

VISITOR'S



HANDBOOK

Marshall Islands
Education Department
September, 1958

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PHYSICAL PLANT

The Education Department headquarters is located on Rita (Jarrej) Island about two miles northwest of the District Center.

Some of the Education Department buildings were built by the Japanese during their administration of these islands: both boys' dorm, the classroom buildings, and several teachers' quarters. Some such as the office and shop, the print shop, the girls' dorm, and several other teachers' quarters were built by teachers and students since 1951. The galley building and the library addition to the office building were built by Public Works during 1957 and 1958. That Department also helped repair and maintain other of the buildings during those years.

Trust Territory permanent construction plans call for a new 40 x 8 galley with an electrical kitchen to be built during Fiscal Year 1959, and the remainder of the Department's buildings to be replaced with permanent construction during FY 1960. Preliminary plans for all these buildings and their locations have already been gone over by Education staff members in the District.

At present sanitary facilities in the area are limited to outdoor toilets, and water is supplied by two Japanese-constructed cisterns, marked by circles on the map on the next page. Electrical power is supplied by a generator operated by the Education Department from 8:00 a.m. to 10:00 p.m. five days a week; District plans call for tying in the school area with the new District power plant to be built during FY 1959.

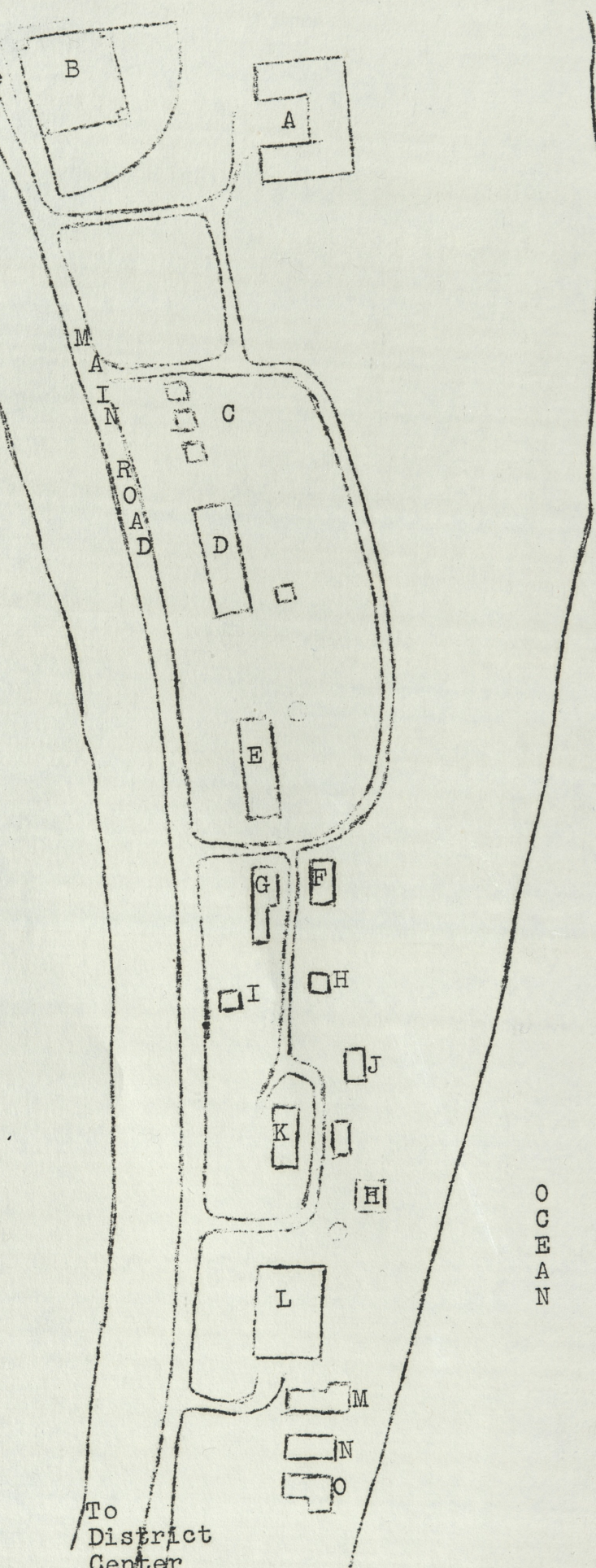
Locations of the major buildings are shown on the map on the following page.

To Rita Village

LAGOON

LAGOON

To District Center



A Rita Elementary School

B Playground

C Teachers' Quarters

D Upperclass Boys' Dorm

E Classrooms

F Single Teachers' Quarters

G Underclass Boys' Dorm

H Generator

I Radio Station

J Teacher's Quarters

K Galley

L Office, Library, Shop

M Print Shop

N Girls' Dorm

O Teacher's Quarters

OCEAN

OCEAN

INTRODUCTION AND HISTORY

The Marshall Islands education system consists of 41 public elementary schools, one public intermediate school, ten private elementary schools and one private intermediate school. The elementary schools are distributed throughout the atolls.

The educational aim is to build a permanent, integrated, Marshallese education system which will prepare Marshallese to be good citizens in their environment while continually working to improve it and while maintaining their place in a modern world. To do this, United States personnel are being replaced as rapidly as possible with well-trained Marshallese and Marshallese leaders are continually consulted in all educational planning.

Free public education is a relatively new concept in the Marshall Islands. From the coming of the first missionaries in 1857 until after World War II, education was primarily the function of the mission. The Marshallese still use the same word ri kaki for both preacher and teacher. The post-war United States administration of these islands is responsible for putting in motion a program of public education which has evolved into the public schools the Marshallese know today. They recognize this origin under the U. S. Navy by referring to public schools as meltari (military) schools to this day.

As early as June 1945 an interpreter's school was opened to 25 Marshallese men on Kwajalein. In September of that year a teacher training school enrolled 50 prospective teachers. The following September these 50 opened elementary schools on the atolls and another 50 took their places in the training school. This rotation continued through 1950, when the school was moved to its present location and its name changed to Marshall Islands Intermediate School (MIIS).

During the school years 1947-48 and 1948-49 six teachers were sent each year to the Pacific Islands Teacher Training School (PITTS) on Guam. In 1950 this school was moved to Truk, where it enrolled 12 new graduates of MIIS each year for a two-year course and where its name was soon changed to Pacific Islands Central School (PICS).

Beginning in 1950 summer sessions have been held at Majuro for all elementary teachers, with visiting American teachers from other districts and Hawaii in addition to the regular staff. Between five and ten Marshallese teachers also attended a summer session at PICS each summer from 1950 to 1953.

From 1946 through 1950 all elementary teachers were paid a monthly salary of \$20 from a district head tax. In 1950 this became the responsibility of the community governments, but with generally unsatisfactory results. With the exception of Likieb, Ebon, Namdik, and Ailinglablab, teachers were paid little or not at all, and some are still owed. A copra tax of one mil per pound and a cigarette tax

of two cents per pack were legislated by the Marshallese Congress and approved by the administration. The first became effective in April 1954, the second in June 1955. Together they have built up a fund which has paid all elementary teachers since September 1954.

Elementary buildings are provided by the local communities. Many of the MIIS buildings were inherited from the Japanese, and all additions have been built by the teachers and students, and their communities, chiefly from salvaged materials. A new Rita elementary school building was completed in 1957. It was financed by a \$3000 Hicom grant-in-aid and by about \$4000 raised by the local municipal government. The Education Department contributed the furniture for this school since it is used as a demonstration school. The Director of Education maintains that the Rita school has the best physical plant of any elementary school in Trust Territory. An American Education and Training Specialist works with the teachers of this school constantly, and an attempt is made to rotate teachers from other islands to this school each year.

Marshallese have figured in this educational program from its beginning and its future lies in their hands.

Dwight Heine was appointed Advisor to the Military Government on Educational Affairs in 1945, and has worked in education to this date, with time out for two years at the University of Hawaii, 1948-50, a U.N. Fellowship to Samoa and New Zealand in 1953, and a visit to the United Nations in 1954. Dwight was appointed the first Superintendent of Elementary Schools in 1948, replaced the American Principal of MIIS in 1954, and replaced the American Educational Administrator in 1955. In 1957 he went on extended leave to complete his Bachelor's degree at the University of Hawaii.

Maas Hone has served as Principal, or Vice-Principal under an American Principal, since 1945. He completed two years' study in Hawaii (1954-56), the first at Lahainaluna Technical High School on Maui, the second at the University of Hawaii. He has filled the new position Assistant Educational Administrator since his return.

Amata Kabua joined the staff as teacher in 1948. Shortly thereafter he filled in for Dwight Heine as Superintendent of Elementary Schools while the latter attended the University of Hawaii. He filled the same position during 1955 and 1956. Amata attended Maunaloa Community College on Maui, Hawaii 1953 through 1955. He visited the United Nations in the summer of 1953. At the end of 1956 he resigned to become the first full-time employee of the Marshallese Congress, Tax Collector-Treasurer.

Atlan Anien attended the Interpreters' School in 1945, taught elementary school on Namu and attended the Teacher Training School thereafter (1947-48 at PITTS on Guam) until 1951 when he was appointed teacher at MIIS. In 1954 he was appointed Superintendent of

Elementary Schools and served as such until leaving on a private scholarship for study at Goshen College, Goshen, Indiana. He returned in 1957 to again fill the position of Superintendent.

Titus Arelon graduated from PICS in 1949, taught elementary and intermediate school until 1955 when he left for two summers and one year study in Hawaii. He taught in the Intermediate School during the school year 1956-57, then attended an institute for science teachers sponsored by the National Science Foundation at the University of Hawaii the summer of 1957. Since then he has served as Principal of MIIS.

Johnny Silk has worked in education since World War II. He attended MTTS for two years and served as teacher and principal of elementary schools on Ebon Atoll until 1955, when he was appointed Vice-Principal of MIIS. In late 1957 he was appointed to fill the new position Supervisor of Adult Education, and in this connection made a two-month trip to observe the Education Departments of Truk and Ponape in the spring of 1958.

PERSONNEL

7

<u>Name</u>	<u>Grade</u>	<u>Educational Level *</u>	<u>Position</u>
**Dwight Heine	B-11-e	C-4	Educational Administrator
Byron W. Bender	GS-11		Acting Educational Administrator
Leo Fitzpatrick	GS-9		Education and Training Specialist
(vacancy)	GS-9		Education and Training Specialist
(vacancy)	GS-9		Teacher Skilled Trades
Maas Hone	B-9-f	C-2	Assistant Educ. Administrator
Atlan Anien	B-8-d	C-2	Supt. of Elementary Schools
**Jonathan Mote	B-6-b	C-1	Asst. Supt. of Elementary School
**Birash Joash	B-6-b	C-1	Asst. Supt. of Elementary School
Johnny Silk	B-8-b	M	Supervisor of Edult Education
Titus Arelon	B-8-a	C-2	Principal Intermediate School
***Berson Joseph	B-5-d	P-2	Teacher Intermediate School
**Lucky Lokboj	B-5-b	P-4	Teacher Intermediate School
***Edison Anjain	B-5-a	P-2	Teacher Intermediate School
Mary Lanwi	B-5-a	M	Teacher Intermediate School
Kinja Andrike	B-5-a	P-3	Teacher Intermediate School
Iso Laninbelik	B-5-a	P-3	Teacher Intermediate School
Carl Heine	B-5-a	C-2	Teacher Intermediate School
Amram Alik	B-5-a	P-2	Teacher Intermediate School

* Key to Educational Level

C = college

P = PICS, PITTS, or equivalent

M = MIIS, MTTS, or equivalent

E = elementary school

= years completed

** on extended leave for study in Hawaii

*** on extended leave for study at Pacific Islands Central School

<u>Name</u>	<u>Grade</u>	<u>Educational Level</u>	<u>Position</u>
Takaji Abo	B-5-a	P-3	Jr. Teacher Intermediate School
Adella Hone	B-3-a	M	Teacher Crafts, Librarian
Eliu J.	A-7-a	P-1	Carpenter Foreman
Maikel L.	A-5-b	E	Carpenter
Bon S.	A-5-b	E	Mechanic
Jennat	A-5-a	E	Senior Cook
***Kojrak Caleb	B-6-a	P-3	Education Materials Specialist
Marcus Henry	A-5-c	M	Printer
***Langling Alik	A-5-a	P-2	Printer
Joni Samson	A-2-a	M	Printer Helper
Hanako Wajar	B-2-a	M	Junior Typist

CALENDAR

Until the year 1958 schools in the Marshalls followed the usual American temperate-zone school year, with schools in session September through May, and with the months June through August as vacation for students and time for training sessions for teachers.

On most atolls a month's vacation was taken to celebrate Christmas and New Year in the Marshallese tradition with feast and song at the main village. Further, many schools on northern atolls which undergo a severe drought during the winter months remained closed even longer to enable teachers and pupils to help their families search for food and fish.

This led to the decision in 1958 to change the public school year to April through mid-December, with January through March as vacation and training time. In the transition year, schools closed in May, an elementary teacher training session was held June through November, and schools opened three months early, in January. Intermediate underclassmen remained at Majuro for vocational classes during the longer-than-usual vacation.

BUDGET

In recent years the departmental budget (exclusive of the elementary teacher payroll) has been between 55 and 60 thousand dollars. From \$16 to 24 thousand is spent for American salaries, depending on whether there are two or three incumbents; about \$16 thousand is spent for Micronesian salaries; from \$12 to 15 thousand for food, and the remainder for transportation, equipment, supplies, and other costs.

It is difficult to generalize as to how these monies are divided up among the various departmental programs, since personnel do not work solely within the areas their titles suggest, but help out in other programs as the need arises, and since purchase of materials is given different emphases from year to year.

Salaries for elementary teachers are paid from the Marshallese Congress tax fund. For the 18 months of January 1958 through June 1959, \$30 thousand was budgeted for this purpose. Payrolls are prepared by the Superintendent of Elementary Schools according to the provisions of the Pay and Certification plan adopted in September of 1956.

ELEMENTARY TEACHER PAY AND CERTIFICATION PLAN

This plan recognizes three grades of certification. Two years of college and ten years experience in education are necessary for an A-Certificate; graduation from the third-year of PICS and five years experience for a B-Certificate, and graduation from two years PICS and participation in a training session for a C-Certificate. Equivalent educational qualifications may be demonstrated by exam.

C-teachers start at \$25 per month, B-teachers at 35, and A-teachers at 45. Uncertified or D-teachers start at \$15. A \$2.50 per month step increment is awarded for each year experience within a grade, at the discretion of the Superintendent. Municipal principals receive a \$2.50 per month differential, and teachers at Ebeye, Rita, and other schools with little local food available receive a \$10 per month cost of living allowance. Teachers are paid on a ten-month basis, with those participating in training sessions receiving the full twelve-month salary.

ELEMENTARY TEACHERS

<u>Name</u>	<u>Grade *</u>	<u>School</u>
**Abner Lamae	C-1	Roñlap
Alee Term	C-2	Ebon
Alkinta Kilma	C-2-P	Namo
Amram Kilma	C-2	Namo
Amram Timothy	C-2	Kwajalein
Aneo Keju	C-1-P	Majeej
Animure Jarom	C-2	Jaluit
Anja Anideb	D-1	Maloelap
Anja L.	D-1	
Anjen Anien	D-1	Namo
Anibar Timothy	C-1	Rita
Andrew Neamon	C-1-P	Ebon
Anko	D-1-P	Laura
Atijar	D-1	Ujae
Atirere	D-5	Mile
Atjang Paul	C-1	Aelinlaplap
Artaji Andrew	C-1	Arno
August Lelet	D-5-P	Aelinlaplap
Belja Laneo	D-3	
**Betra Amram	C-1	Ujae
Billiet Edmond	C-2	Roñlap
Bimon Leer	D-4	Kili
Cement John	D-1	Aelok
Clanton Abija	C-2	Roñlap

* Certificate, step, and principal

** On extended leave to attend PICS

Don Melon	D-1	Namdik
Eleanora Anjain	D-2	Kwajalein
Emius Namwe	D-2	Roñlap
Ertin Eliu	D-1	Lae
Harold Zecharaia	D-2-P	Utrik
Harry Ueno	C-1	Laura
Henry Lormot	C-3-P	Mile
Henry Moses	C-1-P	Namdik
Hermios Kejbar	C-2	Kwajalein
Hilai Leban	D-3	Arno
Hilkaia Kattil	C-1	Arno
Hilton	D-4-P	Aur
Honseki Jumon	C-1	Utrik
Ichitaro Lani	D-4	Jaluit
Ishmael	C-2	Ujlan
Jally Morris	C-1	Jaluit
Jao Borran	C-1	Aelinlaplap
Jekkeini Boktok	C-2-P	Ojja
Jeltan Lanki	D-1	Arno
Jembar Jabjulan	D-1	Namdik
Jiloji Jarom	D-1	Aelinlaplap
Jisieo Jerwan	C-1	Ellep
Jima Alik	C-2-P	Jaluit
Jimor Elaia	C-2	Aelinlaplap
Johannes Elaia	C-1	Likiep
John Junius	D-1	Ebon
Jorbi Lanitok	C-4-P	Kili
Jordan Arijet	C-1	Ebon
Jormeah	D-2	Majeej
**Kanchi Ibbino	C-2	Arno
**Kenja Mijjiena	C-2	Likiep
Kotak Albert	D-1	Aelinlaplap
Laji John	D-4-P	Aelok
Laki Paul	D-5	Jaluit
Lee Meinjin	C-2-P	Maloelap
Lometo	D-5	Mile
Maikel Jonathan	D-4	Maloelap
Melvina Nelson	D-1	Rita
Minea Teloketa	D-2	Aur
Miram Antibaj	C-1	Otto
Mojo	D-1	Namdik
Neijaja Loko	D-4	Rita
Nelson Anien	C-2	
Nethan Tartios	D-5	Rita
Nginbuoj Labukon	C-2	Kwajalein
**Oktan Damon	D-1	Laura
Overton Clarence	D-2	Arno
Otniel Kattil	C-4-P	Arno
Pauline	D-5	Ebon
Rele Lanrin	C-2-P	Kwajalein
Rimius Hermios	D-1	Ojja
Robert Kijenmej	C-2	Ebon
Tamar Atjang	C-2	Rita
Taiwel Laimroj	D-1	Ujlan
Tonka Kajjeon	D-1	

ELEMENTARY PROGRAM

Elementary schools provide six years instruction, nine months a year, to all children eight years of age or over desiring such. Their curriculum concentrates on four areas--Language Arts, Mathematics, Social Studies, and Science, with some work in Music, Art, and Agriculture. Instruction is in Marshallese, although English is taught as a subject to the upper grades.

Teachers come together, usually at Majuro, for three months training each year. The schools are serviced and visited by government and commercial field trips. Where possible Marshallese or American supervising teachers are sent to the field to work on the spot with the teachers, but this program is always limited by the transportation available.

A typical teacher training course is outlined in Appendix No. 1.

The elementary schools of the Marshalls are supervised by the Superintendent of Elementary Schools and his staff. He works constantly to foster community interest in and support of each school. Since it is impossible for him and his small staff to supervise each of seventy-some teachers in forty-one far-flung schools, he relies on community leaders to keep time on and evaluate from their point of view the performance of each teacher. Thus, although teachers are paid from a central district fund, they are responsible primarily to their communities, secondarily to the Superintendent for the educational aspects of their work.

Communities are consulted in the placing of teachers in their schools. Every attempt is made to place teachers on islands where they or their spouses have land rights, since they must rely on local foods for most of their subsistence. Where this is not possible, teachers are paid a cost of living allowance or other arrangements are made to supplement their meager salaries. Every attempt is also made to maintain a ratio of at least one teacher for 30 students.

The Education Department furnishes supplies up to and including blackboards; other furniture, buildings, and grounds are the responsibility of the local communities. In 1957 two communities availed themselves of grants-in-aid from the Office of the High Commissioner which match local funds for the improving of community buildings: the Rita community received \$3000 towards its new six-room building, and Ine (Arno) received \$600 towards its new two-room building. Other communities are being helped to apply for similar grants as funds become available.

The Rita School is the only full six-room school in the District; there are three schools with four teachers; one with three; fourteen with two; and twenty-two one-room schools. Students are

grouped in various ways in the schools with less than six teachers. Curriculum work is presented in training sessions generally in terms of three groups (two grades each), although in many instances it is further broken down into individual grades to help teachers with their lesson plans. Copies of the various curriculum booklets are available at the Education Department Office.

Elementary schools are in session generally only three or four hours each forenoon five days a week; students are free in the afternoons to participate in classes of sectarian religious instruction, or to work with their families.

Here follows a list of the forty-one public elementary schools grouped according to atolls or islands, together with their total enrollments for the school year 1957-58:

<u>Ralik</u>		<u>Ratak</u>	
Ujlan	34	Utrik	44
Ronlap	61	Mejij	73
Lae	31	Aelok	76
Ujae	28	Likiep	25
Ellep	17	Ojja	68
Otto	10	Maloelap	
Kwajalein	51	Kaben	32
Ebaten	9	Jan	28
Namo	27	Aerik	25
Majkin	38	Aur	28
Aelinlaplap		Tobal	18
Buoj	56	Majuro	
Oja	38	Laura	35
Aerik	48	Rita	133
Je	49	Arno	56
Jaloj	43	Malel	54
Majrwirik	21	Ine	40
Otle	27	Tutu	27
Imroj	17	Mile	
Kili	46	Nallu	57
Nandik	119	Anejet	28
Ebon	100	Lukonor	20
Toka	41		

INTERMEDIATE PROGRAM

Our Intermediate School (MIIS) provides approximately 120 of the better graduates from our elementary schools with instruction roughly equivalent to junior high school instruction as found in the United States. All teachers are Marshallese and the language of instruction is Marshallese, although it is the long-range aim of the School to make English the language of instruction as the teaching of English in the elementary schools is strengthened and entering intermediate students are able to follow instruction in this second language.

Regular subjects include English, Social Studies, Mathematics, Science, Music, and the following vocational electives: Gardening, Audio-visual aids and radio broadcasting, typing and bookkeeping, sanitation, livestock raising, art, library science, nutrition and cooking, fishing, boatmaking and carpentry, sewing and handicraft. A curriculum outline was adopted by the faculty in September 1956 and has been followed to date. This will be restudied and perhaps rewritten before the re-opening of MIIS in January 1959.

The Intermediate School continually makes use of facilities and resource persons present at the District Center: agriculturalists assist and advise in school agricultural projects; doctors, dentists, and nurses from the Department of Public Health assist in units on health and make periodic checks on the health of students; representatives from the Office of the District Administrator assist in units of work on administration, political development, finance, shipping, communications, etc.; representatives from local trading companies assist in the teaching of commerce and bookkeeping; members of the Trust Territory Legal Department give instruction in Trust Territory Law; and considerable time is spent each year in seventh and eighth grade social studies classes studying intensively each department of the District Administration and how that government functions as a whole.

The Department maintains a library of filmstrips which are continually used by MIIS teachers as they fit into the curriculum.

A typical schedule for one year is presented in Appendix No. 2.

PACIFIC ISLANDS CENTRAL SCHOOL

Outstanding graduates from the Marshall Islands schools are given an opportunity to attend the Pacific Islands Central School (PICS) at Truk. The normal entering quota for the Marshalls to this school is one student per thousand population, although physical plant limitations have necessitated sending fewer than this some years. It is anticipated that with the move of PICS to its new location on Ponape in 1959 a full fifteen students can be sent to each of the classes each year. For the school year 1958-59 the total number of Marshallese attending PICS was 23: 10 first-year students, 9 second-year, and 4 third-year.

Students for PICS are selected by the Educational Administrator and his staff, considering both their past academic records and their emotional maturity. Marshallese arriving at PICS are generally faced with the problem of adjusting to life on a high island among a "foreign" population and to class work conducted entirely in English. Those who are successful--as most are--have no difficulty finding work opportunities upon their return home; the demand for PICS graduates in the Marshalls is still much greater than the supply.

PICS or its equivalent is normally considered a prerequisite for those desiring higher education. With the recent up-grading of PICS, graduates from the third-year have been found able to enter directly into full-time college freshman work.

HIGHER EDUCATION OUTSIDE THE TRUST TERRITORY

Three two-year Trust Territory scholarships are available to qualified Marshallese each year for general study. Other opportunities available from time to time are special scholarships from the Office of the High Commissioner; scholarships, fellowships, and special training grants from the United Nations, UNESCO, the South Pacific Commission, and various foundations; and scholarships set up by District church, government, and commercial organizations and by private individuals.

During the school year 1958-59 three Marshallese began their first year of study at the University of Hawaii under Trust Territory scholarships, three more continued in their second year there, one held a John Hay Whitney Opportunity fellowship at the same institution; two held special scholarships from the Office of the High Commissioner, the one following a pre-law course in Hawaii, the other studying agriculture in the Philippines; two studies in Hawaii sponsored by the Protestant Mission organization; and girls studied in Hawaii sponsored by the Catholic Mission. In addition, two boys who had graduated from two years at PICS in 1958 continued their education at George Washington High School in Guam under private sponsors, and one young man studied printing at the Government Print Shop at Suva, Fiji under a grant arranged for by the South Pacific Commission.

A list of all Marshallese who have studied outside Trust Territory is available at the Education Department Office.

LIBRARY PROGRAM

The Education Department maintains a library of more than 5000 volumes at its central office open to intermediate students, elementary teachers, and the general public. Many of these books were inherited from an old District Center library established by the U. S. Navy Administration; additional volumes--especially those of a level for intermediate students--continue to be purchased each year as funds become available. Subscriptions are held to Life, Time, National Geographic, Newsweek, and other periodicals. The average circulation is about 100 books per month.

RADIO BROADCASTING AND ADULT EDUCATION PROGRAMS

The Department has been responsible for the programming of the long-wave broadcasting station, WSZO, since 1956. The station is on the air seven hours a day Monday through Friday broadcasting music, both local and world news, programs sponsored by other departments such as Agriculture and Public Health, and special programs prepared by MIIS classes.

The broadcasts are heard by Marshallese on outer atolls who have battery-powered sets, and by those at the District Center who have access to generator power there. Programs have been monitored as far away as New Zealand.

Programming is under the supervision of a Radio Committee composed of the Assistant Educational Administrator, the Superintendent of Elementary Schools, the Principal of the Intermediate School, and the Supervisor of Adult Education.

The Department is attempting to make available to each elementary school a battery-powered radio and as this is achieved is increasing its daily broadcasts for elementary teachers and students. One staff member has applied for a fellowship to observe the elementary school broadcasting program being carried on by the Education Department in Western Samoa.

With the appointment of an incumbent to the new position Supervisor of Adult Education in 1957 and the purchase of a broadcast-type tape recorder in 1958, the Department is attempting to broadcast daily English lessons and other educational programs for adults, and to build up a tape library of such programs of lasting interest. The Adult Supervisor works closely with the Elementary Superintendent and other Departments in planning and helping carry out fundamental education activities at the community level, such as improving sanitation and health conditions, promoting sound agricultural practices, and work in the area of political development, such as the chartering of municipalities.

PRINTING PROGRAM

In 1955 a Department Print Shop was set up under the supervision of an American Education and Training Specialist to help fill the need for educational materials in the Marshallese language. Its equipment includes two presses for hand-set type, a silk-screen press for colored illustrations, a mimeograph machine, a bulk paper-cutter, and binding equipment.

All publications use a standardized Marshallese orthography. The print shop concentrates on booklets for use in elementary schools and on posters. Samples of the work already completed are available. Appendix No. 3 contains a list of projects scheduled for Fiscal Year 1959.

NONPUBLIC SCHOOLS

The following nonpublic schools operated during the school year 1957-58. The figures indicate their total reported enrollment, the number of American teachers, and the number of Marshallese teachers.

<u>School</u>	<u>Enrollment</u>	<u>Am.</u>	<u>Mar.</u>
Catholic Elementary			
Assumption (Majuro)	109	2	3
Holy Rosary (Likiep)	104	3	
Jaluit	70	1	
Protestant Elementary			
Ebeye (Kwajalein)	85		2
Laura (Majuro)	60		2
Uliga (Majuro)	146	2	3
Rongrong (Majuro)	101	1	3
Likiep	45		1
Jaluit	60		2
Arno	20		1
Protestant Intermediate			
Jaluit-Ejit-Laura	41	1	2

These nonpublic schools are chartered by the High Commissioner under the provisions of the Trust Territory Code, as they meet minimum standards as determined by the Director of Education. They submit periodic reports on enrollment, attendance, and changes in charter conditions to the District Educational Administrator. They are subject to inspection by representatives from the Department of Education.

Teacher Training Session
June 1 to December 1, 1958

Enrollment: 65 elementary teachers

Courses:

1. Teaching the Language Arts. 8:00 a.m. daily. B. Bender

The relationship of the written language to the spoken language. Alphabets of the world. Adapting the Roman alphabet to write Marshallese: various solutions that have been used in the past; presentation of the standardized orthography now being used by Department Print Shop. Practice in using this orthography by compiling complete list of Marshall Islands place names for use in an atlas of the Marshalls.

Oral and written Marshallese language activities for each grade level. The preparation of reading charts. Use of print shop publications in classroom work. Understanding the Language Arts Curriculum book.

An analysis of the sound system and grammar of English. Teaching Books 1 and 2 of the Fries American English Series in Grades 5 and 6. Building and maintenance of elementary school libraries. Reading for vocabulary growth.

2. Teaching Science. 9:15 a.m. daily. Titus A., L. Fitzpatrick.

Teaching science in tropical elementary schools as outlined by the Department's Elementary Science Curriculum booklet. Gaining a better understanding of the methods of modern science. Emphasis on performing experiments with materials readily available in island schools.

3. Teaching Arithmetic. 10:30 daily. D. Evans, Lucky L., B. Bender.

Teaching arithmetic as outlined in Department's Elementary Arithmetic Curriculum booklet. Review of basic arithmetic operations. Application of operations to island problems; using story-problem booklets in grades 3 through 6. Work in advanced arithmetic and number theory, with emphasis on mental arithmetic.

4. Teachers' Forums. 1:00 p.m. Monday through Thursday. Atlan A. and Johnny S.

Group discussion of both general and specific problems involving teachers, their students, their schools, and their communities: The Elementary Teachers' Pay and Certification Plan, Trust Territory laws regarding education; atoll school boards; a District Board of Education; duties of the principal; relations of the teacher and principal with the atoll council, parents, students, and other community members; compiling and reporting of enrollment and attendance statistics; care of supplies and keeping inventory records; getting community support in improving and maintaining school buildings.

APPENDIX NO. 1 (CONTINUED)

5. Teaching Social Studies. 2:15 p.m., Monday through Thursday
L. Fitzpatrick and A. Anien

The objective of this course is to give teachers a basic knowledge of world geography and also some recent historical background on the major countries of the world. Problems before the world's leader are discussed, and a considerable amount of time is spent studying the United Nations. An attempt is being made to create an awareness among the teachers that they are citizens of Micronesia and that they as teachers are extremely "important citizens" with responsibilities towards their students and their communities.

Familiarization with maps and globes is another objective. Locally prepared materials which are being used in this course are: "The World We Live In," "Introduction to Maps and Globes" and a "Map Workbook."

A. study of municipal chartering procedures. It is not our intent that our teachers should prepare municipal charters for their home communities, but they should be aware of what they are and should have the "know how" to work with their people on this project when their community is ready to be chartered.

6. Principles of Education. 3:30 p.m., Monday through Thursday
L. Fitzpatrick, Johnny S., Mary L.

The objective of this course is to give our elementary teachers some of the "know hows" of teaching. There seems to be a tendency among some Micronesian teachers to take the formal knowledge which they have acquired through study at Intermediate School, PICS, and teacher training summer school programs, and to present it to their elementary youngsters through the use of such unsound teaching methods for elementary school children as lectures and memorization. We are trying to correct this problem by showing our teachers how to use the elementary school curriculums which we have prepared, or are in the process of preparing, for each course subject which is taught in the elementary schools of the Marshall Islands. Through curriculum study, we are showing the teachers "how to teach knowledge to their children in an effective and meaningful way." There is another way that we hope to stop this tendency that Micronesian teachers have of teaching their children as though they were adults, and that is to establish a six-week practice teaching program for them at the end of their period of classroom studies. This practice teaching program will consist of several small groups of teachers, with each group teaching elementary school children under the close supervision and guidance of an American educator.

The overall objective of this course in "Principles of Education" is to send each Marshallese teacher back to his home community with more challenging ideas, more "teaching know-how," and with some good instructional aids and materials to better help him do his job.

7. Organized Recreation. 1:00 p.m. Friday. Carl H., L. Fitzpatrick

Teaching of games appropriate for elementary children during recess periods, using the booklet "Games for Marshallese Children."

Schedules of Individual Staff Members

	Maas	Mary	Lucky	Atlan	Titus	Johnny	Person	Iso	Kinia	Edison	COOK	Eliu Bon Mikel	Adella
8:00-9:30	ET	ET	ET	SS SUB				SS9	SS8	SS7		G ENERATOR	
9:45-11:15	E2	E1	E3	E SUB	SMT	SMT	SMT						
11:15-12:00		Music Organ Band				Music Vocal & Choral							
1:00-2:30				SM SUB	SM9	SM8	SM7	SST	SST	SST			
2:30-4:30	Garden		AVR	Clori- cal	Sani- tation	Invo- stock	AVR	Art	Libr- ary	Nutr- ition			LIBR

Cooking Fishing
Boat making Handi-
Carpentry craft

ET - English Training Class, conducted by B. Bender
 SS - Social Studies; numbers indicate grades
 E - English, Language Arts; numbers indicate groups (students grouped according to English ability which does not conform to grade groupings.)
 SMT - Science and Mathematics
 SM - Science and Mathematics
 AVR - Audio-visual aids and radio broadcasting
 SUB - Substitute Teacher

<u>No. of Copies</u>	<u>Description</u>
3000	Map Workbook, containing 8 maps, 9 x 12", silk-screened, outline, for use in elementary and intermediate geography classes, containing: World, Europe, Asia, Africa, North America, South America, United States, and Oceania
200	Social Studies Curriculum, mimeographed, 20 pp.
200	Arithmetic Curriculum, mimeographed, 50 pp.
300	Science Curriculum, mimeographed, 40 pp.
200	Language Arts Curriculum, mimeographed, 50 pp.
200	Music and Art Curriculum, mimeographed, 40 pp.
1000	First Aid Handbooks, 60 pp., printed in Marshallese on illustrated blanks
2000	Arithmetic Story Problems, 40 pp., for elementary third and fourth grades
2000	Arithmetic Story Problems, 40 pp., for elementary fifth and sixth grades
3000	A Short History of the Marshall Islands, 60 pp.
2000	Marshallese Community Occupations, a re-edition
2000	Marshallese Heroes, 24 pp.
2000	World History for Elementary Schools, 60 pp.
2000	World Geography for Elementary Schools, 60 pp.
3000	Marshallese Songs, as compiled by Johnny Silk, 25 pp.
2000	Marshallese Speller, 30 pp.
2000	The Story of An Atoll, 12 pp.

 Health Education Project

2000 each of 21 pamphlets averaging 10 pp. each, with block print
 = 42,000 pamphlets illustrations
 a few with silk screen illustrations
 page size 6 x 9"

300 each of 12 posters 9 with silk-screen illustrations
 = 3,600 posters 3 with block-print illustrations
 size 11 x 14"

Pamphlets and Posters on the following subjects: Rats, Tuberculosis, Intestinal Parasites, Diarrhea in Children, Flies, Spoiled Food, Germ Theory of Disease, Mosquitoes, Keeping Healthy, Clean Homes, Flies are Enemies, Cleanliness is Health, Values in Foods, Regular Diet, Gonorrhoea, Head Lice, Germs mean Sickness or Death, Polluted Water, Toilets, Garbage, Body Lice

(All these pamphlets and posters have already been designed by Mrs. Gilliland)

APPENDIX NO. 4 - - Some Products of the Marshall Islands Schools.

One way to evaluate schools is by the kind of graduates they turn out. In addition to the Education Department Personnel and Elementary Teachers listed in this booklet, and in addition to those who have studied outside Trust Territory and who are listed under separate cover, here follows a list of recent MIIS and/or PICS graduates who are available at the District Center for interview. This is a cross-section of our graduates; some were at the top of their classes, others nearer the bottom. They are classified according to their present positions:

Legal Department	Laninmo	MIIS	1953	PICS	1955
Electric Shop	Nina	MIIS	1956		
	Takio	MIIS	1956		
Public Health	Yosa	MIIS	1954	PICS	1957
	Mito			PICS	195
	Enos	MIIS	1955	PICS	1957
	Aija	MIIS	1957		
	Alik	MIIS	1956		
	Jibtok	MIIS	1954		
Ajo	MIIS	1956			
Constabulary	Harvey	MIIS	1955		
	Ajai	MIIS	1956		
MIECO	Karejar	MIIS	1955	PICS	1957
	Iphrain	MIIS	1956		
Administration	Sailass	MIIS	1951	PICS	1953 U. of Hawai: (1958)
	Bujen	MIIS	1953	PICS	1955 Weather Sch (1956)
	Abinmelik	MIIS	1953		
Supply & Shipping	Shiro	MIIS	1954		
	Lepty			PICS	1950
	Komijen			PICS	1951
KITCO	Toke	MIIS	1950		
	Beke	MIIS	1956		
Agriculture	Liki	MIIS	1954	PICS	1956
Marshallese Congress	Kenji	MIIS	1952	PICS	1953
Weather Bureau	Bokarik	MIIS	1953	PICS	1955 Weather Sch (1956)
	Boston	MIIS	1955	PICS	1957
Miscellaneous	Bejiko	MIIS	1949		
	Totha	MIIS	1953	PICS	1955 Nursing Sch (1957)
	Binsey	MIIS	1955		
	Taira	MIIS	1958		
	Telbin	MIIS	1957		
	Hanako	MIIS	1958		

