TRUST TERRITORY OF THE PACIFIC ISLANDS
Office of the High Commissioner
Saipan, Mariana Islands 96950

Trust Territory
OF THE Pacific Islands

Department of Education

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EDUCATION
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A MESSAGE FROM:

At a time when there is a great and bitter debate in Washington on federal funding of education, we in education in the Trust Territory are also faced immediately with the development and setting of budgets for FY71, FY72 and beyond. And although our discussions and tensions are not as politically volatile perhaps as they are in other places, there is even so a necessity to keep two important facts in mind:

First of all, as High Commissioner Johnston and Assistant Secretary Loesch have said repeatedly, people at all levels must be involved in the development of educational goals and priorities. Professional educators must learn more and more to work with the people and yet to utilize their own training and education in an open process of public determination.

The second point I wish to make here is that in this developmental process we educators are constrained as never before to be assured and to be able to assure our critics that the resources going into education are being used wisely and imaginatively, with a continuing rise in the quality of learning by our students.

Such cries as "boondoggle" and "wasted efforts" are popping to the surface as educational appropriations are examined. Doubts and questions are more and more spirited. By involving people and by applying our highest knowledge and professional judgment we can, I submit, have a general and enthusiastic understanding and support of education in the Trust Territory of the Pacific Islands

R. BURL YARBERRY

AMERICAN FIELD SERVICE (AFS) INTERNATIONAL SCHOLARSHIPS

The Trust Territory Scholarships Office, as it has been doing each year since 1967, will soon be submitting nominations for AFS scholarships for applicants from Micronesia to the AFS Headquarters in New York.

The American Field Service is a non-profit American organization supported by private citizens and receiving special assistance from the American Government. The organization had its beginning in a volunteer ambulance corps serving in Europe during World Wars I and II. Members of the organization established the American Field Service after the war as a means of carrying on its aim of promoting international understanding. During the coming year, the AFS will be sponsoring about 3,000 students from 60 foreign countries who will be completing their high school education in the United States while living with selected families there.

Past and present participants from the Trust Territory in the AFS Winter Program include:

Anefel, Sebastian	Yap	1969-70	Sherwood, Oregon
Ayuyu, Felix Aldan	Marianas	1967-68	Joplin, Missouri
Bismark, Francisca	Palau	1969-70	White Plains, New York
Castro, Magdelena	Marianas	1969-70	Pewaukee, Wisconsin
Hagilelgam, John	Yap	1968-69	Beaverton, Oregon
Konou, Rosalie	Marshalls	1969-70	Broadhead, Wisconsin
Luey, Luey K.	Ponape	1969-70	Exeter, New Hampshire
Meltel, Antonia	Palau	1968-69	New Kensington, Penn.
Ngcheed, Robat	Palau	1969-70	Kent, Washington
Ramon, Kohne	Ponape	1967-68	Elma, New York
Sablan, Juan Reyes	Marianas	1968-69	Orinda, California
Smith, Epel K.	Truk	1969-70	Saratoga Springs, N. Y.
Taro, Francisca	Marianas	1968-69	Mt. View, California
Tellei, Julita W.	Palau	1968-69	Ojai, California
Uolai, John Canty	Yap	1968-69	Port Washington, Wisc.
Villagomez, Ramon	Marianas	1967-68	Whitehall, Wisconsin
Weilbacher, Maurina	Ponape	1969-70	Eau Claire, Wisconsin
Yinug, Martin G.	Yap	1967-68	North Haven, Connecticut

AFS scholarship recipients have the opportunity to become intimately acquainted with life in the United States through living with an American family, in attending a high school with American classmates, and in dealing with citizens of an American community. Micronesian students participating in the program should be able to develop a better understanding of the customs and attitudes, ideals and interests, and problems of the American people. At the same time, a Micronesian AFS student is expected to explain the way of life of his own people to his foster family and his classmates, and he may be asked to give talks occasionally to school and community groups.

TITLE III ADVISORY COUNCIL MEETING

Wilhelm Rengiil, Chairman of the Title III Advisory Council, presided at the meeting held on Truk, December 15-17. Purpose of the meeting included the review of fiscal year 1969 projects and recommendations for fiscal year 1970 programs. The work of the Council followed a visit by at least one Council member to each of the operating project sites: MTEC, Ponape; Truk Teacher Education Center, Truk; and SAITEC, Marianas.

In his welcome to the Council, Mr. John Sablan, Truk District Administrator stated that the feeling of the need for education must come from the people themselves, and that this can be stimulated by having educational meetings, conferences and workshops held in the districts.

Mr. Sablan's statement is consistent with the spirit and intent of Title III which provides that the Advisory Council members be broadly representative of the cultural and educational resources of the Trust Territory. The Council includes representatives of (1) elementary and secondary education; (2) institutions of higher education; (3) areas of professional competence in dealing with education of handicapped children; and (4) the public, particularly those with low income.

The essence of the Title III program is to determine Trust Territory educational needs, find where we are in our needs, rank our needs in order of priority and establish programs according to our needs.

Kenneth Streitmatter, Federal Programs Coordinator for the Department of Education, Saipan, expressed to the Council members the concern that they can be effective only if they work with the people in their districts. The Micronesian people best understand their local conditions, hopes and aspirations. This responsibility has a dual nature, however. The Council members must listen to the people; and the people must be willing to express their ideas about educational goals, student progress and educational needs to their representatives. Decisions affecting the educational future are to be made <u>with</u> the Micronesian citizens, not <u>for</u> them.

Council members attending the meeting were: Dr. Eliwel Pretrick, Ponape; Mr. Leo Ruluked, Palau; Dr. Jack Tobin, Marshalls; Congressman John Mangefel, Yap; Rev. John Curran, S.J., Truk; Mr. Manuel Sound, Truk; Mr. Wilhelm Rengiil, Palau; Mr. Kinja Andrike, Marshalls; and Dr. Norman Boyan, Dean of the Graduate School of Education, University of California, Santa Barbara, California.

SPECIAL EDUCATION FOR HANDICAPPED CHILDREN

Children who have handicaps often require special attention and understanding as they learn. The Trust Territory Department of Education recognizes the need for these children to receive supporting help in the classroom.

The children who are eligible to participate in special education programs are the mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education or related services.

Certain funds for the special education projects are provided through Federal assistance programs. In fact, some of the Federal programs require that a percentage of the funds be reserved for the education of these children. Fifteen percent of ESEA = Title III monies are set aside, ten percent of Vocational Education Act funds are set aside, and ESEA - Title VI-A funds are allotted entirely for programs for the handicapped.

There is a concern for helping the classroom teacher as she guides the learning of handicapped children. The Honorable Edith Green, U.S. Representative from Oregon, stated recently, "The growing feeling in the educational community is that isolating handicapped children from normal children may in many cases be more damaging than it is helpful -- but having discovered that the handicapped child is capable of learning, we are going to need teachers in this field whose abilities go beyond good hearts and willing hands. We need more and better prepared specialists. We need a new emphasis on developing the regular classroom teacher's understanding and skill."

Our hope is to provide educational opportunities for all children while making as little separation of handicapped children from normal school, home and island life as possible.

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