PHILIPPINE STUDIES PROGRAM

FEASIBILITY REPORT

Prepared by

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for

The Steering Committee
Philippine Studies Program Feasibility Study

Asian Studies Program
University of Hawaii
January 1975

Cover design by Daniel de Castro
PROPOSAL FOR A PROGRAM OF PHILIPPINE STUDIES*
IN THE UNIVERSITY OF HAWAII SYSTEM
(Final Report)

Part I: Introductory Summary Statement

In March 1974, the Hawaii State Legislature passed Senate Concurrent Resolution No. 14 requesting the University of Hawaii to conduct a program analysis to determine the feasibility of establishing a Philippine Studies Program in the University system.* The resolution noted that in view of the significant contributions made by Filipinos to the history, culture, and economy of Hawaii, it would be appropriate to develop a program in Philippine Studies. It also stated that the thorough study of an ethnic group encourages greater understanding of its culture and develops a sense of ethnic identity that is often neglected in traditional American education. The main purpose of the program analysis would be to indicate whether such a program is feasible and if so, how best to organize the Philippine Studies Program. (See Appendix A for a copy of SCR No. 14.)

In line with this resolution, individuals from the faculty, student body, and community formed a Task Force for Philippine Studies. This Task Force of 40 persons approved the formation of a smaller Steering Committee in July 1974 to conduct a feasibility study. (See Appendix B for composition of Steering Committee.)

In August and September 1974, the Steering Committee surveyed the opinions and ideas of faculty, department chairmen, program directors, and students in the University of Hawaii Manoa campus, community colleges and some high schools to determine support and resources for a program of Philippine Studies. The Committee also

*Resolution No. 14 used "Filipino Studies Program" but the name proposed here is "Philippine Studies Program." Among the most important reasons for the name are these: 1) Philippine Studies is more inclusive, allowing a program to include a more thorough range of study. Filipino Studies, on the other hand, connotes a focus limited to the people of Philippine ancestry in the U.S.; 2) The overwhelming majority of faculty surveyed prefer the name Philippine Studies; 3) The word "Filipino" could prove embarrassing to the program in the future. It might label the program as sexist since technically, "Filipino" refers to men. Also, the term may arouse the ire of a growing number of people of Philippine ancestry who insist they are "Pilipino." In short, the term Philippine Studies avoids a number of problems that the original name raises.
requested advice from the community beyond the University. A study authorized by the Committee surveyed existing library resources which the proposed Program might use. Likewise, the Committee wrote letters to relevant institutions in the Philippines and the U.S. mainland soliciting advice and ideas about how they can contribute to or benefit from the development of a Philippine Studies Program in Hawaii. Additionally, Committee members interviewed the key administrators in the University to discuss the program. (See Appendix C for survey questionnaires and letter to respondents.)

On the basis of these inquiries, the Steering Committee proposes a modest program in the UH system over the next six academic years, starting 1975-1976. Its major aim is to provide an integrated program of academic instruction, research, and community service. Broadly, the first two-year period (1975-77) would be devoted largely to planning how best to use the University's existing resources for Philippine Studies, developing the curriculum, and firming up arrangements and relationships with relevant units and programs in the University. Student needs would also be determined during this initial stage. The second two-year period (1977-79) will attempt to reinforce the development of basic curricular and instructional materials by promoting a research and publication program. The third stage (1979-81) will prepare the program to initiate or coordinate national and international programs which would enhance the academic development of the UH as the center for Philippine Studies in the United States. During this period, exchange programs of scholarship and research with the mainland or Philippine institutions will have been operational.

It is our belief that a Philippine Studies Program in the UH would be one of the areas of selective excellence in the University. Such a program should be instituted for the following reasons:

1. Presently, the UH is in a uniquely favorable position with regard to a Philippine Studies Program as the resources needed for such a program already exist. More than 60 faculty members have been identified as actually or potentially involved in teaching and research relative to various aspects of Philippine Studies. A number of UH Philippine specialists are already nationally and internationally well-known in such fields as political science, linguistics, Indo-Pacific languages, and anthropology. In addition, there are ten Filipinos on the Manoa campus who have Ph.D.'s and whose specializations could make for a real beginning in Philippine Studies.

2. The faculty survey reveals that about 20 courses deal directly with the Philippines in various academic disciplines, notably languages, in both undergraduate and graduate levels. In addition, 59 courses have been identified as having some Philippine content and 22 more courses that could have some relation to the Philippines and Filipinos could be taught by existing faculty. The UH faculty is thus exceptionally qualified to handle a Philippine Studies Program. Existing faculty expertise and curricular offerings as well as ongoing researches in various departments show a range and quality that will make such a
program nationally and internationally well-known. In terms of student interest, about 20 doctoral dissertations are currently being written about the Philippines or Filipinos. In addition, the UH has a good library upon which an excellent collection can be built and it has at least one librarian scholar whose specialty is Philippine materials. (See Survey of Philippine Research Materials at the UH Libraries, at the end of this report.)

Thus, to quote Professor Donn Hart, Director of the Center for Southeast Asian Studies in Northern Illinois University: "It has been a dream of mine to see a real Filipino Studies Program developed, and UH is the right place...UH now has an impressive group of specialists on the Philippines, in library, social sciences, and humanities. In fact, UH has the best Filipino Studies Program in the US today! What you are doing is merely expanding your present program, not beginning de nova." (Sept. 16/74)

2. Filipinos in the State of Hawaii number 120,000, comprising 12% of the total population. In the community survey, an overwhelming 93% of the 220 returned questionnaires say there is a need for a Philippine Studies Program in UH. In fact, some comments indicate that such a program should have started long ago. In addition, a number of Filipino organizations have indicated strong support for such a program. (See Appendix D for resolutions of support.)

3. In spite of the fact that Filipinos constitute the third largest minority in Hawaii, students of Filipino ancestry comprise only 2% of the Manoa campus. A program of Philippine Studies could encourage more students of Filipino ancestry to attend college. An increasing number of such students would make a Philippine Studies Program truly viable in Hawaii.

4. There will be distinct and long-term benefits to secondary and elementary school social studies curricula. There is a need to foster greater understanding and appreciation of the unique multi-ethnic composition of Hawaii through a study of the various ethnic minorities in the society. The proposed Philippine Studies Program could serve as a medium for the development of this understanding and appreciation of the poly-ethnicity of Hawaii.

5. In addition to the regular departments and programs, a number of institutions whose goals and activities complement and support a Philippine Studies Program are already present in the UH campus. Among others, these are: the East-West Center whose various institutes fre-

*In the Steering Committee letter of Prof. Hart, the term "Filipino Studies Program" was used in referring to Senate Concurrent Resolution No. 14, hence his use of the term.
quently invite numerous Philippine scholars, sponsor international conferences, or conduct research projects involving Philippine subjects; the School of Public Health which has collaborative research and action projects with the Philippines; and Operation Manong, a federally-funded program administered by the Social Science and Linguistics Institute to assist Filipino immigrant children in the public schools. In addition, many departments at UH have formal and informal ties with institutions on the mainland and in the Philippines.

It is proposed that the Philippine Studies Program be institutionalized within the current Asian Studies Program with teaching and research largely done in existing departments. It will be a non-degree program that will begin with no more than five new faculty positions in Manoa and a few lecturers at the community colleges. Most of the funding for the program would be from the State but it is anticipated that other sources, probably federal and private foundations, will become available, particularly for research and exchange of faculty and scholars with other institutions.

The immediate reward for the establishment of Philippine Studies in the UH system is in bringing together all resources now available in the University and community into a concerted program that will enable not only the University but also the community to learn about the Philippines and Filipinos more thoroughly and thoughtfully than in the past. In the long run, the program can develop a resource center that includes Philippine specialists and materials which people in the state and international scholarly community can use.

The Steering Committee believes that the proposed program is ideal and uniquely "natural" for Hawaii in view of the reasons cited above. There are so many capabilities and talents present in this state that it would be a waste not to integrate them into a viable and useful resource center for Philippine Studies, which would have not only academic, educational, professional, and social impacts but economic benefits as well. The proposed program would attract participants from all over the world. It is certain that given such reputation and prestige, a number of important international conferences, consortiums, and projects will be scheduled in the future by the program, which will be directly beneficial to Hawaii's economy. Another way in which the program could bring economic pay-offs to the State is in creating employment opportunities or prospects for people in international agencies that require special knowledge of a country, in this case, the Philippines.

The next section of this report, "Details and Analysis" elaborates the major aspects of the proposed program. Following this section is a set of appendices (A-L) to provide further documentation and supporting statements. We have also supplemented this report with a Directory of Resources for Philippine Studies in the University of Hawaii as a handy reference. This directory contains a listing and descriptions of various resources like faculty, research, programs, and institutes, which provide a good beginning for a Philippine Studies Program in the University. (See Supplement No. 1.) A second supplement
presents a comprehensive report on Philippine research materials, documents, and other resources at the two libraries in the University of Hawaii which indicates a strong feasibility of a Philippine Studies Program at the university. (See Supplement No. 2.)
PROPOSAL FOR A PROGRAM OF PHILIPPINE STUDIES

IN THE UNIVERSITY OF HAWAII SYSTEM

January 31, 1975

Part II: Details and Analysis

A. Objectives

1. What the program will accomplish or achieve

   a) To provide an integrated and coordinated program of academic instruction and research on Philippine Studies for students and scholars in the University of Hawaii.

   b) To promote through excellent interdisciplinary scholarship and teaching, a more thorough understanding of various aspects of the Philippines, including the contributions of Filipinos to Hawaii and other parts of the world beyond the Philippines.

   c) To initiate and support comparative and collaborative programs with other institutions to study other Asian and Pacific cultures, such as Hawaiians, Koreans, Chinese, Japanese, and Samoans.

   d) To promote scholarly and educational exchanges about Philippine Studies between the University and other interested institutions and individuals in the State.

   e) To build a national center for Philippine Studies that would include a viable curriculum, well-conceived research projects, intramural exchanges, and a comprehensive collection of research material and data.
2. Relationship to system-wide campus, college, and departmental/division/institute objective and plans

   a. Asian Studies and Southeast Asian Studies Programs

   The Philippine Studies Program will be placed within existing programs and units of the University system. It will be part of the larger Asian Studies Program in the Manoa Campus. More specifically, it will be located within the Southeast Asian Studies division of the Asian Studies Program and it will have collaborative arrangements with the community colleges. (See Appendix E for supporting statements of the Director of Asian Studies in UH.) Southeast Asian Studies at Manoa already has a curriculum that will readily accommodate undergraduate and graduate courses for Philippine Studies without requiring the College of Arts and Sciences or the University to approve brand new course numbers. Similarly, several departments on campus already have courses which can complement a Philippine Studies curriculum. (See paragraph d below.) If new courses are needed later, after the Philippine Studies Program has become more established, they would first be approved by Southeast Asian Studies and Asian Studies before going to other University curriculum committees. Similarly, the Philippine Studies Program together with appropriate parts of Southeast Asian Studies will decide the specific requirements that students must accomplish in order to have a concentration in Philippine Studies.

   b. The College of Arts and Sciences, and Graduate Division

   Because the Philippine Studies Program will not be a degree-granting program and because it will be part of an ongoing academic program (Asian Studies), there should be no major problem for either the College of Arts and Sciences or the Graduate Division to accommodate the proposed program. (See Appendix F for Graduate Division Dean McKaughan's statement.) Moreover, the support that the College, Graduate Division, and department and program chairpersons have expressed for Philippine Studies will make interdisciplinary cooperation...
among many faculty and departments that much easier and the program’s success that much more likely.

The program will be based in Manoa but will be working with the community colleges which may want to offer one or two undergraduate courses in Philippine Studies. An example, according to some administrators on other campuses, would be an introductory course on Philippine Studies that could be initially offered on an interdisciplinary and experimental basis and later as a permanent offering if it gets approved by appropriate authorities. The problem of "course equivalency" to Manoa for transfer purposes could be worked out in cooperation with appropriate Manoa offices.

Budget allocations and positions on all community colleges are close to fixed at this point. Consequently, in order to offer Philippine Studies courses there, the Manoa program will offer funds to other campuses to use for hiring lecturers.

Another way to cooperate with community colleges and UH at Hilo is that one of the faculty at the Manoa program will assist them when called upon in curriculum development and acquisition of library resources on Philippine studies.

Since the program is intended to be interdisciplinary, arrangements can be made with various departments and colleges to cross-list courses, invite faculty to participate in seminars with Asian Studies Program course numbers but which emphasize Philippine Studies, and support courses in other departments that focus on Philippine-related subjects. (See Appendix G for a list of Southeast Asian Studies faculty who have specialties on Philippine Studies.) The departments and programs with which the Philippine Studies Program could collaborate on course offerings are Political Science, History, Anthropology, Indo-Pacific Languages, Linguistics, Economics, American Studies, Ethnic Studies, and Liberal Studies. (See Directory of Philippine Studies resources appended to this report for a listing of course...
offering with Philippine content and faculty teaching them.) Faculty hired on Philippine Studies position counts may teach courses in other departments, if those departments agree. Similarly, faculty in existing departments (like Prof. Wilhelm Solheim of Anthropology or Prof. Robert Stauffer of Political Science) may devote 50% of their time teaching Philippine Studies courses in the Asian Studies Program. This type of inter-departmental collaboration should be feasible for Philippine Studies since it is already happening in other programs in the University.

The other programs and institutes in the campus which have important relationships with Philippine Studies in terms of research and community service are the East-West Center, College of Continuing Education, College of Health Services and Social Welfare, Operation Manong, and the Pacific and Asian Affairs Council.

A number of institutes and agencies outside the University system could contribute to and benefit from the development of a Philippine Studies Program. These include the Department of Education, various centers and programs dealing with Philippine immigration and related matters, and private educational institutions such as Chaminade and Hawaii Loa. The Department of Education may request this proposed program's help when attending to the large number of Filipino immigrant youths coming to Hawaii and when implementing its proposal for bilingual education involving Filipino students, which has recently been approved by the federal government. A major contribution of the Philippine Studies Program to these non-University groups would be to provide lectures, information, and other educational materials on Philippine culture or any other aspect of Philippine life.

Since the early 1960's, the University of Hawaii has offered courses, especially in languages. Scholars have developed, largely with assistance from the Pacific and Asian Linguistics Institute (PALI), grammar texts, dictionaries and other materials for seven major Philippine languages. Later, several departments prepared and taught
courses in Philippine politics, history, anthropology, and music, among others. They have also invited visiting academicians from the Philippines to teach undergraduate and graduate courses. In recent years, several UH faculty members have suggested a Philippine Studies Program for the University. Then in June, 1973, a proposal for a Filipino Resource Center was submitted to the Social Science Research Institute to be based in the UH at Manoa. Thus, the current proposal is not really new but reflects the efforts and thinking of several individuals and groups in the past ten years for the development of a program in Hawaii for Philippine Studies.

There are three major trends relevant here. The first is the growing number of immigrants from the Philippines and the large percentage (12%) of Filipinos in Hawaii's population. This will contribute to building a lively and strong program. Students of Philippine ancestry will continue to increase in number at Manoa and other campuses and many among them may choose to participate in a Philippine Studies Program. This will be an opportunity for local-born Filipinos to learn about their cultural heritage. Simultaneously, people throughout the State will want to learn about Philippine culture and history. The program proposed here is designed, in part, to help provide this needed education. (See Appendix II for supporting statement.)

The second trend is the increased interest within the United States' scholarly community for Philippine studies. Indicative of this, for example, is the creation and steady growth of a young Philippine Studies Group within the Association for Asian Studies. It is also reflected in the number of universities and colleges across the country that teach courses and have ongoing research directly related to the Philippines. In short, there is considerable support within the larger scholarly community beyond Hawaii for a Philippine Studies Program such as the one being proposed here.

Many scholars have stated this, and several singled out the University of Hawaii as the place to start such a program because of
B. Target Groups

-11-

the State's large number of people of Philippine ancestry and the University's relatively large number of Philippine specialists, both Filipinos and non-Filipinos. (See Appendix I for supporting statements.)

Finally, scholars in the Philippines itself and other countries (e.g. Australia) that are becoming interested in Philippine Studies hope to find valuable research and educational resources in a Program such as the one being proposed here. (See Appendix J for a summary of replies from scholars in the Philippines.)

a) The immediate target group of this Program consists of two types of undergraduate and graduate students. The first type includes those students who would like to emphasize Philippine Studies as part of their curriculum leading to a B.A. or M.A. degrees in the Asian Studies Program. The second type includes those students who are majoring in any of the University's degree-granting departments and programs who wish to take courses relevant to Philippine Studies or who wish to give special attention to Philippine Studies in preparation for, say, writing an Honors Thesis or doing Ph.D. dissertation research. (See Appendix K for summary of student opinions on the proposed program.)

b) Another target group is those Community College students who expect to get an A.A. after two years, with some background in Philippine Studies.

c) Occasionally, the program should be able to reach high school students by giving lectures on Philippine culture, on the Philippines or Filipinos. Workshops with school administrators could be arranged. The program should also be an important resource for the great number of Filipino organizations in Hawaii.

d) Another important target group is the community outside the University, especially the Filipinos who now reside in the state of
Hawaii. While the proposed program will not be directly servicing this population, it hopes to make information and educational resources available to them. The community beyond the University will hopefully look upon the Program as a useful source of ideas and assistance in Philippine-related matters. (See Appendix H again.)

e) The Program should also be aimed at institutions in the U.S. mainland and other countries, including the Philippines, that have similar interest in Philippine Studies.

C. Program Elements

This section of the PPB format applies more to a degree-granting program which we are not proposing for Philippine Studies. The Program will follow pre-requisites and other requirements that have already been set by the University and the various departments.

D. Courses

Initially, the Program's courses will include a survey course and seminar, which will be offered under already designated course numbers in the Asian Studies Program's curriculum, and other courses with Philippine Studies content that other departments and programs now offer or would offer if they had a visiting professor or similar assistance which the Program would be able to provide. (See paragraph 2.d. under section A above.) Consequently, the Program will not require additional course numbers in order to begin.

The specifics as to which courses in other departments can be included in the curriculum for students of Philippine Studies can be worked out once the program is approved and funded. An example, however, of how this interdepartmental collaboration could work is as follows. Courses on the Philippines are offered from time to time in departments such as Indo-Pacific Languages, Anthropology, History, Political Science, etc. These could be among a list of courses offered on a regular basis (e.g., once a year) from which students who will be
majoring in regular degree-granting programs could pick to compose a curriculum of study that would emphasize Philippine studies. As a program, Philippine Studies would encourage these courses and help to support them, such as by sponsoring visiting faculty to the University.

Evaluation of the program will be geared to the objectives that the planners have set for it to accomplish. The criteria and procedures for such an evaluation will follow those that have already been laid out by the University for new and existing programs.

Other alternatives considered were to do nothing and not recommend any program at all, to make Philippine Studies an autonomous unit like the Korean Studies Center, and to make it part of existing programs like Ethnic Studies or Liberal Studies. Doing nothing would ignore the considerable need which has been voiced by many different types of people in Hawaii, the mainland, and the Philippines, for a Philippine Studies Program. Moreover, doing nothing would make inadequate use of existing resources at the University which could be developed into a Program that could provide a valuable academic and educational service.

The second option - to make an autonomous program - was rejected partly because the Program will be stronger if it is set within a larger context like Asian Studies, rather than being isolated. Standing by itself, Philippine Studies might develop into a narrowly-defined country-study project. The third option was also rejected precisely because Philippine Studies cannot fit within the boundaries of Ethnic Studies, which is concerned primarily with ethnic groups in Hawaii, or Liberal Studies, which is not oriented to area studies.

An additional reason for rejecting these three options is that they received little or weak support from the respondents of the feasibility survey. (See Appendix L.)
2. Specific reasons this program considered the best alternative

This proposal to institute a Program of Philippine Studies to be located within the larger Asian Studies Program is considered the best alternative for the following reasons: a) as an area program, Philippine Studies logically belongs to Southeast Asian Studies; b) current curricular offerings in the Asian Studies Program, as mentioned earlier, could readily include Philippine material for teaching purposes; c) for students intending to major in Asian Studies but want to have a concentration on Philippine Studies, academic and institutional arrangements can easily be worked out with the Asian Studies Program; d) the majority of the respondents in the survey favored this alternative as the best way to integrate the Philippine Studies Program into the University system. (See Appendix L again.)

G. Personal Requirements

1. Faculty

a) Director or Coordinator, 1.0. This faculty position is intended for the individual who will be responsible for overall direction and administration of the program and will also participate in graduate or undergraduate teaching. It is expected that one of the main functions of this person is to seek additional funds for the program, possibly federal and private, particularly for research.

b) Faculty teaching positions, 3.0. Because of the varying needs of different departments and students, the program hopes to institute flexible teaching positions. Two positions will be full-time faculty who will teach graduate or undergraduate courses in Asian Studies or departments where they are needed. Another faculty position (1.0) is intended for a person who will help in curriculum development (particularly at the undergraduate level) and coordinate with the various community colleges and groups interested in Philippine Studies courses in the community.

c) One faculty position (1.0) in intended for a library specialist who will build library resources on Philippine Studies and provide
reference service. This person is also expected to give occasional
lectures on pertinent aspects of Philippine Studies.

d) A visiting faculty position is proposed for school years 1976-77,
  1978-79, and 1980-81. This person will be a visiting professor
  from the Philippines or elsewhere who is an expert in some aspect
  of Philippine Studies and who will be invited for one year to
teach graduate or undergraduate courses in the University of
Hawaii system.

2. Lecturers
   It is recommended that lecturers be hired to teach courses in
Manoa or community colleges as needs arise or in response to student
demands.

3. Administrative service
   One full-time person cum administrative assistant is needed to
give staff support to the program.

4. Library Specialist
   Position
   One position for bibliographer to build up library resources and
provide reference service as well as to coordinate with other institu­
tions is proposed. The current library specialist on the Philippines
has been elevated to a higher position.

5. Student Help
   This will be required mainly for clerical assistance.

6. Faculty Development
   and Plans
   Further development will depend on the expansion of the program
in future years.

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<td>GRAND TOTAL</td>
<td>112,321</td>
<td>142,484</td>
<td>129,212</td>
<td>156,668</td>
<td>135,144</td>
<td>164,972</td>
<td>840,711</td>
</tr>
</tbody>
</table>
I. Student Costs

Information not available

J. Capital Improvements

None contemplated

1. Additional space facilities required

Office space for faculty and staff (7).

K. Program Funding

1. Types, amounts, and source, legal reference or authorization for each type of program funding

Request is for General Fund appropriation to cover biennial budget (1975-77) of $254,805 (FY 1975-76 - $112,321 FY 1976-77 - $142,484) per budget attached.

L. Further considerations

1. Special problems or expected developments

None.

2. Other significant issues

None.
APPENDICES

A - Senate Concurrent Resolution 14 (1974) relating to the establishment of a Filipino Studies Program at the University of Hawaii.

B - Composition of the Steering Committee and working staff of the Philippine Studies Program feasibility study.

C - Questionnaires and letters sent to survey respondents like U.H. faculty, program directors, department chairmen, students, community, Philippine specialists, and Philippine institutions.

D - Resolutions passed by Filipino organizations supporting the establishment of a Philippine Studies Program at the U.H.

E - Memorandum of Dr. D.W.Y. Kwok, Director of Asian Studies at U.H. in answer to Chancellor Douglas Yamamura's and Chairman of Southeast Asian Studies Walter Vella's memos relating to the establishment of Philippine Studies as part of the Asian Studies Program.

F - Memo of Dean Howard McKaughan, Graduate Division, U.H., recommending approval of the Philippine Studies Program proposal.

G - List of U.H. faculty affiliated with the Southeast Asian Studies Program.

H - Summary of Community Responses to the Philippine Studies Feasibility Questionnaire.

I - Summary of Replies from Philippine Specialists on the U.S. Mainland and Canada on the establishment of a Philippine Studies Program in Hawaii. Two letters of endorsements attached.

J - Summary of Replies from scholars in the Philippines to survey questionnaire.

K - Summary of U.H. student responses (graduate and undergraduate) to survey questionnaire.

L - Summary of responses from faculty, department chairmen, program directors, and students regarding the organization of the proposed Philippine Studies Program at U.H.

NOTE: For convenience in reading, much of the information for the above appendices have been summarized. The complete set of documents is available for examination at the Philippine Studies Office, c/o Dr. Belinda Aquino, East-West Rd. 3, #6c, U.H. (948-8442).

SUPPLEMENTS


WHEREAS, we have witnessed within the last decade a surge of ethnic awareness and interest in the citizens of this country and especially in the residents of the State; and

WHEREAS, Hawaii's diverse multi-population provides a rich source of study of the historical, cultural, and social backgrounds of immigrant groups; and

WHEREAS, the study of individual ethnic groups in Hawaii can serve to help develop a sense of ethnic identity often neglected by traditional American education as well as provide students with more relevant educational experiences; and

WHEREAS, furthermore, the thorough study of an ethnic group encourages greater understanding and fosters interethnic relations; and

WHEREAS, the University of Hawaii has begun to play an important role in this area through programs and courses which focus on ethnic groups such as the Japanese, Chinese, and Koreans; and

WHEREAS, considering the significant contributions made by the Filipinos to the history, culture, and economy of Hawaii, it would also seem appropriate to develop a program in Filipino studies; now therefore,

BE IT RESOLVED by the Senate of the Seventh Legislature of the State of Hawaii, Regular Session of 1974, the House of Representatives concurring, that the University of Hawaii is requested to conduct a program analysis to determine whether a Filipino studies program should be established with such analysis to employ a planning-programming-budgeting approach and include program objectives, effectiveness criteria, and examination of the costs, benefits and effects of different program alternatives; and
BE IT FURTHER RESOLVED that the analysis include how best to organize the Filipino studies program, including the organizational alternative of expanding the Asian Studies program to encompass the four predominant Asian populations in the State; and

BE IT FURTHER RESOLVED that the University of Hawaii is requested to include a program description and a budget for the Filipino Studies program in its budget request for the 1975-77 fiscal biennium in the event that the analysis of this program indicates that such a program should be established; and

BE IT FURTHER RESOLVED that the University of Hawaii submit a report of its findings, recommendations and actions to the Legislature no later than twenty days prior to the convening of the Regular Session of 1975; and

BE IT FURTHER RESOLVED that certified copies of this Concurrent Resolution be transmitted to the Chairman of the Board of Regents and the President of the University of Hawaii.
PHILIPPINE STUDIES PROGRAM FEASIBILITY STUDY

Steering Committee

1. Prof. Walter F. Vella  Prof. of History and Director, Southeast Asian Studies (chairman)
2. Prof. Michael L. Forman  Assoc. Prof. of Linguistics (co-chairman)
3. Prof. Robert B. Stauffer  Prof. of Political Science
4. Prof. Benedict Kerkvliet  Asst. Prof. of Political Science
5. Prof. Ricardo Trimillos  Assoc. Prof. of Music
6. Prof. Virgie Chattergy  Asst. Prof. of Education
7. Prof. Teresita V. Ramos  Asst. Prof. of Indo-Pacific Languages
8. Dr. Amy Cahill  Director, Operation Manong
9. Mrs. Estrella Sybinsky  Lecturer, Ethnic Studies, Leeward C.C.
10. Miss Evelyn Hernandez  Lecturer, Ethnic Studies, U.H. in Manoa
11. Miss Sharon Matutino  Student in Liberal Studies
12. Mr. Toy Arre, Jr.  Deputy Finance Director, City & County, Honolulu
13. Mrs. Ethel A. Ward  TESOL Teacher, Farrington High School
14. Mr. James Tuyay  Student in Sociology
15. Dr. Ramon de la Peña  Director of Economic Planning, Kauai
16. Mr. Shiro Saito  Bibliographer, Hamilton Library
17. Dr. Belinda A. Aquino  Coordinator, Operation Manong

Liaison to Chancellor's Office

Mr. James J.M. Misajon  Director of Special Services, U.H. at Manoa

Working Staff

1. Dr. Belinda A. Aquino  Coordinator
2. Mr. Fred Yap  Student Research Assistant (from Operation Manong)
3. Miss Sharon Matutino  Student Research Assistant (from Operation Manong)
4. Mrs. Susan Allender  Student Research Assistant
5. Miss Evelyn Mingming  "  "  "
6. Miss Irma Peña  "  "  "
7. Miss Merlinda Oania  "  "  "
8. Mr. James Tuyay  "  "  "
9. Mr. Adrian Galvez  Typist
PHILIPPINE STUDIES PROGRAM FEASIBILITY SURVEY

FACULTY QUESTIONNAIRE

Department of Political Science
University of Hawaii
Honolulu, Hawaii 96822
August 7, 1974

Dear __________________: 

Enclosed is a questionnaire to help in determining the feasibility of a Philippine Studies Program in the University of Hawaii system which we are requesting you to fill out. In the last session of the Legislature, Senate Concurrent Resolution No.14 was passed requesting the University of Hawaii to determine whether such a program should be instituted in the University. The resolution further requests that the program analysis employ the planning-programming-budgeting approach in determining objectives, effectiveness criteria and examination of costs, benefits, and effects of different program alternatives.

In line with this, a Steering Committee, made up of faculty members, students, and community representatives, has been formed to implement the intent of the above resolution. This Committee is divided into four sub-committees; one of them is the Faculty Sub-Committee which was established to assure necessary university and faculty input into the study.

It is essential for funding purposes that the study be completed prior to the beginning of the next legislative session in January. The few minutes you will spend answering the attached questionnaire may very well determine the direction, format, and content of the Philippine Studies Program in the University of Hawaii system. We will greatly appreciate, therefore, if you return the completed questionnaire on or before September 10, 1974 to the above address. Should you have any questions, please call me at 948-8357.

Thank you for your cooperation.

Sincerely yours,

Robert B. Stauffer
Chairman, Faculty Sub-Committee
Name: ___________________________ Department: ___________________________
Rank: ___________________________ Office Address: ___________________________
Area of Specialty: ___________________________ Phone: ___________________________
Degree(s): ___________________________ Phone: ___________________________

******

1. What courses on Philippine Studies do you teach, if any?
   Course No. _______ Credits _______ Semester Given _________
   Title: ___________________________
   Description: ___________________________

2. What courses that have some Philippine content do you teach?
   Course No. _______ Credits _______ Semester Given _________
   Title: ___________________________
   Description: ___________________________

3. What courses(s) would you like to teach that would in some way deal with the Philippines?

4. What research are you currently engaged in that has some Philippine content or focus?

5. If support were available, what research on the Philippines would you like to conduct?

6. Are you currently serving on a thesis or dissertation committee of any student who is writing on the Philippines?
   Yes: __  No: ___  If yes, please state:
   a) In what capacity (chairman or member): _______________
   b) Name of student and department: _______________________
   c) Topic of thesis: ___________________________

7. If a Philippine Studies program were instituted in the University of Hawaii system, what major research directions would you propose it take?

8. What personal resources do you have in relation to your work on the Philippines (e.g., film strips and slides, documents,
artifacts, musical instruments, etc.)?

a. ___________________ d. ___________________

b. ___________________ e. ___________________

c. ___________________ f. ___________________

9. If a Philippine Studies Program were instituted in the University, what curricular offerings should it include (e.g., Philippine History, Philippine Literature, Philippine Politics, Filipinos in Hawaii/U.S.)?

a. ___________________ d. ___________________

b. ___________________ e. ___________________

c. ___________________ f. ___________________

10. In line with the above question, should the proposed Philippine Studies Program institute: (number in order of priority: 1=highest)

a. ___ an undergraduate major in Philippine Studies leading to an Associate of Arts (A.A.) in the Community Colleges?

b. ___ an undergraduate major in Philippine Studies leading to a Bachelor's degree?

c. ___ a graduate major in Asian Studies with a concentration in Philippine Studies leading to a Master's Degree?

d. ___ graduate interdisciplinary seminars (e.g., land reform and politics, current developments in the Philippines, etc.)?

e. ___ non-degree programs (both credit and non-credit, such as courses in the College of Continuing Education)?

f. ___ community service programs (e.g., initiating or cooperating with other groups/institutions to sponsor Philippine cultural activities in the community)?

g. ___ others (e.g., special orientation programs for foreigners going to the Philippines)? Please specify _______________

h. ___ No program at all?

11. There are several ways in which a Philippine Studies Program in the University system can be organized. Please check one of the following:

a. ___ as a unit within Southeast Asian Studies of the UH Asian Studies Program.

b. ___ as a more autonomous unit in the Manoa campus, like the Korean Studies Center

c. ___ as a unit within Southeast Asian Studies of the University but with collaborative arrangements with other units of the University system, e.g., Community Colleges, Hilo College, etc.

d. ___ as part of an existing program: Ethnic Studies ______ Liberal Studies ______

e. ___ other. Please specify __________________________________________

12. Do you think the proposed Philippine Studies Program should establish links with institutions in the Philippines, such as
the Philippine Center for Advanced Studies in the University of the Philippines, the Institute of Philippine Culture in Ateneo University, the Mindanao State University, etc.? Yes: No:
If yes, what kind of link(s)?
  a. Student exchange
  b. Faculty exchange
  c. Exchange of research scholars, publications, etc.
  d. Others. Please specify

13. Do you think the proposed Philippine Studies Program should seek financial support or other forms of assistance from:
  a. The Marcos administration in the Philippines
  b. The public universities in the Philippines, or particular units thereof?
  c. Private sources in the Philippines (e.g., foundations, private universities, etc.)?
  d. None of the above?

14. Should the program seek other sources of funding outside of the Hawaii Legislature, such as from local and mainland foundations, business groups, etc.? Yes: No:
If yes, could you recommend some such sources?

15. Please indicate the extent of your proficiency in any Philippine language(s).

16. In your opinion, should the program name be: (check one)
   a. Filipino Studies Program?
   b. Philippine Studies Program?

17. Please write below other comments or suggestions you would like to make regarding the proposed Philippine Studies Program.

18. Please append a biodata or resume which contains a list of all your publications. If this is not available, please list all your relevant publications below.
PHILIPPINE STUDIES PROGRAM

QUESTIONNAIRE FOR DEPARTMENT CHAIRMEN AND PROGRAM DIRECTORS

Name: ___________________ Department/Program: ___________ Phone: ___

1. There are several ways in which a Philippine Studies Program in the UH system can be organized. Please check one of the following:
   a. ___ as a coordinating unit within the Southeast Asian Program of the UH. Teaching and research will be conducted within existing departments.
   b. ___ as an autonomous unit on the Manoa campus with an administrative staff but with teaching and research largely conducted within existing departments.
   c. ___ as a unit within Southeast Asian Studies in UH (like a above) but with collaborative arrangements with other units of the University system, e.g., Community Colleges, Hilo College, etc.
   d. ___ as part of an existing program: Ethnic Studies ___ Liberal Studies ___
   e. ___ other. Please specify __________________________

2. In line with the above question, should the proposed Philippine Studies Program institute: (Please rank in order of priority, 1=highest)
   a. ___ undergraduate courses in Philippine Studies that may fulfill social science elective requirements for the A.A./B.A. degrees?
   b. ___ an undergraduate major in Asian Studies (already existing) with a concentration in Philippine Studies leading to a B.A.?
   c. ___ an undergraduate major in Asian Studies with a concentration in Philippine Studies leading to an A.A. in the Community Colleges?
   d. ___ a graduate major in Asian Studies (already existing) with a concentration in Philippine Studies leading to a Master's degree?
   e. ___ graduate interdisciplinary seminars (e.g., land reform and politics, current developments in the Philippines, etc.)?
   f. ___ non-degree programs (both credit and non-credit such as courses in the College of Continuing Education, etc.)?
   g. ___ community service programs (e.g., initiating or cooperating with other groups/institutions to sponsor cultural activities)?
   h. ___ others (e.g., special orientation programs for foreigners going to the Philippines)? Please specify. __________________________

__________________________________________________________

3. If a Philippine Studies Program were instituted in the University, what curricular offerings should it include? (e.g., Philippine History, Philippine Literature, Filipinos in Hawaii/U.S., etc.)
   a. _____________________________
   b. _____________________________
   c. _____________________________
   d. _____________________________
   e. _____________________________
   f. _____________________________

4. What contributions (e.g., staff, materials, courses, etc.) might your department or program make to:
   a. an undergraduate, non-degree program in Philippine Studies (as in #2a above modified?)
   b. an undergraduate degree program in Philippine Studies (as in #2b?)
   c. a graduate program in Philippine Studies (as in #2d?)

5. What benefits can you see flowing to your department or program from the institution of a Philippine Studies Program in the UH system?

6. Please indicate your recommended priorities for a Philippine Studies Program among the following:
   Undergraduate:
   a. ______ Teaching  b. ______ Research  c. ______ Community Service
   Graduate:
   a. ______ Teaching  b. ______ Research  c. ______ Community Service

7. Do you foresee any difficulties for your program or department if a Philippine Studies Program were instituted in the UH system?

8. To whom in your department or program should the individual questionnaire mentioned in the covering letter have been sent? If our earlier mailing did not include all the names you list I will see that anyone omitted will be sent a copy to fill out.
PHILIPPINE STUDIES PROGRAM FEASIBILITY SURVEY

STUDENT QUESTIONNAIRE

PART I - GENERAL DATA

Name ____________________________ Sex __________ Age __________

Marital Status ____________________

College ___________ Undergraduate ______ Graduate ______

Address ______________________________________ Phone ______

Ethnic Background ____________________

Place of birth _________________________

How long have you lived in Hawaii? ______________________

High School(s) attended ____________ Year graduated ______

Occupation of Parents: ____________________

Father ______ Mother ______

Do you work? ______ If yes, where? ______________

yes no

What do you plan to do after college? ______________________

__________________________________________

Have you ever been involved in Filipino community activities?

__________ If yes, what activities? ______________________

__________________________________________

Have you had other informal contacts with Filipinos? yes no
PART II

1. If a Philippine Studies Program were instituted in the U.H., what courses should it include? Please check one or more.
   a. ___ Philippine Society and Culture
   b. ___ Philippine Literature
   c. ___ Philippine History
   d. ___ Philippine Politics and Government
   e. ___ Philippine Agriculture
   f. ___ Philippine Languages (Ilokano, Tagalog, Visayan, etc.)
   g. ___ Philippine Music and Dance
   h. ___ Filipinos in Hawaii
   i. ___ Filipinos in U.S. Mainland
   j. ___ Philippine Economics
   k. ___ Other (please specify) ________________________________

2. Should the proposed Philippine Studies Program institute: (Check one or more)
   a. ___ an undergraduate major in Philippine Studies leading to Associate in Arts (A.A.) in the community colleges?
   b. ___ undergraduate major in Philippine Studies leading to B.A.?
   c. ___ a graduate major in Asian Studies with concentration on Philippine Studies leading to M.A.?
   d. ___ graduate interdisciplinary (team-taught) seminars (e.g. land reform and politics, current developments in the Philippines)?
   e. ___ non-degree programs (both credit and non-credit, such as courses in the College of Continuing Education)?
   f. ___ community service programs (e.g. initiating or cooperating with other groups to sponsor Philippine cultural activities in the community)?
   g. ___ other (please specify) ________________________________
3. There are several ways in which a Philippine Studies Program in the University system can be organized. Please check one of the following possibilities:

a. ___ as a unit within the Southeast Asian Studies Program of the UH Asian Studies Department.

b. ___ as a more autonomous unit in the Manoa campus, like the Korean Studies Department.

c. ___ as a unit within the Southeast Asian Studies Program of the University, but with collaborative arrangements with other units of the University system, e.g. community colleges, Hilo College, etc.

d. ___ as part of existing programs: ___ Ethnic Studies; ___ Liberal Studies.

e. ___ other (please specify) ____________________________

4. Do you think the proposed Philippine Studies Program should establish links with institutions in the Philippines, such as the Philippine Center for Advanced Studies in U.P., the Institute of Philippine Culture in Ateneo, etc; ___ ___

a. ___ Student exchange

b. ___ Faculty exchange

c. ___ exchange of research scholars, publications, etc.

5. Do you think the proposed Philippine Studies Program should seek financial support or other forms of assistance from:

a. ___ the Marcos administration in the Philippines

b. ___ the public universities (e.g. U.P., M.S.U.) or particular units thereof (e.g. the Philippine Center for Advanced Studies, the U.P. College of Public Administration, etc.)

c. ___ private sources in the Philippines (e.g. foundations, private universities, etc.)

d. ___ none of the above.

6. Should the program seek other sources of funding outside of the Hawaii legislature, such as from local and mainland foundations, business groups, etc.? ___ ___

If yes, could you recommend some such sources? ____________
7. Have you had or are you presently taking any courses related to Filipinos or about the Republic of the Philippines? ___yes; ___no; if yes, what are these courses? ________________

8. Which courses did you like the most and why? ________________

9. Have you been involved in any research on Filipinos or the Philippines? ___yes; ___no; if yes, what research projects? ________________

10. If support were available, what research on the Philippines or Filipinos would you like to do?
   a. ________________
   b. ________________
   c. ________________
   d. ________________

11. What kinds of opportunities would you like to have in the proposed Philippine Studies Program?
   a. ___ Student involvement in research
   b. ___ Scholarship
   c. ___ Field work in communities
   d. ___ Developing projects in special areas concerning Filipinos.
   e. ___ Work-study grants
   f. ___ Student exchange with the Philippines
   g. ___ Exchange with mainland institutions
   h. ___ Sponsoring visiting faculty (Philippine experts or scholars) in UH
   i. ___ research in specific areas like immigration
12. In what ways do you think a Philippine Studies Program can benefit you in the long run?

   a. ___ finding a job related to problems or issues of Filipinos or the Philippines

   b. ___ acquisition of valuable knowledge on the Philippines

   c. ___ as available personal or community resource (e.g. archives, library, documents, speakers' bureau, etc.)

   d. ___ other (please specify). ______________________

13. Other comments or suggestions ______________________

                           ______________________
PHILIPPINE STUDIES PROGRAM FEASIBILITY SURVEY

COMMUNITY QUESTIONNAIRE

Name: ____________________________  Phone: Bus. ____; Home ____
Address: ____________________________
Sex: Male ; Female
Length of stay in Hawaii: ___ born here  ___ 8-10 yrs.
___ 20+ yrs.  ___ 11-20 yrs.
Resident Status: ___ Temporary visa (student, researcher)
___ Temporary (working) visa
___ Permanent resident (immigrant visa)
___ Natural-born U.S. citizen
___ Naturalized U.S. citizen
Ethnic Background: ___ Caucasian
___ Chinese
___ Filipino
___ Hawaiian
___ Japanese
___ Korean
___ Other (Please name): ____________
Number of children: ____________
Occupation: ____________
Education: ___ grade school
___ high school
___ community college
___ bachelor's degree
___ professional or graduate degree
___ other (Please name): ____________
Age: ___ 25 years or under
___ 26-45
___ 46-65
___ 66 or over
Do you belong to any community organization or clubs? Yes: Yes; No: ___
If yes, please name these organizations and the position(s) you hold.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
1. If there is a Philippine Studies Program at the University of Hawaii, which of the following courses do you think should be included?

a. Graduate courses offered by Manoa campus departments such as Education, Music, Agriculture, Philippine Languages, etc.
   Yes: ___; No: ___
b. Undergraduate courses offered by departments like Education, Linguistics, Philippine culture, Ethnic Studies, Tagalog, Ilocano.  
Manoa: Yes: No:  
Community Colleges: Yes: No:  
If yes, which locations?  
Off-campus evening courses: Yes: No:  
If yes, which locations?  

c. Graduate seminars by faculty from various departments (for example, course on Philippine Land Reform Program taught by faculty from Political Science, Anthropology, Economics, etc.) Yes: No:  

d. Non-credit courses during the evenings on different topics in Philippine Studies like politics, land reform, history, Ilocano, Tagalog. Yes: No:  
e. Short-term workshops for community groups and agency staff. Yes: No:  
If yes, do you have any suggestions about such service courses?  

2. If there is a Philippine Studies Program at the University of Hawaii, which of the following research should be supported?  

a. Research about the Philippines (e.g., barrio life, languages, history, politics, economics) Yes: No:  
b. Research about Filipinos in Hawaii and the mainland (e.g., immigration, plantation history) Yes: No:  
c. Research that compares the Philippines with other Asian countries on topics like economics, politics, agriculture, etc. Yes: No:  
d. Research on service programs and government policies, e.g. teaching Filipino children in both Filipino and English languages, Housing, Elderly. Yes: No:  

3. Do you know of any newsletter publication or research about the Philippines or Filipinos in Hawaii published by any local Filipino organization or individual? Yes: No:  
If yes, could you please name these:  

4. Which of the following objectives do you think are appropriate for a Philippine Studies Program at the University of Hawaii?  

a. To provide a coordinated program of academic instruction and
research on Philippine Studies. Yes__; No__

b. To develop understanding of Philippine culture and the contributions of Filipinos to Hawaii. Yes__; No__

c. To support programs with institutions focusing on Asian Studies. Yes__; No__

d. To support programs on the study of ethnic groups in Hawaii. Yes__; No__

e. To cooperate with institutions of higher education in the Philippines. Yes__; No__

f. To provide service to members of the community and public and private agencies in Hawaii. Yes__; No__

g. Are there other objectives you wish included? __________

5. Do you think that a Philippine Studies Program at the University of Hawaii (which includes some of the activities suggested above) should be established? Yes__; No__

Please comment:__________________________________________________________

________________________________________________________________________

6. Please name any person or organization (include address) you think may be interested in commenting on this proposal to have a Philippine Studies Program at the University of Hawaii.

________________________________________________________________________

________________________________________________________________________

7. Other comments or suggestions regarding the proposed Philippine Studies Program:________________________________________________________

________________________________________________________________________
October 3, 1974

Dear

I am writing you in connection with the proposed establishment of a Philippine Studies Program at the University of Hawaii system pursuant to a resolution passed by the Hawaii State Legislature in its last session. Since the passage of the resolution, all of us at the University of Hawaii and the community interested in Philippine Studies have been organizing our thoughts, looking over our assets, and determining the main subjects that merit study. We are currently conducting a survey of the university and community resources that we can tap for such a program and writing to various institutions and individuals whom we think could contribute to or benefit from the establishment of a Philippine Studies Program in Hawaii.

As Chairman of the Steering Committee investigating the program's feasibility, I am writing you to solicit your views about Philippine Studies in general as well as your thoughts about participating in the program in some way should it get instituted in the University of Hawaii. Hawaiian needs we can determine but we hope the program we develop will also answer needs far beyond the boundaries of the state. Institutions in the mainland having Philippine Studies programs and interests are important resources for the proposed programs and it is our hope to work with similar efforts and interested scholars in the Philippines and elsewhere.

What do you believe are the present and long-term needs of Philippine Studies in the United States? What is not being done that ought to be done in the academic areas of teaching and research? What is not being done in the non-academic fields like community service? How do you think a Philippine Studies Program might best be organized? We are most anxious to hear your views on these and related matters.

Since we are required to submit our report to the legislature before the end of this semester, we would greatly appreciate hearing from you as soon as possible, preferably before the end of October. Thank you very much for your cooperation.

Warmest regards,

Walter F. Vella
Professor of History &
Chairman, Southeast
Asian Program

AN EQUAL OPPORTUNITY EMPLOYER
APPENDIX C

PHILIPPINE STUDIES PROGRAM
University of Hawaii

QUESTIONNAIRE FOR PHILIPPINE INSTITUTIONS
(Use additional sheet if necessary.)

1. If a Philippine Studies Program were established at the University of Hawaii, would your program/college/institution be interested in exchanging students, scholars, and professors?

__________________________________________________________________________

2. Would your program/college/institution be interested in cooperating in research projects with the Philippine Studies Program in Hawaii? If so, what kinds of research might be most appealing?

__________________________________________________________________________

__________________________________________________________________________

3. Would you be interested in sharing library facilities and exchanging research papers and publications with the Philippine Studies Program in Hawaii?

__________________________________________________________________________

__________________________________________________________________________

4. In what other ways do you think a Philippine Studies Program at the University of Hawaii could contribute to your program?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

5. Other comments or suggestions.

__________________________________________________________________________

__________________________________________________________________________

Thank you for your cooperation. If you prefer to write a letter instead of answering the above questions, that would be fine. You may also enclose any relevant literature like brochures, program descriptions, etc.
RESOLUTION SUPPORTING THE ESTABLISHMENT OF A PHILIPPINE STUDIES PROGRAM IN THE UNIVERSITY OF HAWAII SYSTEM

WHEREAS, Senate Concurrent Resolution No. 51 was passed by the Hawaii State Legislature in its last session requesting the University of Hawaii to establish a Philippine Studies Program if feasible;

WHEREAS, the Resolution noted the significant contributions made by Filipinos to the economy, history, and culture of Hawaii;

WHEREAS, there are 120,000 Filipinos in the State of Hawaii making them the third largest ethnic group in the State;

WHEREAS, a Steering Committee composed of University of Hawaii faculty members, students, program directors, and community leaders has prepared a preliminary report recommending the establishment of a Philippine Studies Program in the University of Hawaii system based on the favorable responses of the University and community survey;

WHEREAS, there is a real need for a Philippine Studies Program to provide an integrated program of teaching, research, and community service on Philippine culture and Filipinos in Hawaii;

NOW THEREFORE BE IT RESOLVED; that the Oahu Filipino Community Council express its full and unqualified support to the establishment of a Philippine Studies Program in the University of Hawaii system as soon as possible.

BE IT FURTHER RESOLVED, that copies of this resolution be sent to the Governor of the State of Hawaii, the President of the University of Hawaii, the President of the State Senate, the Speaker of the State House of Representatives, and the Superintendent of the Department of Education.

IN WITNESS WHEREOF, we have hereunto set our hand this 8th of December in the year of our Lord, nineteen hundred and seventy-four during the Board of Directors meeting of the Oahu Filipino Community Council.

[Signatures]

President

Secretary
RESOLUTION ADVOCATING THE ESTABLISHMENT OF THE PHILIPPINE STUDIES PROGRAM IN THE UNIVERSITY OF HAWAII SYSTEM

WHEREAS, Senate Resolution 51 and Senate Concurrent Resolution 14 were passed by the Hawaii Seventh State Legislature requesting the University of Hawaii to establish a Philippine Studies Program, if feasible;

WHEREAS, Filipinos comprise 12% of Hawaii's population which makes them the third largest group in the state;

WHEREAS, the study of Philippine Studies culture and Filipino people has been neglected in Hawaii;

WHEREAS, there is a growing public consciousness of appreciating and understanding the unique multi-ethnic composition of Hawaii, and particularly, the Filipino community;

WHEREAS, such a program would generate interest in and develop appreciation for the Philippines and Filipinos;

WHEREAS, such a program would provide Filipino students and students of Filipino ancestry in the UH system a valuable opportunity to learn about their cultural heritage;

WHEREAS, the Filipino community outside the university would benefit much from the program in terms of access to resources, information, and educational opportunities related to the Philippines or Filipinos in the state;

NOW, THEREFORE, BE IT RESOLVED; that the Filipino-American Student Association of the University of Hawaii express its full and wholehearted support to the establishment of a Philippine Studies Program in the University System as soon as possible.

BE IT FURTHER RESOLVED, that copies of this resolution be sent to the Governor of the State of Hawaii, the President of the University of Hawaii, the President of the State Senate, the Speaker of the State House of Representatives, the Superintendent of the Department of Education, and the Steering Committee of the Philippine Studies Program Survey.

IN WITNESS WHEREOF, we have hereunto signed this resolution 3rd day of February, nineteen hundred and seventy-five during the Executive meeting of the Filipino-American Student Association Meeting of the University of Hawaii.

President

Mildred Manugay
February 3, 1975

TO: Douglas S. Yamamura
    Chancellor

FROM: D. W. Y. Kwok
    Director

SUBJECT: Philippine Studies Proposal

Thank you for your memorandum of January 13, 1975 regarding the routing of the proposal of a Philippine Studies Program and inviting my comments on it. Actually, my good chancellor, there is no need for apology on late transmittal to the Asian Studies Program for comment and review. Let me explain.

From the start, the Philippine Studies project was planned by colleagues in Southeast Asian Studies as a part of the Asian Studies Program. Professor Vella, chairman of Southeast Asia in the Program, was co-chairman of the Planning Committee. He has all along kept us informed of progress, and I have appeared twice to discuss with the committee aspects of incorporation in the Asian Studies Program. Thus when the proposal left your office for various destinations, as far as this Program was concerned (perhaps too informally), it had our approval and best wishes. Alas, the informality caused misunderstandings in early January, resulting in your memo. Steps to clear the situation were taken: 1) Professor Vella wrote a "review memo", a copy of which I enclose; 2) I appeared before the Faculty Senate Program and Curriculum Committee on January 17 and explained fully the Program's long abiding role in the project. I understand from the chairman of that committee that it had acted favorably on this feasibility proposal.

As my views and comments are inherent in the proposal itself, I hope to be excused from repeating them here. What could be said is that I think the Philippine Studies Steering group has chosen the right direction, one which the Asian Studies Program, in contemplating its own future as a house for more discrete units and parts of Asian areas of excellence, endorses very strongly. In short, we think it is right that the proposal steered a sensible course in choosing to be part of the instructional, degree and research outlook and commitment of Asian Studies, and not opted for a separate identity. This manner enables Asian Studies, as a general designation of certain University strengths, to stress within it its own areas of selected excellence. Areas such as Chinese and Japanese studies, long operative but without special designation, may well take the same course.

Dwyk/gl
Attachment
xc: Acting Vice Chancellor Beatrice Yamasaki
    Professor Walter Vella
    Mr. James J.M. Misajon
MEMORANDUM January 10, 1975

TO: Professor D. W. Y. Kwok, Director
Asian Studies Program

FROM: Walter F. Vella, Chairman
Southeast Asian Studies

SUBJECT: Proposal for the Establishment of a Filipino Studies Program

I have carefully examined the proposal for the establishment of the Filipino Studies Program. As you know I have been intimately associated with the proposal from the beginning. Professor Mike Foreman and I co-chaired the steering committee that directed the work of the study group, headed by Dr. Belinda Aquino, which produced the proposal now being reviewed.

There is no question that this program will maintain a consistent academic orientation, since it will be administered by the Asian Studies Program, which itself is an academic unit. The Southeast Asian Committee which will directly supervise the program, currently consists of Dr. James R. Brandon, Dr. Alice G. Dewey, Dr. Thomas W. Gething, Dr. Nguyen D. Liem, Dr. Robert C. Rice, and Dr. Shiro Saito. This committee is thus broadly representative of university strength in the Southeast Asian area. Individual faculty appointments, as suggested in the proposal, will all be located within existing departments and will be subject to normal academic scrutiny. Another great advantage of placement of Filipino Studies within Asian Studies is that it will avoid the kind of proliferation of administrative units, with vague parentage, that has bedevilled the university in recent years. The Filipino Studies Program will seek to organize existing offerings at the university and supplement them—with research, visiting professorial appointments, and the like—and do all this as part of an existing University unit. In this way, wasteful duplication and competition for scarce resources can be avoided.

The proposal outlines a program that, in my view, is moderate in its aims and well within university capabilities to achieve. The proposal, further, has had as broad an exposure to a national review as any I have known of at the University of Hawaii. Experts on the Philippines were first canvassed for opinions on what such a program should do. Many of these recommendations were incorporated into the proposal. The proposal draft was then sent again to the experts. Men of international reputation, such as Professor Fred Eggan of Chicago, Professor Donn Hart of Northern Illinois, and Professor John Larkin, of SUNY, Buffalo have given enthusiastic support to the proposal, both in terms of its answering the need for a national focus for Filipino Studies and in terms of its specific recommendations.
The need for a locus for programs of academic research on problems associated with the Philippines and Filipino-Americans is widely attested to. Particularly gratifying were comments from many professorial colleagues that Hawaii was especially well suited, not just geographically but academically, to be that locus. We are already good. We have the language programs, we have the basic staff, we have library resources. With the addition of only a small amount of support—for library expansion, for research funds, for a few positions in fields that are now weak—we can become outstanding in a field of study in which Hawaii should strive for excellence.

One last point, which goes beyond the proposal itself but which I believe is relevant: the Filipino Studies Program, if approved by the legislature, will be funded by a supplemental appropriation. So, the Program will not mean a reallocation of university funds from one unit to a new unit. No existing program or activity of the university will be adversely affected if the Program is established. In days of economic stringency, I think this fact should be borne in mind.

All of the above remarks and recommendations are, of course, predicated on the assumption that the Filipino Studies Program will be housed in the Asian Studies Program or some other relevant academic unit of the university.

WFV/dt
MEMORANDUM January 13, 1975

To: Professor Daniel W. Y. Kwok
Director, Asian Studies Program

From: Douglas S. Yamamura
Acting Chancellor

Subject: Proposal for Philippine Studies Program

I have just been made aware that while the attached proposal for a Philippine Studies Program envisions the program being established as part of the Asian Studies on Manoa, the department has not officially reviewed and commented on the proposal.

While I agree that the program, once approved and funded, should be organizationally structured and administered as part of the Asian Studies Program, I would appreciate it if you would initiate a departmental review of this proposal—a preliminary status report—and submit to me your comments and recommendations. Specifically, I would ask that you consider whether such a program should be established, examine the merits of this particular proposal and determine whether indeed the department should encompass the program part of the larger Asian Studies Program and location as proposed.

Since the final report to be submitted to the Legislature by the end of February, should contain, if at all possible, the official position of the University on this matter, it would be helpful to have your comments by the middle of February at the latest.

I apologize for this late transmittal to you, but I am sure Professor Walter Vella, Chairman of the Steering Committee which developed the proposal, will be helpful in your review process.

Attachment

cc: Acting Assistant Vice Chancellor Beatrice Yamasaki
Professor Walter Vella
Mr. James J. M. Misajon
MEMORANDUM

TO: Chancellor Douglas Yamamura
FROM: Howard McKaughan
SUBJECT: Proposal for Filipino Studies Program

I have a couple of comments on the subject.

(1) The proposal does not need review by the Graduate Council since a degree granting program is not proposed.

(2) The proposed program is to be "housed" in the Asian Studies Program, a logical place. By this, it becomes a part of a program already occupying a place in the University community. At the Graduate level, we have not viewed to date the Asian Studies program as one of those of "selective excellence." It does not go to the doctoral level. I would not give the emphasis of the statement on page 2, the second full paragraph.

(3) On page 6 of the proposal, it states that the program "will easily fit into the Graduate School and College of Arts and Sciences." The words "the Graduate School and" should be deleted. We do not "fit into" the Graduate Division any programs as such, and especially not non-degree programs. The Asian Studies Program is the area in which Philippine Studies "fits."

The program is well thought out. I am pleased with the approach, and highly recommend approval.

Cc: Professor Walter Villa
Dr. Linda Aguiano
APPENDIX G

SOUTHEAST ASIA STUDIES PROGRAM LIST OF FACULTY WITH TEACHING AND/OR RESEARCH INTEREST ON THE PHILIPPINES

1. Josefa B. Abrera, Asst. Prof. of Library Studies
2. Ruben Alcantara, Asst. Prof. of American Studies
3. James R. Brandon, Prof. of Drama and Theatre
4. Virgie Chattergy, Asst. Prof. of Curriculum and Instruction
5. Prescila Espiritu, Instructor of Ilokano
6. Bruce Etherington, Prof. of Architecture
7. Michael L. Forman, Assoc. Prof. of Linguistics
8. Harry J. Friedman, Prof. of Political Science
9. P. Bion Griffin, Asst. Prof. of Anthropology
10. Benedict J. Kerkvliet, Asst. Prof. of Political Science
11. Edgar Knowlton, Jr., Prof. of European Languages
12. Richard Lieban, Prof. of Anthropology
13. Howard P. McKaughan, Prof. of Linguistics
14. G. Raymond Nunn, Prof. of History
15. Belen Ongteco, Instructor of Tagalog
16. Teresita V. Ramos, Asst. Prof. of Indo-Pacific Languages
17. Lawrence Reid, Research Associate in Linguistics (on leave 74-75)
18. Fred W. Riggs, Prof. of Political Science (on leave 74-75)
19. Florangel Z. Rosario, Asst. Prof. of Communications (on leave 74-75)
20. Shiro Saito, Lecturer in Library Studies
21. Wilhelm G. Solheim II, Prof. of Anthropology
22. Robert B. Stauffer, Prof. of Political Science
23. Ricardo Trimillos, Assoc. Prof. of Music
24. David Tuggle, Asst. Prof. of Anthropology
25. Robert Van Niel, Prof. of History
26. Jack H. Ward, Asst. Prof. of Indo-Pacific Languages
SUMMARY OF COMMUNITY RESPONSES TO

THE PHILIPPINE STUDIES PROGRAM SURVEY QUESTIONNAIRE

(220 Respondents)

1. Should a Philippine Studies Program be established at the University of Hawaii?

Yes: 205 (93%)
No: 3 (1%)
No answer: 12 (6%)

2. Objectives that are appropriate for a Philippine Studies Program according to priorities:

   a) To develop understanding of Philippine culture and contributions of Filipinos to Hawaii: 204 (93%)
   b) To provide community service to public and private agencies in Hawaii: 184 (84%)
   c) To provide a coordinated program for academic instruction and research on Philippine Studies: 176 (80%)
   d) Support programs on the study of other ethnic groups: 174 (79%)
   e) Support programs or institutions focusing on Asian Studies: 139 (63%)
   f) To cooperate with institutions of higher education in the Philippines: 139 (63%)

3. According to priorities from the most important to the least important, a Philippine Studies Program at the University of Hawaii should include the following categories of courses:

   a) Undergraduate courses: 208 (94%)
   b) Community College courses: 190 (86%)
   c) Non-credit courses: 179 (81%)
   d) Short-term workshops: 173 (97%)
   e) Graduate courses: 165 (75%)
   f) Graduate seminars: 164 (74%)
   g) Off-campus evening courses: 153 (69.5%)

4. The following areas of research should be supported by a Philippine Studies Program at the University of Hawaii:
(From the most important to the least important.)

   a) Filipinos in Hawaii and the mainland: 193 (88%)
   b) Service programs and government policies: 190 (86%)
   c) Philippine culture: 143 (65%)
   d) Comparative studies between the Philippines and other Asian countries: 131 (59.5%)
5. Among the 220 respondents, more than half (139 or 63%) did not have any knowledge of any publication or research about the Philippines or Filipinos in Hawaii and the mainland. Sixty-six (or 30%) indicated that they had some knowledge in these areas. Fifteen (or 7%) had no response to this question.

6. Suggestions and comments on the establishment of a Philippine Studies Program in the University of Hawaii. (The following comments or suggestions are representative respondents to the Community Questionnaire. They are categorized according to occupations.)

**Deputy Director (City Government):**

"This program is needed to assist in the assimilation of the Filipinos into the mainstream of American life, to reduce racial tensions by understanding the culture of the Filipino as well as the Filipino understanding the culture of others."

**Educational Administrator:**

"We should preserve our (Filipino) cultural roots and ties. We can assume this only with some kind of structured program. Unless we are organized, we won't do it."

**Field Representative:**

"We have a large number of people in the islands of Filipino ancestry and it would be wise to initiate a program of Philippine Studies to enhance understanding of the cultural differences."

**Housewives:**

"There is a need for Filipino born and raised in Hawaii and members of other ethnic groups in Hawaii to understand what being a Filipino is all about, and this need can be filled if a well-rounded, well-publicized PSP at the UH which makes use of expert resources from here and elsewhere can be offered for those who feel such a need."

"This program should be limited in scope to a few objectives - should be low budget with emphasis on community involvement and volunteer participation...I think there is a need for research and study here, with an end toward better understanding and better utilization of talent we have here. Special education needs have been overlooked. Here is a chance to implement many off-shoots at the University level."

"How can it be set up and implemented such that it does not further emphasize ethnic divisions? Would like to see as the end result of any ethnic studies program---a person's realiza-
tion that his being a Filipino, Samoan, etc., is not really that important, what matters is the person and his immediate culture."

Judge:

"Exposure of Filipinos and non-Filipinos to the activities of a Philippine Studies Program would engender greater understanding and appreciation for what the Filipino is or is not."

Musician:

"Music and the arts should always be included."

Physicians:

"I hope this program will be forthcoming. It's high time that we as an ethnic group participate actively with the educational system through this proposed program."

"It certainly has at much relevance in the development of multi-cultural society as the other ethnic studies program."

Politician:

"The Filipino community is a rapidly growing sector of Hawaii's resident population. Statistical projections indicate that the in-migration of Filipinos to Hawaii will continue on its present trend. The Filipino community will increasingly assert itself as a significant part of Hawaii's social, cultural, and economic setting. A PSP at the UH would present a forum and offer a means whereby the rest of us could more readily understand and appreciate our newer citizens and residents."

Principals:

"A better understanding of the Filipinos in Hawaii can best be exemplified through community action type programs where the "man in the street" would learn about the Filipino culture. Gearing your program only to the college level, would not solve the situation."

"Provide materials to schools and teachers. We have about 23% of our schools made up of Filipinos. We also have a TESOL class because immigrants are still arriving. Several local people assist us."

"The Filipino population is Hawaii warrants such a program. Filipinos do have a culture which needs to be understood and accepted as one of the many in Hawaii. Many Filipino students continuing on to higher education are seeking some form of academic/ethnic identity in which the Filipino Studies Program may be able to fulfill."
**Psychologist:**

"The Filipino community is a major influence on life in Hawaii. The Hawaii Filipino Community is one of the largest outside the Philippines."

**Public Housing Administrator:**

"There is none (Filipino Studies Program) at present and with the increasing Filipino immigrant population, something needs to be done to cope with the problems of acculturation."

**Radio Program Director:**

"Filipinos have contributed much to the U.S. A Philippine Studies Program would help achieve the goal of making history of America truthful."

**Religious:**

"For a University offering liberal arts and social sciences in the Pacific, and in a state where there is a conglomerate of Asians including Filipinos, it is surprising that they have overlooked this all these years!"

"The Filipinos form a considerable percentage of Hawaii population. A Studies Program would provide: 1) the group with the opportunity to know and appreciate their identity; 2) provide the other races with the chance to understand this large ethnic group."

"It might be logical to limit the program to cultural and practical essentials in the beginning and expand in the direction that will become evident as you go along. Is there any way that the program can include adult education and immigration orientation?"

**Social Workers:**

"With more and more immigrants of Filipino ancestry coming to Hawaii and the resulting problems in language, housing, delinquency, etc., immigrants and community would need to understand ways to assimilate this growing culture."

"This is an important ethnic part of our island community and may even become the largest group in time."

"It should be geared for the local understanding of the Filipino community."
State Employees:

"One of the most important problems facing educators and innovators in the development of programs in the university system is the selection of content to be presented to students, especially the younger age groups. Content has, of course, to be determined by taking into account not only the characteristics of the target group involved but also the goals and nature of the PSP that is envisaged and their harmonization with societal and community goals."

"I think the State has more pressing needs for its education funds than to set up an areal program such as this. If, however, the Philippine government were to subsidize the program, as is the case with other such programs, I would be in favor of it, more as a political gesture of friendship between two countries than as a strong academic program."

Teachers:

"To give an opportunity to local born Filipinos and to learn of their rich culture and heritage."

"A Philippine Studies Program should be a useful, viable asset to the community and not just a storehouse of data and research."
SUMMARY OF REPLIES FROM SCHOLARS IN THE U.S. MAINLAND, AND IN CANADA TO THE SURVEY LETTER OF THE PHILIPPINE STUDIES STEERING COMMITTEE

In October 1974, the Steering Committee Chairman of the Philippine Studies Program Survey, Prof. Walter Vella, sent a letter to numerous professors and scholars on the Mainland and Canada who have a professional interest and expertise in scholarship related to the Philippines. They were asked: "What do you believe are the present and long-term needs of Philippine Studies in the United States? What is not being done that ought to be done in the academic areas of teaching and research? What is not being done in the non-academic fields like community service? How do you think a Philippine Studies Program might best be organized?"

As of January 1975, the Steering Committee had received replies from 30 individuals from a broad spectrum of social sciences and humanities. Others are connected with research foundations. Generally, the letters showed that people had taken the Steering Committee's questions seriously. Their letters will be useful guidance, which merit rereading from time to time, if the University of Hawaii does, indeed, begin a Philippine Studies Program.

The substantive comments and suggestions in these letters can be summarized according to the following categories:

1) **Validity and justifications for the idea of having a Philippine Studies Program regardless of its specific location**

People who replied were practically unanimously agreed that the idea of a program emphasizing Philippine Studies is a entirely justifiable one and should be acted upon. The major themes in their justifications were these: The relationship between the Philippines and the United States has been special because the United States occupied the country, has had close ties with the Philippines since becoming independent, and Filipino immigrants to the United States have increased markedly in recent years. Yet despite this relationship, Americans are remarkably ignorant about the Philippines and American scholarship in Philippine Studies lacks both breadth and depth. Compared to other Southeast Asian countries, the Philippines has been neglected. Interest in the country is sporadic and limited to particular disciplines. A program that emphasizes the Philippines would be a major step to correct the omission. Second, more conscientious study of the Philippines would help Americans to appreciate better the culture and heritage of their Filipino-American countrymen. Third, the Philippines has numerous qualities that make it an excellent country for research on a wide variety of questions and problems that are which relevant to numerous tropical countries. Consequently, scholarship on the Philippines
is extremely valuable as well serious studies of other countries and regions. Fourth, currently there are no viable, strong programs in mainland universities that focus on the Philippines.

2) University of Hawaii's qualifications for having a Philippine Studies Program

The scholars who replies also said, with near unanimity, that the University of Hawaii is an excellent place to have a Philippine Studies Program. They gave the university high marks because it already has several qualified faculty and other resources with which to begin a program. Its library holdings and other resources on the Philippines and Filipinos are adequate and extensive. The relatively large Filipino community in Hawaii is another major reason why a program at the UH made good sense. Thirdly, Honolulu is a crossroads for Filipino and Western scholars, a characteristic that would give additional vitality to the program.

3) Suggestions for content and orientation of a Philippine Studies Program

The suggestions were so wide ranging that no summary can do them justice. Perhaps the most significant theme was that the program should be interdisciplinary in the fullest sense of the term. It should actively encourage studies that bring together social sciences, humanities, and natural sciences. This is something that area programs generally do not do, but should, according to several of the scholars. According to this idea, the program might encourage studies on rural Philippines, for example, that include history, economic, political science, demography, musicology, agronomy, botany, geology, and so on. This kind of interdisciplinary approach should be emphasized in both the teaching and research done in the program.

In a related vein, several scholars advised that the program should not award degrees. Students should get a degree in regular academic departments but use and develop their skills as, for instance, historians, linguists, or geologists by focusing on the Philippines during part of their education. And several writers urged that the program be placed within a larger area program such as Southeast Asian or Asian Studies. As Prof. Daniel Doepers of the University of Wisconsin points out, he would first argue that a Philippine Studies Program should be anchored within a larger Southeast Asian or at least Maphilindo (Malaysia, Philippines, Indonesia) area program. "Reputable scholarship on Southeast Asia is still much too sparse to carve into discrete national units which miss
the comparative aspect and tend to fall into parochial concerns."

Several writers urged that the program make, as one of its major goals, the building of an excellent Filipiniana library and documentation center. This achievement in itself, according to some of the scholars, would give the proposed program a vital ingredient for developing excellence in teaching and research. (The library resources report by Shiro Saito which is included in this proposal as Supplement presents this recommendation for a Philippine Documentation Center.)

4) Relations between the program and institutions in the Philippines

Nearly all the scholars thought that the program should have congenial interaction and exchange with universities and related institutions in the Philippines. Among the specific suggestions were student and faculty exchanges, joint research projects by Filipino and non-Filipino scholars, and inter-library exchanges.

5) Things for a Philippine Studies Program to avoid

Several people urged that the program include study on Filipinos in the United States but that it should avoid making this its single or even primary area of study. Such a focus would be too narrow. By the same token, the program should not concentrate only the Philippines as a country. Several scholars also advised the program to avoid at all costs anything which might give the appearance of being an agent of or closely aligned with either United States of the Philippine government. To quote Prof. David Wurfel of the University of Windsor in Canada: "At this particular point in Philippine history, it would be unfortunate if America's lending center for Philippine Studies became identified with large research projects designed to serve the needs of U.S. policy. It is not impossible that during the next few years, U.S. policy and programs in the Philippines could generate the kind of academic conflict created by the Vietnam War." (Letter, January 2, 1975)
October 11, 1974

Professor Walter F. Vella
Chairman
Southeast Asian Program
Moore Hall 315, 1890 East-West Road
Honolulu, Hawaii 96822

Dear Professor Vella:

I am writing in response to your communication of October 3, 1974, in which you have solicited opinions concerning the establishment of a Philippine Studies Program within the University of Hawaii system.

In light of the general inactivity of Philippine Studies at the University of Chicago and the less than auspicious location of this pioneering center in terms of proximity to a major Fil-American community, I believe it is indeed time to consider the development of a new group. Although a number of mainland institutions with centers for Southeast Asian Studies have funded and endorsed considerable research focused upon the Philippines, most of their programs are in fact designed to guarantee balanced inquiry into regional affairs. In light of the obvious "special relationship" between the United States and the Philippines, however, it seems apparent that at least one center should deal only with the Philippines. Hawaii is the obvious location. In the first place, the Filipino community in the state is large and is growing both absolutely and in relation to other Asian groups. The human resources corollary to this condition will clearly increase with each passing year. Secondly, the East-West Center has in the past attracted numerous Filipino scholars and will undoubtedly continue to do so in the future. These persons would undoubtedly be anxious to participate in the teaching, research and local service activities of a Philippine studies group. Thirdly, and as the Filipino population of Hawaii increases in size, it is likely that the "community services" activities of a Philippine Studies Program will proliferate. Regularly scheduled cultural events reflective of the Philippines could be organized by the Center; popular publications in various insular vernaculars, as well as scholarly works, could be made available in a reading room and perhaps even given general circulation; innovative research projects focused upon the adjustment of Filipinos to the American social environment could be sponsored by the Center and the results made available to facilitate the adaptation of newcomers. In short, I strongly endorse the establishment of a Philippine Studies Program at the University of Hawaii.

Yours sincerely,

[Signature]

Robert R. Reed
Vice-Chairman
Professor Walter F. Vella  
Chairman, Southeast Asian Program  
University of Hawaii at Manoa  
Moore Hall 315  
1890 East-West Road  
Honolulu, Hawaii 96822  

October 16, 1974

Dear Dr. Vella:

Thank you for inviting me to offer suggestions on a Philippine Studies Program at the University of Hawaii. Certainly your university is an ideal site for such a program.

Such a studies program will have to be developed with certain unique features of the Philippines and of Philippine-American relations in mind. They were a U.S. possession for forty years, during which we imposed on them many aspects of U.S. government and culture. Secondly, possibly because they never had a royal court they never developed the elaborate cultural forms of Thailand, Indonesia, China or Japan.

A Studies Program should, in my opinion, emphasize:

1. Problems of economic, technological and agricultural development. These are relatively more accessible in the Philippines than in many other tropical developing countries but there are great similarities to other developing countries which are ecologically similar.

2. Western governmental and social institutions in a non-Western setting. The Philippines is a prime example of an area encouraged to adopt many western institutions in politics, health and education. As such they constitute a superb opportunity for study of the compatibility and modifiability of institutions which have been at least somewhat successful elsewhere.

3. With a relatively sophisticated scientific community in health, agriculture and business the Philippines provides a superb laboratory for the study of programs which seek solutions to worldwide problems of population, nutrition and economic development. American students and graduates can learn from Filipinos and Philippine experience in the fields of health, agricultural innovation and economic development. The Philippines offers the opportunity of exchange among equals in academic credentials—a situation which is hard to achieve in other developing countries.

The kind of program I have in mind would be of great value in the education of most undergraduates and not just those few who may have a professional and scholarly interest in the Philippines. Indeed, I would go so far as to say that
a Philippines Studies Program should not have undergraduate or graduate majors. Students must become economists, historians, sociologists, etc., in today's employment world. The Philippines gives them a superb opportunity to apply their special area of study to real life problems in a non-American context.

I have not mentioned historians in this letter because you are in a much better position than I to see their role in a Philippine Studies Program. Others can spell out better than I the important role of anthropologists and linguists.

My appeal, however, is that thought be given to incorporating in a Philippine Studies Program the applied phases of the social and biological sciences as they relate to the economy, health, nutrition, and food production of Filipinos. Such an emphasis would set a PSP apart from more traditional area studies and would appeal to many students who are not attracted to the study of language or art forms.

Your committee has a challenging assignment. I will be interested to see the program you develop.

Sincerely yours,

George M. Guthrie  
Professor of Psychology
SUMMARY OF REPLIES FROM SCHOLARS IN THE PHILIPPINES TO A SURVEY QUESTIONNAIRE OF THE PHILIPPINE STUDIES PROGRAM

In October 1974, the Steering Committee Chairman of the Philippine Studies Program Survey wrote to various professors and scholars in the Philippines to solicit their views on the establishment of a Philippine Studies Program in the University of Hawaii. They were asked primarily how they or their institutions may contribute to or benefit from the development of a Philippine Studies Program in Hawaii.

Eleven replies came in as of December 1974, mostly from heads of academic institutions like Silliman University and the University of the Philippines and its various institutes and colleges. All but one expressed strong support and endorsement of the program and indicated that they are primarily interested in setting up exchange programs involving faculty, students, research projects, and publications with the proposed Philippine Studies Program in the University of Hawaii. They were enthusiastic about the idea of cooperation and establishing mutually beneficial exchange programs.

The areas of cooperation and exchange between the Philippines and Hawaii through the proposed program may be summarized as follows:

1. Cooperation or collaboration in research projects. Among the topics suggested for this collaboration are studies on Filipino migration, population research of a multi-disciplinary nature, historical research, communications, urbanization, development, utilization of manpower, social change in developing societies like the Philippines, the American rule in the Philippines, and pioneer areas of research which have not been explored by academic and other institutions. Current developments in the country have also been suggested as possible areas of research.

2. Exchange of research papers, publications, and library facilities. The proposed program could make available to scholars and institutions in the Philippines and Hawaii the latest research productions on the Philippines or Filipinos such as books, journals, monographs, articles, and other publications. The proposed program could set up a special library where data and information on the Philippines may be made available to anyone wanting to do research on the Philippines. The University of Hawaii has a good working Filipiniana collection under the guidance of Shiro Saito which could be augmented by the resources of the proposed program. On the other hand, Philippine institutions would benefit much from the latest research output on the Philippines in Hawaii.

3. Teaching. In general, the institutions surveyed would like to exchange faculty with the program if suitable financial
arrangements could be worked out. The Chancellor of the University of the Philippines at Los Banos indicated that one professor in Philippine Art is available for exchange. The College of Public Administration of the same university also foresees exchanging faculty with the proposed program.

Other areas which have been suggested are participation in workshops or seminars dealing with issues of mutual interest, bibliographic research, assistance in computerization of research data, and exchange of microfilm duplications.
SUMMARY OF STUDENT RESPONSES TO
THE PHILIPPINE STUDIES PROGRAM SURVEY QUESTIONNAIRE
(242 Respondents)

1. Courses that a Philippine Studies Program should offer:

<table>
<thead>
<tr>
<th>Course</th>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>Philippine Society &amp; Culture</td>
<td>117</td>
<td>122</td>
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<tr>
<td>Philippine Politics &amp; Government</td>
<td>92</td>
<td>112</td>
</tr>
<tr>
<td>Philippine History</td>
<td>88</td>
<td>109</td>
</tr>
<tr>
<td>Filipinos in Hawaii</td>
<td>85</td>
<td>99</td>
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<tr>
<td>Philippine Languages</td>
<td>51</td>
<td>99</td>
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<td>Philippine Economics</td>
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<td>89</td>
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<td>Philippine Literature</td>
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<td>86</td>
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<tr>
<td>Filipinos in Mainland</td>
<td>67</td>
<td>66</td>
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<td>Philippine Agriculture</td>
<td>58</td>
<td>53</td>
</tr>
<tr>
<td>Philippine-U.S. Relations</td>
<td>57</td>
<td>53</td>
</tr>
<tr>
<td>Others (Martial Law, Geography, Painting, Religion, Architecture, etc.)</td>
<td>8</td>
<td>12</td>
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</tbody>
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2. Priorities on type of Program:

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<thead>
<tr>
<th>Type of Program</th>
<th>Undergraduate</th>
<th>Graduate</th>
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<tbody>
<tr>
<td>Undergraduate major leading to A.A. Community Colleges</td>
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<td>46</td>
</tr>
<tr>
<td>Undergraduate major leading to B.A.</td>
<td>68</td>
<td>72</td>
</tr>
<tr>
<td>Graduate major leading to M.A. in Asian Studies</td>
<td>65</td>
<td>105</td>
</tr>
<tr>
<td>Graduate interdisciplinary seminars</td>
<td>45</td>
<td>76</td>
</tr>
<tr>
<td>Non-degree program credit/non-credit</td>
<td>48</td>
<td>66</td>
</tr>
<tr>
<td>Community service program</td>
<td>69</td>
<td>66</td>
</tr>
<tr>
<td>Others (research foundation, regional specialization, etc.)</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
3. Kinds of links with institutions in the Philippines:

<table>
<thead>
<tr>
<th></th>
<th>graduate (n=125)</th>
<th>%</th>
<th>under-graduate (n=117)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Student exchange</td>
<td>86</td>
<td>68</td>
<td>86</td>
<td>74</td>
</tr>
<tr>
<td>b. Faculty exchange</td>
<td>86</td>
<td>68</td>
<td>64</td>
<td>55</td>
</tr>
<tr>
<td>c. Exchange of scholars</td>
<td>105</td>
<td>84</td>
<td>79</td>
<td>68</td>
</tr>
</tbody>
</table>

4. Research priorities for proposed program:

There is a long listing of research areas by the respondents as priorities for the proposed Philippine Studies Program but the following are prominently mentioned:

a. Political and economic development in the Philippines such as effects of martial law
b. Philippine-U.S. relations
c. Filipino immigration problems in the U.S.
d. Acculturation problems
e. Different customs and lifestyles in the Philippines
f. Bi-lingualism and child language-acquisition
g. Land reform in the Philippines
h. Employment, social status, education and problems of Filipinos in Hawaii.
i. Filipino history
j. Music, dance, and literature
k. Race relations in Hawaii

5. On the question of what kinds of opportunities students would like to have in the proposed program, the undergraduate respondents mentioned the following:

a. Field work in communities 74%
b. Student involvement in research 64%
c. Student exchange with the Philippines 61%
d. Research in specific areas, e.g. immigration 53%
e. Special projects concerning Filipinos 53%
f. Scholarship 50%
h. Visiting faculty from the Philippines 46%
i. Student exchange with U.S. mainland 25%
SURVEY RESULTS ON QUESTION OF HOW TO ORGANIZE

THE PHILIPPINE STUDIES PROGRAM IN THE UNIVERSITY SYSTEM

In a survey conducted by the Steering Committee of the Philippine Studies Program Feasibility Study, faculty, department chairmen, program directors, students, both graduate and undergraduate, and high school students were asked whether they wanted the Philippine Studies Program to be: a) a unit of the Southeast Asian Program in Manoa but with collaborative arrangements with the community colleges; b) a more autonomous unit like the Korean Studies Center; c) a part of existing programs like Ethnic Studies or Liberal Studies; and d) others. From the returned questionnaires, 64% of 55 faculty members in Manoa, 71% of 35 department chairmen and program directors, 58% of 125 graduate students, another 71% of 117 undergraduates, and 74% of 27 community college students chose the first alternative, i.e. as part of Southeast Asian Studies. Also, 61% of 85 high school students (mostly seniors) surveyed favored this alternative.

On the second alternative, i.e. as an autonomous unit, 24% of the faculty, 21% of the department chairmen and program directors, 39% of the graduate students, 20% of the undergraduates, 19% of community college students, and 26% of the high school students selected this option which would pattern the Philippine Studies Program after the Korean Studies Center in Manoa.

On the third alternative which would make the proposed program a part of existing programs like Ethnic Studies or Liberal Studies, 13% of the faculty, 6% of the department chairmen and program directors, 3% of the graduate students, 9% of the undergraduates, 7% of community college students, and 14% of the high school students checked this alternative for the Philippine Studies Program.

Of the 11 department chairmen and program directors in the community colleges who responded to the survey, 7 picked the first alternative, 1 opted for an autonomous unit, 3 wanted it as part of existing programs.
DIRECTORY OF RESOURCES
FOR PHILIPPINE STUDIES
at the University of Hawaii System
January 1975

COMPiled BY
Susan Chou Allender
Irma Peña
Sharon Matutino

Philippine Studies Program Feasibility Survey
University of Hawaii
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This directory of resources was prepared in connection with the Feasibility Study designed to establish a Philippine Studies Program in the University of Hawaii system pursuant to Senate Concurrent Resolution No. 14 passed by the last Hawaii Legislature. It contains material on various resources related to Philippine Studies which are available in existing departments, programs, and institutes on the University of Hawaii campuses. The main source of this directory is a survey conducted in August and September 1974 among University of Hawaii faculty in Manoa, Hilo College, and the Community Colleges who have been identified as actually or potentially involved in different aspects of Philippine Studies. Supplemental information was gathered from another survey of program directors and department chairmen regarding their interest in Philippine Studies, existing catalogs and brochures, library material, and oral interviews with various individuals and groups.

The organization of the directory is as follows: The first section lists faculty members in the University of Hawaii system who are teaching courses dealing with the Philippines/Filipinos and who have expressed interest in participating in a Philippine Studies Program. This contains a listing of their academic degrees, campus address and extension, courses taught, research interests, and publications relevant to the Philippines. The second section is organized around a description of all courses taught by existing U.H. faculty dealing with the Philippines, either wholly or partly. It is cross-indexed with the faculty section. The third part of the directory presents various supplemental resources that are in some way related to the Philippines or Filipino concerns, such as special instructional programs, research institutions, U.H. dissertations and theses, audio-visual materials, and campus organizations with Filipino membership.

This directory is neither complete nor final. It was based mainly on returned questionnaires of the survey. We hope that additions, deletions, or corrections to the information contained in this directory would be submitted to the Philippine Studies Steering Committee, c/o the Southeast Asian Program in U.H.

We would like to acknowledge with thanks all those who cooperated in this survey without whom this directory would not have been possible. The Operation Manong Program, Southeast Asian Program, Political Science Department, and Office of Special Services all generously provided us with facilities and resources. Special acknowledgment is given to Dr. Belinda Aquino, coordinator of the Philippine Studies feasibility project for her direction and guidance in the preparation of this directory. She compiled much of the information herself, rewrote various portions of the draft and edited the whole report. She was instrumental in the production of this directory. All errors or misinterpretations, however, are solely the compilers' responsibility.

SUSAN CHOU ALLENDER
# ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>AG EC</td>
<td>Agricultural Economics</td>
</tr>
<tr>
<td>AM ST</td>
<td>American Studies</td>
</tr>
<tr>
<td>AN SC</td>
<td>Animal Sciences</td>
</tr>
<tr>
<td>ANTH</td>
<td>Anthropology</td>
</tr>
<tr>
<td>ARCH</td>
<td>Architecture</td>
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<tr>
<td>ASIAN</td>
<td>Asian Studies</td>
</tr>
<tr>
<td>BOT</td>
<td>Botany</td>
</tr>
<tr>
<td>COMUN</td>
<td>Communications</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics</td>
</tr>
<tr>
<td>ED CI</td>
<td>Educational Curriculum and Instruction</td>
</tr>
<tr>
<td>ED EF</td>
<td>Educational Foundations</td>
</tr>
<tr>
<td>EL</td>
<td>European Languages</td>
</tr>
<tr>
<td>ES</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
</tr>
<tr>
<td>FDM</td>
<td>Fashion Design, Textiles &amp; Merchandising</td>
</tr>
<tr>
<td>GEOG</td>
<td>Geography</td>
</tr>
<tr>
<td>GSLS</td>
<td>Graduate School of Library Science</td>
</tr>
<tr>
<td>HE</td>
<td>Home Economics</td>
</tr>
<tr>
<td>HIST</td>
<td>History</td>
</tr>
<tr>
<td>HPE</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>ILO</td>
<td>Ilokano</td>
</tr>
<tr>
<td>INDO-PAC LANG</td>
<td>Indo-Pacific Languages</td>
</tr>
<tr>
<td>ISS</td>
<td>Interdisciplinary Social Science</td>
</tr>
<tr>
<td>LANG ARTS</td>
<td>Language Arts</td>
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<td>LIB ARTS</td>
<td>Liberal Arts</td>
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<td>LS, LIB ST</td>
<td>Library Studies</td>
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<tr>
<td>LING</td>
<td>Linguistics</td>
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<td>MUS</td>
<td>Music</td>
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<td>Planning</td>
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<td>Political Science</td>
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<td>PSYTY</td>
<td>Psychiatry</td>
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<td>SOC SC</td>
<td>Social Science</td>
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<td>SW, SOC WORK</td>
<td>Social Work</td>
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<td>SP</td>
<td>Speech</td>
</tr>
<tr>
<td>SPAN</td>
<td>Spanish</td>
</tr>
<tr>
<td>SSLI</td>
<td>Social Science and Linguistics Institute</td>
</tr>
<tr>
<td>TAG</td>
<td>Tagalog</td>
</tr>
<tr>
<td>TRIO</td>
<td>Three Special Projects: Student Services, Upward Bound, and Talent Search</td>
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</table>
FACULTY

ABRERA, JOSEFA B., Ph.D.
Asst Prof, GSLS
Sinclair 2-E, 7321

Publishing industry in the Philippines; Philippine government publications and their uses.

*For calls from off-campus, add the prefix 948-
<table>
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<th>INSTRUCTOR</th>
<th>COURSE</th>
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<tbody>
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<td>LS 696</td>
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<td>Asst. Prof., GSLS</td>
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<tr>
<td>Sinclair Lib 2-E, 7321</td>
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<tr>
<td>Publishing industry in the Philippines; Philippine government publications and their uses; compilation of a thesaurus for Filipiniana materials.</td>
<td></td>
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| ALCANTARA, RUBEN, Ph.D.           | AmSt 424                |
| Asst. Prof., AmSt                 |                         |
| Moore 324, 8826                   |                         |
| Research in the Ilocos on the background of Filipino migration to Hawaii. |

| ANDERSON, ROBERT, Ph.D.           | AgEc 639                |
| Assoc. Prof., AgEc                |                         |
| Keller 105-A, 8125                |                         |
| Adaptation patterns of local Filipinos to economic stress. |

| BRANDON, JAMES, Ph.D.             | Drama 464               |
| Prof., Drama                      | Drama 664               |
| Kennedy Theater, 7677             |                         |
| Asian theater.                   |                         |

| CHANG, SEN-DON, Ph.D.            | Geog 350                |
| Prof., Geog                      |                         |
| Porteus 439, 7157                |                         |
| Chinese communities in the Philippines. |

| CHATTERGY, VIRGIE O., Ed.D.      | EdCI 312                |
| Asst. Prof., Ed CI               | EdCI 320                |
| Wist Annex 226, 7856             | EdCI 581                |
| Educational problems of bilingual children; curriculum development for bilingual programs; development of multi-cultural curricula. |
CLAUSEN, JOSIE, B.Ed. .............................................. Ilo 201-202
Lect, Indo-Pac Lang
Webster 303-A-H, 8521

Bilingual curriculum planning; Ilokano epic literature.

DES JARLAIS, MARY ELLEN, Ph.D. Cand. ............................ FDM 418
Asst Prof, Home Ec & FDM
Miller 207, 7095

Spanish, Moorish, and American impact on Philippine housing and
costume.

DEWEY, ALICE G., Ph.D. .................................................. Anth 445c
Prof, Anth
Porteus 309, 7578

Anthropology of Island Southeast Asia, particularly Indonesia.

DOTY, MAXWELL S., Ph.D. ................................................ Bot 652
Prof, Bot
St John 614-B, 8361

Tropical marine agronomy, with particular reference to Malaysia and
the Philippines.

ESPIRITU, PRECISILA, M.A. ............................................ Ilo 101-102
Inst, Indo-Pac Lang
Spalding 459, 8521

Ilokano language and literature; bilingual materials development.

ETHERINGTON, BRUCE, Ph.D. ........................................ Arch 680
Chmn & Prof, Arch
George Annex B-1, 7226

Housing and ecosettlement development; involved in research field
station in Tondo, Manila, on housing and community development.
INSTRUCTOR

FORMAN, MICHAEL L., Ph.D. .......................... Ling 102
Assoc Prof, Ling
Moore 574, 8307, 8813

Language acquisition by Filipino immigrant children in Molokai; also language acquisition studies in the Philippines.

-----

FRIEDMAN, HARRY, Ph.D. .......................... PolSc 650
Prof, Pol Sc
Porteus 613, 8835

Authority and administrative responsiveness in the Philippines and other public bureaucracies; the rice production administration in the Philippines and other countries; a study of the dominant organizational structures, processes and behaviors.


**FRUEHLING, ROYAL T., Ed. D. .......................... EdEf 409**
Assoc Prof, Ed Ef
Wist Annex #2-222, 4077

Child-rearing and urban/rural socialization practices that enhance or retard immigrant adjustment and that present alternative life-styles to the receiving society.

**FRYER, DONALD W., Ph.D. .............................. Geog 356**
Prof, Geog
Porteus 435, 7016

The Philippines in relation to the Malay World, i.e., Indonesia and Malaysia.

**FUCHS, ROLAND, Ph.D.**
Chmn & Prof, Geog
Porteus 445-B, 8465

Problems of urbanization and regional development in the Philippines.


**HERNANDEZ, EVELYN, M.A. .............................. ES 202**
Lect, E.S.
East-West Rd 4-3D, 8086

A Filipino social movement in Hawaii--Ota Camp; social changes in the Philippines; forms of social protest under martial law.

HOLMSTROM, JOHN, Ph.D. . . . . . . . . . . . . . . . . . . . . . . . . Plan 685
Assoc Prof, Plan
Maile Way 4, 7381

Constraints to and opportunities for planning at the sub-national level, i.e., urban, provincial, regional levels.

HOOPER, PAUL, Ph.D.
Asst Prof, Am St
Maile Way 8, 8600

Institutional evolutions in contemporary Hawaii.

HOWARD, ALAN, Ph.D.
Prof, Anth
Porteus 308, 7573

Population studies; Filipino migration.

JACOBS, RODERICK A., Ph.D. . . . . . . . . . . . . . . . . . . . . . . . . ESL 600-C
Prof, Ling/ESL
Moore 581, 8602

Ethnic and linguistic issues regarding Ilokano-speakers and language planning policies; development of Ilokano bilingual social studies texts.

KERKVLIET, BEN, Ph.D. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . PolSc 345-P,S
Asst Prof, Pol Sc
Porteus 631-B, 8470

PolSc 640
PolSc 740
Land reform theories and practices in the Philippines/Southeast Asia; peasant rebellions in the Philippines; comparative study of peasant politics in several villages in the Philippines and/or several villages in the Philippines plus one other Southeast Asian country


Study of Portuguese Asian Creoles, which include the Creoles of the Philippines which may have resulted historically from relexification of an earlier Portuguese pidgin.


LAM, TRUONG BUU, Ph.D. . . . . . . . . . . . . . . . . . . . . . . Hist 405-406
Assoc Prof, Hist
Maile Way #1, 8564

Philippine relations with other Southeast Asian countries in the pre-Spanish period; Philippine nationalism.

LIEBAN, RICHARD, Ph.D. . . . . . . . . . . . . . . . . . . . . . . Anth 445-c
Prof, Anth
Porteus 346-E, 8309

Philippine Anthropology; social and cultural aspects of health problems and medical beliefs and practices in the Philippines.

1966. "Fatalism and Medicine in Cebuano Areas of the Philippines," 


**LISTER, LAWRENCE, D.S.W.** .................................................. SW 610-611
Assoc Prof, SW
Hawaii 217, 7182

Problems and needs of Filipino residents of Hawaii; their coping behavior and alcoholism studies.

**LUYKK, NICHOLAS, Ph.D.** .................................................. AgEc 640
Prof, Ag Ec
Lincoln 108, 8714

Agricultural diversification and trade; integrated programs of crop protection; policy determination in community-oriented nutrition; administrative tasks in program and project management; irrigation project management; the world food situation.


**MARETZKI, THOMAS, Ph.D.** .................................................. Anth 418
Prof, Anth/Psyt
Porteus 313, 8697

Applied work in psychiatry involving the Molokai Filipino community; mental health related to immigration ethnic identity.
MARSELLA, ANTHONY, Ph.D.
Assoc Prof, Psy
Gartley 101-E, 7343

Social stress in the Philippines.


MASUDA, ROBERT Y., M.S.W. ................. SW 610-611
Asst Prof, SW
Hawaii 210, 7182

Social adjustment of the immigrant groups; parent-children relationships relating to delinquency.

MCKAUGHAN, HOWARD P., Ph.D.
Prof, Ling
Spalding 360, 7541

Linguistic research involving various Philippine languages; Philippine folklore and linguistic relations.
INSTRUCTOR

Books:

Articles:

INSTRUCTOR                        COURSE

NUNN, G. RAYMOND, Ph.D. ........................................ Hist 701
Prof, Hist/Asian  ........................................ LS 701
Moore 220, 8439  ........................................ LS 705

Updating present published interests with Philippine content: Asian
reference sources, Asian librarianship, Asia-related archives and
manuscript sources in the United States.

       Southeast Asian Archives, 3;47-54.
1971. Asia, an Annotated and Selected Guide to Reference Works
       (Cambridge: M.I.T. Press). Being revised for second edit­
       tion.
1971. "Nature and Distribution of Southeast Asian Research
       Materials," Proceedings of Conference on Access to South­
       east Asian Research Materials (Washington), 59-76.
1971. "Bibliographical Controls for Southeast Asian Studies,"
       Library Quarterly, 41.4:292-310.
       Microfilms.
       Press).
       Association of Orientalist Librarians), 10-17.
--- Southeast Asian Periodicals, an International Union List.

ODA, JUNE, M.S.S. .............................................. SW 755-F
Asst Prof, SW  ........................................ Tag 101-102
Hawaii 233, 7841  ........................................ Tag 301-302

Factors contributing to the disorganization of Filipino families
in Hawaii.

ONGTECO, BELEN, M.A. ..................................... Tag 101-102
Lect, IP  ........................................ Tag 301-302
Webster 303-H, 7409

Bilingualism; teaching reading to bilingual children.
PALAFOX, ANASTACIO L., Ph.D.
Assoc Prof, An Sc
Henke 117, 8217, 8334-5

Effect of dietary protein and energy on the productive efficiency of poultry under sub-tropical conditions; metabolism and nutrient interrelationships with productive efficiency of poultry raised in the tropics.

PITTS, FORREST, Ph.D.
Prof, Geog
Porteus 445, 7479

Geography of the Philippines.

PONCE, DANILO E., M.D.
Asst Prof, Psyty
3652 Kilauea, Hon 96816; 732-6658, 737-7947

The impact of shifting economic bases in Molokai; problems of Filipino adolescent immigrants; general problems and coping mechanisms of Filipino immigrants; psycho-historical analysis of Jose P. Rizal.

Linguistic borrowings of the Tagalog language; English spoken by Filipino immigrants to Hawaii; code-switching among Tagalog speakers; cultural values in Philippine proverbs; Philippine folklore.

Books:
1961. with Marciano Patolot. We Learn to Read.
1968. with Annie Menez and Belen Ongteco. My Language Book (Manila: Rex Bookstore).
1970. with Dr. Lois Mcintosh and Dr. Rosalina Goulet, Advancing in English (New York-Manila: American Book Co.).

Articles:
INSTRUCTOR

ROSARIO, FLORANGEL, Ph.D. Asst Prof, Comun
On leave

New uses of radio; communication and development, with the Philippines as case study.


SAITO, SHIRO, M.A.
Assoc Univ Libn, Public Services
Hamilton 7, 7207

Philippine Research Materials--A Guide; Philippine Newspapers--An International Union list (rev ed); a critically selected and annotated bibliography on Philippine Humanities.


SCHWEIZER, NIKLAUS R., Ph.D. .................. EL 371
Assoc Prof, EL
Moore 463, 8828

Europeans in the Pacific.

SOLHEIM, WILHELM G. II, Ph.D. .................. Anth 460
Prof, Anth
Dean 205, 8994

Philippine prehistory.

In whole on the Philippines:

---


---

"Prehistoric Philippines and Southeast Asia," Filipino Heritage (in press).

---

"The Kalanay Pottery of the Philippines," Filipino Heritage (in press).

In part on the Philippines:


1961. "Indonesia, (2)," COWA Surveys and Bibliographies, Area 20.
1964. "Indonesia, Area 20, (III)," COWA Surveys and Bibliographies.

1967. "Two Pottery Traditions of Late Prehistoric Times in Southeast Asia," in F.S. Drake (ed.) Historical, Archaeological and Linguistic Studies on Southern China, S-E Asia and the Hong Kong Region (Hong Kong: Hong Kong University Press).


1972. "Following the Grave Robbers," Orientations (July), 82-84.


Changes taking place in Philippine political institutions and practices as the result of the overthrow of the Philippine constitutional system; external linkages with Philippine political changes; the Philippine elite (socialization, external ties, etc.).


INSTRUCTOR

Asian Studies, Boston, Massachusetts, April 4, 1974; to be published in Pacific Affairs.


STREET, JOHN, Ph.D.
Prof, Geog
Porteus 437, 7858

Biogeography; management of watersheds in uplands.

STUEBER, RALPH, Ph.D. EdEf 652
Prof, Ed Ef
Wist Annex 2-222, 7817

Ethnic factors in Hawaii's educational history--a critique of American assimilationist ideology; antecedents to Filipino response to school experience in Hawaii.


TOPPING, DONALD, Ph.D. Ling 750
Prof and Dir, SSLI
Porteus 704, 8930

Micronesian and Philippine linguistic studies.

TUGGLE, DAVID, Ph.D.
Assoc Prof, Anth
Dean 201, 8994

Prehistoric Philippine agriculture; general archaeology of the Philippines.

VANN, SARAH K., Ph.D. ........................................... LS 610
Prof, GSLS
Sinclair 2-F, 7321

Information industry in Southeast Asia.

VAN NIEL, ROBERT, Ph.D. .............................. Hist 405-406
Prof, Hist
Maile Way 2-4, 8789

History of Island Southeast Asia, particularly Indonesia and Malaysia.


VAN ZILE, JUDY, M.A. .............................. Mus 190
Inst, Mus
Lunalilo Freeway 1-4, 7618

Dance ethnology.

VELLA, WALTER, Ph.D. .............................. Hist 405-406
Prof, Hist/Asian
Moore 320, 8543

Southeast Asian history, particularly Thailand.

WARD, JACK, Ph.D. .............................. Ling 102
Asst Prof, Indo-Pac Lang
Spalding 463, 7409, 8521

Mangyan languages; traditional (oral) literatures; comparative Bajau linguistics; Philippine-type languages distribution.

Southeast Asian Program Data Paper 83 (Ithaca, N.Y.: Cornell University).

WONG, WAI TIM, M.S.W. . . . . . . . . . . . . . . . . . . . . . . . . . SW 610-611
Asst Prof, S.W.
Hawaii 216, 7182

Human development in cross-cultural perspectives; needs of ethnic minority children.

THE FOLLOWING FACULTY MEMBERS ARE CURRENTLY ON LEAVE FROM U.H.:

GRIFFIN, P. BION, Ph.D.
Asst Prof, Anthropology

REID, LAWRENCE A., Ph.D.
Asst Prof, Linguistics

RIGGS, FRED W., Ph.D.
Prof, Political Science
COMMUNITY COLLEGES

INSTRUCTOR ________________________________ COURSE ________________________________

BULATAO, JOSE, B.Ed. .......................................................... HPE 123
Kauai Comm Col, Lib Arts
Box 216, Lihue, Kauai 96766; 245-6741
Mus 170

Filipino music and folk dancing.

COLLER, RICHARD W. ......................................................... SolSc 225
Kauai Comm Col, Sociology
Box 216, Lihue 96766; 245-6741

Personality adjustments of Filipino immigrants to Hawaii; cross-cultural comparisons among immigrant groups concerning perceptions of opportunities in Hawaii and elsewhere; the history of Hilario Moncado and his Foundation.

196. with George Guthrie. Social Effects of Donated Radios on Barrio Life. Community Development Research Council (Quezon City: University of the Philippines).

DE MELLO, GREG, M.Ed.
Hawaii Comm Col, Related Div
1175 Manono, Hilo 96720; 935-0091

Filipinos on the Big Island plantation camps.

DIXON, PAUL W., Ph.D.
Hilo College, Psychology
Box 1357, Hilo 96720; 961-9458

Cross-cultural studies using the EPPS; various publications on ethnic groups (students) in Hawaii, particularly the Japanese-Americans.
INSTRUCTOR  

FUKUNAGA, JANE, M.Ed.  
Kapiolani Comm Col, Lib Arts  
620 Pensacola, Hon 96814; 531-4654  

Ethnic groups in Hawaii.

GAY, LUCY, M.Ed.  
Leeward Comm Col, Soc Sc  
96-045 Ala Ike, Pearl City 96782; 455-0011  

Guidance and counselling, Filipinos in Hawaii.

GRIFFITH, ZENAIDA E., M.Ed.  
Leeward Comm Col, Soc Sc  
96-045 Ala Ike, Pearl City 96782; 455-0011  

Comparison of concepts of adolescence and death among various ethnic groups; study of local and immigrant Filipinos, particularly the elderly; Philippine artifacts and oral histories of old immigrants, especially in the Leeward area.

HICKS, LORETTA, M.Ed.  
Kapiolani Comm Col, Humanities/Soc Sc  
620 Pensacola, Hon 96814; 531-4654

History of Southeast Asia.

LIBARIOS, ERNEST, M.Ed.  
Leeward Comm Col, TRIO Coordinator  
Ad-204, 96-045 Ala Ike, Pearl City 96782; 455-0242

Filipinos in Hawaii; senior citizens in the Kona area.
MIYOSHI, KENNETH T., M.Ed. . . . . . . . . . . . . . . Hist 132-133
Kapiolani Comm Col, Soc Sc
620 Pensacola, Hon 96814; 531-4654(193)

Recent Filipino immigration to Hawaii/U.S.A.; Filipinos and the labor movement in Hawaii.

ONGTECO, BELEN, M.A. . . . . . . . . . . . . . . LangArts 261
Leeward Comm Col, Lang Arts
96-045 Ala Ike, Pearl City 96782; 455-0011

Philippine language as a reflection of culture; bilingualism.

SYBINSKY, ESTRELLA BESINGA, M.A. . . . . . . . . . . . . . . . . . . . . ISS 210
Leeward Comm Col, Soc Sc
96-045 Ala Ike, Pearl City 96782; 455-0309

Philippine foreign relations with the Peoples' Republic of China--focus on 1960 to the present.

ZIMMERMAN, JOVITA R., M.A. . . . . . . . . . . . . . . . . . . . . . . . . . . PolSc 110
Leeward Comm Col, Soc Sc
96-045 Ala Ike, Pearl City 96782; 455-0310

Comparative study of the Philippines under martial law with the Peoples' Republic of China--domestic policies.
I. Courses Taught at the University of Hawaii, Manoa:
   A. Courses dealing directly with the Philippines
   B. Courses dealing in part with the Philippines
   C. Courses related to the Philippines that UHM faculty would like to teach

II. Courses Taught at the Community Colleges:
   A. Courses dealing directly with the Philippines
   B. Courses dealing in part with the Philippines
   C. Courses related to the Philippines that CC faculty would like to teach

FORMAT

course number
\downarrow
\rightarrow\text{course title}
\downarrow\text{number of credits}
\rightarrow
ANTH 445-G PHILIPPINE ETHNOLOGY (3) . . . . LIEBAN
A discussion of the ecology, social structure, world view, and other aspects of Philippine society and culture; much attention given to the patterns of social change.

instructor
### A. COURSES DEALING DIRECTLY WITH THE PHILIPPINES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 445-G PHILIPPINE ETHNOLOGY (3)</td>
<td>LIEBAN</td>
</tr>
<tr>
<td>A discussion of the ecology, social structure, world view, and other aspects of Philippine society and culture; much attention given to the patterns of social change.</td>
<td></td>
</tr>
<tr>
<td>ES 202 FILIPINOS IN HAWAII (3)</td>
<td>HERNANDEZ</td>
</tr>
<tr>
<td>An examination of the Filipino experience in Hawaii including contemporary problems relating to employment, education, health and welfare, housing, acculturation, socialization process of the immigrant in Hawaii, inter-ethnic relations, intermarriage, conflict, role in organized labor.</td>
<td></td>
</tr>
<tr>
<td>HIST 407-J MODERN PHILIPPINE HISTORY (3)</td>
<td>VAN NIEL</td>
</tr>
<tr>
<td>A detailed treatment of the history of the Philippines from the Eighteenth Century to the present.</td>
<td></td>
</tr>
<tr>
<td>ILO 101-102 ELEMENTARY ILOKANO (3-3)</td>
<td>ESPIRITU</td>
</tr>
<tr>
<td>Development of listening, speaking, reading, writing skills. Structural points introduced inductively.</td>
<td></td>
</tr>
<tr>
<td>ILO 201-202 INTERMEDIATE ILOKANO (3-3)</td>
<td>CLAUSEN</td>
</tr>
<tr>
<td>Continuation of ILO 102, with three out of five hours devoted to directed drill and practice.</td>
<td></td>
</tr>
<tr>
<td>ILO 301-302 THIRD-LEVEL ILOKANO (3-3)</td>
<td>CLAUSEN</td>
</tr>
<tr>
<td>Continuation of ILO 202. Conversation, advanced reading and composition.</td>
<td></td>
</tr>
<tr>
<td>POL SC 345 PHILIPPINE POLITICS (3)</td>
<td>KERKVLIEF &amp; STAUFFER</td>
</tr>
<tr>
<td>An examination of the Philippine political process—the changes that have taken place in the 20th Century and the major challenges that have been directed against it.</td>
<td></td>
</tr>
<tr>
<td>SPAN 490 HISPANO-PHILIPPINE LITERATURE (2)</td>
<td>KNOWLTON</td>
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<tr>
<td>A study of important writers in Spanish from the Philippines.</td>
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<td>COURSE</td>
<td>INSTRUCTOR</td>
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<td>---------------------------------------------</td>
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<tr>
<td>TAG 101-102  <strong>ELEMENTARY TAGALOG/PILIPINO</strong> (3-3)</td>
<td>ONGTECO</td>
</tr>
<tr>
<td>Development of listening, speaking, reading, writing skills. Structural points introduced inductively.</td>
<td>RAMOS</td>
</tr>
<tr>
<td>TAG 201-202  <strong>INTERMEDIATE TAGALOG/PILIPINO</strong> (4-4)</td>
<td>RAMOS</td>
</tr>
<tr>
<td>Continuation of TAG 102, with three out of five hours devoted to directed drill and practice.</td>
<td></td>
</tr>
<tr>
<td>TAG 301-302  <strong>THIRD-LEVEL TAGALOG</strong> (3-3)</td>
<td>ONGTECO</td>
</tr>
<tr>
<td>Continuation of TAG 202. Conversation, advanced reading and composition.</td>
<td>RAMOS</td>
</tr>
<tr>
<td>TAG 401-402  <strong>FOURTH-LEVEL TAGALOG</strong> (3-3)</td>
<td>RAMOS</td>
</tr>
<tr>
<td>Continuation of TAG 302. Advanced reading in current literature, with discussion of cultural implications. Includes composition.</td>
<td></td>
</tr>
<tr>
<td>TAG 297  <strong>PHILIPPINE LANGUAGES AND CULTURE</strong> (3)</td>
<td>RAMOS</td>
</tr>
<tr>
<td>Introduction to cultural aspects of Philippine languages and literature.</td>
<td></td>
</tr>
<tr>
<td>TAG 361  <strong>PHILIPPINE LITERATURE IN ENGLISH</strong> (3)</td>
<td>RAMOS</td>
</tr>
<tr>
<td>Survey in English of Philippine literature from the Period of Apprenticeship (1900-1929) to the Period of Emergence (1945- ).</td>
<td></td>
</tr>
<tr>
<td>TAG 451  <strong>STRUCTURE OF TAGALOG</strong> (3)</td>
<td>RAMOS</td>
</tr>
<tr>
<td>Introductory study of phonology, morphology, and syntax.</td>
<td></td>
</tr>
<tr>
<td>TAG 690  <strong>DIRECTED READING IN TAGALOG</strong> (v)</td>
<td>RAMOS</td>
</tr>
<tr>
<td>Directed reading and analysis of advanced texts in Tagalog.</td>
<td></td>
</tr>
<tr>
<td>TAG 699  <strong>DIRECTED RESEARCH</strong> (v)</td>
<td>RAMOS</td>
</tr>
<tr>
<td>Directed research involving use and analysis of Tagalog sources.</td>
<td></td>
</tr>
</tbody>
</table>
### B. COURSES DEALING IN PART WITH THE PHILIPPINES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG EC 639 <strong>AGRICULTURAL DEVELOPMENT ECONOMICS AND DEVELOPMENT PLANNING</strong> (3)</td>
<td>ANDERSON</td>
</tr>
<tr>
<td>Theories of agricultural development, agriculture in total development process; formulation of agricultural development plans and policies.</td>
<td></td>
</tr>
<tr>
<td>AG EC 640 <strong>AGRICULTURE AND RURAL DEVELOPMENT ADMINISTRATION</strong> (3)</td>
<td>LUYKX</td>
</tr>
<tr>
<td>Consideration of formal and informal organizations and structure of government and processes by which agricultural and rural development activities are formulated and carried out; the Philippines as a case study and in the readings.</td>
<td></td>
</tr>
<tr>
<td>AG EC 701 <strong>FOOD SYSTEMS OF ASIA AND THE PACIFIC</strong> (3)</td>
<td>LUYKX</td>
</tr>
<tr>
<td>Study of leading food-related issues in Asia-Pacific to demonstrate the inter-relatedness of different disciplines to broadly-defined national and regional &quot;food&quot; problems.</td>
<td></td>
</tr>
<tr>
<td>AM ST 424 <strong>AMERICAN SUBCULTURES: FILIPINO-AMERICANS</strong> (3)</td>
<td>ALCANTARA</td>
</tr>
<tr>
<td>Examination of specific aspects of the Filipino-American experience in Hawaii and the U.S., with emphasis on its cultural and situational adaptation patterns in American society.</td>
<td></td>
</tr>
<tr>
<td>ANTH 418 <strong>CULTURE AND THE INDIVIDUAL</strong> (3)</td>
<td>MARETZKI</td>
</tr>
<tr>
<td>Cultural factors in the development of personality, cognitive development, deviant behaviour; psychocultural characteristics of the species.</td>
<td></td>
</tr>
<tr>
<td>ANTH 425 <strong>MEDICAL ANTHROPOLOGY</strong> (3)</td>
<td>LIEBAN</td>
</tr>
<tr>
<td>Study of social and cultural aspects of medicine; the relationship of medicine to the beliefs, social systems, ecological adaptations and cultural changes of human groups; includes material on the Philippines.</td>
<td></td>
</tr>
<tr>
<td>ANTH 445-C <strong>REGIONAL ETHNOLOGY: ISLAND SOUTHEAST ASIA</strong> (3)</td>
<td>DEWEY LIEBAN</td>
</tr>
<tr>
<td>Historical problems and regional development in ecology, social structure, world view and other aspects of cultures of Indonesia, the Philippines and Malaysia.</td>
<td></td>
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<tr>
<td>COURSE</td>
<td>INSTRUCTOR</td>
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<tr>
<td>ANTH 460  REGIONAL ARCHAEOLOGY: EAST ASIA AND THE PACIFIC (3)</td>
<td>SOLHEIM</td>
</tr>
<tr>
<td>Regional surveys of pre-historic cultures, based on archaeological research; includes the Philippines.</td>
<td></td>
</tr>
<tr>
<td>ANTH 640  METHOD AND THEORY IN ARCHAEOLOGY: ARCHAEOLOGY OF ASIAN ARTS (3)</td>
<td>SOLHEIM</td>
</tr>
<tr>
<td>Pre-historic art as seen in pottery decorations, cave-paintings, etc.</td>
<td></td>
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<tr>
<td>ARCH 680  HOUSING IN TROPICAL AND DEVELOPING COUNTRIES (3)</td>
<td>ETHERINGTON</td>
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<tr>
<td>Socio-economic and political factors in physical development, formulation and execution of building programs.</td>
<td></td>
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<tr>
<td>ARCH 681  PROBLEMS IN DEVELOPING COUNTRIES (3)</td>
<td>ETHERINGTON</td>
</tr>
<tr>
<td>Problems, philosophies and systems of tropical architecture from various areas of tropics and sub-tropics.</td>
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<tr>
<td>ASIAN 750-C  SEMINAR IN ASIAN STUDIES: SOUTHEAST ASIA (3)</td>
<td>LAM, VAN NIEL, VELLA</td>
</tr>
<tr>
<td>Interdisciplinary regional study.</td>
<td></td>
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<tr>
<td>BOT 652  MARINE AGRONOMY (3)</td>
<td>DOTY</td>
</tr>
<tr>
<td>Relation of plants, nutrients, environment, cultural practices to marine crop production; the Philippines as a major production area.</td>
<td></td>
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<tr>
<td>COMUN 384  COMMUNICATION AMONG CULTURAL GROUPS (3)</td>
<td>ROSARIO</td>
</tr>
<tr>
<td>Survey of social-psychological and cultural variables which affect communication among peoples of different cultures. Use of this knowledge in understanding and facilitating social and cultural change; some Philippine focus.</td>
<td></td>
</tr>
<tr>
<td>DRAMA 464  ORIENTAL DRAMA AND THEATRE: INDIA AND SOUTHEAST ASIA (3)</td>
<td>BRANDON</td>
</tr>
<tr>
<td>Principal forms of drama in India and Southeast Asia and manner of production in the theatre; includes lectures and slides of Philippine dramatic history.</td>
<td></td>
</tr>
</tbody>
</table>
DRAMA 664  SEMINAR IN ORIENTAL THEATRE: INDIA AND SOUTHEAST ASIA (3) .................................. BRANDON
Seminar: graduate students may focus research papers on the Philippines.

ECON 618  ECONOMIC DEVELOPMENT IN SOUTHEAST ASIA (3) ........ POWER
Analysis of growth, structural change, development patterns, agricultural and industrial developments, foreign investment, foreign trade, economic integration and problems of countries in the region, with special emphasis on Indonesia, Malaysia and the Philippines, Thailand, Singapore, Vietnam.

ED CI 581  BILINGUAL/BICULTURAL CHILD (1) ................. CHATTERGY
Examination of culturally-related classroom problems; institutional biases and stereotypes of minorities; how to teach the bilingual/bicultural child and use him to enrich classroom experience.

ED EF 409  ETHNICITY, POVERTY, AND EDUCATION (3) ........ FRUEHLING
Survey of social and psychological factors related to the low-income student and his education (discussion includes the Filipino immigrant). Review of local resources and facilities to assist these pupils.

ED EF 480  ANTHROPOLOGICAL APPLICATIONS (3) ............. FRUEHLING
Education as a means of transmitting culture. Socialization in non-literate societies; universal aspects of process; cross-cultural education. The Filipino immigrant is discussed as an example of how national character structure can be at odds with or enhance the host society.

ED EF 652  HISTORY OF EDUCATION IN HAWAII (3) ............ STUEBER
From Cook's discovery to the present. Social and intellectual influences on the development of the island's culture; emphasis on the role of public and private schools in developing a common language community.

EL 371  THE EUROPEANS OF THE PACIFIC (3) ................. KNOWLTON
Includes a study of the Philippines as presented in the literary works of Spanish writers.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL 600-C</td>
<td>COMPARATIVE SYNTAX AND BILINGUAL MATERIALS PRODUCTION (3)</td>
<td>Jacobs</td>
</tr>
<tr>
<td></td>
<td>Examination of another language and culture along with the production of reading materials in the vernacular for secondary and adult levels. A semester on Ilokano (potential).</td>
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<tr>
<td>FDM 418</td>
<td>COSTumes of South and SOUTHeast ASIA (3)</td>
<td>Des Jariais</td>
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<tr>
<td></td>
<td>Historical development and characteristic features of traditional and folk costumes and fabrics of the Philippines, among others. Relation to customs and culture; impact of Western influence on contemporary dress.</td>
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<tr>
<td>GEOG 350</td>
<td>GEOgraphy of ASIA (3)</td>
<td>Chang</td>
</tr>
<tr>
<td></td>
<td>Introduction to geographic analysis of East Asia and Southeast Asia: physical setting, resources, patterns of occupancy, problems of economic transformation.</td>
<td></td>
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<tr>
<td>GEOG 356/456</td>
<td>GEOgraphy of SOUTHeast ASIA (3)</td>
<td>Fryer</td>
</tr>
<tr>
<td></td>
<td>Southeast Asia in world economy; national economics of continental and insular Southeast Asia; problems and prospects of modernization. Deals in part with land use problems, export industries, etc., in the Philippines.</td>
<td></td>
</tr>
<tr>
<td>GEOG 423</td>
<td>URBANIZATION AND URBAN PROBLEMS IN ASIA (3)</td>
<td>Fryer</td>
</tr>
<tr>
<td></td>
<td>Role of urbanization in Asian economic and social development; problems arising from rapid city growth. Emphasis on Southeast Asia, but with some attention to East and South Asia.</td>
<td></td>
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<tr>
<td>HIST 405-406</td>
<td>HISTORY OF SOUTHeast ASIA (3-3)</td>
<td>Lam, Vella</td>
</tr>
<tr>
<td></td>
<td>Historical survey of Southeast Asian civilizations and states, including Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia, Indonesia and the Philippines.</td>
<td></td>
</tr>
<tr>
<td>HIST 655</td>
<td>SEMINAR IN THE HISTORY OF ISLAND SOUTHeast ASIA (3)</td>
<td>Van Niel</td>
</tr>
<tr>
<td></td>
<td>Studies in histories of peoples and states of Malaysia, Indonesia and the Philippines.</td>
<td></td>
</tr>
</tbody>
</table>
COURSE

HIST 701  RESEARCH MATERIALS AND METHODS IN ASIAN HISTORY (3) II
Bibliography and research methods in Asian history; discussion of the principal Western and Asian published and archival sources.

HE 363  HOUSING AND SOCIETY (3)
Traditional housing of Hawaii's principal ethnic groups.

LIB ST 610  SOCIAL FUNCTIONS OF LIBRARIES (3)
Introduction to librarianship, history of books and libraries, survey of current programs and trends in American libraries, international aspects of librarianship. As special topics, students may study library development in the Philippines.

LIB ST 696  INFORMATION INDUSTRY IN ASIA (3)
Overview of media development and uses, media relationships, government controls, copyright, international standardization, publishing milieu, etc.; emphasis on East and Southeast Asia. Within the U.S., focus on libraries with special Asian collections, acquisitional problems, surveys of readers' needs. (A special summer course was given in 1974, focusing on Japan, Malaysia and the Philippines.)

LIB ST 701  ADMINISTRATION OF LIBRARIES IN ASIA (3)
Governmental and fiscal policies and programs, personnel administration, policy making, buildings and equipment for libraries in Asian countries; comparative approach with time devoted to Philippine libraries.

LIB ST 705  ASIAN REFERENCE SOURCES (3)
Bibliographical and reference tools and services in Asian countries with special attention to source materials in other than Western languages.

LIB ST 716  INTERNATIONAL PUBLISHING AND BIBLIOGRAPHY (3)
Survey of problems of selecting and acquiring foreign materials for the collections of American and Asian libraries. Examines selected bibliographic
sources of various countries. Students may focus on the Philippines as special area of study.

LING 102  **INTRODUCTION TO THE STUDY OF LANGUAGE (3)**  FORMAN
Explores the nature and workings of language; its role in culture and history. Illustrates major points with Hawaiian English and various Philippine languages.

LING 320  **GENERAL LINGUISTICS (3)**  FORMAN
Approaches, concepts, component areas of linguistics, its development as a science. Philippine speech and language used to provide basic data content.

LING 414  **INTRODUCTION TO LINGUISTIC ANTHROPOLOGY (3)**  FORMAN
Introduction to ethnographic study of speech and language. Philippine speech and language used to provide basic data content.

LING 470  **INTRODUCTION TO THE STUDY OF CHILDREN'S SPEECH (3)**  FORMAN
Survey of findings regarding the child's acquisition of language. Philippine speech and language used to provide basic data content.

LING 750  **SEMINAR (3)**  TOPPING
**CHAMORRO SYNTAX**
Comparison of Chamorro with various Philippine languages.
Topics in Sociolinguistics, Pidgins and Creoles, Philippine linguistics  FORMAN

LING 780  **ETHNOLINGUISTICS (3)**  FORMAN
Study of various cultures as reflected in the language; focus on Philippine languages and culture.

MUS 190  **DANCE IN WORLD CULTURES (3)**  VAN ZILE
Survey of major dance traditions of the world, emphasis on Asian and Pacific cultures.
COURSE  | INSTRUCTOR
--- | ---
MUSIC 402-G  PHILIPPINE MUSIC ENSEMBLE (3)  | TRIMILLOS
Performance of literature for ensembles and performing groups of various sizes and kinds.

MUSIC 471  MUSIC OF NON-LITERATE PEOPLES (3)  | SMITH
Traditional and acculturated styles, instruments, social context.

POL SC 341  COMPARATIVE POLITICAL DEVELOPMENT (3)  | STAUFFER
General analysis of the theory and practice of political development, along with several case studies, including the Philippines.

POL SC 345-S  ISLAND SOUTHEAST ASIA (3)  | KERKVLIET
Examination of both Indonesian and Philippine politics and society in various contexts: rural, city, and national institutions.

POL SC 345-P  PEASANT POLITICS (3)  | KERKVLIET
Comparative study of peasant societies, including the Philippines.

POL SC 345- GOVERNMENT AND POLITICS IN SOUTH AND SOUTHEAST ASIA (3)  | STAUFFER
As title indicates.

POL SC 640  COMPARATIVE POLITICAL DEVELOPMENT (3)  | STAUFFER
Introductory grad course on development theory; draws heavily on Philippine materials.

POL SC 650  COMPARATIVE PUBLIC ADMINISTRATION (3)  | FRIEDMAN
Focus on varying theoretical approaches to study of administration, comparative, development administration.

POL SC 740  SEMINARS: (3)
COMPARATIVE GOVERNMENT POLITICS  | FRIEDMAN
Emphasis on comparative theories of political, economic, social and administrative relations in South and Southeast Asia.
<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
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<tbody>
<tr>
<td>SOUTHEAST ASIAN POLITICS.</td>
<td>KERKVLIET</td>
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<tr>
<td>Research on Southeast Asian politics and</td>
<td></td>
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<tr>
<td>social institutions.</td>
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<tr>
<td>LINKAGE POLITICS</td>
<td>STAUFFER</td>
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<tr>
<td>Examination of linkage systems between</td>
<td></td>
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<tr>
<td>&quot;developed&quot; and &quot;underdeveloped&quot; nations;</td>
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<tr>
<td>uses Philippine materials for illustrative</td>
<td></td>
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<tr>
<td>purposes and the Philippines as a case study.</td>
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<tr>
<td>SOC WORK 610-611 HUMAN DEVELOPMENT AND</td>
<td>LISTER</td>
</tr>
<tr>
<td>BEHAVIOR IN CROSS-CULTURAL PERSPECTIVE (4).</td>
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<tr>
<td>Basic course in human behavior which</td>
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<tr>
<td>considers various ethnic groups in Hawaii.</td>
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<td>Designed to provide the student with the</td>
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<tr>
<td>opportunity for comparative study of</td>
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<td>individual physical, mental, and</td>
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<tr>
<td>emotional growth, giving special emphasis</td>
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<td>to social and cultural influences on the</td>
<td></td>
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<tr>
<td>individual's development.</td>
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<tr>
<td>SOC WORK 755F SOCIAL WORK PRACTICE WITH</td>
<td>ODA</td>
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<tr>
<td>THE PEOPLES OF HAWAII (3).</td>
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<tr>
<td>Review and analysis of major approaches to</td>
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<tr>
<td>case-work; serves as guide for integrating</td>
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<tr>
<td>several clinical perspectives in social</td>
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<tr>
<td>work practice among local groups.</td>
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<tr>
<td>SPAN 444 SPANISH DIALECTOLOGY (3)</td>
<td>KNOWLTON</td>
</tr>
<tr>
<td>Study of principal regional and social</td>
<td></td>
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<tr>
<td>variants from cultured standard Castilian</td>
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<tr>
<td>encountered in language of the Iberian</td>
<td></td>
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<tr>
<td>Peninsula, America, the Philippines (esp.</td>
<td></td>
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<tr>
<td>creole dialects or languages of contact in</td>
<td></td>
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<tr>
<td>the Philippines).</td>
<td></td>
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<tr>
<td>SPAN 658 SEMINAR IN SPANISH LINGUISTICS</td>
<td>KNOWLTON</td>
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<tr>
<td>(3).</td>
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<tr>
<td>Study of Philippine Spanish.</td>
<td></td>
</tr>
<tr>
<td>C. OTHER COURSES RELATED TO THE PHILIPPINES</td>
<td></td>
</tr>
<tr>
<td>THAT UHM FACULTY WOULD LIKE TO TEACH</td>
<td></td>
</tr>
<tr>
<td>ANIMAL SCIENCE:</td>
<td></td>
</tr>
<tr>
<td>Animal Science in the Pacific</td>
<td>PALAFOX</td>
</tr>
</tbody>
</table>
ANTHROPOLOGY:
Philippine Pre-history
Island Southeast Asia (Graduate seminar)

DEWEY

FILIPINOS IN HAWAII:
Acculturation and Communication Problems
of Filipino Immigrants
Anthropological Applications, as a service
course for school personnel working with
Filipino immigrants
Transcultural Psychiatry, with focus on
the Filipino immigrant
Contemporary Hawaii

PONCE

HOOPER

GEOGRAPHY:
Geography of the Philippines
Regional Planning in Developing Countries:
the Philippines
Regional Development
Geography of Asia

HOLMSTROM

FUCHS

CHANG

HISTORY:
Overseas Chinese in Southeast Asia
Southeast Asian Nationalism

LAM

LAM

LINGUISTICS:
Filipino Speech in Hawaii (Undergrad research seminar)
Linguistic Anthropology: the Philippines
Comparative Syntax/Bilingual Materials
Production: Ilokano
Philippine Languages (Graduate seminars)
Philippine Linguistics
Language, Literature and Writing Systems
of Island Southeast Asia

FORMAN

FORMAN

JACOBS

FORMAN, MCKAUGHAN

MCKAUGHAN, TOPPING

WARD

LITERATURE:
Ilokano Culture and Literature
Philippine Folklore
Philippine Literature in Translation

CLAUSEN

RAMOS

RAMOS

POLITICAL SCIENCE:
Philippine Economic and Political
Development (Interdisciplinary Seminar)

STAUFFER
COMMUNITY COLLEGES

A. COURSES DEALING DIRECTLY WITH THE PHILIPPINES

KAUAI COMMUNITY COLLEGE

HPE 123 PHILIPPINE FOLK DANCING (1) •••••••••• BULATAO
Fundamentals of dance techniques including dances of the mountain provinces, regional variations and Muslim dances for individual and group presentations. Introduction to the disciplines of dance techniques.

ILO 050 INTRODUCTION TO ILOKANO (3) ••••••••
Introduction to the Ilokano language with emphasis on an appreciation of the language's place in Filipino culture. Speaking, reading, writing, and grammar combined with discussions relating to language and culture.

SOC SC 225 FOUNDATIONS OF PHILIPPINE CULTURE (3) •••••••• COLLER
Survey of the most important elements in Filipino behavior. Focus on explanation and understanding these elements, particularly as they are related to conditions in both the Philippines and Hawaii.

LEEWARD COMMUNITY COLLEGE

ILO 101-102 ELEMENTARY ILOKANO (3-3) •••••••••• ESPIRITU
Development of listening, speaking, reading, and writing with major emphasis on listening and speaking. Introduction to new materials and drills to reinforce the structures learned in the language laboratory for more drills and practice in listening comprehension.

ISS 202 PILIPINO STUDIES (3) •••••••••••••• SYBINSKY
Application of the social sciences and historical perspective to an in-depth analysis of the social behavior of the Filipino people. Examination of the relevant and important aspects of the political, economic, social, and cultural life of Filipinos as they relate to the Filipino in Hawaii. Special emphasis on an awareness and understanding of Filipino ethnic identity and contemporary Filipino problems.

-39-
### COURSE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAG 101-102 ELEMENTARY TAGALOG (3-3)</td>
<td>ONGTECO</td>
</tr>
<tr>
<td>Basic structures of Tagalog with an emphasis on listening comprehension, speaking and writing; directed drills and practice in the language laboratory.</td>
<td></td>
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</tbody>
</table>

### B. COURSES DEALING IN PART WITH THE PHILIPPINES

#### KAPIOLANI COMMUNITY COLLEGE

<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
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</thead>
<tbody>
<tr>
<td>ES 101 ETHNIC GROUPS IN HAWAII (3)</td>
<td>FUKUNAGA</td>
</tr>
<tr>
<td>Survey course discussing the history and sociology of immigration, adaptation process of major immigrant groups, labor problems, urbanization, political and economic strategies.</td>
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<table>
<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
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<tbody>
<tr>
<td>HIST 132-133 HAWAIIAN HISTORY: MONARCHY AND POST-MONARCHY (2)</td>
<td>MIYOSHI</td>
</tr>
<tr>
<td>Survey of the cultural, economic and political history of Hawaii.</td>
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<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
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<tbody>
<tr>
<td>HIST 241-242 HISTORY OF ASIA (3-3)</td>
<td>HICKS</td>
</tr>
<tr>
<td>Survey of the history of Asian civilizations, concentrating on South, Southeast, and East Asian patterns of societies and institutions. The first semester traces the rise of Asian civilizations up to the 17th century; the second semester covers the 17th century to the present, with emphasis on change within and versus tradition.</td>
<td></td>
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#### KAUAII COMMUNITY COLLEGE

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<thead>
<tr>
<th>COURSE</th>
<th>INSTRUCTOR</th>
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<tbody>
<tr>
<td>MUS 170 MUSIC IN WORLD CULTURES (3)</td>
<td>BULATAO</td>
</tr>
<tr>
<td>Role of music in societies---ancient and modern, sophisticated and non-sophisticated, Western and non-Western, child and adult; representative style and regional characteristics.</td>
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<tr>
<td>COURSE</td>
<td>INSTRUCTOR</td>
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<tr>
<td><strong>LEEWARD COMMUNITY COLLEGE</strong></td>
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</tr>
<tr>
<td>POL SC 110 INTRODUCTION TO POLITICAL SCIENCE (3)</td>
<td>SYBINSKY, ZIMMERMAN</td>
</tr>
<tr>
<td>An introduction to the study of the theory, structure, functions and techniques of modern government, with special attention given to contemporary problems and controversies.</td>
<td></td>
</tr>
<tr>
<td>C. OTHER COURSES RELATED TO THE PHILIPPINES/FILIPINOS THAT UH-CC FACULTY WOULD LIKE TO TEACH</td>
<td></td>
</tr>
<tr>
<td><strong>HAWAII COMMUNITY COLLEGE</strong></td>
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<tr>
<td>Introduction to Ethnic Groups in Hawaii</td>
<td>DE MELLO</td>
</tr>
<tr>
<td><strong>KAPIOLANI COMMUNITY COLLEGE</strong></td>
<td></td>
</tr>
<tr>
<td>Ethnic Studies, focusing on the Philippines and the Filipinos in Hawaii</td>
<td>MIYOSHI</td>
</tr>
<tr>
<td><strong>LEEWARD COMMUNITY COLLEGE</strong></td>
<td></td>
</tr>
<tr>
<td>Filipinos in Hawaii</td>
<td>LIBARIOS, ZIMMERMAN</td>
</tr>
<tr>
<td>Philippine History from Pre-Spanish</td>
<td>SYBINSKY</td>
</tr>
<tr>
<td>Philippines to the British Occupation</td>
<td>SYBINSKY</td>
</tr>
<tr>
<td>Philippine Foreign Policy and International Relations</td>
<td>SYBINSKY</td>
</tr>
</tbody>
</table>
SUPPLEMENTAL RESOURCES

CONTENTS

I. Programs and Institutes
II. Research Staff and Independent Scholars
III. Dissertations and Theses on the Philippines and Overseas Filipinos
IV. Audio-Visual Resources
V. Campus Organizations
Established in 1956, this College is concerned with the continuing education needs of individuals and groups in the State. Its programs include evening courses, conferences, lectures, seminars, and other educational activities. These are available to all interested adults and are offered in various places on Oahu and the other islands.
Established in 1956, this College is concerned with the continuing education needs of individuals and groups in the State. Its programs include evening courses, conferences, institutes, lectures, seminars, and other educational activities. These are available to all interested adults and are offered in various places on Oahu and the other islands. The College has five major programs: (1) credit courses, both graduate and undergraduate; (2) non-credit courses; (3) community service programs; (4) Center for Governmental Development; (5) Center for Labor-Management Education. The College also has special programs like Continuing Education for Women, and study-abroad programs.

The East-West Center is a short name for the "Center for Cultural and Technical Interchange Between East and West," which was established by the U.S. Congress in 1960. It is an educational institution that brings together people from Asia and the Pacific area and the United States in a variety of programs involving research, fellowships or scholarships for advanced study, and professional development. It is funded by the federal government. Each year, about 2,000 degree students, career professionals, researchers and scholars participate in East-West Center programs. They are supported by Center grants as well as contributions from governments of participating countries, regional agencies and private foundations. Student scholarships are given on the basis of two Asian and Pacific candidates to one American. Academic instruction is provided by the University of Hawaii for degree students. The Philippines has been one of the participant countries in the Center since its inception. The various institutes of the Center are described below.

The East-West Communication Institute was established to study the knowledge-sharing process across cultural frontiers. The Institute provides opportunities for graduate students, scholars and professionals in communication to engage collectively in education, research, and training programs. It also helps to build and strengthen mass media and communication systems which are fundamental to social and economic development in the United States, Asia, and the Pacific. The Communication Institute embraces a wide range of studies, from primary communication con-
cerns to studies and research of cross-cultural significance. While in pursuit of a degree, students are expected to gain knowledge in communication research and theory, and to develop useful media skills for developing communication programs. Under a grant from the Agency for International Development, the Institute is conducting a three-year study for inventory and analysis of information, education, and communication support for family and population planning programs. This study also serves as research and training experience for personnel in their related fields. Resource materials in communication are compiled for use by students and scholars and also distributed to other institutions in various print forms.

EAST-WEST CULTURE LEARNING INSTITUTE
CLI Complex 95A, 8629 . . . . . . . . . . . . . Verner Bickley

The Culture Learning Institute of the East-West Center gears its activities toward the understanding of culture as a re-flection of humanistic expressions and achievements. It has multi-national, multi-disciplinary research programs of research, education, and training. Its four areas of concentration are:
1) inter-cultural contact; 2) language in culture; 3) cultural and national identity; 4) culture learning through thought and expression. The area of inter-cultural contact deals with the transfer of learning, either positive or negative, that occurs among members of one culture when dealing with members of another culture. Language in culture covers the socio-cultural and socio-psychological implications of language, language learning, and language teaching in Asia and the Pacific, with some comparison with those in the United States. Cultural and national identity is studied in terms of factors of social change which inhibit or encourage their growth. Culture learning through thought and expression is concerned with the way of thinking of persons of Asian, Pacific, and American cultures, and their manner of expression through the humanities and the arts. Scholarships for the Institute programs are available to graduate students who will study for M.A. and Ph.D. degrees in such fields as psychology, linguistics, and English as a second language. Occasionally, scholars from the Philippines are invited to participate in Institute programs.

EAST-WEST FOOD INSTITUTE
Lincoln 108, 8728 . . . . . . . . . . . . . Nicolaas Luykx

The Food Institute is concerned with food vis-à-vis the human, technical, and economic values of a culture. Its programs deal with cultural, institutional, and population characteristics related to food production and consumption. One of the Institute's seminar courses, "The Food Systems of Asia and the Pacific," focuses on Southeast Asia, including the Philippines, East Asia,
South Asia, and the Pacific, in a four-semester term. Programs in research education and training deal with profitable use of land and sea resources for production of commodities; study and improvement of nutritional quality; processing, preservation, and distribution techniques, and preparation for productive utilization. Emphasis is given to the following fields of study: agriculture, fisheries, nutrition, food technology and economic analysis, including the humanities and other natural and social sciences that touch on food-related problems.

EAST-WEST POPULATION INSTITUTE
Lincoln 222, 8698

The Population Institute deals with population problems by sponsoring research programs, promoting graduate study in the field, organizing various professional studies and training projects, and cooperating with other similar institutions in Asia and the Pacific, with Hawaii as its crossroads, making use of the University's extensive library resources and research facilities in Asian and Pacific Studies. It offers courses in demographic analysis, ecological anthropology, communication, manpower economics of population growth, population geography, and rural and urban sociology. Two main areas of research are: analysis of population changes—its causes and consequences, and in demography, population composition and change in Asia and the Pacific. The Institute awards scholarships to students who want to pursue advanced degrees in various disciplines related to population studies.

EAST-WEST TECHNOLOGY & DEVELOPMENT INSTITUTE
Lincoln 410, 8694

Technology & Development Institute programs emphasize the roles of men, institutions, and technology as factors in economic growth and national development in both East and West. It has a multinational, multi-disciplinary approach to the concept of development and involves scholars, technologists, students, administrators, and specialists in integrated development planning. The Institute is not just concerned with engineering or technological research. More importantly, it seeks to examine the economic, cultural, political, psychological, and human factors which affect the introduction and adoption of new ideas in a particular culture. It is also concerned with fostering the entrepreneurial role in development and more efficient organization of public and private agencies.
ETNIC STUDIES PROGRAM
East-West Rd 4-3D, 8086 ............. Davianna McGregor

The Ethnic Studies Program seeks to develop self-awareness and pride in members of various ethnic groups in Hawaii. The program is designed to engage these groups in discovering their ethnic heritage, finding out who they are and how they are today through knowledge of traditions, history, and current problems. It utilizes first-hand accounts of community residents in imparting this knowledge to students since much of the history and culture of the various ethnic groups are not recorded in written form. Resource persons from the various sectors of the outside community share their experiences and knowledge with students in the program. The students, in turn, are encouraged to do research on community problems (e.g., urban renewal in Chinatown), oral history of residents, etc. For comparative purposes, data on other ethnic groups in the world are incorporated. Parallel examples in Asia, Pacific, and the U.S. mainland are cited to enable the students to have a clearer perspective and understand better the social and economic development of the ethnic groups in Hawaii. A course offered by the program, Ethnic Studies 202, deals with Filipinos in Hawaii.

INTERNATIONAL HEALTH PROGRAM ............... Richard Suehiro
School of Public Health
Moore 416, 8585

This program offers three areas of study: (1) International Health Program, (2) Family Planning Program, (3) Population Studies Program. These three programs constitute a recognized need for training health professionals who will consider development programs in the light of medical theory and respect for different cultural health perceptions. It is important that the students and faculty develop and maintain sensitivity to varying cultural health perspectives and practices because these people will play an important part in solving health problems and influencing cultural change.

The International Health Program, which was established in 1965, acknowledges that health conditions improve with development, and development in turn is enhanced as health conditions improve. Improvements in health services along with economic and social improvements have resulted in the increase of population and then, more recently, in its decrease. The complex relations between world-wide population dynamics such as health status, health services, economic and social development, reproductive behavior, and many more factors, are of vital concern to many. Thus, the International Health Program developed its three areas of emphasis.

Along this line, the University of Hawaii School of Public Health established in 1974 a cooperative academic and research relation-
ship with the Institute of Public Health of the University of the Philippines.

LIBERAL STUDIES B.A. PROGRAM
Sinclair Library 504-A, 7297 ............... Judson Ihrig

The Liberal Studies B.A. Program permits a qualified undergraduate to construct his own multidisciplinary major-equivalent with the advice and consent of the program director and a faculty member of his choice. The Liberal Studies Program evolved from the need of students who wish to study a particular problem or theme but who were unable to do so because of regimented standardized curricular requirements or because a baccalaureate program in his field of interest has not yet been established. The design of the program is two-fold. The first is toward fulfilling the desires of students who wish to study a particular problem or theme, e.g. revolution or the urban crisis, through multidisciplinary courses. The second is toward fulfilling the goals of students in fields which have no baccalaureate program presently established in the University such as linguistics, pre-law, pre-med, pre-library science, pre-public health, etc. The main advantage of the Liberal Studies Major Program is that it opens new options to the undergraduate by allowing him to tailor his bachelor's curriculum to his individual interests and needs. It is possible to pursue a Liberal Studies program with a concentration on Philippine Studies.

OFFICE OF SPECIAL SERVICES ............... James Misajon
Chancellor's Office, U.H. at Manoa
Hawaii Hall 105, 8526

This office has extensive responsibilities in areas of personnel and fiscal administration, establishment of and appointments to campus committees and boards, coordination of planning and handling of commencements, overview of programs and activities as assigned, maintaining liaison with community governmental agencies, and other related or similar groups in articulating, coalescing, and applying University resources and skills in meeting special needs in areas where campus leadership and services are requested and are appropriate. The Office administers the College Opportunities Program, AID foreign training, TRIO project, the University Year for ACTION project, and the Committee for the Preservation and Study of Hawaiian Language Art and Culture. The director acts as chairman or the Chancellor's representative in matters involving policy development, management and advisory functions. He is the non-faculty personnel officer of the University.
OPERATION MANONG
East-West Rd 4-1D, 7348 ......... Ame Fil Cahill

Operation Manong is administered by the Social Science and Linguistics Institute and is funded by the federal government through its University Year for ACTION program. The idea of "Operation Manong" started in 1973 when a group of students, faculty, and members of the Filipino community began working with Ben Junasa of the State Immigration Service Center. This group, Filipino Volunteers of Hawaii, wanted to begin a volunteer project using University students to assist Filipino immigrant students. The goals of Operation Manong are: (1) to provide service to Filipino immigrant youth—assistance in English language learning, tutorial help in academic courses, and friendship/companionship. Work is concentrated mostly in the Kalihi area, which has the largest number of Filipino immigrant students; (2) to provide training and experience to University students in community work with Filipino immigrant youth. The volunteer is expected to attend training sessions on Filipino languages and culture, techniques of teaching, community resources; participate in some research activity; and ultimately learn from the experience. He/she is given academic credit (up to 12 units per semester) and a stipend for working in the program. Participants in the program are mostly recent Filipino immigrant youth in the Kalihi-Palama school district, but also include Korean and Samoan immigrant students.

PACIFIC AND ASIAN AFFAIRS COUNCIL
2004 University Ave, Hon 96822; 941-6066 . . . . Norman Geschwind

The Pacific and Asian Affairs Council first began in 1925 under the Institute of Pacific Relations and has since evolved to become a rich source of learning and sharing for students, teachers, and other participants. The purpose of PAAC is to provide the youth of Hawaii the opportunity to develop international awareness whereby they may prepare themselves to intelligently function as responsible citizens in a world of diverse cultures and peoples. PAAC is the only statewide program in the nation devoted entirely to young people interested in world affairs. PAAC clubs exist in most secondary schools and some intermediate schools throughout the State of Hawaii. Interschool conferences are held twice a year at four schools and each provides students and other participants the opportunity to question and share thoughts and ideas on issues and events in today's world. An interesting array of program materials including films, teaching aids, student-designed newspapers, multi-media shows, pamphlets, and posters complement the program. Foreign students at the University of Hawaii and the East-West Center also provide valuable consultant services which enhance the international effectiveness of PAAC.
PACIFIC URBAN STUDIES AND PLANNING PROGRAM
Maile Way 4, 7381 ....... Tom Dinell

The Pacific Urban Studies and Planning Program is made up of participating academic departments and professional schools such as: architecture, economics, engineering, geography, political science, public health, social work, and sociology. It offers graduate studies focusing on planning and urban and regional development; sponsors research on problem-oriented subjects with emphasis on Hawaii, the Pacific Basin, and Asia; and supports other related activities in the University.

SCHOOL OF SOCIAL WORK .... Daniel Sanders
College of Health Sciences and Social Welfare
Hawaii Hall 117, 7182

The School of Social Work aims to develop professional understanding and competence in the student to ensure successful administration of social services. The School is geared towards developing in future social workers a broad understanding of the profession and technical competence in problem fields of their choice. The importance of familiarity with the wide spectrum of services and the variety of technical approaches in social work is well depicted in the curriculum offered. Such practices include casework, group work, social planning, community organization, social welfare administration, and research. The students must develop discipline and competence to deal professionally with people individually, in groups, organizations, and communities. It is important that students develop such skills in order to effectively fulfill the social workers' roles of advocacy, mediation and intervention. Community work is an essential part of the students' academic program. Many practicum courses involve work in the Filipino community.

The School recognizes the assets of the University's location and its formal ties with the East-West Center and has therefore been developing a program of international studies in social work. The aspects of social welfare, particularly of Asian countries and the Pacific Basin, are studied throughout various courses in the School. These courses are available to students who are interested in the study of social welfare on the international level. Special non-degree and short term programs are arranged for students from abroad with varying educational backgrounds and who desire to improve social welfare in their own countries.

SOCIAL SCIENCE AND LINGUISTICS INSTITUTE
Porteus 704, 8817, 8930 .... Donald Topping
The Social Science and Linguistics Institute is concerned with man's relationship with other people and with social institutions. Research activities of the Institute include social problems in Hawaii, culture and mental health in the Pacific, political leadership, telecommunication/transportation trade-offs, the utilization of research finding, and the study of societal forecasting and design. The institute was formed from a merger of the Social Science Research Institute and the Pacific and Asian Linguistics Institute. Because SSLI's interests lie in the Asian and Pacific Area, the Philippines falls naturally into its general area of research. In the past, SSLI has sent project researchers to the Philippines for anthropology, Ilokano grammar research, etc., and still supports on-going research on the Philippines. The Institute also administers such programs as Operation Manong, which involves Filipino newcomers to Hawaii.

SOUTHEAST ASIAN STUDIES
Asian Studies Program
Moore 320, 8324

Southeast Asian Studies is one of three areas of study offered under the inter-departmental Asian Studies Program of the University of Hawaii. The other two areas are East Asia and South Asia. The faculty resources in various departments fulfill the program's purpose of meeting the needs of students who wish to prepare for future work in Southeast Asian-centered careers. The Philippines is included in the total study area of Southeast Asia. The interdisciplinary program offers a non-thesis Master's degree which may be especially useful for employment in the foreign service, national and international agencies of development, business, and teaching.

Students who want to be admitted to the M.A. program in Southeast-Asian Studies must have complete a bachelor's degree and must be accepted by the Graduate Division. They must also have earned 12 undergraduate credits in Asia-oriented courses (excluding language training) or the equivalent. Application forms may be obtained at Graduate Division at Spalding Hall 345, Univ of Hawaii.
CAHILL, AMEFIL AGBAYANI, Ph.D. in Political Science
Director, Operation Manong
East-West Rd 4-1D, 7348
Filipino political participation in Hawaii; education of Filipino immigrant youth.
*For calls from off-campus, add the prefix 948-
AQUINO, BELINDA A., Ph.D. in Political Science
(Asst Prof, Coll of Public Adm, Univ of the Philippines--on leave)
Coordinator, Operation Manong/Phil Studies Program Feasibility Study
East-West Rd 4-6C, 7348, 8442

Philippine political development and public administration; comparative and local government with emphasis on Philippine provinces; Philippine urbanization.


CAHILL, AMEFIL AGBAYANI, Ph.D. in Political Science
Director, Operation Manong
East-West Rd 4-1D, 7348

Filipino political participation in Hawaii; education of Filipino immigrant youth.


FORMAN, SHEILA DA SILVA, M.A. in Psychology
Volunteer Leader, Operation Manong
East-West Rd 4-1D, 7348

Filipino child psychology; cross-cultural socialization processes; Filipino immigrant problems and volunteer programs.
KERKVLIET, MELINDA TRIA, M.A. in History
Field Coordinator, Operation Manong
East-West Rd 4-1D, 7348

Filipinos in Hawaii; the Philippine labor movement; Japanese occupation of the Philippines; student movements.

PESTANO, REBECCA Y., M.A. in Asian Studies
Research Assoc, Ag Ec
Keller 105, 8125

Socio-economic stress in a Filipino plantation community; the American occupation in the Philippines; Philippine drama and theater; the role of mass media in Philippine social change.


REINECKE, JOHN E., Ph.D. in Linguistics
Moore 5th floor, 536-8402

Labor history of Hawaii; Hawaiian pidgin.

---- A History of the 1924-1925 Filipino Sugar Plantation Strike in Hawaii. (Manuscript).

SANTOS, GERTRUDES AGUILAR, Ph.D. in Pharmaceutical Chemistry
Assoc Researcher, Bot
St John 618, 8315

Biochemistry of seaweeds; chemical products of seaweeds for industrial applications.


SHARMA, MIRIAM, Ph.D. in Anthropology

c/o Crawford 210-B, 988-6768

The ethnohistory of the Filipino community in Hawaii.

DISSERTATIONS & THESES
ON THE PHILIPPINES AND
OVERSEAS FILIPINOS

The following Ph.D. Dissertations and Master's Theses have been accepted by the University of Hawaii in partial fulfillment of the requirements of the Graduate Division for advanced degrees. They are available at the Hawaiian Collection of Sinclair Library.
PH.D. DISSERTATIONS


FORTHCOMING DISSERTATIONS


MASTER'S THESIS

Acierto, Pedro R. A Case Study of the Relative Success or Failure of Community Development Projects in the Philippines: A Qualitative Analysis of the Differential Manner in Which Workers in Community Development have Worked with People Involved and its Relationship to the Success or Failure of the Projects. 1963. M.A. in Sociology.


Kordecki, Margaret M. Copper Mining in the Mankayan-Suyoc and Toledo Regions of the Philippine Islands. 1964. M.A. in Geography.


Moe, Mable (Lane). The Philippine Policy of the United States with Reference to Government Regulation of Natural Resources, Utilities, and Trade. 1934. M.A.


This listing of audio-visual materials and documents was done by Daniel de Castro.

A. Slide Presentations
B. Videotapes
C. Sound Films
D. Audio-Cassette Tape Booklet
E. Sound Recordings
F. Film Loops
G. Filmstrips
H. Others
I. Resource Persons

FORMAT

For Our Children's Children (25 min.) 1971

Documents lifestyle of Filipinos in Hawaii.
Taped at Waimanalo, Waianae, Waikiki, and other locations.

Richard Sanderson
Instructional Resource Service Center (IRSC)
Kuykendall Hall
948-8075

Dennis Coe and
Virgilio Felipe

contact person
address and phone

producer(s)
A. SLIDE PRESENTATIONS:

**Education For Whom?** (20 min.) 1974

Social commentary on the education of Filipino immigrants in light of the present educational system in Hawaii.

Also available in 3/4" video cassette format.

Amefil Cahill  
East-West Road 4, Rm.1D  
948-7348

**Ota Camp** (20 min.) 1974

A visual documentary on the Filipino community at Ota Camp.

Also available in 3/4" video cassette format.

Amefil Cahill  
Operation Manong

**Operation Manong Summer Fun Program** (20 min.) 1974

Photographs taken by Filipino immigrant students who were participants in Operation Manong's Summer Program of 1974.

Amefil Cahill  
Operation Manong

**The Philippines: End of An Illusion** (25 min.) 1974

A thinly veiled anti-martial law regime visual documentary with a historical-critical account of the social, economic, and political development of the Philippines from pre-Spanish times to the present.

Merlin Castro  
P.O. Box 11087  
Honolulu, Hawaii

Friends of the Filipino People  
P.O. Box 11087  
11 Garden St., Mass. 02138

**Filipinos in Hawaii** (20 min.) 1974

Documents the immigration of Filipinos to Hawaii in the early 1920's. Authentic photographs used. The slide presentation will be converted into a
filmstrip to facilitate distribution to various public schools.

Nancy Young and Melvin Ezer
GACP, College of Education
948-7817

A Birthday Party (4½ min.)

Depicts a birthday party held in a middle-class Filipino family at St. Louis Heights. There is no narration but it is set to old-time Filipino music.

Jacqueline Paul
c/o Operation Manong
East-West Road 4, Rm.2D
948-7348

In Progress:

A slide show on a Filipino community at the Waialua Plantation. Target completion date: Spring 1975.

B. VIDEOTAPES:

Manifest Destiny (2 hrs.)

A satirical musical play by former Philippine Senator Raul Manglapus about the American annexation of the Philippines premiered at the University YWCA Auditorium, July 6 & 7, 1974.

Tomas Hernandez
2065 Lanihuli Dr.
Honolulu
955-5054

For Our Children's Children (25 min.)

Documents lifestyle of Filipinos in Hawaii. Taped at Waimanalo, Waianae, Waikiki, and other locations.
C. SOUND FILMS:

**Republic of the Philippines** (18 min.)

Code F-0901

1959

Presents the Philippines' physical geography, agriculture and natural resources; depicts Filipino family life.

Frances Kagawa
Sinclair Library*
948-8009

**Philippines - Gateway to the Far East** (11 min.)

Code F-0461

1957

Describes history. Shows farm and city life, wealth of raw materials, expanding production, and increased education.

Frances Kagawa*

**Bayanihan** (58 min.)

Code F-2010

1962

A performance of the Philippine Dance Company showing the seasons of work and life, blending the rituals, customs, and traditions of the Filipinos.

Frances Kagawa*

**Aala - The Life and Death of a Community** (28 min.)

1960's

Shows the lifestyles and social patterns of the Aala Park in Downtown Honolulu before urban renewal. Residents around the area were interviewed to

*A reservation notice of at least one week is recommended. For community use, a $2.00 minimum fee is required.*
gather the community's reactions to the 
urbanization plan.

Frances Kagawa *

**Cane Camp** (20 min.) 
Code F-1139

Contemporary and historical look at a Sugar Cane 
Camp in Kauai. Touches on ethnic groups in 
Hawaii as seen from the point of view of a Japa­
nese laborer.

Frances Kagawa* 

1972

**Dance Trip** (28 min.)

Shows how local Filipinos in Hawaii have ex­
pressed their spirit in the form of song and 
dance in spite of harsh conditions of plant­
ation life. It is juxtaposed with snatches 
of Philippine historical vignettes.

Goro Arakawa 

Arakawa's Shopping Center 
94-333 Waipahu Depot 
Ph.: 677-3131

NOTE: Mr. Arakawa is willing to lend the film 
for showing to the local community.

1973

**The Cave People of the Philippines** (47 min.)

A film documentary of the Tasaday tribe "believed 
to be still living in the Stone Age" in South 
Cotabato, Mindanao, Philippines. Dr. Douglas Yen 
was involved in the production of the film.

Douglas Yen 
Bishop Museum 
1355 Kalihi Street 
Honolulu 
847-3511

1972

**In Progress:**

A sound film by Dennis Coe on an exhibit on Muslim 
The film is awaiting final editing.
D. AUDIO-CASSETTE TAPE BOOKLET:

Filipino and Samoan Songs We Can Sing

An audio kit which consists of an audio cassette tape recording of Filipino and Samoan songs with an accompanying booklet of narration and lyrics.

Nancy Young and Melvin Ezer
GACP, College of Education
948-7817

NOTE: The GACP has produced a number of books and other written materials on the different ethnic groups in Hawaii, among them the Filipinos. Other works are presently in progress. Contact Dr. Young for more information on these written materials.

E. SOUND RECORDINGS:

Various sound recordings of Philippine folk songs and dances are available for copying at KISA radio station to interested parties who will use the same for educational purposes.

Amy Eerglund
KISA Radio Station
705 N. King Street
Honolulu
847-0835

Cassette tape recordings of various Philippine folk tales and short stories narrated in Ilokano.

Elena Unsiano
1270 Queen Emma St.
Honolulu
548-6250

NOTE: TAC has published a booklet entitled Filipinos in Hawaii which includes a bibliography of printed materials on Filipinos in Hawaii. This is available to interested persons.

F. FILM LOOPS:

Single-concept film loops on various topics on Philippine studies, e.g., agriculture.

Elena Unsiano
Teacher Assist Center (TAC)
G. FILMSTRIPS:

Various filmstrips on different subject matters relating to Philippine culture.

Elena Unsiano

Teacher Assist Center (TAC)

H. OTHERS:

The Philippines - A Nation in Motion (20 min.) 1972

A film documentary on contemporary Philippines. Touches on the country's cultural, economic, and social developments in the 1970's. Features the land reform program of the government.

The Philippines' Fiesta Islands (20 min.) 1969

A film featuring scenic tourist spots in the Philippines. Touches on the Filipinos' unique culture with emphasis on dances in the northern and southern Philippines.

The Philippines: New Society (15 min.) 1972

A compilation of three short films, namely:

"Kaunlaran ng Madla"-(The Progress of the Masses) (5 min.)
"Pag-Asa"-(Hope) (5 min.)
"A Year of Faith" (5 min.)

Miss Universe (45 min.) 1974

A compilation of five short film features, namely:

"Miss Universe" (10 min.)
"Kasaysayan"-(History of the Philippines) (10 min.)
"Folk Arts Theatre - Cradle of the Setting Sun" (10 min.)
"Brown Man's Clock"-(Kayumangging Kaligatan) (10 min.)
"Magic Hand" (5 min.)

Eufronia Recaido
Philippine Consulate General
2433 Pali Hwy.
Honolulu
595-6316

All produced by:
the Philippine Government
I. RESOURCE PERSONS:

Dr. Teresita Ramos, Dept. of Indo-Pacific Languages; 948-8933.

Has about one thousand slides on different aspects of the Philippines compiled from books, magazines, and actual visits to different sites.

Dr. Richard Lieban, Dept. of Anthropology; 948-8309.

Has about a hundred slides on the Philippines: traditional healers in Cebu, ranch country in Mindanao, people of the Mountain Province, and Negros Oriental. Willing to lend slides for duplication for educational use.

Dr. Wilhelm Solheim, Dept. of Anthropology; 948-8994.

Has about two hundred slides of Mindanao, Masbate, the Babuyan Islands, and Bontoc Province which deal with pre-historic archaeological findings in the Philippines. Taken from 1950-1972. Willing to have slides duplicated for educational purposes.

Dr. John Holmstrom, Pacific Urban Studies & Planning Program; 948-7381.


Mr. Conrad Geronimo, c/o Health Instructional Resource Unit, Biomedical Building; 948-8094.

Has black-and-white unedited videotapes of actual cockfights in Ilocos Sur, Philippines, taken in 1973. The tape is expected to be edited for broadcast purposes.

Mr. Daniel de Castro, c/o Operation Manong, East-West Road 4; 948-7348.

A mass communications specialist. Has produced slide presentations and audio-visual materials for educational purposes.
CAMPUS

ORGANIZATIONS

FORMAT

address\hline
contact person\hline
name of association\hline

EAST-WEST CENTER FILIPINO STUDENT ASSOCIATION\hline
c/o The EWC-FSA President\hline
Box 2000, East-West Center, Hon 96822; no phone\hline

The East-West Center Filipino Student Association primarily includes East-West grantees. It is also open to Filipino graduate students as well as non-Filipino students at the University of Hawaii who desire to be members.

program description

-70-
EAST-WEST CENTER FILIPINO STUDENT ASSOCIATION  
c/o The EWC-FSA President  
Box 2000, East-West Center, Hon 96822

The East-West Center Filipino Student Association primarily includes East-West grantees. It is also open to Filipino graduate students as well as non-Filipino students at the University of Hawaii who desire to be members.

The aim of the association is mainly to provide the structure which will promote the harmonious relationship among the members. In an international setting, it is necessary to have a vehicle for maintaining one's sense of ethnic belonging. In this sense, the Association meets informally on the occasion of some member's birthday, success in the comprehensive exams, leave-taking, or on traditional celebrations like the "Noche Buena" on Christmas. On such occasions issues pertinent to the Filipinos are discussed by the members.

On another level, the EWC-FSA is the core group that works for international programs at the East-West Center. The most significant activity is the yearly International Fair where Filipino dances such as Tinikling, Pandanggo sa Ilaw, and Kuratsa are shown by the members; where Filipino exhibits are held and documentary films on the Philippines are shared with the public. In this major project the Association enlists the help of the Filipino community outside the Center. The Association is also in charge of the June 12 Independence Day celebration at the Center. In the past, programs have been held for the rest of the international community. In 1972, for example, the Association presented a zarzuela, "Walang Sugat," some dances and films. During this Philippine National Day celebration, Filipino dishes are also served.

The Association also helps in hosting Filipino dignitaries or groups who either lecture or perform at the Center. In 1974, for instance, the members helped in the preparations for the lecture of U.P. President Salvador Lopez in the Dillingham Lecture Series.

FILIPINO AMERICAN ASSOCIATION OF STUDENTS AT U.H.  
c/o Adrian Galvez, President  
P.O. Box 745, Waianae 96792; 696-3538

The Association is mainly composed of graduate and undergraduate students attending the University of Hawaii at Manoa. There are both immigrant and local Filipinos but there are also students of other racial extractions. They all have a common interest in attempting to uplift the Filipino image in Hawaii. They propose to do this by trying to bridge the gap between the immigrant and local Filipinos in the following manner: (1) setting up an
academic orientation for Filipino incoming students to the University; (2) recruiting and encouraging students in high schools to attend institutions of higher learning; (3) sponsoring a conference for local and immigrant Filipinos; (4) providing tutorial services to Filipino undergraduate students at the University. Another main function of the organization is to provide programs where both local and immigrant Filipinos on campus could work together and cooperate on service projects. Members have varied interests and are free to participate in any ongoing community project that would help the Filipinos in Hawaii.

FILIPINO VOLUNTEERS IN HAWAII (FVH)
c/o Roderick Rodriguez, Chairman
3515 Sierra Drive, Hon 96816; 948-7349, 732-3523

Filipino Volunteers in Hawaii is a non-profit, non-sectarian organization which has a four-fold objective. One is to facilitate interaction between Hawaii-born and Philippine-born youth of Filipino ancestry on Oahu. The second is to assist Philippine-born immigrant youths in adjusting to their new social environment. The third is to familiarize Hawaii-born youth of Filipino ancestry with their ethnic background and cultural heritage in order to engender pride in their ethnic identity. The fourth is to perform other functions which are determined by the Board of Directors to achieve the above objectives. Membership may be active or associative. Active members are directly involved in the activities and projects of FVH. Only active members may constitute the Board of Directors. Associate members are individuals who support in principle the goals and activities of FVH and are available for consultation and assistance.
A SURVEY OF PHILIPPINE RESEARCH MATERIALS

at the

UNIVERSITY OF HAWAII LIBRARIES

January 1975

by
Shiro Saito
University of Hawaii Library
Philippine Studies Program Steering Committee
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E. Filipino Newspapers and Periodicals Published in Hawaii Located in the Hawaiian Collection, University of Hawaii Library .................. E-l
F. A Preliminary Proposal for the Establishment of the Philippine Documentation Center, University of Hawaii Library ...

G. Library Questionnaire Distributed to UH Faculty ...

H. Library Questionnaire Distributed to UH Students ...
The Seventh State Legislature (1974) requested that the University of Hawaii conduct a feasibility study whether a Philippine Studies Program (PSP) should be initiated at the University of Hawaii. This survey of the availability of the Philippine research materials at the University of Hawaii Library was conducted in conjunction with that request.*

The two objectives of the survey are:

1. To assess the current holdings of Philippine research materials at the UH Library, and

2. To assess the projected needs and requirements for such materials arising from the proposed PSP.

Among the academic support for any university program, the university library is the most vital component. The general objective of a university library is to support the university's programs in the areas of teaching, research, and community services by providing the needed documents and information sources to the faculty and students.

Part I. PRESENT HOLDINGS

A. Overview

Before analyzing the present collection in detail, a brief overview of the availability by the types of Philippine research materials will be presented. At present, the UH Library contains a good working collection of Philippine materials to support the current academic programs. This is confirmed by the results of a questionnaire distributed to 65 faculty members whose interests in the Philippines were known. Of these 55 were returned. One of the questions asked in Part II (Library Resources) of the questionnaire was:

* I want to acknowledge the assistance of Thompson Yee who gathered much of the data in Part I of this survey.
For your research and teaching purposes, the Philippine materials in the University of Hawaii Library are:
(Circle appropriate response)

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N %</td>
<td>10 23.8</td>
<td>14 33.3</td>
<td>16 38.1</td>
<td>2 4.8</td>
<td>42 100</td>
</tr>
</tbody>
</table>

Usable questionnaires numbered 42 which indicated "poor" to "excellent." Five wrote in "Don't know," and 8 left it blank. Of the ten who responded "poor," four of them were from either the Hilo Campus or the community colleges. The four who indicated "poor" recommended more purchases in audio-visual materials, which means that there is a weakness in this category of materials.

On the other hand, graduate and undergraduate students were more critical. Three hundred questionnaires were distributed and the result of the 117 responses follow:

As a user of the library, the Philippine materials in the University of Hawaii Library are: (Check appropriate response)

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N %</td>
<td>27 41.5</td>
<td>30 46.2</td>
<td>5 7.7</td>
<td>3 4.6</td>
<td>65 100</td>
</tr>
</tbody>
</table>

Fifty two responses were left blank. Copies of the questionnaires distributed to faculty and students are attached as Enclosures G and H.

The major part of the Philippine materials is located in the Asia Collection, but other pertinent materials are located in the Documents Collection and in Hamilton Library. Materials on Filipinos in Hawaii are located in the Hawaiian Collection. The various Institute collections of the East-West Center, with their emphasis on unpublished papers and fugitive materials and with their excellent professional contacts in the Philippines, provide additional research support capability.

1. Monographs. The Asia Collection contains excellent holdings on English language materials on the Philippines. Hamilton Library largely contains the pre-World War II publications, while the Asia Collection largely emphasizes materials published since 1945. Published Spanish language materials on the Spanish period of the Philippine history is poorly represented.

2. U.S. Government Publications. We have excellent files of the official serial publications in the Documents Collection. For example, we have the complete files of:


c) **Reports of the U.S. High Commissioner to the Philippine Islands to the President and Congress of the U.S.** Annual reports Nos.1-7. 1935-1942, 1945-1946. 7 vols.

d) **Report of the President of the Commonwealth of the Philippines to the President of the U.S.** Annual reports Nos.1-4. 1935-1939. 4 vols.

Other official U.S. publications on the Philippines are readily available in the Documents Collection. Philippine government publications are not adequately represented in the Asia Collection.

3. **Serials.** Current Philippine serial subscriptions from the Philippines are inadequate. Because of the heavy demands on some of the key journals, many issues and volumes of these titles are not available for use during the regular school terms. For the holdings of the serials available at the UH Libraries, see enclosure A. An incomplete holdings list of scientific journals published in the Philippines is in my possession.

4. **Newspapers.** At the present, the Asia Collection receives the Daily Express, the only Philippine newspaper subscription of the Collection that is sent by air freight. For the holdings of Philippine newspapers available in the Asia Collection, see enclosure B.

5. **Dissertations.** The Asia Collection has an excellent collection of doctoral dissertations on the Philippines, which were completed in the U.S. Dissertations comprise a vital category of research materials, especially in area studies where research has been limited. In many of the discipline, dissertations are often the only available source of information on the Philippines.

6. **Statistical Sources.** We have a complete run of the Philippine census from 1903 to 1960. Other official statistical serials, especially from the Bureau of the Census and Statistics, National Economic Development Authority, etc., are limited in the Collection.

7. **Manuscripts and Source Materials.** Dale Miyagi, a doctoral candidate from the University of New Mexico, microfilmed Philippine documents from the Spanish archives for the UH. They are deposited at the Asia Collection, and the list to this rich source
material as enclosed as Enclosure C of this report. The Asia Collection has a complete file of the Philippine Insurgent Records (1896-1901) in 82 microfilm reels and Chinos Manila in 21 reels. For other source materials available in the Asia Collection, see Enclosure D. The Library's present policy of low priority in acquiring manuscript sources should be changed if the PSP is instituted.

8. Audio-Visual Materials. Very limited number of films on the Philippines are available from the Library's Audio-Visual Services Section. We have just acquired 44 tapes on Philippine music from the University of Washington.

9. Filipino Ethnic Materials. Published materials on Filipinos in Hawaii are well represented in the Hawaiian Collection. However, we do not have complete files of Filipino newspapers and journals published in Hawaii. For the Hawaiian Collection holdings, see Enclosure E. Unpublished materials as records of Filipino Associations and organizations are not represented in the Hawaii Collection. Currently, we are not receiving any Filipino-American newspapers published on the mainland.

B. Analysis of the Present Holdings

1. Introduction. A detailed analysis of the present Philippine holdings at the UH Library is presented in this section. One of the standard procedures of evaluating a collection is to check the holdings against appropriate bibliographies. For this survey, I did not follow this procedure because in my bibliographic and library resources research on the Philippines for the past twelve years, I have used extensively the Philippine materials at the UH Library and feel quite confident that most of the standard titles are available. The methodology employed to gather data was to count the number of Philippine titles in the shelflist.* Before the cards could be counted, the entire Library of Congress Classification schedule was examined, and all appropriate classification numbers relating to the Philippines were noted.

2. Monographs. The shelflists in the Asia Collection and Hamilton Library were examined under the appropriate classification numbers, and cards under these numbers were counted and recorded. To derive some significance to the total titles available in the Asia Collection and Hamilton Library (excluding the Hawaiian and the Documents Collection), a universe of the total titles available on the Philippines must be ascertained. This universe of potential titles can be represented by the holdings

* A shelflist is an official card record of all the titles represented in a given library and the cards are arranged by the call number as they appear on the Library shelves.
of a major Philippine Library. A convenient method of obtaining this comparison is to compare the number of titles available at the University of Hawaii to that of the University of the Philippines (UP). The holdings of the Philippine materials at UP are listed in Filipiniana 68.

This comparison with UP is made for several reasons:

1. It is a university library therefore, the purpose of the library would be similar to that of UH.

2. The UP holdings on the Philippines are the largest in the Philippines.

3. The published catalog of the Philippine holdings of The National Library is available, but the emphasis is on rare materials.

4. The Southeast Asia Subject Catalog of the Library of Congress is a subject catalog so it was not used.

Several limitations of the Filipiniana 68 should be noted. The library's holdings were largely destroyed during the World War II and rebuilt since. The holdings represent the collection as of December 1967.

The classification numbers (i.e. subject) of the Philippine items have been rearranged to be compatible with the subject headings used in the Filipiniana 68. The findings are summarized below.

<table>
<thead>
<tr>
<th>Subject Divisions (LC equivalents in parenthesis)</th>
<th>Asia Collection</th>
<th>Hamilton Library</th>
<th>Total UH</th>
<th>Total UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. General Reference (A and Z)</td>
<td>133</td>
<td>51</td>
<td>184</td>
<td>182</td>
</tr>
<tr>
<td>D. Anthropology (GN, GR - GT)</td>
<td>48</td>
<td>18</td>
<td>66</td>
<td>184</td>
</tr>
<tr>
<td>E. Economics (HB - HJ)</td>
<td>303</td>
<td>61</td>
<td>364</td>
<td>1085</td>
</tr>
<tr>
<td>F. Education (L)</td>
<td>143</td>
<td>27</td>
<td>170</td>
<td>709</td>
</tr>
<tr>
<td>Subject Divisions</td>
<td>Asia Collection</td>
<td>Hamilton Library</td>
<td>Total UH</td>
<td>Total UP</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>G. Geography</td>
<td>9</td>
<td>2</td>
<td>11</td>
<td>85</td>
</tr>
<tr>
<td>(G - GB)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. History</td>
<td>607</td>
<td>371</td>
<td>978</td>
<td>2118</td>
</tr>
<tr>
<td>(C, D, DS, E)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Law</td>
<td>43</td>
<td>?</td>
<td>43</td>
<td>912</td>
</tr>
<tr>
<td>(K)</td>
<td></td>
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<td></td>
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<tr>
<td>K. Political Science</td>
<td>173</td>
<td>46</td>
<td>219</td>
<td>568</td>
</tr>
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<td>(J)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Psychology</td>
<td>7</td>
<td>?</td>
<td>7</td>
<td>27</td>
</tr>
<tr>
<td>(BF)</td>
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<tr>
<td>M. Sociology</td>
<td>80</td>
<td>16</td>
<td>96</td>
<td>282</td>
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<td>(H, HM - HX)</td>
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<td>N. Statistics</td>
<td>27</td>
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<td>60</td>
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<td>(HA)</td>
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<td></td>
</tr>
<tr>
<td>P. Fine Arts</td>
<td>26</td>
<td>2</td>
<td>28</td>
<td>95</td>
</tr>
<tr>
<td>(GV, N)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q. Language &amp; Literature</td>
<td>578</td>
<td>184</td>
<td>762</td>
<td>1523</td>
</tr>
<tr>
<td>(P)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>R. Music</td>
<td>22</td>
<td>4</td>
<td>26</td>
<td>102</td>
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<td>(M)</td>
<td></td>
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<td></td>
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<tr>
<td>S. Philosophy</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>36</td>
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<td>(B - BJ)</td>
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<td></td>
</tr>
<tr>
<td>T. Religion</td>
<td>50</td>
<td>30</td>
<td>80</td>
<td>339</td>
</tr>
<tr>
<td>(BL - BX)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U. Sciences</td>
<td>27</td>
<td>84</td>
<td>111</td>
<td>1765</td>
</tr>
<tr>
<td>(GC, Q, R, S, T)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Military Sciences</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>71</td>
</tr>
<tr>
<td>(U, V)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rizalina</td>
<td>123</td>
<td>?</td>
<td>123</td>
<td>250</td>
</tr>
<tr>
<td>(BL, DS, HF, LB, P, Z)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2,404</td>
<td>902</td>
<td>3,306</td>
<td>9,843</td>
</tr>
</tbody>
</table>
In comparing the UH to the UP in terms of the gross number of titles available, I think that we have a very respectable number of titles. One must remember that UP holdings represent their collection as of December 1967, while the UH holdings are as of August 1974 which means that UH has more than 6 1/2 years to acquire additional titles. In gross number, UH is strongest in the area of history, languages, and statistics (approximate ratio of 2:1--UP:UH); followed by anthropology, economics, political science, sociology, and fine arts (approximately ratio of 3:1); and then by education and religion (4:1); and second to last by music by (5:1). Sciences are weakest but this is understandable since we would not be interested in purchasing books published in the Philippines about chemistry, physics, and other sciences.

To determine the extent of duplication between the Asia Collection and the Hamilton Library on the Philippines, Hamilton's shelflist was checked in selected subject areas against the Asia Collection shelflist. Every third card in the Hamilton's shelflist was checked against the latter's shelflist. The result of the degree of duplication between the two collections are given below:

### TABLE 2

Duplication Between Hamilton Library and Asia Collection

<table>
<thead>
<tr>
<th>Call No.</th>
<th>No. of cards in Hamilton's Shelflist</th>
<th>No. of cards sampled</th>
<th>No. in Asia</th>
<th>Not in Asia</th>
<th>Percentage of Duplication in Asia Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>DS 651 - 689</td>
<td>385</td>
<td>128</td>
<td>49</td>
<td>79</td>
<td>38%</td>
</tr>
<tr>
<td>HC 451 - 460</td>
<td>29</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>55%</td>
</tr>
<tr>
<td>JQ 1230 - 1419</td>
<td>32</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>50%</td>
</tr>
<tr>
<td>LA 1290 - 1299</td>
<td>14</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>40%</td>
</tr>
<tr>
<td>PL 5501 - 6135</td>
<td>145</td>
<td>56</td>
<td>18</td>
<td>38</td>
<td>32%</td>
</tr>
<tr>
<td>Z 3291 - 3299</td>
<td>38</td>
<td>13</td>
<td>7</td>
<td>6</td>
<td>54%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>643</strong></td>
<td><strong>225</strong></td>
<td><strong>88</strong></td>
<td><strong>137</strong></td>
<td><strong>39% Average Duplication</strong></td>
</tr>
</tbody>
</table>
### Table 3

#### Adjusted Number of Titles Available at UH and UP*

<table>
<thead>
<tr>
<th>Category</th>
<th>Gross Titles in UH</th>
<th>Duplications</th>
<th>Adjusted Net Titles</th>
<th>UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>978</td>
<td>38%</td>
<td>605</td>
<td>2118</td>
</tr>
<tr>
<td>Economics</td>
<td>364</td>
<td>55%</td>
<td>164</td>
<td>1085</td>
</tr>
<tr>
<td>Political Science</td>
<td>219</td>
<td>50%</td>
<td>109</td>
<td>568</td>
</tr>
<tr>
<td>Education</td>
<td>170</td>
<td>40%</td>
<td>102</td>
<td>709</td>
</tr>
<tr>
<td>Language &amp; Literature</td>
<td>762</td>
<td>32%</td>
<td>518</td>
<td>1523</td>
</tr>
</tbody>
</table>

The assumption underlying this comparison was that the Asia Collection and Hamilton Library would likely assign the same call number to the same title. Generally, the sampling showed that the Hamilton Library would probably have books published prior to World War II, Spanish titles covering the Spanish period, and a few French and Russian titles. This means some basic titles are found only in Hamilton Library, for example:


In other words, Asia Collection's acquisition emphasis is primarily post-World War II publications.

### 3. Serials. The Union Checklist of Filipiniana Serials 1968 (UP) provides holding information to 2,382 titles. Dr. Raymond Nunn currently working on "Southeast Asia Periodicals-An Interna-

* (Duplicate titles eliminated)
tional Union List" estimates that he has about 5,000 titles on the Philippines. He has completed field research which took him to the major research libraries of the world that specialized on Southeast Asia.

A thorough survey of the Asia Collection's holdings was made by checking the Asia Serial Record and the two boxes of Serial Record Cards during the week of August 25th. It disclosed the following information:

352 titles listed in the Asia Serial Record

56 titles transferred to Hamilton from Asia (does not include any HL serials currently being received from the Philippines)

26 titles waiting transfer decision.

434 Total

Taking the more comprehensive and current estimate of Nunn, the possible serial coverage is about 8.7 percent, while using the more dated information as of 1969 and using the UP's holdings, our possible coverage is about 18.2 percent. A caveat about this figure of 8.7 percent or 18.2 percent. This is only in terms of titles represented in collection and does not reflect the quality or the completeness of the holdings of the titles involved. For example, we might have a title in the collection with a publication date of 1950 and its holdings with only three gift volumes. This is indicated as one title in this computation.

On August 31, 1974, I personally checked the shelves for the availability of the holdings of 30 journal titles from the 352 titles which I considered important or heavily used. This day was deliberately selected as ideal in the sense that there were no unshelved journals waiting to be shelved and the journals were not being used since the second summer session ended on August 15 and the 1974 fall session did not begin until September 3. When the Asian serial record says that we have received the issues, and if they were not on the shelves that day, they were considered missing. The most heavily used title, I think, is the Philippine Sociological Review. On the shelf, I saw the bound volumes of 4-5, 9-10, 12-16, 18 and 10 unbound issues of the journal. Large gaps or a considerable number of issues were missing from the following titles:

- Economic Research Journal
- Journal of East Asiatic Studies
- Journal of History
- Journal of Philippine Statistics
- Philippine Economic Journal
Part II. PROGRAM NEEDS AND REQUIREMENTS

A. Introduction.

One of the objectives of the proposed PSP is the "development of the U.H. as a national center for Philippine Studies in the United States." To truly accomplish this worthwhile objective, one vital component is the library. Having merely an adequate or a good working collection would not be sufficient to realize the objective.

As stated in Part I, the first purpose of the survey is to assess the current holdings of Philippine research materials at the UH Library. The second purpose of the survey is to plan library acquisition for a six-year period so that the University Library would be able to support effectively the PSP. With $36,000 projected from the state funds for acquisition during the six-year period, I am confident that we can build the best Philippine collection based on the existing collection, which is already a good working collection.

The acquisition program is conceived for the entire University Library but where the materials should be located is not discussed. I will be outlining the acquisition program in terms of types of materials to be obtained, and establishing of priorities, rather than listing specific titles to be purchased. However, specific titles are mentioned where and when they are important. If necessary, I will be most happy to assist in the actual selection of titles. The proposed acquisition program has been discussed with Joyce Wright, Head of the Asia Collection, and she is in general agreement.

In obtaining published or processed materials (i.e., mimeographed), we should attempt to obtain the original publications. If the publications are not readily available, we should either obtain them in microfilm or in other microform format or in Xerox copy depending on the cost and the nature of the materials. In obtaining manuscripts, or when we are dealing with unique copies
which rightfully belong in the Philippines, we should respect the integrity of the location of materials.

I would like to mention the concept of the Philippine Documentation Center as one of the possible activities of the PSP. This proposed activity will be a "natural" outcome, based on the planned extensive acquisition of the Philippine materials. One of the documentation center's vital functions will be to make research materials available to researchers on national scale through regular bibliographic announcements of its acquisitions, thereby encouraging research on Philippine Studies. By the second year of the program, a study should be initiated to determine whether such a center should be established. A brief description of the center is appended as Enclosure F.

The six-year acquisition program for Philippine materials is summarized in Table 4.

B. Six-Year Acquisition Program

1. First Year (1975-76). A Philippine Bibliographer (Library Specialist S-3) should be appointed during the first year. The bibliographer must have language competence in Tagalog and Ilocano and have intimate knowledge of the research literature of the Philippine studies. In the initial years, the bibliographer will be primarily concerned with the acquisition and will be providing reference based on the Philippine materials. Later when vernacular materials are acquired, the bibliographer will catalog them. The bibliographer should be provided with at least fifteen hours of student help per week throughout the year.

During the first year of the PSP, the major thrust of collection building should be in the following areas: reference books, Filipinos in Hawaii, serial gap orders and new subscriptions, underground publications, and additional copies for the heavily used materials.

The reference materials are the infrastructure of the library collection. Primary emphasis should be directed in obtaining such bibliographic publications as the library catalogs, union lists, comprehensive and subject bibliographies, directories of associations and organizations providing publication information, bio-bibliographic publications, etc. The following sources are to be checked thoroughly to obtain appropriate titles:


Table 4
Six-Year Acquisition Program

<table>
<thead>
<tr>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>6th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975/76 ($4,000)</td>
<td>1976/77 ($7,000)</td>
<td>1977/78 ($7,000)</td>
<td>1978/79 ($6,000)</td>
<td>1979/80 ($6,000)</td>
<td>1980/81 ($6,000)</td>
</tr>
<tr>
<td>Reference books</td>
<td>Monographic collection education, geography</td>
<td></td>
<td>Fugitive materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipinos in Hawaii</td>
<td>Filipinos in U.S.</td>
<td>Overseas Filipinos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serial gap order &amp; new subscription</td>
<td>(Government serials executive branch statistical)</td>
<td>(Academic, scientific serials)</td>
<td>(Professional and trade associations, annual reports of corporations)</td>
<td>(International organizations)</td>
<td></td>
</tr>
<tr>
<td>Underground publications</td>
<td>Audio-visual</td>
<td>Newspapers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local history</td>
<td>(The Ilocano collection)</td>
<td>(Newspapers and serials)</td>
<td>(Local government, local organizations, letters, etc.)</td>
<td>(Spanish materials)</td>
<td></td>
</tr>
<tr>
<td>Regional - N. Luzon monographs</td>
<td>Government documents (Monographs)</td>
<td>(Republic)</td>
<td>(International organizations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Comprehensive collection)</td>
<td>Maps (Tagalog and Ilocano)</td>
<td>(Visayas)</td>
<td>(Mindanao)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vernacular</td>
<td>Theses (U.S. and Philippines)</td>
<td>(Philippines and foreign)</td>
<td>(Philippines and foreign)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Tagalog and Ilocano)</td>
<td>Manuscripts (Presidential papers)</td>
<td>Japanese and Chinese publications</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Published monographic materials on Filipinos in Hawaii are well represented in the Hawaiian collection. Emphasis should be directed in obtaining source materials and other fugitive materials not readily noted in the regular trade book sources. For example, we should identify and locate newspapers and serials, financial records, and other records of the associations, societies, churches, and other groups concerning the Filipinos in Hawaii.

Serial gap orders and new serial orders should be the third major acquisition activity during the first year. The gaps in the serial holdings at the University's Asia Collection can be noted by consulting Enclosure A. As stated in Part I, the universe of Philippine related serials is about 5,000 titles of which the Library has 434 titles (8.7 percent). To improve the research capability of the collection, we must at least double (17.4 percent) the serial holdings currently available. In the initial year, emphasis should be directed in acquiring government serials published by the executive branch. Since the basic statistical publications are primarily government publications, these materials should be systematically acquired. Serial acquisition should be emphasized throughout the six year period. To identify serial publication, consult the following sources:


5. Ayer's Directory of Newspapers and Periodicals. Philadelphia, Ayer, 1880+ (Title varies.)


Underground publications currently being published in the Philippines and on the U.S. Mainland should be obtained on a comprehensive and systematic basis. We are in a strategic position to acquire these source materials, representing as fully as
possible the universe of such materials, which will become an indispensable source to study the martial law period.

Additional copies must be ordered for heavily used secondary sources and for some key journals. These titles can be identified by consulting:


2. Second Year (1976/77). During the second year, an acquisition trip to the Philippines should be undertaken. To obtain materials successfully on a continuing basis from the Philippines, field trips for acquisition purposes should be an integral and indispensable part of an effective acquisition program because in a developing publishing and book distribution system, one must be in the field to collect materials, to make important contacts, and also to reinforce existing personal contacts. In the Philippines, as in many Asian countries, things are done because they know you—things are done on a personal basis. Thus, to have a successful acquisition program, field trips should be undertaken about every three or four years.
In the second year, ethnic materials on Filipinos in the United States, especially on the West Coast, should be emphasized. For titles to be acquired, see Saito's *The Overseas Filipinos: A Working Bibliography*, (1974. 57p.). Serial acquisition during the second year, should be directed toward filling gaps and toward acquiring new government serial publications published by the judiciary and the legislative bodies.

Four new categories of materials will be embarked upon in the second year: audio-visual, newspaper, local history, and vernacular publications. The lack of audio-visual materials on the Philippines was notably pointed out in the questionnaires distributed to U.H. faculty. Films, recordings, tapes, slides, field documentation in the media formats should be obtained. Substantial funds must be spent in this area in which we are particularly weak, and also these materials will be extremely useful and effective in presenting the Philippine Studies Program to the communities in the state.

Newspapers will be another important category of materials to be acquired vigorously. Manila and selected provincial newspapers throughout the Philippines should be represented in the collection. Vernacular newspapers, such as *Taliba*, must also be obtained. The following sources should be consulted for acquiring newspapers:


3. Ayer's *Directory of Newspapers and Periodicals*. Philadelphia, 1880+ (Title varies)


During the second year, the beginning of the local history collection of Ilocano materials should be initiated. It is only "natural" that the University should start a collection on the Ilocanos since the Filipinos in Hawaii are predominantly Ilocanos.
The long-range objective of this proposed collection is to become the major collection on Ilocano materials, comparable to the Hawaiian Collection or the Sakamaki Collection of Okinawan materials. For this collection, we should aim at an exhaustive level, to obtain all materials in all languages, especially in English, Spanish, and the vernaculars. During this initial period, we should identify and require all the monographic works on the area.

Vernacular materials should be obtained vigorously beginning with this period. Literary materials published in the vernaculars are to be stressed in the second year. Linguistic materials—word lists, glossaries, dictionaries, grammars, language textbooks—of the major languages of the Philippines must also be acquired. Tagalog and Ilocano materials should be collected on a comprehensive level. The following sources should be consulted:


3. Third Year (1977-78). Materials on overseas Filipinos excepting those in Hawaii and the Mainland should be stressed during the third year, thus ending the concerted effort to acquire ethnic materials. However, this does not mean that we should completely stop obtaining ethnic materials but it only means that by the end of the third year, the library would have obtained the major research materials on this important topic so that in the subsequent years only new materials will be obtained. This applies also to other categories of materials which we emphasize for several years of concentrated acquisition effort.

Serial acquisition in the third year should emphasize publications of the academic and scientific organizations. Basic vernacular serials should also be obtained on a large scale beginning in the third year. Vernacular materials, especially political pamphlets and leaflets, should be stressed. Audiovisual and newspaper acquisitions will be important in the second year of intensive acquisition. During the second year of the Ilocano Collection, we should stress serials and newspapers published in the Ilocos region.

Four additional categories of materials should be acquired beginning in the third year: monographic government documents,
Monographs, maps, and theses.

Monographic government documents should be systematically obtained beginning in the third year. Up to now, the primary emphasis has been on government serials. The following sources should be consulted for possible acquisitions:


AID publications should also be obtained since they provide a vital source of information and data on the Philippines. The following two sources should be consulted for titles:


Monographic acquisition has not been emphasized until the third year since we already have a good working collection in the library. In certain areas, especially education and geography, our collection is rather limited therefore these areas should be strengthened during this period. By 1977, we should know whether Spanish period will be emphasized in the Philippine Studies Program. If so, concerted effort must be made to obtain Spanish monographs and documents since we are weak in this area. The following sources should be consulted for possible titles for addition:


Maps in various scales, and nautical and aeronautical charts should be obtained. The two series, City Economic Atlas Development Plans (1972 edition), and the Provincial Economic Atlas and Economic Development Plans (1972 edition), must be acquired. The following sources should be checked for the acquisition of maps:


Doctoral dissertations on the Philippines completed in the United States and in the Philippines should be obtained. In many subject areas, dissertations are the only existing sources of information. The following bibliographies will provide access to the dissertations:


4. Fourth Year (1978-1979). Monographic acquisition in its second year should be directed to obtaining pamphlets and ephemeral materials. Brochures, handouts, proclamations, etc. issued by associations, organizations, and other groups are indispensable sources of research materials. An excellent example of ephemera is the souvenir programs issued during the barrio and town fiestas which provide excellent local history materials and biographical information of the locale.

Serial subscription during the fourth year should be concerned with the publications of the professional associations and trade organizations, both from the national and the provincial levels.
Annual reports of the major corporations must be vigorously pursued.

By the third year of acquisition effort, we should have acquired most of the important audio-visual materials and the newspapers on microfilm.

For the Ilocano Collection, we should be emphasizing the publications of the local government agencies and local organizations. Because social scientists and historians are focusing their research on microlevel, they find locally published materials essential to their work. We should locate and microfilm diaries, letters, especially those sent to and received from Hawaii and the U.S. Mainland.

Monographic government publications of the Republic Period (1946-1972) should be the focus of acquisition during this period. Collection of historical maps also should be emphasized during this period. Theses completed in the Philippines and in foreign countries on the Philippines are to be concentrated upon during this period. Vernacular materials from the Bisayans should be the target of acquisition during this year.

In this fourth year, manuscripts also should be stressed. Manuscript is used broadly to include original material, either in handwriting or in typescript. The Philippine presidential papers should be obtained in microfilm. Papers of other prominent political, economic, and social leaders of the Philippines should be acquired in microfilm. The Mormon Church project of microfilming church records should be obtained, since these records provide wealth of data on local history. The following sources should be consulted for possible purchase of titles on local materials:


5. Fifth Year (1979-80). Acquisition of publications of the international organizations, both in serials and monographs,
should be stressed during this year period. This important cate-
gory has been deferred to the fifth year on the assumption that
we would have most of the major publications of the ILO, WHO,
ECAFE, etc. For the Ilocano Collection, Spanish materials should
be stressed. For vernacular materials, emphasis will be materials
originating from Mindanao.

A new category of materials to be acquired during this period
is the Chinese and Japanese materials on the Philippines. The
Chinese have played a significant role in the Philippines, thus
Chinese publications on the Philippines are essential. Japan has
now replaced the United States as the leading trade partner of the
Philippines. Important Japanese publications on the Philippines
are available.

6. Sixth Year (1980-81). The major concerted effort to
build the Philippine research collection will be phased out during
the end of the sixth year. We have projected to acquire most of
the significant research materials after six years of intensive
acquisition effort. After the developmental period, a modest
amount of about $1,000, excluding serial subscription, should be
able to support effectively the PSP.
Philippine Serials in the Asia Collection
University of Hawaii Library

ASLP Bulletin (Manila)
  v.11(1965) - 16(1970)

Accountant's Journal (Manila)
  v.14, no.3(1964)

American Association of the Philippines, Inc. American Historical Committee.
  Bulletin of the American Historical Collection, American Chancellery,
  Manila (Manila)
  v.1(1972) +

American Chamber of Commerce of the Philippines. Book News (Manila)
  no.3-6(1965-1966)

American Chamber of Commerce of the Philippines. Legislative Circular
  [1958, 1960 - 1966]

American Chamber of Commerce of the Philippines, Manila. American-Philippine
  Year-Book
  1962 - 1965, 1967

American Chamber of Commerce of the Philippines, Manila. Journal (Manila)
  v.44(1968) +

American Chamber of Commerce of the Philippines, Manila. Weekly Business
  Letter (Manila)
  v.2(1962) +

American Studies (Quezon City)
  [v.1(1965) - 2(1966)]

Archipelago [Manila] Bureau of National and Foreign Information, Dept. of
  Public Information
  [v.1(1974)] +

Asia Labor Education Center. Bulletin of Information (Quezon City)
  no.4(1964)

Asian Development Bank. Press Release (Makati)
  [1970] +

Asian Development Bank. Quarterly Newsletter (Makati)
  1971 +

  1967 +

Asian Development Bank. Board of Governors. Summary of Proceedings of the 1st-
  Annual Meeting
  1969 - 1970

* [ ] Indicates that the volumes or years so enclosed are not complete.
Asian Development Bank. Library. ADBL Bibliography Series
no.79(1972) - 92(1973), 94(1973) +

Asian Institute of Management. Report (Makati, Rizal)
1969/70 - 1970/71

Asian Studies (Quezon City)
v.1, no.1, 3(1963) +

Asian Studies Newsletter. Institute of Asian Studies, University of the
Philippines
v.1(1964) - 3, no.2(1967)

Ateneo Law Journal
[v.5(1956) - 10(1960)], 13(1963) - 15, no.3(1966)

The Ateneo Newsletter (Manila)
[v.1] - 4

Baguio, Angeles & Olongapo: Trade Directory & Tourist Guide. Manila,
Francisco Q. Pasion
1971

1955

Balthazar (Manila)
[v.1(1970) - 2(1971)]

Banking Finance & Investments Annual & Directory (Manila)
1959

Barrio Development Plan (Manila)
1965

Biographical Society of the Philippines. Newsletter (Diliman)
no.1-10(1958 - 1959)

Bond Line (Manila)
v.10, no.3

[v.7(1966) - 11(1970)], 16(1973) +

Business Day's 1000 Top Philippine Corporations. Quezon City, Enterprise
Publications
1969 - 1970

Business Review (Manila)
[v.1(1958/59)] - 2(1959/60), [3(1963) - 10(1968)]

Caltex (Philippines) Inc. Caltex Philippines Touring Guide (Manila)
1951, 1969

Central Bank of the Philippines. Report (Manila) 1949/50 +


The Central Echo (Iloilo City) [v.41(1967) - 42(1968)]

Central Philippine University. Annual Report (Iloilo City) 1964/65

Church and Community (Manila) v.11, no.1(1971)


The Coco News (Quezon City) [1962]

Comelec News (Manila, Commission on Elections) [v.2(1965) - 4(1967)]

Comment (Manila) no.1(1956) - 21(1964)


The Community Action (Philippines) [v.4(1961) - 5(1962)]

Contemporary Studies (Makati, San Carlos Seminary) [v.2(1965) - 3(1966)], 4(1967) - 7(1970)
Asian Development Bank. Library. ADBL Bibliography Series
no.79(1972) - 92(1973), 94(1973) +

Asian Institute of Management. Report (Makati, Rizal)
1969/70 - 1970/71

Asian Studies (Quezon City)
v.1, no.1, 3(1963) +

Asian Studies Newsletter. Institute of Asian Studies, University of the
Philippines
v.1(1964) - 3, no.2(1967)

Ateneo Law Journal
[v.5(1956) - 10(1960)], 13(1963) - 15, no.3(1966)

The Ateneo Newsletter (Manila)
[v.1] - 4

Baguio, Angeles & Olongapo: Trade Directory & Tourist Guide. Manila,
Francisco Q. Pasion
1971

1955

Balthazar (Manila)
[v.1(1970) - 2(1971)]

Banking Finance & Investments Annual & Directory (Manila)
1959

Barrio Development Plan (Manila)
1965

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v.10, no.3

[v.7(1966) - 11(1970)], 16(1973) +

Business Day's 1000 Top Philippine Corporations. Quezon City, Enterprise
Publications
1969 - 1970

Business Review (Manila)

Caltex (Philippines) Inc. Caltex Philippines Touring Guide (Manila)
1951, 1969
DANR News Digest (Quezon City)  
[v.2(1961) - 3(1962)]

Davao, Office of the Mayor. Report (Davao)  
1966/67

Dawn (Manila)  
[v.12(1959) - 21(1968)]

Decision; Law Journal (Legal Essays and Jurisprudence). Manila, World  
Current Events  
1962 - 1972

The Diliman Review (Quezon City)  
v.1(1953) +

Dumaguete, Philippines. Silliman University. Community Development Program;  
Report (Dumaguete City)  
no.1(1959)

EROPA Bulletin (Eastern Regional Organization for Public Administration)  
(Manila)  
[v.2(1964)], 3(1965), [4(1966) - 5(1967)]

ESSO Silangan (Manila)  
[v.10], [12], 13-14, [15], 16 [17]

Economic Research Journal. Manila, Graduate School of the University of the  
East  
v.1, no.2(1954) - 18, no.3(1971)

The Education Quarterly. Quezon City, College of Education, University of the  
Philippines  
[v.1(1953)] - 18(1971)

Examiner; the Asia Newsweekly. Quezon City, Leon O. Ty.  
no.130(1964), 207(1966) +

F.A.P.E. Review (Makati)  
1970 +

Far Eastern Law Review. Manila, Inst. of Law, Far Eastern University  

Filipinas. PECO  
[v.39(1964) - 40(1965)]

Filipino Forester (Manila)  
v.5(1953), 7(1955) - 8(1956)

The Filipino Teacher (Quezon City)  
25(1970) +

FOCUS on Mental Health (Quezon City)  
v.15, no.3(1966)
A - 5

Fookien Times. Yearbook (Manila)
1957 - 1958, 1963 +

Foundation Time (Dumaguete)
v.20

Free Philippines (Manila)
[v.1 - 2(1945)]

Free World. Manila, Free Asia Press
[v.4 - 5, 9 - 17]

Free World. Manila, United States Information Service
[v.12 - 21]

Freedom (Manila)
[v.4(1952)]

General Education Journal. Quezon City, College of Arts and Sciences,
University of the Philippines. Supersedes University College Journal
Quezon City, U.P., University College

Graphic
[v.27(1961) - 29(1963), 30(1964) - 31(1965), 32(1965) - 37(1971), 38
(1972)] +

Hasik (Manila)
v.1, no.1(1965)

The Hilltop (Dagupan City)
v.17, no.1(1965)

[Hirippin Nenkan] (Manila)
1937, 1940 - 1941

Horizons. Manila, Regional Service Center, U.S. Information Agency
[v.17], [19 - 22]

The Ilocos Review. [Vigan] Ilocos Sur, P., Divine Word College of Vigan
v.1(1969) - 3, no.2(1971)

Impact
[v.5(1970)]

Index to Philippine Periodicals. Manila, Inter-Departmental Reference Service
v.6(1960/61) - 14(1968/69)

1955 - 1956

Industrial Philippines; Exponent of Philippine Industrial Progress. Manila, Philippine Chamber of Industries
Journal of East Asiatic Studies (Manila)  
v.1(1951) - 12(1968)

Journal of Graduate Research. Manila, University of Santo Tomas, Graduate School  
v.1(1972) +

The Journal of History (Manila)  
v.5(1957) - 15(1969)

Journal of Industrial Education. Manila, Philippine College of Arts and Trades  
[v.1(1966) - 2(1968)]

Journal of Philippine Librarianship. Quezon, Institute of Library Science,  
University of the Philippines  
v.1(1968) - 3(1970)


Ang Komunista. [Manila?] Philippines Partido Komunista ng Pilipinas  
[v.3(1972)] +

Labor Review. Asian Labor Education Center, University of the Philippines  
[v.1(1964/65)]

Larawan. Philippine Embassy Newsletter. [Washington, D.C., Philippine Embassy]  
[1973] +

The Lawyers Journal (Manila)  
v.28(1963) +

Leyte-Samar Studies. Tacloban City, Philippines, Graduate School, Divine Word  
University  
v.1(1967) +

Liberal Arts and Sciences Journal. (College of Liberal Arts and Sciences  
Faculty Club), University of the East  
[v.3(1966), 5(1970/71)]

The Literary Apprentice. Quezon City, U.P. Writers' Club, University of the  
Philippines  
1948/49 - 1958

Local Government Bulletin. Manila, Local Government Center, College of Public  
Administration, University of the Philippines  

Local Government Review (Quezon City)  
v.1(1949)

Lyceum of the Philippines Law Review. Manila, School of Law  
v.9(1964/65) - 10(1965/66), [11(1967)]

MST English Quarterly (DSC Manila Teachers of Secondary English)  
[1961 - 1962], 1963, [1964], v.15(1965), [16(1966)]

Manila. Centro Escolar University. Graduate and Faculty Studies. Contributions to Education-Science-Culture (Manila) no.8, 13, 14, 17, 18(1957)

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Compiled by
Dale S. Miyagi and Susan Thompson

Revised June 1974
By Nan Harvie

ENCLOSURE C - 1

Asia
Microfilm 804
reels 1-10

Spain. Ministerio de Ultramar.
(Documentos sobre las Islas Filipinas) 1827-99.

reel 1
Filipinas. Gracia y Justicia. 1890. Legajo 2243.

item 1
"Memoria acerca de las reformas judiciales más im-
portantes y de más urgente planteamiento en el ar-
chipiélago Filipino." Por D. Juan Alvarez Guerra.
1885. 111 p.

item 2
Filipinas. Gracia y Justicia. 1891. Legajo 2253.

"Deportación de Don Manuel Hidalgo." 1888-89.
72 p.

item 3
"Deportación a Mindoro decretada por el G. G. de José
Rizal, Manuel Timoteo de Hidalgo, Silvestre Waldo y
Antonio Lopes." 1888. 75 p.

item 4
Filipinas. Gracia y Justicia. 1899. Legajo 2308.

"La colonia filipina de Madrid y la Asociación His-
pano-Filipina, solicitan la vuelta a sus hogares de
varios deportados a Mindoro." 72 p.

item 5
"Deportación a Baler del Abogado Filipino D. Doroteo
Cortés." 1890-91. 78 p.

item 6
Nº 1465.

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item 7 Spain. Archivo Histórico Nacional. Sección de Ultramar. 

"Catálogo extractado del índice de la Biblioteca del 
Ministerio de Ultramar para uso de los funcionarios 
de dicho departamento." Madrid, 1897. 364 p. plus 
approx. 45 p. of additional titles in ms.

item 8 Spain. Archivo Histórico Nacional. Sección de Ultramar. 
Filipinas. Expedientes. 1867-70. Legajo 3150.

"Memorias sobre las misiones de Asia." 95 p.

reel 2

item 1 Spain. Archivo Histórico Nacional. Sección de Ultramar. 

"Bienes que poseen las Comunidades religiosas." 
1849-55. 145 p.

item 2 Spain. Archivo Histórico Nacional. Sección de Ultramar. 
Filipinas. Fomento. 1894. Legajo 476.

"Medios que el gobierno y la sociedad económica de 
amigos del país de Filipinas pueden emplear para ob-
tener el desarrollo de la agricultura en el país." 
Por O. A. de Keyser y Muñoz. Manila, 1869. 55 p.

item 3 Spain. Archivo Histórico Nacional. Sección de Ultramar. 

"Colonización: estadísticas y memorias." 1872. 120 p.

item 4 Spain. Archivo Histórico Nacional. Sección de Ultramar. 

"Regimen municipal de los pueblos de las provincias 
de Luzon y Visayas en las islas Filipinas." 1893-97. 
128 p.


"Memoria sobre crisis monetaria y establecimiento de 
una casa de moneda en Manila, dirigida al Excmo. Sér. 
Ministro de Estado y Ultramar en consulta n.42, 

"Visita girada a los Juzgados del Archipiélago, y proyectos de reformas en procedimientos y organización de Tribunales." 1877. 116 p.

item 7

"Competencia entre la Admón. y la Audiencia, a consecuencia del conflicto surgido entre el Gobernador P.M. y el Juez de 1ª inst." 1877. 57 p.

item 8


item 9


"Historia presente y porvenir de las islas Marianas por el Coronel de Ing. D. Felipe de la Corte y Ruano." 63 p.

item 10


"Sobre la observancia de las prerrogativas concedidas al G.C.G. de poner el complase en todos los decretos y r$ ord$ que han de regir en las Islas." 1859. 38 p. cf. reel 4, item 3.

reel 3

item 1


item 2


item 3

"Instrucciones comunicadas al Teniente General Don José MacCrohon y Blake, 23 de Julio de 1860." 63 p.

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<td>&quot;Expediente promovido en el Supremo Tribunal de Justicia, acerca de las medidas que deben adoptarse para evitar el aumento de las causas por fuga, resistencia y desacato en el territorio de la Audiencia de Manila.&quot; 1870. 22 p.</td>
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"Sobre anulación de las Elecciones de Gobernador-Civil. Los principales del gremio de naturales de Pasig lo solicitan por medio de exposición." 25 p.

"Insurrección en Leyte." 114 p.

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"Prohibiendo la circulación de 'El Correo de España,' 'El Eco Filipino,' y demás periódicos de ideas republicanas y carlistas." 32 p.
"Huelga de los obreros del Arsenal de Cavite." 9 p.

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"Reforma del sistema de impuestos." 1878. 23 p.

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"El Consejo de Filipinas propone varias medidas encaminadas a reorganizar y moralizar la prestación personal." 1876. 330 p.


"Memoria reservada del Gob. Gral. sobre la Adm. del País en los diferentes ramos que abraza, y opinión de esta Autoridad respecto a lo que cree más oportuna para el progreso del Archipiélago y sobre su más ordenada y perfecta organización." 1881. 239 p.

item 15  "Sobre la situación de los Gobernadorcillos, y gastos que les origina el cargo." 1872. 148 p.


Expte. 10: "Memoria redactada por el Gobernador civil de Batangas, Don Manuel Mariano y Vivó." 315 p.


"Comunicaciones referentes a los sucesos ocurridos en Carolinas Orientales durante la guerra entre España y los Estados Unidos." 36 p.

item 18  "Sucesos ocurridos en Islas Marianas los días 21 y 22 de Junio de 1898 con motivo de la llegada del crucero de guerra norteamericano 'Charleston'." 23 p.


item 2

item 3

"Real Decreto de 26 de Febrero de 1867 creando una Comisión que examine los Archivos del Reino y del extranjero para esclarecer los derechos de España en sus posesiones ultramarinas, y Trabajos de dicha Comisión." Tomo 1. 352 p.

item 4


item 5

"Antecedentes varios referentes a la Masonería en Filipinas." 78 p.

item 6


item 7

"Cartas oficiales de carácter general al Ministerio de Ultramar, 1897 y 1898." 590 p.

reel 9
item 1 (Continuation of item 7, reel 8)

item 2

"Reclamaciones de los Representantes de Alemania y de la Gran Bretaña sobre los derechos de España a las Islas Carolinas y Palaos. 609 p.

item 3


"El Gob. Gral., da cuenta de la situación de Mindanao, de su importancia y de las medidas que deben adoptarse en aquel país; Remite copias de una comunicación del Gob. P.M. de aquel Distrito y de un extenso informe del mismo." 109 p.

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**item 7** Spain. Archivo del Museo Naval. MSS. 1308.

"Bibliografía relativa a Micronesia presentada por Don Emilio Pastor y Santos, en su memoria relativa a las reivindicaciones españolas en Oceanía." 21 p.

**item 8** Spain. Archivo del Museo Naval. MSS. 2237.

"Retrato geográfico-histórico-apologético de las islas Filipinas por D. Juan Antonio Tornos." 14 p.
"Consulta del Capitan D[0] José Penaranda sobre reformar el metodo que se sigue para las elecciones de Ministros de Justicia" 12 p.

Item 9 Spain. Archivo del Museo Naval. MSS 621.

"Reflexiones políticos sobre las Islas Filipinas, y Marianas" 123 p.

Item 10 Spain. Archivo del Museo Naval. MSS 1721.

"Diario de D[0] Pascual Enrile desde su llegada a las Islas Filipinas. 1828-1835." 173 p.

Reels 11-12 (Memorias de las Islas Filipinas)

Reel 11


"Informe e extendido de orden de S.M. por el Señor Manuel Bernaldez y Pizarro, G[0]l[0]or de Manila, con fecha 26 de Abril 1827, proponiendo cuanto cree conducente al bien y prosperidad de dichas Islas." 267 p.


"Memoria descriptiva e histórica de las Islas Marianas, escrita por El Teniente coronel D[0] Felipe de la Corte y Ruano Calderon, del Cuerpo de Ingenieros del Ejército, Gobernador de dichas Islas...Islas Marianas, 1865." 428 p.

Item 3 (Items 3-6 repeated at end of reel with different exposure)


"Memoria referente a las secciones 1a, 2a, 3a, 6a, y 8a, Marianas, Agana." 160 p.

Item 4 "Comisión Provincial de la Provincia de Bulacan para la Exposición de Filipinas. Memoria." 10 p.

Item 5 "Exposición General de las Islas Filipinas. 1887. Provincia de Pampanga." 18 p.

Item 6 "Exposición General de las Islas Filipinas. 1887." (Various provinces) 163 p.

"Memoria que presenta la Comisión Provincial de Cagayan en la Isla de Luzón para la Exposición General de Filipinas." 5 p.

reel 12


García y Ruiz, José. "Memorias critico-contemporaneas de Islas Filipinas." 236 p. (some pages missing)


item 3  Madrid. Biblioteca Nacional. Departamento de Manuscritos. MSS 19697 (12)

Fernandez, Vicente. "Memoria de la provincia de Bataan hecha con motivo de la Exposición que ha de celebrarse en Madrid en el año 1887." 41 p.


Asia Microfilm

805 (1 reel) France. Consulat, Manila.

Correspondance commerciale consulaire, Manille, 1884-96 14 items.

Selected items from v. 5-7 of the Archives of the Ministère des Affaires Etrangères; included are the Rapports commerciaux.
ENCLOSURE D - 1

Philippine Source Materials in Microfilm in the Asia Collection
University of Hawaii Library*

American Chamber of Commerce. Journal. Manila

H. O. Beyer Collection. 10 reels.

Philippine Association. Special Reports. Legislative. Manila

Chinos Manila + Index. 1, 20 reels.

Historical Data Papers (Provincial Histories). 60 reels

Philippine Insurgent Records. 1896 - 1901. With associated records of U.S.
War Department, 1900 - 1906. Manila. 82 reels.


Philippines (Republic) Bureau of the Census and Statistics. Foreign Trade and
Navigation of the Philippines.
1947 - 1954, 1956 - 1959

Philippines (Republic) Congress. House of Representatives. History of Bills
and Resolutions.
1945 - 1959

Philippines (Republic) Congress. Senate. History of Bills and Resolutions.
1945 - 1959

Senate. Congressional Record (for regular
sessions only). 1946, 1954, 1962:
Jan. 22, Feb. 2

1955 - 1956

Philippines (Republic) National Land Settlement Administration. Annual report.
1945 - 1949. one reel.

Philippines (Republic) Official Gazette.

United Presbyterian Missionary Correspondence.
1899 - 1908. one reel.

Iloilo. 1878 - 1886.

*For Spanish materials, see Enclosure C.
Filipino Newspapers and Periodicals Published in Hawaii

Located in the Hawaiian Collection, University of Hawaii Library


Filipino news, Hawaii's territorial Filipino newspaper. Lihue, Kauai, Filipino News, Ltd. weekly 1955 (v.27, no. 17) - (v.30, no.26)

Filipino outlook; masakbayan mi nga Filipinos. v.1, no.1- Jan. 1934 Honolulu, monthly 1934 (v.1, no.1-2, Jan. - Feb.)


Ti Mangyuna. Honolulu, Honolulu Record Pub. Co., Ltd. bi-weekly Ceased publication with v.9, no.20, July 7, 1958. [v.3 (1952) - 9 (1958)]


Now is the time. v.1- May? 1953- Wailuku, Maui. semimonthly 1953 (v.1, no.2, June 1)


Pahayag. no.1- Dec. 1972- Honolulu monthly "Published by ... concerned Filipinos and Americans in Hawaii ... alarmed at the future of the Philippines under Marcos." no.1 (1972) +
Philippine-American press. v.1, no. 1-2; April-May 1960. Honolulu, Philippine-American Goodwill Foundation. monthly 1960 (v.1, no.1, Apr. 15)


The Philippines in Hawaii; annual review of Filipino progress in Hawaii and of Philippine-American trade and cultural relations. v.1- 1948- Honolulu, Philippine Consulate General. annual 1948 - 1949


Pilipino progress. v.1- Sept. 10, 1965- Pearl City, Hawaii, Pearl City Pub. Co., Inc. weekly 1965 (v.1, no.1-17, Sept. 10 - Dec. 31)
I. Introduction

The research world is faced by the ever increasing publication rate in the midst of increasing costs in obtaining, processing, and servicing research materials. It becomes imperative that an institution assume a national responsibility to obtain research materials on a given geographical area or on a topic. It is not economical for many major libraries to obtain the same materials which are infrequently used when only one copy is sufficient provided that library announces its availability and delivers the document to users on a national scale.

II. Rationale for a Center

To create a Philippine Documentation Center at the University of Hawaii is an economically viable project. No library, even the Library of Congress, for example, in spite of its comprehensive collection of Philippine government documents, can possibly satisfy research needs for official publications. Obtaining these publications as soon as they are published is imperative because they are produced in extremely limited numbers and almost immediately become unavailable.

The rationale for establishing a Philippine Documentation Center is to provide information and documents on the Philippines effectively and efficiently to the users. This rationale is fulfilled by accomplishing these three objectives:

1. Initiating comprehensive and systematic current acquisition of research materials on the Philippines.

2. Making these materials available through bibliographical announcements and delivering requested materials to libraries and researchers.

3. Serving as a "gatekeeper" to the current and projected research on the Philippines by informing who is doing what? where? and who is receiving grants from where?

With the establishment of the Center, it would be possible to establish four contact centers in the Philippines: Manila, Baguio, Cebu and Cagayan de Oro. Obtaining regional materials is especially urgent because these materials rarely enter the regular trade-book structure and because of the growing trend among American scholars toward a microanalytic approach that would require regional materials. Each of the contact centers will be requested to send one copy of any material with potential research value to Hawaii. The Center will send books and journals as exchange items with the centers so that they will receive American publications which are extremely expensive to obtain.
in the Philippines. This arrangement will be mutually beneficial to both parties.

III. Why Hawaii

With the proposed PSP, the Philippine Documentation Center will be the logical component of such a program. There is a constant stream of American and Filipino scholars stopping in Hawaii for several days to discuss their research plans or their preliminary findings with the faculty at UH and the staff at the East-West Center. This "gatekeeper" function provides the proposed Center with the capability of obtaining the latest information and status on the research activity regarding Philippine studies. The proposed center will systematize the informal situation and will communicate this pool of information to other Philippine specialists through a newsletter.

The University has a good Philippine collection from which the documentation center can be built. The five institutes at the East-West Center have working collections in the areas of communication, population, culture, learning, food, and technology and development. The institute collections emphasize informal publications such as conference and seminar papers and other highly specialized materials (position papers, memoranda, etc.) while the University's library stresses more formal publications. With these two as foundation, we have an excellent base to build the proposed documentation center.

IV. Procedure (or Time Schedule)

Three stages in the development of the Documentation Center are projected. The first stage is the creation of the documentation center; the second is the development of the bibliographic center; and the third is the establishment of the information clearinghouse.

Briefly, the first stage (first year) will be the creation of the documentation center to collect research materials and to make copies for requesting libraries. As stated earlier, the University Library has already in its possession strong holdings on the Philippines. Concerted effort will be made to enlarge the current acquisition program from the additional funds requested through this proposal.

The second stage (second year) will be the creation of the bibliographic base on magnetic tape to the published and processed materials on the Philippines from 1898 to the present. A scholar has one paramount need--information/data on his area of specialization must be available to him, both comprehensively and efficiently. The task of a scholar is to explore new fields, new topics thus the existing published bibliographies are usually inadequate. The bibliographic base will generate on-demand bibliographies based on reference citations tagged in depth. Thus scholars will have a flexible tool to retrieve his highly specialized requests from the comprehensive base envisioned by the Center.

The third stage (third year) will be the establishment of the clearing-
house to serve as the "gatekeeper" to the current, projected and recently compiled research on the Philippines. A newsletter is planned as an integral part of the clearinghouse to disseminate information on current publications, research in progress, announcements and awards of grants and fellowships, field activities, etc. At the present, there is no single source to gather, store, and disseminate this valuable information gathering function so critically needed by the Philippine specialists.
Library Questionnaire Distributed to UH Faculty

PHILIPPINE STUDIES PROGRAM
Feasibility Survey

LIBRARY RESOURCES

1. For your research and teaching purposes, the Philippine materials in the University of Hawaii Library are: (circle appropriate response)

   Poor    Average    Above Average    Excellent

2. For your research and teaching purposes, the following categories of materials (e.g., government documents, newspapers, audio-visual, vernacular, etc.) should be given acquisition priority: (list in order of priority)

   a. __________________________
   b. __________________________
   c. __________________________
   d. __________________________
   e. __________________________
   f. __________________________

3. List specific titles of Philippine materials the library should obtain: (list in priority order)

   a. ____________________________________________
   b. ____________________________________________
   c. ____________________________________________
   d. ____________________________________________
   e. ____________________________________________
   f. ____________________________________________

4. Your suggestions and comments regarding the availability and conditions of the Philippine materials at U.H. will be appreciated. ____________________________

__________________________________________
1. As a user of the library, the Philippine materials in the University of Hawaii Library are: (Check appropriate response)
   ___ a. poor
   ___ b. average
   ___ c. above average
   ___ d. excellent

2. As a user of the library, the following categories of materials (e.g. government documents, newspapers, audio-visual, vernacular, etc. should be given acquisition priority. (List in order of priority)
   a. ___________________________ e. ___________________________
   b. ___________________________ f. ___________________________
   c. ___________________________ g. ___________________________
   d. ___________________________ h. ___________________________

3. List specific titles of Philippine materials the library should obtain:
   (Please list in order of priority)
   a. ______________________________________________________
   b. ______________________________________________________
   c. ______________________________________________________
   d. ______________________________________________________

4. Your suggestions and comments regarding the availability and conditions of the Philippine materials at U.H. will be appreciated. ________