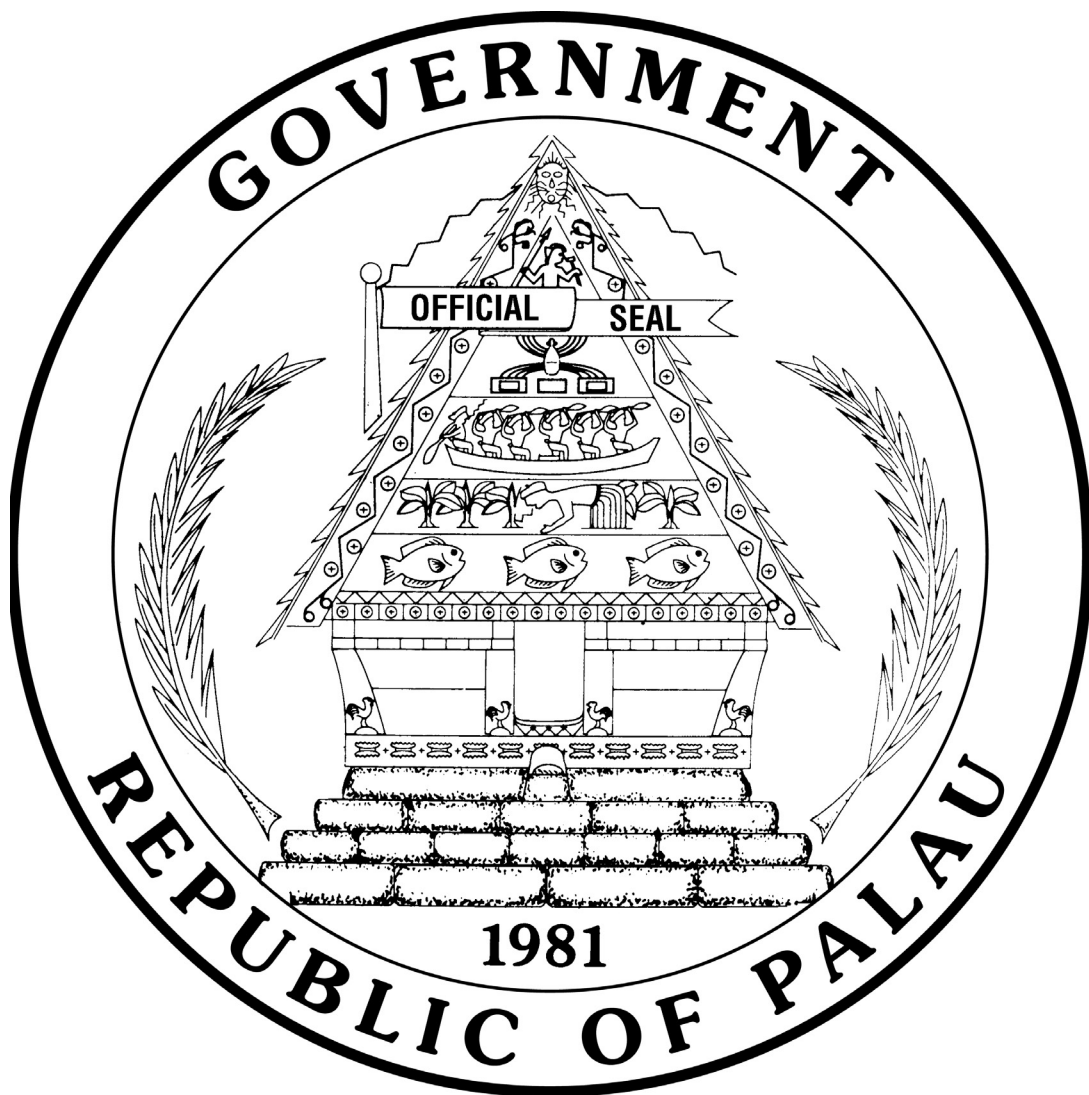
ECONOMY



CULTURE

Chapter 7

Republic of Palau



Acknowledgments

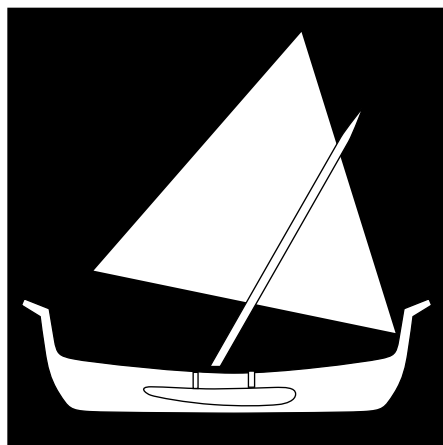
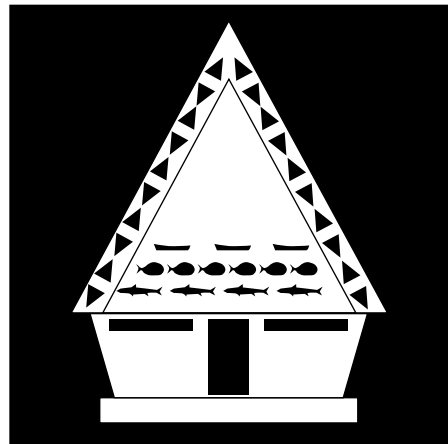
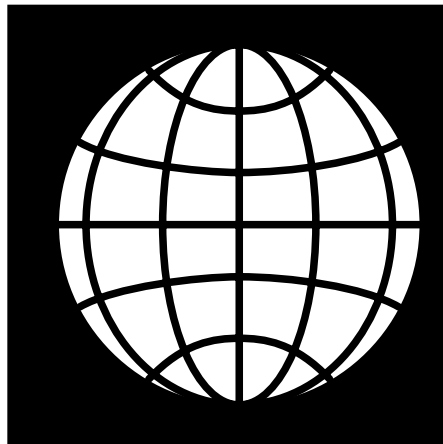
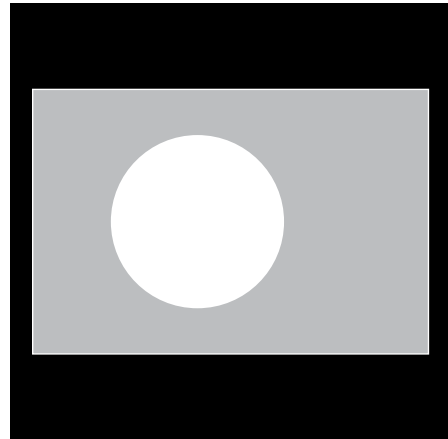
Information for the original Republic of Palau CAAP student materials was gathered by a research team of five educators in 1993. Their names and positions (at the time of their participation) are:

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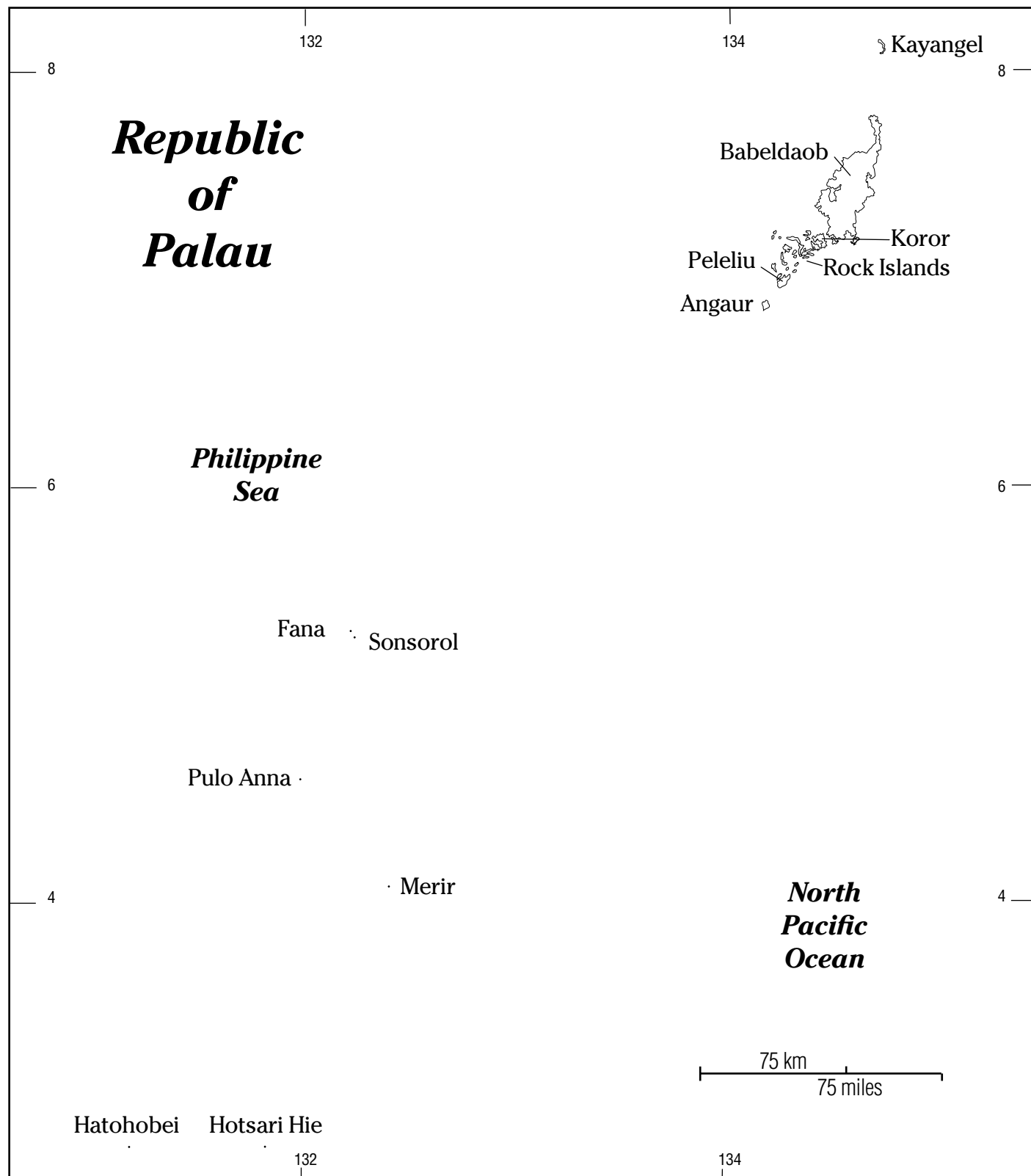
Mr. Tmodrang was the leader of the research team, and development of the materials was supported by Masa-Aki N. Emesiochl, director, Bureau of Curriculum and Instruction.

Joselita Imetuker provided original art to accompany the essays in the Palau CAAP student book, including the illustration that begins the timeline essay, “Palau Before the Europeans.”

Palau CAAP was field tested during the 1993–94 school year, after which the materials were revised and new timeline entries were added to make the book as current as possible for the 1996 edition.



Palau Timeline



Palau Before the Europeans



Palau did not have a written language before the Europeans came to our country. However, information was passed on from generation to generation orally. The oral tradition gives us an idea about what life was like before contact with Europeans. This essay will help you learn about the Palauan way of life during the precontact period.

Palauans' Idea of the Universe

In the past, Palau was thought to be a complete universe. While wise men knew of distant places, the legends told about the islands as a complete, closed universe. People thought the universe ended somewhere beyond the horizon. There was no place else to go. This universe began with Ngeruangel atoll in the north and ended about 120 miles south at the island of Angaur.

Our ancestors believed that the islands were formed from the body of a fallen giant.

Local gods then created the forests and reefs to protect the giant's body, and people came out of the giant's flesh. As time went by, other gods appeared from out of the sea and brought to Palau the knowledge of agriculture, fishing, building, storytelling, the proper way of family life and childbirth, and proper economic and political practices. Palau's way of life was not copied from anywhere else in the world. It was a truly Palauan way of life in a closed, complete universe.

Where Palauans Came From

It is believed that people came to Palau by a series of migrations or movements from Southeast Asia, the Philippines, and Indonesia. Some people probably arrived as early as 1000 B.C. Palau's geographic location made it a first stepping stone into the Pacific from Asia. Numerous groups of people passed through Palau into the Pacific island area.

Our ancestors were some of the best navigators and sailors of the time. This may be one of the reasons we share some of our customs with Indonesian islands. For example, many Palauans enjoy chewing betel nut. We also have language similarities, as well as terraced hillsides like those in Indonesia.

Village Organization

Villages were located near the coast or on a waterway leading to the reefs so that

men could easily get to the ocean for fishing. Often, villages were built in high areas to allow a good view of the ocean and to provide safety in war. On many islands today, large terraced hillsides remain that are no longer used. These are clues that our population was much larger in the past.

People lived in villages that consisted of ten clans just as they do today. The villages were organized matrilineally—through the mother’s line. Villages were the basic social and geographic unit. Each village was independent and was led by the council of chiefs. Under the high chief’s leadership, the village acted as a single unit when dealing with other villages or with outsiders. Villages that were near each other often joined together in a confederation. The high chiefs from each of the villages in a confederation formed another council of chiefs.

Land in villages was divided into public land and clan lands. Public land was controlled by the village council of chiefs. This land included common areas for fishing and timber that could be used by all villagers.

Economy and Everyday Life

Palau’s early economy depended on taro and yam agriculture by women and fishing and hunting by men. People worked every day—there was no weekend as we have today. As women went about their work each day, they trained their daughters on the tasks of women such as farming,

cooking, weaving, and coconut syrup making. Men trained their sons in building, fishing, hunting, and making war.

Some villagers had special skills and spent their time doing such things as building canoes or making pottery. Palauan money was used in exchange for canoes or pottery. There were two different kinds of Palauan money. Men used stone money (*Udoud er Belau*) and women used money made from tortoise shells (*toluk*). In times of war, the winning chief received payment from the losing chief in Palauan money. This money was also important because it served as payment for family events, such as births, marriages, and deaths.

Although the early Palauans had to spend much of their time working, they also engaged in social activities. Telling stories, dancing, and chanting were an important part of early Palauan life. These social activities were interwoven into everyday life. As a result, skills were passed on in a social and cooperative manner.

Clubs

Individuals belonged to village clubs. These clubs (*cheldebechel*) existed in all Palauan villages. Each adult in the village belonged to a particular club according to his or her age. Men belonged to one club (*cheldebechel er a resechal*) and women to another (*cheldebechel er a redil*). The purpose of these clubs was to serve the welfare

of the village and the welfare of the individual club. Men's clubs, for example, provided war parties, police forces, and work crews. Some of the functions of women's clubs were to clean the village paths and prepare food for work crews. Another important role of the clubs was passing skills from the older to the younger generations.

How People Dressed

Palauan men wore *usaker*, or loincloths made from hibiscus bark. Women wore skirts that had front and back panels made from coconut leaves, tea leaves, and hibiscus bark that were dyed in different shades of yellow and orange. Men pierced a hole in their left ears. Women pierced both ears. Money, flowers, or earrings were worn in the ears. Both men and women had tattoos. Tattoos were not just for decoration. The tattoos showed the rank of people—they were signs of status and wealth.

Summary

Palauans had a rich and full way of life before contact with Europeans. They lived using the resources from the land and ocean. Villages were organized in a way to help get work done and to provide for the needs of all villagers. Chiefs were leaders in the village. Clubs were important groups in carrying out the common tasks of the village. Parents taught their children the skills they would need as adults.



HISTORY

- The crew of a Spanish ship from Magellan's fleet sights two islands believed to be Sonsorol. (1522)
- Francis Drake, commander of an English ship, trades with the people of Palau. (1579)
- Francisco Padilla discovers Sonsorol; two priests and some soldiers go ashore. Padilla also sails between Peleliu and Angaur. (1710)
- A Spanish ship lands briefly on Babeldaob in search of the priests left on Sonsorol. The crew captures two Palauans before sailing past Koror. (1712)



GOVERNMENT



ECONOMY



CULTURE

First European Sightings of Palau

In the early 1500s, a few European explorers began sighting the various islands that are part of Palau today. These explorers were passing by the islands on their journeys to other places in the world. Often they saw one of the islands but did not stop to meet the people. Sometimes they came ashore to try to find fresh water or supplies. For more than 200 years, these first explorers traveled back and forth through the waters of Palau without having much contact with Palauans. The Palauan way of life was not changed by these Europeans who sailed by the islands, but Palauans learned that the world was large and that Palau was not a closed, complete universe.

- The British ship *Antelope* commanded by Captain Henry Wilson is wrecked at Ulong. Palauans help rebuild it, and it is renamed *Oroolong*. (1783)
- Captain Wilson returns to England on the *Oroolong*, taking Lebuu, son of Ibedul, with him. (1783)
- Madan Blanchard, crew member from the *Antelope*, stays in Palau and becomes first beachcomber. (1783)

- Using firearms for the first time, Ibedul and his warriors defeat Reklai of Melekeok after three attacks. Captain Henry Wilson and his men help in the battles. (1783)
- English seamen assist Koror in an attack on Melekeok. (1791)



GEOGRAPHY

Palau Population

Year	Estimated Population
1783	30,000–50,000

- Lebuu, son of Ibedul and first Palauan to travel to Europe, enrolls in an English boys school and becomes a favorite of the English people. (1784)
- Lebuu, who has been given the nickname “Black Prince,” catches smallpox and dies. (1784)
- The first outside seeds, grain, and cattle are brought to Palau by McCluer on his first voyage to Palau. (1791)

- Captain John McCluer and Captain Drummond arrive in Palau from England to bring gifts and to inform Ibedul about Lebuu's death. (1791)
- McCluer takes several Palauans to Macao in China. (1791)
- McCluer returns to Palau and settles on the island. (1793)
- McCluer goes to Macao, leaving his wife and son in Palau. (1794)

- Names of two of the men who were Ibedul (high chief of the south) before 1800: Chesuch and Tengeluk. Names of the men who were Reklai (high chief of the north) before 1800 are not recorded. (1800)

- Trepang (sea slugs), which are plentiful in Palau, is becoming an important trade item. Europeans use trepang to trade with the Chinese, who use it in soup. (1820)

- Palauans who go with McCluer to Macao are afflicted with smallpox but recover. (1791)
- Knives and looking glasses are introduced to Palau by Captain James Wilson, son of Captain Henry Wilson. (1797)
- Three Palauan women, who had been taken to Bombay by McCluer in 1795, are returned home. (1798)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- McCluer returns to Palau to retrieve his family. (c1795)
- Captain James Wilson arrives in Palau on a missionary ship from London. (1797)
- A Spanish ship visits Palau in search of trepang. (1809)
- About 100 Palauans in large canoes attack a British whaleship. The Palauans kill 2 men and wound 37. (1823)
- An American whaleship is wrecked near Kayangel. Captain Edward Barnard and ten men survive and live in Ngarchelong for five months. (1832)
- Barnard departs for China, leaving three men behind. He and his crew reach Tobi, where they are captured, beaten, and enslaved. (1832)
- While searching for trepang, Captain Soames visits Tobi and picks up Barnard and one other crewman. (1833)



GOVERNMENT



ECONOMY



CULTURE

Early Contact: Palauans Meet Europeans

Beginning in the late 1700s, European travelers and Palauans began to have more contact with each other. These Europeans came to Palau for various reasons. Some were explorers, others were traders and whalers. Some arrived by accident or were shipwrecked. Many became friends with the chiefs and the people of Palau. Some even stayed and adopted Palau's way of life. The Europeans who stayed in Palau were known as beachcombers. A few Europeans helped Ibedul, high chief of Koror, and Reklai, high chief of Melekeok, in warfare. A few Palauans such as Lebuu, the son of Ibedul, traveled to other countries with their new European friends. These early travelers brought many things to Palau, such as iron tools, cotton clothing, firearms, and new ideas. All these things helped to shape Palau history.

- Charles Washington escapes to Palau from a British ship. He adopts the Palauan ways and serves as an interpreter between Europeans and Palauans for more than 30 years. (c1800)
- Many Palauans die from diseases that are new to Palau such as smallpox, influenza, and leprosy. They catch the diseases from crewmen of ships. (1800s)
- The people of Ngarchelong care for Captain Barnard and his crew and help rebuild his ship in the hope of getting firearms in return. (1832)

- Captain Andrew Cheyne visits Palau twice on a British trading ship. (1843 and 1844)
- Various traders visit Palau, including Cheyne, Soames, Nail, and Woodin. They trade mainly for trepang, coconut oil, and turtle shell. (1844–60)
- Captain Andrew Cheyne and Captain Edward Woodin form a partnership. (c1860)

- Bilung, Ibedul's sister, marries Reklai to seal the peace between Melekeok and Koror. (c1850)
- Woodin breaks partnership with Cheyne and becomes an ally of Reklai, supplying firearms to the high chief. Woodin helps Babeldaob turn back an attack by Euoldaob. (c1860)
- Ibedul attacks Ngebuked with help from English seamen, sets it on fire, and destroys much property. (1862)

- Cheyne establishes the first trading station in Palau on Malakal. The station deals in trepang. (1843)
- Cheyne refuses to supply guns to Reklai of Melekeok in return for trepang. (1843)
- Cheyne establishes a second trading station. (1844)
- Captain Nail establishes a trading station. (1846)
- People from Merir trade coconuts and mats for iron. (1852)

- A Palauan sells Malakal to Cheyne. This is probably the first time an outsider buys Palauan land. (1844)
- Palauans drifting in a canoe are rescued by Woodin, who is visiting Sonsorol. (1849)

- James Gibbons, a West Indies native, jumps ship and settles in Koror. (c1860)

- Cheyne establishes relations with Reklai in order to buy land in Babeldaob. Koror chiefs believe this act shows Cheyne's disrespect for Ibedul, and they begin to plot Cheyne's death. (1865)
- Cheyne is assassinated by Ibedul's warriors on the beach near his house in Koror. (1866)

- Woodin picks up eight tons of trepang, coconut, and some shells for trade in Hong Kong. (1854)
- Crew of a whaleship trades for coconut in Sonsorol. (1856)
- German Alfred Tetens takes over Cheyne's trading stations after Cheyne's death. (1866)

- Commander Stevens arrives on a British warship to investigate Cheyne's death. Stevens orders Ngirchokebai, Ibedul's brother, to kill Ibedul in revenge for Cheyne's death. Rechucher, who is posing for Ibedul during the investigation, is shot in his place. (1867)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Johann Kubary, a German scientist, arrives in Palau to study Palauan culture. (1871)
- Spain asks German trader Edward Hearnshiem to pay taxes to Spain for trading in Palau. Germany and Great Britain deny Spain's rights to these taxes. (1874)



GEOGRAPHY

Palau Population

Year	Estimated Population
1862	10,000



GOVERNMENT

- Spanish missionaries reach Palau. They hang rosaries around the necks of Ibedul and Ngirakelau. (1886)
- Spanish navy pays a final visit to Palau. (1894)

- British Captain Bridge negotiates a written peace treaty between Ibedul and Reklai following the last armed intervention by Europeans in traditional government. (1883)
- The Pope issues a declaration giving Spain ruling power over Palau and the Carolines. Germany and Britain are still allowed to trade. (1885)



ECONOMY

- German trader Edward Hearnshiem opens a trading station on Malakal. (1874)
- Captain O'Keefe, an American with a trading station in Yap, visits Palau to collect copra (coconut meat). (1878)

- Captain O'Keefe brings about 400 Yapese to Palau to mine stone money on the Rock Islands. (c1882)
- Two Japanese companies are in business in Malakal. (1892)
- Ibedul and Reklai, who earned most of Palau's traditional money through wars, end all warfare, including *blebaol* (head taking). This means that other chiefs cannot easily gain wealth because money is earned mainly through war. (1899)



CULTURE

- For unknown reasons, many Palauan women have stopped having children by their own choice. Only two of every five women bear any children; two or three children are considered a large family. (c1870)
- Severe epidemic of influenza occurs in Palau after departure of the ship *Suzanne*. (1871)
- Leprosy breaks out in Palau, brought by Chinese seamen. (c1871)

- Missionary priests concentrate on converting Palauans to Christianity, starting with the highest clan members. (1891–99)
- Charlie Gibbons is born. He later becomes a well-known Palauan artist. (1894)
- Chief Tarrakong is taken to Yap to be questioned about massacring the crew of a Spanish ship and ordering the end of trade with Spain. (1895)

- Spanish-American War begins. (1898)
- Treaty of Paris ends the Spanish-American War. (1898)

- Spanish Capuchin priests arrive in Palau as the only representatives of the Spanish government. Ibedul and Reklai welcome them. (1891)
- Spanish rule ends in Palau when Spain sells the Caroline and Mariana Islands to Germany for \$4.5 million. (1899)
- The Germans, from headquarters in New Guinea, establish three districts in Micronesia: the Carolines, the Marianas, and the Marshalls. (1899)

- German mark becomes the currency of exchange. (1899)

- Palauan custom of *mengol* (women providing services at men's clubs to obtain money for their clan) is stopped by both missionaries and Ibedul, but people later return to it. (c1895)

- The Germans issue an order forbidding the delivery of guns, ammunition, explosives, and alcohol to Palau. (1899)

Spanish Period: Missionaries in Palau

The Europeans who traded in Palau in the late 1700s and in the 1800s were from different countries. There were English, German, Spanish, and some American traders as well. In 1885, Spain, Germany, and Britain signed an agreement that gave Spain ruling power over Palau. This began what is known as the Spanish Period. The Spanish had some interest in increasing trade with Palau but were more interested in introducing the Roman Catholic religion to the country. Spain sent Capuchin priests to set up missions and spread Christianity among Palauans. The Spanish Period is most remembered for the work of these missionary priests. Their work is still part of Palauan life today.



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Arno Senfft, a district officer of the German administration in Micronesia, visits Palau. (1901)
- James Gibbons opens a jail in Koror and serves as chief of police. (1901)
- James Gibbons helps start a school for policemen that teaches German language, reading, and writing. (1902)
- A destructive typhoon hits the Southwest Islands. (1904)
- A man named Winkler arrives in Palau as the station supervisor for the German administration. (1905)
- A ship goes to the Southwest Islands to rescue people affected by the typhoon of 1904. (1906)
- The first German Capuchin priest arrives in Palau. (1907)



GOVERNMENT

- Names of Reklai 1800–1900: Tangesechel, Orakiruu, Omekerall, Busechesuch, Eltuk, Okerangel. Names of Ibedul 1800–1900: Imedob, Ngircholiuall, Ilengelekei. (1900)
- Arno Senfft claims the Southwest Islands for Germany. (1901)
- Arno Senfft appoints James Gibbons as the local supervisor in Palau. (1901)
- Station Supervisor Winkler requires Palauans to plant 30 coconut trees per month. Palauans call Winkler “Bingkelang.” (c1905)
- Germans require an annual tax from foreigners of 40 marks. (1909)



ECONOMY

- Tobacco is exported for the first time from Palau to Berlin, Germany. (1900)
- Palau receives the first stock of coconut palms for planting. (1902)
- By 1904, about 40,000 young coconut trees have been planted all over Palau. (1904)
- Copra becomes the leading export of Palau. Other exports are wood, oranges, ivory nuts, trepang, tortoise, coffee, cocoa, and mother-of-pearl. (c1905)
- The Germans search for minerals and find young coal on Babeldaob and large phosphate deposits on Angaur. (1907–08)
- The German South Seas Phosphate Stock Company is established and constructs buildings and a rail system on Angaur for phosphate mining. (1908)
- The phosphate mine in Angaur begins operation. (1909)



CULTURE

- Spanish missionaries are allowed to remain in Palau and operate schools during the German administration. (c1900)
- The Germans outlaw the practice of *mengol*, or women providing services at the Palauan men’s clubs. (1906)
- The Germans introduce a spelling system for the Palauan language. (c1908)
- Three Franciscan nuns arrive in Palau to be in charge of the girls school in Koror. (1909)



GEOGRAPHY

Palau Population

Year	Estimated Population
1900	3,750

- Two government buildings are built on Babeldaob—a house for the government doctor in Melekeok and a house for the station supervisor in Ngaraard. (1907)
- A telegraph office opens in Angaur. (c1909)
- Augustin Kramer, a German scientist, conducts research in Palau for ten months. (1909)

German Period: Economic Development

At the end of the Spanish-American War, Spain gave up Guam and the Philippines to the United States. Spain also sold the Marianas and the Carolines, including Palau, to Germany. The Germans were interested in the economic development of Palau. They were not interested in changing the chief system or how Palauans lived on a day-to-day basis. In order to improve the economy, the Germans explored the islands for minerals, built roads, and made some health and sanitation improvements. They started a phosphate-mining operation in Angaur. It was at the mines that Palauans met fellow Micronesians from distant islands such as Chuuk and Pohnpei for the first time. During the German Period, the main focus was economic growth to benefit the Germans. For the first time, a cash economy using foreign currency was established.

- Most of the people from Sonsorol and Tobi return home to rebuild after the typhoon of 1904. (c1910)
- During World War I, Angaur is seized by the Japanese from the Germans because of the phosphate mine and radio located there. (1914)

- As part of the Allied forces in World War I, Japan takes over military control of Palau and Micronesia except Guam. Germans leave without a struggle. (1914)
- Japan establishes six government districts in Micronesia: Palau, Yap, Saipan, Chuuk, Pohnpei, and the Marshall Islands. (1914–15)

- More than 100 Pohnpeians arrive in Angaur to work in the phosphate mines. (1911)
- The German South Seas Phosphate Stock Company employs 10 Germans, 500 Micronesians (Palauans, Pohnpeians, Yapese, and Chamorros), and 100 skilled Chinese workers. They work nine hours a day and receive 17 marks or \$4.25 per day. (1913)

- Two German Franciscan sisters take charge of a mission school in Melekeok. (1911)
- Missions are established in Ngetmel, Aimeliik, and Airai by German Catholic priests. In Aimeliik, the mission serves the families of Pohnpeians who work in the Angaur phosphate mines; in Ngetmel, the families of Chamorros. (1911)
- Bishop Salvador Walleser publishes the first Palauan dictionary with about 4,500 words. (1913)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Japanese build a radio station in Koror. (1915)
- All Germans leave Palau to go to Japan and from there to Germany. (1915)



GOVERNMENT

- The Japanese establish a policy that no one outside the Japanese government can buy land in Palau. (1916)



ECONOMY

- The Japanese take over the phosphate mines in Angaur from the Germans without talking with Palauan landowners. (1914)
- Japanese agriculture and forest experts make the first land survey of Palau. (1915)



CULTURE

- Mission school enrollment is about 213 boys and 152 girls. (1913)
- Japanese reopen German mission schools in Koror and Melekeok that were closed when the Germans left Palau. (1915)
- Japanese military doctors provide medical care to Palauans. (1915)
- Palauan members of two clubs, the *Seinen Dan* and the *Chunen Dan*, travel to Japan for short visits, paid for by the Japanese government. (1915–24)

- Temedad begins the *Modekngei* Society to bring the Palauan ancestral gods and the people of Palau together. (1918)
- The Japanese open the first elementary school for Japanese children in Koror. (1919)
- *Modekngei* leaders Temedad, Wasai, and Ongesii are jailed in Angaur after being tried on charges of abusing their religious authority. Omang and Tellei, who support the Japanese, brought the charges against them. (1919)
- Renguul becomes leader of *Modekngei*. (1919)

- Treaty of Versailles marks the end of World War I. (1920)
- Spanish Catholic missionaries return to Koror. (1921)
- Buddhism and Shintoism, two religions practiced by the Japanese, are introduced to Palau. A Buddhist temple is built in Koror. (1926)
- Japanese complete construction of causeways between Malakal and Koror and between Meyungs and Koror. (1927)

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- The League of Nations places Palau, along with other Micronesian countries, under the official control of Japan. (1920)
 - Police forces are established in Palau under a Japanese superintendent. Palauan patrolmen are called *Junkei*. (1920s)
 - The Japanese move their Micronesian headquarters from Chuuk to Koror. (1921)
 - Toshiro Tezuka becomes the first Governor General, responsible to the Japanese Prime Minister. (1922)

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- *Cheldoech* goes out of circulation. (1921)
 - The Japanese purchase mining rights, buildings, and equipment for the phosphate mines on Angaur from the Germans for 1,739,660 yen. (1922)
 - During a 14-year period, 1,230,000 metric tons of phosphate are mined in Palau. (1922–36)

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- Japanese temporarily end custom of *Omeluchel*, or exchange of money and food between brothers and sisters or between close male and female relatives. (1920)
 - Palauans Tellei, Omang, and Omengkar encourage other Palauans to accept Japanese ways such as cutting their hair, wearing Japanese-style clothing, getting a Japanese education, and traveling to Japan. (1920s)
 - Japanese money is first used in Palauan customs (*cheldechcheduch*). (1921)

- A strong typhoon hits Palau, striking Angaur, Peleliu, Koror, and Babeldaob. (1927)
- About 1,000 Palauans get dengue fever. (1927)
- The first German Protestant missionaries arrive in Palau. (1929)

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- The Japanese Governor General appoints municipality chiefs to run municipal governments in Palau under rules and policies issued by the Governor General. (c1922)
 - The Japanese establish a court system in Palau. (1922)

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- Japanese start an agricultural experimental station in Aimeliik and Ngatpang on 245 acres of land. (1923)
 - Japanese survey lands in Palau to determine which can be used for the Japanese civilian administration. (1925–27)
 - Nekken becomes an experimental forest station for Japanese. (1927)

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- Renguul is found guilty of abuse of religious authority and sent to Pulo Anna. (1921)
 - Government hospital in Koror is opened to the public with Doctors Totsuka and Sekine. (1922)
 - Schools up through the third grade for Palauans are opened in Peleliu, Angaur, and Ngaraard. (1922)
 - Temedad and Ongesii are released from jail. Ongesii becomes the leader of the *Modekngei* religion. (1922)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

Japanese Period: From World War to World War

The Japanese took control of Palau during World War I and lost control following World War II. While they were in control, the Japanese worked to develop Palau in many ways. They opened businesses, expanded medical services, started schools, and increased crop production. In many cases, such as phosphate mining, the Japanese continued what the Germans had started. During their time in the country, the Japanese tried to make Palau like Japan. In fact, Koror was known for a while as “Little Tokyo.” In the early 1940s, there were about 23,700 Japanese in Palau and only about 7,000 Palauans. At the end of World War II, the Japanese were sent back to Japan, but many changes they made in Palauan society are still part of our life today.

GOVERNMENT

- Guns and ammunition are outlawed by the Japanese administration. (1928)



GEOGRAPHY

Palau Population

Year	Estimated Population	
	Palauan	Japanese
1920	5,700	600

ECONOMY

- A tropical agriculture station is established in Ngchesar with pineapples as a main crop. (1927)
- Japanese conduct studies of marine life in Palauan waters. (1927–32)
- The Japanese build a generator in Koror that can produce 50 kilowatts of power. (1928)



CULTURE

- Temedad, the founder of the *Modekngei* religion, dies. (1924)
- Japanese build small movie theaters in Koror. (1924)
- Two educational foundations, *Onshi Zaidan Shogakukai* and *Nanyo Gunto Kyoikakai*, are established by Japan for Palauans. (1924)
- A woodworking training center, built by the Japanese for Palauans and other Micronesians, is opened in Koror. (1926)
- Indalecio Rudimch and Emmanuel Yoshiwo are the first Palauans to study religion at Sofia University in Tokyo. (1928)
- Headquarters for the *Modekngei* religion are established on Ngeriungs Island. (1928)
- Hisakatsu Hijikata, a Japanese art teacher, introduces the idea of storyboards. His pupils include Ngirturong and Ngiraibuuch. (1929–31)

- Early Palauan policemen are Uchel, Ngiraingas, Bismark, and Ngoriakl. (1931)
- Willard Price, an American journalist, visits Palau. His reports later become important in developing American military strategy in World War II. (1935)
- Japanese use local people to build airports on Peleliu and Angaur and seaplane ramps on Ngerkebesang and Meyungs in preparation for war. (1936)

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- Jose Tellei becomes the official Japanese representative for Melekeok instead of Reklai Rull, whom most Palauans recognize as their leader. (c1930)
 - Omengkar becomes the official Japanese representative for Koror instead of Ibedul Tem, who is *Modekngei*. (c1930)
 - The Japanese civilian administration begins to include many military personnel. (1935)

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- *Nanyo Suisan Kabushiki Kaisha* (South Seas Marine Joint Stock Company) sets up a plant to process bonito in Koror. (1930)
 - Japanese set up a second agricultural station for the purpose of research on cultivating fruit trees. (1930)
 - Japanese open phosphate mines in Tobi. (1931)
 - Japanese establish an experimental fisheries station in Koror. (1931)
 - Japanese open phosphate mines in Peleliu. (1934)
 - Japanese build special housing for lepers at Ngerur. (1931)
 - Sacred Heart Church in Koror is completed and dedicated by Father F. Elias. (1935)
 - Another investigation of the *Modekngei* movement is led by Tellei and a man from Airai. (1938)
 - After Ongesii is convicted and sent to exile in Saipan, Renguul assumes the leadership of the *Modekngei* movement. (1938)

- Japan begins a five-year plan for sending Japanese people to the countries of Micronesia. The plan includes training Japanese bachelors for work on the different islands. (1936)
- Japan spends 3 million yen to deepen and straighten the harbor at Koror and to build a causeway from Koror to Ngemelachel in preparation for war. (1936–41)

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- Mines in Peleliu and Angaur pay Palauans an average daily wage of .77 yen; Chamorros, 1.41 yen; Chinese, 2.13 yen; and Japanese, 3.17 yen. (1934)
 - Jose Tellei organizes a *Kumiai* (producers' union) to sell vegetables from Babeldaob to Japanese living in Palau. (1935)
 - A report says that 30,000 tons of bauxite are mined on Babeldaob and shipped to Japan. (1938)
 - The Roman Catholic church in Angaur is dedicated. (1938)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Japanese military closes the island of Peleliu to all foreigners, and the people of Peleliu are moved to a distant part of the island. (1937)



GEOGRAPHY

Palau Population

Year	Approximate Population	
	Palauan	Japanese
1930	6,000	2,100

GOVERNMENT

- Japanese Airways Company flies the first commercial air service to Palau. (1939)

ECONOMY



CULTURE

- Most Peleliu people move to Ngaraard when World War II begins. (c1941)
- When Japanese naval forces sink two British battleships near Singapore, Palauan children celebrate. (1941)
- During the war, Palauans are often forced to move to make way for the Japanese military. (1941–44)
- Peleliu, with about 10,500 soldiers on the island, is the headquarters for the Japanese 31st Army. (1944)

- Americans take military control of Palau from the Japanese with the United States Department of the Navy in charge. (1945)
- Palau becomes part of the United Nations Strategic Trust Territory under the administering authority of the United States. The Trust Territory of the Pacific Islands (TTPI) includes six districts: Palau, Marianas, Yap, Chuuk, Pohnpei, and the Marshalls. The United States Navy is in charge. (1947)

- Japanese move Chamorro laborers from Angaur to Ngardmau to work in the bauxite mines. (1940)
- Palauans go to New Guinea to assist the Japanese in surveys of New Guinea's economic resources. (1943–44)
- Angaur phosphate mines reopen under an American company with the U.S. Navy supervising. People of Angaur receive some profits. (1946)

- Shinto Temple in Koror is dedicated. (1940)
- Palau Hospital opens as a dispensary. (1945)
- Palau Hospital becomes Koror Hospital. (1946)
- Six Palauans and 51 Yapese are the first patients to arrive at Tinian Leprosarium. (1948)

- Catholic priests are moved by Japanese soldiers to Ngatpang, where they are later killed by the soldiers. (1944)
- Chamorros living in Ngetmel flee to an American ship that takes them to Angaur. Later they go to Saipan and Guam. (1944)
- United States warplanes start bombing the Japanese military installations in Koror and Babeldaob. (July and August 1944)

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- The Palau Congress (a unicameral, or one-house, body) of 68 members is established as an advisory body to the TTPI government. Members include 39 elected congressmen, 16 paramount chiefs, and 16 municipal magistrates. Some members have two roles. (1947)

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- United States Commercial Company (USCC) conducts an economic survey of Micronesia to determine how to help the islands' economies. (1946)
 - USCC begins opening stores in Palau that sell consumer goods at reduced prices. (c1947)
 - Through the efforts of the Palau Congress and the Council of Chiefs, the Western Caroline Trading Company (WCTC) is chartered to export and import products to and from the United States. (1948)
-
- German Protestant missionary Wilhelm Fey, along with the Palau Protestant church, establish the Emmaus Training Home for Boys. (1948)
 - Palau Intermediate School is established, starting with classes for seventh graders. (1948)
 - Mindszenty Intermediate School is established. (1949)
 - William Vitarelli becomes the first director of education for Palau. (1949)

- First United States Marines land at Peleliu. (September 1944)
- United States forces capture Peleliu and Angaur. The United States loses about 1,700 men and the Japanese lose more than 11,000 men. (November 1944)
- Japan signs the document of surrender ending World War II. (1945)

The Trusteeship

After World War II, all the islands of Micronesia except Guam, Nauru, and the Gilbert Islands became part of the United Nations Strategic Trust Territory of the Pacific Islands (TTPI). The United States was given the responsibility of helping the TTPI countries form their own democratic governments and develop economically. The period after World War II also saw many modern advances around the world. Generally, the United States was the leader of such advances. This meant that many new ideas and ways of living were introduced to Palau, although not as quickly as to other parts of the world because Palau's location made it more difficult to reach.



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- The United Nations Charter is created. (1945)
- Most Japanese in Palau are sent back to Japan. (1945)
- Thirty-four Japanese soldiers come out of the Palau jungle and surrender to the Americans. (1947)

- The United Nations sends officials to visit the TTPI for the first time. (1950)
- Japan signs the Treaty of Peace, which officially releases the islands of Micronesia to the United States. (1951)
- Ngerukewid Islands (70 islands) in Koror are designated as a legally protected area. (1956)



GOVERNMENT



GEOGRAPHY

Palau Population

Year	Approximate Population	
	Palauan	Japanese
1940	7,000	23,700

- Administration of the TTPI government is transferred from the Department of the Navy to the Department of the Interior. Former Senator Elbert D. Thomas of Utah is appointed as the first civilian High Commissioner. (1951)
- The United States Congress passes the Immigration and Nationality Act requiring Palauans to get immigration documents to enter Guam. Before then, Palauans could enter the United States without papers. (1952)
- Copra, trochus shells, scrap metal, and handicrafts become major exports of Palau. (1950s)
- Mahogany trees, cacao trees, and pepper and coffee plants are introduced to Palau by Americans. (1950s)



ECONOMY



CULTURE

- Taksen Chin, Inabo Katsumi, Alfonso Oiterong, David Ramarui, and Roman Tmetuchl become the first Palauans to attend schools of higher education overseas. (1949)

- Seventh-Day Adventist Elementary School opens. (1953)
- The first public radio station begins operation in Koror. (1954)
- The first traditional women's convention is held in Palau. (1955)
- The *Belau* National Museum, the first museum in the TTPI, opens. (1955)

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- The *Olbiil Era Kelulau Era Belau* is chartered, giving elected representatives powers to impose and collect taxes, make their own rules, and take care of their properties. (1955)
 - Palau establishes charters for 16 municipalities. (1955)
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- The leprosarium in Tinian closes. (1956)
 - Maris Stella Elementary School opens. (1957)
 - Koror Hospital is renamed MacDonald Memorial Hospital. (1959)
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- Two political parties, the Progressive Party and the Liberal Party, form in Palau based on different positions that political leaders have on the future status of the TTPI and Palau. (1963)
 - Peace Corps volunteers arrive in Palau to help in schools as well as to introduce Palauans to the American way of life. (1966)
 - Typhoon Sally destroys much of Koror and does serious damage on Peleliu and Babeldaob. (1967)
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- The TTPI takes over financing of public elementary schools from the local legislature. (1964)
 - The Congress of Micronesia holds its first session. It is a two-house legislature of elected representatives from each of the six trusteeship districts. (1965)
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- Palau's first commercial bank, the Bank of Hawaii, is established to enhance economic development. (1961)
 - Van Camp Company builds a plant to freeze and store tuna in Palau. (1964)
 - Palau Community Action Agency (PCAA) begins as a private, nonprofit corporation to help low-income people participate in Palau's economic development. (1967)
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- American contract teachers are sent to every state of Palau to teach. (1960)
 - Bethania Girls School receives its charter, becoming Palau's first high school. (1962)
 - David Ramarui becomes the first Palauan to be the Palau District education administrator. (1962)
 - Kaleb Udui becomes the first Micronesian attorney. (1962)
 - Palau Intermediate School becomes Palau High School when tenth grade is added to it. (1963)
-



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

Separation of Micronesia

In the mid-1960s, the United States created the Congress of Micronesia. It had elected representatives from the TTPI countries and was designed to help the countries work together and to encourage the democratic process. The Congress of Micronesia met regularly for about ten years. Eventually, however, cultural and language differences and the great distances between TTPI countries led the different countries to seek separate political status. In the vote in 1978 that created the Federated States of Micronesia (FSM), Palau citizens decided not to join the FSM. Instead, Palauans decided to write their own constitution.



GOVERNMENT

- The TTPI government makes English the language of instruction for schools throughout Micronesia. (1967)
- The Micronesian Future Political Status Commission is established with Senator Lazarus Sali from Palau as its chairman. (1967)



ECONOMY

- The airport in Babeldaob is completed. (1968)
- Continental Airlines begins jet service to Palau. (1968)
- Japan and the United States each agree to pay \$5 million to Micronesians as war claims. The United States chooses to pay \$20 million more. (1969)



CULTURE

- Mindszenty High School is established. (1963)
- Bethania Girls School graduates its first high school class. (1964)
- Palau High School and Mindszenty High School graduate their first classes. (1965)
- Father Felix Yaoch graduates from the Jesuit school Sacred Heart Novitiate in Philadelphia and is ordained as a Catholic priest. (1967)



GEOGRAPHY

Palau Population

Year	Approximate Population
1960	9,300

- Ulai Otobed becomes first woman medical officer for the TTPI. (1967)
- Palau Teacher Training Center begins to train elementary teachers. At this time, most elementary teachers have graduated from high school but have no college training. (1968)
- Micronesian Occupational College (MOC) opens in Koror as a vocational school. (1969)

- Micronesian Mariculture Demonstration Center (MMDC) is established in Palau as a TTPI program to promote marine research and aquaculture development. (1970)

- Palau is the site for the fourth round of Micronesia Future Political Status talks. (1972)
- The Koror–Babeldaob Bridge, the world's longest cantilever bridge, opens. (1977)



HISTORY

- Palauan Thomas O. Remengesau is sworn in as the District Administrator. He is the first Palauan to assume the highest executive post in Palau. (1970)
- Palau's delegates, with John O. Ngiraked as chairman, attend the Micronesian Constitutional Convention in Saipan. (1975)

- Roman Tmetuchl becomes the first chairman of the Palau Political Status Commission that presses for separation from Micronesia. (1975)
- A vote is held in all the TTPI countries. Its purpose is to decide whether to ratify a constitution that would unite the districts of the TTPI into the Federated States of Micronesia. Palau and the Marshall Islands vote against the constitution. (1978)



GOVERNMENT

- Micronesian Industrial Corporation opens for the production of coconut oil. (1970)
- The TTPI and Palau government establish a telephone system. (1970s)

- Palau Maritime Authority is established to develop and manage a fishery for tuna and other highly migratory species. (1979)



ECONOMY

- Palau holds its first official Board of Education meeting after a new school code is put in place by the TTPI government. (1970)
- Several American universities offer educational courses in Palau for teachers. (starting in 1970s)
- Lynn Polloi becomes the first non-Palauan to undergo the custom of *Omesurch* and *Omengat*. (1972)

- David Ramarui becomes the first Micronesian director of education for the entire TTPI. (1973)
- Palau's first television station, WALU, begins operation. (1976)
- *Belau Modekngei* High School is established. (1976)



CULTURE



HISTORY



GOVERNMENT



ECONOMY



CULTURE

- Thirty-eight delegates meet for two months in a Constitutional Convention to write the supreme law of the land, the Constitution of the Republic of Palau. (1979)

- Nearly all services stop when 800 government workers go on strike in Koror because of low salaries. As part of the strike, the office of the president of Palau is destroyed by a bomb, and prisoners in jail are let out because the police are on strike. (1981)
- Palau government officials take part in a ceremony in Washington, D.C., to dedicate the Palau Postal Service and the first issue of national stamps. (1983)

- The new Palau Constitution is ratified by nearly 70% of the voters. (1980)
- The first elections under the new constitutional government are held. Haruo I. Remeliik is elected the first president of the Republic of Palau, and Alfonso R. Oiterong is elected the first vice president. Eighteen senators and 16 delegates are elected to the *Olbiil Era Kelulau* (National Congress). (1980)

- Business development begins to boom in Palau, making it possible for more women to enter the workforce. (1980s)
- Palau Fishing Authority is established to develop and manage domestic coastal and nearshore fisheries. (1980)
- OISCA (Organization for Industrial, Spiritual, and Cultural Advancement), a non-governmental organization in Japan, establishes a chapter in Palau to train agricultural students. (1980)

- The Commonwealth Arts Council Gallery in Saipan displays the art of Charlie Gibbons. Gibbons's watercolor paintings depict Palauan life. (1980)
- The first Cultural Awareness Week takes place to honor and recognize the value of Palauan customs and traditions. (1980)
- *Belau* National Museum arranges for Palau to participate for the first time in the annual Festival of Pacific Arts in Papua New Guinea. (1980)

Constitutional Government

The 1980s was a decade of much political activity in Palau. It began with the ratification of the new Palau Constitution and the election of Palau's first president, vice president, and members of the *Olbiil Era Kelulau*.

Although Palau now had its own constitutional government, the country still remained part of the TTPI. Many Palauans were interested in changing the TTPI status. Some of the other countries of Micronesia had ended their TTPI status by approving the Compact of Free Association with the United States. In the 1980s, Palau's voters went to the polls six times to try to change Palau's political status. None of these votes was successful. At the end of the decade, Palau was the only remaining United Nations Trust Territory in the world.

- Senators select Kaleb Udui as president of the Senate. Delegates select Carlos Salii as the first speaker of the House. (1981)
- States of Ngaraard, Ngchesar, Airai, and Ngatpang form their first constitutional governments. (1981)
- Former Trust Territory Associate Justice Mamoru Nakamura becomes the first chief justice of Palau's Supreme Court. (1982)
- States of Ngarchelong, Peleliu, and Angaur form their first constitutional governments. (1982)
- States of Melekeok, Ngeremlengui, Aimeliik, and Koror form their first constitutional governments. (1983)
- Palau citizens vote on the Compact of Free Association with the United States. The Compact is approved by a 62% vote. (1983)
- Dr. Victor Yano opens the first privately owned health clinic in Palau, the *Belau* Medical Clinic. (1981)
- National Development Bank of Palau is formed to help boost the economy. (1983)
- Palau's largest employer, the Van Camp tuna processing plant, stops operation. (1983)
- Palau officials and foreign visitors celebrate the grand opening of the new Palau International Airport. (1983)
- Palau businessmen establish the first Chamber of Commerce. (1984)
- Bank of Guam opens a branch in Palau. (1984)
- Palau Pacific Resort, Palau's largest hotel, opens. (1984)
- Palau National Communication opens with telecommunication services within Palau and around the world. (1983)
- Palauan music industry begins to develop as new waves of Palauan music (*cha cha*) start spreading throughout Micronesia. The new style begins to replace the old ballad style of music. (1980s)
- Blau Skebong's entry wins the design contest for the national flag. (1980)
- Palauans begin to hire many domestic helpers from the Philippines. (1980s)
- Ymesei Ezekiel, well-known Palauan composer, writes the national anthem. (1980)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- President Remeliik is assassinated in front of his house in Koror. (1985)
- Power lines are put up to link Aimeliik power plant with Koror. (1986)
- U.S. Secretary of State George Schultz, the highest ranking American ever to visit Micronesia, visits Palau. (1986)
- U.S. President Ronald Reagan issues a proclamation ending the TTPI agreement for the Federated States of Micronesia, the Commonwealth of the Northern Marianas, and the Republic of the Marshall Islands. Palau remains the only Trust Territory. (1986)



GOVERNMENT

- Palau Supreme Court declares the 1983 Compact vote invalid because the vote did not reach the 75% majority required by the Palau Constitution. (1984)
- States of Kayangel, Ngwal, Ngardmau, Sonsorol, and Hatohobei form their first constitutional governments. (1984)
- Palauans vote on the Compact a second time. The Compact is approved by 67%, still not enough to meet the 75% constitutional requirement. (1984)
- In the second national election, Remeliik and Oiterong are re-elected president and vice president. (1984)
- Alfonso Oiterong becomes president after President Remeliik's assassination. (1985)
- Senator Lazarus Salii and Justice Minister Thomas Remengesau win the presidency and vice presidency in a special election. (1985)



ECONOMY

- The first Palauan-owned bank, the Bank of Palau, starts operation with Roman Tmetuchl as president. (1985)
- Palau joins the membership of the South Pacific Forum Fisheries Agency and becomes active in regional tuna fisheries management. (1986)
- Palau International Traders Incorporated (PITI) is established, specializing in fishing for export to Japan and other countries. (1987)
- The Palau National Government lays off about 900 of its 1,331 employees for three months. (1987)
- Fishing port of Angaur is completed. (1989)
- Responding to concerns about overfishing, *Olbiil Era Kelulau* declares a three-year ban on trochus harvests. (1989)



CULTURE

- High school students and teachers attend the Close Up Program in Washington, D.C., for the first time. (1988)
- Two Palauan children participate in Sports Aid '88, a United Nations event in New York City and London to raise funds for disadvantaged children around the world. (1988)



GEOGRAPHY

Palau Population

Year	Approximate Population
1980	12,100

- President Salii commits suicide, according to Guam Territorial Pathologist Dr. H.Y. Park. (1988)
- CEDAM International designates Palau as the most significant of the seven underwater wonders of the world. (1989)

- Palauans vote on the Compact for the third and fourth times. Neither vote reaches the 75% requirement. (1986)
- Palauans vote on the Compact for the fifth and sixth times. Neither vote reaches the 75% requirement. (1987)
- Thomas Remengesau becomes president after Lazarus Salii commits suicide. (1988)
- Ngiratkel Etpison is elected president. Kuniwo Nakamura is elected vice president. (1988)

- Palau celebrates the Youth Day holiday for the first time. (1989)

- Palau is declared a disaster area when super-typhoon Mike hits Kayangel and northern Babeldaob. (1990)
- Palau's first chief justice, Mamoru Nakamura, dies. (1992)
- The Palau Board of Health is created to manage the new national hospital. (1992)
- Sandra Sumang Pierantozzi becomes the first woman to run for vice president. (1992)

- The seventh vote on the Compact is held. The vote does not reach the 75% requirement. (1990)
- The United States issues an order calling for a full-time United States Department of the Interior representative to be based in Palau and giving the Department power to approve nearly every Palauan government operation. (1990)
- Ernestine Rengiil becomes the first woman attorney general. (1992)

- Fishing port of Ngarchelong, located at Ollei, is completed. (1990)
- Fishing ports at Ngatpang and Melekeok are completed. (1991)
- Mobil Oil Micronesia is awarded a \$4 million contract by the Palau government to supply oil to Palau for three years. (1992)
- Pacific Savings Bank opens for business with many Palauans as stockholders. (1993)

- *Belau* National Museum initiates the first *Belau* Arts Festival. (1991)
- United Artists of *Belau* (UAB) is formed. (1992)
- The grand opening of the Palau National Hospital is held. (1992)
- The University of Guam's College of Education begins the first Master's External Degree Program in Education in Palau. (1992)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Phone service begins to be available for homes outside Koror and Airai. (1994)
- Visitors from around the world gather to commemorate the 50th anniversary of the battle of Peleliu. (1994)
- The Palau Conservation Society is chartered as the first non-governmental environmental organization in Palau. (1994)
- In July, President Nakamura and U.S. Assistant Secretary of State Winston Lord sign an agreement making October 1 the date when the Compact will take effect. (1994)



GOVERNMENT

- Palau voters pass an amendment to the Constitution changing the 75% majority requirement about nuclear material to a simple majority (51%). (1992)
- Palauan Arthur Ngiraklsong is sworn in as the second chief justice of Palau. (1992)
- Theodosia Blailes is elected the first woman governor in Palau history for Angaur State. (1992)
- Kuniwo Nakamura is elected president. Tommy E. Remengesau, son of former Vice President Thomas Remengesau, is elected vice president. (1992)
- Voters of Palau approve the Compact of Free Association with the United States by a 68% majority. (1993)
- Citizens and government officials work together to write Palau 2020, a master plan for Palau that includes Education 2000, Palau's education plan. (1994)



ECONOMY

- Security Bank of Palau, Ltd., begins providing banking services. (1993)
- Bank of Micronesia opens. (1993)
- The first garment factory in Palau opens in Koror State. (1994)
- Work begins on a bridge between Melekeok and Ngiwal. (1994)



CULTURE

- Ten Palauan children attend the fourth Asian-Pacific Children's Convention in Japan. (1992)
- Koror State Legislature passes a law forbidding *ocheraol*, *cheldecheduch*, and house parties in Koror during January, August, November, and December. (1992)
- *Tia Belau* newspaper begins publication. (1992)
- Micronesia Occupational College (MOC) becomes Palau Community College (PCC). (1993)
- First Palauan women's conference is held, focusing on Palauan culture and tradition. (1994)

- Palau becomes the 185th member of the United Nations on December 15th. (1994)
- Noah Idechong is one of six people worldwide to win the Goldman Environmental Award for his work protecting Palau's reefs and fisheries. (1995)

- Earthquake of 0.5 on the Richter scale shakes Palau but causes no major damage. (1995)
- Dengue fever outbreak occurs. (1995)
- Palau wins ten first-place Readers' Choice Awards in survey conducted by Rodale's *Scuba Diving* magazine. (1995)
- President Nakamura switches on Palau's first two traffic lights. (1995)

- *Olbiil Era Kelulau* enacts the Marine Protection Act of 1994 that provides for significant regulations for fisheries. (1994)
- The TTPI ends. Palauan citizens celebrate the Republic of Palau's independence on October 1. (1994)
- Palau establishes diplomatic relations with Australia, the Federated States of Micronesia, Israel, Japan, Nauru, New Zealand, Papua New Guinea, and the United States. (1994)

- Palau establishes diplomatic relations with India, Kiribati, South Korea, Spain, and Sweden. (1995)
- Palau joins the opposition to French nuclear testing in Polynesia. (1995)



GEOGRAPHY

Palau Population

Year	Palauans	Non-Palauans	Total
1990	12,575	2,547	15,122
1995	12,824	4,401	17,225

- Palau hosts an international conference "The War in Palau: Fifty Years of Change, *Okeim el Rak er Ruiul Er a Mekemad.*" (1994)

- President Nakamura signs the United Nations document on the rights of the child. (1995)



HISTORY



GOVERNMENT



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HISTORY

- To recognize the completion of a road through Babeldaob, President Nakamura and his cabinet drive their government vehicles to Ngarchelong State. (1996)
- Palau becomes the 50th member of the Economic and Social Commission for Asia and Pacific. (1996)
- Palau Red Cross Society officially opens its doors. (1996)
- President Nakamura meets Emperor Akihito of Japan. (1996)



GOVERNMENT

- The Palau Nationalist Party (PNP), a new political party, chooses Johnson Toribiong as its presidential candidate. (1996)
- The Land Claims Reorganization Act takes effect. It is designed to speed up the land claims process. (1996)



ECONOMY

- First automated teller machine (ATM) is installed in Palau. (1996)
- A law takes effect that requires the reporting, labeling, and inspection of all marine resources leaving Palau. (1996)
- The National Emergency Management Office connects to Peacesat, giving Palau up-to-the-minute access to worldwide weather and urgent news. (1996)



CULTURE

- The Palau Supreme Court rules in favor of Koror State over Peleliu State in a case concerning the boundaries of the Rock Islands. (1996)
- Palau National Youth Congress conducts its first Youth Forum to address issues with Palauan leaders. (1996)
- Ebil Matsutaro becomes the first Palauan student to win the Guam National Spelling Bee Contest. (1996)

- A contract signing ceremony about the design of the new capital building is held in Melekeok. (1996)
- Palau's first patrol boat, PSS *Haruo I. Remeliik* arrives in Palau from Australia. (1996)
- Dr. Emais Robert becomes the first Palauan general surgeon. (1996)
- K-B Bridge collapses, killing two people and injuring several others. (1996)

- President Kuniwo Nakamura and Vice President Tommy E. Remengesau are reelected. (1996)
- Sandra Sumang Pierantozzi becomes the first woman elected to the OEK Senate. (1996)
- Palau establishes diplomatic relations with Great Britain, Northern Ireland, and Portugal. (1996)

- Guam Savings and Loan Association opens its branch in Palau. (1996)
- During the construction of the temporary K-B Bridge, the channel between Koror and Airai is closed to all boats. (1997)
- Continental begins its 2:30 a.m. departure flight from Palau. (1997)
- Vice President Tommy Remengesau signs a treaty admitting Palau to the International Monetary Fund (IMF). (1997)

- Rotary Club of Japan gives the Palau government almost \$25,000 to maintain a solar power system in Ngardmau State. (1996)
- WWFM radio begins operation and broadcasts the first talk shows in Palau. (1996)

- A National Government boat and a Ngardmau State boat collide, killing five people and injuring others. (1996)
- Members of the Palau Congress receive a 113% pay raise. (1997)

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- A strict new drug law takes effect that includes a penalty of 25 years in prison for some offenses. (1997)
 - Koror State voters amend their constitution to provide for election of their state governor. (1997)
 - Palau establishes diplomatic relations with Canada, France, Germany, Italy, the Netherlands, the Philippines, and Thailand. (1997)

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- Bank of Micronesia closes for business. (1998)
 - Outrigger Palasia opens, becoming the largest hotel in Palau with 165 rooms. (1998)
 - Palau National Communication Corporation (PNCC) completes laying fiber optic cable in Palau. (1998)
 - A \$2.50 minimum wage law for Palauan citizens takes effect. (1999)

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- Members of Japan's Mie Assembly visit Palau on a goodwill cultural visit. (1997)
 - Palau's first history textbook for secondary students is published. (1998)
 - For the first time, the Constitutional Day celebration is held outside Koror in Ngeremlengui State. (1998)

- Premier of the People's Republic of China visits Palau. (1997)
- Felisa Gulibert becomes the first Palauan woman to receive her Ph.D. in education. (1998)

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- Hersey Kyota becomes the first Palauan ambassador to the United States. (1998)
 - Masao Salvador becomes the first Palauan ambassador to Japan. (1998)
 - Palau establishes diplomatic relations with the Holy See (the Vatican) and the Marshall Islands. (1998)

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- Compact of Free Association funds in the bank reach \$143 million. (1999)
 - Palau receives \$18 million in a settlement with the company that built the K-B Bridge. (1999)
 - In a project funded by Japan, an electrical power system that reaches all the states in Babeldaob is completed. (1999)

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- Palau hosts the Micronesian Olympic Games for the first time. (1998)
 - *Palau Horizon* newspaper begins publication. (1998)
 - President Nakamura becomes the first Micronesian leader to receive an honorary Doctor of Laws degree from the University of Guam. (1998)



HISTORY



GOVERNMENT



ECONOMY



CULTURE



HISTORY

- Palau becomes the 199th member of the International Olympic Committee. (1999)
- Palau hosts the 30th Annual South Pacific Forum for the first time. (1999)



GOVERNMENT

- J. Uduch Sengebau Senior becomes the first Palauan woman judge. (1999)
- Palau establishes diplomatic relations with Chile and the Republic of China (Taiwan). (1999)
- Names of Ibedul 1900–1999: Semelmoch, Louch, Tem, Mariur, Ngoriakl, Yutaka. (1999)
- Names of Reklai 1900–1999: Ngiracher-mang, Soilokel, Rull, Brel, Lomisang, Siangeldeb, Bao. (1999)



ECONOMY

- Representatives from Palau, Japan, and the United States join in the signing ceremony for the Palau International Coral Reef Research Center. (1999)
- Japanese government gives Palau grant aid of \$26 million for construction of a new bridge between Koror and Babeldaob. (1999)
- Peleliu State receives more than \$3 million from Japan for dredging Peleliu Channel. (1999)



CULTURE

- Emmy Awards, San Francisco/Northern California Chapter, honors the Palau Visitors Authority for “Pacific Adventures: Palau,” KITV, for outstanding achievement in an informational program. (1998)

Palau in the Twenty-First Century

Throughout the 1990s, important changes occurred around the world. The Soviet Union split into many nations that are working to develop democratic systems of government. Scientific advances brought the world closer together as new technologies allowed people to communicate faster and better. These changes will continue in the twenty-first century.

Palau is a part of this global process of change. Citizens of Palau are facing many challenges and have to decide on many issues. They have to decide what kind of economic growth is best for the country. They have to think about protecting and preserving their culture and their environment. Many questions are being asked about how Palau’s traditions can be preserved in a rapidly changing world. What the timeline of the future will look like depends on plans and decisions that are made today.

- Palau hosts the first Micronesian traditional leadership conference. (1999)
- Team Palau participates in the XI South Pacific Games in Guam. (1999)

Micronesia:

A Guide Through the Centuries

Extension Activities

A Note to Teachers!

The activity ideas in this section should help integrate information found in this book with your curricular goals as you teach about Micronesia. A wide variety of ideas is presented.

Some of the ideas are quite simple; others are more complex. Some may serve as springboards; others may be good culminating activities. Not all will be suitable for your situation.

Select those activities that best meet your objectives. Feel free to adapt activity ideas to meet your needs.



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Extension Activities

Purpose. Keep in mind that this is a reference book and not a textbook. The activity ideas on the following pages are meant to enrich your students' understanding. You might begin with a particular section in this book, or you might start with your ongoing curriculum. In either case, select only those activity ideas that enable you to reach your teaching objectives more effectively.

Organization. The activity ideas are presented in six categories that correspond to information in this book. The six categories are:

1. Overview of Micronesia (corresponds to Chapter 1 of this book)
2. History (corresponds to history category of the five entity timelines)
3. Government (corresponds to government category of the five entity timelines)
4. Economy (corresponds to economy category of the five entity timelines)
5. Culture (corresponds to culture category of the five entity timelines)
6. Geography (corresponds to maps and geography charts of the five entity timelines)

Teacher Tips. Please read the following tips before using any of the activity ideas.

- ◇ Although these activity ideas are grouped in six broad categories, be aware that many activities achieve objectives that could apply to more than one category. Within each category, activity ideas are presented in chronological order.
- ◇ Many ideas are presented. You do not need to use them all with your students. Decide which ones best match your curricular goals.
- ◇ Headings on the activity ideas indicate the major knowledge, attitudes, or skills emphasized in the activity. Use the headings to help you choose relevant ideas for your students.
- ◇ Read activity ideas carefully before you use them. You may have to adapt them to fit your students' abilities and interests or your class size. You also may have to adjust activities depending on how many books are available in your classroom.
- ◇ Beware that these activity ideas are starting points that are meant to get students involved and capture their interest. You need to help students make connections between the activities and course objectives.
- ◇ Some activity ideas suggest products that the students might create. These are intended to teach both content and skills. None are intended to serve as assessments of student learning.

OVERVIEW
Topic
Migration of First Settlers
Skills
Reading maps

Have students use the map of the Pacific region (page 8), along with the narrative section on the “First Settlers” (pages 6–9), to find some possible migration patterns into Micronesia. The oldest migration pattern is probably from Southeast Asia to the Marianas and Palau. Another pattern would be from Southeast Asia down into Melanesia then eastward to Polynesia and then northward into eastern Micronesia (the Marshalls and Eastern Carolines), then possibly westward through Micronesia.

OVERVIEW
Topic
Ancient Civilizations
Skills
Developing cultural pride

Read the section on “Ancient Civilizations” with your students (pages 11–12). Make a measurement to show twenty feet. You might measure your classroom wall and then say, for example, that twenty feet is twice as high as this wall. Or you might measure twenty feet out in the school yard and have students stand at each end to get a concept of twenty feet. Tell students that this length is how high some walls were at Lelu and Nan Madol. You might also bring a ten- or twenty-pound weight to class (perhaps a bag of rice). Have students try to lift the weight and imagine stones at least 100 times heavier. This activity should help students understand the skills involved when their ancestors built ancient settlements.

OVERVIEW
Topic
Early Outside Explorers
Skills
Reading maps

Use the world map (pages 14–15) and the section on “European Explorers” (pages 12–13) to compare how explorers from Portugal and Spain came to the Pacific islands. The Portuguese left Portugal sailing south along the western coast of Africa and then came around the southern tip of Africa to sail east across the Indian Ocean. Spanish explorers sailed west from Spain and then southwest through the Atlantic Ocean and around the southern tip of South America and then northwest through the Pacific. Students will have to use their imaginations for part of the Spanish trip because the Spanish route leaves Spain and goes off the page on the left-hand side of the map (page 14) and comes back on the page on the right-hand side of the map (page 15) into the Atlantic Ocean.

OVERVIEW*Topic***Carolinian Migration***Skills***Developing cultural pride
Reading maps**

Read the section on the Carolinian migration (pages 21–22). Have students look at the FSM map on page 102 to find Satawal and Elato. Then, have them look at the Micronesia map (pages 4–5) to determine approximately where Satawal and Elato are and then decide a possible route the Carolinians may have sailed to arrive in Saipan.

OVERVIEW*Topic***Spanish and German Periods***Skills***Synthesizing**

Divide your class in half and assign one half to read about the Spanish Period (pages 26–27) and the other half to read about the German Period (pages 28–30). Then, divide each half into small groups of three to five students. Based on their reading, ask the small groups to draw group pictures of what they think things would have been like during their assigned period. When the groups have completed their drawings, ask them to share the drawings with the class. Help promote understanding by asking questions, such as, What were the Spanish most interested in doing in our islands? What were the Germans mainly concerned about? Which island group had no Spanish Period? [Marshalls] Which island entity had no German Period? [Guam] On which island were there uprisings against the Spanish and the Germans? [Pohnpei]

OVERVIEW*Topic***Japanese Period***Skills***Conducting research**

Read the section on the Japanese Period (pages 30–35). As a class, make a list on the chalkboard or on chart paper of Japanese sites that the students know about on your island. What do the students know about the sites? Are the sites associated with the war? Are they religious sites? Who could the students ask to find out more about the sites? You and your students could visit the sites. Or you could have your students find out more about the Japanese Period in general by having them interview elders who were alive during Japanese times.

OVERVIEW
Topic
The 1960s
Skills
Interviewing

The 1960s became a turning point for Micronesian entities. Political, social, and economic development moved at a faster pace than previously. Divide your students into pairs or groups of three and have them interview people who were teenagers or young adults during the 1960s to find out what was happening during that time period. The section called “Political Development” (pages 40–46) and the section called “Social and Economic Development: 1960s–1980s” (pages 46–49) talk about the 1960s. You could have students read portions of these sections to give them some background before they begin their interviews. In addition, you may need to work with students to develop interview questions. You also might have them practice interviewing each other in the classroom before conducting their real interviews. After completing their real interviews, students could give oral reports in class about how their interviews went and what they learned.

OVERVIEW
Topic
Future of Micronesia
Skills
Predicting

Ask students to write a poem, compose a song, draw a picture, write an essay, or prepare an oral presentation about what they think their island and island life will be like in ten years. Some questions students might want to consider are: What challenges will people face in ten years? What will the environment be like? How will people travel from place to place? How will people dress? What will they eat? How will people spend their leisure time? Tell students that they should also be prepared to explain why they think their island will be a certain way in ten years. In other words, what is happening today or what has happened in the past that leads the students to their vision of island life ten years from now?

HISTORY
Topic
Outsider Influence
Skills
Understanding chronology

Divide your class into five groups. Assign each group one of the five timelines (CNMI, FSM, Guam, Marshall Islands, and Palau). Tell the groups that they are going to be looking on their assigned timeline for entries about events that happened in the 100 years between 1600 and 1699. *They should look for these events in the history category of the timeline only.* Ask the group members to count the number of entries in the history category that have dates in parentheses that fall between 1600 and 1699.

The groups that are assigned the Marshall Islands and Palau will find no entries with dates between 1600 and 1699. The group assigned to the FSM will find one entry about Captain Francisco Lazcano naming the Caroline Islands. The groups assigned to the CNMI and Guam will find 17 entries in each of these two timelines.

Have each group share their findings with the class. Have the Guam and CNMI groups tell the class about the entries they found. What was going on in the Marianas between 1600 and 1699? What does it mean that the Marshalls and Palau had no entries and that the FSM only had one entry for this same period? [It means that outsiders had not yet had any influence on island life in the Marshalls and the Carolines.]

HISTORY

Topic

The 1800s in Micronesia

Skills

Analyzing

Divide your class into five groups. Assign each group one of the five timelines (CNMI, FSM, Guam, Marshall Islands, and Palau). Tell the groups that they are going to read the entries on their assigned timeline for the 100-year period between 1800 and 1899. *They should look for entries in the history category of their assigned timeline only.*

After they have read the entries, group members should draw a mural to represent events that happened during this 100-year period in their assigned entity. Have the groups share their murals with the rest of the class. Look for similarities and differences. Common themes that should emerge are scientific expeditions, whalers, missionaries, and the activities of colonial powers (Spain, Germany, Great Britain). One unique event that should appear on the CNMI mural is the movement of Carolinians to Saipan.

HISTORY

Topic

Japanese Period

Skills

Comparing and contrasting

On each timeline, find the summary box about the Japanese Period (called “Japanese Occupation” on the Guam timeline). Read the summaries together as a class. Have students write down the main points of each summary in their notebooks *or* record the main points on the chalkboard as you go along. After reading all five summaries, hold a class discussion about the similarities and differences of the Japanese Period in the five entities.

HISTORY

Topic

World War II in Micronesia

Skills

Using data to generalize

Focus on the year 1944 *in the history category only* of all five timelines. There are a total of 29 entries with 1944 in parentheses as follows: CNMI—6; FSM—7; Guam—6; Marshall Islands—4 (one of these is 1944–1945); and Palau—6. With the goal of having these 29 entries visible to the whole class, you could now choose to do one of several different things.

You could have individual students each copy one entry on a sheet of paper. These papers could then be posted together on a wall so everyone could read them. Or you could have five pieces of chart paper (one piece for each entity). Students could copy the entries for an entity onto its designated chart paper. Or you could make five columns on the chalkboard (one for each entity). Students could copy the entries for the entity in the appropriate column. Or you might think of some other way to get all 29 entries visible to the class. When all 29 entries can be seen and read by the whole class, have students develop general statements about what 1944 was like in Micronesia.

HISTORY

Topic

Recent Political History

Skills

Analyzing

For the CNMI, FSM, Marshall Islands, and Palau, 1986 was a significant year. In the CNMI, commonwealth status and U.S. citizenship became effective in that year. The Compact of Free Association took effect in the FSM and the Marshall Islands in 1986. Meanwhile in 1986, Palau became the last remaining United Nations Trust Territory in the world because Palauans had not resolved their differences about the Compact of Free Association.

Have students find 1986 entries about these events by looking at the four timelines. For the CNMI, FSM, and Palau, students can look in the history category. For the Marshall Islands, students should look in the government category. By reading the entries, students will learn that the United Nations and U.S. President Ronald Reagan played a role in these events along with island governments.

HISTORY

Topic
The 1990s

Skills
**Comparing and contrasting
Predicting**

Divide the class into small groups of five students each. Assign each student in a group to a different one of the five timelines. Ask each student to read the entries on his or her assigned timeline for the years 1990–1999 *in the history category only*. Then have small group members share with their small group what they learned about their assigned entity by reading the entries. Then ask each small group to discuss the future. What predictions do they have for events that may happen in Micronesia in the next ten years? Have them write their predictions down or draw pictures or make a future timeline. Have the small groups share their predictions with the whole class.

GOVERNMENT

Topic
Chamorro Rebellion

Skills
Interpreting data

Put students in pairs. Assign the CNMI timeline to half of the pairs and the Guam timeline to the other half. Have the pairs read the *government entries in the 1600s* on their assigned timeline. The year for the first entry is 1668 for both CNMI and Guam. Also have the pairs read the summary box about the Chamorro Rebellion on their assigned timeline.

When the pairs have read their assigned information, form groups of four by combining a CNMI pair with a Guam pair. Have the pairs share with each other what they learned. Then bring the class together to discuss what the government was like in the Marianas in the late 1600s. Some questions you might ask are: Who were some of the government leaders? Which Chamorro chief gave land to Sanvitores? Which chiefs led the rebellion? Who were some of the Spanish governors and military leaders? Which Spanish governor treated the Chamorros with respect? How did he show his respect?

GOVERNMENT

Topic
**Outsider Influence in the
Carolines and Marshalls**

Skills
Comparing and contrasting

This activity is designed to help students become familiar with traditional government and chiefly titles in the FSM, Marshalls, and Palau and to show students the kinds of interactions that took place between islanders and outsiders during the period from 1783 to 1885. Using 27 entries from *the government category only*, students will create a new combined government timeline strand.

Distribute 27 sheets of paper among your students. Each sheet of paper will have one entry copied onto it. From the FSM timeline, the eight government entries with these years should be copied one per sheet: 1824, 1830, 1836, 1843, c1844, 1852, 1854, and 1870. From the Marshalls timeline, the nine government entries with these years should be copied one per sheet: 1823, 1842, 1870, 1876, 1878, 1878–1884, c.1879–1883, 1880, and 1885. From the Palau timeline, the ten government entries with these years should be copied one per sheet: 1783, 1791, 1800, c.1850, c.1860, 1862, 1865, 1866, 1883, and 1885.

Once you have the 27 entries copied on individual sheets, hang them around the room in chronological order. Read them together and look for similarities and differences. Discuss what was happening with traditional government in the island groups and how outside powers interacted with traditional leaders.

GOVERNMENT

Topic

Colonial Powers

Skills

**Understanding change
Using maps**

The Spanish-American War led to changes in government administrations in Micronesia. Before the war, the Marianas and Carolines were under Spanish control. After the war, Guam went under U.S. control while the Northern Marianas and the Carolines went under German control. Except in the Marshalls that already were under German control and remained so, these changes occurred in 1899. The government and history categories of the CNMI, FSM, Guam, and Palau timelines have entries that describe these changes in administrations in the years 1898 and 1899. To help make the entries come alive for students, you might begin by making a “human map.”

In advance, have students make signs for the Marshall Islands, Kosrae, Pohnpei, Chuuk, Yap, Palau, Guam, and the Northern Marianas (Saipan, Rota, and Tinian). Also, have students make signs for or flags of three colonial powers—Spain, Germany, and the United States. You will need seven signs or flags for Spain, seven for Germany, and one for the United States.

Assign roles. Three students should be assigned to represent Spain, Germany, and the United States (give these students the signs or flags for their country). The rest of the students should be assigned to be the islands of Micronesia. Using the Micronesia map on pages 4–5 as a guide, arrange the students who are the islands of Micronesia into a human map. Have each island group hold the sign that tells who they are. The three students who represent Spain, Germany, and the United States should stand off to the side at this point.

Tell the students that it is 1898 and they are going to see who has government control in the islands. Have the student representing Germany give a German sign or flag to the Marshall Islands. Have the student representing Spain give Spanish signs or flags to Kosrae, Pohnpei, Chuuk, Yap, Palau, Guam, and the Northern Marianas. Give all students a chance to look around them at the human map and see which country was in control where in 1898.

Now tell the students that in 1898, the Spanish-American War occurred. The war was short and came to its conclusion with the Treaty of Paris in 1898. As part of the treaty, the United States received Spain's claim to Guam. Then, in 1899, Spain sold the Carolines and Northern Marianas to Germany. Tell the students it is now 1899. Have the student representing Spain go and take back all the Spanish signs or flags. Have the student representing Germany give German signs or flags to Kosrae, Pohnpei, Chuuk, Yap, Palau, and the Northern Marianas. Have the student representing the United States give the U.S. sign or flag to Guam. Give all students a chance to look around them at the human map and see which country was in control where in 1899.

GOVERNMENT

Topic

Early TTPI Government

Skills

Interpreting data

Comparing and contrasting

Divide the class into at least five small groups of no more than five students per group. Assign one of the five timelines to each group. More than one group can be assigned the same timeline if necessary. Give each group a piece of chart paper and marker (or some appropriate substitute). Ask group members to look at the *government category only* on their assigned timeline to find any entries with dates between the years of 1947 and 1959. The groups should read these entries on their assigned timelines and record on chart paper the main points of what happened in their entity.

When the groups have finished their work, reconvene the class and ask a reporter from each group to present their findings to the class. Hold a discussion to compare what was going on in the different island governments between 1947–1959. Some of the main events that students should report are: establishment of the TTPI; U.S. Department of the Interior taking over administrative duties from the U.S. Navy; several islands forming local government bodies, such as congresses or municipal councils; and the U.S. Congress passing the Organic Act of Guam that gave U.S. citizenship to Guamanians.

GOVERNMENT

Topic

Political Development: 1960s and 1970s

Skills

Reading and comprehending

For the Micronesian entities that were part of the TTPI, much political activity was going on between the years 1965 to 1978. Read the following summary boxes with the students to help them understand what was happening: “American Period: Becoming a Commonwealth” on the CNMI timeline; “Emerging Political Identity of Micronesia” on the FSM timeline; and “Separation of Micronesia” on the Marshall Islands and Palau timelines.

Use the summaries as the basis for a class discussion. Some questions to consider in the discussion might be: Why are the Marshall Islands and Palau summary boxes almost identical? Why do the CNMI and FSM summary boxes have such different titles? Why is there no summary box about this period on the Guam timeline? What do the students think about the political decisions that citizens in the various entities made during this time period?

GOVERNMENT

Topic

Creating a Future Government Seal

Skills

**Synthesizing
Visualizing
Predicting**

Tell students that your class has been asked by the president (or the governor) to design a new government seal that will be adopted in the year 2050. You can have students work on this project individually, in pairs, in small groups, or however will work best with your students. You should tell them that seals generally include symbols that represent important cultural values or core beliefs. They will understand this better if they look at the current seals of the different Micronesian entities (as seen on the cover of this book and on chapter divider pages) to get ideas about what elements might be included. You could talk with them about the different elements in all of the seals before they draw their seals of the future. When students complete the drawing task, post the seals around the room and ask students to explain them.

*Topic***Early Trade Items***Skills***Interpreting data
Categorizing**

Using entries in the *economy category only*, have your students make lists of some of the items that were traded between islanders and Europeans and also between islanders and other islanders. Have the students limit their search on the timelines to the period from 1500 to 1899. In addition, the FSM timeline essay has a section on interisland trade on pages 106–107. To keep track of their findings, students can make three columns on a piece of paper: one column for items islanders traded to Europeans; another column for items Europeans traded to islanders; and a third column for items islanders traded to other islanders. Students can work individually, in pairs, in small groups, or however you think best.

Once students have made their lists, bring the class together and make a master list on the chalkboard. Use the list as the basis for a discussion about trade. Some possible questions are: Which items did islanders from several different islands trade to Europeans? [Two examples are coconuts/copra and sea slugs.] What were common items received from Europeans? [Two examples are iron and cloth.] What items did outer islanders from Chuuk and Yap (Carolinians) trade with the Chamorros in the 1500s, in the 1800s? [Traded turtle shells and cowrie shells and received medicinal plants, dyes, and pottery in the 1500s. Traded seashells, turtle shells, woven mats, hemp, and tumeric for iron, nails, knives, and copper in the 1800s.] Why did the trade items between Carolinians and Chamorros change between the 1500s and the 1800s? [The Spanish were in the Marianas in the 1800s and European goods such as iron tools were available that had not been available in the 1500s.]

*Topic***Whaling in Micronesia***Skills***Summarizing
Comparing and contrasting**

Whaling was important in the Pacific from about 1820 through 1860. The most significant effects were felt in the Marshalls, the Eastern Carolines, and Guam but all islands were touched to some extent by the whaling industry. Divide your class into four groups. Each of the four groups will have a separate assignment. You may want to subdivide each group into pairs or smaller working groups.

Give one group the assignment of looking at all five timelines *in the economy category only* to find entries that mention whaling, whalers, or whaleships. They only need to search for entries between the years 1820 and 1860. Ask them to

copy the entries on a piece of paper. (They should find nine entries as follows: CNMI—2; FSM—3; Guam—1; Marshalls—2; and Palau—1.)

The second, third, and fourth groups will each read a summary box from one of the timelines. One group should read the summary box from the FSM timeline entitled, “Early Contact: Whalers”; another group should read the summary box from the Guam timeline entitled, “Nineteenth Century: End of Spanish Era”; and the remaining group should read the summary box from the Marshall Islands timeline entitled, “Early Contact: Whalers.” Ask each group to write down the main points of its assigned summary box.

After the groups have completed their assignments, have each group share their findings with the whole class. Use the information for a class discussion of whaling and its effects in the various islands.

ECONOMY

Topic

Influence of Traders

Skills

Reading maps

Understanding movement

Read together with the class the summary box on the FSM timeline entitled “Early Contact: Traders” (page 116). Use the world map on pages 14–15 to find the continent of Europe and the country of China to show where early traders came from (countries on the continent of Europe) and where they often took island goods (China). Ask the students what changes took place in the islands because of traders.

ECONOMY

Topic

Economic Influence of Germans

Skills

Interpreting data

Comparing and contrasting

Reading maps

Divide your class into four groups. Assign each group one timeline: CNMI, FSM, Marshall Islands, or Palau. (*The Guam timeline will not be used.*) If your class is large you may need to make subgroups within each of the four groups.

Each group or subgroup should first read the summary box about the German Period for its assigned entity. Then each group should read economy entries on its assigned timeline that relate to the Germans. The CNMI group can start with the economy entry dated c1900. The FSM and Palau groups can begin with the economy entries dated 1899. The Marshall Islands group can

start with the economy entry about Adolf Capelle dated c1860 in order to get the full picture of the German influence in the Marshalls.

Although the groups should focus on the economy entries during the German Period, they may need to read a few entries in other categories to fully understand the economy entries. For example, on the CNMI timeline, Fritz is referred to in several economy entries, but a government entry dated 1899 explains who Fritz is.

As students read the economy entries, ask them to look on the map of their assigned timeline for islands mentioned in entries. For example, Angaur is mentioned in Palau economy entries. Have the Palau group find Angaur on the Palau map.

After the groups have finished their reading, they need to report back to the whole class. Use your judgment as to how the report should be made. Students could draw a picture of what their entity was like during the German Period. They could do a skit. They could make an oral report. They could write important points on chart paper. You could allow different groups to choose their own ways to report back. Once groups have reported to the whole class, compare how the Germans affected the economies of the different entities. What was similar between entities? What was different?

ECONOMY

Topic

Economic Development in the Early Twentieth Century

Skills

**Interpreting data
Team decision making
Conceptualizing and illustrating**

This activity involves reading economy entries on all five timelines that focus on the Japanese Period except in Guam where the United States was in control. Divide your class into groups of three. (You may need to have one or two groups with four members.) Assign a different timeline to each group. With a large class, it is okay to assign the same timeline to more than one group. *However, only assign the Marshall Islands timeline to one group of three.*

Students are to read economy entries only. Have students assigned the CNMI read 19 entries, starting with the entry dated 1915 and stopping after reading the three entries dated 1935. Have students assigned the FSM read 19 entries, starting with the entries dated 1914 and stopping after reading the entry dated 1942. Have students assigned Guam read 18 entries, starting with the entries dated 1900 and stopping after reading the entry dated 1936. Have students assigned Palau read 21 entries, starting with the entry dated 1914 and stopping after reading the entry dated 1940. Have students assigned the Marshall Islands

read 4 entries, starting with the entry dated c.1920 and stopping after reading the entry dated 1936. (Please note that this is a much shorter assignment than the other assignments.)

After the groups have read their assigned entries, have each group select the three most interesting entries from their timeline. (If you have any groups of four, have them select four entries.) Then, each student in the group should illustrate a different entry on a sheet of paper, being sure to include the year somewhere on the illustration. When the groups are ready, have students describe their illustrations and post the illustrations in chronological order. Have students explain what was going on in their assigned entity during the time period and why they chose the entries to illustrate.

ECONOMY

<i>Topic</i>	<i>Skills</i>
Economic Growth in the 1990s	Categorizing Comparing and contrasting Predicting
<p>Divide the class into five groups. Assign each group one of the five timelines. Have them look at the economy entries from 1990–1999 on their assigned timeline. Each group should pick out key words or phrases from the entries and list them on a piece of paper. For example, an entry in the FSM timeline says, “Sea Breeze Hotel opens in Pohnpei. (1992).” Students should just write “hotel” on their list. Or, if an entry mentions an airline or airport, students can write “air travel” or “air transportation” on their list.</p> <p>Once a word or phrase is recorded on their group’s list, students can make a checkmark by the word or phrase when it is mentioned in another entry. When the groups have completed their lists, have them report to the class.</p> <p>To help the groups share their lists, make six columns on the chalkboard. Label the first column “Key Word or Phrase” and label the remaining five columns with entity names. Have one group start with a key word from its list and write the word or phrase on the chalkboard. Ask the group how many entries on its assigned timeline mentioned that key word or phrase. Fill in the number of times mentioned in the appropriate entity column. Then, ask the other groups if that same key word or phrase was mentioned in their assigned entries. If so, record how many times in the appropriate entity column. If not, put a zero in the column.</p> <p>Then, move on to the next key word or phrase. With each key word or phrase, find out how many times it was mentioned on each entity’s timeline. Continue until all the groups have reported all their key words or phrases. You may have to help students understand that some key words mean the same</p>	

thing. For example, if a group uses “resort” as a key word, it can be recorded and counted along with “hotel” entries.

When all key words or phrases have been listed and counted, hold a discussion about the economic trends of the 1990s. Some questions you might ask are: What are the similarities and differences between the entities? Are there any economic activities that seemed to be important in all locations? Students may note that Palau had a lot of economic activity in the 1990s. What is one reason this happened? [The Compact took effect in Palau in 1994.] Based on the economic trends of the 1990s, what predictions do the students have for future economic growth?

CULTURE

Topic

Traditional Island Life

Skills

**Conceptualizing and illustrating
Comparing and contrasting**

Read the five timeline essays together as a class. The essays are short descriptions of island life before the arrival of outsiders. Approximate length of the text in the essays is: four pages—Marshall Islands; five pages—CNMI and Palau; six pages—FSM; and eight pages—Guam. Except for Guam, which may take longer, you probably can read one essay per class period. Decide in what order you want to read the essays. You may want to read your own entity essay first or perhaps last.

Check for understanding with students as you read each essay. When you finish reading an essay, make a class poster, mural, display, or chart with key-word descriptions to show what early life was like in that entity. Compare the five class projects when they are all completed.

CULTURE

Topic

Christianity as an Influence

Skills

**Interpreting data
Understanding chronology**

Divide the class into five groups. Assign each group one of the five timelines. Each group is to look at the *culture category only* and identify all entries that have to do with religion (Christianity, missions, missionaries, priests, Catholics, Protestants, and so forth). Groups should look for entries that occur between the years 1500 and 1899.

As the groups find entries on their assigned timelines, group members should take turns copying each entry on a separate sheet or slip of paper to be shared with the entire class later. When the groups are done, bring the class

together and have the groups share the entries they found. Post the entries in chronological order and discuss the findings.

Possible discussion questions include: Which islands had the first churches and of what faith and about when? [Guam, Tinian, Rota—Roman Catholic faith, 1668 and 1669] From where and when did missionaries arrive in Kosrae and Pohnpei? [America in 1852] When was the first mission established in the Marshalls and by whom? [1857 by American Protestant missionaries] How and when did missionary priests start trying to convert Palauans to Christianity? [By starting with highest clan members from 1891–1899] Besides converting islanders to Christianity, what other influence did missionaries and priests have in the islands? [some examples: started schools, taught people to read and write, began putting local languages into writing, tried to change traditional customs, tried to stop fighting among islanders, and so forth]

CULTURE

Topic

Life in the 1920s and 1930s

Skills

**Summarizing
Comparing and contrasting
Making decisions**

During the 1920s and early 1930s, there was peace and prosperity throughout most of Micronesia. The Japanese administration promoted economic growth, developed health and education systems, and allowed Micronesians religious freedom. In Guam, the American administration introduced modern technology of the time period.

To get an idea about what Micronesian life was like during the 1920s and 1930s, have students read entries from *the culture category only* on all five timelines between the years 1920 and 1939. Use your judgment whether students should read the entries as individuals, in pairs, in small groups, or as a whole class. No matter how you assign the work, ask students to take some notes. After the reading is completed, have a class discussion about each entity and what life was like during the time period.

After discussion, you might ask students to choose in which island they would like to have lived if they had been alive in the 1920s and 1930s. You could have them write a brief essay about where they would have chosen to live and why. Or you could have them make an oral presentation about where they would have lived and why.

*Topic***First Radio Stations***Skills***Compiling information
Hypothesizing**

Radio and television contribute to cultural changes in every region of the world. Each of the five timelines lists the years when radio stations started operation. The FSM timeline lists the years for radio stations in Chuuk, Kosrae, Pohnpei, and Yap. Put students into pairs and have them find the years when radio stations began throughout the islands. *Students should look in the culture category only.* [Guam—1954; Palau—1954 in Koror; Marshalls—1962; Chuuk—1963; Pohnpei—1965; Yap—1965; CNMI—1966 in Saipan; and Kosrae—1977]

When the pairs have completed the task, bring the class together. Ask for a volunteer pair to tell you the first radio station the pair found [either Guam or Palau]. Ask other pairs to contribute and make a master list on the chalkboard of the eight radio stations in chronological order.

Talk about the list together. You might ask some questions such as, how many years between the first and last station on the list? Why do students think this is so? Why were so many stations started in the 1960s? How many stations are there today on your island?

*Topic***Lifestyles in the 1960s and 1970s***Skills***Summarizing
Comparing and contrasting**

The 1960s and 1970s brought significant changes as more Western culture was introduced to the islands. In all entities, educational systems were expanded in some way in the 1960s. The 1970s brought more educational development and health care improvements in most islands. Television was introduced to many islands in the 1970s as well.

Divide students into five groups. Assign each group one of the timelines. Ask them to read the culture entries between the years 1960 and 1979. Give each group a piece of chart paper. Have them put their entity name at the top and then use the culture entries to make a list of key activities during the 1960s and 1970s. When the groups are finished, have them share and explain their lists with the rest of the class. Lead a class discussion, focusing on the similarities and differences among the entities.

CULTURE
Topic
Life in the Future
Skills
Predicting
Using creative skills

Have students choose any entity they wish and make predictions about what the culture will be like in 20 years. Students can write their predictions down, draw a picture illustrating their predictions, compose a song or poem about their predictions, or prepare an oral description to present to the class. Students can look at the timeline of the entity they choose to help them make their predictions based on what has happened in the past. Give students the time you think they need to carry out the assignment and then have students present their assignments in class.

GEOGRAPHY
Topic
Map Keys: Scale and Symbols
Skills
Reading maps
Making measurements
Comparing and contrasting

Divide students into pairs or groups of three. Explain that the groups will be looking at the map keys on the individual maps of all five entities and making some comparisons. Students are to use the scale on each map to take measurements. In the case of the CNMI, FSM, the Marshalls, and Palau, students are to figure out across approximately how many miles of ocean the entities are spread both west to east and north to south. For Guam, students should determine approximately how many miles Guam spreads from its northernmost point to its southernmost point and about how wide Guam is at its widest point.

You can coach students to make a paper “measuring stick” by having them cut a strip of paper the same length as the mile scale on the map legend. The paper strip can then be used as a measure. For example, on the Marshall Islands map, students would cut a strip of paper equal to the 150 miles on the scale. For west to east measurement, students would lay the edge of the paper at *Wūjlān* Atoll and measure across until they reach a point even with *Nādikdik* Atoll. The paper measure goes across almost exactly five times. Therefore, west to east, the Marshall Islands are spread across about 750 miles of ocean (150 miles multiplied by 5 OR $150 + 150 + 150 + 150 + 150$, whichever is easier for your students).

The north to south measurement on the Marshalls map is more difficult to make because it does not come out an exact number of paper measures. Also, the atoll of *Bokak*, which is shown as an inset on the map, is further

north than the main map portrays. In this case, ask the students to do the measurement not including *Bokak* but starting from *Pikaar* in the north to *Epoon* in the south. Their measurement will come out three 150-mile measures plus about one-half of the 150-mile measure (75 miles). Therefore, from *Pikaar* to *Epoon*, the Marshall Islands spreads over approximately 525 miles of ocean (150 multiplied by 3 plus 75 OR $150 + 150 + 150 + 75$).

For the other entities, measurements are as follows:

CNMI: West to east a line from Farallon de Pajaros to Farallon de Medinilla is about three-quarters of a 100-mile measure, or about 75 miles. North to south from Farallon de Pajaros to Rota is about four and three-quarters 100-mile measures, or about 475 miles.

FSM: West to east from Ngulu to Kosrae is about three and one-half 500-mile measures, or about 1750 miles. North to south a line dropped straight down from Ulithi to even with Kapingamarangi is about one and one-quarter 500-mile measures or about 625 miles.

Palau: West to east from Hatohobei to Kayangel is about three 75-mile measures, or about 225 miles. North to south from Kayangel to Hotsari Hie is about four and one-half 75-mile measures, or about 337 miles.

Guam: West to east from Orote Point to the eastern shoreline of Guam is about two and four-fifths 5-mile measures, about 14 miles, making Guam about 14 miles wide at what appears to be its widest point. North to south, a line dropped straight down from Ritidian Point to Cocos Island is about six 5-mile measures, or about 30 miles.

After students have made their measurements, talk about what they learned. Why is it important to pay attention to the scale of a map?

Topic

Differences Between Islands and Atolls

Skills

Reading charts
Understanding square miles
Measuring (if students make models)
Hypothesizing

Micronesia is from the Greek language and means “tiny” (micro) “islands” (nesia). The Marianas are in the west of Micronesia and the Marshalls are in the east. The Marshalls are almost all atolls (low coral islands surrounding a lagoon), while all the Marianas are either raised limestone or high volcanic islands. Using the geography charts on the CNMI and the Marshalls timelines, students can learn about this contrast.

As a class, look at the first geography chart on the Marshall Islands timeline (page 193). Explain that an atoll is a group of low-coral islands (islets) that surround a lagoon. Talk about the categories on the chart. Explain what a square mile is if your students don't already know. (You might draw a square on the chalkboard and ask the students to imagine that the sides of the square are one mile long.)

Explain to the students that the square mile figure for each atoll listed on the chart is the total for all the islets that are part of the atoll. For example, look at the last atoll listed on the chart (*Aelok*). *Aelok* Atoll's land area is just a little more than two square miles. These two square miles of land are divided among 55 islets. These 55 islets are spread out around *Aelok*'s lagoon that is 68.5 square miles in size.

Next, go to the second Marshall Islands geography chart (page 194). Point out to the students that *Mājeej* and *Jemō* have no islets and no lagoons listed. This means that *Mājeej* and *Jemō* are individual islands and not atolls.

Now turn to the CNMI timeline and look together at the geography chart on page 93. It lists four islands in the Northern Marianas (Guguan, Alamagan, Pagan, and Agrihan). Go over the categories with the students. The island's name is given in both Chamorro and Carolinian, followed by the land area in square miles, and the elevation of the highest mountain in feet. You may want to remind students that there are 5,280 feet in a mile, which means that the highest mountain on Agrihan is more than one-half mile high.

To visually show the difference between an atoll and a raised island, you could do this exercise with your class. The exercise compares *Mājro* Atoll (capital of the Marshall Islands) with Saipan (capital of the CNMI). You will need a ruler, scissors, pencil or pen, and three sheets of paper (8 1/2" x 11"). Two sheets of paper will be used to make *Mājro*'s lagoon, so blue paper would be ideal. The third sheet of paper will be used to make land areas, so brown paper would be ideal.

The geography chart on page 201 of the Marshall Islands timeline shows that *Mājro* has 57 islets, 113.9 square miles of lagoon, and 3.5 square miles of land. For this exercise one inch of paper will equal one mile. This means that one full sheet of blue paper represents 93.5 square miles because 8.5 inches times 11 inches equals 93.5. About twenty more square miles of lagoon is needed to reach the 113.9 square mile total. Cut a 2 inch by 10 inch strip of paper from the second sheet of blue paper. This strip will represent 20 square miles because 2 inches times 10 inches equals 20. The full sheet of blue paper (93.5 square miles) plus this additional strip (20 square miles) now represents *Mājro*'s lagoon. (You might tape these pieces together.)

The brown paper will be used to make *Mājro*'s islets, which total 3.5 square miles. Cut a strip of brown paper that is 1 inch wide by 3 1/2 inches long. This represents 3.5 square miles because 1 inch times 3.5 inches equals 3.5. This small strip of paper needs to be cut into 57 tiny pieces to become the 57 islets. You might accomplish this by writing the numbers 1 through 57 on the strip and then cutting each number off. Once made, these islets can be placed around the already made, blue lagoon.

The geography chart on page 84 of the CNMI timeline says that Saipan is 47.46 square miles. Still using the one inch to equal one mile scale, Saipan can be represented by a brown piece of paper that is 5 3/4 inches wide and 8 1/4 inches long. This represents almost exactly 47.46 square miles because 5.75 inches times 8.25 inches equals 47.44.

If you have enough supplies, students can make the paper representations of *Mājro* and Saipan themselves, perhaps in pairs or in small groups. Once you have the paper representations of Saipan and *Mājro*, get students' impressions. How do they think different landforms might affect lifestyles in Micronesia?

Topic

Chamorro Depopulation

Skills

Reading charts

Estimating

Using arithmetic

Hypothesizing

In the late 1600s and early 1700s, the Chamorro population significantly decreased. A few factors caused this depopulation. During the Chamorro rebellion, chiefs and warriors were killed, lowering the population and leaving women with fewer men to marry. Many more Chamorros lost their lives from diseases brought by Europeans. Chamorros had no immunity to these previously unknown diseases.

Have the whole class look together at the first geography chart on the Guam timeline (Chamorro population in about 1669, page 156). Copy the chart on the chalkboard. When you come to the category "Other Islands," turn to the CNMI map in the front of the CNMI timeline (page 64) to see what the "other islands" are (the ten islands north of Saipan, referred to as Gani by Chamorros). Next, as a class, add up the population figures recorded on the chalkboard to come up with a grand total *estimated* population for 1669. [73,000—Please note that this figure is an estimate from Freycinet, a French captain who visited Guam long after 1669. Another estimate puts the 1669 Chamorro population at about 40,000. In either case, the later decrease in population is tremendous.]

Tell the students that when the Spanish-Chamorro War ended in 1695, the Spanish forced Chamorros from the northern islands to move to Guam. You might look at the Micronesia map so students can see that Guam is the southernmost island in the Marianas chain. By about 1699, Chamorros lived only on Saipan, Rota, and Guam. Then, by about 1740, Chamorros lived only on Rota and Guam. On the chart on the chalkboard, make a third column with the title “estimated population in about 1740.” Put a zero in that column across from “Saipan,” “Tinian,” and “Other Islands” to show that those places had no people living in them in 1740.

Look together at the second geography chart (page 157) on the Guam timeline that has population figures in Guam during the 1700s. Have the students use the chart to estimate how many people lived in Guam in 1740. A reasonable guess would be anywhere between 3,000 and 4,000 people. Record your students’ guess on the chart on the chalkboard for Guam. Tell the students that between 200 and 300 Chamorros lived on Rota in 1740. Record 250 people as an estimate for Rota on the chart on the chalkboard. Then add your Guam and Rota figures to come up with a total *estimated* population for 1740.

Compare the 1740 estimate with the estimate for 1669. The decrease is dramatic. What are the students’ thoughts about this?

<div>GEOGRAPHY</div>	<i>Topic</i>	<i>Skills</i>
	Island Names and Relative Location	Reading maps
		Developing spatial skills
	<p>The goal of this exercise is to continue to familiarize students with island names throughout Micronesia and to give them a sense of the relative location of island groups. Students will use the individual entity maps as a source to copy island names down on pieces of paper. Then you and the students will arrange the “islands” on the floor of your classroom to create a map of Micronesia.</p> <p>A total of 85 islands, atolls, or island groups are mentioned on the individual entity maps: CNMI—14, FSM—24, Guam—1, Marshalls—34, and Palau—12. Therefore, you will need 85 small pieces of paper on which students will record island names. A sheet of tablet paper divided into 8 equal pieces would create a nice size piece of paper for each island name. Therefore, eleven sheets of tablet paper would be enough to give you 88 pieces.</p> <p>Knowing your students, decide the best way to get the island names on the papers. You might divide the class into four groups, two of the groups could be larger than the other two. Assign the FSM and the Marshalls maps to the two larger groups because these entities have more island names. Assign the Palau</p>	

map to one of the smaller groups and the CNMI and Guam maps to the other smaller group. Ask each group to study its assigned map and copy down island names on pieces of paper, one island/atoll per paper.

When all the island names are on paper, construct a map together on the classroom floor. Start with either Palau or the Marshalls and use the entity specific map, along with the Micronesia map, to place the “islands” in their appropriate location. You may want to tape the “paper islands” down. Each small group can be the “expert” about its assigned entity but everyone should help in locating the islands in their proper position.

Topic

Human Characteristics: Population

Skills

**Organizing data into charts
Using arithmetic
Hypothesizing**

During the Japanese Period, Micronesians slowly became outnumbered by the Japanese and by foreign laborers such as Okinawans and Koreans. This population change happened throughout Micronesia but geography charts on the CNMI and Palau timelines have specific data about the shift. Using the data on the charts, students can track some of these changes. This exercise involves math (adding some two-, three, and four-digit numbers).

Pair students up or divide them into small groups. All pairs or groups will have the same assignment, which is creating a new population chart, using data from three geography charts on the Palau timeline and three charts on the CNMI timeline. Students should begin by making two columns on a piece of paper, the first column should be titled “Year” and can be a narrow column. A second wide column should be titled “Population.” Under the word “Population,” students should write four locations: Palau, Rota, Tinian, and Saipan. Under each location, students should make two subcategories, “Islanders” and “Foreigners.” (See example on the next page.)

When the students have these headings on their paper, have them create six rows by filling in the following six years under the first column titled “Year”: 1900, 1912, 1920, 1930, 1935, and 1940. Then have students fill in the rest of their new chart by using information from geography charts on the Palau and the CNMI timelines.

The three charts students will use on the Palau timeline are entitled “Palau Population” and students need to find the three charts for 1920 (page 234), 1930 (page 236), and 1940 (page 238). These three Palau charts use the word “Japanese” instead of foreigner. On the students’ new charts, there will be no Palau information in the rows for 1900, 1912 or 1935.

The three charts students will use on the CNMI timeline are entitled “Rota” (page 80), “Tinian” (page 81), and “Saipan” (page 84). In order to fill in their new chart for the years 1900 and 1912, students will need to add the population figures for Chamorros and Carolinians to determine the total number of “Islanders.” On the students’ new chart, there will be no information for Rota, Tinian, or Saipan in the rows for 1920, 1930, and 1940.

A completed chart should look something like this:

Year	Population							
	Palau		Rota		Tinian		Saipan	
	Islanders	Foreigners	Islanders	Foreigners	Islanders	Foreigners	Islanders	Foreigners
1900			476	1	90	0	1,378	29
1912			465	4	27	0	2,465	35
1920	5,700	600						
1930	6,000	2,100						
1935			764	4,841	25	14,108	3,282	20,280
1940	7,000	23,700						

Have students analyze their new charts. Ask students to speculate on how island life must have changed during the Japanese Period because of these population statistics.

Glossary of Social Studies Concepts

History—the study of the past

change—when things become different for some reason

chronology—the order in which events occur, that is,
first, second, third, and so on

continuity—the way some things stay about the same
over the years

heritage—the common past of a group of people

Government—the rule or authority under which people in a
nation, state, or community live

constitution—a set of rules and laws that tells how the
government should be organized and run

democracy—a form of government that gives the people
the power to rule by voting

duty—an action that is required by law and has penalties
if not performed

equality—fair treatment under the law

representative—a person who makes decisions about
governing for a group of citizens

representative democracy—a form of government in
which the citizens elect specific people to make
decisions about government for them

responsibility—an action that citizens can choose to do
to make their lives, their communities, and their nation
better

right—a protection or benefit that is granted to a citizen
by law

Geography—the study of land and its human and physical characteristics

absolute location—exactly where a place is (determined by longitude and latitude)

global understanding—knowing about how people and places in the world relate to each other and are connected through communication and ideas

human characteristics—the people in a place and how they change the land or leave it the same

latitude—east-west lines on a grid system of the world

longitude—north-south lines on a grid system of the world

map—a flat drawing or picture of the earth or part of the earth

movement—how people and products move all over the world

physical characteristics—the environmental features of a place such as plants and trees, bodies of water, and kinds of soil

region—an area of the earth that has particular characteristics

relative location—where a place is in relation to another place

Economics—the study of how individuals and governments make choices about the things they want and need

benefit—a positive result when a choice is made

choice—a decision among different alternatives

consumer—a person who buys something

economy—a system of producing, buying, selling, and consuming goods and services

goods—some thing or things we can see, touch, taste, and so on

human capital—the skills and knowledge that individuals or groups of people have that are used to produce goods and services

income—the money that a producer (worker) earns

market—the buying and selling and trading of goods and services

prices—the amount of money paid for goods or services

producer—a person who makes something (a worker)

services—actions performed by one person or a group of people for another person or group

taxes—money that citizens pay to the government in exchange for government services

Culture—the total way of life of a whole group of people at a particular time in history; culture includes peoples' ideas, customs, values, skills, languages, and arts

censorship—government control over what people can read, see, and do

cultural diversity—freedom of smaller groups within the larger culture to hold different beliefs and maintain different customs

cultural freedom—a citizen's right to choose what to read, watch, listen to, say, and believe without government interference

cultural messages—the ideas that people get from each other, television shows, music, art, and books

oral tradition—the passing of information down by word of mouth from one generation to the next

Current events—events that are happening right now in the world around us

civic issues—problems that affect people in a school, community, island, state, or nation

facts—pieces of information that can be shown to be true

opinions—the beliefs and ideas of different individuals