

The Three



Towers

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STUDENT RESPONSIBILITY

In the past challenging years of Xavier's existence, much of the school responsibilities were layed heavily on the shoulders of the capable faculty members.

Life, then at Xavier, on the one hand, was very difficult for the majority of students, due to the following factors, pertaining to the structure of the system: (1) The Rules and Regulations were drawn up by members of the staff, and they were very strictly enforced. (2) All the Rules and Regulations affected every student - seniors down to freshmen. (3) The upper classmen were given a few little privileges, like being the first priorities on the truck whenever it went to the Base on special occasions, and having been given ownership of the pond at the end of the baseball field. Aside from these, there was nothing else. (4) There was very little freedom granted to the students. Sunday was their only chance to get off the hill top for a change of scene somewhere at the Base. Even that was not enough, because while they tried to forget the unending boredom of the hill and enjoy their holiday, they always had worries about the heavy weekend assignments and the Blue Monday, which would inevitably follow. (5) The subjects were very challenging and the demand of study was great. (6) Everything was tight, and the time was very limited. However, it had to be that way, because of the structural format of the system.

On the other hand, other than food, the students' only worry was about homework, class work, and tests. Everything else was taken care of by the prefect of discipline.

Decision making was a one-man job - the Principal's. The student council was just an advisory aid for the Principal. The council, by itself, could only make proposals, but the principal would either approve or veto them.

In general, problems which arose were very easily handled by the prefect of discipline, as he dealt with the person(s) who had these difficulties. Disciplinary actions were taken without any questions asked.

As a result, the students left everything up to the prefect and the staff to solve, and in doing so, they were missing a great opportunity to increase their sense of an important element, namely, "Responsibility," for their well-rounded education.

This school year 1973-1974 started off with the emphasis on student "Responsibility." Unlike the past years, a great deal of the heavy responsibilities are handed over to the upper classmen - seniors and juniors especially.

To give an idea of what I said, I will specify the areas of "Responsibility" that seniors and juniors have taken over: (1) Most of the jobs of the prefect of discipline are now being carried out by the two groups: Dormitory prefecting, study hall prefecting, assigning people to work on afternoon jobs, after school, and giving evening assembly on weekends. Practically, the prefect is left with only HEARING COMPLAINTS and advising certain departments on how they should be operating.

(2) The student Government, which is composed of the five district representatives and the four class officers, has now

THE TRUKESE PROGRAM

The Trukese Program is very new at Xavier; it was just established in the beginning of this school year. However, though it is still new, it is considered very important for the school, especially in the goals of Xavier. What exactly is the Trukese Program? It is a course in which the Trukese Language is taught, by the Trukese students under the direction of Mr. Amando Sama and learned by the non-Trukese students and the faculty members. The objective of the course is for the students to learn to speak the language for a reason which will be explained later on. Part of the program involved making trips to the different islands in the Truk lagoon on week-ends. There, the students had the chance to practice what they knew of Trukese and, more important, to give service in any way, big or small, to the people of those islands. This program has been established to serve a need, the need of the implementing Xavier's most important goal - - community service. This is the primary reason for this program.

How does this program implement Community Service? This cannot be simply done by making the students know the language of the local people. The attainment of this goal depends on how successful this Trukese program is. If the students try their best, they would acquire a fair knowledge of the language and consequently they would be able to communicate with the local people, and not only communicating but hopefully giving services to the people after making their acquaintances. There are many other reasons behind this program. One, is isolationism. It is felt that Xavier students should not be isolated from the people of the island where Xavier is. There is a gap between the people of the community of Truk and the student of Xavier high school. Xavier students tend to keep themselves in their small world of Mabuchi hill. This gap, we hope, would be remedied when the students learn the language, go out, and make acquaintances with the people. In this way some of the misunderstandings which cause problems might be solved - an atmosphere of understanding and friendship between the two groups. The students also complain that the life on the top of Mabuchi hill is boring. And that the campus is like a prison camp. Perhaps it is true, but again the cause of this is the lack of contact with the people outside the Xavier community. The monotonous life cannot be remedied unless the students learn the language and then get involved in the life on the greater community.

Respect is another reason behind this program. We show the local people our respect and interest in them by speaking their language. This is an outward sign that we are interested in Micronesians and would like to give our services wherever needed. Still another reason for the Trukese Program is the realization of the value of Micronesian culture. Since, we consider the culture of Micronesia precious we should try to learn at least one culture of a district beside our own. The Trukese language is an aspect of Trukese culture which is part of Micronesian culture and since we are in Truk, it is appropriate that we learn the Trukese language and not another one.

The last but not the least purpose of the Trukese program is to foster the Spirit of "Community Involvement" or "Community Services." Nowadays, again and again, people talk about "Community Services." Students when filling out scholarship applications, say that they want to further their education because they want to come back and serve their people. This topic Community Service is discussed widely at both district and territory levels by officials and members of the local communities. Xavier High School advocates this idea of becoming involved in community services. Only two-percent of high school age students is being trained at Xavier. Xavier would like to promote in the other high schools throughout the T.T. the spirit of Community Service.

A PRINCIPAL OF XAVIER

Few people ever knew them as a household name for unlike the local congressmen, they neither made campaigns nor did they receive any salaries. They came in quietly and often leave just as quietly as they came. From far away lands and environments, these men were a wonder in the eyes of those who knew them. They were the priests who've come all the way out here, leaving home and friends behind, so they could help on the "hill". These were the men who through the years, have educated numbers of young Micronesians here at Xavier.

Very early among these inspired educators was one, Fr. John F. Curran of New York, who had done so much for this school that today many educated young Micronesians would immediately recognize the name with much affection and admiration. John F. Curran was brought up on Long Island, New York. There he attended Xavier High School in Manhattan and he then entered the Jesuits in 1946 at St. Andrews on the Hudson. In 1950, he went to study philosophy at Woodstock, Maryland and after three years at Woodstock, he had his first experience of Xavier High School of Micronesia. He came out here in 1953 as a scholastic. Our school was rather young then with a generous man, Fr. Hook, as principal. After three years here, he went back to finish his studies and was ordained in 1959. then he went to Rome where he studied church law and then spent a year in Germany, before he came back in 1962. This time, he stayed at Xavier for only a few semesters as acting principal to Fr. Cameron who had replaced Fr. Hook in 1958, then he was assigned to Ponape. In 1967, however, he was back at Xavier as principal. Six or seven years is not so short a time, and that's about how long he was the principal of the school on the "hill". Finally, after many years of dedicated service Fr. Curran quietly left Xavier last year to become the pastor and superior of the Jesuits on Ponape, taking the place of his good friend Fr. William McGary who has become the superior of all the Jesuits in the Caroline and Marshall Islands.

A very strong disciplined and religious man, he had dedicated so much of his time and energy to this school that we are overwhelmingly indebted to his kindness and generosity.

By William Iriarte '74

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Besides these reasons, there are other things about this program that are worth mentioning. As often happens, there are agreements disagreements among people. In the case of this Trukese program, some individual students show great appreciation for this program. Others do not. Their main argument is that it interferes with their striving to go to college and come back with a bachelor's degree and then serve their people. Of course, their opposition was respectfully considered, but the goal's mentioned earlier were considered more important by the school Administration. Besides, this program does not interfere with their goals. As a matter of fact Xavier is giving twenty-four credits in its courses, which is far more than the maximum sixteen credits requirement of a high school student to be accepted into college. And the Trukese program will serve as foreign language credits besides. Also why wait till after acquiring a bachelor to be concerned about our fellow Micronesians. Why not start now?

In conclusion, I would like to point out the importance of this program. The learning and the eventual speaking of the Trukese language is a tool for the students to work together with the local people. Thus hopefully, an atmosphere of actual Trust, Respect, and Love will be created out of this, and spread among the students from the other districts and the people of Truk.

Joachim Sumwei '75

WEEK-END TRIP

There long has been talk about Xavier's involvement with her neighboring communities, but it never really came about. Ever since Xavier came into existence, there was never a time when the school, as a whole, had the opportunity to really get involved in the surrounding communities. It was said that as a Christian school, Xavier should play an active role in the outlying Truk communities. But if that opportunity was to be attained, Xavier, if she really wanted it, had to take the first step in that direction. She must not let the people ask her to come to help them, but, rather, she must realize for herself their needs and then perhaps in some way attempt to satisfy some of these needs. Xavier can't satisfy all these needs but she must fail to realize them and perhaps cope with them to the best of her capacity.

This year Xavier tried, in her own way, to come to see if she could, at least in certain ways, satisfy some of the needs of the people. How was that to be done? It was decided during the planning session which was held during the summer, that Xavier would sacrifice three of her first weekends for the boys to go out from Xavier to the islands in the lagoon and help the people in what ever ways they could and in turn be helped by the people in experiences and practicing Trukese. By going out and working with the people, the boys would not only give service to others but also they would have a chance to make the acquaintance of the people whom they had long been isolated from.

Xavier is too isolated from the rest of the communities for one living here for four years to know his neighbors. Because of this it is believed that there is a gap between the other communities of Truk and the Xavier community. To really get to know the people well, the boys were encouraged to split up into small groups when they reached the islands and each group was to live with a family. In this way, it was hoped, the boys would have a better chance to associate and know these people.

Friday afternoon September 21, 1973 was the first of the four trips to the islands in the lagoon. In the morning the boys were briefed about the trip and what they should do. The boys were encouraged to show their good behavior to these people and give good example to show good Micronesian manners.

That Friday afternoon when the boys were preparing for the trip, the Xavier campus buzzed with activity. The boys were shouting to their friends to start walking to the old "Japanese dock," which was the spot of departure, others were hurrying in and out of the kitchen carrying food supplies, and still others were in the dorm packing. When the boys got to the dock, they found two rugged-looking M-Boats waiting to pick them up. They boarded the boats according to what island they were going to. One of the boats was carrying the boys who were going to Dublon and the other was carrying the boys going to Unan and Fefen. When everyone was on board, the two cast off amidst shouts of Sapuk children.

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The sun was smiling her best, pouring the warmest of her rays over the enthusiastic travelers. The wind too seemed to move with expectation with the gentlest breeze cooling the now tanned, smiling faces. Nature was at her best that day. The blue-pacific was heaving the tiniest ripple that gently rolled the two monsters toward their destinations. The day captured the enthusiasm of the boys. Practically everyone was doing something at this time. Some indulged themselves in either conversation, playing cards, or listening to radios. Some even attempted to do some "shafts" to shake it up with the music.

The first stop was Dublon and the boys who were to stay there disembarked. After many words of encouragement were exchanged and many hand shakes, the boats finally continued the last leg of its journey. The boys who got off at Dublon did just what they were told. They divided up into small groups with one or two Trukese boys to play the role of interpreter so that communication would not be an obstacle when a complex statement was made by their hosts. Once that was done, the food was divided among them and then each group went away with a family. The next day the group, if requested, worked with their families. Some said they were getting fire wood for their family and others went fishing and so forth.

The boys who went to Uman and Fefen almost did the same thing, though some families in their generosity and in a spirit of Trukese hospitality were too kind to let them work. They were pampered to such an extent that they felt uneasy about it. The boys didn't think they were doing much for the families. Some families even went to the extreme of buying things for the boys, like meat when the food ran out. However, it was a successful weekend. Some students became very good friends of some of the families; in fact, those families requested that these boys come back to them if they ever visit the islands.

After an excellent weekend, the students and faculty members returned on Sunday. Now there was only one boat for every one. On the way home, the boys shared their experiences. It was good to hear that almost every one enjoyed the weekend.

The following weekend trips produced the same results. The second trip was to Tol, and on this trip instead of the boys splitting up into small groups and staying with a family, the boys stayed in three large groups on three different islands of Tol. But still the outcome was enjoyable! Some of the groups even formed singing groups to entertain the people of the islands. The third trip was back to the three islands of Dublon, Uman and Fefen, and again the boys divided up into small groups and stayed with families. Finally, the last trip was back to Tol again.

"All in all we had great time and perhaps we learned something too, but to the people of Truk we say "KINISOU CHAPOUR!"

Sabino Sauchomal '74

INDIVIDUALIZED APPROACH TO STUDY

The school year 1973-1974 started off with a very different approach to learning. This approach stems from the fact that some students are faster in learning and other slower. So in order for each individual student to learn to his full capacity, it was felt that each student should study and learn at his own pace. It is important not to push the slower students beyond what they can do and hinder the faster students from learning more. What each individual learns is important to him in the future and it is very important for him to learn that matter, and so a program of this kind might be a possible solution to overcome this problem.

The solution we came up with is that we should find a way that would enable the students to learn according to their own to study on their own. Most of the courses at Xavier High School are given out in levels. There are few lectures in class. The teacher is present in the classroom for possible help, but the responsibilities are carried out by the students. The students get level 1 pages with the assignment from the teacher. The students work on own to accomplish their tasks and if a student feels that he has mastered the matter, he is given a quiz before he goes on to the next level. If he passes the test with a score of 70%, he is able to go on to the next level. When he gets a score below the passing score, he is not able to continue and he must restudy the matter until he passes the quiz on it.

It is also important, that the students should work along with each other. From the past years' experiences, the marking system is that the students were competing among themselves. As a result no student was willing to help his fellow student because of the fear that student might beat him in class. So this new approach is a great help in eliminating this problem. The students this year are sometimes assigned to work together in groups discussions each of the group submitting a report on the matters being discussed. So, in this way the students cannot compete with each other because all their ideas would be presented together in a single report. Each of the members of the group would contribute their ideas to the appointed reporter and that student would do the paper for all the students in that group. The students are encouraged to study together on their own and help each other out with their problems. They do not have to rely too much on the teacher to do all the job for them, instead the teacher would be playing a minor part in the learning system. What you learn is wholly your own business.

In the past the Micronesian students studying in the colleges abroad have sometimes done poorly in their work. A possible explanation to this fact is that maybe the colleges are too free, and the students are not used to this. Here at Xavier from the past years, someone had to see that the students are not doing the work that they should be doing. What you do in college is your own choice. That is why this program is a help for those students who are planning to continue their education. The student would learn how to study on his own and be able to think critically. The responsibility for studies this year will fall on the shoulders of the students.

Sepio Paulus '74

OUR NEW STUDENT GOVERNMENT PRESIDENT

It is our custom here at Xavier to have a Student Government President and so this year Paul Palemar was elected as our new President.

Paul Palemar was born on February 20, 1952 on one of the outer Islands of Yap called Fais. Paul grew up there and at the age of seven, he entered Fais Elementary School. After two years at the Fais Elementary School, he went to Ulithi and attended Mongmong Elementary School for another two years. Then Paul transferred to St. Mary's, a Catholic Mission Junior High School in the District center of Yap. At St. Mary's Paul continued his elementary school years and in the fall of 1969, he graduated.

After collecting information about Xavier High School he was quite satisfied and the same year, Paul took the Xavier Entrance Examination and was accepted. Paul came to Xavier in the fall of 1970 as a freshman, where he served his fellow students as the Freshmen Class President. Paul also served his second and third years here at Xavier as a class President. This year Paul took the chair again as senior class President and also the President of the Student Government.

Mr. Palemar has always been an exemplary character here at Xavier High School; moreover, he has been a great leader. He has contributed a lot to the Xavier community and most likely the wider community of Truk. Though he realizes that his job as a Student Government President and at the same time the senior class President requires a great amount of work he accepted the burden without any complaint. Xavier High School offers many activities and Paul is in most of the activities.

After talking to him about his future, Paul said, "I am interested in going to college for secondary education." Paul plans to major in English and after college he plans to go back to his homeland and serve his people as a teacher. To you, Paul Palemar, on behalf of the whole student body, we wish you luck in the future and our thanks for your contribution to Xavier High School.

Amram Jimen '74

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clearly defined areas of responsibility: It is in charge of activities, such as, variety shows and the like. It also has been given the power to approve its own decisions and to execute them within the limits of these areas mentioned.

(3) There is newly formed organization called the "Student Faculty Committee." It is made up of the five district representatives and three members from the faculty. This committee also has spelled out areas of responsibility. It is, basically, a decision making body. It deals with disciplinary difficulties, curriculum, and holidays. The Principal still retains the final say in every big decision the committee has to make. However, he himself has said openly that he would agree to what ever the committee decides.

"Privileges," the upper classmen who are more responsible still hold onto the old privileges, and some new ones are just added to the list. Seniors and juniors, this year, have unrestricted study time. They are given the freedom to use their time in whatever way they think it's best, for them. The seniors are given the privilege to go to bed at eleven o'clock, instead of the regular bed

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"THE NEW DIRECTION OF XAVIER"

Xavier High School is a boarding school of some hundred and twenty-five boys from all the six districts of Micronesia. It is interesting to know that these boys/different background and ideas have come to Xavier, and are now sharing the goals that Xavier has brought about over the years.

We, (district reps and faculty members) by observations and factual incidents have come to realize that the need for Micronesia today lies not just in high academic abilities of some people but rather in people who know how to live in communities of people. "People who by their talents help one another and hinder another's talent. By talent we don't just mean good marks and other forms of higher achievements, but rather an ability to think clearly, to reflect, to organize and to share the fruit of this work with others. Each community member should consider himself responsible for the other." It is this realization that has made us change our goals. We have decided that we should try as much as we can to train young Micronesians to learn community and to live in community as well as to succeed academical learning. Many people graduate from high schools or even colleges, and yet they don't want to work in areas where there are people who need them, instead they prefer sitting in an office without getting their hands dirty. This is the kind of life we Micronesians cannot afford. We have to be cooperating in every possible way. I know it's a hell of a job, but at least we can try. If we don't start right now when will we start? "It is good to recall that a journey of a thousand miles begins with a single step," and perhaps Xavier has taken that step.

Josephus Tiobch '74

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time, which was at ten o'clock p.m. However, if the seniors want to stay up late to do some work, or just to talk, they may do so, with permission from the Dean of Students. They can stay up as late as they want, provided that they will wake up at six-thirty in the morning.

Instead of having Saturday as a study day, a change has been made. Saturday is, now, another holidaylike Sunday, but it is also used for activities. Those who are not in any activities are free to leave after morning jobs are done; if they are not on any morning crew, they may leave after breakfast if they wish. Saturday evening is mostly used for class meetings and districts meeting.

A lot of these changes are so new and so different from what we were used to, that we need time and patience to get use to them, and to give ourselves a chance to find out the good and bad effects of these changes. As Father Principal puts it, "Let us tolerate chaos now, for the greater good."

Paul H. Palemar, '74

The District Representatives

In the latter part of last year, district meetings were held for the election of new District Representatives, Vice Representatives, and Secretaries. However, before those elections, the former Student Representatives expressed their appreciation and thanks to their constituents and expressed their hope for more success in the future. Former accomplishments were recalled and plans for the future were contemplated. After minor news were announced, elections began.

The results:

1. Palau - For Palau the case was a bit different from the other districts for there was but one Palauan senior (73-74) and an election for the representative was decided to be unnecessary; rather, the immediate appointment of the district rep was decided. For the Vice Rep. and Secretary, Juniors were nominated. The election took place and the elected took their seats.
 - (1). Palauan District Representative - Josephus Tiobch
 - (2). Palauan Vice District Representative - Vincent Ngirakelau
 - (3). Palauan District Secretary - Yukiwo Dengokl
2. Yap - From Yap nominees were all from the present senior class and the election followed the nomination. The final results were announced and applause followed upon the results.
 - (1). Yapese District Representative - Paul Palemar
 - (2). Yapese Vice District Representative - Joel Faladay
 - (3). Yapese District Secretary - Sabino Sauchomal
3. Truk - Here the same procedure was followed of having the seniors nominated and elected for office. The election of officers went well and a loud applause was received by the newly elected district officers.
 - (1). Trukese District Representative - Joachim Soumwei
 - (2). Trukese Vice District Representative - Angken Simon
 - (3). Trukese District Secretary - Ezechiel Lukas
4. Ponape - After several speeches from former officers, nominations immediately followed. The election was held and the newly elected officers expressed their thanks and gratitude in being in their new positions.
 - (1). Ponapean District Representative - Bismarck Weilbacher
 - (2). Ponapean Vice District Representative - Sepio Paulus
 - (3). Ponapean District Secretary - Wensis Alphonz
5. Marshalls - The regular procedure took place and the election was quickly completed. The newly elected were grateful, and hopes of cooperation was asked of the Marshallese Student by the new officers.
 - (1). Marshalls District Representative - Amram Jinen (Joseph)
 - (2). Marshalls Vice District Representative - Dennis Langitulok
 - (3). Marshalls District Secretary - Joe Jetnil

Something about the new District Representatives:

Amram Jinen - This year, Amram, as the new Marshallese District Representative is also in the Student Government. As a District Representative, he is in the newly formed "Student Faculty Committee." This year he is a member of the Radio Programming Club, in the Xavier Band, and a very important player on Baseball Team at Xavier.

Bismarck Weilbacher - Bis' this year is involved in numerous activities. Presently, as the Ponapean District Representative, he is in the Student Government and is also a member of the Student Faculty Committee. In addition Bis' is a member of the Three Towers Club and is involved in sports activities such as baseball and basketball.

Joachim Scumwei - This year Joachim is the new Vice President of both the Senior Class and the Student Government and is also the Trukese District Representative. Joachim is also in the newly formed "Food Committee" and, is the chairman of that committee. Joachim is also in the Student Faculty Committee this year.

Josephus Tiobch - As the Palauan District Representative, Furthermore, is a member of the Student Government and is the Secretary-Treasurer this year. Also he is in the Student Faculty Committee. He is a member of the Three Towers and editor-in-chief of the school yearbook. He is also in the Electronics Club this year. As for sports, he plays Basketball, and last but not least, he is Xavier's one and only bellringer this year.

Paul Palamar - Other than being the Yapese District Representative Paul is involve in many activities, such as, the Student Government President, Senior Class President, a member of the Student Faculty Committee. In sports he plays Baseball.

Mike Sablan '76

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The Good Shepherd and I

I was almost at the edge of my life, when, as I stretched my hand out, it responsively was grasped by someone unexpected. It was warm, tight and tender. I forced my weak eyes to open but all I could comprehend was a face very unfamiliar. Strange... The expression on his face showed great sorrow and sympathy.

"Strange." I said to myself, silently, "Who would dare show sorrow and pity to a person so wicked and sinful in the eyes of everyone." Why does he have to look at me that way? All at once, my mind shifted years back....

"Son," a loud, bold and familiar voice burst out saying, "Why did you have to do it? Don't you realize that it will ruin your life?"

"Sir, Your son is one of our suspects, therefore, you better tell him to watch it before he ends up behind..."

Who was the good shepherd? Why did I leave the ninety-nine sheep and go back looking for the missing one...?

Tears began to show without notice after I recalled the evil past. The man moved to my side and laid his hand on my forehead softly uttering words which were then meaningless to me. He looked straight up and said something which I can never forget, "Father, grant him life and let him see the light again."

Ignacio Mori '75

STAFF

We, the students of Xavier, are very happy to have with us this year four new staff members. Father Robert Boyle was born in Utica, New York in 1920. He graduated from St. Francis De Sales High School in 1937. After high school, Father Boyle attended St. Andrew's College on the Hudson. He graduated from St. Andrew's in 1941. Father Boyle majored in Classics (Latin and Greek). Afterward, he went on to Woodstock College where he studied Theology from 1947-1950. In 1950 he was ordained a priest. From 1952-1953 he worked as an assistant to the master of novices at the Jesuit novitiate. The following year from 1953-54, Father Boyle taught at Brooklyn Preparatory School. And then in 1968, he came to work as a chaplain on Kwajalein. He worked on Kwajalein from 1968-1971. After working on Kwajalein, Father Boyle went over to Ponape where he was an assistant pastor. Presently, Father Boyle is the assistant to the superior, the infirmarian, the plant manager, and the treasurer for Xavier High School. Besides his other duties, he is also in charge of the boys kitchen.

Mr. Amando Samo was born on Moch Island in the Mortlocks in 1948. He attended Truk High School from 1963-1969. After attending Truk High School, Mr. Samo went to Mauna-Olu College for one year. Afterward, he went to Chaminade College, Hawaii. Mr. Samo majored in Psychology, and graduating from Chaminade College, he decided to teach at Xavier High School. Presently, he is teaching Religion I, and he is also the coordinator for the Trukese Program. Mr. Samo will be leaving for Fiji in late February where he will study Theology. Mr. Samo finds it very interesting and worthwhile to be working with students from all over Micronesia.

Mr. John Hillen was born in the Bronx, New York in 1951. He graduated from Morris High School in 1969. Mr. Hillen went on to study at Manhattan College and he graduated in 1973, where he majored in Social Studies. Presently, he is teaching English Literature II, History II, and English Literature I. He likes the school very much and he finds it very interesting to work with new people. Mr. Hillen finds this school style challenging since he is a newcomer in Micronesia, nevertheless, he said that he will learn as much as possible and to help in any way possible.

In 1951 Mr. James Mornad was born on Yap. He graduated from Xavier High School in 1969. Mr. Mornad then went on to study at the University of Guan and he graduated in 1973. Mr. Mornad majored in secondary education in History and also minored in Sociology-Anthropology. He is presently teaching English Literature III and Social Studies III, Social Studies I. Mr. Mornad plans to teach for 2 years here at Xavier High School and he hopes will be continuing his education during the summer in between. Mr. Mornad finds it good to be back at Xavier and he enjoys working with the students very much.

Philip Muller '75

DARK CLOUDS OVER THE PACIFIC

There is an urgent problem that faces Micronesia today. It is the movement toward self-government that is the cause of Micronesia's anxiety. This great movement, perhaps the greatest movement in Micronesia's history is both a complex and interesting one.

What can one think of the people of the Marianas trying to isolate themselves from their fellow Micronesians? They, though not all of them, seem to show in their recent political decision little consideration for the other districts of Micronesia. Because of the decision of the Marianas, Micronesia will encounter a great problem within the coming year. This danger will come from the Marianas' separation from the rest of Micronesia. The remaining districts of Palau, Yap, Truk, Ponape, and the Marshalls will see what is happening in the Marianas and perhaps look upon it as some thing good that each individual district should decide what kind of government it likes and separate from the rest of Micronesia.

The saddest thing about the current political scene is that if Micronesia doesn't soon become united and gain its independence it seems that it will soon be overrun by American interests and military bases. With the situation in the Far East, the people of Micronesia should realize the interest the United States has in Micronesia for Military Bases.

Throughout the world, there is only one Micronesia. She is composed of different cultures, customs, and ideas. If Micronesian districts should decide to gain individually their future goals, it would seem that Micronesia in a way, failed and betrayed the life of the Pacific and became another Guam or Hawaii.

My fellow Micronesians, do you want U.S. military bases on your soil as one shall soon appear in the Marianas? Will World War III finish the job of destruction during World War II?

Do you know what kind of government exists in Micronesia today? Today's Micronesian government is partially an autocracy and partially a democracy. Why do I say this? We appoint our congressmen and senators but someone else appoints the most important man in the government of Micronesia whether Micronesians like him or not. This is a great insult to the Micronesians because they have to accept the High Commissioner even though they don't want a foreigner to handle their problems and be the head of their government.

Do you like President Nixon putting an American in the position of "HECOM" of the Micronesian government? "United we stand, divided we fall." This statement applies to the present situation in Micronesia? Most of you have some idea of the answer. The key problem is the Marianas District where the present capital of Micronesia is located. The Mariana District wants to separate itself from the rest of Micronesia to form a closer relationship with the United States.

The people of the Marianas think that it is a good idea to be separated from the rest of Micronesia, but many Micronesians say that it is a terrible mistake and, disservice that the Marianas District has done at this point in the history of Micronesia. Why?

(Cont. on page 13)

ACTIVITIES

This year Xavier High School has established two new, well-organized groups here on this hill of Mabuchi. These two groups are now part of the Xavier Sports program for this year.

The first group is known as RAOX (The Referee Association Of Xavier). It is composed of different students from the various districts of Micronesia. It's main purpose is to train young Micronesian students to be more capable in officiating in any basketball league that we may have here in Micronesia. This is not the only reason that this group was established, but it is through this program the participants will also learn how to behave and how to control themselves even at times when there is difficulty.

Under the direction of Mr. Luciano Oppus, the Moderator of Sports, this group has carried on an extensive program of training. Every week all the members of this particular group are asked to practice. This means that after a few weeks of intense training, some of the members, if not all, would be very able to act as Referees in any basketball league that we may have in the future. This program is new to all of us here at Xavier, but we hop it would be a great help for the future.

The second group is called XFC (Xavier Fishing Company). This is not necessarily a Company as it sounds to be, but rather a small group which is made up of certain individuals who, because of their interests, decided to take part in such a group. The members of this group are also selected from the different districts in Micronesia under a common interest which is fishing. Their main job is to go out and fish for the whole school. This means that every member of this group is responsible for providing fish for the school as a whole.

This fishing expedition has not yet been put into operation, but we hope to have it started soon. As for the time being, we the students are just trying to set everything up that is necessary for the operation of this program. Presently, the Xavier boat which is in exceedingly poor condition, seems to be the one problem that needs to be taken care of. In fact, some of the students have been assigned to work on the boat during the past few weeks. All our students hope the boat will be ready by the end of this month, and then we believe the Xavier Fishing Company will go into full operation with the school benefiting from it.

Ezechial Luckas '74

(Cont. from page 2)

In its decision, the Marianas District seems to be trying to influence the other district in its idea of close association with the United States. The final irony is that in recent years, many nations of the world have secured independence from colonial powers, the trusteeship of Papau and New Guinea will soon end; but now, the Marianas District in Micronesia is planning to struggle for close association with the United States.

The question is what will now happen to this section of the Pacific called Micronesia?

Kasto Eis '75
&
Fred Primo '75

Father Horgan, S.J. formally assistant to the superior at Xavier High School last school year, is now working as a parish priest on Yap. Fr. Horgan was the infirmarian, took care of the buying and finances of Xavier and was in charge of the boys kitchen. We wish you success, Father, in the work you are doing and God bless you always!!

Three fields at Xavier are being cleared to be used as farms. The farming operation at Xavier is under the direction of Fr. Rakowicz and Mr. Mormad. The farms' products will be vegetables which will be used for the Boy's Kitchen and, hopefully it will solve some of the food problems at Xavier.

The Xavier Baseball Team played against The Sapuk All Stars on the 21 of October. The results were 23-3, a great victory for the Xavier Team.

As a mean to help the school financially, The Student Government of Xavier has decided that there will be a Variety Show this year. The show will be held sometime in December. Fr. Takahashi, S.J. is in charge of organizing the show and we wish him and the participating students success!

Amidst grunts and sweating bodies, Physical Fitness - has started again at Xavier. Father Hazel and Mr. Mormad direct physical fitness sessions every day after school for about twenty minutes to keep bodies and spirits healthy and sound.

The Dramatic Society of Xavier is planning to put on a play called Stalag 17. This play is about some U.S. prisoners of war during World War II. Fr. Macoiniak and Mr. Hellen are in charge of the play and they forecast an enjoyable evening of entertainment in the near future.

The Senior Class has 14 boys who applied for the T.T. Scholarship. The results are not yet known but we wish them luck and will remember them in our prayers.

Fr. William Mc Garry of Ponape last month was appointed the new superior of the Jesuits in Micronesia. Fr. McGarry is replacing Fr. Cameron who is a pastor on Tol.

News Briefs (continue from page 36)

The following people were elected as Class Officers for the year 1973-74:

	<u>Seniors</u>	<u>Juniors</u>	<u>Sophomores</u>	<u>Freshman</u>
President:	Paul Palomar	Henry Sablan	Michael Sablan	Lambert Palacio
Vice-President:	Joachim Soumwe	Jesse Gotnag	Victor Kurangai	Vincent Mailnong
Secretary/	Joel Faladay	Ignacio Mori	Henry Fathalethag	Jack Shan
Treasurer:				

WE WISH THEM SUCCESS IN ALL THEIR UNDERTAKINGS THIS YEAR!

Xavier's yearbook, Mabuchi, has recently sent letters asking people to be sponsors for this year's issue. We would ask our readers to be generous in supporting our sister publication.

THE THREE TOWERS

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