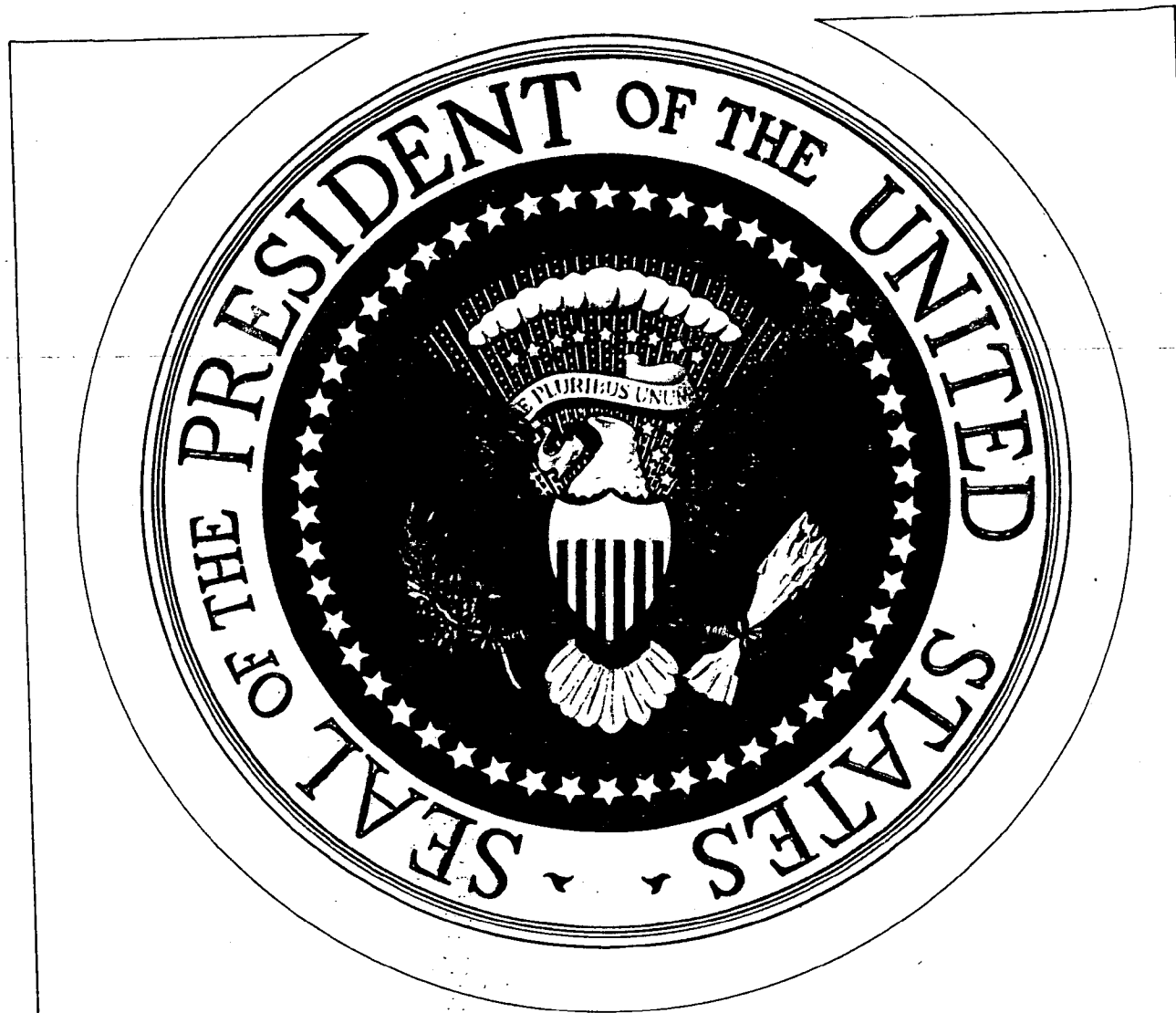


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THE COLLEGE OF MICRONESIA: The President's Report To Congress

(Mandated By Public Law 94-255)

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FOREWORD

"Micronesia" was little more to me than a vague area in the Pacific and a few names that evoked images of World War II and post-war atomic tests when I accepted responsibility for preparing this report, but now those spare and impersonal images have been replaced by one of literally hundreds of interesting individuals, truly picturesque islands, and a political environment that in many ways resembles that of my home state, Texas. For the efficient manager, Micronesia is purgatory; for the poet, it is paradise. For the poetic spirit in me, Micronesia is the land where the rainbow ends.

This report is written with the presumption that the reader will have at least basic knowledge of Micronesia. In the event that is not so, the bibliography will provide a few leads for one who wishes to learn more, although most citations are of official publications related to the substance of the report. A good overview of Micronesia and the "state of the Territory" can be found in the Annual Report submitted to the United Nations by the U. S. Department of State. In addition, there is a surprising number of recent books and articles about Micronesia for the reader who desires more popular materials, but for the sake of brevity, they have been omitted from the bibliography.

For the reader who wishes a quick review of the conclusions, a summary of the recommendations begins on page 29. If possible, however, the entire report should be read in order to follow the chain of thought and the logic of the recommendations.

One of the purgatorial aspects of Micronesia is the difficulty of obtaining hard data. One visit to Micronesia explains why this is so, but it is a particularly distressing matter in the face of the torrent of tables that inevitably are thrust into the hands of the seeker of facts. The tables included in the appendix carry the air of authority, as neatly printed tables always manage to do, but the reader should be advised that they only represent the best available information. Sometimes that information has been "reconstructed" to make it more readily understandable,

but even reconstruction has its problems. A careful reader of the tables in Appendix IV, for example, will find different totals for the number of people employed in Micronesia's money economy. Variances in the totals are due to inclusion or exclusion of resident foreigners, failure of census respondents to specify home district or nature of employment, etc., but each total is proper in the context in which it appears.

A brief point should be made about the nature of this report. Brevity has been a watchword in its preparation. Many of the issues that could have been discussed, are not. Data that could have been included have been omitted. Some of the data that have been included in the appendixes are not cited in the text. The law did not mandate a comprehensive report on education in Micronesia, yet reaching sound conclusions for the report required a comprehensive study. Hopefully the temptation to include too much has been avoided without omitting essential points. More detailed information on most topics can be found in the sources cited in the bibliography.

Many people inside and outside of Micronesia have participated in the development of this report. Such wisdom as it contains should be ascribed to those who have been so generous with their time and so careful in their thinking, and such lapses of wisdom as there may be must be attributed to my own deficiencies as attentive listener, observer, analyst, synthesizer, and writer. I give my special thanks to all those who have helped--and they include Trust Territory government officials, Micronesian elected officials, elementary and high school students, businessmen, priests and ministers, bankers, teachers, farmers, traditional leaders, boat drivers, jeep drivers, museum directors, craftsmen, artists, professors, State Department officials, university administrators, nurses, doctors, lawyers, college students, counselors, pilots, Peace Corps volunteers, missionaries, fishermen, copra producers, school board members, housewives, and concerned mothers. They also include international educators, association officers, and officials of foundations, the United Nations, HEW, the Census Bureau, and the Office of Territorial Affairs. I have fond memories of all.

Rich Miller of the Office of Territorial Affairs has provided invaluable staff support throughout this endeavor. His activities have ranged from preparing manpower analyses to helping stuff and seal the envelopes that carried an outline of "tentative recommendations" to those cited above for their review and comment, and I am grateful for his steady and able assistance.

As an attentive reading of the report will reveal, I am convinced that the Micronesian educational system has the potential to help solve many of the critical problems facing Micronesia. This is true in part because the educational system inadvertently creates some of the problems, but it is true in a more important sense because only the school system has the potential to touch directly the lives of most Micronesians on a daily basis.

And it is particularly true because young people comprise such an overwhelming proportion of the population. For Micronesia, it is no cliché to say that its future--its immediate future--is in the hands of its youth.

This is a critical time for Micronesia, and the college can perform a unique role in building a better place to live. If Micronesians and those who care for Micronesia will join hands in good faith and move forward together to make the concept of the college a reality, then many of their dreams will become realities--with work, with patience, and with concern for each other.

Douglas S. Harlan
Washington, D. C.
March 4, 1977

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BACKGROUND

The U. S. Congress has authorized the expenditure of \$8,000,000 for the construction of a 4-year college in Micronesia (the Trust Territory of the Pacific Islands). (See Appendix I for a copy of the law.) Before that money can be spent, however, the President must report to Congress and answer two basic questions:

- (1) Is a college needed? If so,
- (2) What is the most suitable educational concept for it?

This report presents some of the issues involved in answering those and related questions, such as how the operation of a college would be financed, and suggests a course of action for the U. S. Congress, the Congress of Micronesia, and the Trust Territory government to follow.

IS A COLLEGE NEEDED?

Without much difficulty, reasonable arguments can be made both for and against the need for a college in Micronesia. In large measure, the answer to this question depends upon answers to broader questions concerning Micronesia's future which are currently being debated within and without Micronesia and are the subject of negotiation between Micronesia and the United States government. Both Micronesia's political future and its long-range goals for itself are matters which have significant impact on answering this basic question.

If, for example, the districts of the Trust Territory split to form several political entities after the end of the trusteeship period (projected for 1981), the answer to the question would be different than if they formed one political entity. And if Micronesia is seeking economic self-sufficiency, then the answer is different than if an arrangement for permanent U. S. financial assistance is desired. Further, if Micronesia wants to ease into the modern world with minimal disruption of traditional ways of living, then the answer is different than if it is not concerned about preservation of its traditions and culture.

With so many basic issues unresolved, it is difficult to formulate recommendations that accurately address the question of "need." How one judges need in large measure is a function of one's perception of the proper ways of resolving the larger issues. This report, thus, identifies as clearly as possible the perceptions which motivate the recommendations made.

The Demand for Higher Education

By a number of traditional measures, a reasonably strong argument can be made that a college is needed. Consider the following facts:

- (1) There were 1,256 Micronesians graduated from high school in 1976 (see Appendix V, Table V-C-4), and 1,350 are expected to graduate

in 1977. Based on population projections and the current graduation ratio, 1,700 can be expected to graduate in 1985 and 2,450 in 2000.

(2) Micronesian young people aspire to a college education. A study conducted in 1972 by the Northwest Regional Educational Laboratory indicated that almost 80% of eighth grade students hoped to obtain a college education after graduation from high school.

(3) There were at least 2,200 Micronesians enrolled in post-secondary education programs in 1975-1976. Of that total, only 318 were enrolled at the Micronesian Occupational Center (MOC) and 257 full-time at the Community College of Micronesia (CCM), the two post-secondary institutions located in the Trust Territory. Of the remainder, 215 were enrolled at the University of Guam and almost all of the rest were in Hawaii or U. S. mainland institutions. The actual enrollment of Micronesians in post-secondary education programs is never known with certainty, but these figures are "hard." The actual enrollment for 1976-1977 is probably at least 2,600 and could be as high as 3,000. (See Appendix V, Table V-B-1.)

(4) Neither the Micronesian Occupational Center (MOC) nor the Community College of Micronesia (CCM) is accredited (although both are candidates for accreditation), and neither has drawing power with Micronesian students.

(5) Of 791 government jobs in Micronesia requiring a college degree, 526 were held by non-Micronesians according to the 1973 Census. In the private sector, 321 of 408 such positions were held by non-Micronesians.

(6) Of 1,368 Micronesian elementary school teachers, approximately 89% do not have even a junior college degree. Of 311 Micronesian secondary school teachers, about 60% have no college degree. Of 2,737 total positions in the Trust Territory Department of Education in 1975, 344 were held by non-Micronesians. (See Appendix II, Table V-A-4.)

(7) Micronesian leaders in all walks of life (government, politics, education, business, religion, traditional leaders) have expressed concern that the college education received by Micronesians studying abroad is not relevant to Micronesia's needs and that it carries with it the potential for erosion of Micronesian customs and culture.

(8) A college is an important symbol to many of Micronesia's elected officials, a symbol of having entered the modern world.

(9) The government's incentive system is built around a college education. Greater pay and prestige go to those who have college training, so young people see a college education as the way to earn more money and improve their lot in life.

The Demand for College Graduates

It is important to distinguish between the demand for college education (those who seek it) and the demand for college-educated manpower (jobs for those who have it). In Micronesia, the demand for college education is relatively high, but the demand for college graduates is very low. Consider the following facts:

(1) Although 847 of the 1,197 government and private sector jobs requiring a college degree were held by non-Micronesians in 1973, the replacement of non-Micronesians in government positions has proceeded steadily since that time. Current figures are not available, but the number of college degree positions held by non-Micronesians today is certainly less than that reported by the 1973 Census.

(2) In some areas where college degrees are not presently required in order to hold a job, it is reasonable to expect that degree requirements can and will be phased in. The single greatest pool of jobs where degree requirements can be instituted, however, lies in the elementary schools, and 1,200 positions is the maximum reasonable number of jobs for degree holders in this area.

(3) Private sector jobs have been and remain fewer than government jobs, giving substance to the general Micronesian view that a "job" means working for the government. Manpower projections (by Stanford Research Institute in 1967 and the Trust Territory government in 1970, for example) have always been overly optimistic about jobs in the private sector, and this optimism is magnified for jobs requiring a college degree. In 1967, SRI projected 18,339 private sector jobs in Micronesia for 1972, but the 1973 Census registered only 8,044 such jobs. Unless there is a dramatic and unforeseen change, the private sector cannot be expected to provide more than a handful of additional jobs requiring a college education. (See Appendix IV, Table IV-5.)

(4) Even if Micronesia had a thriving and prosperous modern economy, its small population (approximately 115,000) would offer a restricted number of jobs which require college education. The demand would quickly be met.

The Costs of a College

Even if the job-market picture were brighter, there are a variety of ~~other obstacles to the operation of a college in Micronesia.~~ Foremost among these is the cost of operating a college and the uncertainty of a revenue source to finance it. Consider the following:

(1) Geography increases the cost of operating a college in Micronesia where a small population is dispersed over a vast expanse of ocean

(in excess of 3,000,000 square miles). Some Micronesians would have to travel further to study at a college in Micronesia than at a college outside it. For example, Majuro to Palau is 168 miles further than Majuro to Honolulu, and Palau to Ponape is 936 miles further than Palau to Guam. In actual miles (although transportation is not currently available by direct routes), Manila in the Philippines and Port Moresby in Papua New Guinea are closer to Yap and Palau than are Majuro or Ponape. (There are four-year universities with English language instruction in Guam, Manila, and Port Moresby as well as in Suva, Fiji, at a somewhat greater distance.)]]

(2) Although the annual operating budget of the college would be dependent upon the nature and scope of its program and the size and nature of its physical plant, the budget almost certainly would be measured in the millions of dollars. For example, the combined costs of operating CCM and MOC in FY 1976 reached \$1.3 million to implement limited programs.

(3) Well-established Pacific area universities such as the University of the South Pacific in Fiji and the University of Papua New Guinea in Port Moresby are experiencing severe financial difficulties, and their bases of support both in terms of population and economic growth are far greater than Micronesia's.

(4) In the absence of U. S. aid, Micronesia's economic base is virtually non-existent. Almost all of Micronesia's "tax" revenue is derived from income taxes on salaries that are paid with U. S. cash assistance. If U. S. aid is dramatically reduced in the post-trusteeship period, the college would have to compete for the limited resources with other programs--in health, social services, and public works as well as education.

(5) Absent U. S. aid or replacement aid from some other government, Micronesia cannot at present afford to maintain a college program through use of its own resources.

(6) Judged purely on the basis of cost analysis, Micronesia's need for college-trained manpower can be met less expensively by sending students to study at existing colleges outside of Micronesia.

What Do These Facts Tell Us?

These facts tell us that large numbers of young Micronesians are graduating from high school and that many are seeking a college education. By their choice of colleges, they are voting overwhelmingly against the local post-secondary alternatives. They tell us that by traditional standards, Micronesian public school teachers are inadequately prepared, and, by implication, that the quality of education received by Micronesian

graduates is low. The large percentage of non-Micronesians in key jobs tells us that the present educational system is not preparing Micronesians, whether with skills or motivation, to assume jobs that presumably are available to them. The facts of geography, politics, and the economy tell us that sustaining a viable post-secondary educational system within Micronesia will be difficult.

None of these facts individually nor all collectively answer conclusively whether or not a college is needed. They do, however, make a compelling case for a closer examination of the total educational system in Micronesia. A college does not exist in a world untouched by general educational needs, nor is it independent of the elementary and secondary system which underlies it.

What is "Relevant" Education?

Micronesians speak longingly of the desire to have "relevant" education. When pressed to specify what is "relevant," they often have a difficult time giving an answer. They say, for example, that teaching Yapese girls how to bake cookies in electric and gas ovens when most will never see such ovens outside of the classroom is not relevant, but they don't say, for example, that teaching the girls to make new dishes with native foods using improved methods based on traditional ways is relevant. The one clear message that Micronesians communicate is that what they have now is not entirely relevant, either in the elementary and secondary schools or in the higher educational system.

Despite the difficulty Micronesians have in articulating specifics, education that is "relevant to Micronesia's needs" seems to mean a system that provides a student with a skill useful in Micronesia; that encourages him to stay in his village, at ease with himself, utilizing his skill for the betterment of his community as well as himself and his family; that teaches him discipline and gives him a sense of responsibility; and that orients him to the larger world without robbing him of his culture and his sense of place.

What is a "Relevant" Curriculum?

When asked to tell what a college that is "relevant to Micronesia's needs" should teach, most Micronesians say it should teach how to develop agriculture and marine resources. The need for basic tradesmen such as plumbers, carpenters, auto mechanics, small engine repairmen, and electricians is often mentioned, as well as the need for accountants, secretaries, and competent managers for small business enterprises. Teacher training, development of health manpower, and a program to enhance the administrative and management skills of civil servants are also often mentioned. For all of these examples, however, the caveat is added that the instruction must be "relevant to Micronesia."

So again we encounter "relevance" and learn a new dimension to it. Plumbers, carpenters, and auto mechanics need to learn how to use tools and materials available to them in Micronesia, to fix those things which go wrong with plumbing and automobiles found in their islands, and to build buildings suited for the native environment with locally available materials. Agricultural instruction needs to be practical, geared toward the realities of the tropical climate and the intricacies of the local system of land ownership. Development of marine resources needs to focus on better fishing methods, better marketing methods, and basic knowledge of marine biology that will prevent depletion or destruction of this valuable resource.

The heavy emphasis on "relevance" stems from the belief of many Micronesians that their students in large measure are (1) studying the wrong subjects and (2) are learning things that are not practical in Micronesia even when they are studying the right subjects. The 1972 Northwest Regional Educational Laboratory study discovered that even a majority of students (56.1%), despite their overwhelming desire to graduate from high school and get a college education, believe that "too much money is being wasted" on schools.

The College as Answer to a Prayer

In the face of this feeling of frustration with the present educational system (even though in many ways it is a source of pride to them, for its accomplishments are numerous), many Micronesians seem to be looking to the college as an answer to their prayers. This college, if it is "relevant," will teach useful skills, keep students in Micronesia, reduce the growing alienation from traditional life, develop an understanding of Micronesia's place in the world, foster an appreciation for the values of the land and culture, produce graduates with a commitment to community service, and help build a self-sufficient economy. That is a tall order.

Is a College the Right Answer?

Nobody seems to have asked the question, "Is a college the best way to achieve these goals?" For example, why should a college try to teach "relevant skills" in many of the needed skill areas after students have been through 12 years of public education? Is it not more appropriate for these skills to be taught in the public schools? Students are old enough and mature enough before graduation from high school to learn most of the skills Micronesians say need to be taught, and public school years are certainly the appropriate ones to instill a sense of community service, to learn self-discipline, and to develop an appreciation for Micronesia, its culture, and its place in the world. There are already 281 schools located throughout all of Micronesia, and 1,837 teachers are

budgeted and on the payroll. (See Appendix V, Tables V-A-4 and V-C-1.) For a college to undertake to achieve many of the goals held for it would be to ignore a valuable resource that already exists and would necessitate the expenditure of large amounts of money to duplicate existing personnel and infrastructure.

Schools That Prepare Children for School

The uneasiness which Micronesians are beginning to feel with respect to their educational system may be attributable to its increasingly apparent consequences. Micronesian schools are designed to prepare young people for still another school, with visions of a college education and high-salaried employment (usually with the government) as the capstones. Already, Micronesians are beginning to discover that even a college education is no guarantee of a job, and the costs of secondary and post-secondary education without employment opportunities are emerging: alienation from traditional ways of life, creation of a generation gap, increase in the rate of crime, increase in the suicide rate, further concentration of the population in district centers, and--potentially--the emigration of trained Micronesians to places abroad where jobs are available. (At the moment, there is no evidence that emigration is a major problem, however.)

If the consequences of the present system are to be avoided, Micronesia's schools must be reoriented to prepare young people for satisfying activity in Micronesian society, whether wholly or partially within the money economy or wholly outside of it. Some tentative steps in this regard are underway, as evidenced by the outstanding proposal of the Trust Territory Vocational Advisory Council to integrate technical and academic programs in the secondary schools. But the change will not come easily, in part because of the ease of continuing to do what is already done, in part because of the lack of professional expertise to accomplish the task, and in part because of the failure of some key decision-makers to recognize the problem.

Emphasis on the need to reorient the elementary and secondary education system does not imply that it should be the sole function of the schools to prepare people for a job. Certainly the function of the schools should be far broader than that, but rather than having a school prepare young people for more school, it should prepare them for a useful and happy life in their environment. Preparation for a working role in that environment is a major task, but not the only one. The elements of "relevance" previously mentioned must also be a part.

Student Financial Aid and the Money Economy

A reorientation of the elementary and secondary education system is not the only step which must be taken to solve Micronesia's educational

problems. It is also essential to gain control of the student financial aid program which supports Micronesian students at colleges abroad, mostly in Guam, Hawaii, and the mainland United States. Despite the good motivations which underlie it, its consequences are perverse.

The present financial aid system (Trust Territory, Congress of Micronesia, and federal) offers assistance to virtually any student who desires it and who gains acceptance at a U. S. institution or at the University of Guam. A review of the colleges attended by most Micronesian students (see Appendix V, Table V-B-2) reveals that acceptance is not a major obstacle since most of the institutions, with all due respect, are likely candidates for the "Who's Who" of obscure American colleges. Control of this financial aid system is essential for two basic reasons: (1) students are underwritten for college study abroad without consideration given to their intended field of study and the potential job availabilities upon completion of study, and (2) the disruptive consequences for Micronesian students and society are intense.

There is another reason why this program needs to be controlled. Despite the large numbers of Micronesian students studying abroad, there does not seem to be a reasonably proportional number of graduates. Information on degree holders is very sketchy (see Appendix V, Table V-C-5), but there is evidence that many Micronesian students extend their education as long as possible without concern about graduating. One possible explanation is that the financial aid package is so attractive that achieving the status of "college student" becomes an effective method of participating in the money economy. Thus, termination of student status in the absence of job opportunities means termination of participation in the money economy.

Support for this notion comes from the fact that the average annual income for a Micronesian working in the money economy is \$3,937 for employees of the Trust Territory headquarters government and \$1,034 for employees in the private sector, while a typical student financial aid package is about \$3,500 per year and ranges in some cases as high as \$6,000 and more. (See Appendix IV, Table IV-6 and Appendix V, Table V-A-3.)

Going to college, thus, seems to have become for some not the means to an end but the end itself. This procedure is wasteful of human talent and scarce economic resources and can be resolved only by controlling and giving focus to the system of student financial aid as part of a comprehensive program for Micronesian education.

The Need for a College

In the face of these facts, what answer is there to the question, "Is a college needed?" The answer ultimately resides in large measure

on one's concept of "college," but the quick answer is "yes"--if by "college" one means an institution based on the concepts subsequently developed in this report. In the sections which follow, substance will be given to the general nature of the "most suitable educational concept" for the college, and that substance is based on the following premises:

✓ (1) With the availability of post-secondary institutions in Guam, Hawaii, the mainland U. S., and nearby Pacific countries, Micronesia at the present time does not need (nor can it afford) a four-year college or university as understood in traditional U. S. terms.

✓ (2) Micronesia has certain special problems and needs that justify a unique kind of "college," but it will take time, patience, hard work, and considerable professional expertise to develop it. Although there is a need, there is as yet no program to meet that need.

✓ (3) The program of Micronesia's college must be clearly focused and narrowly defined, and it must not attempt to add extra programs, no matter how glamorous or how tempting due to the availability of U. S. grants-in-aid. Growth must be carefully planned and come only after successful completion of all necessary prerequisites.

*Flexibility in the development and implementation of the program is essential, but this flexibility must not be confused with flexibility in defining the scope of the program. It is essential to keep the range of the college's activities narrowly focused.

✓ (4) Micronesians will have to continue to go abroad to receive highly specialized training (in engineering, medicine, law, etc.), but the numbers who receive a four-year college education abroad should be drastically reduced.

✓ (5) The availability and use of all U. S. education grants-in-aid for whatever purpose (including student financial aid), should be coordinated through and approved by a single source in the Trust Territory in order to guarantee that such funds are constructively utilized to promote a coherent educational policy.

✓ (6) All districts of the Trust Territory and the Northern Marianas must cooperate in the development of a post-secondary educational system, regardless of the outcome of political status negotiations. It will be difficult to develop and fund a quality program for all districts working together; no district can do it alone. An "education common market" should be contemplated by Micronesians as they plan their political future.

✓ (7) A close, cooperative relationship with other post-secondary institutions in the Pacific should be developed. Where possible,

Micronesia should plan to utilize existing programs at such institutions for the training of Micronesian students and should, in turn, make its programs available to students from other Pacific islands. This policy will avoid unnecessary duplication of programs in the area and will get maximum value out of scarce resources.

✓(8) The "constituency" of the college should be all of the population of Micronesia, not just a limited number of resident students on a campus. Not all of the population could or should be served directly by the college, but all should be served as close to "once-removed" as possible. Such service "once-removed," for example, would involve serving the elementary and secondary school age groups by helping develop a relevant public school curriculum and training teachers to teach it effectively.

✓(9) Self-sufficiency should be one of the goals of the college, a goal, admittedly, that can only be achieved in time. All planning for and development of the college and its program should be carried out with self-sufficiency in mind. This necessitates utilization of all available Trust Territory government resources before requests are made of the U. S. Congress for additional monies earmarked for the college.

THE MOST SUITABLE EDUCATIONAL CONCEPT

Creating the College of Micronesia

A "College of Micronesia" should be created with a governing board independent of the Trust Territory Department of Education and the Congress of Micronesia.

The college can be successful only if it is free from the administrative, elective, and cultural "politics" of Micronesia. Micronesians often speak candidly of the obstacles to effective programs which one or all of the varieties of politics generate, yet they find themselves caught in a system where their behavior is dictated by political necessity rather than by sound program judgment. At the outset, all Micronesians must demonstrate their willingness to isolate the college from being wracked by politics. All potential parties to the political tug-of-war over the college should "tie their hands" to avoid meddling, resting secure in the knowledge that a quality institution to serve all of Micronesia will be created--and that an actual or potential political adversary will have his hands tied as well. Simply put, the college must be off-limits for politics.

The composition of the board is a matter for Micronesians acting in good faith to determine. A mixture of elected and appointed members seems appropriate, with one member from each district and the Northern Marianas elected directly by the people. Other members should be appointed or should serve ex officio. For example, one member might be selected by each house of the Congress of Micronesia and two members each by the High Commissioner and the U. S. Commissioner of Education. The Trust Territory Director of Education and the Chancellor of the University of Hawaii (for reasons subsequently apparent) might serve ex officio.

Incorporating CCM and MOC

The Micronesian Occupational Center and the Community College of Micronesia should be incorporated under the authority of the governing

board and should be under the direction of the President of the College of Micronesia.

Serving as Coordinator and Planner

The major mission of the College of Micronesia might be defined as one of coordination of, collaboration with, and support of existing institutions. There are many elements of a post-secondary program already in existence, but they need to be tied together and given purpose. The college's role should be to help get maximum educational value out of all educational resources presently available both within and without the Trust Territory. It should take the lead in formulating a comprehensive education program for all of Micronesia, one that is flexible and adaptable as it helps each district develop a program relevant to its individual needs. Its relationship with the Department of Education might best be explained in terms of a "research and development role" and a "personnel training role," but its functions in the area of post-secondary education would add "program operation." While there certainly would be programs of study for resident students, "program operation" should also entail administration of the system whereby students are selected for government support for study abroad.

The College of Micronesia should offer a four-year program, but not all four years should be college-level work and not all students should be expected to take all four years. Two years of the program should be 11th and 12th grade level college preparatory work, and two years should be post-secondary work.

The College Preparatory School

With few exceptions, graduates of Micronesia's high schools are unprepared to undertake college-level studies. This fact, of itself, is not necessarily bad because at this time Micronesia needs only a limited number of its young people in traditional U. S.-type college programs. It should not be the goal of public high schools to produce graduates whose expectation is to go to college abroad and whose training prepares them for college work.

Unfortunately, the inability of young Micronesians to compete effectively in U. S. colleges is not due to the fact that the high schools are teaching a non-college oriented curriculum. In most instances, the high schools are college-oriented, and the inability of Micronesian students to perform effectively in large measure is a product of inadequate training. As a result, many young Micronesians with ability fail when they get to college or lose years and money in remedial training programs.

As Micronesia's high schools implement a "relevant" curriculum, college preparation for promising young high school students should be

the responsibility of the College of Micronesia. A two-year college preparatory program should focus on achievement in basic science and math and on developing a high level of English language competence. The program should adhere to the highest standards. In addition, the college preparatory program should prepare students to adapt with ease to the cultural differences which they will encounter when they study abroad. For example, instruction in such matters as establishing a bank account, managing money, finding housing, shopping, using public transportation and communication facilities, and understanding local life-styles should be part of the program.

Admission to the preparatory school should be open to students from throughout Micronesia (including the Northern Marianas) on a competitive basis. District high schools should seek to identify outstanding prospects for the preparatory school and should offer them some college preparatory courses in the 9th and 10th grades before they are eligible for admission to the preparatory school in the 11th grade.

Graduates of the preparatory school might go directly to a college abroad, or they might enter the college-level program of the College of Micronesia, depending upon their career interests and Micronesia's needs. For some, transfer to a four-year college abroad after completing the College of Micronesia's two-year college program would be appropriate, while for others the two-year college program would terminate their formal education.

The college preparatory program should begin operation as soon as possible. Consideration should be given to reorienting the program of the Community College of Micronesia to serve this purpose or to utilizing the proven achievement of an existing school, such as Xavier High School in Truk. The decision on this matter, however, should be left to the President and officials of the College of Micronesia.

The Two-Year College Program

The details of the curriculum for the two-year college program must be worked out during a period of careful research and development. Creative thought, careful analysis, and field research are required before actual instruction begins. Despite the need for this research, certain basic principles can be set forth now.

The college-level programs should offer two "tracks"--a "transfer-level" track for students who would need additional college training outside Micronesia (engineers, doctors, accountants, etc.) and a "terminal" track for students whose formal education would end at the College of Micronesia. Most Micronesian college students should be on the terminal track, and most terminal programs should be certificated rather than degree granting.

Admission to both tracks of the two-year college program should be open to students throughout Micronesia on a competitive basis. It must be emphasized that admission to the transfer-level track should be open to graduates of district and private high schools as well as to graduates of the college preparatory school.

The first priority of the college should be to service the public school system by developing a "relevant" curriculum and training teachers to teach it. In addition, a high priority should be placed on training teacher trainers. Improvement of the elementary and secondary educational system will come more through the improvement of existing teachers than through their replacement. The social and political costs of a policy of general replacement are probably too high.

Another priority of the college should be to develop administrative and management training programs. While some resident students should be expected to enroll in such programs (for both business and government service), the major thrust should be aimed at enabling civil servants to learn skills which will help them perform better on the job. It is a current fact of life (and one likely to remain for many years to come) that government is the overwhelmingly dominant employer in Micronesia's money economy. Somewhat paradoxically, one of the necessary steps to take in moving toward Micronesia's goal of economic self-sufficiency is to train those in the government to do their jobs better.

Special attention should be given to developing a program in what, for lack of a better term, can be called "entrepreneurship." Lack of jobs is one of Micronesia's most critical problems, and the college must not compound it by turning out trained people who have no work to do. Creative thought must be given to creation of a program which can help the students, through "entrepreneurial" activities, create jobs for themselves--and, ultimately, for others. Part of such a program might be special training in the establishment and management of a small business, and cooperation with the Micronesia Development Bank might provide opportunities for securing the requisite financial backing.

Programs in agriculture, marine resources, and basic trades and vocations should be an important part of the college curriculum. These fields require special care and attention in the research and development period to guarantee that the programs are relevant, workable, and integrated into the total educational system, being supportive of and complementary to the efforts in the district elementary and secondary schools. It is essential that the college be freed from concerns about degree programs in these fields. Performance is far more important than degrees. The college should develop performance standards, administer tests of the standards, and award certificates for successfully meeting such standards. Certification programs should supplant degree programs in many vocational fields, and the government(s) of Micronesia should orient pay and other incentives toward certification rather than

exclusively toward degrees. In developing these programs, the college should actively solicit the assistance of the faculty of the Ponape Agriculture and Trade School (PATS) and others in Micronesia who have made excellent strides in this area.

The Mariculture Demonstration Center on Palau and the marine research laboratory on Enewetak are resources whose programs should be coordinated with the college's activities. It probably would not be wise to incorporate them into the college, however. Such a step would likely be an example of undertaking too much, too soon. In long-range planning, though it is not unreasonable to expect that these facilities might become an integral part of the college's program.

The development of health care manpower should be a priority of the college, but it is essential that such programs be on a Micronesian scale and be relevant to Micronesia's needs. A program of study leading to advanced degrees in health care fields, of necessity, must be conducted by existing institutions outside Micronesia.

A program to promote research on Micronesia's history and culture, to collect artifacts, documents, and other materials relevant to Micronesian history and culture, and to develop understanding of Micronesia's relation to the world community should be a part of the college's activities. Such a program should not comprise a separate curriculum and should not be restricted to resident students.

Consideration should be given to creation of an "applied research division" which would service the Trust Territory government and be financed through contracts with various government departments. Potentially, this could provide the government with better research and development work and give greater value for dollars expended.

The Extension Program

The College of Micronesia should develop a broad-based Territory-wide extension program aimed at the general population of Micronesia, designed to serve specific district and village needs.

Initially, at least, the college's extension program should focus on three areas: teacher training, civil service training, and general adult education. Degree credit courses should be a very low priority.

The college should take the lead in coordinating existing resources and in incorporating them into a comprehensive program that meets particular district and village needs. The extension program should develop an inventory of the "learning resources" which exist within each district. The inventory should be utilized in planning extension programs and should be made available to district elementary and secondary school teachers,

along with instruction as to how it can be utilized effectively. The Teacher Corps Project has developed an inventory for Ponape that can serve as a model for similar inventories in other districts.

The educational priorities for general adult education should be determined by the people of each district in cooperation with the extension faculty and staff. Active participation in formulating the extension program by Micronesians in all walks of life is essential to its success. Through broad-based public participation and the expertise of the college faculty, a relevant and productive program can be implemented at minimal cost.

Careful investigation should be made of the possibility of utilizing satellite communications in the extension program to link the main college and each district. The PEACESAT program has demonstrated that two-way voice communications are feasible from both the cost and program points of view. The University of the South Pacific in Fiji, for example, has utilized PEACESAT effectively and is experimenting with methods to get greater value out of satellite communications. In addition, existing radio installations should be utilized in the extension program and small-scale two-way voice transmitters should be considered for developing programs on outer islands.

Administering Financial Aid for Study Abroad

In order for Micronesia to have a coherent policy for post-secondary education, it is essential that sense and order be brought out of the chaos created by current student financial aid programs. Control over all U. S. and Trust Territory government financial aid for Micronesian students should be placed with the College of Micronesia.

Control of this financial aid system is essential for several reasons:

(1) More students are being sent away for a college education than Micronesia needs or can employ.

(2) Many Micronesian students attend low-quality institutions that are dependent upon federally-aided students for a large portion of their income.

(3) No control is exercised over the fields of study the students select, and their training is often in areas of little value or relevance to them personally or to Micronesia.

(4) Many students are not qualified to undertake college work, and many institutions apparently employ a double standard in evaluating their performance.

(5) After a difficult adjustment period, many students become accustomed to the values and life-styles of their American classmates and often find themselves alienated from their families and their culture when they return home. "Culture shock" works both ways (leaving and returning to Micronesia), and there is no counselling and training program to ease the transition either way.

(6) The system is very expensive, and a large amount of money that could be utilized to develop a relevant post-secondary education program of quality within Micronesia is being wasted.

The U. S. Congress should continue to maintain the eligibility of Micronesian students for these programs, but it should pass legislation giving the Board of the College of Micronesia the authority to add qualifications for eligibility in addition to the income standards currently in the law. The result of the present well-intentioned program is wasted human resources and considerable social dislocation within Micronesia.

A comprehensive student financial aid policy for Micronesia should contain the following elements:

- * A student should contribute as much as possible to his own support by part-time work.
- * Scholarships and other grants should be awarded on a competitive basis, with minimal quotas for each district.
- * Financial aid should be awarded only for specified fields of study which meet Micronesia's needs for economic and human development.
- * Financial aid should be restricted for use at the College of Micronesia if a program exists for a needed skill. Otherwise, financial aid should be approved for use only at colleges which have demonstrated the capacity to provide instruction that is "relevant" to Micronesia.
- * A careful counseling and advisory program should be developed as an integral and continuing part of the student financial aid program.

There is considerable urgency in the need to make these reforms, and the changes should be effected as soon as possible. However, it is essential that students currently benefitting from the programs should be allowed to continue their study for a time sufficient to complete their degrees. Depending upon the timing of the opening of programs by the College of Micronesia, students should be given the option of transferring.

It is important to note that without this reform, the chances for success of a College of Micronesia are slim. This is true for two reasons: (1) so long as the present system continues, comprehensive planning for post-secondary education is impossible, and (2) so long as the opportunity exists to study abroad at government rather than personal expense, the lure of distant places will take away the students the College of Micronesia needs--and the hope for relevance will be lost.

Relating Work and Study

To the extent possible, the College of Micronesia should develop all of its programs in such a manner as to incorporate work with study.

Micronesian students need to learn the role of work in modern society. This can be achieved by a college program that blends practical work with classroom training. In addition to study-related work, students should also be expected to spend a portion of each day working for the maintenance and improvement of the college and its facilities. This requirement will help the college move toward self-sufficiency and will also help give the students a sense of contributing to the development of an institution that is uniquely their own.

This is important for an additional reason as well. At present, education for Micronesian students at all levels is virtually free--including housing and food. Not only is this policy unnecessary from the financial point of view, but it has disturbing social consequences which can be eliminated by this and related policies.

FINANCING THE COLLEGE

Even if the College of Micronesia is planned and managed in such a way as to aim at self-sufficiency, the realities of Micronesia's economy are such that achieving the goal is likely to be a distant accomplishment. Careful planning and prudent management can eventually achieve it, but everyone must understand that the concept of the college as outlined in this report is feasible in the immediate future only so long as financial assistance continues to be available to Micronesia from an outside source. That statement applies equally to almost all programs in Micronesia, of course, but it must be understood that with the prospect of significantly reduced U. S. aid in the post-trusteeship period, the college will face severe competition from other programs for the reduced funds available.

Thinking in "Micro" Terms for Micronesia

One distinguished and highly educated Micronesian has said, "The problem with Americans is that they think too big. I've yet to meet an American who thinks small, and we now suffer from the same problem." His message is clear. Micronesia needs to "think small" and to understand that "thinking small" does not imply forfeiting quality. Indeed, thinking small may be the only way for Micronesia to achieve quality with respect to the college. This point of view is another way of giving clarification to the search of all Micronesians for "relevance." To be relevant to Micronesia, an institution or a project has to have the proper scale.

If Micronesians "think small" and keep quality in mind as the guiding principle; if goals are carefully defined and human and economic resources are not dissipated by trying to do too much; if impatience can be overcome and the "bigger" things can be achieved through solid growth on a foundation of achievement; then most of the hopes and aspirations Micronesians have for their educational system can be attained. And the college based on this concept is achievable.

Creating an Endowment

One of the first steps that should be taken once the College of Micronesia is established is to create a permanent endowment. Contributions to the endowment should be sought from public and private sources, inside and outside Micronesia. Revenue from the endowment should, at first, be reserved exclusively for use in meeting the general operating budget.

The question might arise as to how Micronesians, with their scarce economic resources, can be expected to contribute to the college. First, Micronesians are generous with what they have, and it is not unreasonable to expect that individual citizens, private business, the Congress of Micronesia, and the various district governments can create from their own resources a significant core for the endowment fund. No matter the size, the fact that Micronesians initiate the fund will be of critical importance. Second, Micronesians have a resource with significant potential that they can contribute: the sea. Much as the U. S. government made "land grants" to encourage the creation of U. S. colleges, Micronesia can designate a portion of the benefits derived from its marine resources as an endowment for its college.

In addition, an active effort should begin immediately upon the establishment of the endowment by Micronesians to attract contributions to it from public and private sources outside of Micronesia.

Obtaining Planning Money

The college cannot begin operation until there has been careful planning and development of its program, a process which will evolve over several years. To do a proper job of planning will require a significant amount of money, some of which must come from existing resources. Other money must come from new resources.

Micronesia is not without resources in the current budget to devote to planning the college. The Trust Territory government can reasonably redirect money for this purpose from several departments. For example, the Department of Education could make available some curriculum development money; other departments could make available research and development money; as vacancies occur, most departments could contribute funding for at least one position for the college during the planning period. This can be done if the High Commissioner and the Office of Territorial Affairs give the college sufficient priority. In addition, the Congress of Micronesia controls sufficient resources to make money available for the planning process which, when added to funds provided by the Trust Territory government, should make an adequate base.

In order to guarantee that sufficient money is available during the planning period and that quality and continuity will not be lost

due to inadequate resources, additional money will likely be required. Therefore, the U. S. Congress should appropriate \$1 million under the authorization in Public Law 94-255 to be made available for planning and program development of the College of Micronesia. Such an appropriation, however, should be made subject to the conditions set forth below.

Obtaining Operating Funds

The endowment discussed above will provide some revenue to be applied toward meeting annual operating expenses of the college. Clearly, though, additional resources will be needed.

Again, the Trust Territory government and the Congress of Micronesia must first look to themselves to see what existing resources can be made available. Some operating funds might come from contract services provided to the government by the college, and other funds might be provided by the Congress of Micronesia. The biggest resource currently available, however, is the total of the budgets for CCM and MOC-- \$1.3 million the last fiscal year. This money is not "unencumbered," however, since many of the programs being supported by those budgets would likely be continued by the new college.

The biggest existing resource is one not under the control of either the Trust Territory government or the Congress of Micronesia: federal student financial aid programs. If the recommendation is accepted that control of those resources be given to the college, then there will be more than adequate funds to meet the college's annual operating budget. As Table V-A-3 (Appendix V) indicates, at least \$4,968,134 will be spent in these programs this year to support post-secondary education for Micronesian students.

There are legal and administrative difficulties in tapping these resources, but immediate initiatives should be taken to make the funds available to the college, either directly or indirectly. There are a number of ways this could be achieved: (1) by set-asides in the various student aid programs for transfer to the College of Micronesia; (2) by giving control of eligibility of Micronesian students for the programs to the College of Micronesia and restricting use primarily to the college; (3) by limiting the number of Micronesians who could qualify for the programs each year and, by separate appropriation, providing the savings directly to the College of Micronesia; etc. There are numerous approaches which could achieve this objective. In truth, a carefully planned program could achieve better results for Micronesia with an actual reduction in the total expenditure of U. S. tax dollars.

In short, through a reorientation of existing resources, a more than adequate operating budget can be identified for the college. If the

recommended procedure is followed, the college should not need resources other than those identified in this report. The present expenditure of \$6.2 million annually is more than adequate.

PLANNING THE COLLEGE

Most of the recommendations in this report concerning the appropriate concept for the College of Micronesia provide only general direction. The details should be worked out by the leadership of the college as the "working plan" for development of the college is created. However, there are some specific recommendations concerning how that planning process should proceed which need to be specified.

The Need for Leadership

As soon as the College of Micronesia is legally created, a nationwide search should begin to find the kind of leader required to build the college. Prominent national educators and national education associations should be solicited for their assistance in this effort.

The concept outlined in this report is doomed to failure unless a strong leader is appointed to head the college. He needs to have proven academic credentials, administrative ability, dedication, a creative mind, a clear sense of purpose, and the ability to lead and inspire others. Absent this kind of leadership and strong support of it by Micronesians, the wandering path of recent years in Micronesian post-secondary education will continue.

Establishing a "Sister Institution" Relationship

A "sister institution" relationship should be established with the University of Hawaii.

The College of Micronesia must begin small. Its resources will be limited. Much of what the college might like to do and some of what it surely will need to do will be impossible if the college has to rely exclusively upon its own resources. A "sister institution" relationship which enables the administration, faculty, and students of the College of Micronesia to have access to and benefit from the vast resources of

the University of Hawaii can overcome many of the inherent limitations of a new and small College of Micronesia.

The University of Hawaii includes the main campus at Manoa, other campuses at Hilo and West Oahu, seven community colleges (with a combination of academic, technical-vocational, and extension programs), a medical school, and a law school. In addition, the East-West Center is located on the Manoa campus.

Micronesians cannot and should not expect the facilities and services of the University of Hawaii to be provided free. A large reservoir of knowledge about, experience in, and good will toward Micronesia exists at the University of Hawaii, all of which no doubt would enhance the value of the "sister institution" relationship. However, direct costs incurred by the University of Hawaii in assisting the College of Micronesia should be paid by the college and the Trust Territory government.

Beginning the Planning

A research and development program to plan the college should be undertaken immediately after selection of the President. The objective of the research and development program should be (a) to develop a curriculum that is "relevant to Micronesia's needs" for both the public school system and the College of Micronesia and (b) to develop the human resources needed to teach the curriculum properly at all educational levels. This research and development program should be conducted initially on the University of Hawaii campus. During this period the overall program for the College of Micronesia should be defined, developed, and refined, and qualified personnel should be recruited and trained before full-scale operation of the college begins.

It is during this planning period that the sister institution relationship can be most valuable to the College of Micronesia. The accumulated experience and expertise of the entire University of Hawaii faculty would be available to be tapped without the expense of travel, dependent allowances, and salary differentials involved in transporting them to Micronesia. Most importantly, however, all faculty members would be accessible, and their special knowledge of, commitment to, and interest in Micronesia could be utilized in helping develop a program that meets Micronesia's needs for relevant education.

Field testing, of course, should be conducted on-the-scene in Micronesia as should training programs (in-service and other) to upgrade the skills of existing teachers. Some training of new teachers might be conducted in Hawaii during this developmental period as well as the training of teacher trainers, but this is a decision that should be left to the administration and faculty of the college.

During this research and development period a thorough study should be made of the experiences of other Pacific islands in both curriculum and human resource development. A close partnership should be developed with the Trust Territory Department of Education to help it achieve its goals for reorientation and development of relevant curricula and for upgrading of teachers.

It is difficult to say how long it will take to complete the planning and developmental period, but certainly it would not take in excess of five years from the formal creation of the College of Micronesia--and, quite probably, it would take significantly less time.

Conducting Programs in Micronesia

During the planning stage in Hawaii, programs should be in operation in Micronesia. CCM and MOC will continue to exist as campuses of the College of Micronesia and will offer programs of the college. It is reasonable to expect that as plans for the college advance, modifications will be made in the programs offered by CCM and MOC. What changes should be made and when, however, are matters that should be left to officials of the college.

In addition to the activities of CCM and MOC, the extension program should begin as soon as possible.

Offering Courses in Hawaii

Since there is a large contingent of Micronesian students already studying at colleges in Hawaii (over 300), leaders of the college should explore the possibility of offering some courses of the College of Micronesia in Hawaii prior to completion of the planning and developmental work. This could be accomplished within the framework of the sister institution relationship with a minimum of difficulty. Students already in Hawaii could enroll jointly in the College of Micronesia and one of the constituent institutions of the University of Hawaii, receive counselling from the College of Micronesia to aid in the selection of courses that would be more useful at home after graduation, take the courses from University of Hawaii faculty, and receive joint credit from the College of Micronesia and the University of Hawaii.

This concept is not essential to the development of the college, of course, but it might prove useful both to the students and to the college. It is one way of helping to bring students who are studying abroad one step closer to home before the full program of the College of Micronesia has been developed and put into operation.

BUILDING THE COLLEGE

If a college is needed--even one of the nature outlined in this report--it is a logical corollary that the college will need a home. To most people, the thought of a "college" conjures up images of a spacious campus and impressive buildings. That thought is not unknown in Micronesia. As a long-range goal for the college, it is a thought worth cherishing. As an immediate desire, it is a thought which, if pursued, could result in the destruction of Micronesia's opportunity to have a program worthy of the name "college" and the opportunity to achieve a total educational system which is relevant to the needs of the Micronesian people.

Public Law 94-255

Public Law 94-255 authorizes money for the "construction" of a four-year college. By passing the law, Congress clearly intended to help Micronesia develop a quality post-secondary education program, a point underscored by the mandate to the President to cause a study to be made concerning the need for a college and the most suitable educational concept for it. "Construction" need not mean only building buildings; it can also mean the construction of a program and the training of personnel to teach it. Public Law 94-255, thus, might well be construed as an authorization of funds for the development of a college in Micronesia with or without immediate physical plant construction, depending upon the needs dictated by the program.

The Priorities

If Micronesia had a completed \$8,000,000 college campus ready for occupancy today, its post-secondary education problems would not be solved. They would be compounded. Such a campus would be too much, too soon. Micronesia's problem is not a lack of buildings; rather, it is a lack of a program to be taught in the buildings.

The priority of Micronesia's educational system at present must be the creation of a relevant program and the development of human resources, not the construction of new physical resources. This is not to say that there may not eventually be a need for new physical resources, but it is not say that the building needs cannot be known until the program is developed. And if faced with a choice of having to use limited resources to build buildings without having money to operate the programs or to operate the programs and accommodate them to existing buildings, the choice most certainly must be the latter.

This point of view is not new. In a letter to Congressman Phillip Burton (dated July 14, 1975), Dr. Seymour Eskow, President of Oakland Community College and a leader in the American Association of Community and Junior Colleges, said, "After reviewing the geography and the culture and the needs of the islands...it became self-evident to the group that the building of a U. S.-style community college campus and buildings would be a serious, and, perhaps fatal, error, dooming the islands and perhaps the U. S. to a lengthy period of spending most available dollars for maintenance and upkeep of unnecessary and centralized structures, rather than using those dollars for teaching and learning."

Planning Ahead for a Campus

When space needs are more clearly known as plans for the college develop, it is reasonable that plans for the physical home of the college should also begin. The guiding principles of self-help and self-sufficiency should be applied to planning the campus as well as to planning the college program. Building plans should be developed to meet only clearly identified program needs; structures requiring minimal maintenance should be designed; existing facilities should be used to the extent possible; local materials, local dollars, and local labor should be utilized as much as possible in actual construction so that the college can be truly a Micronesian institution, one to which Micronesia has contributed, and not just another American gift.

It is likely that the local effort will need some external financial support. In the absence of knowing program needs, knowing space requirements is impossible. However, in order to have money available when it is needed to assist with physical plant construction, Congress should, under the present authorization, appropriate \$1 million for the purpose of aiding physical plant construction. However, none of this money should be released until the conditions specified below have been met and sufficient progress has been made in program development to plan with certainty for space needs appropriate to the program.

SUMMARY OF RECOMMENDATIONS

(1) Create a "College of Micronesia" with a governing board independent of the Congress of Micronesia and the Trust Territory Department of Education.

- * Incorporate the Community College of Micronesia under the authority of the governing board.

- * Also incorporate the Micronesian Occupational Center under the authority of the board.

(2) Create a permanent endowment for the college.

- * Begin with a core endowment from Micronesia, including the granting of rights in marine resources to make the college a "sea grant" institution akin to America's "land grant" institutions.

- * Seek public and private contributions from outside Micronesia.

- * Establish self-sufficiency as a goal for the college.

(3) Establish a "sister institution" relationship with the University of Hawaii.

(4) Initiate a nationwide search for a distinguished educator to be President of the College of Micronesia.

- * Use the assistance of prominent educators and national education associations in the search.

(5) Initiate a planning, research, and development effort with the assistance of the University of Hawaii to develop a program for the college which is relevant to Micronesia's special needs.

- * Create a 2-year college preparatory school as part of the college's program.
 - * Create a 2-year college-level program offering transfer-level work and terminal work, both degree-granting and certificated.
 - * Create an extension program in each district designed to serve the needs of the general population of Micronesia.
 - * Focus on helping the elementary and secondary education system reorient its programs toward greater relevance.
- (6) Maintain program operation at the Community College of Micronesia and the Micronesian Occupational Center during the planning phase.
- * Modify the CCM and MOC programs as necessary to conform them to the overall program of the college as it is developed.
- (7) Develop and implement performance standards for certification various trades and professions.
- * The government should reorient incentives so that certificate holders under this program receive incentives comparable to degree holders.
- (8) Continue to send students abroad for the third and fourth year of four-year programs and for training in technical fields.
- (9) Give control of all government-sponsored student financial aid programs to the college.
- * Most financial aid should be for use at the College of Micronesia.
 - * The college should control the financial aid programs whether or not a student uses the aid at the College of Micronesia. This is necessary to develop a coherent post-secondary education policy.
 - * Financial aid should be awarded on a competitive basis, with minimal quotas for each district.
 - * The college should be given authority to add qualifications to those specified in the law for student aid programs.

(10) Reorient existing Trust Territory government resources toward support of the college.

- * CCM and MOC budgets should be transferred immediately to the college.
- * The Trust Territory government budget should be carefully reviewed to identify sources where funds can be redirected to support of the college in its early development.

(11) Appropriate \$1 million under Public Law 94-255 to be utilized by the college in its planning and program development period.

- * The money should not be released until a firm budget has been prepared by the president of the college and until some funds have been redirected toward support of the college by the Trust Territory government.
- * Other preconditions for release of the money must also be met.

(12) Appropriate an additional \$1 million under P. L. 94-255 to be utilized by the college for physical plant construction.

- * The money should not be released until program planning has advanced to the point where space needs can be clearly identified and documented and until evidence of a plan to utilize all possible existing space has been shown.
- * Other preconditions for release of the money must also be met.

PRECONDITIONS TO THE APPROPRIATIONS

The appropriations recommended in this report should be made as soon as possible, but before any money is released, several preconditions must first be met. If the preconditions are not met, the money should be retained.

- (1) Recommendations (1), (2), and (4) in the "Summary of Recommendations" must be carried out by the Trust Territory government and the Congress of Micronesia. There must be sufficient safeguards to protect the college from political meddling, and the President of the college must actually be recruited.
- (2) Recommendation (10) must be acted upon and a budget prepared showing what Trust Territory government and Congress of Micronesia resources will be made available to the college during the planning period.
- (3) The conditions listed for Recommendations (11) and (12) must be met.
- (4) All districts of the Trust Territory and the Northern Marianas must agree to participate in and support the college regardless of the outcome of political status negotiations. If all districts do not participate, no money should be released, and no money should otherwise be made available to any single district, regardless of its political status, for development of its own post-secondary education program.

A FINAL WORD

Micronesia is a land that is overgoverned and underdeveloped. In such a context, it is also overeducated.

Recently a number of proposals have been made to cut back the educational system. Recommendations have been made to close schools, reduce the number of teachers, and stop making secondary education universally available.

While this constitutes one reasonable approach to the problem created by a school system which trains young people to go to still more school and graduates them into a society unable to keep them happily and productively occupied, such recommendations are not likely to be accepted by Micronesians. In addition to representing the vehicle by which most Micronesians hope to reach their dreams, the schools also represent a major Micronesian industry, second only to the rest of the government of which they are a part. It is not unusual for the cash income of a village represented by teachers' salaries to be significantly in excess of the income generated by copra production and all other activities combined. The approach that seems most likely to succeed in Micronesia is one which reorients the educational system rather than one which is perceived as dismantling it.

Micronesia faces a critical choice. Either it can continue its present educational process with its increasingly unhappy consequences for Micronesian society, or it can change the system--either by cutting it severely or by reorienting it. This report favors reorientation, and an underlying premise is that the College of Micronesia, as proposed, is the only viable way to achieve that reorientation. "Relevance" is a word with many meanings, but relevance must be achieved, and the college, properly planned and administered, can do that. The college represents an opportunity for Micronesia which should not be lost. Micronesians and all of those who are friends of Micronesia should join hands in good faith and work together to make it possible.

APPENDIX I

Public Law 94-255



An Act

To amend section 2 of the Act of June 30, 1954, providing for the continuance of civil government for the Trust Territory of the Pacific Islands, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 2 of the Act of June 30, 1954 (68 Stat. 330), is amended by deleting "plus such sums as are necessary, but not to exceed \$10,000,000, for each of such fiscal years, to offset reductions in, or the termination of, Federal grant-in-aid programs or other funds made available to the Trust Territory of the Pacific Islands by other Federal agencies", and inserting in lieu thereof the following: "for fiscal year 1976, \$80,000,000; for the period beginning July 1, 1976, and ending September 30, 1976, \$15,100,000; for fiscal year 1977, \$80,000,000; and such amounts as were authorized but not appropriated for fiscal year 1975, and up to but not to exceed \$8,000,000 for the construction of such buildings as are required for a four-year college to serve the Micronesian community (no appropriations for the construction of such buildings shall, however, be made (A) until, but not later than one year after the date of the enactment of this Act, the President causes a study to be made by an appropriate authority to determine the educational need and the most suitable educational concept for such a college and transmits such study, together with his recommendations, to the Committees on Interior and Insular Affairs of the Senate and House of Representatives of the United States within said one year period and (B) until 90 calendar days after the receipt of such study and recommendations which shall be deemed approved unless specifically disapproved by resolution of either such committee), and \$1,800,000 for a human development project in the Marshall Islands plus such sums as are necessary, but not to exceed \$10,000,000, for each of such fiscal years, or periods, to offset reductions in, or the termination of, Federal grant-in-aid programs or other funds made available to the Trust Territory of the Pacific Islands by other Federal agencies, which amounts for each such fiscal year or other period shall be adjusted upward or downward and presented to the Congress in the budget document for the next succeeding fiscal year as a supplemental budget request for the current fiscal year, to offset changes in the purchasing power of the United States dollar by multiplying such amounts by the Gross National Product Implicit Price Deflator for the third quarter of the calendar year numerically preceding the fiscal year or other period for which such supplemental appropriations are made, and dividing the resulting product by the Gross National Product Implicit Price Deflator for the third quarter of the calendar year 1974."

Trust Territory of the Pacific Islands. Civil government, continuance. Appropriation. 48 USC 1681 note.

Micronesian college, study, report to congressional committees.

Sec. 2. The laws of the United States which are made applicable to the Northern Mariana Islands by the provisions of section 502(a)(1) of H.J. Res. 549, as approved by the House of Representatives and the Senate, except for section 228 of title II and title XVI of the Social Security Act as it applies to the Trust Territory of the Pacific Islands, Claims Act as it applies to Guam on the same terms and conditions as such laws are applied to the Northern Mariana Islands.

48 USC 1421q.

Ante, p. 265.

42 USC 428, 1381.

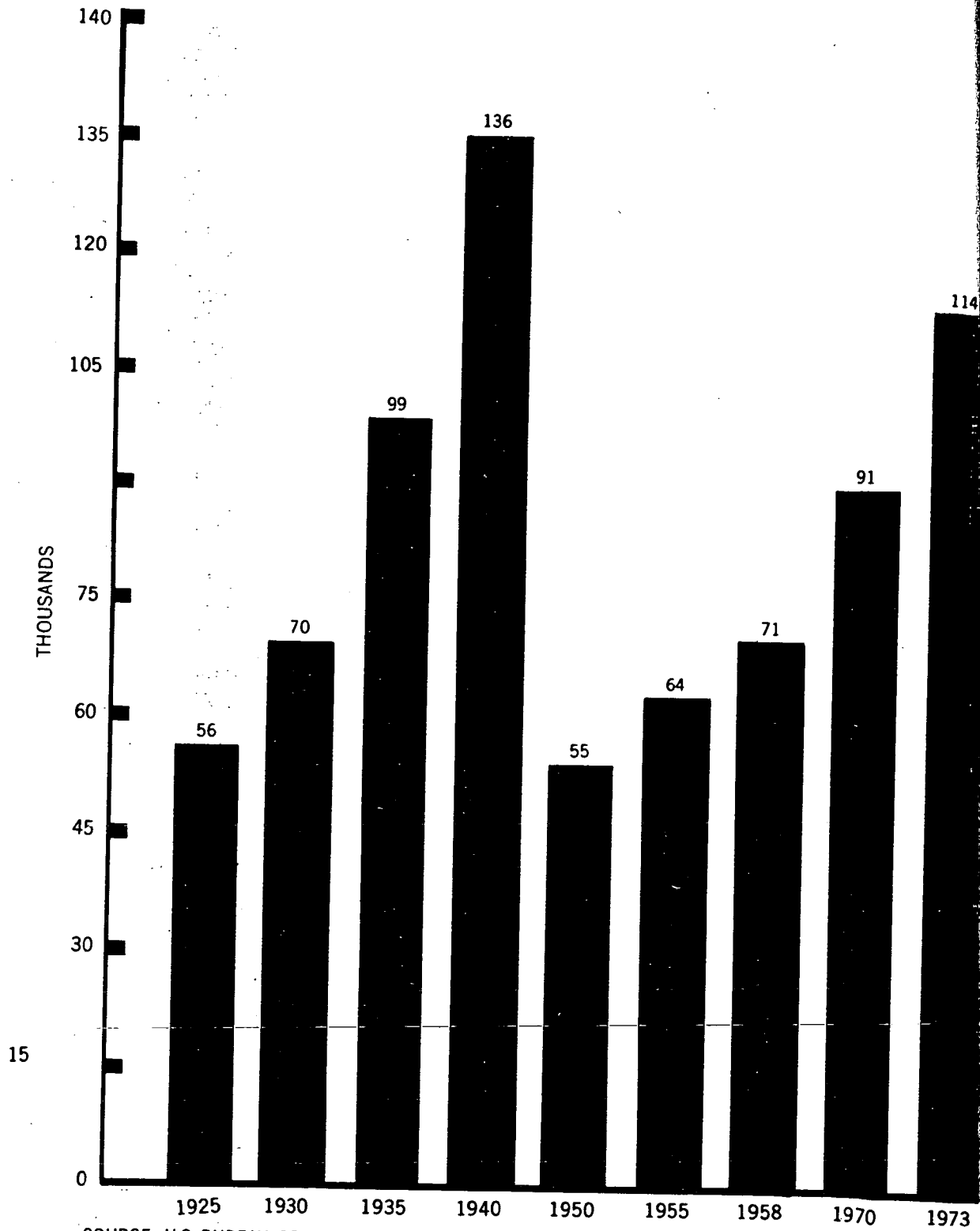
Approved April 1, 1976.

LEGISLATIVE HISTORY:

- HOUSE REPORT No. 94-291 accompanying H.R. 7688 (Comm. on Interior and Insular Affairs).
- SENATE REPORT No. 94-496 accompanying H.R. 7688 (Comm. on Interior and Insular Affairs).
- CONGRESSIONAL RECORD, Vol. 122 (1976):
 - Feb. 26, considered and passed House.
 - Mar. 9, considered and passed Senate, amended.
 - Mar. 11, House concurred in Senate amendments with amendments.
 - Mar. 16, Senate concurred in House amendments with an amendment.
 - Mar. 18, House concurred in Senate amendment.

CHART III-1

TOTAL POPULATION OF MICRONESIA, 1925 - 1973



SOURCE: U.S. BUREAU OF THE CENSUS

Table III-1
DISTRIBUTION OF THE POPULATION OF MICRONESIA BY AGE AND DISTRICT, 1973

AGE	DISTRICT												TOTAL	
	Marianas	%	Marshalls	%	Palau	%	Ponape	%	Truk	%	Yap	%		%
<5 years	2,410	16.8	4,810	19.2	1,897	15.0	4,306	18.6	5,830	18.5	1,203	15.4	20,456	17.9
5-9	2,194	15.3	3,983	15.9	2,011	15.9	3,632	15.6	4,750	15.1	1,093	14.0	17,663	15.4
10-14	1,920	13.4	3,135	12.5	1,825	14.4	3,226	13.9	4,062	12.9	999	12.8	15,167	13.3
15-19	1,635	11.4	2,835	11.3	1,549	12.3	2,604	11.2	3,516	11.2	854	11.0	12,993	11.4
20-24	1,257	8.8	2,119	8.5	1,078	8.5	1,863	8.0	2,633	8.4	623	8.0	9,573	8.4
25-29	986	6.9	1,603	6.4	718	5.7	1,205	5.2	1,933	6.1	440	5.6	6,885	6.0
30 years & over	3,911	27.3	6,513	26.1	3,552	28.1	6,372	27.5	8,734	27.8	2,579	33.1	31,661	27.7
TOTAL	14,313	100.0	24,998	100.0	12,630	100.0	23,208	100.0	31,458	100.0	7,791	100.0	114,398	100.0

Source: 1973 Population of the Trust Territory of the Pacific Islands, Basic Table 4A, p. 14. Data do not include those absent from the TTPI at the time of the census or those unidentified by age or district. Resident foreigners are included in the totals.

Table III-2
DISTRIBUTION OF THE POPULATION OF MICRONESIA BY AGE AND DISTRICT, 1980

AGE	DISTRICT												TOTAL	
	Marianas	%	Marshalls	%	Palau	%	Ponape	%	Truk	%	Yap	%		%
<5 years	2,880	16	4,800	16	2,480	16	5,400	18	6,290	17	1,425	15	23,275	16.6
5-9	2,700	15	4,800	16	2,170	14	4,800	16	5,550	15	1,330	14	21,350	15.3
10-14	2,520	14	4,500	15	2,170	14	4,200	14	5,180	14	1,235	13	19,805	14.1
15-19	2,160	12	3,900	13	1,860	12	3,600	12	4,440	12	1,140	12	17,100	12.2
20-24	1,800	10	3,000	10	1,550	10	3,000	10	4,070	11	950	10	14,370	10.3
25-29	1,620	9	2,400	8	1,395	9	2,400	8	2,960	8	760	8	11,535	8.2
30 years & over	4,320	24	6,600	22	3,875	25	6,600	22	8,510	23	2,660	28	32,565	23.3
TOTAL	18,000	100	30,000	100	15,500	100	30,000	100	37,000	100	9,500	100	140,000	100.0

Source: Projection from 1973 Census data with assumptions used in Five Year Indicative Development Plan of the TTPI, 1976.

Chart IV-1

EMPLOYMENT STATUS OF MICRONESIAN AND FOREIGN RESIDENT MALES AGED 15 AND OVER 1973

Source: 1973 Population of the Territory of the Pacific Islands

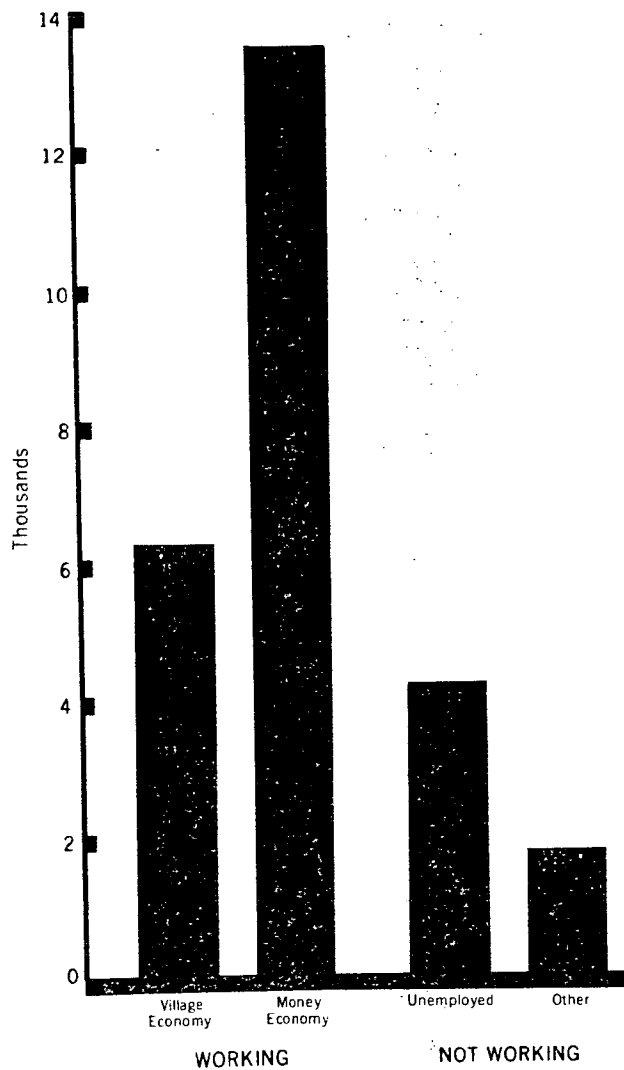


Chart IV-2

EMPLOYMENT STATUS OF MICRONESIAN AND FOREIGN RESIDENT FEMALES AGED 15 AND OVER 1973

Source: 1973 Population of the Trust Territory of the Pacific Islands

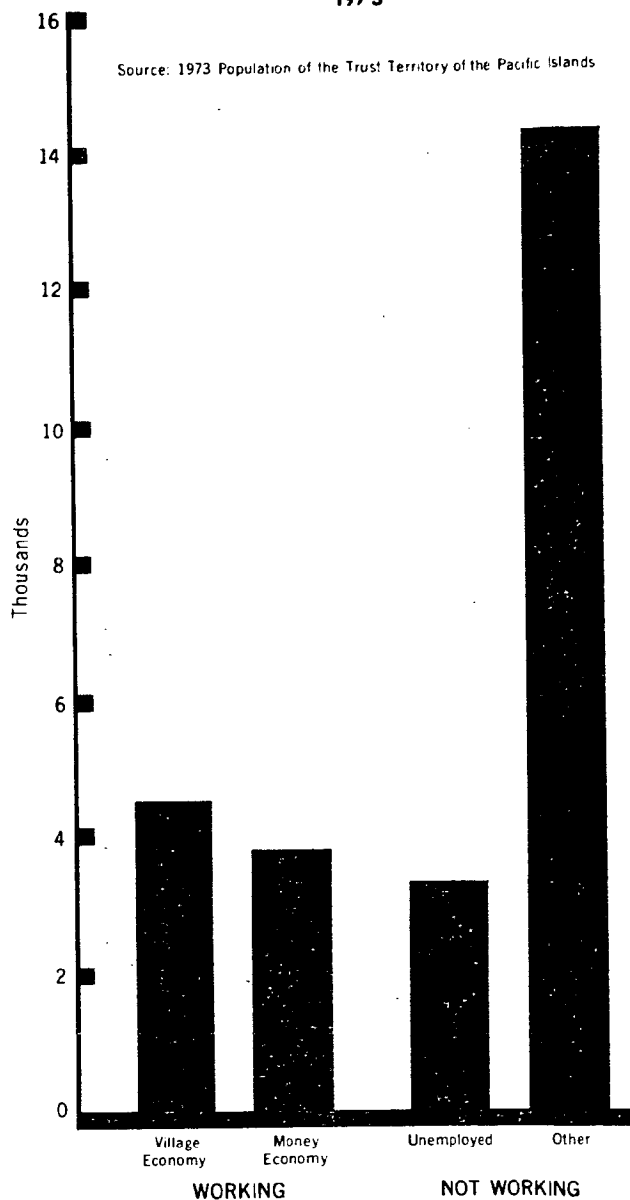


Table IV-1
EMPLOYMENT STATUS OF MICRONESIANS AND RESIDENT FOREIGNERS AGED 15 AND OVER, BY DISTRICT, 1973*

DISTRICT	Working								SUBTOTAL
	Village Economy				Money Economy				
	Male	%	Female	%	Male	%	Female	%	
Marianas	224	3.4	27	0.4	2,787	42.7	1,044	16.0	4,082
Marshalls	1,232	11.2	1,037	9.4	2,843	25.8	625	5.7	5,737
Palau	160	2.9	391	7.1	1,930	35.1	696	12.5	3,177
Ponape	1,700	15.9	730	6.8	2,155	20.2	525	4.9	5,110
Truk	2,596	18.2	1,270	8.9	2,606	18.3	716	5.0	7,188
Yap	520	13.2	1,044	26.6	997	25.4	215	5.5	2,776
TOTAL	6,432	12.4	4,499	8.7	13,318	25.7	3,821	7.4	28,070

Not Working										
Unemployed				Other				SUBTOTAL	%	TOTAL
Male	%	Female	%	Male	%	Female	%			
								2,447	37.5	6,529
305	4.7	299	4.6	181	2.8	1,662	25.4	5,276	47.9	11,013
1,040	9.4	765	6.9	412	3.7	3,059	27.9	2,325	42.3	5,502
515	9.4	378	6.9	218	4.0	1,214	22.1	5,564	52.1	10,674
1,105	10.4	929	8.7	279	2.6	3,251	30.5	7,065	49.6	14,253
1,131	7.9	876	6.2	565	4.0	4,493	31.5	1,154	29.4	3,930
219	5.6	126	3.2	182	4.6	627	15.9	23,831	45.9	51,901
4,315	8.3	3,373	6.5	1,837	3.5	14,306	27.6			

*Percentages are calculated on the horizontal total.
 Source: Reconstructed from Basic Table 17B, p. 213, 1973 Population of the Trust Territory of the Pacific Islands. The Grand Total omits 412 employees whose district or occupation was not specified.

Table IV-2
ACTIVITY OF MICRONESIANS AND RESIDENT FOREIGNERS AGED 15 AND OVER, 1970 & 1973

ACTIVITY	YEAR			
	1970	%	1973	%
Labor Force in Money Economy				
Professional, Technical	3,150	6.4	3,605	6.1
(Teachers)	—	—	(1,666)	(2.8)
Managerial, Clerical	2,826	5.8	2,980	5.1
Trades, Services, Labor	6,986	14.2	7,756	13.1
Farming, Fishing	543	1.1	530	0.9
Unemployed	758	1.5	7,714	13.0
Subtotal of Labor Force	14,263	29.0	22,585	38.2
Subsistence Economy	27,319	55.5	10,969	18.5
Housewives, Other	—	—	16,187	27.4
Students	7,658	15.5	9,421	15.9
TOTAL	49,240	100.0	59,162	100.0

Sources: 1970 Census. General Population Characteristics. Trust Territory of the Pacific Islands.
 1973 Population of the Trust Territory of the Pacific Islands.

Note: Definitions in both censuses were similar; however, a large part of the outer island population was apparently omitted from the 1970 Census. Most of this population went into the "Subsistence" and "Unemployed" categories. The difficulty in differentiating the unemployed from those in the subsistence economy raises doubts about defining the labor force in Micronesia. For example, the 1973 Census may have included some economically inactive people in the unemployed category, thereby overstating the size of the labor force.

Table IV-6

EMPLOYMENT OF NON-MICRONESIANS IN THE TRUST TERRITORY GOVERNMENT, BY TYPE OF POSITION AND SALARY LEVEL, 1975

TYPE OF POSITION	PAY LEVEL						TOTAL
	UNDER \$10,000			\$10,000 AND MORE			
	Headquarters	Districts	Subtotal	Headquarters	Districts	Subtotal	
General Administration, Personnel, Publicity.....	9	3	12	22	12	34	46
Legal Staff.....	3	1	4	4	5	9	13
Budget, Finance, Audit, Data Processing.....	4	0	4	25	0	25	29
Public Works, Transportation, Communication.....	14	33	47	24	26	50	97
Economic Development, Agriculture, Fisheries.....	5	6	11	20	17	37	48
Education.....	11	141	152	9	4	13	165
Health.....	8	11	19	6	18	24	43
TOTAL.....	54	195	249	110	82	192	441

Source: 28th Annual Report, Trust Territory of the Pacific Islands, FY 1975, Appendix 2.

Note: Positions classified as earning over \$10,000 annually are those in Pay Level 32 (\$8,154 to \$11,544) and above plus all civil service employees. In most cases, a tax relief allowance and recruitment allowance are added to these base salaries for U.S. citizens. Employees designated "WL" have been omitted because this designation is no longer in use according to TT government officials.

Table IV-7

EMPLOYMENT OF MICRONESIANS WITH COLLEGE TRAINING, 1973

NATURE OF EMPLOYMENT	YEARS OF COLLEGE								TOTAL	%
	1-2 Years at CCM, MOC	%	1-3 Years	%	4 Years	%	5 Years or more	%		
Village Economy.....	118	9.1	27	2.5	5	1.8	0	0.0	150	
Money Economy										
Self-Employed.....	29	2.2	22	2.1	2	0.7	3	3.1	56	
Government.....	735	56.9	731	68.2	191	68.5	74	76.3	1,731	68.5
Private.....	170	13.2	161	15.0	68	24.4	14	14.4	413	15.9
Other.....	4	0.3	3	0.3	1	0.3	0	0.0	8	
Not Working										
Unemployed.....	97	7.5	98	9.1	9	3.2	2	2.1	206	
Other.....	138	10.7	30	2.8	3	1.1	4	4.1	175	
TOTAL.....	1,291	100.0	1,072	100.0	279	100.0	97	100.0	2,739	100.0

Source: Derived from unpublished data from the 1973 census. Resident foreigners are not included in these figures.

Table V-A-1

EDUCATION EXPENDITURES IN MICRONESIA, FISCAL YEAR 1976

SOURCE	AMOUNT
Trust Territory Government	\$15,476,993
District Governments	328,100
Missions	1,667,058
TOTAL	\$17,472,151

Source: Trust Territory Department of Education.

Table V-A-2

PER PUPIL EDUCATION EXPENDITURES IN MICRONESIA, FISCAL YEAR 1976

LEVEL	AMOUNT
Elementary	\$ 229.27
Secondary	498.26
Community College of Micronesia	2,972.72
Micronesian Occupational Center	2,705.66

Source: Trust Territory Department of Education.

Table V-A-3

IDENTIFIABLE GOVERNMENT EXPENDITURES FOR POST-SECONDARY EDUCATION OF MICRONESIANS, 1976

NATURE OF EXPENDITURE	AMOUNT
Community College of Micronesia	\$ 416,181
Micronesian Occupational Center	860,402
Trust Territory, Congress of Micronesia, and U.S. Government Student Financial Assistance	4,968,134*
TOTAL	\$6,244,717

Source: Reconstructed from information provided by the Trust Territory Department of Education.

*These figures, according to the Department of Education, are "preliminary" and "incomplete" and are based on reports for 1,406 students at U.S. institutions and the University of Guam. It is known that there are substantially more than 1,406 students in Guam and the U.S.

Table V-A-4

MICRONESIAN AND NON-MICRONESIAN EMPLOYEES OF THE TRUST TERRITORY DEPARTMENT OF EDUCATION, BY POSITION,

POSITION	MICRONESIAN		NON-MICRONESIAN		TOTAL
	Males	Females	Males	Females	
Non-School Administrators	29	3	7	0	39
School Administrators	172	9	15	1	197
Education Specialists	78	14	29	10	131
Teachers	1,159	413	139	126	1,837
Student Services	37	24	6	3	70
Clerical	22	86	0	4	112
Labor	170	54	0	0	224
In-Service Trainees	95	22	0	0	117
Other	5	1	4	0	10
TOTAL	1,767	626	200	144	2,737

Source: Trust Territory Department of Education.

Table V-B-1
ENROLLMENT OF MICRONESIANS IN POST-SECONDARY
EDUCATION PROGRAMS, 1975-1976

INSTITUTION	ENROLLMENT
Community College of Micronesia (full-time)	257
Community College of Micronesia (part-time)	200
Micronesian Occupational Center	318
University of Guam	215
Hawaii (all institutions)	153
U.S. Mainland (all institutions)	667
Other Locations	56
Identified Students, Unidentified Institutions	392
TOTAL	2,258

Source: Trust Territory Department of Education.

Note: These are "hard" figures. It is known that there were substantially more students abroad than these figures indicate, but the total is unknown. "Hard" figures for 1976-1977, for example, show 362 students in Guam and 308 in Hawaii, increases not attributable solely to new enrollees in the fall semester. Incomplete figures for 1976-1977 show 1,059 students in Hawaii and the U.S. mainland alone, and the 1,059 figure includes only 176 students in Hawaii. Using the "hard" figure of 308 for Hawaii (derived from another source), then there are at least 1,191 Micronesian students in U.S. institutions in the current academic year. The actual total enrollment of Micronesians in post-secondary education for 1976-1977 is probably at least 2,600 and perhaps as much as 3,000.

Table V-B-2
REPRESENTATIVE U.S. COLLEGES ATTENDED BY MICRONESIAN STUDENTS, 1976-1977

COLLEGE	LOCATION	ENROLLMENT
Snead State Junior College	Boaz, Alabama	5
Sheldon Jackson College	Sitka, Alaska	1
Central Arizona College	Coolidge, Arizona	5
Cabrillo College	Aptos, California	4
Lassen Community College	Susanville, California	51
Orange Coast College	Costa Mesa, California	4
San Francisco State University	San Francisco, California	1
Toccoa Falls College	Toccoa Falls, Georgia	1
North Florida Junior College	Madison, Florida	16
Chaminade College	Honolulu, Hawaii	19
College of Southern Idaho	Twin Falls, Idaho	11
Purdue University	Lafayette, Indiana	1
Graceland College	Lamoni, Iowa	3
Sterling College	Sterling, Kansas	3
Asbury College	Wimore, Kentucky	3
Maine Maritime Academy	Castine, Maine	3
Massachusetts Maritime Academy	Buzzards Bay, Massachusetts	2
Grand Valley State College	Allendale, Michigan	39
Lake Superior State College	Sault Sainte Marie, Michigan	6
Suomi College	Hancock, Michigan	38
Flathead Valley Community College	Kalispell, Montana	7
Doane College	Create, Nebraska	1
New Mexico Highlands University	Las Vegas, New Mexico	8
Marymount College	Tarrytown, New York	1
Chowan College	Murfreesboro, North Carolina	8
Seminole Junior College	Seminole, Oklahoma	2
Clatsop Community College	Clatsop, Oregon	4
Oregon College of Education	Monmouth, Oregon	45
Portland Community College	Portland, Oregon	39
University of Oregon	Eugene, Oregon	7
Bob Jones University	Greenville, South Carolina	6
Yankton College	Yankton, South Dakota	1
Cisco Junior College	Cisco, Texas	19
Grays Harbor College	Aberdeen, Washington	8
Edgewood College	Madison, Wisconsin	3
University of Wyoming	Laramie, Wyoming	7

Source: Trust Territory Department of Education. These colleges were randomly selected from a much larger list to indicate the kinds of institutions attended by Micronesians, the dispersion of students throughout the country, and the numbers of students at any one institution.

Table V-B-3
MICRONESIAN UNDERGRADUATE STUDENTS RECEIVING TRUST TERRITORY OR CONGRESS OF MICRONESIA STUDENT FINANCIAL AID FOR STUDY ABROAD, BY DISTRICT AND PLACE OF STUDY, 1975-1976

PLACE OF STUDY	DISTRICT												TOTAL
	Marianas	%	Marshalls	%	Palau	%	Ponape	%	Truk	%	Yap	%	
U.S. Mainland.....	83	50.3	65	73.0	143	65.9	120	51.3	194	73.8	35	53.8	640
Hawaii.....	19	11.5	6	6.7	30	13.8	44	18.8	34	12.9	8	12.3	141
Guam.....	56	33.9	8	9.0	38	17.5	56	23.9	24	9.1	19	29.2	201
Phillipines.....	0	0.0	3	3.4	3	1.4	4	1.7	4	1.5	2	3.1	18
Other.....	7	4.3	7	7.9	3	1.4	10	4.3	7	2.7	1	1.5	35
TOTAL.....	165	100.0	89	100.0	217	100.0	234	100.0	263	100.0	65	100.0	1,033

Source: Trust Territory Department of Education.

Table V-B-4
MICRONESIAN GRADUATE STUDENTS RECEIVING TRUST TERRITORY OR CONGRESS OF MICRONESIA STUDENT FINANCIAL AID FOR STUDY ABROAD, BY DISTRICT AND PLACE OF STUDY, 1975-1976

PLACE OF STUDY	DISTRICT												TOTAL
	Marianas	%	Marshalls	%	Palau	%	Ponape	%	Truk	%	Yap	%	
U.S. Mainland.....	6	42.9	1	16.7	10	52.6	4	40.0	2	50.0	4	80.0	27
Hawaii.....	3	21.4	2	33.3	3	15.8	3	30.0	1	25.0	0	0.0	12
Guam.....	4	28.6	1	16.7	5	26.3	2	20.0	1	25.0	1	20.0	14
Phillipines.....	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Other.....	1	7.1	2	33.3	1	5.3	1	10.0	0	0.0	0	0.0	5
TOTAL.....	14	100.0	6	100.0	19	100.0	10	100.0	4	100.0	5	100.0	58

Source: Trust Territory Department of Education.

Table V-B-5
MAJOR FIELD OF STUDY OF MICRONESIAN STUDENTS AT INSTITUTIONS OF HIGHER LEARNING ABROAD, 1972 AND 1976

FIELD OF STUDY	1972	%	1976	%
	Agriculture.....	19	2.4	38
Business.....	96	12.3	235	15.8
Education.....	167	21.5	239	16.1
Engineering.....	33	4.2	45	3.0
Health Services.....	95	12.2	161	10.9
Arts.....	169	21.7	45	3.0
Legal.....	30	3.9	92	6.2
Trade and Vocational Skills.....	87	11.2	84	5.7
Science.....	16	2.1	40	2.7
Social Science.....	51	6.6	83	5.6
Other.....	5	0.6	29	2.0
Unknown.....	10	1.3	392	26.4
TOTAL.....	778	100.0	1,483	100.0

Source: Trust Territory Department of Education.

Note: It should be remembered that these totals do not show all students studying abroad. In addition, these fields of study are those initially reported by students, and there is no system for registering a change of major. The categories are also a bit confusing. "Legal," for example, includes police science and court reporting as well as pre-law and law. "Arts" also includes mathematics, history, and theology. "Business" also includes economics and hotel management, etc. This table represents the best available information, but its accuracy is dependent on the data provided.

TABLE V-B-6

MICRONESIAN STUDENTS ATTENDING SECONDARY SCHOOLS IN GUAM AND THE U.S., 1975-1976

DISTRICT	U.S.		GUAM		TOTAL
	Males	Females	Males	Females	
Marianas	2	1	16	23	42
Marshalls	0	1	1	0	2
Palau	0	1	7	26	34
Ponape	0	2	0	1	3
Truk	3	0	3	11	17
Yap	2	1	1	0	4
TOTAL	7	6	28	61	102

Source: Trust Territory Department of Education.

Figures for the U.S. are based only on students who receive American Field Service scholarships. Figures for Guam are based on the records of the U.S. Immigration and Naturalization Service.

Table V-C-1

PUBLIC AND PRIVATE SCHOOLS IN MICRONESIA DURING THE ACADEMIC YEAR 1975-1976, BY DISTRICT

DISTRICT	Elementary		Secondary		Post Secondary		TOTAL
	Public	Private	Public	Private	Public	Private	
Marianas..	11	1	4	1	0*	0	17
Marshalls..	67	10	2	6	0	0	85
Palau.....	24	3	1	5	1	0	34
Ponape....	41	3	2	1	1	0	48
Truk.....	60	3	5	1	0	0	69
Yap.....	24	1	3	0	0	0	28
TOTAL ...	227	21	17	14	2	0	281

Source: Trust Territory Department of Education.

*The Community College of Micronesia (in Ponape) operates a School of Nursing in Saipan which is not shown as a separate institution.

Table V-C-2

PERCENTAGE OF ENROLLMENT IN MICRONESIAN PUBLIC AND PRIVATE SCHOOLS, ELEMENTARY & SECONDARY LEVEL, 1975-1976

DISTRICT	Elementary		Secondary		TOTAL	
	Public	Private	Public	Private	Public	Private
Marianas.....	90.4	9.6	82.6	17.4	88.4	11.6
Marshalls	86.9	13.1	54.4	45.6	81.5	18.5
Palau	84.3	15.7	59.9	40.1	77.1	22.9
Ponape	97.4	2.6	89.0	11.0	95.7	4.3
Truk	92.0	8.0	93.7	6.3	92.3	7.7
Yap	85.0	15.0	100.0	0.0	88.2	11.8
TOTAL	90.5	9.5	78.9	21.1	88.1	11.9

Source: Derived from Information Provided by Trust Territory Department of Education.

Table V-C-3
ENROLLMENT IN MICRONESIAN ELEMENTARY AND SECONDARY SCHOOLS, PUBLIC AND PRIVATE, 1975-1976

DISTRICT	Grade Level								Total, Public-Private				GRAND TOTAL
	Elementary (1-8)				Secondary (9-12)				Public	%	Private	%	
	Public	%	Private	%	Public	%	Private	%					
Marianas.....	3,320	12.1	352	12.2	1,075	17.1	227	13.5	4,395	13.0	579	12.7	4,974
Marshalls.....	5,780	21.1	869	30.3	727	11.6	609	36.4	6,507	19.3	1,478	32.5	7,985
Palau.....	2,748	10.0	511	17.8	823	13.1	551	32.9	3,571	10.6	1,062	23.4	4,633
Ponape.....	5,886	21.5	156	5.4	1,348	21.5	166	9.9	7,234	21.5	322	7.1	7,556
Truk.....	8,127	29.6	709	24.7	1,800	28.7	122	7.2	9,927	29.5	831	18.3	10,758
Yap.....	1,552	5.7	275	9.6	503	8.0	0	0.0	2,055	6.1	275	6.0	2,330
TOTAL.....	27,413	100.0	2,872	100.0	6,276	100.0	1,675	100.0	33,689	100.0	4,547	100.0	38,236

Source: Trust Territory Department of Education.

Table V-C-4
GRADUATES OF MICRONESIAN EDUCATIONAL INSTITUTIONS, BY DISTRICT, ACADEMIC YEAR 1975-1976

DISTRICT	ELEMENTARY		SECONDARY		POST-SECONDARY	
	Public	Private	Public	Private	CCM	MOE
Marianas.....	302	31	212	38	Not available by district	3
Marshalls.....	628	112	76	101		
Palau.....	355	96	125	108		
Ponape.....	658	29	148	27		
Truk.....	791	46	295	25		
Yap.....	228	23	101	0	23	
TOTAL.....	2,962	337	957	299	105	108

Source: Trust Territory Department of Education.

Table V-C-5
MICRONESIANS WITH POST-SECONDARY CERTIFICATES AND DEGREES, BY DISTRICT, 1974

DISTRICT	POST-SECONDARY CERTIFICATE, DEGREE							TOTAL
	Diploma or Certificates	A.A./A.S.	B.A./B.S.	M.A./M.S.	L.L.B./J.D.	D.D.S./M.D.	Ph.D.	
Marianas.....	7	5	60	7	1	1	0	82
Marshalls.....	12	3	17	2	0	0	1	
Palau.....	31	9	69	14	4	3	0	
Ponape.....	17	12	41	10	0	0	0	
Truk.....	15	7	32	3	0	0	0	
Yap.....	19	6	23	1	0	0	0	
TOTAL.....	101	42	242	37	5	4	1	

Source: Trust Territory Department of Education.

Note: This is the latest information available and reflects information current as of January, 1974.

CHART V-D-1
PERCENTAGE OF ENROLLMENT IN SCHOOL BY AGE GROUP,
MICRONESIANS AND RESIDENT FOREIGNERS, 1973

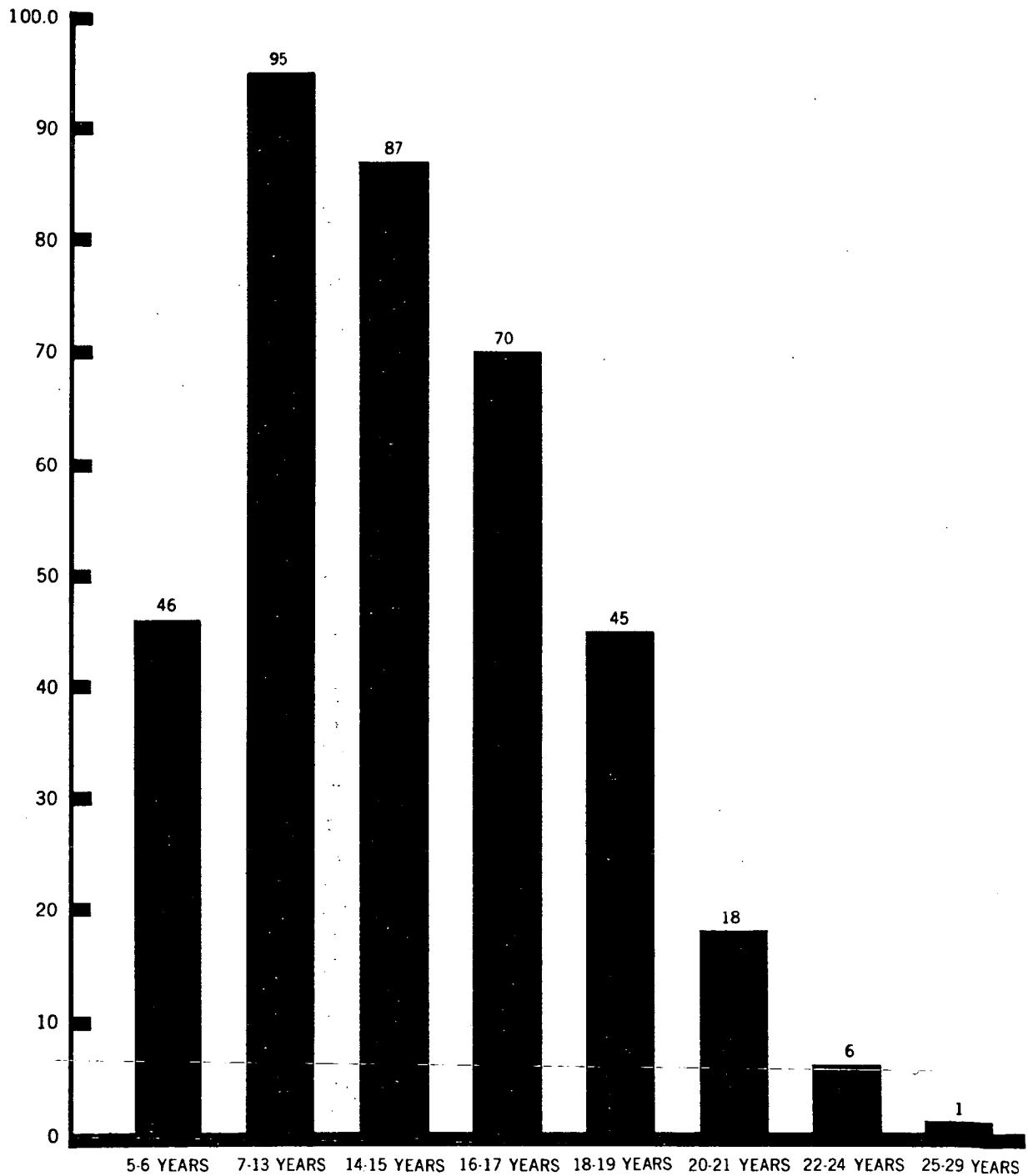


Table V-D-1
SCHOOL ENROLLMENT IN MICRONESIA BY AGE AND PERCENTAGE OF AGE GROUP ENROLLED BY DISTRICT, 1973

SCHOOL ENROLLMENT AT AGE	DISTRICT AND PERCENTAGE OF AGE GROUP ENROLLED												TOTAL	
	Marianas	%	Marshalls	%	Palau	%	Ponape	%	Truk	%	Yap	%		%
4 years	10	2.1	78	9.2	16	4.3	20	2.6	65	6.1	3	1.1	192	5.1
5 & 6	495	51.8	781	44.8	450	56.4	467	31.2	978	50.3	182	43.3	3,353	45.6
7 to 13	2,762	98.6	4,419	92.1	2,635	97.8	4,448	93.0	5,848	95.8	1,363	92.0	21,475	94.8
14 & 15	681	94.3	1,059	88.8	633	94.6	864	74.5	1,359	89.1	323	82.2	4,919	86.9
16 & 17	550	78.6	780	69.7	573	83.6	569	51.9	1,040	72.1	251	69.7	3,763	69.6
18 & 19	260	45.5	513	46.6	325	60.3	290	31.3	637	48.7	102	34.9	2,127	44.9
20 & 21	79	14.7	180	18.9	128	27.4	94	12.1	218	20.5	39	15.0	738	18.2
22 to 24	35	4.9	67	5.8	79	12.9	45	4.1	80	5.1	19	5.2	325	5.9
25 to 29	6	0.6	11	0.7	17	2.4	8	0.7	30	1.6	6	1.4	78	1.2
TOTAL	4,878	57.6	7,888	54.3	4,856	64.3	6,805	51.2	10,265	57.1	2,288	53.6	36,970	55.9

Source: From Basic Table 12A, p. 145, 1973 Population of the Trust Territory of the Pacific Islands. Figures include enrollment of non-Micronesians.

Table V-D-2
DISTRIBUTION OF MICRONESIANS AND RESIDENT FOREIGNERS AGED 25 AND OVER BY DISTRICT AND YEARS OF SCHOOL COMPLETED, 1973

YEARS OF SCHOOL COMPLETED	DISTRICT											
	Marianas				Marshalls				Palau			
	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%
No years completed	82	3.0	133	6.2	267	6.4	487	12.5	123	5.7	195	9.6
Elementary												
1 to 4 years	344	12.7	428	20.0	1,055	25.5	1,276	32.6	411	19.1	671	33.1
5 & 6 years	679	25.0	626	29.3	782	18.9	953	24.4	555	25.8	482	23.7
7 years	157	5.8	117	5.5	137	3.3	219	5.6	46	2.1	36	1.8
8 years	137	5.0	128	6.0	443	10.7	437	11.2	109	5.1	101	5.0
Secondary												
1 to 3 years	302	11.1	225	10.5	496	12.0	264	6.7	254	11.8	239	11.8
4 years	376	13.8	221	10.4	520	12.5	145	3.7	235	11.0	120	5.9
College												
1 to 3 years	224	8.2	94	4.4	172	4.2	32	0.8	88	4.1	45	2.2
4 years	198	7.3	86	4.0	74	1.8	18	0.5	65	3.0	47	2.3
5 years or more	137	5.0	46	2.2	49	1.2	14	0.4	46	2.1	18	0.9
Other Post-Secondary	83	3.1	32	1.5	143	3.5	65	1.6	219	10.2	76	3.7
TOTAL	2,719	100.0	2,136	100.0	4,138	100.0	3,910	100.0	2,151	100.0	2,030	100.0

	DISTRICT												TOTAL			
	Ponape				Truk				Yap				Male	%	Female	%
	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%				
346	9.1	495	13.3	835	16.0	1,539	29.1	231	15.5	539	36.6	1,884	9.7	3,388	18.3	
1,186	31.1	1,677	45.1	1,622	31.1	1,831	34.6	274	18.4	416	28.3	4,892	25.0	6,299	33.9	
909	23.9	939	25.2	938	18.0	1,339	19.7	401	27.0	310	21.1	4,264	21.8	4,349	23.4	
91	2.4	99	2.7	174	3.3	169	3.2	35	2.4	16	1.1	640	3.3	656	3.5	
259	6.8	202	5.4	343	6.6	248	4.7	37	2.4	34	2.3	1,328	6.8	1,150	6.2	
286	7.5	114	3.1	515	9.9	236	4.5	117	7.9	58	3.9	1,970	10.1	1,136	6.1	
354	9.3	84	2.3	356	6.8	69	1.3	169	11.4	25	1.7	2,010	10.3	664	3.4	
117	3.0	26	0.7	133	2.5	33	0.6	63	4.2	16	1.1	797	4.1	246	1.3	
76	2.0	35	0.9	82	1.6	37	0.7	33	2.2	21	1.4	528	2.7	244	1.3	
45	1.2	9	0.2	37	0.7	13	0.2	25	1.7	5	0.3	337	1.7	105	0.5	
140	3.7	42	1.1	180	3.5	74	1.4	103	6.9	33	2.2	868	4.5	322	1.7	
3,809	100.0	3,722	100.0	5,215	100.0	5,288	100.0	1,488	100.0	1,473	100.0	19,520	100.0	18,559	100.0	

Source: 1973 Population of TTPI, derived from Basic Table 13, p. 150, and other tables.

Table V-D-3
MEDIAN YEARS OF SCHOOL COMPLETED BY MICRONESIANS
AND RESIDENT FOREIGNERS AGED 25 AND OVER, BY DISTRICT,
1970 & 1973

DISTRICT	MEDIAN YEARS COMPLETED			
	1970		1973	
	Male	Female	Male	Female
Marianas	6.5	5.9	8.4	6.6
Marshalls	7.0	1.3	6.7	5.3
Palau	6.0	4.7	6.6	5.5
Ponape	4.5	2.7	5.7	4.2
Truk	3.6	2.1	5.1	3.3
Yap	0.9	0.7	5.9	2.7
TOTAL	5.4	2.8	6.2	4.7

Source: Constructed from data in the 1970 Census, General Population Characteristics, Trust Territory of the Pacific Islands and the 1973 Population of the Trust Territory of the Pacific Islands.

Note: The figures shown for the Marshall Islands and for Yap are accurate presentations of the available data. The indicated decrease for Marshallese males between 1970 and 1973 is contrary to conclusions which can be drawn from other data, and the increase for Marshallese females and for Yapese males is too great for a three-year period. This is further evidence of the need to rely upon data concerning Micronesia as indicators of general trends and not as accurate portrayals of details.

Wednesday, November 3, 1976

En Route to Hawaii

Arrived in Honolulu at 5:30 p.m.

Thursday, November 4, 1976

Honolulu, Hawaii

Mr. Robert D. Law, Jr.

Liaison Officer, Trust Territory of
the Pacific Islands (TTPI)

Mr. Gerald Craddock

Assistant Chief, Community Development
Division, Department of Public
Affairs, TTPI

Mr. William Stewart

Economist, Trust Territory Economic
Development Council

Mr. Jesse R. Quigley

Director, Trust Territory Economic
Development Council

Friday, November 5, 1976

Honolulu, Hawaii

Dr. Terrence Rogers

Dean, University of Hawaii Medical
School

Dr. James Ray Smith

College of Education, University of
Hawaii

Mr. Kenzi Mad

Culture Learning Institute, East-West
Center

Dr. Carl Daeufer

Acting Director, Pacific Islands
Studies Program, University of Hawaii

Dr. Paul Blomgren

Vice President, Hawaii Pacific College

Mr. Leo Garcia

Student Financial Aid Officer, Hawaii
Pacific College

10 Micronesian students

Representing all districts, TTPI

Sunday, November 7, 1976

En Route to Saipan

Left Honolulu at 8:15 a.m.
Crossed date line.

Mr. Kenzi Mad

Culture Learning Institute, East-West
Center

Monday, November 8, 1976

Arrived in Saipan at 5:30 p.m.

En Route to Saipan

Tuesday, November 9, 1976

Mr. Peter T. Coleman

Mr. David Ramarui

Mr. Knox McConnell

Mr. Norman Smith

Mrs. Agnes M. McPhetres

Mr. Augustine Moses

Saipan, Mariana Islands

Acting High Commissioner, TTPI

Director of Education, TTPI

President, Micronesia Development Bank

Administrative Officer, Department of Education, TTPI

Chief, Elementary and Secondary Education Division, TTPI

Chief, Higher, Adult and Continuing Education Division, TTPI

Wednesday, November 10, 1976

Chief Alex R. Palsis

Chief Otniel Edmond

Chief Luther Cornelius

Chief Franklin James

Chief Noel Talensru

Dr. Robert Trusk

Mr. Brad Coates

Saipan, Mariana Islands

Chief Magistrate, Kosrae (Kusaie)

Chief of Utwa, Kosrae

Chief of Malem, Kosrae

Chief of Lelu, Kosrae

Chief of Tafunsak, Kosrae

Director, United Nations Development Programme

Legislative Counsel, Congress of Micronesia

Thursday, November 11, 1976

Mr. Dwight Heine

Mr. Elsa Thomas

Saipan, Mariana Islands

Special Consultant to the High Commissioner, TTPI

Special Education Coordinator, TTPI

Mr. Ira Akapito	Assistant Coordinator, Special Education, TTPI
Mr. Felix Rabauliman	Adult Education Coordinator, TTPI
Mr. Masa-Aki Emesiochl	Bilingual Program Coordinator, TTPI
Mr. Garry D. Cartwright	Chief, Vocational Rehabilitation Division, Department of Education, TTPI
Mrs. Agnes M. McPhetres	Chief, Elementary and Secondary Education Division, TTPI
Mrs. Jacqueline Sanchez	Deputy Chief, Vocational Rehabilitation Division, TTPI
Mr. John Perkins	Staff Services Officer, Department of Education, TTPI
Mr. Augustine Moses	Chief, Higher, Adult and Continuing Education Division, TTPI
Mr. Juan Cabrera	Mathematics Education, TTPI
Mr. Loren Peterson	Chief, Vocational Education Division, TTPI
Dr. Leonard Kaufer	Planning and Research Officer, Department of Education, TTPI
Mr. George A. Bussell	Food Services Programs of the USDA, TTPI
Visit to Tanapag Elementary School	
6th Grade Class	
4th Grade Class	
Mrs. Jean Olopai	Registrar, Marianas High School
Visit to Marianas High School	
Social Science Class	
Chemistry Class	

Visit to Mount Carmel High School

Mrs. Martha Ruth

Mr. Joe Murphy

Mr. Francisco Uludong

Student Council Officers

Reporter, Pacific Daily News, Guam

Editor, Pacific Daily News, Guam

Editor, Marianas Variety, Mariana Islands

Friday, November 12, 1976

Koror, Palau, Western Caroline Islands

Tour of Copra Processing Plant

Mr. Jose S. A. Vibar

Mr. Jonas Olkeril

Mr. Mike Littler

Mr. Dave Nolan

Mr. Alfonso Oiterong

General Manager, Micronesian Industrial Corporation

Assistant General Manager, Micronesian Industrial Corporation

Assistant Director, Micronesian Occupational Center (MOC)

Business Officer, MOC

Director of Education, Palau

Department of Education Staff

Ymesei Ezekiel

Mahensia Tabelual

Tanzy Anastacio

Frank Quimby

Augusta Ramarui

Victor Hobson

Tosiwo Nakamura

Music Specialist

Curriculum Writer for Bilingual Education Program

District Coordinator of Teacher Education

English Language Specialist, Palau High School Bilingual Education Program

Curriculum Writer

Federal Programs Officer

District Supervisor of Elementary Education

Leo Ruluked	Principal, Palau High School
Moses Ramarui	Student Assistance Officer
Peter Elechuus	Special Education Coordinator
Yosko Malsol	Assistant English Language Specialist
Elizabeth C. Rusk	Reading Specialist, Title I
Maria Otto	Curriculum Writer, Palau High School Bilingual Education Program
Clara Orrenge	Curriculum Writer, Palau High School Bilingual Education Program
Bernadette Keldermans	Science Staff
Akimi Besebes	Bilingual Education Program
Maria Rehuher	Palau High School Bilingual Education Program
Masami Siksei	Administrative Officer

Saturday, November 13, 1976

Koror, Palau

Two Peace Corps Volunteers

PTA Meeting, Village of
Aimeliik, Babelthaup

Father Richard Hoar, S.J.

Palau Catholic Church

Mr. Fumio Rengiil

President, Rengiil Bros. Company

Mr. Sadong Silmai

Speaker of the House of
Representatives, Palau District
Legislature

Members of the District
Legislature

Various Villages of Palau

Dr. Minoru Ueki

District Director of Health

Sunday, November 14, 1976

Koror, Palau

Mr. Mike Littler

Assistant Director, MOC

Mr. Ken Korskelin

Guidance Counsellor, Job Placement
Coordinator, MOC

Mr. Gary Fletcher

English Teacher, MOC

Princess Gloria Gibbons

Princess of Palau

Monday, November 15, 1976

Koror, Palau

Visit to Micronesian
Occupational Center

Students

Faculty

Staff

Mr. Twins Chiren

MOC Student Body President

Visit to Mariculture
Demonstration Center

Dr. James P. McVey

Director, Mariculture Demonstration
Center

Tuesday, November 16, 1976

Koror, Palau

Mr. Harvey Helfand

Peace Corps Director

Visit to Palau High School

Administration

Faculty

Palau High School Students

Matthew Azuma

Richard Sisang

Florence Ngirmekur

Johanes Lee Yanu

Dominiano Seklii

Aholiba Albert
Deborah Pedio
Rachel Ngiruos
Shanrang Wenty
Mary Elizabeth Tabelual
Kekrad Tmetuchl
Thalia R. Azuma
R. Winfred
Jeffrey Faustino
Efren Gregory

Mr. Bob Owen

Conservationist

Tour of Palau Museum

Mr. Takeo A. Yano

Van Camp Sea Food Company

Mr. Elia Yobech

Van Camp Sea Food Company

Mr. Joe Ysaol

Pre-Vocational Coordinator, Palau

Mr. Feliciano Blailes

Agricultural Instructor, Palau High School

Mr. Polycarp Basilius

Businessman and Member, Congress of Micronesia

Wednesday, November 17, 1976

Koror, Palau, and Colonia, Yap

Mr. Haruo I. Remeliik

Deputy District Administrator

Visit to Traditional Men's House

Yap

Visit to Yap Museum

Mr. Raphael Uag

Director, Yap Museum

Mr. Joe Marnifan	Assistant to District Director of Education
Dr. John Jensen	Linguist
Mr. Al Fanechigi	District Director of Education
Mr. Kris Takawo	Scholarship Coordinator
Mr. John Tharngan	Social Studies Coordinator
Mrs. Joan Leengin Reiter	Special Education Coordinator
Mr. Raphael Defeg	Bilingual Education Coordinator (Elementary)
Mr. Ken Groves	Elementary Education Coordinator
Mr. John Iou	Bilingual Education Coordinator
Mr. Henry Worswick, Jr.	Vice Principal, Yap High School
Ms. Christina Fel	Elementary Reading Program
Mr. Francis X. Gaan	Yap Liaison Officer, Community College of Micronesia Extension Program
Mr. Gary Smith	Principal, Yap High School
Ms. Jean Kirschenmann	Bilingual Education Program (Elementary)
Mr. Moses F. Marpa	Assistant District Vocational Education Supervisor
Mr. Hillary Tacheliol	Deputy District Administrator
Mr. Sam Falanruw	Special Assistant to District Administrator
Party at home of Mr. & Mrs. Karl Nelson	Teachers

Thursday, November 18, 1976

Sister Anne Dowling

Colonia, Yap and Ulithi Atoll

Principal, St. Mary's School

Friday, November 19, 1976

Senator John Mangefel

Mr. James Mangefel

Mr. Andrew Faiman

Mr. John Iou

Mr. Jesse Mangarfir

Mr. George Datmag

Mr. Raphael Luhan

Dr. Antonio Golbuu

Visit to Yap Hospital

Dr. John MacInnis

Mr. Roger Gayle

Dr. William Peck

Colonia, Yap

Member, Congress of Micronesia

Secretary, Yap District Legislature

Member, Yap District Legislature

Member, Yap District Legislature

Administrative Assistant, Yap Islands Council

Magistrate Council

Magistrate Council

District Director of Health Services

Economic Development Officer

Freelance Writer

Faculty, University of Hawaii Medical School

Saturday, November 20, 1976

Mrs. Gertrude Swerdlow

General Thomas E. Lacy

Saipan, Mariana Islands

Consultant to Department of Education, TTPI

Commander of Field Command, Defense Nuclear Agency

Monday, November 22, 1976

Trust Territory Cabinet

Mr. Alan M. MacQuarrie

Mr. William P. Flanagan

Mr. Terry L. Garrett

Saipan, Mariana Islands

Special Projects Officer

Director of Transportation and Communications

Director of Finance

Mr. Eusebio Rechucher	Director, Department of Resources and Development
Mr. Podis Pedrus	Director of Personnel
Mr. Strik Yoma	Director of Public Affairs
Mr. Tom Crossan	Program and Budget Officer
Mr. Dwight Heine	Special Consultant to the High Commissioner
Dr. Masao Kumangai	Director of Health Services
Mr. F. A. Baldwin	Acting Director of Public Works
Mr. Dan High	Attorney General
Mr. David Ramarui	Director of Education
Mr. James V. Hall	Press Officer
Mr. Thomas O. Remengesau	District Administrator, Palau
Mr. Joe Tenorio	Owner, JoeTen Enterprises
Mr. Joseph F. Screen	Vice President and General Manager, JoeTen Enterprises
Mr. Roger N. Ludwick	Northern Marianas Department of Education
Mr. Don Smith	Director, Northern Marianas Community College
Mr. Erwin D. Canham	Resident Commissioner, Northern Mariana Islands
Senator Petrus Tun	Chairman, Senate Education Committee, Congress of Micronesia
Representative Joab Sigrah	Chairman, House Education Committee, Congress of Micronesia
Mr. Brad Coates	Legislative Counsel, Senate Education Committee, Congress of Micronesia
Mr. Clement Mulalap	Special Assistant to Representative Sigrah

Mr. Francisco Uludong

Editor, Marianas Variety

Tuesday, November 23, 1976

Guam

Mr. Richard E. Perry

Director, U.S. Immigration and
Naturalization Service, Guam

Mr. Suekazu Hamanaka

Consul General of Japan, Guam

Mr. Jimmy Shintaku

Advisor to the Consul General of
Japan

Mr. Ishi Kawa

Vice Consul General of Japan

Micronesian Students,
University of Guam

Sabiniano Sbal

Palau

Nicholas J. Rechebei

Palau

Faith Kloulubak

Palau

Mary Rose Arelong

Marshalls

Jack Ito

Palau

Ana H. Salas

Saipan

Miriam Rhodes

Palau

Eusebio Taleng

Yap

Anne Aiph

Palau

Iabel M. Rungrad

Lormance Otobed

Palau

Flavian Carlos

Palau

Mathews Lokopwe

Truk

Godwina Kadiasang

Palau

Essie Rengulbai

Palau

Lucia Kelulau

Palau

Foicy Wginailild	Palau
Charles Chievy	Yap
Liz Tolloi	Palau
Mr. Takeo George	Micronesian Student Coordinator, University of Guam
Sister Marcia	Micronesian Student Counsellor, University of Guam
Mr. Michael Caldwell	Chairman, Department of Curriculum Instruction, University of Guam
Dr. Jack Dumond	Former Academic Vice President, University of Guam
<u>Wednesday, November 24, 1976</u>	
	<u>Guam</u>
Rear Admiral Kent J. Carroll	Commander in Chief Pacific Representative, Guam and the Trust Territory of the Pacific Islands
Commander D. L. Burt	Special Assistant for the Trust Territory of the Pacific Islands, CINCPACREP Guam
Dr. Lawrence Perkins	Dean of Education, University of Guam
Mr. Michael Caldwell	Chairman, Department of Curriculum Instruction, University of Guam
Dr. Jack Dumond	Former Academic Vice President, University of Guam
Dr. Alex C. Flores	Acting President, University of Guam
Governor Ricardo Bordallo	Governor of Guam
Dr. Pat Leddy	Special Assistant to the Governor for Manpower Development
Mr. Herman Sablan	Special Assistant to the Governor for Community and Military Affairs

Thursday, November 25, 1976

Senator Tosiwo Nakayama

Visit to Xavier High School

Father Richard Zanoni

Father Fran Hezel

12 Students of Xavier High School

Party at home of
Mr. & Mrs. Manuel Sound

Friday, November 26, 1976

Mr. Suda S. Rayel

Mr. Iskia E. Sony

Mr. John E. Sound

Mr. Marcellino D. Umwech

Mr. Mitaro S. Danis

Mr. Koichi Sana

Mr. Manuel Sound

Mr. Susumu Aizawa

Speaker Bethwel Henry

President Tosiwo Nakayama

Representative Ray Setik

Representative Luke Tman

Representative Sasauo Haruo

Mr. Sinchy N. Kapuich

Moen, Truk

President of the Senate, Congress of
Micronesia

Principal, Xavier High School

Director, Xavier High School

Representing all districts

Member, Micronesian Board of Education

Moen, Truk

Legislative Liaison Officer

District Director of Public Affairs

Civic Affairs Officer

Principal, Truk High School

District Administrator

Speaker, Truk District Legislature

Deputy Director, Department of
Education

Magistrate of Tol, Businessman

Speaker of the House, Congress of
Micronesia

President of the Senate, Congress of
Micronesia

Member, Congress of Micronesia

Member, Congress of Micronesia

Member, Congress of Micronesia

Science Education Specialist

Mr. Kirion M. Hengio	Social Studies Education Specialist
Mr. Takasy Chipen	Truk Coordinator, Community College of Micronesia Extension Program
Mr. Lander Simor	Acting Vice Principal, Truk High School
Mr. Kaspar Soumwei	Math Education Specialist
Mr. Endy Mathew	Special Education Coordinator
Mr. Alton Higashi	Bilingual Education Specialist
Mr. Andrew Morikawa	Title I Coordinator
Visit to Dublon Island School	
Magistrate's Office	
Dinner with Representative & Mrs. Ray Setik and friends	

Saturday, November 27, 1976

Kolonia, Ponape, Eastern Caroline
Islands

Mr. Fred Young	Acting Director, Community College of Micronesia
Dinner at home of Mrs. Julia Brogden	

Sunday, November 28, 1976

Kolonia, Ponape

Mr. Noriwo Ubedei	Principal, Ponape Island Central School
Mr. Minor Pounds	District Attorney
Mrs. Sue Moses	Teacher, Community College of Micronesia
Dr. Fred Baker	Director, Teacher Corps Project
Mrs. Rosalee Baker	Teacher, Community College of Micronesia

Dr. Elaine Haglund

California State University at Long
Beach

Monday, November 29, 1976

Madolanimh, Ponape

Visit to Ponape Agricultural and
Trade School (PATS)

Administration

Faculty

Students

Father Richard Becker

Assistant Director, PATS

Father Edward A. Soucie

Principal, PATS

Tuesday, November 30, 1976

Madolanimh, Palikir, and Kolonia,
Ponape

Continuation of Visit to PATS

Visit to Nan Madol

Ancient ruins

Mr. Ben Dayrit

District Agriculture Specialist,
Department of Education

Visit to farm of
Mr. & Mrs. Joe Mendiola

Private farmers

Visit to Palikir

Site of proposed campus for CCM

Mr. Jimmy Hiyane

Director, District Agriculture
Station

Tour of Agriculture
Demonstration Station

Mr. & Mrs. Fred Young

Faculty and Administrator, CCM

Wednesday, December 1, 1976

Kolonia, Ponape

Mr. Yasuo I. Yamada

Assistant District Director of
Education

Mr. Harvey G. Segal	Coordinator, Teacher Education Program
Ms. Elsyner Hellan	Adult Basic Education Specialist
Mr. Akiosy R. John	District Science Education Specialist
Mr. Wilson Kalio	Pre-Vocational Coordinator
Mr. Ewalt Joseph	Language Specialist
Mr. Marty D. Rodriguez	School Curriculum Supervisor
Mr. Ramon Falcam	Food Service Coordinator
Mr. Yukiwo Salomon	District Mathematics Education Specialist
Mr. Sared S. Charley	Education Administrative Officer
Mr. Ruben S. Dayrit	District Agriculture Specialist
Mr. Kepas E. Edgar	District Coordinator of Special Education

Visit to Community College of
Micronesia

CCM Students

Memoryna Johnny	Truk
Lucina Lucas	Truk
Takis Siales	Truk
Herbert Osawa	Truk
Frederick Figir	Yap
Fuanny Blwnt	Palau
Keyieo Langrine	Marshalls
Joni Obet	Marshalls
Lemej Lanej	Marshalls
Herbert Hebel	Ponape

Martinh Lehasugram	Yap
Williana B. Grideon	Palau
Damiana O. McBride	Palau
Mark Tachiemai	Yap
Arno Konny	Truk
John Haleyalbung	Yap
Hilinson George	Kosrae
Emensio Eperiam	Ponape
Andyana Neyshine	Truk
Biruten Namelo	Truk
Martin Jano	Ponape
Paullis Tsuneo	Palau
Anderson Peter	Ponape
Frank Mettao	Saipan
Antonio Elio	Marshalls

CCM Faculty

Mr. James C. Johnson	Celestial Navigation Teacher
Mr. Dakio Syne	Head Librarian
Ms. Joyce McDonald	Teacher Trainer Specialist, Education and English
Ms. Norma Edwin	Secretary
Ms. Annes Leben	Business Teacher
Ms. Leah P. Jano	School Nurse
Ms. Marion Luke	Clerk Typist
Mr. Stuart Arno	Journalism, Education Teacher
Ms. Alicia Ada	English Teacher

Mr. Aiev Willyander	Social Science Teacher
Ms. Sandra Kostka	College Secretary, Registrar
Mrs. Susan Moses	Special Education Teacher
Ms. Patricia Holloway	Special Education Teacher
Mrs. Rosalee Baker	English Teacher
Mrs. Claire Young	Mathematics Teacher
Mr. Jim Belyea	English Teacher
Mr. Kangichy Welle	Special Education Teacher
Mr. Marrow Stough	Program Development Specialist, Teacher Corps
Mr. Ideia Sackryas	Media Specialist
Mr. Epensio Eperiam	Building Maintenance
Ms. Lerpma Prime	Clerk Typist
Mr. Primer Enicar	Instructional Media Specialist
Ms. Pedren Obed	House Parent
Ms. Dohsis Halbert	Administrative Assistant
Mr. Resio Moses	District Administrator, Ponape
Mrs. Betty Hiesterman	English, Business, and Reading Teacher, Ponape Islands Central School (PICS)
Ms. Donna Dwiggin	English and Reading Teacher, PICS
Mr. Dave Rothscry	Counselor, PICS
Ms. Marciana L. Liguid	Teacher of English as a Second Language, Reading Teacher, PICS
Mrs. Ninon Dayrit	Agriculture Teacher, PICS
Mr. Billy Jonas	Representative of Mobil Oil Company
Rev. Remenster H. Jano	Minister, Seventh-Day Adventist Church

Father Joseph A. Cavanagh

Rev. Godaro M. Lorrin

Mr. Wally Kløver

Pastor, Catholic Church, Kolonia

Pastor, Denpei Congregational Church

Director, Bank of Hawaii, Ponape

Thursday, December 2, 1976

Kolonia, Ponape and Republic of Nauru

Visit to Ponape Islands
Central School (PICS)

Administration

Faculty

Students

Mr. Noriwo Ubedei

Principal, PICS

Mr. David Rothgery

Counselor, PICS

Republic of Nauru

Mr. Lyle Newby

Executive Assistant to the Minister
for Health and Education, Republic of
Nauru

Friday, December 3, 1976

Republic of Nauru

Mr. Bill Scott

Director of Education

Mr. Lauren Stephan

Assistant Director of Education

Mr. David Craddock

Headmaster, Public High School

Mr. Lyle Newby

Executive Assistant to the Minister
for Health and Education

Mr. Simon Gillet

Chief Secretary, Government of Nauru

Mr. James P. Aingimea

Nauru Phosphate Corporation

Saturday, December 4, 1976

Honiara, Guadalcanal, British
Protectorate of the Solomon Islands
(BPSI)

No appointments scheduled

Sunday, December 5, 1976

Mr. Obri Poznanski

Mr. James Scanlon

Monday, December 6, 1976

Visit to Honiara Technical
Institute

Mr. Alan W. Hatfield

Mrs. Chris Scanlon

Mr. Francis Gubotu

Mr. Ashley Wickham

Mr. Chris Skinner

Six Peace Corps Volunteers

Mr. Frank Core

Tuesday, December 7, 1976

Mr. Frank Albert

Wednesday, December 8, 1976

Ambassador Mary Olmstead

Visit to Port Moresby
Technical College

Mr. John Durnan

Mr. Arthur Jawadimbari

Honiara, Guadalcanal, BPSI

Former Director, Marine Technology
Program, Honiara Technical Institute
(HTI)

Director, Peace Corps

Honiara, Guadalcanal, BPSI

Principal, HTI

Former English Teacher, HTI

Secretary to the Chief Minister, BPSI

Deputy Director, Peace Corps, Former
Member of Parliament

Faculty Member, Solomon Islands
Teachers College

Various Islands, BPSI

Principal, Solomon Islands Teachers
College

Port Moresby, Papua New Guinea

Director, USIA, American Embassy

Port Moresby, Papua New Guinea

U.S. Ambassador

Vice Principal, Port Moresby
Technical College

Faculty, Papua New Guinea National
Arts School

Mr. John E. Pollock	Superintendent, Department of Education
Mr. Tony R. Austin	Senior Curriculum Officer, Department of Education
Mr. David F. Lancy	Principal Research Officer, Department of Education
Mr. Nelson A. Giraure	Coordinator for Cultural Activities, Department of Education
Ms. Audrey Aarous	Coordinator, Community School Syllabus
Mr. Matthew Tamoane	Professional Assistant, Department of Education
Mr. Jones Liosi	Curriculum, Pilot Centers, Department of Education
Mr. Emmanuel Silacnot	Principal Adult Education Officer, Department of Education

Thursday, December 9, 1976

Port Moresby, Papua New Guinea

Mr. Robert Castley	Central Planning Office, Director for Manpower and Education
Professor Brown Enyee	Dean, Faculty of Agriculture, University of Papua New Guinea (UPNG)
Mr. Kenneth Long	Business Officer, UPNG
Dr. Arthur O'Neill	Planning Officer, UPNG
Dr. Gabriel Gris	Vice Chancellor, UPNG
Mr. Damien Sarwabe	Registrar and Director of Student Aid, UPNG
Professor Renagi Lohia	Dean, Faculty of Education, UPNG
Professor Antonio Dekland	Dean, Faculty of Law, UPNG

Friday, December 10, 1976

Port Moresby, Papua New Guinea

Mr. Bill Oostermeier	Acting Director, Office of Higher Education, Government of Papua New Guinea
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Dr. Peter Pankatana

Dean, Medical School, UPNG

Mr. Moi Avei

Director, Extension Services, UPNG

Sydney, Australia

Mr. Barry Scott

U.S. Consulate

Saturday, December 11, 1976

Dr. Brian E. Jinks

Sydney, Australia

Professor of Political Science,
MacQuarie University, Former
Professor, UPNG

Monday, December 13, 1976

Mr. Ed Findlay

Canberra, Australia

Cultural Affairs Officer, U.S. Embassy

Dr. Hank Nelson

Professor of History, Australian
National University (ANU), Former
Professor of History, UPNG

Tuesday, December 14, 1976

Dr. Oscar H. K. Spate

Canberra, Australia

Member, Currie Commission (Planner of
UPNG), Retired Professor, ANU

Sir John Crawford

Chancellor, ANU, Former Chancellor,
UPNG

Ambassador James Hargrove

U.S. Ambassador

Wednesday, December 15, 1976

Ms. Alice LeMaistre

Canberra, Australia

USIA Staff, U.S. Embassy

Dr. Ken Inglis

Professor of History, ANU, Former
Professor and Vice Chancellor, UPNG

Thursday, December 16, 1976

Mr. Harlan Yet Ming Lee

Suva, Fiji

Second Secretary, U.S. Embassy

Mr. Pat Douan	Acting Registrar, University of the South Pacific (USP)
Dr. James Maraj	Vice Chancellor, USP
Dr. L. F. Brosnahan	Deputy Vice Chancellor, USP
Mr. R. Derrick Medford	Director, Center for Applied Science and Development, USP
Mr. Ian Honeyman	Planning Officer, USP
Mr. A. H. John Weeks	Reader in Education, USP
Dr. Ahmed Ali	Director, School of Social and Economic Development, USP
Mr. Donald R. Bewley	Dean, School of Education, USP
Mr. Andrew Knox	Bursar, USP
Dr. Nelson Marshall	Visiting Professor for Marine Resources Planning, USP

Friday, December 17, 1976

Suva, Fiji

Mr. Felipe Bole	Permanent Secretary, Ministry of Education, Government of Fiji
Visit to Derrick Technical Institute	
Dr. Ankin V. Swamy	Principal, Derrick Technical Institute
Mr. J. Peter McMechan	Director of Extension Services, USP
Mr. Donald R. Bewley	Dean, School of Education, USP
Mr. Ian Honeyman	Planning Officer, USP
Mrs. Gilda Benstead	Satellite Terminal Manager, USP

Sunday, December 19, 1976

Suva, Fiji

Dr. Nelson Marshall	Visiting Professor for Marine Resources Planning, USP
Dr. Rod Moag	Visiting Professor, USP

Mr. Harlan Yet Ming Lee
Party at Residence of Mr. Lee

Second Secretary, U.S. Embassy

Monday, December 20, 1976

Honolulu, Hawaii

Mr. Kenzi Mad

Culture Learning Institute, East-West
Center

Mr. Ignacio Villanueva

Student Services Coordinator, TTPI
Liaison Office

Dr. Ely Meyersen

Dean of Students, University of
Hawaii (Manoa)

Ms. June Naughton

Foreign Student Adviser, University
of Hawaii (Manoa)

Ms. Annabelle Fong

Student Financial Aid Director,
University of Hawaii (Manoa)

Dr. Shiro Amioka

Chancellor, Community College System,
University of Hawaii

Tuesday, December 21, 1976

Honolulu, Hawaii

Dr. Robert Gibson

Professor of English as a Second
Language, University of Hawaii
(Manoa)

Dr. Steve Smith

Director, Institute of Marine
Biology, University of Hawaii (Manoa)

Dr. Norman Meller

Professor of Political Science,
University of Hawaii (Manoa)

Mr. Ignacio Villanueva

Student Services Coordinator, TTPI
Liaison Office

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From David Ramarui, Director, Trust Territory Department of Education, to the Honorable James A. McClure, United States Senate, dated October 8, 1975.

From Seymour Eskow, President, Oakland Community College, to the Honorable Phillip Burton, Chairman, Subcommittee on Territorial and Insular Affairs, House of Representatives, dated July 14, 1975.

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