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# Education in the Marshall Islands under United Nations Trusteeship Administered by the United States

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EDUCATION IN THE MARSHALL ISLANDS UNDER UNITED NATIONS  
TRUSTEESHIP ADMINISTERED BY THE UNITED STATES

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A Thesis  
Presented to  
the Graduate Faculty  
Central Washington State College

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education

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by  
Vernell C. Pinson  
August, 1969

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Roy F. Ruebel

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Daryl Basler

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

Central Washington State College, since 1962, has had five of its graduates teach in the Trust Territory of the Pacific Islands. Other graduates have gone on to teach in such central Pacific areas as Guam and Kwajalein. Many have come back from this experience wanting to continue the relationship and dialogue with this little known area of the world.

#### I. NEED FOR HANDBOOK

As one of the three graduates who have worked in the Marshall Islands, the writer saw the need for the development of a handbook that could be used in the orientation program for contract teaching personnel, the Peace Corps Volunteer teacher, and for the many visitors to the Marshall Islands. With the advent of a thrice weekly flight by jet from Hawaii, the Trust Territory became a new, more easily reached area to these people.

This handbook would also be beneficial to the United Nations visiting missions, the annual Congressional visit from the United States, or for such study groups as those from the Stanford Research Institute. The lack of a handbook in the schools of the Marshalls District has resulted

in valuable information and history being lost in each successive turnover of personnel in the Trust Territory. Every year brings a group of new recruits into the educational system.

This particular handbook contains valuable information on the past history and specific terminology required of one who will teach in this area. Special emphasis was given to the educational system in the Marshall Islands.

## II. BACKGROUND KNOWLEDGE

Four interesting and eventful years were spent in the Marshall Islands by the writer. The first two years were spent as a teacher of English as a second language from 1964 to 1966. In 1966, an administrative position opened under the Educational Administrator and the writer was selected to be his Administrative Assistant from 1966 until 1968. These four years gave him much first hand knowledge of the educational system in these islands. Much of the material in this thesis is developed from that knowledge. It is hoped that after reading the handbook the reader will have a better understanding of a system that is far different from that found in the United States yet that is being greatly influenced by American educators.

## III. DEFINITIONS OF TERMS USED

Quite often, the terminology used in this paper is associated with that found in many government agencies of the United States. The Trust Territory of the Pacific Islands is operated under the jurisdiction of the Department of Interior and this governmental agency carries on the tradition of giving confusing names to common subjects. An example of this can be seen in the title of Educational Administrator. He is better known as the "Ed. Ad." The District Administrator's title comes out as "Distad." Even the High Commissioner and his staff have the shortened title of "Hicom." The Trust Territory of the Pacific Islands is also better known to those who know as "Terpaxis," but for the uninformed, this can be slightly confusing. Other terms are:

Trust Territory of the Pacific Islands. This name was acquired in 1947 when the responsibilities for administering the area were turned over to the United States under United Nations Trusteeship. This area is also called Micronesia. Formerly, it was known as the Japanese Mandate Islands administered by the Japanese for the League of Nations. Six administrative districts comprise the Trust Territory. They are the Palau Islands, Yap Islands, Truk Islands, Ponape Islands, Mariana Islands, and the Marshall Islands.

District center. The governmental center of each district region and culture in the Trust Territory is the district center. These centers are: (1) Chalan Kanoa, Saipan; (2) Koror, Palau; (3) Colona, Yap; (4) Moen, Truk; (5) Kolona, Ponape; and (6) Majuro, Marshall Islands.

Self-determination. This term has particular meaning to the people of the Trust Territory. President Johnson declared in 1967 that in 1972, a plebiscite would be held in the Trust Territory. This right for the people to determine their fate is widely recognized as a step in the right direction. The question of how the people will vote--to stay with the United States as Guam and Puerto Rico, or to seek independence--is very much open to speculation.

High Commissioner. The High Commissioner is appointed by the President of the United States to be in overall command of the Trust Territory. The High Commissioner and his staff are responsible for determining the policies and objectives and seeing that they are carried out as directed.

Educational Administrator. The "Ed. Ad." is the most important person in the district education department. His knowledge and background are paramount for the success of the district programs. His position is comparable to a Superintendent of Schools but has the more important aspect that he is

building an educational program for a group of people that will soon make a most important decision of what will happen to them and their land.

T.E.S.L. The teaching of English as a second language is the most important task being performed by American teachers, contract or Peace Corps Volunteer, in the Trust Territory. The importance of English for the people of the Trust Territory is obvious from the fact that a little over 90,000 people speak nine different languages. One common language is the answer for better communication.

Matrilineal society. The Marshallese culture is a matrilineal society. The head of the clans and the right to ownership of land are held by the women of nobility.

Doldrums. This term is better known in sailing circles as a period that becalmed sailing ships; yet for one that lives in the tropics, it is an oppressive period when the cooling winds no longer make tropical living pleasant. Fortunately, this is usually a brief period during June and July.

#### IV. REVIEW OF THE LITERATURE

A specific handbook for the Marshall Islands District has never been developed but the need was most apparent to the writer.



The definition of a handbook for teachers bears importance in the writing of this paper. The Encyclopedia of Modern Education gives the following definition of a handbook:

So that teachers may constantly evaluate their professional knowledge and have a book for quick reference to information needed in the teacher's daily tasks, there is a real need for a compact compilation of important facts, principles, theories, and data in each of the various phases of education. It is usually the purpose of the teacher's handbook to meet these needs . . .

Another purpose of the teacher's handbook is that of stimulating teachers and others interested in the profession to further study . . . (15:807)

Although this definition does not apply specifically to this handbook, the key word of the definition is that a handbook should "stimulate." It is the intention of this handbook that it will do just that.

In doing research work for the paper, the writer found fifteen theses in the library at Central Washington State College that had as a central theme the development of a handbook. The most beneficial thesis of those reviewed was that written by Edward Trieck. His thesis developed a handbook for teachers that were interested in the American military dependent schools in Germany.

The writer was personally able to meet with Mr. Trieck and discuss his work on the United States dependent schools in Germany. Because his entire thesis consisted of the handbook, the writer chose this format for his thesis.

The organization of Mr. Trieck's thesis included an introduction and from that point, the body of the handbook was developed through 198 pages. Major areas of writing in his thesis were: the history and needs of the dependent schools; organization of the dependent schools; finance; recruitment of teachers; types of schools in USAREUR: accreditation, curriculum, guidance and counseling; library services; student activities, textbook and supplies; the school board; parent-teacher association; and the overseas teacher's association (17:3).

Because a large part of Mr. Trieck's handbook was of the usual routine stateside type of handbook, the most interesting parts were of the history and organization. The writer therefore felt that his handbook should have as an important aspect the development of the history and geography of the area. This primarily relates to the fact that the writer was a history major, but also stems from the fact that so much of the history of the Marshall Islands educational system is being lost because it is not being recorded.

The handbook on education in the Marshall Islands will begin with the following chapter and will be developed in two parts. The writer feels that the reader needs to have an overview of the entire system and philosophy found in the Trust Territory. This part will be developed in pages nine through nineteen.

The Marshall Islands part of the handbook will make up the second section. This is found in pages twenty through sixty-six.

As in Edward Trieck's thesis, there must be a uniqueness about this type of thesis since much of what is written relates to the experience of working in a unique situation. Other handbooks found in the Central library do not possess this uniqueness because they are about familiar subjects.

The handbook that begins with the next chapter does not follow a standard pattern of handbooks for stateside schools. The key to this handbook is that it develops what is important to the educational system of the Trust Territory and the Marshall Islands.

## CHAPTER II

### OVERVIEW OF TRUST TERRITORY

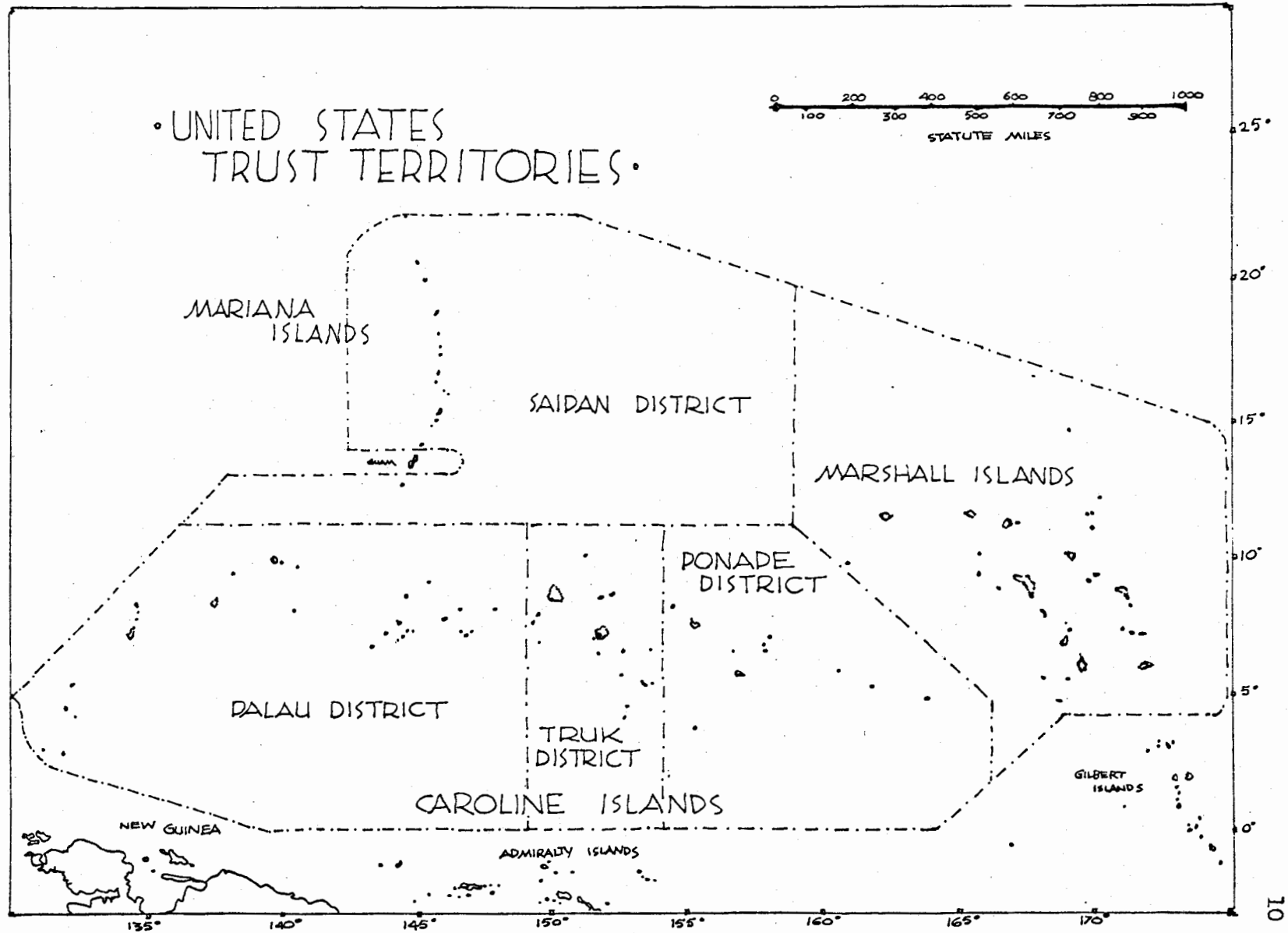
The Trust Territory of the Pacific Islands, administered by the United States under the United Nations trust system since 1947, is a vast, far flung, group of islands in the western Pacific Ocean.

#### I. GEOGRAPHICAL DESCRIPTION OF THE TRUST TERRITORY

These islands are better known as Micronesia (from Gr. Mikros, "small," and nesos, "island"), comprising one of the four parts of Oceania. Micronesia lies between 2°45' S. and 20°32' N. latitude and 131°10' and 177° E. longitude, this bearing reading west of Polynesia and north of Melanesia (7:378).

Within this area of 3,000,000 square miles are 2,148 islands scattered over an area roughly comparable to the continental United States. Yet, the total dry land area of all these islands is only 931.480 square miles, stretching 2,700 miles in an east-west direction and 1,500 miles in a north-south direction (18:3).

Most of the islands of Micronesia are of coral formation in the form of atolls, although high volcanic islands make up the larger percentage of dry land area. Elevation on



the coral atolls range from sea level to fifteen or twenty feet above sea level. The highest recorded elevation of a volcanic island in Micronesia is 3,166 feet (19:2).

Geographically, the Trust Territory is divided into six administrative districts. The Palau, Yap, Truk, and Ponape Districts are located in the Caroline Islands. The Mariana Islands District is in the Mariana Islands. The Marshall Islands District is in the Marshall Islands. Although Guam, the Gilbert Islands, and Nauru Island form part of Micronesia, they are not under the administration of the trusteeship and are not included in this paper. (See outline map on page 10).

## II. CLIMATE OF THE TRUST TERRITORY

The climate of the Trust Territory is tropical with little seasonal variation. The average daily temperature ranges between 70 degrees and 85 degrees Fahrenheit. The humidity of this area is very high. The usual range is above 80 per cent. Rainfall is also high with an annual precipitation of over 120 inches a year for the Trust Territory.

Typhoons have caused an extreme amount of damage in the past several years. The western districts of Palau and the Marianas have suffered devastating typhoons in 1967 and 1968, respectively. The typhoon that struck Saipan in April of 1968 destroyed 95 per cent of all buildings (19:2).

### III. FLORA OF THE TRUST TERRITORY

Vegetation throughout the Territory is thick and adequate, although the soil is of relatively low fertility and much leaching is caused by the heavy rainfall. Coral atolls have three main trees; (1) the coconut palm; (2) the breadfruit tree; and (3) the pandanus tree. The high volcanic islands have mangrove swamps on the tidal flats, coconut palms on the slopes, and mixed forest growth at higher elevations (2:14).

### IV. FAUNA OF THE TRUST TERRITORY

The Trust Territory abounds in a rich marine fauna of the sea, reefs, lagoons and shore. Bonito, tuna, barracuda, sea bass, sharks, eels, flying fish, porcupine and scorpion fish, octopi, sea slugs, many kinds of crustaceae and mollusks, such as crabs, lobsters, shrimps, langouste, oysters, clams, and others are found in great quantities. Porpoise and sea cows are found, although threat of extinction has brought about laws for their protection.

Marine and shore birds are found in sizeable numbers in the area. Among these are the tern, albatross, bobby gannett, frigate bird, golden plover, duck, and heron. On the high islands, the following are also found: pigeon, dove, kingfisher, cuckoo, starling, finch, flycatcher, reed warbler, and woodcock.

The only indigenous mammal to the area is the bat, and even that is not found on some coral atolls. The dog, pig, and rat were introduced by migrating islanders prior to Western contact. The water buffalo, or carabao was introduced in early Spanish times. Horses, cattle, goats, deer and cats were introduced in the post-European period.

Insects number over 7,000 species but, fortunately, few are dangerous (19:2-8).

#### V. THE PEOPLE OF THE TRUST TERRITORY

The 91,448 (11:Table 1) inhabitants of the Trust Territory (with the exception of the Polynesians of Kapingamarangi and Nukuoro) are classed as Micronesian people of the small islands. The Micronesian is characterized by medium stature, brown skin, and straight to wavy hair.

As with other people of Oceania, the Micronesians have ancestral strains of Mongoloid, Caucasoid and, to a limited extent, Melanesian. Mongoloid features are more pronounced in the people of the west and central areas. Caucasoid characteristics are noted in the southwest islands and the Polynesian-like types occur in the low island groups around Truk and Ponape.

The Chamorro of the Mariana Islands stands out somewhat from the rest of Micronesia. The Chamorro are of mixed ancestry, being the descendants of the indigenous population



who intermarried during some three centuries with Spanish, Phillipine, Chinese, and later, German, Japanese, and American immigrants.

Cultural traditions vary from district to district, partially because of the influence that the foreign elements of Spanish, German, Japanese and Americans had on each group. It should be noted, however, that all people of Micronesia have a close adjustment to life in small tropical islands; a technology specialized in the use of stone, shell, fibers, and other local materials; narrow political loyalties; close kinship ties; complex class distinctions; and leadership by nobility, which still exists (19:4).

## VI. LANGUAGES OF THE TRUST TERRITORY

Nine major languages exist in this area. All belong to the Malayo-Polynesian (19:5) language family. Each tends to have regional dialect variations. As stated in the Twentieth Annual Report to the United Nations:

Two of these languages, Chamorro and Palauan, are classified as Malaysian. Yapese, Ulithian, Trukese, Ponapean, Kusaiean, and Marshallese are classified as Micronesian while the language type found in Kapingamangi and Nukuoro is Polynesian. The language of the islands southwest of Palau, that of Sonsoral and Tobi, is counted as a separate language type by some linguists since it is distinct from Palauan (19:5).

Because of the nine major languages, a concentrated effort is being made in the Trust Territory to teach English as a second language.

## VII. HISTORY OF THE TRUST TERRITORY

Ferdinand Magellan in 1521 (14:299) sailed through the western Pacific but did not sight land until he reached Guam. This marked the beginning of Micronesia's encounter with explorers from the western world. During this same period, the Portugese, searching for the Spice Islands, touched at various Micronesian Islands. In 1526, they discovered Yap and Ulithi. Later Spanish voyagers sighted these and many other islands in the central and south-western area. They named the archipelago "Carolina" for Charles II of Spain. The Spanish in 1529 discovered the Marshall Islands. This name was derived from the English Captain Marshall, who in 1788 made a voyage of exploration in this area.

Spain established sovereignty over the Mariana Islands in 1668. The Spanish colonial policy was directed to the pacification and Christianization of the island people. The Chamorros found that resistance meant forcible rule by the Spanish. Great losses were suffered in population and cultural autonomy.

In the latter part of the 19th century, Spain extended its administrative domain to include the Carolines and the Marshalls. About this time the copra trade became active and attracted the commercial interests of various other European nations. German traders were especially active,

and when Spain attempted to control trade, the Germans moved toward seizure of political control. The Germans assumed a protectorate over the Marshall Islands in 1885. A dispute arose between Spain and Germany, but by 1886 Spain had conceded the Marshall Islands to Germany.

A further change in the political administration of Micronesia occurred in 1898 when the United States acquired Guam from Spain as part of war payments from the Spanish-American war. The next year (1899), Spain decided to withdraw from the Pacific and sold all of her Micronesian possessions to Germany.

Germany established administrative centers at Saipan in the Mariana Islands and Yap, Ponape and Jaluit Atoll in the Marshall Islands.

World War I terminated the German control of Micronesia. Japanese naval squadrons took military possession of the undefended islands in 1914. On December 17, 1920, Japan began its formal administration of the islands by the mandate of the League of Nations. Japan began a program of developing the islands economically and preparing them for Japanese emigration.

Starting in 1935, the Japanese began to prepare Micronesia for military occupation. After the attack on Pearl Harbor in 1941, the strategic importance of Micronesia was realized by the United States military forces. The Japanese

had a natural strategic barrier from which to operate. The lagoons of the coral atolls provided safe shelter and protection for large naval operations (7:378-380).

In 1944, intensive campaigns were launched by the American forces in Micronesia, beginning in the Marshalls at Kwajalein atoll and progressing on to the Mariana Islands and the battles at Saipan and Guam. The final surrender of the Japanese forces came on August 14, 1945.

As each island was occupied in Micronesia by American troops, it became subject to United States authority in accordance with international law of belligerent occupation.

#### VIII. UNITED NATIONS TRUSTEESHIP

On July 18, 1947 (20:5), the United States approved the Draft Trusteeship Agreement and assumed the responsibility of administering the islands of Micronesia. The Secretary of Navy was delegated the administrative duties on an interim basis. This interim administration ended on June 30, 1951 (20:5), when these duties were transferred to the Secretary of the Interior. It has been the responsibility of the Department of Interior since that date to develop the Trust Territory of the Pacific Islands to a point of self-determination. At the time of this writing, there are only two trusteeships remaining in the world: that of Australia over New Guinea, and that of the United States over Micronesia.

This has proven to be somewhat embarrassing to a country that proclaims freedom and democracy for all!

IX. PRESENT POLICY OF EDUCATION FOR THE  
TRUST TERRITORY OF THE PACIFIC ISLANDS

The educational goals set for the Trust Territory are based on similar goals of all school systems in the United States. All Micronesians shall have the opportunity to develop themselves to their greatest extent through a free public school system of grades one through twelve and advanced training in the trades and professional field if they so desire (3:1-111).

English is to be taught as a second language in order to develop a better understanding of the world around and also as a means of communication with the other cultures of Micronesia.

The local communities are encouraged to support their schools, but it is the responsibility of the government of the Trust Territory to set the educational standards and to develop the school system to such a level as to be comparable to United States requirements.

These requirements were outlined as follows:

1. A staff of trained teachers that is comparable to those found in schools of the United States.
2. A curriculum that has been adapted to fit the needs of the students of the Trust Territory.

3. School building plants that fit the environment of the tropical surroundings.
4. Post-high school education that will provide the student with a variety of choices in the trades, as well as technical and professional fields.
5. The training of adults past school age in order to improve their capacities in their various occupations. This is done through in-service training, on the job, and apprentice type programs (9:1-5).

## CHAPTER III

### OVERVIEW OF THE MARSHALL ISLANDS

#### I. GEOGRAPHICAL DESCRIPTION OF THE MARSHALL ISLANDS

The Marshall Islands are coral atolls and single low islands consisting of two chains, the western, called Ralik, and the eastern, called Ratak. In these chains of islands are twenty-nine atolls and five islands. The total dry land area is just under seventy square miles but this is spread out over an ocean area of 375,000 square miles (18:5). A typical atoll consists of a ring of small coral islands around a central lagoon.

The Marshall Islands are very near the equator and experience quite a heavy rainfall, yet many of the northernmost islands of the Marshalls experience long periods of drought during the winter or windy months. This makes for a most difficult living experience since vegetation is much more sparse and the availability of drinking water is negligible.

The comment has been made that the Marshalls' climate is that of "extra-ordinary degree of uniformity." The temperature seldom varies in its monthly mean more than one degree from 81 degrees Farenheit. This temperature along

with a constant breeze does make the temperature and entire climate most pleasant the year round. Occasionally, the doldrums do cause some unpleasantness, but this seldom lasts more than a week at a time and occurs only during the summer months.

## II. CULTURAL TRAITS OF THE MARSHALLESE

The Marshallese society is matrilineal with the descent traced through the female line. Land right and clan membership are transmitted by a mother to her children. Land is considered to be the most valuable asset to the Marshallese who are dependent on it for their day to day existence. The custom of land tenure provides for all eventualities and takes care of the needs of most members of the Marshallese society. No one goes hungry for lack of land from which to draw food. This system is, in effect, its own social security system. Family ties are strong and any relative may call upon another for aid at any time.

## III. LANGUAGE AND WRITING OF THE MARSHALLESE

The Marshallese language is a member of the Malayo-Polynesian family of languages. Marshallese is closely related to the Gilbertese language in Micronesia. Two main dialects prevail in the Marshalls--that of the eastern, or Ratak chain, and that of the western, or Ralik chain. The



differences are slight, so they are somewhat mutually intelligible.

The Marshallese did not possess writing ability prior to the advent of the missionaries, and have no written records to indicate their past history. Charts and legends, handed down from one generation to another, are being recorded but a great amount of the history of the Marshallese has been lost.

## CHAPTER IV

### HISTORICAL BACKGROUND OF EDUCATION IN THE MARSHALL ISLANDS

#### Mission Schools

The missionaries played an important role in education for the Marshallese from the middle of the nineteenth century on (1:84).

Through a joint venture of the American Board of Commissioners for Foreign Missions and the Hawaiian Missionary Society the first missions were founded. Although the first mission was established on Kusaie in 1852, Ebon Atoll became the first of the Marshall Islands to receive missionaries in 1857 (2:53-55). Other islands of the Marshalls saw the influx of missionaries but because the Marshalls did not offer enough land for the mission to set up a training school, Marshallese students were transferred to a training school set up on Kusaie Island which is located between the Marshalls District and Ponape District.

Around 1896, an all girls' school for Marshallese girls opened on Kusaie. This school brought single women out as missionaries. Some of these women stayed on for many many years. An example of this can be cited in the case of the Baldwin sisters. Jane and Elizabeth Baldwin arrived in

Micronesia in 1898 and were to stay on until Elizabeth Baldwin's death in 1936 and the return to the United States in 1941 by Jane Baldwin (2:59-60).

The Protestant Mission utilized Kusaie much more extensively as a school site for promising Marshallese young Christians. Because of the tremendous distance between atolls, the missionaries very wisely purchased their own vessel to transport students and to bring the word of God to the Marshallese. The American Board in 1857 purchased the Morning Star I. At the time of this writing, there have been seven Morning Star vessels. At various times, the Marshalls and Eastern Carolines did not see the services of a Morning Star. Through various misfortunes, some of the ships were wrecked, or for other reasons had to be sold. The Morning Star VII was sold early in the 1960's and ended its service to the schools and churches of the Marshall Islands on a reef on Jaluit Atoll in 1965. It is extremely coincidental that a vessel used by the Catholic mission board in servicing their schools and churches also met disaster on Jaluit Atoll in 1964 (2:58).

Catholic missions. A Jesuit mission was opened on Jaluit Atoll in 1899. Immediately after this, the American Protestant Board moved back into the Marshall Islands and has continued to exert considerable control over the Marshallese to this present day.

The following information was compiled by Father James Donuhue of Jabor, Jaluit Atoll. He has been stationed on Jaluit Atoll since 1949. In that time, he has seen many changes in the growth of the Catholic mission on that atoll. Father Donuhue related this to the writer in an interview.

The pioneer priest at the Jaluit Mission was a Father Schmidt from Germany. He opened the mission in 1899. The first sister to come to Jaluit was Sister Magdalena, MSC (Missionarii Sacri Cordis). Other sisters joined her and they ran a very thorough boarding school for boys and girls from 1902 until stopped by the Japanese in 1914. At the peak of operation in 1912, they had about fifty boys and fifty girls in the school. Other small schools were at Arno Atoll and Likiep Atoll.

The Japanese took the Marshall Islands in 1914. They forbade the Jesuits to teach school. In June, 1919, the Japanese told the missionaries to be ready in one week for sailing to Japan. Altogether, two fathers, one brother, and ten sisters made the voyage to Germany via Japan.

In 1946, the Jesuits again returned to the Marshall Islands and re-established missions on Likiep and Jaluit. In 1952, Father Leonard Hacker established a mission school on Majuro Atoll.

At present, the Catholic mission has one elementary school with grades one through eight in operation on Majuro Atoll. Father Hacker is the head of this school and is assisted by five sisters. The mission schools that were operated on Jaluit Atoll and Likiep Atoll closed their doors to school activities in 1965 with the establishment of the government operated schools.

German schools. The German Administration made no effort to set up government schools but relied upon the missionaries to provide schooling for the indigenous population as noted earlier in the section pertaining to the establishment of the Catholic mission on Jaluit.

The Liebenzeller Mission was established in the Micronesia during the German occupation but accounts of their work cannot be verified for the Marshall Islands in particular. It is known that at least sixteen missionaries were established on six islands in Micronesia. They operated as many as thirty-four primary schools and two middle schools. Of course, all of the German work ended with the occupation by the Japanese (2:84).

### Japanese Schools

The overall administrative policy of the Japanese was much different from that of German times. Knowledge of this era comes from talking with the many Marshallese who lived under the Japanese occupation. The Annual Reports to the League of Nations also provided valuable information although how authentic and factual it was cannot be determined. Almost no contact was made during the Japanese occupation of the Marshall Islands with Caucasian outsiders. The missionaries of the Protestant Board were allowed to continue their work.

In the Missionary Herald for 1916, Carl Heine reported that "Japanese government school has opened in Jaluit, and those from seven to thirteen years of age are required to attend." Thus, shortly after the beginning of military occupation, schools had started (2:86).

In July, 1918, the "Regulations for Native Schools in the South Sea Islands" were enacted and the Primary Schools were thereafter re-named Public Schools. The schools for the native children were separated from those for Japanese children. The Annual Report for 1932 described the objectives:

A public school is an institution at which primary education is given to native children, its fundamental object being the imparting of moral senses as well as of such knowledge and capacity as are indispensable to the advancement and improvement of their lives, with due regard, at the same time, to their physical development. Inasmuch as the local condition and the standard of living of the natives differ greatly from those prevailing elsewhere, special attention has been paid in drawing up the curriculae to make them fit the degree of intellect and ability possessed by the natives as well as the local conditions, and the pupils are treated with sympathy and liberality in order to promote good manners and to elevate their personal character, so that when they grow up they may be capable of enjoying the blessings of advanced civilization (6:69-70).

The regular course of a Public School lasted for three years, but an additional supplementary course was given for two years to those children that showed promise and desired to continue their education. Tuition fees were not charged and the native students were provided with text books, paper, ink, and other necessary articles needed for their education.

Curricula for the native schools under the Japanese included: (1) ethics; (2) Japanese language; (3) arithmetic; (4) natural science; (5) drawing; (6) handicraft; (7) physical exercise; (8) agriculture; and (9) housekeeping. The supplementary course included about the same things at a more advanced level (2:87).

The teachers were, as a rule, appointed from among persons qualified to be teachers at Primary Schools in Japan. To assist the teacher, assistant teachers were appointed. The assistant teachers were chosen from native candidates. These people were given no special assistance in training for teaching. It seems clear that the native teachers were used only as a front in order for the Japanese teacher to stress those subjects that would be useful in connection with the Japanese way of life, morals, reading and writing. The Japanese considered a change to the Japanese standards and values as one of their main objectives in the education of the natives.

In the Marshalls, the schools under the Japanese were first opened at Jaluit Atoll and Wotje Atoll. Later, a school was opened at Kwajalein. The only supplementary school was at Jaluit. The table on the following page shows the distribution of Japanese teachers and native teachers to each school. It is evident from these statistics, that very few of the native children were receiving any education at all.

TABLE I  
 NUMBER OF TEACHERS AND PUPILS REPORTED IN THE MARSHALL  
 ISLANDS ACCORDING TO JAPANESE STATISTICS\*

	Japanese Teachers	Native Teachers	Boys	Girls	Total
1932 Annual Report					
Jaluit Public Sch.	4	1	67	61	128
Supplementary Sch.	(Same Teachers as above.)		40	22	62
1937 Annual Report					
Jaluit Public Sch.	4	1	116	97	213
Supplementary Sch.	(Same Teachers as above.)		51	25	76
Wotje Public Sch.	2	1	54	34	88
Kwajalein Public Sch.	1	1	40	37	77

\*(6:71)

NOTE: Total population approximately 10,000.



Preparations for war began in 1937 in the Marshall Islands and so the schools became a neglected item. Most of the Marshallese were put to work in the war effort. Children were also involved in this effort (2:89).

As mentioned earlier, the Protestant missionaries of the American Board were allowed to remain but with the attack on Pearl Harbor and the entrance of the United States into the conflict, some missionaries were interned for the duration of the war. Others were allowed to return to the United States as previously mentioned in the chapter on missionaries.

#### American Schools

With the end of World War II, the American forces were faced with the tremendous responsibility of starting anew, a system that was strange and foreign to the people of Micronesia. The school system had ceased to exist during the war. Most of the school buildings had been destroyed or severely damaged. The only trained teachers available were those educated by the missionaries. As was the policy of the Japanese when it took over Micronesia, the Americans also returned all foreign nationals to their homes including some Japanese missionaries that had worked very closely with the missionaries of the American Board on Kusaie.

The Americans almost at once set up a teachers' training school on Majuro Atoll, the center of occupation by the

Americans during the war. This school was established in 1948 and trained the Marshallese in geography, history, arithmetic, spelling, and English. An American working in the Marshall Islands at that time made the following comments on the advent of using the Marshallese teacher in the classroom as compared to the previous schools that had a Japanese master teacher or the mission schools that relied upon the American teacher.

Margaret Chave said in regard to the newly formed teacher training schools:

This is a difficult situation because the Marshallese are used to teachers of European or Japanese nationality. The language, both English taught in the mission schools, and the Japanese taught in the Japanese schools, was always considered a very important part, if not the most important part of schooling. The knowledge of the foreign language has paid off for those who learned it, both English and Japanese. However, currently in the schools of the villages, the teachers know relatively little English. This puts them at a disadvantage, as the people feeling a knowledge of English will help their children are disappointed in the schools. They tend to identify schools with the learning of the foreigner's language and not with an abstract educational process. Schools are not part of their way of life, but a part of the foreigner's culture. The school is considered a way of learning the foreigner's ways, especially their language. They have no pattern with which to feel gratified that the educational process is being turned over to them and they frankly hope the mission schools will open soon again with American teachers whose native language is English (2:98).

She goes on to say that the curriculum of the teacher's training school was determined not by educators, but by the Navy trained administration. The books used in

this school were mainly discarded text books from California and Hawaiian schools. The same could be said for the schools of the Marshall Islands in 1964. Little was done in the first fifteen years of administration in the Trust Territory to upgrade the quality of education for the majority of those attending school.

The United States was at a loss as to what to do with the native population and what direction they should guide the people of the Trust Territory. This is very apparent in an article in the May 3, 1947, Saturday Evening Post, by Admiral Carleton Hubert Wright, U.S.N. He poses the question of what the United States should do for the natives and makes the suggestion:

And I say for mercy's sake let them alone in their happiness. . . . Let's give them doctors, nails, tools, corrugated roofing, sail cloth, but teach them not to want radios, juke boxes, shoes. . . . Teach them basic English and support the schools to perfect their own culture, not to impose an alien one (2:92).

It was already too late for any such policy as the above to be brought into effect in the Trust Territory. The American G.I. is notorious for his generosity and the native people had already experienced much of what the American culture was to bring even as early as 1947.

As can be seen by the preceding reports, the progress of education was extremely slow in the Marshall Islands. The year 1963 marked the beginning of a new program in education

for the Trust Territory. This program was labeled the Accelerated Elementary School Program along with the construction program called the Accelerated Elementary School Construction Program. The budget of the Trust Territory experienced a tremendous growth from \$8 million to \$17 million in fiscal year 1963 (8:542-563). This growth must be accredited to the late President John F. Kennedy's own experiences in the Pacific area and his first hand knowledge of the needs of the people.

Prior to 1962, all elementary schools in the Marshall Islands were supported by local taxes and other funds provided by the villages and municipalities. The Trust Territory government supported the schools only to the extent of providing school supplies and some financial assistance in the form of grant-in-aid funds required that the community provide 50 per cent of the funds towards construction. For the most part, even these funds and support did not reach the general population. The district centers received the majority of the support.

The budget for 1963 provided \$4 million for education alone in the Trust Territory. This budget has continued to grow until the 1968 budget for just one district, that of the Marshalls, is almost \$1 million (8:544).

## CHAPTER V

### MARSHALL ISLANDS EDUCATION DEPARTMENT TODAY

The Marshall Islands Education Department operates, in general, as a local school district. It has the immediate responsibility for the day-to-day operation of the schools and programs of the Marshalls district.

This department operates under policies as directed by the High Commissioner of the Trust Territory of the Pacific Islands and in accordance with the laws of the Territory. Funds are provided within the regular Trust Territory budget, and supplemented by funds made available by specific Federal laws and appropriations providing aid to education. Administration of these funds is in accordance with policies and procedures established by the High Commissioner (4:10-11).

#### I. OBJECTIVES FOR THE MARSHALLS DISTRICT

During the past several years, emphasis in education has been given to the following priorities in the Marshall's district as well as other districts.

1. The peak for development of full day programs for all elementary children in the district has been met. For several years attempts were made to place qualified American teachers in the classrooms, but the lack of funds made this impossible. Today, American teachers (contract and Peace Corps) are concentrating their efforts in the teaching of English as a second language. This is called T.E.S.L. teaching. Most of the

regular classroom instruction is provided by Micronesian teachers who are not qualified by United States standards, with the majority having less than a high school education.

2. The Marshall's District has founded the Marshall Islands High School for all Marshallese children desiring a secondary education. The lack of facilities and staff have made it necessary to limit enrollment. By American standards, about half of the secondary staff members are not qualified teachers. In general, the level of education is from three to five years below that found in United States schools.
3. The need for the development of teacher training for present and future Micronesian teachers has been initiated. Summer institutes have been held in the past, but have not fulfilled the needs of both the teachers and the students.
4. The Marshall's District has provided a scholarship program for trade, technical, and professional preparations in schools and colleges in the United States. This program is functioning reasonably well, but, with the increase in the number of high school graduates, it is now becoming difficult to place Marshallese students because of the limited funds.
5. Sporadic attempts have been made relative to adult education. The lack of funds and staff upset plans which were developing and in 1967, this function was turned over to the Office of Community Development.
6. In the area of the development of curriculum and instructional materials, only a minimum of progress has been made. The lack of staff has prevented any major developments except in teaching English as a second language (3:8-10).

## II. FUTURE PLANS FOR THE MARSHALL'S DISTRICT

The future for the Marshall Islands Education Department centers activities on the following areas.

1. Continued stress on teaching English as a second language, with most of the teaching being done by Peace Corps Volunteers.
2. Shift of the American elementary contract staff from classroom teaching to administration, supervision, curriculum development, and teacher training.
3. Employment of new high school graduates as elementary classroom teachers.
4. Development of a teacher training school for high school graduates.
5. Concentration of American contract teaching staff in the secondary school.
6. Development of a vocational program in the secondary school.
7. Development of an adequate testing and evaluation program, along with a program of vocational guidance and job placement.
8. Development of a post-elementary program in the area of local crafts and living, including low-level vocational and pre-vocational training (16:1-5).

### III. ORGANIZATIONAL STRUCTURE

The line and staff operation of the Marshall Islands Education Department has evolved to a point comparable to that of school districts in the United States. This fact is illustrated by the following description of the American administrative support staff.

Educational Administrator. The Educational Administrator has the overall responsibility for the successful

operation of the district. His duties are similar to the duties of a superintendent of schools. He is concerned with the direction, coordination and support of the elementary and secondary program. He is also responsible for carrying out policies from higher authority such as the District Administrator or the High Commissioner. He also maintains a liaison with the other departments of the District Administration in order to develop a more effective awareness in the Marshallese of their right towards self-government or independence.

Administrative Assistant. The Administrative Assistant is second in chain of command in the education department. His most important function is to act as an advisor to the Educational Administrator in the areas of finance, supply, communications, logistics, and personnel.

The Administrative Assistant for the Marshalls has the added responsibility in the area of logistics to see that the flow of materials and goods are not impeded in the district center at Majuro, but move smoothly to all schools in the outer islands.

District English Language Supervisor. The District English Language Supervisor (DELS) maintains the program of teaching English as a second language (TESL). He works closely with contract teachers and Peace Corps Volunteers.



Because of the "scattergram" of the schools in the Marshall Islands, the DELS supervisor has assistants to help him reach all of the schools. Since Peace Corps training had begun to take place in the Trust Territory in 1967, and with the advent of Peace Corps training in each of the districts in July of 1968, the language supervisor is responsible for the training of Volunteers and eligible Marshallese in the proper methods of TESL teaching.

District Elementary Supervisor. The Marshall's District has the services of an elementary supervisor whose main function is to work closely with the Marshallese teacher, developing a more competent educator, in order to raise the standards of education in the Marshall Islands. This task involves visiting each of the elementary schools even though the hazards of doing such are quite pronounced. Field trip ships, as well as smaller craft, are utilized to accomplish the visits to the many remote and secluded schools.

Audio-Visual Aids Coordinator. Disseminating the many A-V materials to fifty-two elementary schools and one high school requires the full time services of an Audio-Visual Aids Coordinator. The Marshall's District has been involved in several federally funded programs that allowed the purchase of A-V materials over and above the regular budget.

Most Marshallese teachers are not familiar with state-side equipment such as movie, slide, and filmstrip projectors. In-service training from this department is an on-going program.

Atoll supervisors. Two atolls have the services of American administrators as atoll supervisors. These people serve as a liaison between the atoll schools and the district education administration office. Their general duties include the personal observation of all teachers and principals in their duties. They offer constructive and beneficial criticism where needed, but do not hesitate in being a trouble-shooter and correcting problems that arise.

High school principal. The Marshall Islands High School has the unique situation of boarding over half of the student body. This requires the full time attention of the high school principal. Temporary housing is located on the campus for his use. In the future, permanent housing will be constructed on the high school grounds.

His many other duties are comparable to any small town high school. The first graduating class from the Marshall Islands High School was in 1965.

Elementary principal. Three Americans perform full time duties as principals at Rita Elementary School, Ebeye

Elementary School, and Laura Elementary School. An intern training program will be initiated to replace the American principals with Marshallese principals. The East-West Center of the University of Hawaii will train three Marshallese during the Fall semester of 1969 in Elementary Administration.

## CHAPTER VI

### PEACE CORPS INVOLVEMENT IN THE MARSHALL ISLANDS EDUCATION DEPARTMENT

Peace Corps Volunteer teachers are working in the Marshall Islands Education Department. The first twenty-nine Volunteers arrived in November, 1966. The program continued to build until seventy-four Volunteers were involved in educational programs by June, 1968 (5:11).

The primary use of the Peace Corps Volunteer has been that of a teacher of English as a second language. Although Volunteer services have also been used in teaching subject matter at the Marshall Islands High School, conducting radio English broadcasts, and coordinating the Audio-Visual Aides Center.

The changes that have come about with the introduction of the PCV into the educational system have been overwhelming. Many Marshallese teachers did not have an adequate education; yet, because of the demand, they were part of the teaching staff. Many of these teachers made an attempt at teaching English as a second language even though their own ability in English was extremely poor. The result was little or no English being learned by the students. The PCV has now taken over the duties of teaching English in a majority of the elementary schools. They also work closely with the

Marshallese teachers in all other subject matter areas, helping the Marshallese teachers to become a more effective teacher in the classroom.

The Volunteer teacher's presence in the Marshall Islands is both recognized and deeply appreciated by the Marshallese people. One of the many examples to confirm this was the statement made by a Marshallese doctor to the Peace Corps Physician during a hospital staff meeting. This Marshallese doctor pointed out that "first and foremost, more Peace Corps Volunteers are needed in the area of education. Other programs should come after that." The doctor spoke of this felt need first as a father and second as a doctor (5:9).

Another example of the strong desire of the people to have Peace Corps Volunteer teachers in their villages are shown by the fact that many village elders come to the Peace Corps Director and the Educational Administrator seeking Peace Corps teachers. Often they have already built homes in the villages for the Volunteer. They are prepared to cooperate in every way possible.

To sum up the role of the involvement and success of the Peace Corps Volunteer in the Marshall Islands Education Department, a statement by Jack Vaughn, Peace Corps Director, is timely:

Peace Corpsmen (and women) are special people who do a special job all over the world. It takes people who are bright and tough and mature, and who feel that they can do something and should do something. It is a very special person. It has nothing to do with age, education, background, color . . . It is a feeling of wanting to be sent there to do the job. A compulsion to serve one's fellow man is what makes the Peace Corps (12:2).

The Volunteer in the Marshall Islands has lived up to this creed very well. Many Volunteers who have completed two years of service in the Peace Corps have found positions with the Trust Territory government or have elected to stay on another year as a Volunteer.

## CHAPTER VII

### PICTORIAL REVIEW OF MARSHALL ISLAND SCHOOLS

The use of visual aids is one of the best ways to give the reader of this handbook first hand knowledge of the radically unique educational system in the Marshall Islands.

This chapter will make use of a table, map, and photographs of the Marshall Islands. Table II on pages 45-47 lists the fifty-two elementary schools and one high school found in the Marshall Islands. Following the table is a map that identifies each of the atolls in the Marshall Islands.

The table has listed the number of education personnel and students based on statistics for the 1967-68 school year.

On July 1, 1968, there were fifty-two elementary schools and one high school in the Marshall Islands. The caliber of coconut buildings, better known as buildings of "local" materials, to the unpopular, though adequate, Eniwetok aluminum buildings. It can be said that none of these buildings meet standards as known in the United States, but it must be realized that lack of finances for many years hindered any substantial construction work from taking place.

The Accelerated Elementary School Construction Program that began in 1963 saw eight of the Eniwetok Aluminum buildings erected on six atolls, but, by 1966, this program had been phased out.

TABLE II

NUMBER OF TEACHERS AND PUPILS REPORTED IN THE MARSHALL ISLANDS ACCORDING TO UNITED STATES STATISTICS, 1968

	Employees	Students
Department of Education Offices	9	
Marshall Islands High School, Majuro, Marshall Islands	34	373
Ailinglaplap Atoll		
Airok School	4	95
Buo j School	3	65
Jeh School	4	97
Wotje School	2	59
Arno Atoll		
Arno School	5	87
Bikaraj School	3	65
Ine School	7	82
Tutu School	2	60
Kilange School	4	30
Ulien School	4	14
Lonar School	3	38
Ailuk Atoll		
Ailuk School	3	109
Ebon Atoll		
Ebon School	10	172
Toka School	7	109
Jaluit Atoll		
Jabor School	8	114
Jaluit School	4	46
Imiej School	5	116
Mejurirok School	3	39
Imij School	2	16
Narmij School	2	46
Jabwot Island		
Jabwot School	2	30



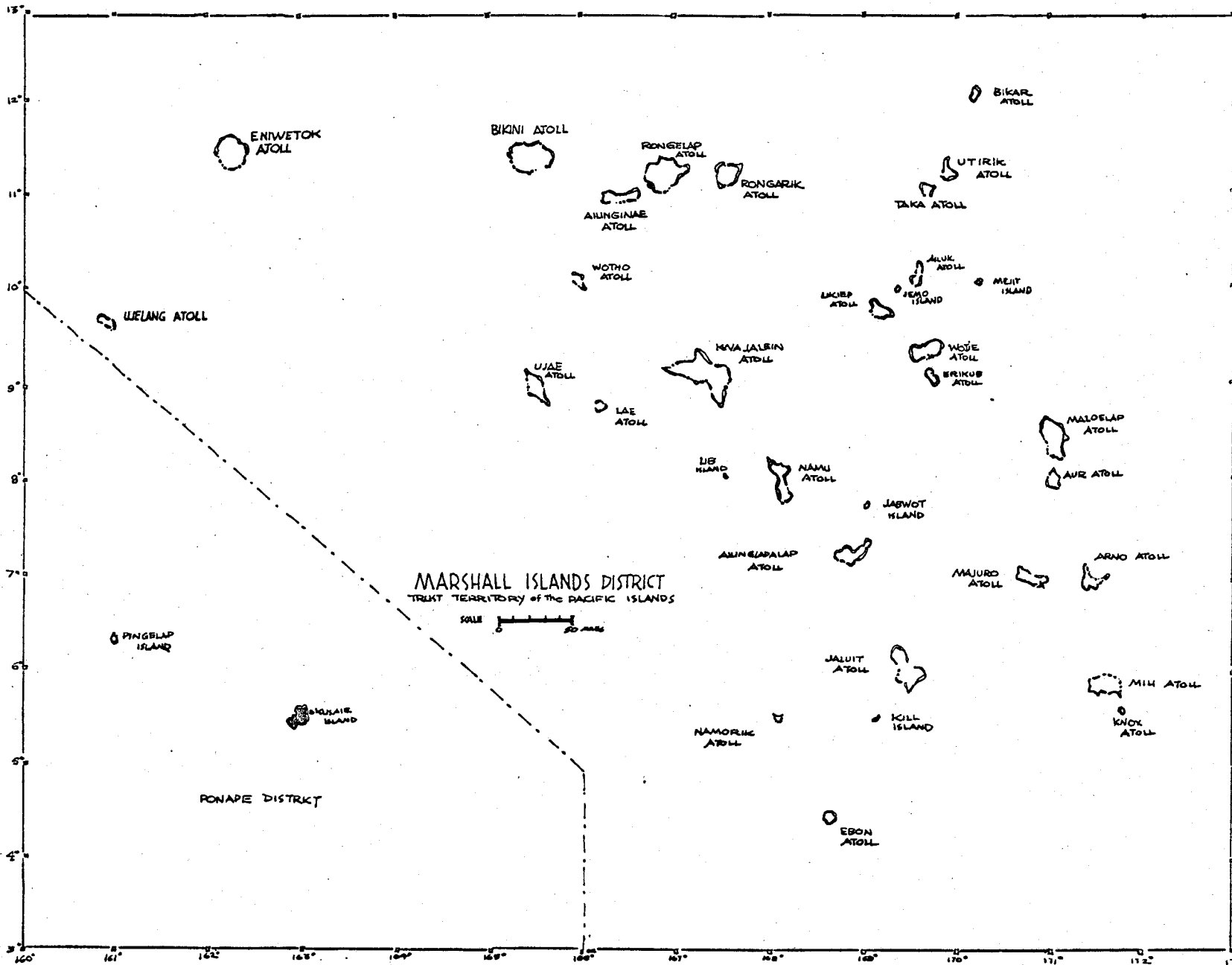
TABLE II (continued)

	Employees	Students
Kwajalein Atoll		
Ebeye School	18	552
Eniburr School	2	35
Ebedon School	1	17
Kili Island		
Kili School	5	118
Lae Atoll		
Lae School	3	47
Lib Island		
Lib School	3	46
Likiep Atoll		
Likiep School	7	124
Maloelap Atoll		
Aerok School	3	47
Jang School	2	34
Kaven School	3	53
Majuro Atoll		
Laura School	6	173
Rita School	22	652
Long Island School	1	26
Mejit Island		
Mejit School	5	126
Mili Atoll		
Mili School	3	35
Enejet School	2	22
Lukunor School	1	48
Nallo School	2	51
Namorik Atoll		
Namorik School	7	160
Namu Atoll		
Namu School	3	84
Majkin School	7	82
Mae	2	45

TABLE II (continued)\*

	Employees	Students
Rongelap Atoll Rongelap School	4	71
Ujae Atoll Ujae School	3	66
Ujelang Atoll Ujelang School	4	80
Utrik Atoll Utrik School	3	80
Wotje Atoll Wotje School	4	65
Wormej School	3	48
Wotho Atoll Wotho School	1	28
Total for the 52 Schools	260	4877

\*(10:Table B)



Present methods for building construction are sought through grant-in-aid projects sponsored by the Community Development Department and the Peace Corps School-to-School projects. The School-to-School projects have a stateside community raise about \$1000 and the Marshallese community raise \$300 in order to finance construction or repair of the village school. Besides photographs depicting a variety of school buildings, this chapter will also have photographs that illustrate other highlights of the Marshall Islands Education system.

Figure 3 represents a typical group of Marshallese school children. This group of children was photographed at Jabor Elementary School on Jaluit Atoll. Especially noteworthy and evident are the happy and carefree faces. Under closer scrutiny one will notice that many of the children are barefoot, since the tropical climate is conducive for wearing light clothing. The volleyball standard in the background represents one of the most popular sports in the islands.

Figure 4 (page 51) and figure 5 (page 52) are typical school buildings constructed of local materials. Figure 4 is an elementary school on Ailuk Atoll. The children in the picture are shown ringing the "bell," which happens to be a cast-off oxygen tank used in welding. Figure 5 is a picture of the school on Ujae Atoll. Each of these schools serve the entire population of the atoll.



FIGURE 3  
TYPICAL MARSHALLESE SCHOOL CHILDREN



FIGURE 4

CHILDREN RINGING SCHOOL "BELL" AT  
AILUK ELEMENTARY SCHOOL



FIGURE 5

TYPICAL THATCH SCHOOL LOCATED ON UJAE ATOLL

All construction materials used in this type of building are native to the atoll. In the gable area of the Ailuk school, the reader can see the native "rafters" that are made of local materials. The local materials usually include pandanus leaves woven together and timbers from the breadfruit tree. Many of these buildings are being replaced by plywood and tin buildings which cannot match the thatch building aesthetically, but do provide a more secure shelter for both pupils and teaching materials.

The Eniwetok building is shown in Figure 6 (page 54). As noted earlier, eight elementary schools have this identical structure as well as two of the Marshall Islands High School buildings. These buildings were former military structures on Eniwetok Atoll, but were declared surplus after the hydrogen bomb testing ended on Bikini Atoll. The Trust Territory government acquired a substantial number of these buildings for school facilities. They have many faults as a school building, but they do provide a dry shelter from the elements, as well as room for tables, chairs, and other educational materials that cannot be placed in the thatch school building.

Figures 7 (page 55), 8 (page 56), and 9 (page 57) are typical of some of the newer community-oriented school buildings being erected in the Marshall Islands. Figure 7 shows Lib Elementary School which was built in 1965 by the





FIGURE 6

ENIWETOK, ALUMINUM SCHOOL BUILDING



FIGURE 7

LIB ELEMENTARY SCHOOL CONSTRUCTED  
BY UNITED STATES ARMY



FIGURE 8

FOUR CLASSROOM BUILDING ERECTED BY  
LIKIEP ATOLL COMMUNITY



FIGURE 9

COMMUNITY AND PEACE CORPS BUILT  
SCHOOL AT TABAL, AUR ATOLL

United States Army. The People of Lib Island are located about forty miles south of Kwajalein Atoll. The United States government has a missile testing range that runs from Vandenburg Air Force Base in California to Kwajalein Atoll in the Marshall Islands. During the initial phases of missile testing, the Lib people were removed to Kwajalein Atoll since Lib Island was unsafe. The buildings here were made of concrete and would not be damaged by falling debris. In 1965, the Lib people were allowed to return to their own island where they found newly constructed homes along with a new school.

Children in this photograph can be seen examining the many and various supplies that reach the school with the visit of each field trip vessel.

The people of Likiep Atoll are proud of their new school shown in Figure 8 (page 56). Community funds were used to build this school along with funds donated by a service organization in Hawaii. Materials such as the cement blocks were made by hand. The cement floor was poured in small sections since heavy machinery for this type of work was not available. This four classroom building is an example of the hard work performed by the people of Likiep Atoll.

Three hundred dollars provided a new school (Figure 9, page 57) for the children at Tabal, Aur Atoll. Through the

efforts of the community and the Peace Corps Volunteers at this village, a plywood and tin building was erected. Only many problems face the villagers in these efforts to construct new schools.

The outer island atolls have two stores where materials for construction can be purchased. All materials seen in this photograph were secured at the district center in Majuro, then shipped by available field-trip ship to the atoll. As a result the completion of the building program was delayed. It is difficult for communities to raise the needed money for construction, since the income of most workers in the Marshall Islands average about \$100 per year.

Reaching a school can be dangerous and hazardous as shown in Figure 10 (page 60). This picture of the elementary supervisor about to embark for a visit to the schools of Arno Atoll from Majuro Atoll fully shows this. This sixteen foot boat is about to go through the surf out into the ocean. The hazard comes from crossing a sharp and jagged reef that is just below the water line. At low tide, this could not be attempted, since the reef would be exposed. Many small boats have been lost on the coral reefs of the atolls. Larger boats must travel further distances through passes from the lagoon to the ocean.

The building in Figure 11 (page 61) was a former administration building for the Japanese on Namu Atoll. It



FIGURE 10

ELEMENTARY SUPERVISOR EMBARKING ON VISIT  
TO OUTER ISLAND ELEMENTARY SCHOOLS



FIGURE 11

JAPANESE BUILDING SERVING AS A  
SCHOOL AT NAMU, NAMU ATOLL



was built before the heavy influx of Japanese for military purposes. This building serves quite satisfactorily as a school building with its wide veranda that makes for a cool and pleasant classroom.

A unique building is represented by the school building at Imige, Jaluit Atoll in Figure 12 (page 63). Although this building, which was located in the center of the military stronghold of the Japanese, appears to be quite unimpressive, it withstood a tremendous amount of bombing by the American forces.

When the Marshallese recently returned to this island, the need for a school was critical. This former torpedo assembly building was found to be more suitable for a school house than any other building on the island. The walls are three feet thick but white plaster and several large openings make the interior light and airy.

Children can be seen at play in Figure 13 (page 64). This school is at Mejurirok on Jaluit Atoll. It is one of four school buildings of similar construction that were built after a devastating typhoon destroyed many of the structures on Jaluit Atoll. A large play area makes this rather an attractive facility since many of the schools do not have play areas because of the narrowness of the islands. Quite often only a few feet separate the ocean and lagoon.



FIGURE 12

JAPANESE TORPEDO ASSEMBLY BUILDING USED AS  
A SCHOOL AT IMIGE, JALUIT ATOLL



FIGURE 13

MARSHALLESE CHILDREN PLAYING AT  
MEJURIROK ELEMENTARY SCHOOL

Figure 14 (page 66) shows a Peace Corps Volunteer directing Marshallese students, who are eager to learn the proper method of planting a garden. Patience and hard work are needed in caring for gardens in the Marshalls, although the banana trees shown in the background flourish with little or no care. Peace Corps Volunteers worked in thirty-six elementary schools (13:1-45).



FIGURE 14

GARDEN PROJECT UNDER SUPERVISION  
OF PEACE CORPS VOLUNTEER

## CHAPTER VIII

### SUMMARY

The usefulness of a handbook for the schools of the Marshall Islands is realized when one has worked in the system for a number of years without proper knowledge of his surroundings. The writer experienced this feeling during his four year tenure in the islands and found that most other educators had this same feeling.

To sum up, the total purpose of this paper was to develop a handbook that would effectively give a new employee of the Marshall Islands Education Department a broader, more concise base of knowledge about the district in which he would work.

In Chapter I, the writer presented the need for a handbook, due to the lack of any specific material in this area. The uniqueness of this educational system required that the development of this handbook be quite different from those normally found in a typical state-side educational system.

The terminology of this educational system is far different from that found in the United States. Particularly important was the need to develop much more than just terms used in the educational program. In this handbook a foreign society and land were dealt with so terms that were

applicable to the area were developed. These were such terms as District Center, doldrums, Educational Administrator, High Commissioner, matrilineal society, self-determination, T.E.S.L., and Trust Territory of the Pacific Islands.

Chapter II presented background knowledge for the reader to become more familiar with the entire Trust Territory. The geography of the area, as well as climate, flora and fauna was developed to an extent that the reader would have an overall view of these facts.

One may feel that the small number of people in this area would all be similar. This is not as entirely true as seen in the review on the people of the Trust Territory. Even more complex was the languages of these people and their recorded history under the different nations. Finally, the Trust Territory came into reality at the end of World War II, and the present day education policy was developed for this area.

Chapter III followed a similar format to that of Chapter II, giving the reader an overview of the Marshall Islands.

The historical review of the education system in the Marshall Islands was brought out in Chapter IV. Each group played a key role in uniting the Marshallese people. Most important in the early day history were the missionaries. They have continued in their importance through the present day.

The German and Japanese schools served a purpose during the occupation of the Trust Territory by these countries. The United States has continued as an occupational country and much of the philosophy of the United States has been developed in the concluding chapters.

With the ever increasing number of Americans arriving for teaching duties in the Marshall Islands, these last chapters become most important. The structure of the educational system at the time of this writing has been quite similar to the initial structure under the occupational American forces. One major change has been in the use of Peace Corps Volunteers. But this program is dependent upon the whims of the American political party in power.

### Limitations

A significant area of further study for the handbook would be the actual description of each school, along with the description of the personnel at each school. It would remain up to the Marshall Islands Education Department to provide the yearly changes required in an up to date handbook.

It was most apparent in doing the research and writing of this handbook that a wealth of materials are not being recorded and used in the Marshall Islands Education System for the training of new teachers. Research on the



same topic is carried on each year and the succeeding year is started over again. This has resulted in the loss of much valuable information in the Marshall District. With the initial handbook, a valuable resource of knowledge could be handed down from year to year.

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