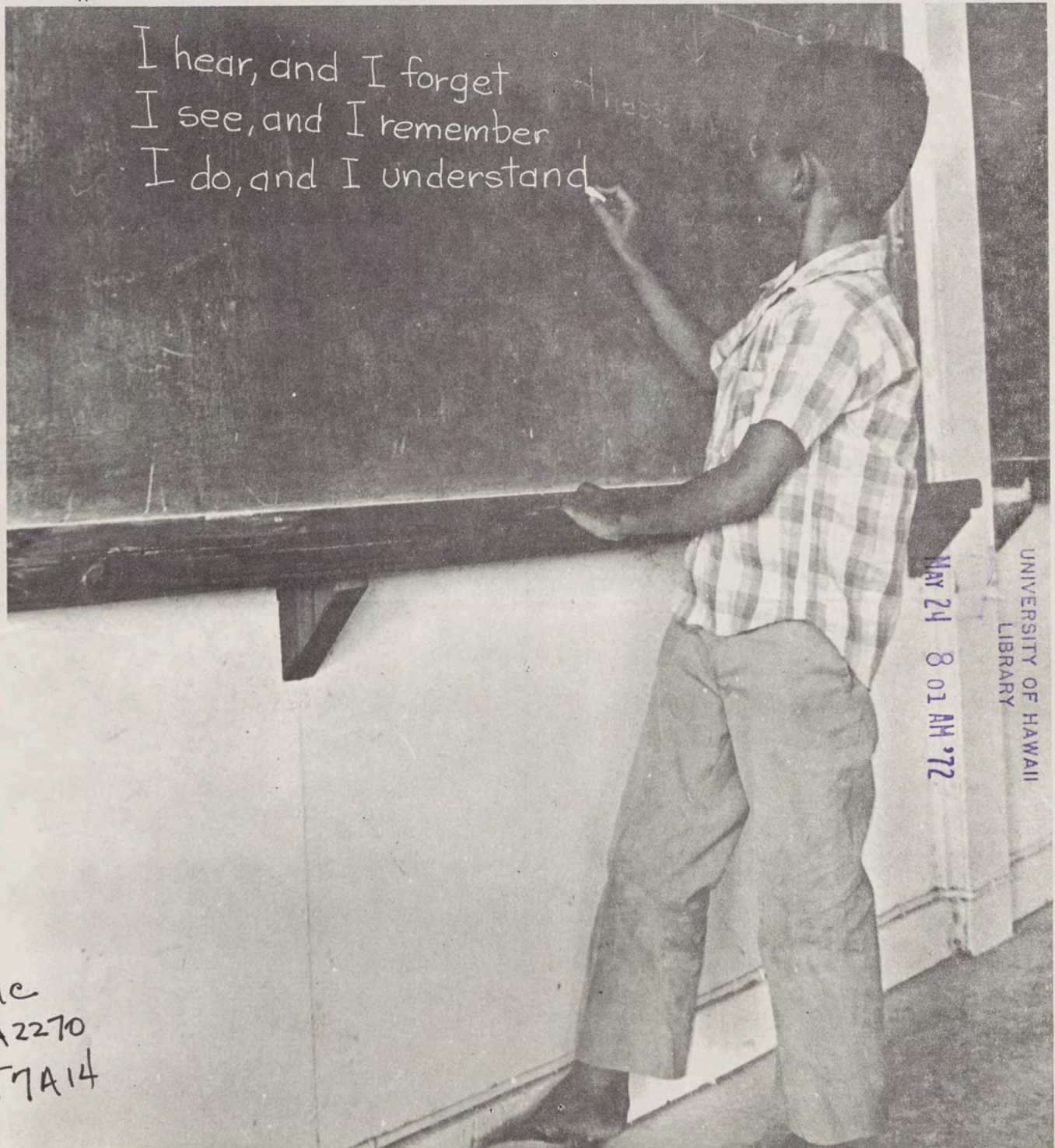


TRUST TERRITORY OF THE PACIFIC ISLANDS * R. BURL YARBERRY * DIRECTOR OF EDUCATION * Saipan, Mariana Islands

Vol: II

No: 6

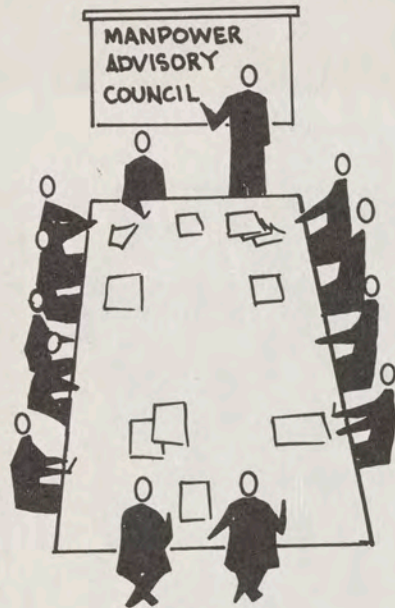
Date March 1972



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Scholarship Selection Process

Several months before any scholarship applications are filled out, the Manpower Advisory Council meets to decide on the manpower needs in the Trust Territory.



Based on these needs, the Council establishes priority fields for scholarship awards.

1. HEALTH SERVICES
2. EDUCATION
3. BUSINESS
4. SCIENCE
5. CONSTRUCTION TRADES

MANPOWER ADVISORY COUNCIL
PRIORITY AREAS FOR STUDY

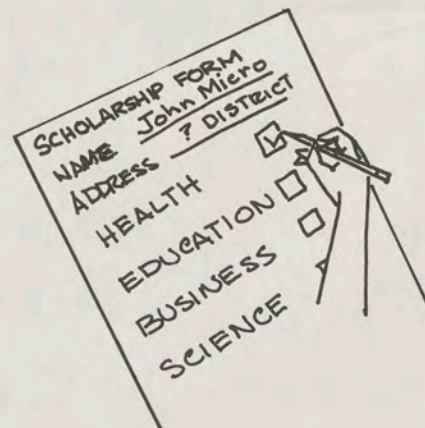
QUESTION What is the Manpower Advisory Council and who are its members?
ANSWER The Manpower Advisory Council is a group of advisors to the Director of Education and the High Commissioner. The Council began in 1969; its members represent a cross-section of Micronesia's government

and community interests, and are appointed by the High Commissioner. The Council's task is to select the Trust Territory Scholarship Grant recipients, advise on Vocational Education, and advise on Manpower Development and Training.

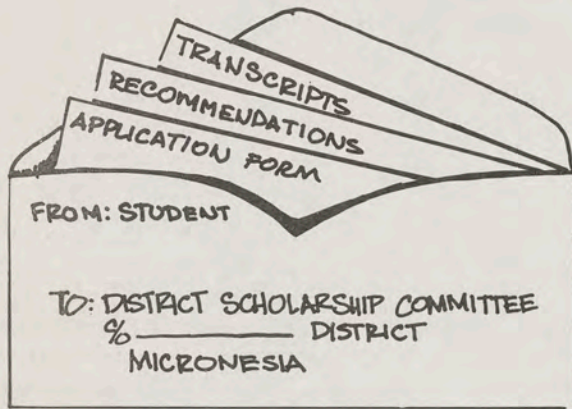
With regard to scholarships, the Council establishes priority areas for study, with the emphasis given to occupational training areas such as health services, education, business, secretarial, construction trades and technology, and others.

Present members of the Council are:
Wilhelm Rengiil, Deputy Director of MOC, Chairman - Tony DeBrum, Executive Director, Marshalls Community Action Agency, Vice-Chairman - Father Richard Becker, Assistant Director, PATS, Secretary - William Allen, Headquarters Community Development Office, Saipan - Raymond Uluchong, Headquarters, Public Affairs Department, Saipan - Kasiano Joseph, Economic Development Office, Ponape - Misauo Petrus, Education Department, Truk - Rev. Herbert Lange, Emmaus High School, Palau - Hilary Tacheliol, DistAd Representative, Outer Islands, Yap - Alonzo Igisomar, Headquarters Personnel Department, Saipan - Dr. Carlos Camacho, Dr. Torres Hospital, Saipan - Sochiki Stephen, Truk Education Department - Elizabeth Udui, Headquarters Office of Economic Development, Saipan - Gus Moses, on leave from Headquarters Education on USOE Fellowship in Washington, D.C.

Persons who wish to receive a scholarship in a priority field begin by getting an application form and filling it out.



all necessary papers are together - transcripts, recommendations and a completed application form, are sent to the District Scholarship Committee before the established deadline.



QUESTION How are the members of the District Scholarship Committee chosen?

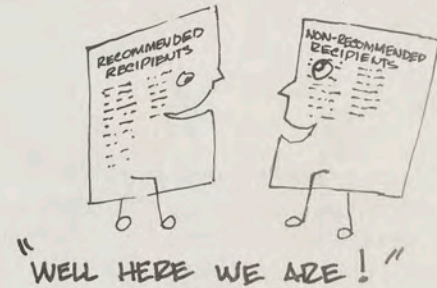
ANSWER The members of the District Scholarship Committees are appointed by the District Administrator. The number of persons serving on these committees may differ from district to district.

The District Scholarship Committee goes through all applications, checking them carefully. The Committee makes two lists - one list for persons it recommends for scholarships, and another for persons it does not recommend.

RECOMMENDED RECIPIENTS	
1. [unclear]	[unclear]
2. [unclear]	[unclear]
3. [unclear]	[unclear]
4. [unclear]	[unclear]
5. [unclear]	[unclear]
6. [unclear]	[unclear]
7. [unclear]	[unclear]
8. [unclear]	[unclear]
9. [unclear]	[unclear]
10. [unclear]	[unclear]
11. [unclear]	[unclear]
12. [unclear]	[unclear]
13. [unclear]	[unclear]
14. [unclear]	[unclear]
15. [unclear]	[unclear]
16. [unclear]	[unclear]
17. [unclear]	[unclear]
18. [unclear]	[unclear]
19. [unclear]	[unclear]
20. [unclear]	[unclear]

NON-RECOMMENDED RECIPIENTS	
1. [unclear]	[unclear]
2. [unclear]	[unclear]
3. [unclear]	[unclear]
4. [unclear]	[unclear]
5. [unclear]	[unclear]
6. [unclear]	[unclear]
7. [unclear]	[unclear]
8. [unclear]	[unclear]
9. [unclear]	[unclear]
10. [unclear]	[unclear]
11. [unclear]	[unclear]
12. [unclear]	[unclear]
13. [unclear]	[unclear]
14. [unclear]	[unclear]
15. [unclear]	[unclear]
16. [unclear]	[unclear]
17. [unclear]	[unclear]
18. [unclear]	[unclear]
19. [unclear]	[unclear]
20. [unclear]	[unclear]

The District Scholarship Committee sends both lists to the Scholarship Office on Saipan. Here they are put together with the lists from the other districts in the Trust Territory, in preparation for the next meeting of the Manpower Advisory Council.



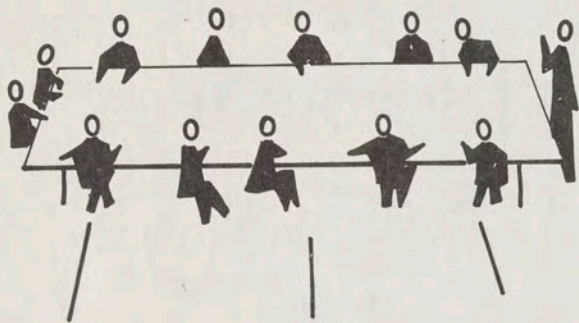
QUESTION When the Manpower Advisory Council makes the scholarship selections, does it follow the recommendations of the District Scholarship Committees?

ANSWER The work of the District Scholarship Committees is a great help to the Manpower Council. In general, the Council follows the Districts' recommendations. There may be cases, however, in which the Council feels that someone who has not been recommended by the District should receive a scholarship. In this case, the Council would have a good reason, and may explain the reason to the District Committee involved.

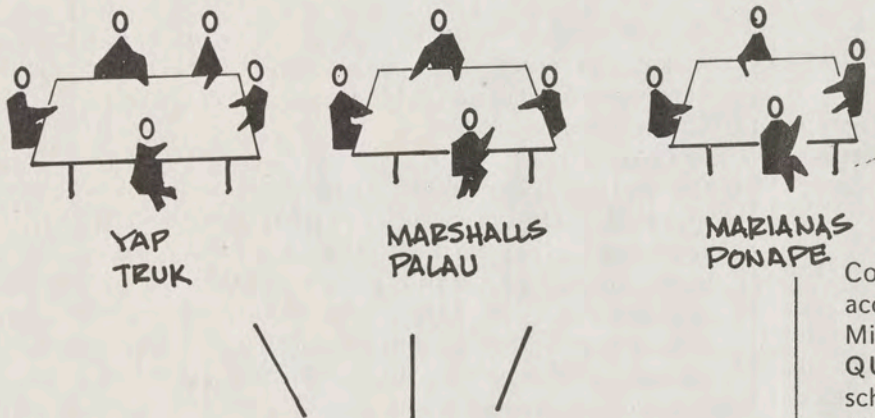
QUESTION What is the role of the Headquarters Scholarship Office in the Scholarship Selection?

ANSWER Many people think that the scholarship recipients are chosen by the Headquarters Scholarship Officer. This is not correct. The Manpower Council is responsible for the scholarship selection. The Scholarship Office provides statistics and information to help the Manpower Council do its job. After the final selection is completed, the Scholarship Office sends out letters of congratulations to persons who received grants, and letters of rejection to those whom the Manpower Council has rejected. The office also sends out instructions on procedures for scholarship recipients to follow in fulfilling their grants, i.e., procedures for matriculation, financial arrangements with the school, disbursement of funds, travel arrangements, immigration requirements. The office also keeps records on each scholarship student and handles other matters that may come up during the year.

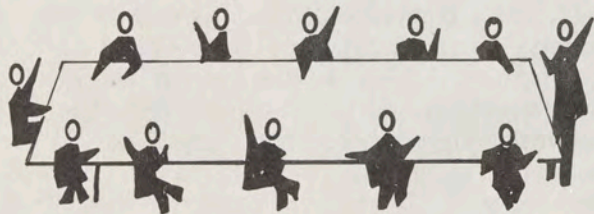
The Manpower Council meets. One of its greatest jobs, and probably its most difficult one, is to select the persons who are to receive Government Scholarships.



The Council breaks up into small working committees. Each committee chooses the scholarship recipients for a certain number of districts. This year each committee made the preliminary selection for two districts.



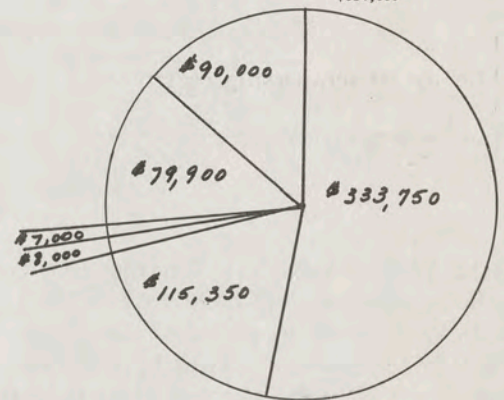
After the committees have made their preliminary selections, all members assemble together to vote on the final selections.



QUESTION Where do funds for Government Scholarships come from?

ANSWER Trust Territory Government Scholarships are funded from the regular T.T. budget. A certain amount of money is allotted for the scholarship budget, and is used in the following way:

SCHOOL YEAR	
'72-'73 Scholarship Budget	
Continuing Grants.....	\$333,750
Education Assistance Grants....	115,350
New Scholarship Grants.....	90,000
Operations.....	79,900
American Field Service.....	8,000
Student Helpers.....	7,000
	\$634,000



Congress of Micronesia Scholarship Grants are funded according to a law passed each year by the Congress of Micronesia.

QUESTION Who decides on the number of scholarships to be awarded each year?

ANSWER The number of scholarships awarded each year depends on the funds available. This year there was \$90,000 available for Trust Territory Scholarships.

QUESTION How are the scholarship funds distributed among the districts?

ANSWER It has been the practice of the Manpower Advisory Council to award Trust Territory scholarships equally to each of the six districts. This year, each district was awarded five (5) T.T. Scholarships, making use of the \$90,000 available. The grant is limited to a maximum amount of \$3,000 for a 12-month school year, to cover such items as transportation, clothing, tuition, fees, board, room, health insurance and all other related expenses.

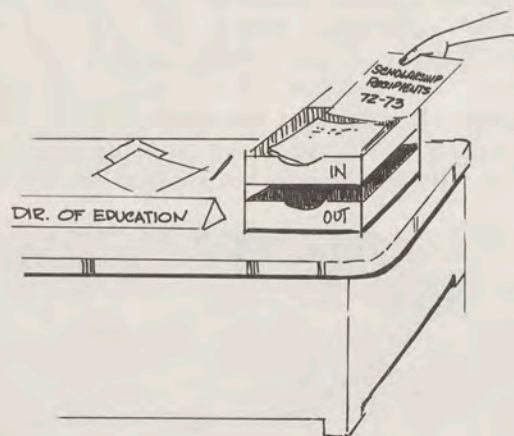
Congress of Micronesia Scholarship Grants are generally awarded to the districts according to their population. Congress specifies how much of the total amount available is to be used for each district.

QUESTION Are scholarships also given for high school study in the United States?

ANSWER In the past it has happened that some districts (Truk, Marshalls and Yap, in particular) felt they would like some of their high school students to be better prepared for college by spending their senior year of high school in the U.S. With this in mind, these districts allotted a certain amount of their scholarship funds to be used for high school scholarships.

A small portion of the scholarship budget is also used toward transportation and clothing costs of American Field Service International Scholarship recipients. This year there are nine (9) Micronesian students in their senior year of high school in the United States under this scholarship.

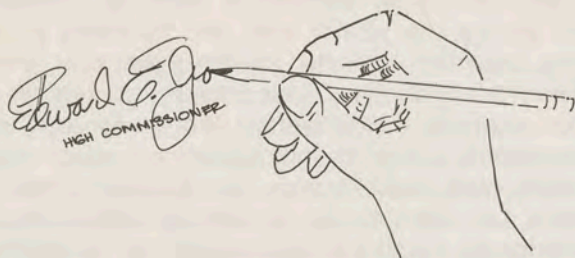
The list of scholarship recipients, as decided and voted on by the Manpower Advisory Council, is then sent to the Director of Education, who sends it to the High Commissioner for his signature.



QUESTION After the Manpower Council has made their final selections, can they be changed by anyone?

ANSWER In theory, the Director of Education and the High Commissioner have the right to make changes they see necessary in the Scholarship recipients. However, they have never exercised this right.

The High Commissioner signs the list of scholarship recipients, making it official. Once official, the names of recipients may be announced to the public.



QUESTION Are all scholarships awarded for a four-year period?

ANSWER Not necessarily. Trust Territory Scholarships are awarded for a period normally required for a recipient to acquire a certificate of completion, i.e., diploma, Associate Degree, or a Bachelor's Degree. A student who has already completed the equivalent of three years of study may be awarded a one-year scholarship so he may be able to complete his fourth year, or a Bachelor's degree. Also, a four-year program could be completed in three years by taking the normal load during the school year plus two summer sessions (2 summer sessions is equal to one year of college work.) In the case of Medical Scholarships, a recipient is expected to complete his M.D. degree in 7 years (4 years in pre-medicine and 3 years in a school of medicine). For law scholarships, a student is expected to complete a Juris Doctor degree in 6 or 7 years. Congress of Micronesia scholarship grants are normally awarded for 2-year periods inasmuch as this scholarship program is primarily for grants in the trade and technical fields.

QUESTION What happens if, for one reason or another, a scholarship is refused?

ANSWER If a person refuses his scholarship, as sometimes happens, it will most likely be given to an alternate. Alternates are also chosen by the Manpower Council. In the event that a scholarship-holder completes his schooling in mid-year, or has to terminate for some reason, his scholarship may also be transferred to an alternate.

QUESTION Can a scholarship be postponed?

ANSWER A scholarship may be postponed for one semester only, for a good reason and with the permission of the Scholarship Officer.

QUESTION How many persons in the Trust Territory applied for a scholarship for the 1972-73 School Year, and how many were awarded scholarships?

ANSWER This year 691 persons applied for a scholarship. Of these 691, 358 were recommended by the District Scholarship Committees. At the January meeting of the Manpower Council, thirty (30) Trust Territory Scholarship recipients were chosen.

QUESTION How many students are presently studying outside the Territory? (1971-72)

ANSWER At the present time there are 784 Trust Territory students studying outside the Territory as shown below:

GOVERNMENT SUPPORTED

T.T. Scholarships 357
Congress of Micronesia,
Legislatures, etc. 181

PRIVATE SCHOLARSHIPS 26

OUTSIDE SOURCES, AS EPDA 67

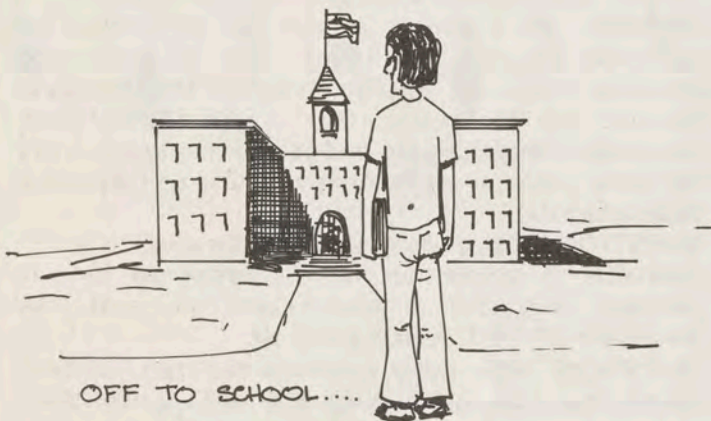
PRIVATE RESOURCES 153

QUESTION What are Education Assistance Grants?

ANSWER A certain amount of the scholarship budget is set aside for Education Assistance Grants. These are supplementary helps awarded to persons who do not receive Government Scholarships. EAG's range from \$100 to \$1,000, depending on need, place and type of study, and availability of funds. Applications for EAG's are accepted in November and June. In general, grants are made in the amount of \$400 for study on Guam; \$500 for study in Hawaii; and \$600 for study in the United States Mainland. Larger amounts are usually reserved for graduate study.

QUESTION Is the Manpower Advisory Council also responsible for choosing recipients of Education Assistance Grants?

ANSWER No, the Manpower Council does not choose the recipients of Education Assistance Grants. Applications are reviewed and grants are awarded by the Headquarters Scholarship Officer, based on criteria approved by the Manpower Advisory Council.



New Division at CCM



SPS stands for Student Personnel Services—three new words to the students of the Community College of Micronesia this year.

SPS is a new division of CCM that began this academic year under the direction of the new Dean of

Student Personnel Services

Students and former PCV counselor at Marianas High School, Ralph Chumbley.

SPS are those services offered at the college which are not academic or administrative. The entire Student Personnel Service department is organized around the concept of service to the student. Some of these services are student activities, student government, dormitory life, Student/Faculty Court, counseling and guidance, Work/Study Program, Registrar, infirmary services, and the school store. Each area is under the management of a competent and qualified person.

SPS means that the students of CCM are taking an active part in their education. Student Body President, Nick Figer (Yap), actively leads the Student Council in voicing the wishes of the students and serves as an active member of the CCM executive cabinet. Nobert Blau (Palau) and Felicidad Manglona (Marianas) serve on the 5-member SPS committee which makes policy recommendations that effect both students and faculty. Kenio Haser (Truk), Louis Wabol (Marianas), and Alvina Rehuher (Palau) serve on the 6-member Student/Faculty Court which handles all discipline problems on campus. And many students take advantage of individual counseling opportunities and the regularly scheduled group guidance and counseling activities offered through the Student Personnel Service Office.



SPS also means that every student has the chance to earn money under the new Work/Study Program. Work/Study is a federally funded program under the direction of its Ponapean advisor, Ramon Falcom. Students who participate in the Work/Study Program can earn money by working as much as 15 hours per week during the school year and 40 hours per week during vacation periods. Students work at over 40 different kinds of jobs. These jobs include teacher aides, office assistants, clerk typists, library monitors, school storekeepers, as well as jobs involving campus clean-up, building, and maintenance. Work/Study gives every student the opportunity to actively participate in his education by helping to earn money for his registration fees, tuition and daily necessities.

SPS is the new direction which offers balance and scope to the educational experience of students at the Community College of Micronesia.

Training Director

Visits Districts

Miss Julie Taura of CCM has been doing Phase II follow-up work and summer planning in the western districts for the past month, in connection with the EPDA project entitled Educational Leadership Training Program. Miss Taura is Project Director.

The project is a two-phase program designed to train certified cooperating teachers to become supervisors of Cooperating Teacher/Student Teacher teams. These supervisors are trained to work in the district teacher training centers. Phase I is done at CCM and Phase II takes place back in the districts under the supervision of the District Coordinator of Teacher Education.

The following people from Palau received Phase I training at CCM: Basilia Adelbai, Theodosia Faustino, Eusevia Orrukem, and Lorenza Pedro. Miss Pedro had successfully completed Phase II training before Miss Taura's visit, and Eusevia Orrukem was in the process of completing hers. Plans for Basilia Adelbai to begin her training were made during Miss Taura's visit. Theodosia Faustino had transferred to another division of the Education Department.

The purpose of Miss Taura's visit to Yap was to make preliminary plans for Phase II training this summer for Mr. Adrian Rumoon, who is presently completing Phase I training at CCM. On Saipan Miss Taura did pre-planning for the summer training of Cooperating Teachers and Supervisors of Cooperating Teacher/Student Teacher Teams.

In each district visited, Miss Taura conferred with district personnel on the summer program being offered at CCM for principals of schools where CCM student teachers are most likely to be placed in the spring of 1973.

Community College Gets New Director

Mr. Daro Weital has been appointed to the position of Director of the Community College of Micronesia. Mr. Weital succeeds Dr. Boris Bogatz, who is simultaneously detailed to the position of Advisor to the Director.

Mr. Weital, born in Net, Ponape, has been the Assistant Director of CCM since September, 1971. He holds two Master's Degrees, one in Educational Administration, and the other in Secondary Education, Curriculum. From 1966 to 1968 Mr. Weital served as a member of the House of Representatives of the Congress of Micronesia.

NEWS IN REVIEW

Fifty-four individuals took the GED test during the February testing period. . .Initial returns of the Micronesian Aptitude Test Batteries, 8th Grade test sheets, have arrived. . .Work is being done on preliminary planning for the Programs to be offered on the new Community College of Micronesia Campus at Palikir. . .Headquarters Education Administration staff is working on selections for recruitment of new and replacement Education personnel for the forthcoming school year. . .Community College of Micronesia catalogs for the 1972 School Year were received from the publishers and distributed. . . Certificates have been awarded to six Cooperating Teachers and three Supervisors of Cooperating Teacher/Student Teacher Teams. . . Nineteen participants were sent to Honolulu's East West Center for Teacher Educators and Educational Administrators Training. . .Barry Blaby, DCTE Marianas, and Sapuro Rayphand, Education Specialist/English, visited Palau, Yap and Truk, where they made a sampling evaluation of the Teacher Education In-service District Programs. . .The High Commissioner announced the names of the recipients of the 30 new Trust Territory Government Scholarship Grants for the 1972-73 School Year. . .The T.T. Student Services Coordinator in Honolulu was requested to establish the Yokwe Yuk Women's Club Educational Assistance Fund Selection Committee in Honolulu, and to administer the fund in Hawaii. . . .The Scholarship Office is in the process of preparing a summary sheet showing the academic performance of all recipients of Trust Territory Government and Congress of Micronesia Scholarships, for review by the Manpower Advisory Council during its meeting in April. . . .The Vocational Education Division sent three representatives to the Annual Pacific Basin Conference in Honolulu. . . .The third training phase of the seamanship project at the Micronesian Maritime Center in Dublin, Truk, began. . . .The U.S. Navy transferred the YFR 890, M/V Pugh to the Micronesian Maritime Center. . . .

Mr.
Daro
Weital



Classroom Ideas

"100 squares" such as the ones shown below permit many opportunities for the children to discover some patterns that are made by numbers. They are particularly useful in work on the tables or multiples of numbers.

The "100 squares" can be duplicated and the children asked to color or cross off number in a particular sequence. Some examples are given below:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

MULTIPLES OF 3

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

MULTIPLES OF 7

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

MULTIPLES OF 4

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

MULTIPLES OF 9

Art Ideas

Scribble Design

Materials: White or manila paper, large (12" x 18")

Pencil (if they want to use it.)

Crayons

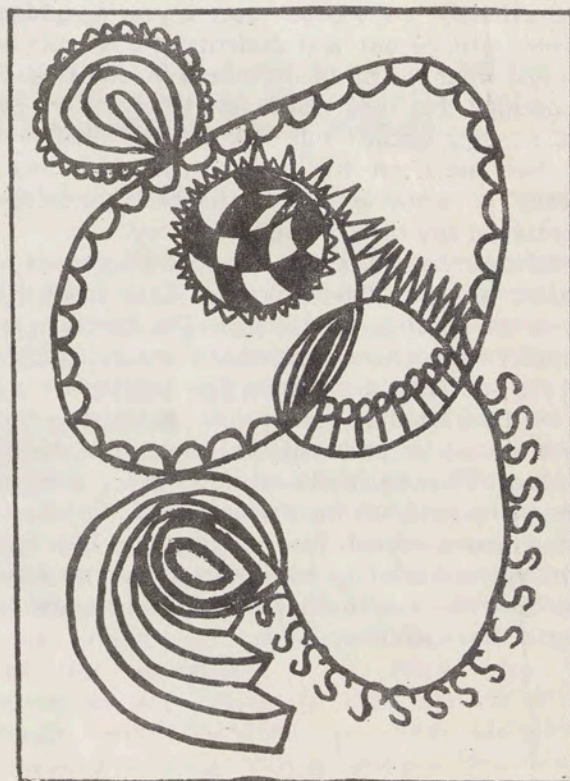
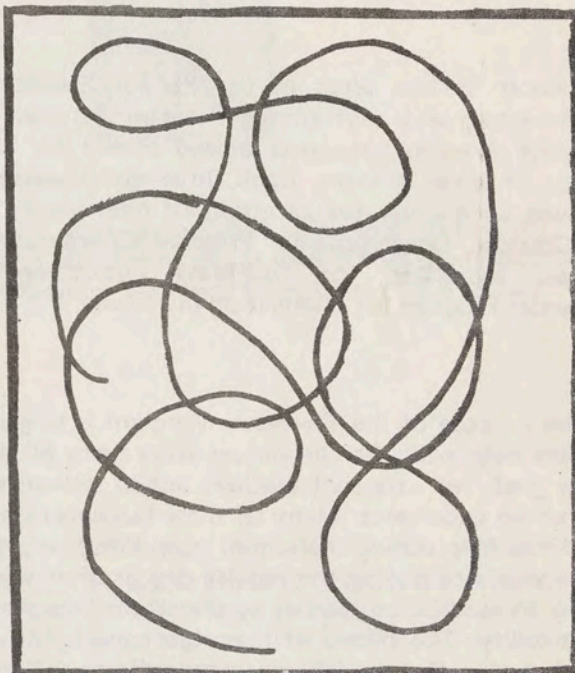
The children can use either pencil or crayon to make the scribble. Some children are more comfortable making the first lines with a pencil, so if they want to use it, let them.

The paper is covered, but not too many lines are used. It might help them here for the teacher to do several scribbles on the board to show them about how much to do.

The scribble should be very free, made with the whole arm.

Now designs are added to the shapes made. The designs could be letters of the alphabet, (what a sneaky way to get more practice!) or they may be simply line designs.

Color the design, using heavy and light pressure on the crayon for different effects.



Trimester in Ponape

Schools in two areas in the Ponape District are experimenting with a Tri-mester Program this year. In a tri-mester program, students attend school for three periods of three months. Each three-month period is followed by a break (or vacation) of one month. Mr. Bill Gleason, Developmental Program Coordinator in Ponape, submitted the following report on the Tri-mester Program for publication in "Focus."

The purpose of the Tri-mester Program is to give all teachers help with the curriculum areas every 60 days. In the past, we have sent teachers out to schools with little or no experience. Many of these teachers received very little help during the school year. What help they did receive was during the regular day or after school. Trying to reach each teacher to give them help was an impossibility. The efforts of the subject specialists were spread so thin that we felt we were ineffective. Coming to the District Center every summer was a hardship on the teachers and the families. Since the summer program did not seem to really do the job, the trimester was suggested.

Discussions about the trimester with the Supervisors in the different areas began over a year ago. Meetings were held with parents and students. It was explained to them just what the problems would be and it was they who decided that they would like to try it. The School Board was approached and they gave permission to try it in two areas on the main island. This year, the program is working on a trial-basis and can be discontinued any time it is felt necessary.

On November 29, 1971, five specialists went to the Sapwalap area for the workshop. Each specialist was assigned to a family in the area. The family was paid one dollar for each meal served and one dollar for every night the specialist slept there. The families were asked that the food be the same as they usually ate. Nothing special was to be prepared. This held true during the workshop. The specialists returned every weekend to gather more materials for the next week. Children were excused from school for one month. The teachers attending the workshop were given a noon meal and gas to be used in their outboard motors to come to the trimester area each day.

This workshop lasted for three weeks. Classes were held for six hours each day; all teachers attended all six hours. The time was divided equally among the specialists. All specialists also had to attend every class. By doing this, they began to understand the problems each specialist had in his area. There were no lecture-type classes but all teachers participated. The areas covered in this workshop were: Reading with SPC 1-3, SCIS Science with Organisms, Material Object and Inter-action Program using the first grade structured games, Tate Oral English books drilling on presentation and drill exercises. A new course which correlates Science; Social Studies, Art and P.E. was presented for the first and second grade teachers on a trial-basis. This new course is a sixty-day unit, and if the teachers feel it is of value, more of the same type will be written up and tried. The main theme in this course is the development of the idea that any job, no matter what it is, is dignified if a man is happy doing it.

During the fourth week of the break, the teachers could take annual leave or work on lesson plans for the coming sixty days of school.

The program will be evaluated by the teachers who participated. They asked that they be given at least two weeks to write their evaluation. They felt that they could do a much better evaluation job if they were given a little time to think about it. The evaluation by the Specialists went something like this: "There are many problem areas that we did not know existed until we worked closely with the teachers. The teachers seem to want concrete examples of what to do rather than any theory. I am sure that I will be able to develop my program more closely to the needs of the teachers than I have been doing. I was not able to do all I thought I would do since each trimester program is not an end in itself, I can pick up right where I left off the next time we come back. I am sure that the school/community relationships will be much closer if this is to continue. It has completely taken away the role of 'snoopervisor' and has made us teacher-helpers."

Science Program Receives Funds

Mr. Dave Miller, Trust Territory Science Coordinator, has received word that the National Science Foundation (NSF) has granted funds totaling \$21,579 for a proposed Cooperative College School Science (CCSS) program to help train T.T. elementary teachers in science. Dr. Albert Carr, professor of Science Education at the University of Hawaii and Coordinator of the university's Science Trial Center, is to be the consultant and director of the program.

As part of the program, Dr. Carr will visit each of the six districts for approximately one week, to provide consultant services for the district's science teacher training programs. On Saipan, he will also direct a territory-wide workshop during which representatives from all districts will gather to discuss elementary science implementation.

In 1969 work began on the development of a unified (though not identical) science curriculum for the Trust Territory. The SCIS (Science Curriculum Improvement Study) materials are being used as the basis for this development. It was felt that SCIS materials could be easily adapted for Micronesia because the scientific concepts and ways of working with the materials could be retained, while the plants, animals and materials used could be those found in Micronesia's island-environment.

As of the present time, units for the first two grades have been completed and work is being done on the 3rd grade units. Unit titles are: Grade 1 - MATERIAL OBJECTS and ORGANISMS; Grade 2 - INTERACTION & SYSTEMS and LIFE CYCLES; Grade 3 - SUBSYSTEMS & VARIABLES and POPULATIONS.

In order to facilitate implementation of the adapted units, Trial Centers have been set up in Ponape, Truk and the Marianas. Trial Centers use the local classrooms in making original adaptation units. These units are sent to the various districts to be pilot-tested in their schools. After this pilot testing, the district representatives meet to provide the necessary feedback for the writing of the basic editions.

The approach of teaching is experiment-oriented. The children, then, do not just read about science - they observe animals; grow and observe plants; observe relationships between observing among themselves and with their teacher. The teacher can choose to do this in English or in the local vernacular.

Dr. Carr's tentative schedule would bring him to Saipan from May 31 to June 14; Yap from June 14 to June 21; Palau from June 21 to June 30; Truk from July 3 to July 12; Ponape from July 12 to July 22; and Majuro from July 22 to July 29.

"FOCUS" IS A MONTHLY PUBLICATION OF THE DEPARTMENT OF EDUCATION, TRUST TERRITORY OF THE PACIFIC ISLANDS. ANNE MARIE HANNIGAN, EDITOR



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