



University of Hawaii at Manoa

Ethnic Studies Program
East-West 4, Room 2D • Honolulu, Hawaii 96822

April 14, 1978

MEMORANDUM

TO: All ES Staff

FROM: Mimi *[Signature]*

RE: Enclosed Paper and Materials, and Paper that is forthcoming

IMPORTANT!! PLEASE DO NOT TALK ABOUT OR CIRCULATE
THIS MATERIAL OUTSIDE THE PROGRAM. THIS IS AN INTERNAL
MATTER.

The issue of what may be the best way for the Program to achieve its goals (as laid out in the Instructional Program Review, Spring 1977, and Statement of Program Goals, November, 1977--both enclosed) has been discussed in ongoing Steering Committee meetings since mid-February. At that time, I first raised the question of whether we want to move towards an allocation of present F.T.E.'s, and press for more position counts, in order to allow us to have a group of people who could work full time in the Program. At present, the Program is structured in such a way that only one individual can devote the necessary time to Program needs, and even that position is only .75 F.T.E.

Subsequent discussions since that time have centered on: a) whether Program's goals could best be achieved by working towards a core of more full-time individuals; b) whether the present F.T.E.'s should be reallocated with the view of moving towards such a core for the Fall of 1978, or whether we should wait until more F.T.E.'s become available to us; and c) whether to continue the situation in ES 397 where Marion is hired to teach the course, and John actually teaches it.

Steering Committee meetings have been unusually heated and acrimonious on the above topics, as most of you already know. Therefore, it is with the view of getting the two major differing views down clearly, disseminating these views (and any other views or comments), and giving careful attention and discussion to them, that I requested they be written down.

Memorandum to all ES Staff

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April 11, 1978

The Steering Committee has adopted the following timetable to guide discussion and the decisions to be reached. We hope that you will all give this your careful and immediate attention now, as the semester ends in only three and a half weeks. Mahalo.

/s/

Enclosures

TIMETABLE

I. A. This week: 4/13 - 4/20

Discussion in each staff centering around the following questions and taking the perspectives and positions laid out in the papers by John and Dean into consideration:

Questions:

1. Are the long-term Program goals that we adopted on November 11, 1977, at the last Program Workshop still the goals that we want to carry out?
2. Should the specific objectives for the Program that were laid out in 1976 Review Document (see attached) still the objectives that we want to implement? Which are the priority to begin implementing in the next year?
3. How should these goals and objectives be implemented? Is a core of people putting in significant time to implement these goals and objectives a necessary part of implementation? (What is a core?) What other ways can we develop to implement these objectives and goals?
4. Should F.T.E. allocations be concentrated to allow a core to function? Should F.T.E. allocations be concentrated and released time given for a core even if we do not get additional F.T.E.?
5. Should we have a general program meeting at this point to discuss these issues or have the meeting after the next set of discussions?

B. 4/17 Curriculum Committee continue review of courses and develop report on ES 397.

C. 4/20

1. Steering Committee representatives report the position(s) and concerns raised in course staff meetings and staff's assessment of need for a program-wide meeting. Steering Committee discuss and reach consensus on the above questions unless a Program meeting needs to be set up at this point or if discussions in staffs have to be extended another week if staffs have not had an opportunity to have full discussion. Should a meeting be necessary, please reserve April 23 (1 p.m.) for this purpose.
2. Steering Committee will discuss proposals of how to implement Program goals and objectives and specific proposals on F.T.E. allocations and course offerings for 1978-79, for discussion in course staffs.
3. Steering Committee discuss Curriculum Committee report on ES 397 if it is ready.

II. A. Next week: 4/20 - 4/27

Discussion in each staff around the following:

1. Steering Committee representatives report on S/C discussions.
 2. Specific proposals on F.T.E. allocations and course offerings for 1978-79.
 3. Curriculum Committee's and Steering Committee's reports on ES 397.
- B. Respective course staffs review Alvin, Greg, and Allen for renewal. A committee review Mimi for renewal.
- C. Steering Committee representatives report on discussions in staffs and their positions. Steering Committee set up process for renewals of Alvin, Greg, Allen and Mimi.

III. A. 4/30 at 1 p.m. - General Program Meeting

*weak because
aimed to CHM Admins.
not sufficient for
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STATEMENT OF GOALS OF THE ETHNIC STUDIES PROGRAM

(Adopted at the November 11, 1977 General Meeting)

To develop an Ethnic Studies Program that is oriented to
serving the needs of Hawaii's multi-ethnic community, we:

- a. teach the historical and contemporary contributions and
experiences of Hawaii's multi-ethnic population, with special
sensitivity to the perspective of ethnic minorities and
working people in order to understand and appreciate their
unique ethnic heritage, as well as that of other ethnic
groups in the community;
- b. provide an environment within which students learn the value
of community knowledge and experience, develop skills of
critical analysis to enable them to make intelligent decisions
on personal and social issues, and apply these skills to take
action* to resolve those issues in the interests of the general
community;
- c. engage in research and in the acquisition and preservation of
materials which relate to the history and contribution of
ethnic groups in Hawaii and are relevant to the needs of the
community.

*vides
w.c.
beneath
ethnicity*

The Program also draws upon the knowledge and experiences of
students of various ethnic groups and places considerable responsi-
bility upon them to contribute to class instruction as well as to
community and research projects.

** weak
ref. to
basic need for
outreach in
community struggles*

B. SECONDARY OBJECTIVES

The following are secondary objectives of the Ethnic Studies Program. The secondary objectives are policies and ongoing tasks necessary in implementing the primary objectives and in realizing the Program's goals.

Some of these secondary objectives will be discussed again in various sections of this packet.

1. To upgrade current courses in the Ethnic Studies Program

Course quality upgrading has been an ongoing task. There have been many changes over the semester in course content offered, reflecting efforts to keep up with changes in the world and to continually improve each course. In order to upgrade the current courses in the Program, the following areas are identified as key objectives and tasks.

a. Increase teaching effectiveness by:

- (1) encouraging staff members to remain with the Program for longer periods.
- (2) encouraging staff members to seek more academic training¹⁾ and/or community experience.²⁾
- (3) conducting workshops to help staff members to improve lecture style, lab teaching techniques, and use of multi-media presentations.

b. Restructure 200 level courses to the 300 level and upgrade current 300 level topical, research, and fieldwork courses to the 400 level (See Academic Development Plans 1977-1983, VII, D.). This would encourage more upper classmen (Junior, Senior) to enroll in Ethnic Studies courses and broaden the course offerings for persons wanting to major in the field of Ethnic Studies.

2. To conduct more research (i.e., such as oral history, community issues, etc.)

Research is broken down into three levels--instructional research, student-staff research, and oral history research.

a. Instructional research

- (1) Research to upgrade lectures, readers, audio-visual and other curriculum materials. The Program plans to conduct more research in the following areas: Hawaiians before 1920-1950, Post WWII Hawaii, The Cancer, Hawaii Labor Unions Today, Racism in Hawaii, Identity Crisis Among Hawaii's Multi-Ethnic Youth, Education of Immigrant Students in Hawaii's Schools, etc.

- (2) Research to improve the theoretical and conceptual framework.

b. Student-staff research

- (3) Community Service and Outreach

Present emphasis is on 1) only.

There have been none.

(2) Research and Resource Development

The following is a compilation of projects ongoing and completed by the various courses in the Program. Projects are an integral part of all the Ethnic Studies courses. They fall into two general categories--Community Service and Outreach, and Research and Resource Development.

Although the objectives and contents are varied among the projects listed below, generally those projects in the Community Service and Outreach category were structured to provide a tangible service or product for the community group with whom the students were working. Work consisted of doing extensive research, meetings with community members, making decisions with various community leaders and persons in governmental agencies. Those projects listed in the Research and Resource Development category essentially sought to do investigative research for use in the future as well as for immediate use, or to develop resources that have varigated uses.

COMMUNITY SERVICE AND OUTREACH

- | | |
|---|---|
| 1. Waiahole-Waikane student support | 13. Koa Cottages Residents' Association |
| 2. Support for UM maintenance workers | 14. Waimanalo Residents' Association |
| 3. Manoa Homeowners Ad Hoc Committee | 15. "Crisis in Sugar and Pineapple" slideshow |
| 4. TH-3 student support group | 16. Labor support group |
| 5. Porteus Hall issue | 17. South Young St. Residents' Association |
| 6. Third Arm (Chinatown) | 18. Alewa Heights Community Assoc. |
| 7. Old Vineyard St. Residents' Assoc. | 19. Research and script writing for "Rice and Roses" show |
| 8. Moiliili-McCully Community Council | 20. "Executive Order 9066" Symposia and exhibit |
| 9. Ota Camp | 21. Work with youth groups in Waipahu and Chinatown |
| 10. Work with aged Pilipinos | 22. Watercress farming and research in Waipahu |
| 11. Operation Manong participation | |
| 12. Activities with high school students (e.g., slide shows, discussions) | |

RESEARCH AND RESOURCE DEVELOPMENT

- | | |
|--|---|
| 1. A Study of Communities in Transition:
--Haleiwa/North Shore
--Waianae Coast
--Waipahu
--Wahiawa/Mililani
--Ewa
--Kahaluu
--Chinatown | 10. Cockfighting |
| 2. Kilauea Agricultural Lands | 11. Oral history of aged Filipinos |
| 3. Local people's culture | 12. Why do workers strike? |
| 4. Japanese social clubs | 13. Molokai plantation workers |
| 5. Chinatown oral history and photographs | 14. Women in Hawaii |
| 6. Unemployment and inflation | 15. Military in Hawaii |
| 7. History of housing struggles | 16. A.L.O.H.A. land claims |
| 8. Videotape on tourism | 17. Problems of the elderly |
| 9. Slide show on "Blacks in Hawaii" | 18. Hawaiians vs. land, politics, racism, culture, or experience as workers |
| | 19. Independence movements in the Pacific |
| | 20. Nuclear bomb testing in the Pacific |
| | 21. Waikiki resort development |
| | 22. Responses of Hawaiians to foreign influences (historical) |
| | 23. Research on Hawaiian history: 1880-1930 |
| | 24. History of Hawaiians Land Struggle |

COMPLETED PROJECTS

- | | |
|--|---|
| 1. Videotape on "Vanishing Kuleanas" | 9. Research on early plantation conditions through family histories |
| 2. Bishop Estate research | 10. Interlocking directorates |
| 3. Ethnic Studies reader for high schools | 11. Multi-national corporations |
| 4. Hawaiians: Organizing Our People | 12. Status of women in the Japanese community today |
| 5. Okinawan culture in Hawaii | 13. Case studies of Hawaiians and homestead or kuleana lands |
| 6. Japanese investments in Hawaii | 14. Collection of "Little Known and Unusual Readings on Annexation" |
| 7. Chinese customs | |
| 8. Chinese businessmen--personal histories | |

c. Oral History Research--Waialua and Haleiwa slide show/transcript (See attached Oral History Project report)

3. To develop an Ethnic Studies library-resource center which will assist in the development of course, research and resource materials to assist college and high school teachers.

The Ethnic Studies Program's Resource Room contains reading packets of the various courses, magazines, books, journals, slide show collections, research material compiled by Ethnic Studies staff, etc. These materials are available to Program people, other educators, students and the community.

The Program plans to expand the Resource Room to include more resources dealing not only with Hawaii and the mainland, but the Pacific area as well. The Program has plans to subscribe to a wider variety of periodicals, make duplicate sets of slide shows, and add multi-media aids.

4. To publish additional original material on Hawaii's people (cultural, political, economic)

The Program intends to publish more research material dealing with the political, social, cultural, and economic aspects of Hawaii's people. To date, the Program has compiled anthologies dealing with various ethnic groups and topic areas and plans to obtain release rights to publish these. Transcripts of the Oral History Project will soon be published. A pamphlet on Hawaiian land struggles is scheduled to be printed and distributed. The Program also plans to refine existing slide shows and make them available to the DOE, university, community, and other interested groups.

5. To make the courses in the Ethnic Studies Program a part of the core requirements at the University of Hawaii

The College of Arts and Sciences Program and Curriculum Committee recently proposed (among others) the following objectives in their review of general education "core" requirements for the College:

"an appreciation of our diverse cultural heritage and its relevance to modern life, criteria for the assessment of values in different kinds of society and the world community, aesthetic standards, a knowledge of themselves and their environment from a humanistic and scientific point of view..."

Ethnic Studies courses fulfill these objectives by providing education about Hawaii's people and by encouraging them to become active participants in Hawaii's communities. Currently, there is a lack of education about Hawaii's cultural heritage and its relevance to modern life taught in Hawaii's public schools. Although some schools are now starting mini-units within the social studies courses, many students come into the University system lacking knowledge of Hawaii and its people. Many students who may be interested in taking courses offered by the Program do not, because these courses are not in the "core" requirements.

Making Ethnic Studies courses a part of the "core" requirements would encourage more students to take Ethnic Studies courses.

6. To develop new courses in every level

Plans are being made to initiate a general 200 level survey course (which would deal with various ethnic groups in Hawaii) to serve as an introduction to Ethnic Studies.

The contributions of Korean, Samoan, Puerto Rican, and Portuguese ethnic groups are not now covered in depth by any particular Ethnic Studies course. However, they make up an important part of Hawaii's society. There have been many inquiries and suggestions by community people and students that courses covering the above ethnic groups be implemented. The Program intends to add courses covering these groups over the next few semesters. Adding these courses would broaden the ethnic spectrum now covered by the Program. (See Academic Development Plans 1977-1983, VII, D.)

7. To develop a major equivalent in Ethnic Studies

Ethnic Studies is an important and long neglected area of study. Students should continue to have the opportunity to major in Ethnic Studies and use their knowledge to become researchers, teachers, community workers, etc. At present, there are eleven students majoring in Liberal Studies who have an emphasis in Ethnic Studies. A total of 26 students have graduated in Liberal Studies with a major equivalent in a field that focuses on Ethnic Studies. However, there are no guidelines for students who want to develop a major equivalent in the field. The Program staff plans to meet with instructors who teach courses related to Ethnic Studies and develop a guide for developing a major equivalent in Ethnic Studies similar to that developed by the Hawaiian Studies Committee. We also plan to formalize a committee of instructors in Ethnic Studies related courses who would be willing to help develop the field and to serve as academic advisors to students majoring in Ethnic Studies.

8. To work cooperatively with other educators to contribute their expertise in developing a high quality and effective Ethnic Studies Program and to lend Ethnic Studies staff expertise toward improving the general quality of education at the University.

University of Hawaii, Manoa

Among the various departments that Ethnic Studies staff members have worked with in the past are:

- a. Women's Studies in co-sponsoring an International Women's Day event.
- b. Philippine Studies faculty committee to develop Philippine Studies into an established program at this university.
- c. Pacific Urban Planning to help teach a course and provide resources on the impact of tourism in Hawaii.
- d. Hawaiian Studies Steering Committee to develop a degree program in Hawaiian Studies.
- e. Education Curriculum Multi-Cultural Awareness Project to develop units on plantations for the 4th and 10th grade levels.
- f. Linguistics Department, College of Education, and Operation Manong on a conference on Filipino youth in Hawaii's public schools.
- g. Indo-Pacific Languages Department to jointly sponsor a Filipino cultural program.
- h. Pacific Regional Oral History Program to work on the Ethnic Studies Oral History Project.
- i. East Asian Languages Department to offer a course in Japanese as spoken in Hawaii.

Community Colleges

Ethnic Studies staff members have worked with community college instructors in developing course syllabi, providing course material, and presenting lectures (Honolulu, Windward, Kapiolani, Leeward).

High schools

The Ethnic Studies Program has also provided resource materials to high school teachers who teach in the area of Ethnic Studies. Staff people have also spoke and given presentations to high school classes. (Leilehua, Malaheo, Kaiser, Roosevelt, McKinley, Waianae, Waialua, Mid-Pacific, etc.)

9. To actively seek out grant-funding from public and private sectors

The State Legislature, through the State Foundation on Culture and the Arts, appropriated \$80,000 to the Ethnic Studies Program for administration of the Oral History Project. Also, as individuals, people in Ethnic Studies have cooperated in several grant projects. One staff member wrote a grant proposal directed at planning alternatives for development of residential areas in Waikiki. This project was funded by the State Foundation of the Humanities. Another staff member has participated with the Bishop Museum on a project funded by the Department of Health, Education, and Welfare, and the National Endowment for Humanities.

D. ACADEMIC DEVELOPMENT PLANS FOR 1977-1983

The academic development plan formulated by the staff of the Ethnic Studies Program is based upon what the staff believe to be a realistic assessment of the current strengths and weaknesses of the Program and an understanding of its potential value for our university community. The overall direction of the Program is towards the continued building of a first-rate Ethnic Studies Program in the University of Hawaii, Manoa Campus; a program that is both academically viable and responsive to the needs of Hawaii's multi-ethnic population. A sound Ethnic Studies Program conducting original research, developing new resource materials and training students to think critically can play a vital role in the rediscovery of Hawaii's ethnic heritage and make a dynamic contribution to the University and the whole society. Our academic development plan for the next six years involves three basic areas: curriculum development, resource development, and personnel. Needless to say, all of this is predicated on the assumptions that Ethnic Studies achieves permanent status this year and is subsequently integrated into the campus "core" requirement.

1. Curriculum Development

Curriculum development is a vital aspect of building a first-rate Ethnic Studies Program. In the past, despite lack of stability within the University structure (which meant energy-consuming struggles for survival) and lack of funding, a basic foundation for Ethnic Studies was developed. Today, the staff has the experience and competence to greatly enhance curriculum development. The long-range plan for creating a viable curriculum has focused on two distinct time periods. During the first period (1969-1976), the emphasis was upon consolidation of the core "ethnic group" courses (Japanese in Hawaii, Hawaiians, etc.) into a workable framework. The staff believe that after seven years, these courses are now firmly established as solid University-level courses with effective teaching methodology and adequate resources. The period into which we are now entering (1977-1983) is planned as a time of expanding and broadening the Program. While the core course offerings will certainly be upgraded and improved in all possible ways, the major focus will be upon creating "topics" courses that deal with a greatly expanded conception of ethnicity and ethnic problems; a conception that incorporates a strong interdisciplinary approach.

a. Restructuring the Course Framework

In view of the present commitment of the Ethnic Studies Program to upgrading its current courses and expanding into new areas, the staff feel that a change in the present course structure would be quite appropriate. Our general reorganization plan recognizes the need for a three-tiered structure of courses. At the basic "200" level will be a generalized Ethnic Studies survey course of the ethnic spectrum in Hawaii; a course that will lay the foundations of the discipline for new undergraduates. The second tier will consist of what are today designated as "200" courses--our basic core courses--which are in the process of being raised to the "300" level; a change which reflects the actual content of the courses and would also serve to attract more upper-classmen. These "300" level courses dealing with individual

ethnic groups would then be the base from which students could pursue more specialized research and study at the "400" level of topical course (today's "300" level). These "400" level courses (Land Tenure, Hawaii and the Pacific, Ethnic Identity, etc.) would be directed toward students with some background in Ethnic Studies (or a related field like Hawaiian Studies) and demand solid research skills and the ability to conceptualize and analyze theoretical material. These structural changes in the Program will be carried out between 1977 and 1980.

b. The Formulation of New Courses in Hawaiian Ethnicity

The Program at present deals with the more populous ethnic groups in Hawaii. However, there are a number of very significant ethnic groups which are still being neglected. The staff is in the planning stage of developing courses which examine the historical background and contributions of the Samoans (and other Pacific Island-ers), Koreans, Portuguese and Puerto Ricans in Hawaii. This is in response to a significant number of inquiries from both students and community members who have indicated their willingness to enroll in and help develop such courses. The development of a Samoan-Pacific Islander course has a target date for implementation of September, 1978; a Korea course would be introduced the following year; a Portuguese course in September, 1981 and one dealing with the Puerto Rican experience in Hawaii in September, 1982. In addition to the above, the staff also plans to begin offering night courses in the 1979-81 period through the College of Continuing Education.

c. The Formulation of New Courses on Comparative Ethnicity in the Pacific

The Program recognizes the need to broaden our course offerings to include the study of comparative ethnicity in the Pacific Basin. This would help us to better understand not only these areas themselves, but also the dynamics of ethnic relations in Hawaii itself. In January, 1978, the staff intends to inaugurate a course entitled, "Pacific Ethnic Relations" which will focus upon a comparative study of Chinese-Malay interculturalism in Malaysia and Fijian-Indian relations in Fiji. An Ethnic Studies staff member will be conducting field research in these areas next summer. Along these same lines, a new course exploring the significance of the immigration experience in Hawaii--and tracing the roots of that immigration--will be offered for the first time in Spring, 1977.

d. The Building of a Solid Major Equivalent in Ethnic Studies

The Program is in the process of submitting a proposal to the Liberal Studies Program to establish a solidly institutionalized major in Ethnic Studies in conjunction with that program. The Ethnic Studies major currently exists and students are enrolled;

however, there are no established guidelines for coursework. The Program would like to develop a broad-based, interdisciplinary major in Ethnic Studies that would prepare students for teaching Ethnic Studies in the school system and also for social work, community work, and graduate school in the social sciences and humanities. Target date: September, 1977.

d. Closer Integration with other Academic Departments

In order to enhance the value of the Program, it is the position of the staff that we must increasingly integrate our course offerings within the spectrum of social sciences, humanities and related studies. The staff will seek an expansion of crosslisted courses with Pacific Islands Studies, Women's Studies, Environmental Studies, and Philippine Studies, as well as with the Political Science, Anthropology, History, and Economics departments. In the future, the Program is committed to sharing our research materials and resources with all other sectors of the University and community and encouraging our staff to make presentations in their areas of expertise to (other departmental) classes in other departments.

e. Resource Development

There are two areas with high priority here--the continued development of our resource center and development of our own ethnic teaching and resource materials. Ethnic Studies now maintains a one-room resource center available to the University community, high school ethnic studies teachers and all interested community people. Two part-time staff have been hired to maintain and expand this collection of slide shows, books, journals, and newspapers. A major interest lies in expanding our resource center to include materials from the mainland and the Pacific Basin dealing with ethnicity. These materials are now being acquired. The program envisions the establishment (with time) of a much enlarged, easily accessible resource collection with a wealth of solid materials.

The Program is also committed to developing its own ethnic resource materials for our classes and the high school community college ethnic studies network. This is presently a field of severe shortage. The staff are compiling all of their class presentations, lectures, guest speaker presentations, etc., into easily readable course books for use in their own classes and also for the selective use of high school and community college ethnic studies teachers. It is anticipated that this will be completed by the end of the 1976-79 academic year and ready for possible distribution. Through the Ethnic Studies Oral History Project, the Program is also creating a series of original slide shows and videotapes for future classroom presentations. The staff believe that the richness and diversity of the Hawaiian experience has only been superficially explored and that the further development of a multi-media research complex compiling oral histories, tapes, personal biographies, etc., is a prerequisite for really successful ethnic studies programs throughout the school system. The staff will take the responsibility during 1977 and 1978 of organizing media workshops to encourage students to take an active role in expanding ethnic resources. It is hoped that a systematic program of media and research skills training combined with our own ongoing academic work will result in the creation of a supply of high quality ethnic studies materials within the next five years.

Plans for the next six years for the Oral History Project primarily include an expansion of the foundation created by the above objectives. Financial requirements will be greater in order to achieve future goals. The following present some justification for a larger budget:

a. Expansion of recently developed resource center facilities:

- (1) acquisition of more project equipment (recording, transcribing, office) to more efficiently serve the community (loaning of equipment) as well as allow for more usage by (anticipated) larger staff.
- (2) money needed to finance printing costs of resource materials in order to expand library facilities, i.e., printing/binding of future transcripts, money for subscriptions to relevant publications, purchasing of relevant books and other materials for resource center.
- (3) more materials will be produced and money is needed to aid in dissemination (printing of copies of slide shows or film strips; publications/pamphlets that will accompany future slide productions).

b. Expansion of full-time staff to handle larger amount of work taken in; more project contracts (casual, student help) needed to complete greater amount of projects. All this means is that the Oral History Project will be able to take on a greater amount of work with a larger staff.

Eventually, the Oral History Project will be able to:

- (1) contract out to other organizations through mutual agreement. A screening committee will be set up to set priorities and make selections of projects to invest time/money in;
- (2) Oral History will be able to offer expertise (through larger staff) and participate in approved projects for a fee basis (e.g., someone would come in with money but no expertise; if the proposed project is found relevant, Oral History could conduct project research with the other party providing necessary funds for completion).

c. With the expansion of project staff, the Oral History Project will be able to expand into conducting more oral history courses (Beginning February 2, 1977, Oral History will offer a course through Kaimuki adult education.) for the community. As experience is built (from teaching), we can continue to upgrade the quality.

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3. Personnel Development

The Program generally places its people into two categories-- instructors-lecturers (usually "older" people with academic training and broad community experience) and lab leaders (undergraduates comprise this group). For our lecturers (for whom a B.A. is a minimum requirement), the Program demands that they continuously upgrade their ability to make a strong contribution in class and to the Program in general. They are encouraged to be intensely involved in the life of the community in Hawaii and, if possible, to acquire new academic (and other) skills. For our instructors (M.A. minimum requirement), it is expected that they will upgrade their skills and experience and we anticipate that some will be awarded doctoral degrees in the future as a result of the course work in which they are now engaged. We particularly encourage our staff members to learn and study more about Hawaii and the Pacific Rim area.

From its inception in 1969, the Ethnic Studies Program has always had the calculated policy of relying upon undergraduates as lab leaders. There has been a sensitivity to the need to allow younger staff members to take a responsible role in the development of courses and make a real contribution to the effectiveness of the Program. This orientation we would submit has been a success. Today, we find many former lab leaders both in the field of education and without living the lives of thoughtful, actively involved citizens. The undergraduate lab leaders will continue to be allowed the opportunity to grow and take responsibility within the parameters of guidance laid down by older, more experienced staff members. In the future, the summer orientation periods for new lab leaders will be expanded from two to four weeks and an intensive week-long workshop in teaching skills and media use will be conducted during the interim session. Weekly staff meetings held by each course to evaluate course development will certainly continue.

The Program is also sensitive to the necessity of maintaining a solid core of experienced, permanent semi-permanent faculty who can carry out the long-term objectives of Program planning. After the Spring Semester 1977 with the Program more consolidated as a permanent fixture within the University, we feel confident in being able to obtain grant funding and thus expand our research capabilities. Beginning in September, 1977, the Program is asking all lecturers-instructors to make a two-three year commitment to help work within and develop the Program to its full potential. In this way then, the nucleus of a long-term staff will be established.

Long-term
commitment