

EAST-WEST CENTER MAGAZINE

FALL 1970



East-West Center
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Robert B. Hewett, *Director*

Gordon R. Ring, *Editor*

COVER:

A model symbolizing a futuristic city of the year 2000 is displayed in the Center's Japanese Garden in conjunction with the East-West Center's "Second International Conference on the Problems of Modernization in Asia and the Pacific." Andrew Yanoviak (right), visiting professor of architecture at the University of Hawaii, designed the exhibit of geometrical models for the conference.

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A Glimpse of the Future

By Eduardo Lachica*
Philippines Herald Senior Writer

Some of the world's leading "futurologists" met at the East-West Center in Honolulu last August to construct a vision of how man will live in the year 2001.

The conference was not designed to produce a happy, pat consensus, and it did not. There were 91 participants from 17 nations or territories, representing a wide range of interests from public administration, journalism and demography to ocean science and human systems design. The inter-disciplinary melting pot brewed personal cordiality and challenging thought but rarely intellectual agreement.

The conference also had its own "generation conflict" with young graduate students of the East-West Center, on equal footing with everyone else, delighting in challenging the writ laid down by their elders. Respectably grayed savants often were followed to the rostrum by barefoot boy-philosophers and Beatle-haired anti-Establishmentarians. This was participatory democracy at its highest intellectual plane.

After the morning plenary sessions, the conferees repaired to various classrooms in Moore Hall in working groups of 11 or 12 participants. Unlike the first Asian modernization conference in Seoul in 1965, these discussion groups were not specialists' workshops. Each group quickly became a microcosm of the intellectual turmoil in the Pacific Room, where the main sessions were conducted.

Arthur C. Clarke, a founding member of the British Interplanetary Society and co-author with Stanley Kubrick of the motion picture "2001: A Space Odyssey," predicted that man would enter the 21st century liberated from spatial limitations, linked to a "global nervous system" and with a completely self-sustained "life support system."

He will get his food from synthetic or semi-synthetic sources like fungi and petroleum. He will have a "home automat" dispensing most of his necessities at the push of a button.

The home of the future will be an "autonomous, self-contained living unit" without drains, pipes or powerlines. It will store its own electrical energy and recycle its own wastes—a technological spinoff from the space program.

Since the home will be virtually "a little space ship," it can be transported bodily from place to place. Indeed, Clarke foresees the day when whole communities contained in geodesic domes can be re-located anywhere in the world, independent of climate and weather.

**This report by Eduardo Lachica, an official participant at the Modernization Conference, was published in the Philippines Herald.*



Eduardo Lachica at the Modernization Conference held at the East-West Center, August 9-15, 1970.

Saburo Okita, president of the Japan Economic Research Center, delivered the conference's keynote address by describing the post-industrial society of the future as "information-oriented, software-oriented and brain-intensive."

"The leading industries in this society would be research and development, education, mass communication, data communication, and many services provided by computers such as data processing," the Japanese economist told the conference.

Or as another futurologist put it, there will be a shift from product-market orientation to "people service networks."

Dioscoro L. Umali, dean of the College of Agriculture, University of the Philippines, foresaw further advances in the "green revolution," including biological modifications improving the photosynthetic capacities of food crops.

Photosynthesis is the process by which plants generate their foods (carbohydrates) with the aid of sunlight. Umali noted that only 10 per cent of solar radiation in any area is used for photosynthesis. If the remaining 90 per cent of the sun's rays can be used for plant growth, he speculated, crop yields can be boosted to still unimagined proportions.

There may also be transcendental changes in the world polity. John McHale, a faculty member of the New York State University's School of Advanced Technology, predicted the waning of nation-states and the emergence of "trans-national" institutions to attend to universalistic concerns.

The first evidences of transnationality are already on hand, Dr. McHale suggested. "In less than three generations, man's world has shrunk from a vast planet whose surface was still relatively unknown and whose societies were remote to one another, to a continuous neighborhood in which no man is more than a few hours distant from all other men and on which global communications may be almost instantaneous."

In the post-industrial future, a man's "life style" will no longer be dependent on his occupation, economic class or geographical location. He may change

"occupation, location, environmental and social milieu many times in a lifetime." He may enjoy a number of coexistent life styles at the same time as work, vacation, weekend living increasingly overlap.

These are not just pipe dreams. "Futurology" may not be an exact science yet but it is based on trends in technology and social and political developments that are already apparent today. (Some exponents of the art prefer to be called "futurists" because "futurology" unhappily rhymes with "astrology," the nebulous domain of the zodiac readers and the crystal-ball gazers.)

Though they didn't call themselves such, H.G. Wells and Jules Verne were futurologists. And they uncannily predicted many strange things which have already come to pass—nuclear submarines and men landing on the moon, among others.

Technological advances alone will not settle the problems of man.

In the view of one American social scientist, Dr. Donald Michael of the University of Michigan, the world is increasingly confronted with a "turbulent social environment." While it has developed material technology to increase the production of goods, it has lagged far behind in building the "social technology" needed to enable man to live peacefully and harmoniously with his neighbor.

There is no comparative technology for the public welfare such as in the areas of pollution control, environmental quality, mass transport, low-cost housing and "truly good education."

While some futurologists foresaw man marching confidently to a technologically perfect future, others were chilled by the prospects of global chaos due to man's failure to put his human values over and above his riches and knowledge.

Gregory Bateson, associate director of research at Hawaii's Oceanic Institute, expressed his dismay over man's destruction of his own ecological system in the name of Western "progress."

"It is not only the smog, the DDT in our food, the atomic fallout, the threat of famine, the addiction to war, the population explosion, and the trouble on our campuses that tell us that there is something radically wrong. We also know in hard scientific terms what is wrong."

The conference almost brought on a head-on clash between the futurologists of the West and the "modernizers" of Asia who saw the future in grimmer terms of whether the overpopulating masses of the East would survive the next few years.

With such a yawning gap existing today between the haves and have-nots, how will the East ever catch up with the West in terms of physical production and in the quality of life?

What good would be the futuristic utopia if there are millions of Asians starving or living under conditions of marginal subsistence?

The demographers reminded the conference of still unchecked population growth in low-GNP countries which can least afford the increased demands

for mass education and manpower equipment and welfare benefits.

While the populations of North America and Europe will increase by only 55.9 and 16.1 per cent between 1970 and 2000, South Asia's will increase by 96.1 per cent, Africa by 122.0 per cent, and South America by 125.4 per cent.

If the current fertility rates persist, the world's population will double in 30 years from 3,592 million to 7,552 million—of which 6,161 million will be in the less developed areas.

To reduce the inherent advantage of the West, Ambassador Soedjatmoko of Indonesia challenged the developed countries to share their technology with the have-not countries.

But even an equitable sharing of technology around the world is obviously no answer. Along with the knowhow, Asia needs the will to break out of the shackles of tradition and modernize its institutions. This modernizing spirit must come from within the Asian peoples themselves.

The modernization process in Asia will require, in the Biblical paraphrasing of Indonesian scholar Selo Soemardjan, putting "new wine in old bottles and old wine in new bottles."

One of South Korea's most forward-looking thinkers, Dean Hahn-Been Lee of Seoul National University's Graduate School of Public Administration and new Director of the East-West Technology and Development Institute, rejected Gunnar Myrdal's gloomy forecast of Asian lethargy in the third quarter of the 20th century. "The Asian Drama" will be a "drama of great transformation."

But the barrier to modernization in many Asian countries, Dr. Lee suggested, was the lack of "great innovators." "Breakthrough men" are needed in all the major institutions—industries, universities, the press, labor unions, churches, student organizations.

But a far more disturbing dilemma was left unresolved by the conference. To modernize, to close the GNP gap and raise standards of living, Asia will have to industrialize. But in industrializing, Asia may have to experience certain consequences of Western-style progress—social breakdown, rising urban criminality, pollution, wastage, destruction of irreplaceable natural resources.

Is modernization worth all that? Should the East follow the Western industrial model only to inherit its monster crises of the spirit?

The futurologists suggest that Asia need not have to repeat that unhappy history. Clarke believes that Asia can "bypass" the Western-style industrial society and acquire the less destructive new-generation technology now being developed.

Perhaps the most perceptive summary of the proceedings was that prepared by Workshop Group II under Indonesian journalist Mochtar Lubis. It noted the dissent to the assumption that "modernization" based on Western or Japanese technology would make a positive contribution to mankind. Was development "humanizing or dehumanizing"?

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EWC and North Carolina

By Betty Bullard*

It all started with the East-West Center. It was there I realized that the people of Asia were not a conglomerate mass. I saw that people at the Center had distinctly individual personalities: they were understandable, humorous, and thoughtful—like the people from my own North Carolina.

An entirely new concept of cultural interaction opened for me. Osmosis worked its wonder: my ethnocentrism enlarged to include Asia! I looked at the Americans at the Center: interesting people, a good cross-section of America; so must the Asian counterparts also be typical examples of **their** cultures. I realized that by gaining greater insight into the Asian cultures, things about my own culture were taking on new meanings. I could understand why young Americans were becoming more interested in Asian philosophies. My entire perspective changed.

Meanwhile, back in North Carolina, perspectives were changing, too. Far removed from Asia in distance and orientation, my state had historically encouraged a state-wide social studies curriculum composed almost entirely of Europe and the United States. Of course, mention was always made of Marco Polo in China and Commodore Perry in Japan. With a few other inclusions dealing with river valley civilizations and the Second World War in "the East," Asia was considered "covered." Such was the academic fare offered as a general rule in this state on the eastern shore of the southern United States.

But now, our state has recognized its people's need to know more about Asia. Acting on this, the North Carolina Social Studies Advisory Committee recommended the inclusion of Asian studies in the public school curriculum. Asia was to be taught in both the seventh and tenth grades for at least a semester each year. In the seventh grade the concentration was to be on geography and man's adjustment to his environment; a complex in-depth study of Asian cultures would be emphasized in the tenth grade.

This program will be in operation state-wide by the start of the 1972-1973 school term. For the first time on a state-wide basis, students will have the opportunity for a full year's study of Asia before leaving high school. At present, North Carolina is in a transitional period changing from a traditional structure to a new approach.

**Miss Elizabeth M. Bullard spent nine months at the East-West Center in 1967-68 in a special non-degree program for high school teachers from the United States and Asia, the Teacher Interchange Program. Her grant also provided two months of field education in Cambodia, India, Afghanistan, Nepal, and Malaysia. Before she began her current work as program developer and TV teacher for North Carolina's new world cultures course, Miss Bullard was a social studies teacher at Lee Edwards High School, Asheville, North Carolina.*



Betty Bullard shooting an introductory program for Contemporary World Cultures in North Carolina's statewide educational television studios, WUNC-TV.

To help school systems make this transition, the State Department of Public Instruction is undertaking the development of a curriculum guide for the tenth grade study of Asian cultures. In addition to developing a guide, a process which singles out cause and effect relationships is also being developed. This process uses findings from many disciplines to make its points.

To help implement this project, selected topics are presented by television to teachers. At the same time television is used as an instructional medium for students. I entered the scene in July, 1969, to undertake the development of this new program. Part of my task is to work with local curriculum committees to devise courses to fit local needs, as well as being the general promoter of Asian studies.

The first year of the three-year project has finally ended. It would be somewhat less than honest to say the first year had been an unqualified success. Perhaps most important is what was learned from the year: many systems are ready to make the change although some are still recalcitrant; state-wide, there is a need for a strong thrust in teacher education programs in the area of Asian content and process. On the other hand, teachers have found they can teach without depending on a single textbook. Many feel that without the hammerlock of traditional techniques, the new processes bring about more effective cause and effect relationships which, in turn, enhance teacher and student interest.

My East-West Center experience in the Teacher Interchange Program gave me an awareness, an empathy that would not have been possible in other surroundings in this country. It is as Confucius said: "Learning consists in other things besides reading

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The Tenth Anniversary

By Governor John A. Burns*

Having had the privilege of sharing in the conception, establishment and development of this institution, you may well imagine the very real pride I share with you in celebrating the tenth anniversary of the East-West Center. With so much current news focused on violent conflict—on foreign battlefields as well as on domestic campuses—it is especially timely that we celebrate the founding of an institution devoted to communion and to human understanding.

In his dedication speech at the East-West Center in 1961, then-Vice-President Lyndon Johnson said of the Center: "We plant a seed from which we believe will grow a mighty tree spreading its branches over the lives of generations to come around this great ocean of the Pacific." We have indeed seen the seed grow into a mighty tree, its roots reaching into the soil of more than 30 countries and its branches touching the lives of over 17,000 students and scholars. While the present is not always the best indicator of the future, I am confident that the Center will continue to spread its influence over the lives of many generations to come. I speak about the basic purposes and character of the East-West Center, mainly to remind us of what the original intent and objectives were. I want to comment, too, about some of the changes that have occurred and, finally, to draw your attention to a few of the signs pointing to the Center's future development.

Let me begin at the beginning, when the idea of the East-West Center was first made public by Lyndon Johnson, who was then Senate Democratic Leader, in a speech before the Women's National Press Club in Washington on April 16, 1959. He asked the question: "Why don't we foster truly international centers of learning where the world's best and most mature minds can meet and exchange ideas?" He then suggested that the first such center should be established in Hawaii "to attract scholars and students from the East and West." He felt Hawaii would be the natural site where "barriers of language would evaporate rapidly" and where "people would gain new understanding and new respect for each other."

Now the idea was his, but it was one which he had discussed with me many times. As with many good ideas, timing was important, and we both agreed that not until Hawaii was assured of Statehood could the idea become a real possibility. It was

a month after Congress passed the Hawaiian Statehood bill that Lyndon Johnson made his Press Club speech.

The concept was well-received by a good number of important people. A week after his speech, for example, Lyndon Johnson had called in four top-level national educators, including John Gardner, who was then President of The Carnegie Foundation, to carefully assess the idea. Their verdict was that it was an excellent idea. Congress felt that the idea was a winner. Thus, when on May 14, 1960, it voted on the Mutual Security Act with the amendment authorizing the establishment of the Center, the measure passed unanimously.

In addition to Lyndon Johnson, we are indebted to one other individual for the congressional sanction given to the Center. This debt is owed to Congressman John Rooney of Brooklyn. Without his support in the House of Representatives, this Center would not be in existence today.

How did we envision the Center ten years ago? Ten years ago, I described the Center as a place where "people will meet on humanly equal terms and will engage in genuine dialogue from which each will learn and to which each will contribute," a place where "unimportant differences, mutual ignorance and suspicion, will dissolve and disappear." Let me also quote from another statement by Murray Turnbull, the first interim director of the Center, who said in 1961: "The East-West Center has been conceived and established not to erase difference between people, but to make possible respect for the ways in which we are unlike and the recognition and acknowledgement of our similarities, that we may join in the construction of a dynamic and fruitful but peaceful life for all."

To the cynics of today that may sound like bunkum, but it was precisely that kind of idealism that inspired us. It was that kind of idealism that motivated Congress to establish the Center. I believe the same measure of idealism has motivated the staff, the students and scholars who have been genuinely concerned with the Center over the past ten years. Without this kind of so-called "bunkum" the cynics would have ruined the Center a long time ago.

Another fact which needs repeating is that the Center is a national institution as was clearly intended by law. It is a national program under national control, operating under the authority of the Secretary of State. I mention this because over the past ten years the Center's relationship to the University has caused some misunderstanding. Some have said that the University should have clear-cut control, and a few have insisted, rather naively, that Congress should simply hand over the funds to the University to spend as it pleases.

Happily, I think University and Center officials

**John A. Burns has been Governor of Hawaii since 1962 and previously was Hawaii's Territorial Delegate to Congress, when legislation for establishment of the East-West Center in Hawaii was first considered. He also is chairman of the National Review Board for the Center. This speech was presented at the Center's 10th Anniversary Banquet.*



Governor Burns addresses the Center's Tenth Anniversary Banquet, May 14, 1970. Honored guests at head table include (from left to right); Mrs. John A. Burns; Mr. Desmond Byrne, President of the Friends of the East-West Center; Mrs. Clare Boothe Luce, First Vice Chairman of National Review Board; Mrs. Everett Kleinjans; Mr. Frederick Irving, Deputy Assistant Secretary of State for Cultural and Educational Affairs; Mrs. Desmond Byrne.

have reached an accommodation so that both institutions can maintain their autonomy yet support and complement each other. At best, the East-West Center-University relationship should be symbiotic.

Occasionally the question arises as to whether state funds should be channeled into the Center. While the Center receives no direct subsidy from the state, it benefits immensely from the vast amounts of money appropriated every year for the University. Furthermore, it would be entirely inappropriate for one state to finance an institution that belongs to all the states. Let the Federal Government fund the Center. It has always been my hope, too, that the Center would seek larger sums of private and international funding. I am anxious to see someone mount a concerted international fund drive for the Center. Diversified sources of funding would reduce its dependence on Congress, thus allowing the Center greater programming flexibility. It would go far toward enhancing the Center's image as a "Pacific community of scholars." There is an opportunity here that we must continue to work towards.

I have said that the Center is a national institution, but as you know, it is under the Department of State. This fact has never ceased to arouse suspicions and charges that the Center is little more than an arm of the State Department or an instrument of our foreign policy. Now, from the very outset everyone involved in setting up the Center agreed that the project could not succeed if people reached the conclusion that it was another guise of our foreign policy in fighting the cold war. We had to assure our Asian friends in particular that we were doing this out of a sincere desire to help and to broaden our own understanding.

In order to accomplish this, two advisory boards

were set up at the national and international levels to help establish policies for the Center. As chairman of the National Advisory Board, consisting of some of the most eminent men in the nation, I can attest to the fact that our views and counsel have been respected and incorporated in the policies and decisions affecting the Center. Never did I have reason to fear that we were puppets controlled by professional diplomats.

In recent years there has been some discussion about transferring jurisdiction of the Center to the Department of Health, Education and Welfare. It seems logical, but up until now the talk has been just that. There are some advantages—some good advantages—to remaining with the State Department, and I think State has finally decided that it really wants to keep the Center.

I want to make one comment about the occasional accusation we hear that the Center is a tool of the Central Intelligence Agency (CIA). All such allegations are nonsense. The only instance of anything approaching CIA involvement I know of is when a minor CIA official—as a private citizen, mind you—sent me a memorandum back in April 1959, urging that the University of Hawaii should become a University of the Pacific to train students from Asia, Africa and the Middle East. The University, he said, would become, "a Cold War asset of incalculable appeal at comparatively little cost."

The East-West Center is, and will always remain, an educational institution but with that one unique mission to provide a setting for interaction among men of different cultures, academic disciplines, professions and skills—developing, in the process, bonds of trust, friendship and common interest which will tie them into a community of understanding.

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New Programs Begin

New East-West Center staff members recruited to launch the problem-oriented programs begun in mid-1970 are broadening the educational and professional scope of the institution.

The most recent addition to the staff is Dr. Hahn-Been Lee, one of South Korea's leading educational administrators. Dr. Lee was granted a leave of absence from his post as dean of the Graduate School of Public Administration at Seoul National University to become Director of the new East-West Technology and Development Institute.

In September Dr. Lee succeeded Dr. Dai Ho Chun, who stayed on as Director of the former Institute for Technical Interchange past his normal retirement date of December 31, 1969, to help organize the new Institute.

The first Asian intellectual to be appointed to a top East-West Center executive post, Dr. Lee also will serve as a special consultant to University of Hawaii President Harlan Cleveland in developing problem-solving educational programs for public executives from the United States and Asian/Pacific nations.

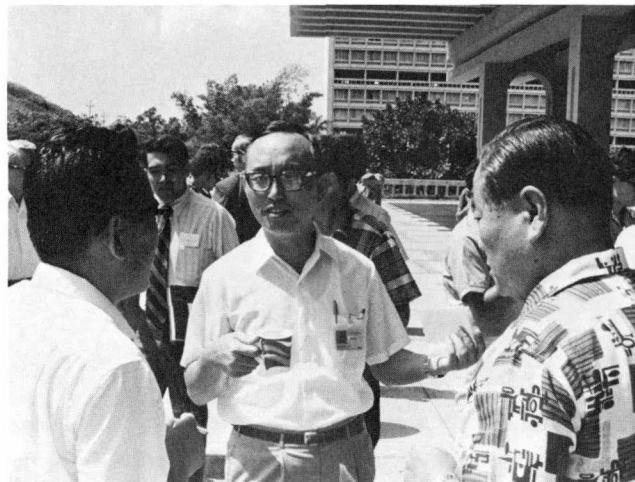
"We are indeed fortunate and honored to have Dr. Hahn-Been Lee join the East-West Center staff and help us give new directions in finding ways to solve the multiplying problems posed by rapid technological change and development," Chancellor Everett Kleinjans said in announcing Dr. Lee's appointment.

The East-West Technology and Development Institute is one of five problem-solving institutes at the Center. Others deal with population dynamics, cross-cultural communication, culture and language learning, and a systems approach to food problems.

Dr. Lee, who will be on leave from Seoul National University for two or three years to work at the Center, is an outstanding example of the younger generation of Korean leaders which has played a key role in that country's development since World War II and the Korean war in the early 1950s.

He received his bachelor of arts degree in 1949 at Seoul National University and his master's degree in business administration at Harvard University in 1951. Returning to Korea, he entered government service and in 1958 became national budget director at the age of 33. Dr. Lee served in four different government administrations, becoming Vice Minister of Finance in 1961. From 1962 to 1965 he served in diplomatic posts in Europe and in 1965-66 was a Senior Specialist at the East-West Center.

Chancellor Kleinjans said the new problem-oriented programs would add substantive staff expertise to the human and educational resources on which the Center was built during the 1960s: Senior Specialists, advanced degree students, non-degree students in mid-career training, publishing, resource materials collection and dissemination, and confer-



Hahn-Been Lee during a coffee break at Modernization Conference.

ences on problems of mutual East-West concern.

"I like to call the new Institutes 'think-and-do tanks' because they bring together a spectrum of talents for finding new knowledge and putting it to work in a practical way," Chancellor Kleinjans wrote in his review of the Center's 1969-70 Annual Report.

"We believe these new programs are significant. They have the potential for enhancing understanding across the barriers of culture, profession, age, and experience; they present the possibility of finding some solutions to intransigent problems of concern to East and West; and they provide an alternative design for education combining exploration, learning, decision making and practice.

"I think they also meet the criterion of 'relevance' which so many, particularly the rising student generation, are seeking. They are built around real problems involving actual people—problems which call for gaining experience in making decisions with important consequences."

Director of the East-West Food Institute is Dr. Nicolaas G.M. Luykx II, who came to the Center after serving for four years as professor of agricultural economics at Michigan State University. He received his Ph.D. in public administration and agricultural economics from Cornell University. While on the Cornell faculty he conducted field research in rural development in the Philippines, Thailand and South Vietnam.

From 1966 to 1968 he was a senior advisor to the Pakistan Academy for Rural Development at Comilla on a Ford Foundation project.

Dr. Luykx currently is chairman of the Rural Development Seminar established by the Southeast Asia Development Advisory Group (SEADAG). While serving as Director of the East-West Food Institute, he also holds a joint appointment as a professor of agricultural economics in the College of Tropical Agriculture at the University of Hawaii.

Director of the East-West Communication Institute is Dr. R. Lyle Webster, former director of information for the U.S. Department of Agriculture and for the last six years a Ford Foundation consultant to the Government of India on agricultural communications.

Dr. Webster earned his B.A. degree at the University of North Dakota where he majored in journalism, his M.S. degree from the School of Journalism at Columbia University and his Ph.D. degree at American University, Washington, D.C.

In November, 1969, he was convener of a round table on "Communication in Development," one of the major components of the Eleventh World Conference of the Society for International Development, held in New Delhi, India. He has carried out communications assignments in Japan and 10 countries of Western Europe and Latin America. In 1960 he was leader of a U.S. exchange team which studied agricultural communications in the Soviet Union.

The East-West Population Institute, established with a grant of \$3,955,000 from the Agency for International Development in 1968, is headed by Dr. Paul Demeny, former associate director of the Population Studies Center at the University of Michigan.

Born in Hungary, Dr. Demeny earned his B.A. at the University of Budapest in 1955, studied at the Institut Universitaire de Hautes Etudes Internationales, Geneva, Switzerland, and was awarded a Ph.D. degree in economics at Princeton University in 1961.

In the summer of 1970 Dr. Demeny was a member of a World Bank team studying population problems in India. He also holds a joint appointment as a professor of economics at the University of Hawaii.

Twelve other staff members of the East-West Population Institute, all with Ph.D. degrees, also hold joint faculty appointments at the University in anthropology, economics, geography, public health

and sociology. Dr. E. Ross Jenney is medical consultant and also affiliated with the Institute is Dr. Lucien Gregg, associate director of the Medical and Natural Sciences Division of the Rockefeller Foundation.

Acting Director of the East-West Culture Learning Institute is Dr. Minoru Shinoda, who served as director of the former Institute of Advanced Projects. Dr. Shinoda holds a joint appointment as professor of history at the University of Hawaii.

Born in Hawaii, he studied at the University of Hawaii and Kyoto University in Japan before World War II. During the war he served as an instructor of Japanese in the U.S. Army Intelligence Service language school in Minnesota. After the war he resumed graduate studies at Columbia University on fellowships from the John Hay Whitney Foundation and the American Council of Learned Societies, winning his Ph.D. degree in 1957.

Coordinator of the culture learning program is Dr. Agnes Niyekawa-Howard, former professor of psychology in education at Northeastern University, Boston.

Dr. Herbert D. Long, director of the former Institute for Student Interchange, is in charge of "open grants" for students and Senior Specialists whose programs are not directly related to the problem-oriented Institutes.

Dr. Long, former dean of students and Francis Greenwood Peabody Lecturer on Church Theology at Harvard Divinity School, first came to the Center in 1968 as a Senior Specialist.

He received his B.A. in history at Stanford University in 1953. After studying at Marburg University, Germany, and San Francisco Theological Seminary, he received his Th.D. degree in theology and ethics at Harvard University in 1965.

He also holds an appointment as associate professor of religion at the University of Hawaii.



Executive staff for East-West Center programs (from left to right): Nicolaas Luykx, East-West Food Institute; R. Lyle Webster, East-West Communication Institute; Hahn-Been Lee, East-West Technology and Development Institute; John A. Brownell, Deputy Chancellor for Academic Affairs; Chancellor Everett Kleinjans; Sam P. Gilstrap, Deputy Chancellor for Administration; Paul Demeny, East-West Population Institute; Minoru Shinoda, East-West Culture Learning Institute; and Herbert D. Long, Open Grants.

Community Involvement

Last summer an attractive East-West Center student from the Philippines assisted a newly-arrived immigrant Filipino family adjust to life in Hawaii.

A soft-spoken art historian from New York City helped youngsters design an environmental space scene at an experimental school in Honolulu.

A sari-clad English teacher from India stimulated enthusiasm for school work among high school underachievers.

They are among eight East-West Center students who participated in an internship program in Hawaiian community activities arranged by another East-West Center student, Mrs. Lynn Walti. Mrs. Walti, a graduate student from Midland Park, New Jersey, completed her M.A. degree in comparative philosophy this September at the University of Hawaii. In addition to her regular course work, Lynn spent last spring establishing contacts and making arrangements for the internship program.

"Basically, the internships are designed as cultural experiences," Lynn explained. "The exchange works both ways. East-West Center students from Asia and the U.S. mainland get deeply involved in the local Hawaiian community gaining a broader base of experience concerning Hawaiian society. At the same time, various groups within the community can benefit from the knowledge and experience of East-West Center students."

Lynn stated that the only limitation on grantee involvement in internships is that it must not interfere with the student's degree work while at the East-West Center.

"Considering how busy Center students are with regular course work, I am really pleased that eight grantees served as interns this summer," Lynn noted.

Miss Rosalie Lucas made weekend trips to Kuhio Park Terrace to meet with a family of new arrivals from the Philippines.

"I came from the same area in Northern Luzon so we have lots in common," Sally noted. "The parents and three children have been in Hawaii six months and have experienced some culture shock. I want to help improve their conversational English so the mother can go shopping and the father can adjust better at his job. Also, I'd like to help them adjust to Hawaiian society."

Steve Goldberg is a quiet, sensitive graduate student who just completed his M.A. degree in oriental art history. He spent the summer teaching art at Hale Mohala, an experimental school housed at the Church of the Crossroads.

"We put 48 students ranging in age from 4 to 12 years in a flexible, free environment," Steve explained. "Creative activities are encouraged and the children do what they want to do. The teachers provide assistance in carrying out projects the students initiate."



Korean grantee, Miss Jung-ja Lee, teaches Korean songs to children in summer fun program as part of her internship with the Honolulu Department of Parks and Recreation.

Steve described one such art project where "several students decided to construct a space city—their conception of a futuristic urban environment. Their inventiveness never ceased to amaze me. One fellow figured a way to suspend the entire model from the ceiling."

This September, Steve returned to New York City to teach in the public school system.

"I hope to work in a ghetto area with the culturally disadvantaged. I'm bursting with plans for incorporating teaching methods I've learned at Hale Mohala into my ghetto classroom. I just hope I have a sympathetic and open-minded principal."

Miss Shashi Gujral taught English in an unfamiliar setting this summer. Before coming to the East-West Center, she was teaching at Indraprastha College, Delhi, India. Recently, she worked with high school underachievers from all over the state of Hawaii in the Upward Bound Program.

"The students all are intelligent but have not been doing well in school," according to Shashi. "Upward Bound attempts to get these young people 'college-oriented' by stimulating their interest in course work. Each student is given ten dollars a week to add a little financial encouragement as well."

"My students were intrigued by me as a person because I am from India. This gives me a special advantage in teaching because I can relate the subject matter to things in India. We compare and contrast Indian culture and Hawaiian culture. For the students it's something very new and interesting."

Shashi is gaining a lot from her experience too.

"Teaching methods are quite different here. In India there is little interchange between teacher and students. I just lectured and the students listened. But here I find much more dialogue. As a result I really have to be alert and keep on my toes. When I return to India, I plan to introduce more discussion and student participation into my classes."

Other East-West Center interns included Miss Phoebe Beltran and Susulan Sappayani, both from the Philippines, who worked with Shashi in the Upward Bound Program.

Miss Jung-Ja Lee, a Korean grantee, and Xavier Nampiaporampil, a student from India, interned with the Honolulu City Government. Miss Lee, who is working for an M.A. degree in American Studies, spent the summer as an observer/participant in activities sponsored by the Honolulu Parks and Recreation Department. Nampiaporampil, who is working for an M.A. degree in business administration, worked with the City Planning Department. Xavier made a study of how the Planning Department handles relations with the public.

Miss Faye Clark, from Brooklyn, New York, who is working for an M.A. degree in Asian Studies, interned with the Honolulu Theatre of Youth.

Lynn Walti, as the organizer of these projects, has high hopes that the program will continue to grow and prosper. In comparing other EWC-community ties she noted that, "the Friends of the East-West Center and the Host Family program are both excellent means for bringing the Center participants into contact with the community. We hope the internship program will build additional lines of communication from the campus to the people of Hawaii."

Internships are not restricted to the local Honolulu community by any means. The program is intended to involve a degree student in practical training or offer him new opportunities for greater intercultural understanding. Such opportunities frequently occur outside the immediate environs of Oahu.

Last spring two students from Australia and Fiji studying for degrees in agriculture at the University of Hawaii spent several weeks on the neighbor islands of Hawaii working with agricultural concerns. Mike Grey, an Australian who worked for several years in New Guinea as a Cooperatives Officer, spent three weeks on the big island of Hawaii with the DIVACO agricultural cooperative in Hilo.

Getting down to the grass-roots level of agricultural production offers an experience no amount of classroom discussion can equal. Mike is particularly enthusiastic about these agricultural internships because they were initiated and developed through the efforts of students themselves. He noted that such a program has three basic purposes:

To provide students the opportunity of applying the knowledge gained in classrooms to actual field conditions; to make available to local Hawaiian business and industry a valuable source of resource personnel; and to provide service to the Hawaiian community.

Each year over 100 Center students participate in field education experiences on the U.S. mainland or in Asia and the Pacific area. Students carry out research or enroll in universities to further their studies in areas relevant to their work at the East-West Center. When it is appropriate, internship programs are combined with field education.

Every ten years the President convenes a special White House Conference on Children and Youth to help him determine what needs to be done for the Nation's youth. The next meeting is scheduled for February, 1971 in Washington, D.C. In planning for the Conference, two East-West Center students spent last summer in Washington, D.C., as interns with the Office of International Affairs. Mr. In-hwan Oh, a Korean journalist, and Miss Meherunnisa Ramani, an Indian working for a Ph.D. in educational psychology, researched the views of foreign youth concerning U.S. foreign policy.

Mr. Oh, who is working for an M.A. degree in sociology at the University of Hawaii, noted that "students are mostly against something—that's easy. Through this youth conference they will become aware of the difficulties of planning practical solutions."

Four students from Australia, Afghanistan, Hong Kong and India spent the month of August in New York City serving as interns at the United Nations. The purpose of the program is to give students from different countries the opportunity to study the principles and purposes of the United Nations. While at the U.N., they met with U Thant and other dignitaries and worked with staff members on research projects relevant to their studies at the University of Hawaii.

American students on field education also find opportunities for arranging internship programs. Last year, two students spent several months working for the Japan Times in Tokyo as reporters and translators.

In an age of student unrest when the youth of the world are calling for relevance and significance in education, the East-West Center's internship program provides a practical, valid answer.



East-West Center students In-hwan Oh (left) and Miss Meherunnisa Ramani (middle) chat with Mr. Jerry Inman, Director of International Affairs for the White House Conference on Children and Youth. Mr. Oh and Miss Ramani spent the summer in Washington, D.C., helping to plan the upcoming White House Conference.

MODERNIZATION

Continued from page 2

George Cooper compared the giving of foreign aid by developed countries to the developing ones to a "drunk sitting in a bar asking passers-by for a drink." Claudia Greene emotionally argued that the East should avoid modern technology and the dehumanized life styles forced on it. Lubis responded that this was tantamount to a "Western capitalist hoping that Asia would remain weak so that he could continue to exploit it."

The present East-West technological gap and the likelihood of its widening even further in the future called for a "theory of the middle range." What was more relevant to Asians than the Clarkean vision of 2001 were the problems of transitional modernization—how to energize traditional bureaucracies, how to push sluggish GNP's into the takeoff range, how to cope with the population monster straddling all the lands of threatened want.

To close the intellectual distance between the two worlds, Erich Jantsch of West Germany proposed an expansion of East-West Center programs to "begin the search for first principles." Students will be asked to participate in on-going workshops investigating the question of basic values.

"If the idea proposed were to work," the Group II report said, "Asian students would all have to read a little of Plato, Descartes, Kant, Marx, Freud and Sartre while Westerners would have to read a little of the Baghavad Gita and the I Ching, see a movie of the Ramayana as danced in rural Indonesia, understand the haiku and the thoughts of Lao Tze, and be familiar with the social philosophy of Mahatma Gandhi."

Group III under Malaysian journalist James J. Puthuchery recommended courses in Future Studies in higher learning institutes all over Asia and the Pacific.

Group VI under Ton That Thien, South Vietnamese social scientist, proposed "creative discussion between foreign investors and social scientists" to encourage practical institution-building.

A more specific proposal was a Shrimp Research Institute, to help develop Asia's food-producing capacities.

Group I under Hiroshi Kitamura, Japanese economist, urged mechanisms to facilitate technology transfers from the rich to the poor countries as recommended by the Pearson report. It also proposed an Asian University to be set up in the region.

Realizing that it has raised more inquiries than it could possibly resolve in one sitting, the conference created a "continuation committee" with Mochtar Lubis as chairman and Hanzah Sendut, vice chancellor of the University of Penang, as vice chairman. The committee will help translate the product of the East-West Center meeting into future-oriented programs and serve as a bridge to the next conference.

EAST-WEST CENTER PARTICIPANTS

Participants at the East-West Center in Fiscal Year 1970 are listed by countries as follows:

Afghanistan	19
Australia	23
British Solomons	1
Burma	2
Ceylon	6
China, Republic of	70
Cook Islands	4
Fiji	12
Gilbert & Ellice Islands	4
Guam	2
Hong Kong	8
India	53
Indonesia	50
Japan	100
Korea	85
Laos	27
Malaysia	30
Nepal	10
New Guinea	8
New Zealand	12
Niue	1
Pakistan	10
Philippines	62
Ryukyu Islands (Okinawa)	53
Samoa, American	38
Samoa, Western	16
Sikkim	1
Singapore	11
Thailand	70
Tonga	12
U.S. Trust Territory	122
United States	230
Vietnam	88
Other areas (not Asia or Pacific)	16

TOTAL PARTICIPANTS AT EWC 1256

Participants trained in field courses 1420
Participants in conferences at EWC 1095

National Review Board

Governor John A. Burns of Hawaii was re-elected Chairman of the National Review Board of the East-West Center at the first meeting of the re-constituted Board held at the Center, September 14-15, 1970. Governor Burns and Otto N. Miller, Chairman of the Board of Standard Oil of California, were the two holdover members reappointed to the 15-member board by President Nixon.

The National Review Board was established in 1965 as an advisory body to the Secretary of State to represent the national interest in the East-West Center. Thirteen members were able to attend the recent Honolulu meeting. Because the majority of the members were newly appointed, the session was devoted principally to a general orientation about the Center, organizational matters and discussions on future activities of the Board.

The first day was concerned with presentation of background information on the Center. Governor Burns opened the meeting and commented on the encouraging interest and commitment that the State Department is expressing in the Center.

William B. Jones, Deputy Assistant Secretary for Educational and Cultural Affairs, Department of State, noted that the directions of Center programs during the 70's support President Nixon's stated goals for American foreign policy—the need for strengthening genuine partnership and communication with the peoples of Asia and the Pacific. He said the East-West Center will serve as an important means for achieving this understanding.

Chancellor Everett Kleinjans described the original legislation establishing the Center and discussed the general goals and new structure of the Center. Kleinjans was particularly impressed by the "sincere, keen interest and concern with the Center" that the members of the National Review Board demon-

strated.

Other activities included lunch and discussions at University of Hawaii President Harlan Cleveland's residence with members of the Board of Regents and an informal tour of Center facilities by staff members and students. Gatherings with the Friends of the East-West Center and with Center participants provided an opportunity for all members of the Center community to meet with the Board.

In addition to Governor Burn's re-election as Chairman, Mrs. Clare Boothe Luce, editor, playwright and former U.S. Ambassador to Italy, was elected First Vice Chairman. Dr. Lup Quon Pang, Honolulu physician, was elected Second Vice Chairman.

Daniel E. London, Senior Vice President of Western International Hotels, San Francisco, was elected Chairman of the Board's Executive Committee. Other members named to the Executive Committee were:

Dr. Joan Barry Barrows, former professor of geography at George Washington University, Washington, D.C.; Alan Green, Jr., President of the Tom Benson Glass Company, Portland, Oregon; Philip Guarino, Director of the District of Columbia National Bank; and Robert Nesen, President of R.D. Nesen Oldsmobile-Cadillac, Inc., Oxnard, California.

Other members of the Board are: Harold C. Eichelberger, Chairman of the Board, Amfac, Inc., Honolulu; John K. MacIver, of Michael, Best & Friedrich, Milwaukee, Wisconsin; Katsuro Miho, of Fong, Miho, Choy & Robinson, Honolulu; William D. Mounger, Vice President, Deposit Guaranty Bank, Jackson, Mississippi; William C. Turner, President, Western Management Consultants, Inc., Phoenix, Arizona; Mrs. Elizabeth S. Whalen, Bethesda, Maryland.



Chancellor Kleinjans (left foreground) and Governor Burns address the National Review Board. Members shown (from left to right): William C. Turner; Lup Quon Pang; Robert D. Nesen; William D. Mounger; Katsuro Miho; John K. MacIver; Clare Boothe Luce; Daniel E. London; Philip A. Guarino; Alan Green; Harold C. Eichelberger; Joan Barry Barrows.

In this connection, I don't think it was ever meant to be a strictly academic institution—a rigid, hide bound, ivory-towered, intellectual retreat. Rather, what we wanted it to be was a warm, personal and adaptive institution capable of responding to the needs of people and the changes of the times.

The capacity to adjust to change, to innovate and experiment successfully, is the hallmark of any great institution. The Center is now undergoing very significant modification to its internal structure. The former Institutes of Student Interchange, Advanced Projects and Technical Interchange are being abolished and replaced by problem-centered programs in population, communications, food and others. The reasoning for these changes seems sound and, while it is always difficult to administer any reorganization because people's livelihoods are affected, if these steps will lead to maintaining the overall effectiveness and integrity of the Center, then you are on the right path.

I suspect, however, that it will not be the proverbial primrose path. In a sense, you are embarking on building a new Center, a new institution which requires a great deal of imagination, administrative skill, dynamic leadership—and luck and money. If you succeed, the next ten years of the Center will be exciting indeed. If you fail, there may not be another anniversary.

I do not wish to frighten anyone with unforeseen problems. I suppose if back in 1959–1960 we had known what all the problems were going to be we might have abandoned the whole project. But the Center in this respect is like the bumble bee. Aeronautical engineers, as you probably know, can prove mathematically that the bumble bee cannot fly because his massive body and small area of wings cannot produce sufficient lift. We know of course the bees do not study aeronautical engineering and therefore are not aware of this serious limitation. Consequently, when they want to move from one place to another, they fly. So, like the bumble bees, you who must continue refining and strengthening the Center must persevere in the face of problems and limitations you may not yet be aware of.

All of you connected with the Center in one way or another should be recognized and congratulated for the contributions you have made or are making to its growth and future. We are deeply appreciative of your invaluable help in our common cause to achieve better understanding among mankind.

Let me close by recalling the words of President Lyndon Johnson when he said, "Of the works to which I have contributed I have the greatest confidence that this East-West Center will outlive them all." I hope we can all share that faith and see that it is justified.

books." Any number of East Coast universities could have provided an academic background, but day-to-day living at the East-West Center brought an awareness of subtle differences and similarities, a contextual understanding of people from an environmental orientation different from my own, which could not have been possible in an isolated scholastic atmosphere. The understandings gained at the East-West Center gave me a perspective of Asia which made it possible to gain better insights from the Asian field study experience. Gradually, I came to the realization during field study that I felt with people in their activities. They were not objects to be compared with "back home," but people with thoughts and problems and emotions that are universal. Living in a framework decided by their traditions—not ours—these people, with institutions similar to ours, differ only in their motivations for forming these institutions.

The academic work gave me the big picture, but the everyday acts in living, working, and playing together gave me the human insights, helped me to see the cultures in action. A Moslem asked, "What does this mean, 'do your Christian duty'?" Another said, "The worst day of my life comes every Wednesday when I have to make my bed." And another: "In my country no one is as rich as some people in America, but we have no poverty. I am not so sure we want to industrialize." Superficial? Maybe. But the thoughtful off-hand comments do much to give relevancy and meaning to the effect of the history and geography, the anthropology, the economics, the sociology, and the government that are more formally studied. Circumlocution and the silent language of mankind become a way of life rather than mere words.

The combination of academic study and everyday contact—even in small ways—produced in me a realization of a quiet respect for the ways of life of others and a non-emotional vantage point for examining Asian society. It was much the same as I would look at my own society—a balance that admits light without imposing my own standards. It is toward achieving this attitude or state of mind that the North Carolina course is directed.

Many of the schools throughout the state used the program this year exposing thousands of students to Asian studies already. By 1973, North Carolina will quite possibly find itself with an Asian perspective. A valid observation may be that the long arm of the East-West Center will influence generations of students throughout this state.



Assistant Secretary of State for Educational and Cultural Affairs John Richardson visited the Center in April. From left to right: Mr. Richardson; Center student Miss Mihoko Watanabe from Japan; Indian student Miss Shashi Gujral; and Mrs. Jewel Lafontant, with the Secretariat to the U.S. Advisory Commission on International Educational Affairs.



Mr. and Mrs. Emelito Capina, local Honolulu residents, lent their talents to a special Filipino Cultural Show presented by the East-West Center Filipino Grantee Association to celebrate the 72nd anniversary of Philippine independence, June 12, 1970.



Dr. Edwin O. Reischauer (right), former U.S. Ambassador to Japan and professor of history at Harvard University, spoke on "The New Pacific Age" at the East-West Center's Kennedy Theatre, July 7, 1970. Mr. Desmond Byrne (left), President of the Friends of the Center, introduced Dr. Reischauer.

RESOURCE MATERIALS COLLECTION

Culture Learning Institute
East-West Center
1777 East-West Road
Honolulu, Hawaii 96822

University of Hawaii
EAST-WEST CENTER
OFFICE OF PUBLIC AFFAIRS
1777 EAST-WEST ROAD
HONOLULU, HAWAII 96822

THE EAST-WEST CENTER—formally known as “The Center for Cultural and Technical Interchange Between East and West”—was established in Hawaii by the United States Congress in 1960. As a national educational institution in cooperation with the University of Hawaii, the Center’s mandated goal is “to promote better relations and understanding between the United States and the nations of Asia and the Pacific through cooperative study, training and research.”

Each year about 1,000 degree students, research-minded Senior Specialists and non-degree students, including those in technological development and training programs at the mid-career level, come from more than 35 countries and territories to study and work together at the East-West Center. They are supported by federal scholarships and grants, supplemented in some fields by contributions from Asian/Pacific governments and private foundations. Several hundred more men and women receive training annually at field workshops and refresher courses conducted in the Asian/Pacific area by East-West Center instructional teams co-sponsored by local governments and agencies.

A fundamental aim of all East-West Center programs is to foster understanding and mutual respect among people from differing cultures working together in seeking solutions to common problems. The Center draws on the resources of U.S. mainland universities, and Asian/Pacific educational and governmental institutions as well as organizations in the multi-cultural State of Hawaii.

Center programs are conducted by the East-West Communication Institute, the East-West Culture Learning Institute, the East-West Food Institute, the East-West Population Institute, and the East-West Technology and Development Institute.

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