Foreword

Each year the Pacific Islands Studies Program duplicates inexpensively a few Work Papers whose contents justify a wider circulation than that of classroom contact or intra-University circulation. For the most part, these Work Papers will consist of students' work submitted in academic courses and which, in their respective ways, represent a contribution to existing knowledge of the Pacific. Also appearing in the series are bibliographic and other compilations on Pacific Islands subjects, and edited translations of selected materials already in publication. The Work Papers are evidence of the multi-disciplinary interests supported by the Program, and the wealth of cooperation present among Pacific-oriented members of the University faculty and the larger Hawaii community.

In 1974 the Program sponsored two workshops to encourage expanded use of Pacific-related resource materials in secondary and tertiary educational institutions within the State of Hawaii. Both workshops were funded under a U.S. Office of Education grant to the Pacific Islands Studies Center administered by the Program. The first Workshop was organized for college librarians in Hawaii (see Miscellaneous Work Paper, 1974:4, for a report of proceedings). The present Work Paper is a record of the second Workshop and is dedicated to the interest and effort of secondary school librarians and social studies teachers in Hawaii who participated.

Pacific Islands Studies Program
Room 5, George Hall Annex 8
University of Hawaii, Manoa
PACIFIC ISLANDS WORKSHOP

FOR

SECONDARY SCHOOL LIBRARIANS AND SOCIAL STUDIES TEACHERS

IN HAWAII

June 13-14, 1974

Manoa Campus
University of Hawaii
(Honolulu, Hawaii)

PACIFIC ISLANDS STUDIES PROGRAM

University of Hawaii

Second Printing, 1978
Third Printing, 1979
# TABLE OF CONTENTS

I. INTRODUCTION ................................................. 1

II. PROCEEDINGS .................................................. 1

III. APPENDIX A (AGENDA) ....................................... 31

IV. APPENDIX B (PARTICIPANTS) ................................. 34

V. APPENDIX C (MATERIALS HANDED OUT) ..................... 38

VI. APPENDIX D (FORCE'S TALK) ............................... 39
Introduction

The Pacific Islands Workshop for Secondary School Librarians and Social Studies Teachers in Hawaii was convened June 13-14, 1974, at the University of Hawaii, Manoa Campus. This was the second of the two study conferences sponsored in 1974 by the Pacific Islands Studies Program at the University to encourage more use of Pacific-related materials in the State's educational programs. Both workshops were part of an expanded activities schedule undertaken by the Pacific Islands Studies Program with assistance from a grant made by the U. S. Office of Education (Grant #OEG-0-74-0367, Project No. 30006). The primary intent of this expansion was to effect a greater degree of (1) organized interest at the University in the area of Pacific Islands culture change, and (2) aid to Pacific-related instruction at other educational institutions in Hawaii.

The earlier workshop, directed mainly at college librarians in Hawaii, took place April 8-9, 1974, on the University's Manoa Campus. The April conference sought to determine, through exploratory discussions by attending delegates, the priorities of need in developing and maintaining adequate library collections for use in tertiary-level instruction in Hawaii on Pacific-related subjects. Participants also were briefed on the range of Pacific-related materials available for reference in Oahu's research and other archival collections. For a report on that seminar, see Miscellaneous Work Papers (1974:4) published by the Pacific Islands Program, University of Hawaii.

A different conception guided the organizing of the June workshop. This followed from an observed poverty of instructional activities and a general unawareness about the Pacific Islands, other than Hawaii, in the State's public and private high school programs. The intent, therefore, was to provide in the two days available an intensive introduction to the Pacific Islands area,
such that secondary school librarians and social studies teachers in the workshop would become informed about and encouraged to pursue the opportunities inherent within the State's informational resources toward developing new curricular activities relating to the rest of the Pacific Islands.

In planning the agenda, it was decided to play down Hawaiian studies in favor of briefings about other Polynesian islands and about Micronesia and Melanesia. Similarly, presentations reporting on the more familiar kinds of library materials, namely books and journals, were relegated to secondary status in order to bring greater focus on less utilized audiovisual and personal informant resources. A balance was sought between imparting information about Pacific Island cultures and offering models from ongoing projects in Hawaii that are dedicated to Hawaiiana but have transfer value for other Pacific-oriented school projects.

A great range of material was presented to the delegates with no attempt at completeness in any particular sense. The workshop provided a variety of samplings, each brief and exciting in its suggestibility of ideas for the classroom. Hopefully, delegates would return home encouraged to explore further on their own and to innovate Pacific-related curricular units by utilizing the locally available resources suggested in workshop sessions.

Appreciation for support of the Workshop must first be expressed to the U. S. Office of Education whose grant of funds enabled the Pacific Islands Studies Program to engage the services of the program participants, to prepare an assortment of bibliographies and compilations for distribution to the delegates (see Appendix C), to provide travel assistance for those attending from the Neighbor Islands, and to reproduce and disseminate the Workshop proceedings as represented in this Work Paper.

Just as important for success of the Workshop was the enthusiastic assistance received from a number of individuals and offices in Hawaii. Early
conferences with Ms. May C. Chun, Director of School Libraries and Instructional Materials Branch, Hawaii State Department of Education, and the program specialists on her staff, and with Ms. Elaine Takenaka, Program Specialist in Social Studies, Office of Instructional Services, Hawaii State Department of Education, and the four district curriculum specialists who work with her on Oahu, helped immeasurably in planning the main outline of the Workshop program.

Administrators in the College of Education and the College of Continuing Education and Community Services, University of Hawaii, readily cooperated in approving Workshop participation for course credit (Ed CI 540-13, Practicum in Curriculum Development) for those desiring to register. A portion of the course registration fees helped cover certain Workshop expenses not met by the U. S. Office of Education grant.

Once more, as in the earlier Workshop for College Librarians, special thanks must go to staff members of Sinclair Library's Pacific Collection for preparing bibliographies and assisting in other ways during the conference. A major contribution was also made by Ms. Phyllis Turnbull who, working directly for the Pacific Islands Studies Program, compiled a reference listing especially for the present Workshop on Pacific-related audiovisual materials of educational value for secondary schools (Pacific Islands Program, Miscellaneous Work Papers, 1974:3).

Finally, the Workshop could not have been offered without the cooperation of the many individuals who made formal presentations or otherwise contributed to the program. They are too numerous (thirty in all) to identify here, but their names appear in the agenda (see Appendix A). An exception deserving special reference was the stimulating talk by Dr. Roland W. Force, Director, Bernice P. Bishop Museum, who shared his ideas about Pacific-related audiovisual resources with Workshop members at the informal after-dinner session the first evening (see Appendix D for a transcript of his remarks).

Leonard Mason, Workshop Coordinator
REGISTRATION

Workshop participants from Oahu and the Neighbor Islands began registering at 8:00 a.m. in the Biomedical Science Complex on the Manoa Campus of the University of Hawaii. A Workshop Registration Fee was levied to assist in meeting expenses for coffee and cookies during the midmorning and midafternoon breaks and for lunch on the opening day. Participants also confirmed their reservations for the evening's no-host dinner session at this time. A total of eighty-two persons signed up for the Workshop (see Appendix B), of which 57 percent were teachers, 37 percent librarians, and 6 percent administrators. In addition, those who desired to participate in the Workshop for course credit with the College of Continuing Education and Community Services met with representatives from the College and paid the Course Registration Fee. A total of fifty-four persons chose to enroll in the Workshop for credit. All Workshop registrants were handed a packet of informational materials (see Appendix C) and an identifying name tag.

OPENING SESSION

The Workshop formally opened shortly after 8:30 a.m. in the Auditorium of the Biomedical Science Complex. Dr. Leonard Mason, workshop coordinator, introduced Dr. Norman Meller, director of the Pacific Islands Studies Program, which was sponsoring the conference. Dr. Meller noted with appreciation the large turnout, more than twice the number expected by planners of the event. He described the Program's beginning at the University in 1951 as an inter-disciplinary Master of Arts degree curriculum and as a stimulus for the
University faculty to become more involved in Pacific Islands research, service, and teaching. Funding for the present conference came from the U.S. Office of Education, part of a grant to facilitate Pacific Islands studies in secondary and tertiary education in Hawaii. This, the second of two Workshops organized by the Program (the first in April was for college librarians in Hawaii), is aimed at increasing the awareness of and interest in the use of Hawaii's Pacific-related library resources which are accessible to high school classes within the State. The Program is thus playing a facilitating role, encouraging librarians and teachers to develop more cooperative interaction in these areas of mutual interest. He anticipated the possibility of other workshops for school teachers being established on the Neighbor Islands during the coming year. In addition to the packet of materials handed out at registration, a limited number of copies of the Program's Work Paper (1974:1), "Bibliography of Hawaiian Language Materials at the University of Hawaii, Manoa Campus," could be made available and were reserved for those with a special interest in Hawaiian.

Dr. Mason then elaborated on various items in the Workshop agenda, noting changes made necessary by the unexpectedly large enrollment of participants.

WORKSHOP SESSION (1). Library Holdings.

In the first session, Workshop participants heard reports on a sample of library collections and activities on Oahu that relate importantly to Pacific-oriented instruction in Hawaii. The emphasis was on consideration of books and serials, the more traditional categories of library holdings. Other Workshop sessions would deal primarily with less conventional library and teaching materials, such as audiovisual aids, oral history, and personal informant statements.
Pacific Islands Workshop for College Librarians in Hawaii (Ms. Eleanor Chong, Special Collections, Sinclair Library, reporting). Ms. Chong reviewed the accomplishments of the Workshop held last April (see Pacific Islands Program, Miscellaneous Work Paper, 1974;4). Reports on the resources of Oahu's research libraries and statements on the needs of college librarians throughout Hawaii were followed by Workshop exploration of ideas for action which generated several positive recommendations. A committee under Ms. Judith Reed, Bishop Museum, was exploring the possibility of establishing a newsletter as a clearinghouse for librarians concerned with Hawaiian and Pacific materials. A recommendation to publish in book form several card indexes on Pacific materials already developed by Hawaii institutions was being investigated by a committee under Mr. Rex Frandsen, Church College of Hawaii; their review of some of these indexes had suggested very high cost estimates for publication, for which foundation financing appeared to be the only viable alternative. A third resolution urged completion of a Thesaurus of Hawaiian Descriptors, begun by the State Office of Library Services; a committee headed by Mr. Yasuto Kaihara, Sinclair Library, was working with the Hawaii Library Association to formulate a proposal to the new State Library administration, which would also include descriptors for indexing Pacific Islands materials. Ms. Gail Bartholomew, Maui Community College Library, was chairing a committee to implement a fourth recommendation to compile a Union list of Hawaiian/Pacific Islands audiovisual materials available in Hawaii; the possibility of an exchange program was being investigated following consultations with media specialists on Oahu. Ms. Chong, in concluding her review, noted that the membership of the Workshop for College Librarians was continuing as an ad hoc committee (Rex Frandsen, chairman) in furtherance of the above recommendations.

Pacific Collection, Sinclair Library, University of Hawaii (Ms. Renee
of the Hawaiian Collection established by Ms. Janet Bell many years ago. It encompasses materials on all subjects, including many items on cultural change in the Pacific. A special problem exists in that many of these materials are very difficult to obtain, being limited in publication and thus ephemeral in nature. As a consequence, borrowing of materials from the Pacific Collection must be limited to those items of which there is a second copy. However, anything in the Collection may be used there during regular hours. The staff is always willing to answer in-person and telephone inquiries about published materials on the Pacific. Exhibits on special topics are changed from time to time in the area adjacent to the Collection on the third floor of Sinclair Library.

Hawaiian Collection, Sinclair Library, University of Hawai'i (Mr. David Kittelson, Curator, reporting). This is the world's largest collection of published materials about Hawaii, and comprises 60,000 volumes including a complete set of all University of Hawaii theses and dissertations as well as many non-thesis and unpublished student and faculty papers. The reference staff is available to serve the general public and the University community. Questions about Hawaiian language materials should be directed to Mr. Yasuto Kaihara, and about Hawaiian history to Mr. Kittelson. Like the Pacific Collection, borrowing is possible only where a second copy of the desired item exists. Rare books and magazines may not be borrowed. While University policy does not permit high school students to borrow from the Collection, they are welcome as is the general public to consult materials in the Collection during regular hours, if their particular interest is not readily served by a public library or school collection. The Hawaiian Collection staff publishes Current Hawaiiana, a quarterly bibliography of materials produced in and about
Hawaii. Librarians throughout the state are now receiving copies; apply to Mr. Kaihara for inclusion on the mailing list.

Hawaii and Pacific Unit, State Library Branch, Department of Education (Ms. Elizabeth L. Eberly, Head, reporting). Ms. Eberly, noting that the need for more Hawaiiana in the school libraries, asked that students be encouraged to make greater use of the Branch Libraries in order to relieve the heavy pressure on the Hawaii and Pacific Room at the Main Library. She said the resource most consulted by students, especially for Hawaii current events materials, is the Newspaper Index, published for the two principal Honolulu dailies from 1929 to 1972, with 1973 ready to print and 1974 in card files. Only items relating to Hawaii are indexed in this work, but more Pacific Islands news is being included as staff time permits. No indexing for other than the two dailies has yet been undertaken. Long runs of many local newspapers and magazines can be read in microfilm. Card references of the Magazine Index occupy some thirty drawers. Of the serials processed to date, only the Paradise of the Pacific index is complete and ready to print. The entire run of that magazine can be purchased by school libraries in microfilm through the State Archives. The Legend Index, another popular resource with students, is still on cards and is arranged by subject, covering nearly 100 books on Hawaiian legends. A start has been made on a Song Index which supplements the more general index for the Art and Music Room collections. The once separate Hawaiian Picture File has been integrated with the Library's general picture file, also in the Art and Music Room. The Hawaii and Pacific Unit receives a copy of all State Documents, and these are indexed to 1972. Copies are also available for reference use in Hawaii's regional libraries. A Biography File includes many news clippings on Hawaii's personalities.

Other reference sources on Hawaiiana that students find helpful in the
directories from 1902, telephone books from all of the islands, business directories, *Men and Women of Hawaii*, and a new real estate atlas. Growing student interest in Hawaii's ethnic groups has prompted the Unit's staff to produce specialized bibliographies: one on Filipinos is already in print, two on Japanese and Chinese are ready for publication, and others on Koreans and Samoans are planned for next year. Ms. Eberly mentioned that while many of the materials referred to in the above resources may not be borrowed, they are available to read in the Hawaii and Pacific Room, and a Xerox machine is at hand for making personal copies. Audiovisual materials on Hawaii and the Pacific are maintained in the general collection of the Main Library's Audiovisual Section. These are mainly films, as compared with the higher proportion of tapes and filmstrips accessioned in the state's school collection.

**Hawaiiana Workshop, School Libraries and Instructional Materials Branch (SLIM), State Department of Education** (Mr. Harry Y. Uyehara, Program Specialist, reporting). Mr. Uyehara referred to the Hawaiian Workshop he would be directing later in the month, as an example of the work performed by SLIM's School Library Services Section in the periodic updating of book order lists of Hawaiian to guide public school librarians and teachers in identifying suitable materials in support of the Hawaiian Studies program in elementary and secondary schools. Traditionally, attention has been given first to collections of Hawaiian, but new interest in the other Pacific Islands might well lead to development of combined Hawaii/Pacific Islands collections, especially in high school libraries. Present practice is to include Pacific Island titles in the general collection rather than in the specialized Hawaiian collection. Next year, Mr. Uyehara's office will be exploring the need to provide book lists of recommended titles in Pacific Islands studies, and he urged those present to send in
their suggestions through their school libraries. If there is sufficient interest, he could foresee the possibility of sponsoring a workshop next summer to develop a special book order list on the Pacific Islands.

WORKSHOP SESSION (2). Introduction to the Pacific Islands.

Following the morning coffee break, Workshop participants were introduced to the Pacific Islands area by two audiovisual presentations: first, a slide lecture portraying the considerable variety of physical settings in the Pacific, and secondly, a movie on the changing life and custom of a Micronesian people in an atoll environment.

Geography of the Pacific (Dr. Peter Pirie, Professor of Geography, University of Hawaii, and Research Associate, Population Institute, East-West Center, reporting). Dr. Pirie showed colored slides depicting island environments in Melanesia, Micronesia, and Polynesia, three major divisions of the Pacific Ocean area. Views of New Guinea, Guadalcanal, Fiji, Samoa, Ponape, and Majuro revived images of the romantic South Seas or recollections of World War II, and suggested the extent of cultural change occurring in the Pacific today. A principal geologic difference, Dr. Pirie pointed out, exists between islands of oceanic (volcanic) or continental origins, the latter predominating in the west and south portions of the Pacific. Both types, as high islands, are distinguished from low islands, or atolls, which have coral reef limestone bases. Typically, atolls have an island-free lagoon fringed by a reef on which several motus, or islets, rise only a few feet above sea level. The larger Melanesian islands are only sparsely settled by small populations subsisting by traditional gardening practices which periodically clear the forest, plant and harvest the crops, and return the land to fallow. The vast ocean, always dangerous to cross, presents a considerable barrier to communication between island
communities. Other hazards include destructive typhoons, inundating tidal waves, volcanic eruptions, as well as man's exploitation in modern times which frequently upsets the natural balance of island ecologies.

Mokil (a film). This impressive film (16 mm. sound/color; 53 minutes) was shown to the Workshop audience as an introduction to major aspects of Micronesian living on the small coral atoll of Mokil in the eastern Caroline Islands (Ponape District, Trust Territory of the Pacific Islands). It was produced during field research on Mokil in 1947 by anthropologist Joseph Weckler and professional film maker Conrad Bentzen under the auspices of the Coordinated Investigation of Micronesian Anthropology (CIMA) project. The burgeoning population and growing dependence on a cash economy have placed tremendous pressures on this community's scarce land resources. The film covered such subjects as canoe building, fishing, taro cultivation, and house building. Also depicted were many features of Mokil social life and social organization. The film (F-2015) is available from the University of Hawaii Audio-Visual Services in Sinclair Library.

LUNCH SESSION

A luncheon meeting at the East-West Center cafeteria was arranged to bring Workshop participants together in an informal social setting early in this two-day program. During the lunch session, two University speakers drew upon their professional experiences in exploring with Workshop members the possibilities in study-travel tours to the South Pacific for teachers, librarians, and students from Hawaii's high schools.

Ms. Mary F. Gray, Program Specialist, College of Continuing Education and Community Service, spoke briefly about the STUDY ABROAD program which she directs for the College. Study-travel tours have been and can be organized to
meet the special interests of a group of educators or their students in learning more directly about the Pacific Islands, their peoples and cultures, and the various developmental programs conducted by island countries and territories to resolve the problems of island communities in today's changing world. Ms. Gray noted some of the limitations placed on travel tours when these are organized commercially. The College as a non-profit operation can be more responsive to the needs and pocketbooks of a select group of travelers, such as educators or students. Study tours for educators are generally tax deductible. University faculty members familiar with the South Pacific in a variety of fields are available as guides. She invited Workshop members to contact her if they are interested in study-travel in the Pacific. Should there be a sufficient number, the College would be ready to set up a special tour package.

Dr. Edward R. Beauchamp, Associate Professor, Field Services and Educational Foundations, College of Education, provided suggestions from his own experience in the South Pacific as an educator involved in island educational programming. He described the special advantages gained by persons traveling together when their interests coincide and they are aided by professional assistance. He noted the possibility of developing student exchanges between Hawaii and places like Tahiti and Samoa where such programs have already been instituted on an exploratory basis. To know about the South Pacific and its fascinating cultural and ecological variety is best achieved, he concluded, by seeing and talking directly with the islanders themselves on their own home ground.

WORKSHOP SESSION (2). Arts of the Pacific Islands.

On return from lunch, Workshop registrants saw and heard three presentations
on the art and music of the Pacific. In each case, an attempt was made not only to introduce these aspects of Pacific culture to the audience but also to suggest simple and practical means by which teachers and librarians might develop their own instructional aids on film and tape with minimal cost and maximum use of the resources at hand here in Hawaii.

*Art of the Pacific* (Mr. J. Halley Cox, Professor Emeritus in Art, University of Hawaii, reporting). Prof. Cox projected some colored slides of traditional art, mainly from Polynesia and Melanesia, to illustrate the social, religious, and esthetic values incorporated symbolically by island artists in their sculptured renditions of the human form. With examples from Polynesia, he showed how cultural standards in different island groups required different treatment of physical characteristics by the sculptor; for example, the starkness of a bony skeleton, the tautness of skin stretched over the body frame, the power expressed in exaggerated musculature, or the spiritual quality suggested in deemphasis of physical details. He challenged Workshop members, when viewing a Pacific Island sculpture, to accept these stylistic restrictions on the artist for what they are, and to enjoy the viewing by creating their own ideas about what is being communicated. Prof. Cox then compared the relatively simple and restrained Polynesian approach to modeling the human form with the more complicated and seemingly confused representations by Melanesian artists who appear to camouflage the human figure beneath a jumble of totemic and status symbols as if reconstructing the spirit itself rather than the body. Finally, he explained how he had produced many of these slides himself, inexpensively, by photographing illustrations from Pacific art publications, and urged teachers to try the same for their own classes. He distributed a short list of such books, and left a number of them in the lounge for the audience to examine later during the coffee break.
Music of the Pacific (Ms. Barbara B. Smith, Professor of Music, University of Hawaii, reporting). Prof. Smith, like Prof. Cox, challenged Workshop members by presenting a sample of what they might do with locally available resources in preparing made-to-order instructional aids. She combined tape recordings from commercially produced albums and slide reproductions from published works. Focusing her attention on Pacific Islands other than Hawaii, Prof. Smith played background music from the First South Pacific Arts Festival in Suva in 1972, while projecting colored slides depicting conches, drums, pan pipes, and other Pacific musical instruments, principally from Melanesia and Polynesia. Although most song and dance albums on the South Pacific have amounted to what she termed "Pan-Pacific Pops," a variety of authentic music including the traditional is now accessible in recordings made at the Festival in Suva on both Viking and Hibiscus labels. She suggested using a map slide to show distributions of types of musical instruments, and called attention to the interesting relationship between these artifacts with their often considerable ornamentation and other aspects of the island cultures in which they were produced. Prof. Smith also played part of a National Geographic Society recording of Tongan music which contained useful explanations as well as a spectrum of Tongan music from "pop" through hymnal to traditional tunes. She referred to the Pacific Islands Program Work Paper (1974:3) for information on other ethnomusic phonodiscs and tapes (pp. 31-35). Finally, she encouraged teachers to have their students make some of the island instruments, such as pan pipes which produce a range of sounds that is certainly not unsophisticated and may even be viewed as avant garde by the younger generation.

Polynesian Arts and Crafts Series (Mr. Noel McGrevy, Administrative Assistant, Cultural Operations, Polynesian Cultural Center). Mr. McGrevy said that every week students from Oahu schools visit the Samoan, Tongan, Tahitian,
Maori (New Zealand), Fijian, and Hawaiian villages at the Center in Laie.

Owing to its popularity as a destination for educational field trips, the Center has funded a program at Church College of Hawaii (now Brigham Young University, Hawaii Campus), in which educational psychology classes make cassette recordings and film strips about arts and crafts of Polynesia. Fifteen sets are now available for sale (at the college bookstore) or for loan (at the Center's Cultural Operations office) on Fijian musical instruments, Samoan tapa making, lauhala weaving, coconut leaf basketry, taro cultivation, and palusami (food) preparation, in addition to a number of Hawaiian themes. Use of the series in Oahu schools may be followed up, suggested Mr. McGrevy, with classroom visits by groups of Polynesian students from the college.

The "Fijian Musical Instruments" set was presented to the Workshop audience in sound and film as an example of school use. Then, in a manner approximating what might happen in a classroom visited by student teams from the college under the Center's auspices, a dozen workshop participants were invited as volunteers to learn how to perform with the resonating Fijian bamboo tubes, so they could assist several Fijian students from the college play and sing the popular Fijian folk tune, "Chululu." The audience joined in upon request with an appropriate clapping of hands and singing of the lyrics.

WORKSHOP SESSION (4). Changing Cultural Heritages in the Pacific.

"Our Cultural Heritage/Hawaii" Project (Ms. Carolyn Ige Chang, Ms. Lei R. Masuda, Ms. Victoria Yamada, and Ms. Carole Odo, Highlands Intermediate School, reporting). Following the afternoon coffee break, Ms. Chang described the process and methods by which she and her colleagues since 1969 had developed the year-long curriculum unit on Hawaiian Studies for seventh grade use in the State's public schools, as a model for Workshop members to follow in creating their own instructional units on other Pacific Island cultures. Their final
product contained sections on the natural environment of Hawaii, traditional culture, political systems, social organization, and social and cultural change (an economic section was developed by another office). In researching and writing the unit, the Highlands team selected materials from library books, newspapers, magazines, local business calendars, and information from their own Hawaiian students. They followed a format which treated generalizations covered, concepts utilized, modes of inquiry, behavioral objectives to be achieved, and associated learning activities. They excerpted published sources (after obtaining copyright clearances), solicited special pieces from local writers, copied photographs, and had pictures specially drawn in the Department of Education's Technical Assistance Center.

After her presentation, Ms. Chang was assisted by other members of the team as a panel in answering questions from the floor. They encouraged teachers to have students make Hawaiian artifacts mentioned in the curriculum unit as class projects, and told librarians how funds had been obtained from the Department of Education (DOE) and the Elementary and Secondary Education Act (ESEA) Title II to develop and expand their school's Resource Center on Hawaiiana. They urged delegates to build up their own resources from local, contemporary materials rather than depend on standard texts which too soon become outdated. They said they constantly modify and rewrite portions of the Hawaiian unit for their own classes, and suggested that other teachers do the same. Although designed for one year of instruction, the Hawaiian Heritage unit is unquestionably too long for that period, they admitted, and could easily be trimmed to size by eliminating portions which did not meet the special needs or abilities of teacher and students in a given classroom. Through school use, evaluation of the Hawaiian curriculum unit is still in process.

"American Samoa: Paradise Lost?" (a film). A National Education
Televisiion production, this film (16 mm. sound/color; 55 minutes) was screened for Workshop members as a thought-provoking example of another Polynesian society subjected to the stresses of cultural change though still retaining a traditional quality which is no longer evident in the Hawaiian situation. Made on the island of Tutuila in American Samoa in the late 1960's, the film depicts the influence and controversy the U.S. Administration of some seventy-five years has introduced within the traditional life of these island people. Statements by prominent Samoans and the American governor invite comparison of advantages and disadvantages of the American-instituted educational television in the school system, and some understanding of the potential conflict between Samoan cultural values and Western goals of formal education and economic development for Samoa. The film (F-1577) is available from the University of Hawaii Audio-Visual Services in Sinclair Library.

WORKSHOP SESSION (5). Audio-Visual Resources.

Preceding the evening Workshop session, delegates gathered in the Garden Court at Liberty House in the Ala Moana Shopping Center for cocktails and dinner on a no-host basis. A number of Workshop participants who elected not to attend the dinner were able to join the others in the Garden Court at seven o'clock for the formal program which had been arranged.

Audio-Visual Resources on the Pacific Islands for Secondary Education in Hawaii (Dr. Roland W. Force, Director, Bernice Pauahi Bishop Museum, Speaker). Dr. Force began his keynote address by asking what A/V does for the educator that other resources do not? His answer was four-fold. A/V does not free the teacher from work; it just makes the work harder. A/V is not the end, but the beginning; it needs analysis, it needs to be discussed, and it needs to be viewed as a stimulus to further study. The medium should not be the message; the message is much more, or it ought to be. Some A/V may be likened to a
flute or a harmonica, and some to a great pipe organ, but the key to its value in either case lies with the musician and his or her skills.

Sight and hearing, two of man's most valued sensory perceptions, have been remarkably enhanced by modern technological advances. What are the implications of this achievement for educators? Commercial television, for example, has become a formidable competitor of the classroom instructor. The continuing need for audio-visual materials of quality for school use is being met far too slowly. One encouraging new development has originated with social scientists who are increasingly desirous of capturing film and tape recordings of human behavior for analysis, and several commissions have been formed to expedite the filming of societies threatened with extinction because of the shattering impact of cultural change. Another happening is the recent linking of nine Pacific Island educational centers by a communication satellite. Called PEACESAT (Pan-Pacific Educational and Communications Experiment Using Satellites), this network is expected among other things to facilitate the improvement of Pacific Islands secondary education.

No teacher or librarian should forget that the richest exploitation of audio-visual materials is achieved only through the use of other resources, and this includes books. The more these resources can be integrated and combined in their application, the more effective the instruction is likely to be.

Dr. Force also added a word of caution about overly zealous reactions to the innovative potential of A/V. The educator's main task is still to communicate and interpret through instruction. Innovation may be necessary to stimulate. But if any innovation--any audio-visual aid--is overemphasized, the goal of the learning experience may be lost sight of and instruction will suffer. The ultimate casualty is the student, who is in school to learn, not to be entertained. The one resource most vital to the classroom remains and will continue
to remain the teacher together with the librarian. (See Appendix D for a transcript of Dr. Force's principal remarks.)

"Fa'a Samoa" (a film). This beautifully filmed portrayal (16 mm. sound/color; 30 minutes) was projected for the Workshop audience after Dr. Force's talk in partial illustration of the kind of ethnographic recording he referred to that tries to capture the essence of a traditional island culture still viable despite the burden of Western innovations which often seem about to overwhelm the local way of life. The narrative is carried largely by the Samoan language dialogue and Samoan musical accompaniment. Filmed by New Zealand's James Siers, well known for his photographic portraits of Polynesia's peoples, the picture was made in part to explain Samoans and their culture in Samoa to audiences in New Zealand where thousands of Samoans have resettled seeking to better themselves through wage employment. Produced in cooperation with the Hawaii Geographic Society, the film may be rented from the Science Center at the Bishop Museum.

A Commentary on the Film, "Fa'a Samoa" (Chief Tauilili Lemanu Fuifatu Fau'olo, Chairman, State Council on Samoan Heritage; Waianae Coordinator, Concentrated Employment Program of Honolulu; and Instructor in Samoan Culture, Honolulu Community College). Chief Fau'olo, having viewed the film with Workshop members, gave his immediate reactions as perspective for the viewers' better understanding. He remarked that clearly those being filmed were acting according to instructions from the film maker. However, he agreed that what was presented was a realistic portrayal of daily life among Samoans in Western Samoa. From his own experience, having left Samoa in 1962 and returned for a time in 1969, he recalled that very little change had taken place—in the fales (houses) on their strong rock foundations, in cultivating the taro and banana, in feeding the pigs, and in making the umu (earth oven). He added that more change had
occurred in American Samoa, but Samoans migrating to Hawaii and the West Coast of the United States tended to retain their Samoan ties in locally formed groups as they lived and worked amidst thousands of non-Samoans. On a private note, Chief Fau'olo was not sure that he liked the way the film maker had exposed the intimate expressions of Samoan daily behavior, but perhaps this was a good thing for educating non-Samoans about fa'a Samoa, the Samoan way of life.

June 14, 1974 (Friday)


Beginning the morning of the second day, Workshop participants heard from several speakers about ongoing projects in Hawaii which in one way or another suggested possibilities for innovation or support of Pacific-related activities in Hawaii's secondary schools.

Elementary and Secondary Education Act (ESEA) Title II (Ms. Arline Schiller, Program Specialist, School Libraries and Instructional Materials Branch (SLIM), Hawaii Department of Education, reporting). Ms. Schiller described procedures and requirements of this federal grant program to increase opportunities for student education beyond those normally provided in the State's private and public schools. The program supports acquisition of school library resources, including books, filmstrips, transparencies, disc and tape recordings, and art reproductions, to supplement standard textbooks and workbooks required in the classroom. Such resources to be eligible for purchase with ESEA money, must be commercially available and approved for use in Hawaii's public school system. Proposals for support of special projects, either comprehensive or specific, are also welcomed. Projects such as Hawaiiana Social Studies, Asian Studies, Pacific History, Hawaii Plants and Animals, and Oceanography of the Hana Coast have already been approved for implementation in secondary schools within the
State. Teachers who apply must describe project goals, number of students involved, activities planned, resources available (e.g., space, equipment), time schedule, and procedures to measure project success. Ms. Schiller said that her office in the Kahala Mall area welcomes calls for guidance in preparing proposals for ESEA funding.

Multi-Cultural Center, Hawaii Foundation for History and the Humanities (Mr. John Takasaki, Director, reporting). Mr. Takasaki defined the Center's province as the oral, written, and pictorial recording of ethnic groups in Hawaii toward creating more awareness in the community at large concerning the State's diverse cultural heritages. One project, "Disappearing Hawaiian Cultural Activities," involves filming and research on the Neighbor Islands about the old Hawaiian styles of story telling and song composing. One slide presentation, "The Coming of Hawaii's People," was produced in cooperation with the State Department of Education's Technical Assistance Center (TAC) and the Office of Instructional Services. Another is being done on "Canton Revisited," describing the old Chinatown life style which is fast disappearing in Honolulu. Sound/slide sets have been or are being prepared on other ethnic groups in Hawaii, e.g. Samoans, Filipinos, Portuguese, Puerto Ricans, Japanese, and Haoles. These Center resources may be borrowed, or reproduced at cost if purchased copies are desired. The Center's Resource Center provides a wealth of information about the State's ethnic groups, including a list of speakers, civic clubs, activities, and reference materials. The Center's program is supported by the Hawaii Foundation for History and the Humanities, which offers memberships to individuals and organizations, and distributes a monthly newsletter reporting Center projects and listing Center resources for community use. Several Workshop members attested to the newsletter's value as a reservoir of useful leads about materials concerning the Hawaii community. With additional financial resources, the work of the Center could be expanded to include other Pacific Islands, especially if
these are closely linked to the Hawaii scene. The "Samoans in Hawaii Resource Guide," produced earlier at the Center and now out of print, is being reproduced and should be available shortly. Teachers and librarians were urged to call the Center at its temporary quarters in the Wilson Elementary School in Waialae-Kahala with requests, suggestions, and offers of cooperation.

Collecting Oral History (Dr. Edward D. Beechert, Professor of History, University of Hawaii, reporting). Dr. Beechert, coordinator of the Pacific Regional Oral History Program at the University and adviser on some of the Multi-Cultural Center's projects in oral history, defined the subject as recording first-hand knowledge not otherwise available in written or published materials. He distributed an excerpt from Willa Baum's article on oral history for the local historical society, which described a procedure for interviewers to capture on tape in question-and-answer form the reminiscences of narrators. He also played part of a taped interview with a local labor figure to demonstrate the technique of drawing out the subject, and to emphasize the very great difficulty involved in making an accurate transcript of the question-and-answer exchange.

Dr. Beechert strongly urged teachers and students undertaking an oral history project to first examine most carefully their aims and their expectations. Then they must prepare themselves in time-consuming research on the topic in order to know what people to interview and what questions to ask. Much valuable information about historical Hawaii has already been lost beyond recovery by the overexposure of local personalities to careless, unprepared interviewing. This has created resistance on the part of informants to subsequent attempts by others to conduct more serious research interviews. Dr. Beechert offered to advise from his own experience any school group contemplating an oral history project, both in the procedures of preparatory research and interviewing and in the selection and use of recording equipment.
Pacific and Asian Affairs Council (Ms. Manjit K. Reddick, Administrative Assistant, reporting). Ms. Reddick characterized the PAAC world affairs program in Hawaii's secondary schools as unique because it focuses directly upon the students themselves. All activities are voluntary and PAAC clubs in the high schools are sustained entirely by the students' desire to participate. A resource speaker program brings live resources on international relations into the classrooms, mainly foreign students at the University of Hawaii and the East-West Center. An inter-school conference program involves 14,000 students every year in seven sessions held on the four major islands. The highlight of this program is the State-wide Model United Nations conference. Each club at the year's start adopts a country and prepares itself, with resources provided through PAAC, to represent that country in the three-day session held every spring—an exciting way to learn about world affairs. Every year students select a theme for the PAAC activities program. In 1974-75, it is the Ocean and the cultures which border it. PAAC edits a resource newspaper which this year had issues devoted to China, Japan, India, Pacific Islands (copies were distributed to Workshop participants), and Southeast Asia. Copies go free to all club-sponsoring high schools in the State and to other interested parties upon request. In Pacific House, PAAC headquarters across from the Manoa Campus on University Avenue, the staff is building a resource library of published materials, slides, and film-strips for use of anyone interested. Students feel free to drop in and browse, and they receive personal attention in their requests for information about Pacific and Asian countries. PAAC is funded partly by the State through the University's Community Colleges system, and partly by contributions from local business firms, trusts, and foundations.

Ideas for Involvement (Mr. Will Kyselka, Associate Professor of Education, Curriculum Research and Development Group, University of Hawaii, reporting).
Prof. Kyselka had distributed materials about Pacific Books—Hawaii, which publishes science books aimed at reader involvement, combining knowledge with feeling, for those not specially trained in science. A series on The Islands of Hawaii, projected to include Samoa and Tahiti, discusses land forms and the forces causing them. A set of star books blends the details of star charts with accounts of Polynesian navigation and instructions for making one's own sky maps. By the magic of fantasy, Prof. Kyselka guided the Workshop audience, all with their eyes shut, on a trip from the top of Oahu's Waianae Range down deep into the sea to explore sea mounts, trenches, faults, and island arcs along the eastern edges of the Pacific Ocean. Questioning whether one learns a subject better by referring to a framework or by feeling it as in the "head trip" being taken, Prof. Kyselka led his group back into the "Polynesian triangle," resting briefly on the water's surface to contemplate the stars above and the birds which once guided ancient island voyagers. With a fleeting exposure to the vulcanism and deep trenches on the western side of the Pacific, the audience was returned to Hawaii and reminded of how children used to listen to stories told to them, whereas now they just watch television. His listeners, tired from the long trip, were restored to wakefulness with their mentor's announcement of the mid-morning coffee break.

WORKSHOP SESSION (7). Contemporary Issues in the Pacific.

Upon return of Workshop delegates from the morning coffee break, Dr. Mason as moderator introduced a panel of eight Pacific Islanders. Following his general statement about contemporary issues in the Pacific, each panelist spoke on a topic judged to be of primary importance in his or her own island group. After this expression of indigenous points of view, the Workshop divided into four smaller conference groups to meet separately with individual panelists for the
remainder of the morning.

**Introductory Statement** (Dr. Leonard Mason, Professor Emeritus in Anthropology, University of Hawaii). All island groups have felt the impact of modernization. Some, like Hawaii, retain little of traditional practice. Others, like New Guinea and some Carolinian atolls, stand on the threshold of rapid change. Modernization, to some, suggests development and implies an advantage for those who adopt foreign customs. To others, it is a process wherein islanders retain the dignity of tradition and adopt only those overseas introductions that can be controlled. Populations are increasing and food supplies are increasingly limited. Out-migration and birth control are seen as solutions to reduce anxieties. New technologies, changing the environment, often create pollution and waste. Islanders have substituted cash cropping and wage employment for subsistence economies, and self-sufficiency for dependence on foreign aid. New social problems include declining family ties, increasing alcoholism and crime, and overcrowding in port towns and cities. Heightened political awareness resists colonial holdovers and endures new conflicts in the transition from colonialism to self-government. Too often neglected are the moral issues, Dr. Mason concluded, which ultimately shape the quality of life and personal identity in changing Pacific Island societies.

**Hawaiians in Hawaii** (Ms. Davianna McGregor, Ethnic Studies, University of Hawaii). Ms. McGregor traced the changes from a Hawaiian communalistic economy to one almost entirely dependent on the flow of goods and capital from outside. Similarly, changes in government have transferred power from Hawaiian commoners and their chiefs to American merchants and administrators. Corresponding changes occurred in social and cultural areas, as in land use and ownership, and in religion. Major problems of Hawaiians today are land, housing, and employment. Many are on welfare, poorly educated, and criminally delinquent by comparison
with most other ethnic groups in the State. To affect improvement in their status, many Hawaiians are now organizing to improve their situation and to secure a greater share in decisions that affect their ethnic future.

Ponape, Eastern Caroline Islands (Mr. Damien Sohl, Linguistics, University of Hawaii). Mr. Sohl was concerned mainly about the transition from a self-sufficient island economy to one dependent on cash and wage labor. Since the several metropolitan powers have been administering the Micronesian area, the island people more and more have been employed in administration, hospitals, schools, and businesses, thus moving toward greater dependency on salaries for purchasing tools and other basic necessities in a trading economy. This change is more true in the district centers than in the outer islands. Many Micronesians have come to view subsistence living as hard labor--fishing, cultivating taro, and making canoes and copra, while those employed by the Government as teachers and health aides earn more money for only a few hours of work each day. The choice between independence together with the hard work that goes with subsistence living and the dependence of a cash economy is a difficult one for most islanders to make. No Micronesian finds an easy answer; in any case, Micronesians are not in agreement as to which course is better, or worse.

Northern Mariana Islands (Mr. Ignacio Villanueva, Student Adviser, Trust Territory of the Pacific Islands Liaison Office, Honolulu). Mr. Villanueva outlined the extensive cultural changes experienced by the Marianas people in islands like Saipan and Tinian over nearly four centuries of successive foreign administrations: first the Spanish, followed by the Germans and the Japanese, and now the Americans. Their traditional self-sufficiency has been replaced by dependency on world markets and on financial aid from the United States. Their close association since World War II with U. S. administrations, both military and civilian, has persuaded a majority of the islanders to support a Commonwealth
political status in negotiations now underway between the U. S. Government and
Northern Marianas representatives. Mr. Villameva said that the people have
very little to offer in this proposed relationship except their land, some of
which the United States requires for military development. Mariana Islanders
really have no choice, he concluded, for most see the trading of their lands as
the only realistic solution to a guarantee of the desired material and political
benefits they anticipate in the closer association with the United States.

Palau, Western Caroline Islands (Mr. Kenzi Mad, Program Officer, Culture
Learning Institute, East-West Center). Mr. Mad addressed himself as an educa­
tor to the growing problem of alcoholism among Micronesian youth. Citing a
quotation, "Education is the hope of youth, and youth is the hope of democracy," he judged that Micronasians if they want democracy are heading in the wrong
direction. He used his own Palau District as an example in describing what he
regarded as the No. 1 problem in the Trust Territory today. Before World War II
under the Japanese, and for some years afterward under the Americans, alcoholic
beverages were imported for sale to non-Micronasians only. But islanders managed
to acquire a taste for alcohol and they experimented with home brews and other
local concoctions. In the past fifteen years, beer and liquor have become avail­
able to Micronasians in bars, restaurants, and package stores. At first only
adults developed serious drinking habits, which contributed to deteriorating
job performances and home and family relationships, and to increasing crime of
all kinds. Lately, large-scale drinking by younger Micronasians, even of high
school age, has mounted alarmingly. Mr. Mad viewed this drinking as related to
other social problems, particularly the growing unemployment among young people
schooled to value office jobs in business and government which are no longer in
sufficient number to meet the demand. His proposal, although he admitted it was
not democratic, was to enact a complete ban on the use of alcohol because sales
To youth by local dispensers cannot be adequately controlled.

Tonga (Mr. Salesi Kautoke, Biology, University of Hawaii). Mr. Kautoke emphasized that Pacific peoples, varying greatly from one place to another in the past as well as today, have always been changing. In recent times, change has tended to accelerate under Western pressure, but some Pacific societies have been altered less than others. In Tonga, for example, change is occurring at a very slow pace. Several factors are vital, he declared, to any planned development in the Pacific. Islanders must maintain among themselves a "Pacific way" molded to ideologies and philosophies that meet their collective needs. They must retain control of their ancestral lands. They should have political and economic independence to make their own decisions, instead of relying on outsiders whose incongruent introductions have produced only conflict. Mr. Kautoke believed that in education lies the potential for determining developmental alternatives, and that local school systems (unlike most of these now) must be geared to fit with the Pacific way. Cooperation among island societies is essential for planning a regional development capable of attaining shared island goals.

Samoa (Mr. Dixie Samasoni, Liberal Studies (Samoan Culture, Art), University of Hawaii). Mr. Samasoni spoke directly to the problem of the Polynesian minority group in secondary education in Hawaii, drawing upon his own experience to make his points. Born in Western Samoa and raised in American Samoa, he came to Hawaii in 1961. He attended elementary, intermediate, and high schools on Oahu, and at first spoke no English. He recalled how his social studies class in high school seemed unrelated to his own situation and therefore had no meaning for him. He was not adequately instructed in using books in the school library and made their acquaintance only after going on to college. His greatest problem, which he identified as the biggest problem for any Polynesian, was to
learn English and especially to be able to write it. No matter where one goes or what kind of job is held, writing English is most important, he felt, and it should be emphasized in high school more than he found it to be.

**Cook Islands** (Mr. Kato Tama, Soil Science, University of Hawaii). Mr. Tama named food production as the major problem in all of the Pacific Islands. The problem has its social and technological aspects, the former being the more difficult to deal with. Increasing the food supply to meet the need of rapidly expanding populations is not the sole responsibility of professional agriculturists but calls equally for support from parents, teachers, and politicians. Colonial administrations in past years altered traditional island ways but also provided needed assistance when island crises arose. Now that the Cook Islands are in transition to independence from New Zealand they must rely more on their own resources, but they have yet to develop self-sufficiency in food production. Young Cook Islanders, dissatisfied and ambitious, migrate to New Zealand in search of paying jobs and thereby drain their home islands of essential labor. Negative attitudes toward farming as an occupation have been perpetuated in the government offices and in the schools. A new look is needed to devise relevant programs which will motivate Cook Islands youth to return to the land. By comparison, the technological aspects of the problem are easier to solve. A principal need is to develop more indigenous experts so that it will no longer be necessary to call in expatriate consultants. Important, as well, is the task of upgrading local capabilities to maintain properly the farm equipment used in development projects. Commonly, when the foreign expert leaves, the development plan fails for want of local technological support. Both social and technological factors must be treated as essential parts of the total problem, concluded Mr. Tama, if the islands' self-sufficiency in food supplies is ever to become a reality.
Cook Islands (Ms. Pam Worthington, Liberal Studies (Anthropology)).

University of Hawai'i). Ms. Worthington's home islands, she noted, had become internally self-governing in 1953. The next step, in the Cook Islands and in all other island territories, is to re-establish an "island" philosophy rooted in the traditional culture, to replace the so-called "continental" philosophy of colonial governments. The metropolitan powers failed to take into account the much smaller scale of island populations and land resources when planning for their development. In this context, Ms. Worthington stressed the value of preserving the traditional land tenure system to help keep alive the Polynesian language and the network of meaningful social ties that maintain the identities of islanders in a changing world. Her other principal concern was with future exploitation of the ocean's vast resources, i.e. an increased food supply through aquaculture and the commercial mining of manganese nodules and oil on the ocean's bottom. For island nations to benefit from this, their sovereignty over the ocean bordering their shores must be established. This very question is on the agenda of the Law of the Sea Conference in Caracas, Venezuela, during the summer of 1974. In closing, Ms. Worthington asked for the audience's understanding that to address a large crowd in this way is a very un-Pacific thing for islanders, and everyone on the panel this morning had been a little nervous in so participating.

Small Group Discussion. Following the panelists' statements, Workshop participants divided into four smaller discussion groups located in the vicinity of the Auditorium. Until lunch time, each group met with two of the panelists to continue their consideration of contemporary issues in the Pacific in a more informal setting.

After lunch, Workshop members gathered once again in four small discussion groups. Having chosen a chairman and a recorder, each group spent the first part of the afternoon considering possible courses of action to recommend in furtherance of Pacific Islands studies in Hawaii's secondary schools. Following the mid-afternoon coffee break, all participants reassembled in the Auditorium for the final Workshop session.

As moderator, Dr. Mason called upon Mr. Harry Y. Uyehara of the School Libraries and Instructional Materials Branch, State Department of Education, to serve as secretary in recording the recommendations put forward and approved by the Workshop. Reporting for these four ad hoc committees, respectively, were Ms. Karen Peacock of Sinclair Library, Sister Helen Janssen of St. Anthony Intermediate and High School and Mr. Jared Kaufman of Maryknoll High School, Ms. Charlotte Izuka of Aiea High School, and Ms. Victoria Yamada of Highlands Intermediate School. Their reports and recommendations, not unexpectedly, tended to overlap in many specifics.

The concerns of the four ad hoc committees, as recorded by Mr. Uyehara, can be summarized under six major points. These are:

1. The need for disseminating information about Pacific Islands materials and speaker resources to secondary schools in Hawaii.

2. The need for further workshops and other in-service training for teachers and librarians in Pacific Islands studies.

3. The need for development of instructional materials of all kinds and their distribution for use in secondary education.

4. The need for both private and public funding, the latter State and Federal, to support the promotion of Pacific Islands studies in Hawaii's high schools.
5. The need for a continuing professional organization composed of interested librarians and teachers concerned about the development of Pacific Islands studies in the secondary school curriculum.

6. The role of the University of Hawaii's Pacific Islands Studies Program in further development of instructional materials and curriculum planning in secondary education in the State.

The recommendations submitted by the several committees were consolidated in the following resolutions and approved by the Workshop assembly.

1. Resolved that further in-service training in Pacific Islands studies for secondary school librarians and social studies teachers in Hawaii be provided through:
   a) a federally funded six-weeks summer institute, to develop resource guides and to promote the continued interest, development, and dissemination of curricular materials and resources,
   b) a series of practical workshops concentrating on the cultures and societies of specific geographic areas in the Pacific, and
   c) travel grants to enable members of workshops on Pacific Islands studies to learn from field experience in island locations and personal contact with teachers and students in those islands.

2. Resolved that an ad hoc committee be established from the membership of this Workshop for the purpose of:
   a) compiling a list of book, non-book, and community speaker resources for secondary schools, and
   b) exploring the possibility of organizing a permanent professional group concerned with promoting Pacific Islands studies in Hawaii's secondary schools. (Note: Ms. Nancy Simon (Iolani School) and Mr. Jared Kaufman (Maryknoll High School) volunteered to serve on such an ad hoc committee,
and others were urged to contact Dr. Meller at a later date if interested in contributing their services.)

3. **Resolved** that the Pacific Islands Studies Program, University of Hawaii, seek further funding for following up and implementing these recommendations by the Workshop membership, and to assist the ad hoc or other more permanent organization in coordinating, publishing, and distributing information about the Pacific Islands to schools in Hawaii.

4. **Resolved** that the Pacific and Asian Affairs Council (PAAC) draw up and distribute a list by geographic area of speakers in Hawaii who may be available to visit secondary classes in Pacific Islands studies.

5. **Resolved** that students or trainees from the University of Hawaii, East-West Center, or other tertiary educational institutions be given some sort of recognition (credit and/or compensation) when providing their expertise as Pacific Island resource persons in Hawaii's high schools.

Before final adjournment of the Workshop conference in late afternoon, Dr. Meller spoke briefly on matters relating to funding of the resolutions just enacted. He also indicated the willingness of the Pacific Islands Studies Program, within the limits of its staff and finances, to cooperate with the ad hoc committee or other more permanent organization that might evolve to continue the interest initiated in the present Workshop.
APPENDIX A

PACIFIC ISLANDS WORKSHOP

AGENDA

THURSDAY, JUNE 13

8:00-8:30 REGISTRATION (Biomedical Science Complex, Lounge, next to the Auditorium, B-103)

8:30-9:00 OPENING SESSION (Auditorium, B-103; all sessions held here unless otherwise noted)

1) Welcoming (Norman Meller, Director, Pacific Islands Studies Program, University of Hawaii)
2) Agenda notes (Leonard Mason, Workshop Coordinator)

9:00-10:15 WORKSHOP SESSION (1): Library Holdings

1) Pacific Islands Workshop for College Librarians in Hawaii (Eleanor Chong, Head, Special Collections, Sinclair Library, University of Hawaii)
2) Pacific Collection, Sinclair Library (Renee Heyum, Curator)
3) Hawaiian Collection, Sinclair Library (David Kittelson, Curator)
4) Hawaii and Pacific Unit, State Library Branch, DOE (Elizabeth L. Eberly, Head)
5) Hawaiiana Workshop, School Libraries and Instructional Materials Branch, DOE (Harry Y. Uyehara, Program Specialist)

10:15-10:30 COFFEE BREAK (Lounge)

10:30-12:00 WORKSHOP SESSION (2): Introduction to the Pacific Islands

1) Geography (Peter Pirie, Professor of Geography, University of Hawaii, and Research Associate, Population Institute, East-West Center)--slide presentation
2) "Mokil" (eastern Caroline Islands)--movie presentation

12:15-1:30 LUNCH SESSION (East-West Center Cafeteria, Conference Room)

1) Lunch hosted by Pacific Islands Studies Program
2) Study Abroad Program (Mary Gray, Program Specialist, College of Continuing Education and Community Service, University of Hawaii)
3) Remarks on Studying Abroad (Edward R. Beauchamp, Associate Professor, Field Services and Educational Foundations, University of Hawaii)
WORKSHOP SESSION (3): Arts of the Pacific Islands

1) Art (J. Halley Cox, Professor Emeritus in Art, University of Hawaii)--slide presentation
2) Music (Barbara B. Smith, Professor of Music, University of Hawaii)--slide and tape presentation
3) Polynesian Arts and Crafts Series (Noel McGrewy, Administrative Assistant, Cultural Operations, Polynesian Cultural Center)--film strip presentation, and dance exhibition by Fijian students from Church College of Hawaii

2:45-3:00 COFFEE BREAK

WORKSHOP SESSION (4): Changing Cultural Heritages in the Pacific

1) "Our Cultural Heritage/Hawaii" Project (Carolyn Ige Chang, Lei R. Masuda, Victoria Yamada, and Carole Odo from Highlands Intermediate School, Pearl City)
2) "American Samoa: Paradise Lost?"--movie presentation (Room 208, Tower)

5:30-6:00 COCKTAILS (no-host, Garden Court, Liberty House, Ala Moana Shopping Center)

6:00-7:00 DINNER (no-host; same place)

WORKSHOP SESSION (5): Audio-visual Resources (same place)

1) Audio-visual Resources on the Pacific Islands for Secondary Education in Hawaii (Roland Force, Director, Bernice Pauahi Bishop Museum)
2) "Fa'aSamoa: The Samoan Way"--movie presentation
3) Commentary (Chief Taufa'ala Tafuna Fa'afatu Fau'olo, Chairman, State Council on Samoan Heritage, Instructor in Samoan Culture, Honolulu Community College, and Waianae Coordinator with the Concentrated Employment Program, City and County of Honolulu)

FRIDAY, JUNE 14

WORKSHOP SESSION (6): Current Projects as Models for Action

1) Elementary and Secondary Education Act (ESEA) Title II (Artline Schiller, Program Specialist, School Libraries and Instructional Materials Branch DOE)
2) Multi-Cultural Center, Hawaii Foundation for History and the Humanities (John Takasaki, Project Director)
3) Collecting Oral History (Edward D. Beechert, Professor of History, University of Hawaii)
4) Pacific and Asian Affairs Council (Manjit K. Reddick, Administrative Assistant)
5) Ideas for Involvement (Will Kyselka, Associate Professor, Curriculum Research and Development Group, University of Hawaii)
10:00-10:15  COFFEE BREAK

10:15-12:00  WORKSHOP SESSION (7): Contemporary Issues in the Pacific

1) Introduction of Pacific Islanders Panel (Leonard Mason, moderator)
2) Statements by Panelists
   a) HAWAII (Davianna McGregor, Ethnic Studies, University of Hawaii)
   b) PONAPE (Damien Sohl, Linguistics, University of Hawaii)
   c) MARIANA ISLANDS (Ignacio Villanueva, Student Adviser, Honolulu Liaison Office, Trust Territory of the Pacific Islands)
   d) PALAU (Kenzi Mad, Program Officer, Culture Learning Institute, East-West Center)
   e) TONGA (Salesi Kautoke, Biology, University of Hawaii)
   f) SAMOA (Dixie Samasoni, Liberal Studies, University of Hawaii)
   g) COOK ISLANDS (Kato Tama, Soil Science, University of Hawaii)
   h) COOK ISLANDS (Pam Worthington, Liberal Studies, University of Hawaii)

3) Discussion in small groups with panelists (Rooms 106 and 107, Court D, and Lounge next to Auditorium)

12:15  LUNCH (free time)


1) Discussion in small groups (Rooms 106 and 107, Court D, Lounge next to Auditorium)

2:30-3:00  COFFEE BREAK

3:00-4:30  CLOSING SESSION

1) Reports from Discussion Groups
   a) Karen Peacock
   b) Sister Helen Janssen; Jared Kaufman
   c) Charlotte Izuka
   d) Victoria Yamada

2) Recommendations for Action from the Floor
3) Adjournment
## APPENDIX B

### PACIFIC ISLANDS WORKSHOP

#### PARTICIPANTS

<table>
<thead>
<tr>
<th>Registered Delegates</th>
<th>(A) Administrator</th>
<th>(L) Librarian</th>
<th>(T) Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patsy Akagi (L)</td>
<td>James M. Denny (L)</td>
<td>Campbell High School</td>
<td>Ewa Beach, Oahu, 96706</td>
</tr>
<tr>
<td>Leihehua High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1515 California Ave.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wahiawa, Oahu, 96786</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacalyn Arakawa (L)</td>
<td>Elizabeth L. Eberly (L)</td>
<td>Hawaii and Pacific Unit</td>
<td>Honolulu, Oahu, 96813</td>
</tr>
<tr>
<td>Pearl City High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearl City, Oahu, 96782</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nancy Asaoka (L)</td>
<td>James Edens (T)</td>
<td>Kauai High School</td>
<td>Lihue, Kauai, 96766</td>
</tr>
<tr>
<td>Moanalua Intermediate School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1289 Mahiole St.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honolulu, Oahu, 96819</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elsbeth Berthoud (T)</td>
<td>Gail Fujimoto (L)</td>
<td>Kalaheo High School</td>
<td>Kailua, Oahu, 96734</td>
</tr>
<tr>
<td>Hawaii School for Girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2933 Poni Moi Road</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honolulu, Oahu, 96815</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elaine Blitman (L)</td>
<td>Beverly Fujita (L)</td>
<td>Central Intermediate School</td>
<td>Honolulu, Oahu, 96813</td>
</tr>
<tr>
<td>Punahou School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1601 Punahou St.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honolulu, Oahu, 96822</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hubert W. Boyd (T)</td>
<td>Archie M. Fukutomi (T)</td>
<td>Maui High School</td>
<td>Kahului, Maui, 96732</td>
</tr>
<tr>
<td>Kalani High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4680 Kalanianaole Hwy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honolulu, Oahu, 96821</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carolyn Ige Chang (T)</td>
<td>Jean H. Furoyama (L)</td>
<td>Nanakuli High School</td>
<td>Nanakuli, Oahu, 96792</td>
</tr>
<tr>
<td>Highlands Intermediate School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1460 Hoolaulea St.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearl City, Oahu, 96782</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>William H. Chang (T)</td>
<td>Sandra Gasinski (L)</td>
<td>St. Francis High School</td>
<td>Honolulu, Oahu, 96822</td>
</tr>
<tr>
<td>Hana High School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P. O. Box 128</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hana, Maui, 96713</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleanor Chong (L)</td>
<td>Joyce W. Gibbons (T)</td>
<td>Kaimuki Intermediate School</td>
<td>Honolulu, Oahu, 96816</td>
</tr>
<tr>
<td>Special Collections</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sinclair Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Hawaii</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2425 Campus Rd.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Honolulu, Oahu, 96822</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sue Ann P. Chun (T)</td>
<td>Gerald P. Gonsalves (T)</td>
<td>Kapaa High &amp; Intermediate School</td>
<td>Kapaa, Kauai, 96746</td>
</tr>
<tr>
<td>Highlands Intermediate School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1460 Hoolaulea St.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearl City, Oahu, 96782</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pearl Groves (A)
Central Oahu District Office, D05
1136 California Ave.
Wahiawa, Oahu, 96786

Francine M. Grudzias (L)
Campbell High School
91-980 North Rd.
Ewa Beach, Oahu, 96706

Renee Heyum (L)
Pacific Collection
Sinclair Library
University of Hawaii
2425 Campus Rd.
Honolulu, Oahu, 96822

Lorne Hino (T)
Kailua Intermediate School
145 S. Kainalu Dr.
Kailua, Oahu, 96734

Robert S. J. Hu (T)
Nanakuli High School
89-130 Nanakuli Ave.
Nanakuli, Oahu, 96792

Esther K. Ili (T)
Redford High School
4361 Salt Lake Blvd.
Honolulu, Oahu, 96818

Herbert Imanaka (A)
Kaimuki High School
2705 Kaimuki Ave.
Honolulu, Oahu, 96816

Mona T. Ishimoto (T)
Roosevelt High School
1120 Nehoa St.
Honolulu, Oahu, 96822

Charlotte Izuka (T)
Aiea High School
98-1276 Ulune St.
Aiea, Oahu, 96701

Sister Helen Janssen (T)
St. Anthony Intermediate & High Sch.
1618-B East Main St.
Wailuku, Maui, 96793

Sister M. Vergilia Jim (T)
St. Francis High School
2707 Pamoa Rd.
Honolulu, Oahu, 96822

Yasuto Kailhara (L)
Special Collections
Sinclair Library
University of Hawaii
2425 Campus Rd.
Honolulu, Oahu, 96822

Glennis Y. Kaneshige (T)
IlIma Intermediate School
91-884 Ft. Weaver Rd.
Ewa Beach, Oahu, 96706

Jane Kaneshiro (T)
IlIma Intermediate School
91-884 Ft. Weaver Rd.
Ewa Beach, Oahu, 96706

Jared Kaufman (T)
Maryknoll High School
1402 Punahou St.
Honolulu, Oahu, 96822

Carol Y. Krueger (L)
Waianae High School
85-251 Farrington Hwy.
Waianae, Oahu, 96792

Valerie K. P. Lee (T)
Kaimuki High School
2705 Kaimuki Ave.
Honolulu, Oahu, 96816

Eliezer A. Lotilla (L)
Hawaiian Mission Academy
1438 Pensacola St.
Honolulu, Oahu, 96822

Peter MacDonald (T)
Star of the Sea High School
4469 Malia St.
Honolulu, Oahu, 96821

Beth Madinger (L)
Punahou School
1601 Punahou St.
Honolulu, Oahu, 96822

Sister Mercedes M. Martin (L)
Maryknoll High School
1402 Punahou St.
Honolulu, Oahu, 96822

Lei R. Masuda (T)
Highlands Intermediate School
1460 Hoolaulea St.
Pearl City, Oahu, 96782
Clarence N. Matayoshi (T)
Waianae High School
85-251 Farrington Hwy.
Waianae, Oahu, 96792

Donald K. Matsui (T)
Lanai High & Elementary School
P.O. Box 757
Lanai City, Lanai, 96763

Helen Matsui (A)
Honolulu District Office, DOE
1037 S. Beretania St.
Honolulu, Oahu, 96814

Shirley Matsumoto (T)
Kalakaua Intermediate School
821 Kaliihi St.
Honolulu, Oahu, 96819

Sister Rose Loraine Matsuzaki (T)
St. Francis High School
2707 Pania Road.
Honolulu, Oahu, 96822

Ruth McSweeney (T)
Ilima Intermediate School
91-884 Ft. Weaver Rd.
Ewa Beach, Oahu, 96706

Catherine T. Medeiros (L)
Star of the Sea High School
4469 Malia St.
Honolulu, Oahu, 96821

Janice Morinage (T)
Leilehua High School
1515 California Ave.
Wahiawa, Oahu, 96786

Pat Morrison (L)
Waianae High School
85-251 Farrington Hwy.
Waianae, Oahu, 96792

Alma Y. Ng (L)
Baldwin High School
1650 Kaahumanu Ave.
Wailuku, Maui, 96793

Twyla Norman (T)
Aliamanu Intermediate School
3271 Salt Lake Blvd.
Honolulu, Oahu, 96818

Carole Odo (T)
Highlands Intermediate School
1400 Hoolauloa St.
Pearl City, Oahu, 96782

Wallace M. Okazaki (T)
Central Intermediate School
1302 Queen Emma St.
Honolulu, Oahu, 96813

Norman Pang (T)
Ilima Intermediate School
91-884 Ft. Weaver Rd.
Ewa Beach, Oahu, 96706

Karen Peacock (L)
Pacific Collection
Sinclair Library,
University of Hawaii
2425 Campus Rd.
Honolulu, Oahu, 96822

John Penisten (T)
St. Anthony Intermediate & High School
1618-B East Main St.
Wailuku, Maui, 96793

Jacky Rath (L)
Punahou School
1601 Punahou St.
Honolulu, Oahu, 96822

Manjit K. Reddick (A)
Pacific & Asian Affairs Council
2004 University Ave.
Honolulu, Oahu, 96822

Judith G. Rose (T)
Moanalua High School
2825 Ala Ilima St.
Honolulu, Oahu, 96818

Lorna May N. Sakado (L)
Konawaena High & Intermediate School
P.O. Box 698
Kealakekua, Hawaii, 96750

Dennis Y. Sasaki (T)
Ilima Intermediate School
91-884 Ft. Weaver Rd.
Ewa Beach, Oahu, 96706

Nancy Simon (T)
Iolani School
563 Kamoku St.
Honolulu, Oahu, 96814
Daphne O. Sing (T)  
Baldwin High School  
1630 Kaahumanu Ave.  
Wailuku, Maui, 96793

Brother Vincent Steele (L)  
St. Louis High School  
3140 Waialae Ave.  
Honolulu, Oahu, 96816

Liane P. Stewart (T)  
Kalakaua Intermediate School  
821 Kalihi St.  
Honolulu, Oahu, 96819

Patricia Sullivan (T)  
St. Francis High School  
2707 Pamaoa Rd.  
Honolulu, Oahu, 96822

May Tamura (L)  
Iolani School  
563 Kamoku St.  
Honolulu, Oahu, 96814

Karen Taniguchi (T)  
Ilima Intermediate School  
91-884 Ft. Weaver Rd.  
Ewa Beach, Oahu, 96705

Susan S. Taniguchi (T)  
Hana High School  
P. O. Box 128  
Hana, Maui, 96713

Barbara M. Tanji (T)  
Kailua Intermediate School  
145 S. Kainalu Dr.  
Kailua, Oahu, 96734

Mary Lu Taylor (L)  
Fine Arts-Audiovisual Unit  
State Library Branch, DOE  
478 S. King St.  
Honolulu, Oahu, 96813

Carlene Toda (T)  
Kamiliki Elementary School  
827 Maniniholo St.  
Honolulu, Oahu, 96825

May T. Tsukamoto (L)  
Waipahu High School  
94-1211 Farrington Hwy.  
Waipahu, Oahu, 96797

Harry Y. Uyehara (A)  
School Libraries & Instructional  
Materials Branch, DOE  
Kahala Office Center  
4211 Waialae Ave.  
Honolulu, Oahu, 96816

Marion A. Vasconcellos (T)  
Roosevelt High School  
1120 Nethoa St.  
Honolulu, Oahu, 96822

Janice Williams (L)  
High School Div., Kamahameha Schools  
Kapalama Heights  
Honolulu, Oahu, 96817

Victoria Yamada (T)  
Highlands Intermediate School  
1460 Hoolaulea St.  
Pearl City, Oahu, 96782

Valerie M. Yanagi (T)  
Kaimuki Intermediate School  
631 18th Ave.  
Honolulu, Oahu, 96816

Janice G. Yoneda (T)  
Redford High School  
4361 Salt Lake Blvd.  
Honolulu, Oahu, 96818

Pamela Yoshimoto (L)  
Farrington High School  
1564 N. King St.  
Honolulu, Oahu, 96817

Administration

Norman Meller, Director  
Pacific Islands Studies Program  
University of Hawaii  
2560 Campus Rd.  
Honolulu, HI 96822

Leonard Mason, Workshop Coordinator  
5234 Keakealani St.  
Honolulu, HI 96821
APPENDIX C

PACIFIC ISLANDS WORKSHOP

MATERIALS HANDED OUT TO PARTICIPANTS

1. Map--Pacific Islands area.
2. Map--Biomedical Science Complex, University of Hawaii, Manoa Campus.
3. Final Agenda, Pacific Islands Workshop.
4. Discussion Groups, Pacific Islands Workshop (listing of participants).
7. "Acquisition List of the Pacific Collection, University of Hawaii, No. 1" (January/February 1974).
8. "Acquisition List of the Pacific Collection, University of Hawaii, No. 2" (March/April 1974).
9. Bibliographies prepared for the Pacific Islands Workshop by staff of the Sinclair Library's Pacific Collection, University of Hawaii:
   a) "The Pacific Islands: A Bibliography of Bibliographies."
   b) "Pacific Reference, General Works, and Voyages of Discovery and Exploration."
   c) "Selected List of Serials Valuable in Pacific Islands Studies."
   d) "Melanesia & New Guinea: A Bibliography."
   e) "Micronesia: A Bibliography."
   f) "Polynesia: A Bibliography."
   g) "Hawaii: A Bibliography."
13. "Books on Hawaii and the Pacific" (The Vestibule Shop, Bishop Museum.) (Limited copies available.)
15. "The Archives of Hawaii" (mimeographed history and description).
17. Pacific Books--Hawaii (brochure).
20. "Filipinos in Hawaii: A Bibliography" (State Library Branch, Hawaii and Pacific Unit).
25. "Some Books with Good Illustrations of Art Objects from Cultures of the Pacific area."
26. "Information about ESEA Title II."
27. "Oral History for the Local Historical Society."
Man has five senses and this workshop deals with two of them. Tactile sensitivity, olfaction, and taste are certainly greatly important to all of us, but sight and hearing would probably rank higher on almost anybody's scale of most valued sensory perceptions. Without any one of our senses we are greatly disadvantaged, but to be without either hearing or sight is an extreme disadvantage. And how greatly we rely upon each as an avenue to our consciousness.

Primitive man had the same kinds of perception possessed by modern man, although it may be imagined that because his survival so often depended upon the acuity of his perception, its edges were more sharply honed than is true among his civilized cousins. Through technological advances modern man's sensory perception is often aided. Magnification and amplification aid us regularly in enabling us to see or hear things which, because of our physiological limitations, would be beyond our capability without such aid.

Classes for reading and distance, microscopes, telescopes, and even devices allowing night vision are all a part of present day aids to visual perception. Sound amplification has also been greatly developed in recent years from hearing aids to systems capable of causing deafness. Also different from early times are the various approaches to the control of light and sound. Rheostats, sound proofing, noise suppressors, directional sound systems, and the like all enable man to exercise an increasing control over phenomena which stimulate his audio and his visual perception.

Perhaps the greatest technological achievements of all, so far as sight and sound are concerned, are the ability to transmit images and sounds over great distances in fractional segments of time and the further ability to record sounds and motions for reproduction at later times. These technological developments are of extremely recent origin. Marconi and Edison lived until the 1930's and Bell until the 20's. Getting Schenectady on the "wireless" is still a viable recent reference in our society. Kids still made crystal sets when I was growing up. Nineteenth century still photography enabled the preservation of accurate images captured in an instant of time. How much more dramatic when film captured images which moved—and later emitted sounds. The advent of talking pictures had a considerable social impact on the world—an impact that can still be observed. Not too many blocks from here in the heart of Waikiki you will find hundreds of people who have traveled thousands of miles to vacation in Hawaii standing in line so that they may pay a fee to enter a darkened room and observe a movie for several hours which is probably playing in another darkened room in their neighborhood.

Wax cylinders, discs, wire, and tape have provided a progression of technologies enabling the recording of sounds. The latter has even been developed to the point where it can record both sound and motion for later reproduction. This videotape capability may prove as revolutionary in its way as did the printing press.

What are the implications of these technological achievements for mankind and particularly for educators—for teachers and librarians? With developments like transistors and printed circuits and with mass production of
miniaturized components, the distribution of audio-visual equipment is extremely widespread. Costs are relatively low and portability is high.

Human behavior is always modified by discovery, inventions and technological change--fire, the wheel, the arch, steam power, the lens, gunpowder, the internal combustion engine, jet propulsion, nuclear fission--each of these has had enormous impact upon society. I read a statistic the other day which is relevant. It is estimated that 75 million Americans--close to a third of our national population--are currently engaged in a remarkable kind of togetherness. For 2½ hours a night they watch television. In a year's time this great mass of humanity devotes 68 billion, 437 million, 500 thousand hours to "I Love Lucy," "Nanny and the Professor," "The Wonderful World of Disney," "Mission Impossible," older movies, news, and commercial advertising.

A recent anthropological study has undertaken to compare prime time television programs and the role they play in our society with the role mythology plays in other societies (Laniers, 1974). The comparison points to some remarkable similarities. Whatever else the implications may be, there is one thing that is certain. Educators have a formidable competitor in television because, clearly, a great number of evening viewers are pupils in their classes.

Shallow though their plots may be and distorted their values, television programs are generally slickly produced; something that cannot always be said for educational films whose production is for the most part undertaken with much more limited resources. Students accustomed to an elegant fare for viewing in the evening are not likely to be greatly intrigued by inferior quality films which are pedagogical in orientation rather than entertaining.

There is then a continuing need for audio-visual materials of quality for classroom use. And this is a need which has been met far too slowly. There is an obvious lag between technological capability and the utilization of this capability for the production of needed resources for teachers. Clearly, before something can be used, it must be produced. And generally speaking, the rewards for the production of films or videotapes have thus far been primarily in the commercial as contrasted with the educational sector of society.

But this is changing. And the change is encouraging. To some extent the change has come about because of several converging attitudes and philosophies.

One of these converging lines of thought has originated with scientists whose interests lie primarily with the recording of phenomena in accurate form as case data. Social scientists, for example, are increasingly desirous of capturing records of human behavior for one kind of analysis or another. A few years ago a small group of cultural anthropologists became much interested in the micro-analysis of human motor activity. Motion picture film records were analyzed minutely in order to discern the meaning of gestures, the effect of emotional stress, and so on. Still other anthropologists, those concerned with ethnology and in particular with societies destined for extinction because of the shattering impact of cultural change, have formed several commissions to expedite the film recording of such groups.
In August of 1973, at the International Congress of Anthropological and Ethnological Sciences in Chicago, plans were set for a Commission on Visual Anthropology to be created along with a Commission on Urgent Ethnographic Filming.

Dr. Anna Hohenwart-Gerlachstein of the International Committee on Urgent Anthropological and Ethnological Research in Vienna urged upon her colleagues the necessity for the collection of data on and documentation of man's diverse life-styles "before the evergrowing unification, the increasing acculturation and urbanization destroy the treasure of man's ingenuity and creativity." She appealed for anthropologists and film makers to support one another in this common endeavor.

A pioneer in the field of ethnographic film making was the late Dr. Paul Fejos who combined interests and skills in both film production (he was a professional cinemaphotographer) and ethnology. One of his early South American Indian films is a classic.

Interestingly, some of the greatest interest in ethnographic documentaries stems from Japan. In 1972, a Japanese Committee for Films on Man was formed with leadership from both distinguished anthropologists and film producers. The Committee sponsored a film festival in Tokyo last December in which some 80 ethnographic films were shown.

Not long ago I had an opportunity to view an excellent Japanese documentary film produced by Nippon A. V. Productions for television. The company has produced films on both the natural and the social sciences. The one I saw was devoted to a classic anthropological subject--the complicated ritualistic exchange system in the Louisiade Archipelago off the eastern tip of New Guinea which was so thoroughly studied and reported in the anthropological literature a half century ago by Bronislaw Malinowski. This system which involves the ritual exchange of hospitality and shell ornaments among a number of Melanesian island groups is known as the kula ring. The perseverance of the cultural features of this elaborate arrangement through so many years in the face of great cultural change is remarkable. The film makers emphasize depth research, involvement of ethnographers, and extensive periods of field time for filming.

This film, entitled Kula, Argonauts of the Pacific, is by all odds one of the best documentaries yet done on the Pacific. The same firm has also produced a film entitled Papua Life, featuring mortuary practices still followed in southern New Guinea. Both of these films have been made available for use in the United States, but the company has yet to edit them for more effective classroom use or to add to them other Pacific films such as one on the Sepik River of New Guinea and one on Bali.

Currently the company is concentrating on making some of its films on the minority groups of Asia. Additionally, films now underway or soon to be filmed feature ancestor worship in the Celebes, the traditional cultures of Micronesia, the hill tribes of Thailand and Laos, the Mountain Papuans, Asmat art of West Irian, cargo cults of Melanesia, the Solomons, the people of the New Hebrides, and treatments devoted to some of the tribes of Borneo and the Philippines.
What makes NAV productions unique is that its films are not isolated "specials." They produce a half-hour documentary a week, all on scientific subjects. The potential for both scholarly use and for classroom instruction utilizing documentaries produced by this firm is great, but distribution procedures have yet to be worked out.

Another highly encouraging development which emphasizes and unprecedented educational radio network is the linking of nine Pacific Island educational centers by a communication satellite. The network, called PeaceSat (Pan Pacific Educational and Communications Experiment Using Satellites), was initially set up to serve institutions of higher learning in Hawaii, Samoa, Tonga, Fiji, New Zealand, New Guinea, and the Trust Territory of the Pacific Islands. The initiative on this project was taken by a group at the University of Hawaii. In operation since 1971, the network has created an opportunity for inter-university seminars in education, poetry, nuclear testing, pollution and the environment, and international law and the sea bed. Eight new centers plan to join the network this year and, of particular interest to all of you, one of the expected major uses of the network by the University of the South Pacific is to facilitate the modernization of secondary school education. Since 1970 a team of experts has been working on development of new curricula in basic science, mathematics, the social sciences, and English. UNESCO, the United Nations Development Program, and the Carnegie Corporation of New York are providing support for the program. The future, of course, holds an exceptional potential. Limited now to radio transmission, it is but a matter of time before this can be converted to video transmission. One of the most interested agencies in this project and in future developments is the South Pacific Commission's Regional Media Centre in Fiji.

So far I have directed the greater number of my comments to those of you who are teachers. But some of you are librarians and there are tremendous implications for you when it comes to audio-visual resources. What these resources do essentially is "burden" you with a whole range of new materials which need to be procured, cataloged, housed, cared for, repaired, replaced, and checked in and out. They constitute a vast new range of materials that you and your staff need to be familiar with so as to respond to requests for assistance and to satisfy classroom needs. Some of these materials you will need to keep in your own libraries, others you will need to know how to borrow.

Just as with books, audio-visual materials can be used repeatedly. And just as with books, audio-visual materials require proper exploitation by the teacher. No teacher or librarian should forget that the richest exploitation of audio-visual materials is through the use of other resources, including books. In other words, a library, like a museum, is a storehouse of resources. The more these resources can be integrated and combined in their use, the more effective instruction is likely to be. The teacher, for example, who wished to utilize the film on the Kula ring, should do so by also utilizing Malinowski's ethnographic study of the ring. Combinations of resources, then, are recommended.

Also recommended is the use of audio-visual resources at times to emphasize a point or to capture student attention. The use can be brief and still dramatic. I recall a few years ago we had a visit at Bishop Museum of a
group of sailors from a New Zealand naval vessel, the Otago. The young men wanted to perform a few Maori dances at Bishop Museum. They were aware that a former director of the Museum had been Sir Peter Buck, a Maori of great distinction who had died before most of the young sailors had been born. To them he was only a famous name—an imperfect image. So I planned a surprise. After I had greeted them and made them welcome I explained that I had another welcome for them from a countryman. With a flick of a switch the high-pitched voice of Sir Peter reached out to them chanting a familiar Maori welcome—Hele Mai! Come in! Suddenly their presence took on a new meaning and a rapport was achieved which surpassed any that I could have produced. Brief, poignant, effective. Without the tape recordings in the Museum's Recording Laboratory, this resource would not have been available. The Laboratory houses miles of taped legends, translations, songs, and chants. It is, like a library, a rich trove of information for researchers and teachers.

Resource sources are the things a teacher needs to know. Fortunately, these sources are steadily becoming richer. Just yesterday, for example, I received two film catalogs from the Atomic Energy Commission covering films on power, science, the environment, energy, research development, astronomy, conservation, archaeology, the chain of life, and many other topics. Government agencies produce a great volume of excellent audio-visual material.

One way to find out about available resources is to join an organization focused on some audio-visual feature. For example, The Society for Photographic Education welcomes membership as does the Society for the Anthropology of Visual Communication to which I belong. Newsletters and other publications of such organizations are rich mines of information about resources. An industrious teacher or librarian should be able to compile a roster of catalogs which describe various resources. Many of these are free like that of Film Images of Oak Park, Illinois. Some, however, like Films for Anthropological Teaching, published by the American Anthropological Association, must be purchased. The fifth edition (1972) contains more than 400 titles. Still other materials may be discovered by consulting agencies like the newly established Film/Video Center in New York City. For a subscription of $2.00 per year one may receive a newsletter which contains listings of new films, screenings, and local and regional programs. This organization also provides information about services such as lists of review periodicals, distribution, and funding sources.

And now a caution (caveat). There are over-enthusiastic reactions to almost everything. A-V constitutes a great teaching potential but it is possible to embrace audio-visual resources too ardently. Museum News, published by the American Association of Museums, in the January-February 1974 issue featured a number of articles on A-V in museums. One of the contributors, a former museum planner, delivered a blistering attack on museums which emphasize A-V out of proportion and to the detriment of the museum's primary focus—objects and specimens. Much of what he said might equally well apply to the classroom.

"Audio visual is in its infancy . . . . All of it—slides, films audio—is here to stay. And since they are merely techniques—
tools--they should be and will be used. But they should be used only to supplement and enhance . . . . (p.34)

A museum's main task is to communicate and interpret through exhibits. The teacher's main task is to communicate and interpret through instruction. Each needs to innovate in order to stimulate. But if any innovation--any aid--is overemphasized, the goal of the learning experience may be lost sight of and instruction will suffer. The ultimate casualty is the student. He is not in school to be entertained. He is there to learn. The effective teacher will combine multiple resources--objects, books, illustrations, recordings, films, slides, whatever--to achieve the goal of learning. The one resource most vital to the classroom remains and will continue to remain the teacher. The appurtenances are merely extensions.

Bibliography
