

REPORT TO THE GOVERNOR

Director of Education  
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EDUCATION IN AMERICAN SAMOA: A STATUS REPORT

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## REPORT TO THE GOVERNOR

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# EDUCATION IN AMERICAN SAMOA: A STATUS REPORT

## INTRODUCTION

The educational system of American Samoa has been and is graduating high-school students whose level of achievement is substandard when compared with the achievement of high-school graduates in the United States. American Samoan high-school graduates have grave deficiencies in their ability to use the English language. This has severely restricted their access to technical and other subject matter readily available to American students. Information skills which we take for granted, such as research procedures, preparation of reports, or straightforward occupational communication, cannot be mastered by Samoans in the job market, let alone in their efforts to survive in college work. Competence in communication must therefore be central to any solution of the educational problem in American Samoa.

Historical causes for these conditions cannot be changed. We cannot, for example, correct the ill timing (1965) of conversion from the old to the new system in our secondary schools. Nor can we reach back and change the highly selective program used earlier to choose high-school students. But we can do something about present conditions.

We must increase the proficiency of our classroom teachers. Sixty percent of our elementary classroom teachers have less than a highschool education. Their competency in

English as a group is far below the average American high-school graduate. Sixty percent of our classroom teachers in secondary school do not have a college degree. Over ninety-five percent of all our teachers do not have a valid U.S. teaching credential.

*Teachers*

This limited proficiency of elementary teachers contributes to the limited English achievement of our elementary school children. During the eight years a child spends in elementary school, only five levels of English are taught, beginning with level two. When these young people reach secondary school, their instruction in English and about English must then begin at a lower level, which in turn limits their achievement in all subjects during the next four years. Therefore, when they graduate, they cannot compete in higher education or in a job market that expects at least high-school knowledge and skills.

*English  
Communications*

Past rigidities in organization and facilities have also tended to limit the progress of secondary students. All students except a limited few especially proficient in English, regardless of ability, took the same classes. In some instances, all the students from two years' classes took the same subject. No allowances were made for individual differences. To implement a learning philosophy and to accommodate the numbers of students involved, large classrooms were built, or existing smaller classrooms were enlarged to hold up to 100 students at a time. The academic program i.e. textbooks and a classroom teacher was eliminated in favor of instruction by television. Only a small number of students--judged bright enough to succeed--joined a group of contract employees' children to receive instruction in a true academic program.

*Same*

The vocational program was drastically reduced. Shop and homemaking courses were continued, but only a select few of the Samoan students were permitted to continue in

*Loe Ed*

a "skills training" course requiring some 400 hours of practice/instruction. Business education was reduced in scope from an organized course of study leaving only an advanced typing/office practice course for thirty pupils and elective typing courses for those who could qualify. ?

These conditions characterize the range of problems we must solve as we seek to improve the quality of education available to more than just a few Samoan children, to their teachers, and, as possible, to their parents. In brief, the problem we face is urgent: to provide the finest education possible to Samoan students and teachers. To render this service, diverse advances are being planned and implemented. ① Additional levels of language instruction will be incorporated into the elementary schools. The secondary schools must build upon this upgraded elementary base. In particular, ② the teaching of English must be revised, refined, and accelerated. ③ More vocational courses must be offered. ④ Academic training for college aspirants must be intensified. ⑤ Individual differences must be recognized, and remedial programs be undertaken. Successful coordination requires an administrative structure that will be sensitive to the needs and consequences of each element in the program. We believe we are already well under way in each of these tasks.

*uplifters*

#### WORK IN THE ELEMENTARY PROGRAM

There are now 27 elementary schools in the islands of American Samoa, with a 1969-70 enrollment of 5815 and a projected 1975-76 enrollment of 8081 (See Table 2). These students are served currently in some 281 classrooms, which number is expected to increase to 365 by the 1976 period.

During FY-71, these schools are to be organized into districts, each headed by a District Supervisor who will work in a tutorial relationship with the school principals and teachers. Initially, these positions will be held by contract personnel who have both "stateside" and Samoan experience as principals. This arrangement may be expected to double the number of qualified Samoan principals in less than two years (from seven at present to fifteen during FY-72). The number of "stateside" contract principals may then be reduced correspondingly. It is projected that by FY-76, nineteen of twenty-five principals and two of the five District Supervisors will be Samoan. (Related details are provided in Table 2) *(where is Table 2)*

*What is the situation now?*

Competence in teaching by Samoans is being similarly upgraded. We believe this is crucial in the establishment of our program; for as our teachers progress, so will our students progress. One step we are taking is to re-define the functional scope and responsibility of the television teacher. Generally during this year and in previous years, the television teacher has constructed his course and presented the core of instruction on television, five days a week. Now, the position of Television Teacher has been replaced by that of Instructional Team Leader. The Leader's work in conjunction with the classroom teachers will consist of:

- 1) constructing a viable course; *Lesson?*
- 2) providing instructional material in television and for other activities; and
- 3) working with classroom teachers, together with the instruction supervisor, toward their increased proficiency.

He will do this using approximately half as much time on television as he is this year, reducing the

televised lesson time and increasing in-class instruction.

A second step we are taking to increase the proficiency of our elementary school teachers continues a program begun three years ago by the Department. At that time the Feleti Teacher Training School began a course of instruction that will soon provide a "common academic base" for ninety-five percent of our elementary classroom teachers, a foundation for increasing proficiency in English, subject matter, and teaching techniques. By FY-72, almost all of our elementary school teachers will have had an opportunity to complete two years of academic work beyond the high school level. Teachers are encouraged and permitted to take academic work at Feleti Teacher Training without a high school diploma. Each graduate receives a diploma upon completion of eight courses plus specified classroom experience.

*What is this?  
How would that?*

The continuing education program should yield approximately twenty teachers per year for the next five years (see Table 2) for projections on teachers to be needed. This number reflects normal attrition. Our program is not yet equal to a "stateside" junior college; however, continuing education in our new community college as it develops plus extension courses taught here through Hawaiian schools will offer great opportunity for our teachers to acquire advanced education.

*U.H.?*

③ Our teachers' experience is also further enriched by the Stanford project, which we shall continue as another important step in our program to increase our teaching proficiency. In this project, elementary school teachers, primarily, are taken to the United States during the Samoan ten-week school vacation (winter) for a planned series of learning experiences involving the land, people, and institutions of the United States. This realization of their own classroom learning adds credibility and breadth to their teaching and introduces them to a University environment.

Results of the Stanford project encourage us also to seek individualized academic advancement for our teachers through grants, scholarships, exchanges, and other opportunities for professional growth. As our teachers' proficiency and confidence increases so shall their ability to compete successfully for such growth opportunities, and in turn shall our students benefit from their successes.

For the moment, we are particularly interested in those experiences which facilitate growth in functional use of English. Fundamental to all education in Samoa is the teaching and use of English as a second language. Basic instruction in English uses the late syllabus, which is a highly structured and controlled oral-aural method. It is used in conjunction with televised lessons, including sound drills. This method is highly satisfactory and will be continued.

*write*  
When courses in structural English usage are successful, their televised presentation is taped, and these tapes are filed for re-use. This procedure reduces demands upon our already limited teaching staff and accordingly lowers instructional costs. Televised courses and related materials are revised when measured progress in our students' learning indicates that more advanced materials should be presented to the level of instruction for which they are designed. Thus the curriculum evolves flexibly and empirically. A schedule for producing the televised courses is attached as Chart 1.

Our curriculum for English - language instruction is organized in levels, which approximate grade-level proficiency in "stateside" schools. However, children do not

bring anything like the proficiency in English to their first-grade experience that "stateside" children do. To facilitate early transition to bilingual abilities, we shall in FY-71 provide a two-week preschool language experience for Level I and II children. Children who have reached Level III but who will benefit from remedial work will be included in this program. *Shaw?*

Although some courses-- for example, math, social studies, and language -- are taught in Samoan in Levels I and II , more than half the instruction in Level II is in English. By Level III, all instruction is in English. Levels IV and V continue this growth pattern. The sixth level of English instruction was planned to be implemented in FY-70. It was not, but will be in FY-71. Two other levels are currently being developed and will be added at two-year intervals. By FY-75, the full eight levels of English- language instruction will be operating in the elementary schools. The schedule for these developments is shown in Chart 2. *where?*

Implementation of this enlarged program of language instruction will effect fundamental changes throughout the curriculum, particularly in the secondary schools. Sophisticated linguistic ability means sophisticated conceptual ability. Thus instruction may be broadened and deepened in all subject areas. Progressively, students who enter the secondary schools will be better prepared and increasingly capable of advanced work.

#### WORK IN THE SECONDARY PROGRAM

Improvements in the elementary program enable improvements in the secondary program to be made. But students currently in the secondary program may not be equipped to handle these advances. So, our work in the secondary program must have short as well as long-term consequences.

For those who graduate this year and who intend to leave the island for work or study abroad, a "crash" six-week course in English will be offered after graduation. Ideally, all graduating seniors should be offered this course, but because we lack the personnel, the course will be available only to those who are leaving. This course will be offered as many years to such graduates as it is felt to be necessary. Results of diagnostic testing of applicants in our Student Services and Program Evaluation Center (funded under Title III) will assist in developing course content. Those graduating students who stay on the island and need remedial work may advance themselves through the continuing vocational education program or the community college to be implemented in FY-71.

Those students who will not graduate this year may benefit from our improvements in direct proportion to the length of time they remain before graduation. Changes will thus be introduced as rapidly as students and their teachers can accommodate them, thus continuing our basic commitment to simultaneous education of students and their teachers. Basic improvements are anticipated in the teaching of English, social studies, science, mathematics, vocational subjects, the handicapped, and in the preparation of instructional materials. Teachers will receive tutorial assistance in methods and English, will concentrate individual efforts upon fewer subjects, and will be given more "unscheduled" time to work within the program improving their skills. The results of these efforts to increase proficiency "on the job" will be carefully evaluated.

Instructional Improvements: English.

Language arts have been and are central in the entire elementary and secondary programs. It is deemed essential that learning and instructional skills be intensified and accelerated. Toward this end, twenty-four new teachers whose native tongue is English are being hired. During the four-year period that most of them will be in service, they will help to enhance the English program, serve as tutors for local teachers, adapt or create instructional materials, and teach.

*Sub?* During this time, the level of Samoan proficiency in the classroom should have increased, and other Samoans trained in "stateside" colleges will have returned. This combination of developments should move our language program ahead significantly and speedily. By the end of the four-year period FY-71 to FY-75, we expect these tasks to be completed and the need for these native-English instructors to be significantly reduced or eliminated. Projected enrollment figures and instructional staffing needs are shown in Table 3.

Unless there is a large influx of aliens (mostly coming from Western Samoa) and/or Mapusaga into our schools, we will be able with the expanding program to guarantee every Samoan secondary student English instruction for at least two periods each school day by a teacher whose native tongue is English. Errors in pronunciation and syntax that might slip past Samoan teachers will be detected and corrected.

Language specialists will construct logical, structured courses in English. We expect few and perhaps none of these courses to use television as the core of instruction. Textbooks, when used, will be specially adapted for use by our students. Emphasis will be placed upon broadening the language arts background of the students. Although the oral approach

will still be used, we expect to move beyond the Tate syllabus to stress reading, writing, and research skills. We attempt to individualize instruction, allowing students to find their own level of achievement, from the very basic to the most advanced. And, through the development of diagnostic testing procedures, remedial courses will be constructed and offered to those who need them. As we proceed, data accumulated by the testing service will help us to assess our progress in this effort and will provide guidance toward further improvements in the program.

#### Instructional Improvements: Other Academic Areas

With the exception of certain elective courses, including the prevocational and vocational, all other courses will utilize both central lesson planning and television--although the use of both, compared with their use this year will be modified. For example, as described above, the role of television teacher will be changed to include responsibility for instructional team leadership. This step is expected to accelerate the increasing proficiency of our teachers by bringing them into closer working relationship with teachers more skilled than themselves.

While the responsibilities of some teachers will be enlarged to enhance skills development for all, work on subject matter will be concentrated to gain depth of knowledge. The secondary schools are to be departmentalized, and instructors will teach in one subject area. This will reduce the amount of preparation required and will provide more time for team teaching and continuing education.

Courses to be offered next year in the academic fields--that is, other than English--are these:

1) Social studies

- . Pacific History
- . World History
- . U.S. History
- . Government
- . Samoan Language and Culture

2) Science

- . Science Survey
- . Biological Science
- . Physical Science

3) Mathematics

- . Survey of Mathematics
- . Introduction to Algebra
- . Algebra

Most of these course titles are self-explanatory.

Two are not. The Science Survey course is the first year of a practical and terminal science course, designed for those students who have no desire to continue their education in any academic field. A second year will be added to the course in FY-72. Content of these courses will be confined to topics in science that are applicable to Samoan life. For example, one large part of the course will deal with local food production, plants, plant diseases, and fertilization; and another large part will deal with health practices our students should know.

The Survey of Mathematics will be designed also to serve those students who do not wish or who are not able to continue an academic career beyond high school. The course will deal with applied mathematics in Samoan life, such as geometric spacing of plants, comparative shopping, money management, banking practices, and so on. Developments in this course will include applied mathematics in business and in the vocations. A second year of this course will be introduced in FY-72.

These academic courses, should be remembered, will use both central lesson planning and television, somewhat modified from this year's methods, and will serve some 95% of the student population. Those whose test scores predict success in a somewhat more rigorous program will receive accelerated course work comparable with that in a stateside high school. We confidently expect the size of this group to increase as the improvements described in this report have their effect.

#### Instructional Improvements: Vocational

Courses in general shop for boys and in homemaking for girls are compulsory for both freshman and sophomore students. Beyond these, prevocational training is elective.

Business courses are also being offered, including Typing, Business Machines, and Office Practices. These courses are being developed with the enthusiastic cooperation of local businesses and government offices, including course-related work experience. At present, for example, business students in Samoana are working in the afternoons in various government offices. This program will be greatly expanded during FY-71.

Most of the vocational courses projected for FY-71 and beyond will train service and "trades" people. We are preparing new courses for nurses aides, waitresses, janitors, and furniture repairmen. We expect by the end of FY-71 to have a vocational program underway in all of the high schools of American Samoa. Courses in Manu'a may be delayed, pending construction of a generating plant that can handle the extra load needed for power tools. Samoana will for the present have the most advanced program, because budget and facilities do not yet enable desired expansion in the other schools. However, every effort is being made to provide each high school with minimum facilities.

The high school vocational program is being designed and developed in a coordinated effort with continuing education personnel, thus assuring continuity in the nature of skills during adult life. Contingent upon availability of teaching personnel, the vocational courses to be offered at the high school level during FY-71 are as follows:

Woodworking (power tools)	Small Engine Repair
Woodworking (carpentry)	General Metals (sheet)
Wood Carving	Pattern Making (sheet metal)
Basic Electricity	Basic Machine Shop
House Wiring	Machine Shop (fabrication)
Basic Electronics	Basic Welding
Blueprint Reading	Welding (fabrication)
General Drafting	General Automatic Maintenance
Engine Theory	General Building Maintenance

Instructional Improvements: The Handicapped.

There is need in our program to diagnose the physically, emotionally, and mentally handicapped. Once diagnosed, these young people must receive special education.

Pending development of our own diagnostic program (Student Services and Program Evaluation Center, funded under Title III), two projects are under way with the University of Washington: (1) to identify the handicapped children in our schools by 7-1-70, and (2) to provide training for Samoan teachers and to assist in the education of these children once they have been diagnosed. During FY-71, this effort will be planned and training will begin, so that special education can begin during FY-72.

#### Instructional Improvements: Materials

Increased emphasis upon in-class instruction will be accompanied by increased flexibility in the types and uses of instructional materials. Strong emphasis will be given to audio-visual equipment, including projectors, science displays and equipment, atlases, wall-sized maps and charts, and so on. Tape recorders and earphones will be used in a language-laboratory format on a "pilot project" basis to evaluate the functional effectiveness of this arrangement in Samoan education. This facility may also be used in teacher training and in the refresher course in English for graduates who intend to leave for the States.

More textbooks will be needed as we concentrate increasingly upon skills development in the language arts. New large dictionaries, programmed-instruction booklets (SRA), anthologies, and enlarged selections of well-known authors in English will be added. These additions may be made available in FY-71 through use of a mobile library facility, thus greatly increasing circulation of our limited materials resources at low cost.

#### Instructional Improvements: Teacher Training.

As has been pointed out several times above, it is believed that an increase in the linguistic and instructional proficiency of our Samoan teachers is crucial.

Therefore, urgent attention is being given to special proficiency-oriented courses, to increased tutorial assistance, to provision of release-time for individual projects and professional advancement, and to the development of local standards for judging teaching abilities and other qualifications.

Courses in teaching methods, subject matter, and English are to be conducted during winter vacation (June-July, 1970) for those secondary teachers who will be working in the system during the coming school year (1970-71). Although some teachers in the secondary schools are college graduates and therefore well-versed in subject matter, few have had training in teaching methods. Subject-matter courses provide opportunity to review these methods in a course content and permit teachers to participate in the final shaping of course outlines prepared by our curriculum planners.

Courses in English are aimed directly and urgently at producing better teachers in our classrooms during FY-71.

Beginning in FY-71, our schools will be scheduled so that teachers may spend more time during the day improving their own professional abilities. This will be accomplished in a number ways:

- 1) Classroom teachers may be scheduled to work closely with contract English teachers, to serve as part of a team teaching effort, and thus to learn English and teaching techniques in process.
- 2) Or, the classroom teacher may be scheduled to work with the Instruction-Supervisor of a content team serving as liaison between the television studio and the classroom. Here the classroom teacher will learn curriculum planning and specialized instructional methods.

- 3) If pertinent continuing education courses are offered during the school day, the classroom teacher may attend such courses during those hours he is not scheduled to teach.

In brief, we believe that if a teacher is (1) required to teach sections of only one course, (2) has made his contributions, or at least has had the opportunity to make his contributions to the content of the course, (3) is familiar with what is to be taught, (4) has a good idea how it should be taught, and (5) has a better command of English than he had previously, it can be assumed that he has become a more capable teacher and that more learning can take place in his students.

These efforts to improve the professional quality of teaching in our school system are leading inevitably toward the question of standards. Who is qualified to teach? The currently unqualified teachers may become qualified by using the facilities of the continuing education program, special extension courses, the emerging community college, and grants and scholarships in addition to our own "crash" courses. Such standards have not been formally devised as yet, but they are implicit in these increasing opportunities for professional advancement and in the rising quality of our teaching staff.

#### Instructional Improvements: Summary

An educational continuum, fully integrated, is being developed. Early childhood education is being expanded to introduce the young mind to a new language. The elementary schools are improving the instruction of and increasing the levels of oral English being taught. The secondary schools are preparing their teachers to exploit these improvements in the elementary program at the same time that special efforts are being made to meet the language needs of students about to graduate. Vocational education is being expanded to

provide an effective alternative for those students who are not going on in academic studies. A program of continuing education is being developed to educate teachers and the adult community alike, a program that will lead soon to the establishment of a community junior college. Integration of these diverse projects is being achieved within a new and increasingly more flexible administrative structure than that which seemed appropriate in the earlier history of the system.

#### ADMINISTRATIVE STRUCTURE

Instruction is central in the new administrative structure. All else is support. Primary direction to the program is given by the head of the Department. His immediate staff provides budgetary control and coordinative assistance among the instructional and support functions. All instruction groups have been consolidated under a director of schools, with the district supervisors reporting to him.

All media services have been grouped together so that they may better serve one another and therefore will better meet the needs of the educational program: that is, Library Services, Publications, Photography, Graphics, Engineering, Television Production, etc., may now be dealt with as a unit by a using school or teacher. This concept of integrative but flexible functioning extends as well to other service units, whose titles have been designed to be descriptive if not always brief. The prevailing organizational principle is team operation, in support of instruction.

Perhaps the key to the future stability of the system resides with one of the service groups, "Instructional Planning." There is a linking as well as a projective func-

tion; through them, we believe, the system can become a coordinated whole. All programs must be developed along a continuum, from Early Childhood Education to the senior year in high school and beyond. Planning, then, our systematic anticipation of needs and new directions, will keep us flexible and growing; indeed, since our program is very much under way, this report is for them already outdated.

PLANNING AND PROGRESS REPORT

Currently work is being done in the areas outlined on the following pages.

<u>Area</u>	<u>Responsible group</u>	<u>Status</u>	<u>Target Date</u>
1. Selection of materials: secondary	Secondary Division	List made. Some orders in	June 10
2. Planning of Orientation Program for new contract employees	Elementary & Secondary Divisions	Elementary Division - Completed; Secondary primary planning completed	June 10
3. Planning Secondary Curriculum in academic subjects	Secondary Elementary Divisions		June 10
4. Planning for sixth level	Elementary in liaison with secondary	Curriculum committees presently at work.	June 10
5. Planning Secondary English Program	Secondary & Elementary Divisions	Outline Developed. Materials being ordered and selected.	June 15
6. Vacation program for secondary teachers	Continuing Education Secondary	Courses and staffing firm. Content in progress, Administrative details to be done.	June 19
7. Vacation English program for 1971 graduate	Continuing Education	Pretest being constructed.	June 25

<u>Area</u>	<u>Responsible group</u>	<u>Status</u>	<u>Target Date</u>
8. Vacation program for secondary teachers wishing to transfer to elementary next year	Continuing Education- Elementary	In progress	June 29
9. Vacation program for elementary teachers (June-July, 1971)	Continuing Education Elementary Division	Courses and staffing firm. Administrative details to be done courses	June 29
10. Planning Elementary curriculum, fiscal year 1971	Elementary in liaison with Secondary	Curriculum committees presently at work.	July 1
11. Language Experience Program for incoming Level I Student, Level II student and remedial Level III students August 13-21	Elementary Division	Preliminary Planning in process	July 20
12. Planning of pre-vocational	Secondary Division - Continuing Education	Planning completed. Many aspects contingent on personnel and equipment that will be available.	July 31
13. Selection of materials: elementary	Elementary Division	Completed	

	<u>Area</u>	<u>Responsible group</u>	<u>Status</u>	<u>Target Date</u>
14.	Planning of Homemaking course	Secondary Division - Continuing Education	Overall plan completed	Completed
15.	Planning of Shop courses	Secondary Division - Continuing Education	Completed	Completed
16.	Planning of Samoa- Stanford Field Trip Siminar at Stanford University	Elementary Division	completed	

INITIAL TAPE SCHEDULE

FY 70 1969-70	Sound drills (60) Tate books 1-11 plus Extension-approx. 700 oral Eng. tapes Math , Level I Play and Learn, Approx. 60 lessons, Level I
FY 71 1970-71	Math, Level I Language Arts - English, Level II Language Arts Samoan - Level I
FY 72 1971-72	Math, Level III Play and Learn, Level I Living in Samoa, Level II Language Arts, Level III Language Arts Samoan, Level II
FY 73 1972-73	<u>Retape</u> Math, Level I Math IV (might be feasible in 71-72) Language Arts, Level III Social Studies - Level III Science, Level III (two tapes a week)
FY 74 1973-74	<u>Retape</u> Math, Level II Social Studies, Level IV Science, Level IV (three tapes a week)
FY 75 1974-75	<u>Retape</u> Math III Social Studies, Level IV Science, Level 8 VIII Math, Level 8 VIII
FY 76 1975-76	<u>Retape</u> Math IV Language Arts, Level V Math, Level V Social Studies, Level V Science, Level V

LEVELS OF ENGLISH INTRODUCED SINCE 1964 and PROJECTED DEVELOPMENT THROUGH FY 1976

TABLE 1  
May, 1970

	I	II	III	IV	V	VI	VII	VIII
1964-65	(1,2)	(3,4)	(5,6,7,8)					
1965-66	(1,2)	(3,4)	(5,6)	(7,8)				
1966-67	(1)	(2)	(3,4)	(5,6)	(7,8) 9,10			
1967-68	(1)	(2)	(3,4)	(5,6)	(7,8) 9,10			
1968-69	(1)	(2)	(3,4)	(5,6)	(7,8)			
1969-70	(1)	(2)	(3,4)	(5,6)	(7,8)			
(Sixth level projected for 69-70 but not implemented.)								
1970-71	(1)	(2)	(3)	(4)	(5,6)	(7,8)		
1971-72	(1)	(2)	(3)	(4)	(5,6)	(7,8)		
1972-73 alternate	(1)	(2)	(3)	(4)	(5,6)	(7)	(8)	
	(1)	(2)	(3)	(4)	(5)	(6)	(7,8)	
1973-74	(1)	(2)	(3)	(4)	(5,6)	(7)	(8)	
1974-75	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1975-76	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

Arabic numerals indicate years in school for the average child:  
Roman numerals indicate levels of instruction

PROJECTED NEEDS OF ELEMENTARY INSTRUCTION DIVISION THROUGH  
FY 1976

May, 1970

TABLE II

	FY 70 1969-70	FY 71 1970-71	FY 72 1971-72	FY 73 1972-73	FY 74 1973-74	FY 75 1974-75	FY 76 1975-76
Enrollment	5815	6198	6586	6937	7339	7682	8081
Classroom Teachers	255	272	286	299	311	325	350
<i>U.S.</i> Contract Clrm. Teachers	13	15	15	15	14	14	12
Teaching Asst. Prin. (included in count of classroom teachers)	9	8	7	7	7	7	6
Non-teaching Asst. Prin.	14	14	14	14	14	14	14
Samoan Princ.	8	15	15	17	17	19	19
<i>U.S.</i> Contract Princ.	17	10	10	8	8	6	6
<i>U.S.</i> Dist. School Superv.	0	5	5	4	4	3	3
Dist. School Superv. (Samoan)	0	0	0	1	1	2	2
<i>U.S.</i> TV Tchr. (Contract)	10	15	16	15	12	12	9
TV Tchr. (Local)	4	5	6	7	8	8	11
<i>U.S.</i> Research Tchr.	3	3	3	3	3	3	3
School Clerk Typist	4	4	7	8	10	10	10
Inst. Center (Sec- typist)	2	3	4	4	4	4	4
Maintenance Cust.	1		6	8	10	10	10
Construction Clrm.*	0	16	14	14	12	12	16

(Based on actual enrollment projections with anticipated need for library, multipurpose rooms)

Actual Clrm.	281	297	311	325	337	349	365
Renov. Clrm. Perm.	20	35	15	15	10	10	10

\*Estimate Only

TABLE 3

Projections: Secondary Divisions

	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>
Enrollment	1858	2054	2346	2582	2863	3062
Samoan Principals	3	3	4	4	4	4
Contract Principals	1	1	0	0	0	0
Samoan Clsrm. Teachers	51	59	83	93	113	121
Contract Clsrm. Teachers	27	26	14	14	2	2
Total Clrm. Teachers	78	85	97	107	115	123
Samoan TV Teachers	1	2	3	5	6	7
Contract TV Teachers	12	12	11	9	8	7
Contract Lang. Spec.	3	3	3	3	3	3

\*Estimates Only

DEPARTMENT OF EDUCATION

Organizational Structure  
(Contract Positions)

<u>Emphasis</u>		<u>Positions</u>
Director	(1)	2
Instruction		111
Media		40
Community College	(2)	9
Student Services and Evaluation	(3)	6
Administration		2
		Total 170

Notes:

1. Includes Special Assistant for Budget, Planning and Federal Programs, Title IV - E.S.E.A. Funded.
2. Includes positions partially or fully funded by Federal projects like M.D.T.A., Vocational Education etc.
3. Includes positions which are almost totally Federally Funded by Title III, E.S.E.A.

# DEPARTMENT OF EDUCATION

## Summary of Administrative Salaries

### Contract Positions

I.	Director of Media		\$ 17,100
	Chief Engineer	\$16,800	
	Production Supervisor	15,150	
II.	Director of Instructional Planning		19,300
	Director of Schools	\$18,200	
	Supervisor of Elementary Sch.	17,100	
	Supervisor of Secondary Sch.	17,100	
	Supervisor of Language		
	, Programs	15,560	
	District Principal	15,560	
III.	Director of Student Services and Evaluation		19,400
	Evaluation of Progress	\$15,600	
IV.	Director Community College		19,800
	Dean	\$15,000	
	Director Voc. Planning	16,000	
V.	Administration (Business Manager)		15,600
VI.	Special Assistant to Director		17,100

DEPARTMENT OF EDUCATION  
Organization Structure

Position Comparisons

I. Director's Office - 2 contracts

Existing Position

Previous Position

- |  |  |
|--|--|
| 1. Director of Education - I<br>Salary: \$30,000   | Director of Education<br>Salary \$25,000 |
| 2. Special Assistant - I<br>Salary \$17,100<br>Assumes large responsibility of previous assistant director for administration. Additional duties of Federal projects, fiscal control for department and planning. Position Federally funded. | New Position                             |

II. Instruction - III Contracts

Existing

Previous

- |  |  |
|--|--|
| 1. Director of Instruction - I<br>Salary \$19,300<br>Responsible for entire area of instruction, large amount of recruitment, planning and evaluation. | New Position   |
| 2. Director of Schools - I<br>Salary \$18,200<br>Coordinates all administrative operations in the schools.   | New Position   |
| 3. Supervisor of Elementary Schools - I<br>Salary \$17,100   | Assistant Director of Education-<br>Elementary<br>\$16,000 |
| 4. Supervisor of Secondary School - I<br>Salary \$17,100   | Assistant Director of Education -<br>Secondary<br>\$16,000 |

The above two positions are shown replacing the role of assistant director for the level; however the responsibilities involved with the above four positions are coordinated so as to provide a smooth transition, both instructionally and administratively, throughout the scope of education.

5. Director Early Childhood - 1      Director Early Childhood  
Salary \$14,000      Salary \$14,000
6. Early Childhood Specialist - 1      New Position  
Salary \$9,220  
Assist in development of Early Childhood Program, teacher training, supervision in village centers as the program expands.
7. Director Vocational Planning - 1      New Position  
Salary \$16,000  
Coordinates all vocational programs - secondary with community colleges. Assist in work experience programs
8. Supervisor Language Programs - 1      New Position  
Salary \$14,800  
Coordinates Tate structure and other works throughout program. Involved with development of new materials. Guides in new approaches to language development.
9. Secondary Principal - 1      Secondary Principal  
Salary \$14,800      Salary \$14,000
10. District Principal - 4      New Position  
Salary \$15,600  
Supervision of instruction & administration for a block of elementary schools. To assure that existing programs (with palagi principals) will continue under Samoan principals.
11. Language Specialists - 5      New Position  
Salary \$13,000 (Average)  
To assure that Language development is consistent and profitable. Coordinates all oral English programs and new emphasis upon English at secondary level.

- |  |  |
|--|--|
| 12. Lessons Plans Editor - 2<br>Salary \$7,390   | Lessons Plans Editor<br>Salary \$7,000     |
| 13. Curriculum Coordinator - 1<br>Salary \$15,150  | Curriculum Coordinator<br>Salary \$15,000  |
| 14. Elementary Principal - 11<br>Salary \$13,280 (average)   | Elementary Principal<br>Salary \$13,000    |
| 15. Research Assistant - 3<br>Salary \$9,730 (average)   | Research Assistants - 3<br>Salary \$10,000 |
| 16. Instructional Team Leader-<br>Elementary - 16<br>Salary \$11,370 (average)<br>More descriptive of actual<br>responsibilities.  | TV Teacher<br><br>Salary \$11,000          |
| 17. Instructional Team Leader-<br>Secondary - 10<br>Salary \$11,660 (average)<br>More descriptive of actual<br>responsibilities  | TV Teacher<br><br>Salary \$11,000          |
| 18. Instruction Supervisor - 4<br>\$12,500 (average)   | Instruction Supervisor<br>Salary \$11,500  |
| 19. Art Coordinator - 1<br>Salary \$9,000<br>Increased responsibilities to include television lessons and<br>continued work in classrooms at various schools.  | Art Teacher<br>Salary \$9,000              |
| 20. Vocational Planner - 2<br>Salary \$12,200 (average)<br>To assist with teaching and planning for an increased emphasis<br>for non-academic programs at the secondary level.                                   | New Position                               |
| 21. Classroom English Teacher - 24<br>Salary \$7,965 (average)<br>To implement the up-grading of the secondary program with<br>increased emphasis upon the classroom teacher and less<br>television programming. | New Position                               |

22. Vocational Teacher - 3  
Salary \$9,500 (average)

Vocational Teacher  
Salary \$9,000

23. Classroom Teacher - 16  
Salary \$8,700 (average)

Classroom Teacher  
Salary \$9,000

### III Media - 40 Contracts

#### Existing Position

#### Previous Position

1. Director of Media - 1  
Salary \$17,100

New Position

2. Chief Engineer - 1  
Salary \$16,800

Chief Engineer  
Salary \$16,000

3. Production Supervisor - 1  
Salary \$15,150

Production Supervisor  
Salary \$12,000

4. Head Photographer - 1  
Salary \$9,850

Head Photographer  
Salary \$9,500

5. Photographer - 1  
Salary \$8,750

Photographer  
Salary \$8,500

6. Head Artist - 1  
Salary \$9,850

Head Artist  
Salary \$9,500

7. Artist - 3  
Salary \$8,750

Artist  
Salary \$8,500

8. Engineer - 8  
Salary \$12,200 (average)

Engineer  
Salary \$10,500

9. Transmitter Supervisor - 1  
Salary \$12,800

Transmitter Supervisor  
Salary \$11,000

10. Transmitter Engineer - 3  
Salary \$12,200

Transmitter Engineer  
Salary \$10,500

V Student Services & Evaluation - 6 Contracts

Existing Position

Previous Position

- |   |  |
|---|--|
| 1. Director of Student Services & Evaluation - 1<br>Salary \$19,400 | Director Research & Measurement<br>Salary \$15,000 |
| 2. Evaluator of Progress - 1<br>Salary \$15,600                     | Research Assistant<br>Salary \$13,000              |
| 3. Research Assistants - 4<br>Salary \$14,000                       | Research Assistant<br>Salary \$13,000              |

VI Administration - 2

Existing Position

Previous Position

- |  |   |
|--|---|
| 1. Facilities Business Manager - 1<br>Salary \$15,600<br>Increased responsibilities to include payroll, purchasing, and employee transportation. | Facilities Manager<br>Salary \$10,500                           |
| 2. School Lunch Supervisor - 1<br>Salary \$12,250  | School Lunch Supervisor<br>Salary \$10,000                      |
| 3. Terminated Position   | Assistant Director of<br>Education - Administration<br>\$16,000 |

DEPARTMENT OF EDUCATION

Summary of Administrative Salaries

Contract Positions

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	Supervisor of Language Programs	15,560	
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	Dean	\$15,000	
	Director Voc. Planning	16,000	
V.	Administration (Business Manager)		15,600
VI.	Special Assistant to Director		17,100

DEPARTMENT OF EDUCATION

FY-71 Budget Reorganization

I.	Director's Office (21)		\$ 332,012
II.	Administration (22)		304,353
III.	Instruction (23)		2,666,906
	Elementary Administration	\$ 739,590	
	Secondary Administration	321,472	
	Elementary Schools	930,900	
	Secondary Schools	545,573	
	Early Childhood	66,879	
	Adult Education	62,492	
IV.	Media (24)		1,148,101
	ETV	1,073,937	
	Library	74,164	
V.	Land Transportation (25)		92,782
VI.	Community College (26)		195,185
VII.	Scholarships and Grants (27)		311,836
VIII.	School Lunch Program (28)		189,825
		Total	\$ 5,240,000
		Total	\$ 5,240,000
		Grants	485,000

FY - 71 Budget

DEPARTMENT OF EDUCATION

Summary Budget Information

1.	Total Contracts	170	
	Amount	\$1,930,445	
	Average Contract	11,355	
2.	Total Budget		\$5,240,000

Administration only

Director's Office	\$ 332,012
Administration	304,373
Land Transportation	92,782
Scholarship and Grants	311,836
School Lunch	189,825

Total Administration 1,229,808

Instructional only

Instruction	\$2,666,906
Media	1,148,101
Community College	195,185

Total Instructional 4,010,192

Administration 23.5% of Total Budget

Instructional 76.5% of Total Budget

3. Miscellaneous Cost Factors - Contract Employees

Area	<u>Average Cost</u>
A. Classroom Teacher	\$ 8,700
B. Television Teacher	11 421
C. Principal, Elementary	13,280
D. Engineer T.V.	12,200
E. Producer Director	9,200
F. English Teacher Classroom	7,965
G. Instruction Supervisor	12,500
H. Termination Pay - Maximum 52 days 1 - average contract \$11,355	2,263
I. Transportation - people Family of four 2	1,488.
J. Transportation - things Family of four 2	1,542

1 - contract only - excludes all fringe benefits

2 - Round trip Pago Pago - Chicago, Illinois

4. Expenditure per pupil in average daily attendance FY-69 \$451.30

PAC  
LA  
2270  
.S3  
A544  
1970

### Educational Salary Comparisons - Stateside FY-70

Average Annual Salaries Paid Educational Personnel Stateside  
(In systems with A.D.A. of 8,000 students)

Source: Research Division - National Education Association  
Washington, D.C. 20202

May, 1970

<u>Area</u>	<u>Stateside</u>	<u>Contract - G.A.S.</u>
1. Teacher	\$ 10,890	\$ 9,362
2. Elementary Principal	15,999	13,280
3. Secondary Principal	18,099	14,800
4. Librarian (1)	12,815	13,550
5. Assistant Superintendent (2)	19,349	18,540
6. Superintendent	23,533	18,200

Stateside salaries as quoted above do not include 25% factor that the contract - G.A.S. salaries have included.

1. School librarians are not generally assigned the public library responsibility as we have in American Samoa.
2. Division Head in G.A.S. Department of Education