

E (Education and Social Service)

30 November 1946

Saipan Dist.

5 (Summary)

No comment except as included in the above.

E (Educ. & Soc. Service)
5 (Summary)

1 Jan 1947

Saipan Dist.

No comment except as included in the above.

E (Educ. & Soc. Serv.)
5 (Summary)

1 Feb. 1947

Saipan Dist.

None except as above.

E (Educ. & Soc. Serv.)
5 (Summary)

1 March 1947

Saipan Dist.

None, **except** as included above.

E (Education and Social Service)
5 (Summary)

1 April 1947

Saipan Dist.

This unit is appreciative of recent comments from Commander in Chief Pacific Fleet and Commander MARIANAS indicating concurrence with this unit's opinion that the future economy of SAIPAN should be correlated with that of GUAM rather than that of the southern ex-mandates.

E (Educational & Soc. Serv.)
5 (Summary)

1 July 1947

Saipan Dist.

No comments.

E (Education & Soc. Serv.)
5 (Summary)

1 October 1947

Saipan Dist.

NO COMMENTS.

On 20 November 1947, immediately upon separation from the Naval Service, Mr. Vernon B. Hagenbuckle assumed duties as Superintendent of Education, Northern Marianas. The area had been without the services of an educational officer since February 1947. The work had been carried on by Adrian Sanchez, ST1, U. S. Navy, who did a fine job despite many difficulties. Chief difficulties were, and continue to be:

- (a) Lack of village funds to support a good educational program.
- (b) Scarcity of qualified teachers. Thus far all teachers are native and with the exception of two are woefully weak in English language ability.
- (c) Difficulties in securing material needs.

The drastic reduction in teachers when the Municipality took over payment of school salaries has resulted in a marked lessening of efficiency. Class discipline is difficult due to the large number of pupils per teacher.

During this period efforts have been concentrated upon improving the tone and efficiency of the Saipan school which should serve as a model for the other schools of the area. Personal cleanliness, self-discipline, and the stimulation of interest in subject matter are considered basic to further progress. Classrooms have been made more attractive; the habits of some teachers in shouting, banging rulers on desks, or hissing for silence have generally given way to the far more effective method of quiet and patient insistence upon attentiveness. The use of switches and other forms of corporal punishment was apparently common practice under the Japanese and freely indulged in by some of the local teachers until more humane methods were demonstrated.

The shortage of trained teachers and the apparent reluctance of potentially qualified teachers to enlist as teacher trainees is, at the moment, discouraging to future educational progress on Saipan. A summer session, completely devoted to teacher training is planned and efforts to enroll trainees will continue.

Education in the Northern Marianas is progressing slowly but steadily. The most serious problem is the lack of qualified native teachers. This problem can be solved only by the exercise of patience, persistence, and encouragement in the training of carefully selected native personnel. While American teachers are essential in the training of native teachers they have not been effective in teaching native children, especially those in the lower-age brackets. Childhood conditioning through home influences, basic culture patterns, and early social experiences evidently produces a response that can be fully understood only by the natives themselves.

Despite a severe teacher shortage, which has affected efficiency and discipline, there exists a fine spirit of loyalty and cooperation throughout the present teaching staff. It is hoped that the summer teacher-training course will do much to develop a corps of enthusiastic and resourceful young teachers whose influence will be felt, not only among the pupils, but throughout the entire community.

With the adoption of the plan to pay American teachers from the Trust Territory Treasury, thus making more money available for the hire of American teachers in the intermediate grades, the teacher shortage problem has been eased considerably, with a resulting increase in the efficiency of the Saipan educational system. At present, six American teachers are employed, all on a part-time basis, teaching in the intermediate grades. The present native teaching corps is adequate in numbers, although not in teaching ability. We are still in a period of "making do" with available personnel until younger people have had an opportunity to complete more advanced schooling and take their places as teachers in the Northern Marianas educational system.

E (Education and Social Services)
5 (Summary)

16 Jan 1949

Saipan

No comments.