

THE UNIVERSITY OF HAWAII AND EDUCATION IN THE PACIFIC

Sally Higa  
Pacific Islands Studies  
Program  
University of Hawaii  
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## PREFACE

This paper was written in response to a request from Ms. Emiliana Afeaki, a student in the Institute of Pacific Studies at the University of the South Pacific, for inclusion in a publication on regional cooperation in educational institutions and programs in the Pacific. The paper was intended to be a broad historical overview of the University of Hawaii's involvement in the education of Pacific Islanders and, as such, did not attempt either to mention all instances of this involvement or to examine in great detail those which were included. The emphasis is on education rather than training, and on formal coursework programs rather than consultant services.

The early years of the University of Hawaii's (UH) educational activities in the Pacific were generally not characterized by university-wide coordination of effort nor by a great deal of report writing. It was necessary, therefore, to gather information through a canvassing of available faculty and other personnel on campus. The information contained in this paper, therefore, is primarily from interviews held with various UH personnel, supplemented by written material such as enrollment data, grant requests, and annual reports where available.

## INTRODUCTION

The University of Hawaii originated as the land-grant College of Agriculture and Mechanic Arts, established in 1907 by the Territory legislature\*. In 1911 it was renamed the College of Hawaii and in 1920 expanded with the addition of a College of Arts and Sciences into the University of Hawaii (Dean 1927). In its early years, the UH was primarily concerned with education in Hawaii, but as early as 1926, there was an expressed interest in the

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\* Hawaii became a State in 1959.

Pacific area. In his commencement address given on June 7, 1926,

Dr. Arthur Lyman Dean, President of the University, stated the following:

"This University has a part to play in this task of attempting to make wisdom and good will dominate in the relations of the nations and races of the Pacific" (Dean 1927, p. 19).

Although in the first three decades of the UH, "the Pacific", except to a handful of Pacific researchers, usually meant simply East and West, UH activities in education in the Pacific were slowly developing. American Samoa had become a U.S. territory in 1899 and in the 1920's a few American Samoans were trained at the UH to become teachers. During the 1930's, the UH became more involved with education in American Samoa at the request of the Barstow Foundation, formed in 1932 in memory of Frederick D. Barstow to provide funds for educational purposes in American Samoa. Working with the Naval Administration and with input from the Samoan people, the Foundation developed an educational scheme which could be implemented through the existing school system. As a part of this plan, the UH provided training courses for Samoan village school teachers. Three education specialists from the UH conducted annual teacher training courses in American Samoa and Samoan teachers also came to Hawaii to take education courses at the University of Hawaii (Keesing 1934).

The 1940's saw a slight increase in UH involvement in the Pacific as the United States became the administrator of the U.S. Trust Territory of the Pacific Islands (TTPI). Although the UH did not have any programmatic educational involvement with education in the territory, individual faculty members served as consultants to the administration of the TTPI, and by the end of the decade, a few Micronesians began to attend the UH. The School of Pacific and Asian Studies was also organized during this period.

The University's involvement with education in the Pacific began to change in 1960 with the founding of the East-West Center (EWC). Initially administered in the framework of the University, the EWC became a separate institution in 1975. From the outset, however, the EWC has provided financial assistance to students, researchers, and participants in EWC projects. Students who receive EWC support take their courses and degree programs at the UH. EWC students from the Pacific began to arrive in the early 1960's.

In the last fifteen years, the UH has become extensively involved in educational programs in the American flag islands (American Samoa and Guam) and the TTPI. Aside from the training of EWC students from all over the Pacific, the UH has become more involved with education in other island nations and territories south of the equator only in the very recent past.

The major campus of the UH system which includes its Graduate Division is located in Manoa Valley in Honolulu on the island of Oahu. There are also four community colleges and another four-year school just beginning, located on the same island. The big island of Hawaii has two four-year campuses and a community college, and the islands of Kauai and Maui each have a community college. Most islanders coming to Hawaii for university education enroll at Manoa, but a substantial number of Micronesians from the TTPI have found the smaller campuses more compatible, especially those on the islands of Hawaii and Maui.

As the UH developed as a tertiary institution, its research and educational efforts in the Pacific have greatly increased. The Manoa campus now has a full-time faculty of approximately 1,200 members and a student body in excess of 20,000. Of the faculty, almost 200 have personal and/or professional interests in the Pacific. In calendar year 1980, 245 courses with substantial Pacific content were offered involving 132 instructors and 7,101 students (see Table 1).

TABLE 1. Courses with Substantial Pacific Content and Enrollment Figures, University of Hawaii, Spring and Fall 1980

Program	Enrollment	No. of Courses	Program	Enrollment	No. of Courses
Language & Linguistics:			Arts & Sciences, cont.:		
Hawaiian	540	20	Political Science	97	5
Indo-Pacific Lang. (Samoan)	63	8	Psychology	7	1
Indo-Pacific Lang. (Other)	22	4	Religion	27	2
Linguistics	25	5	Science	348	9
Tahitian	18	4	Sociology	154	4
			Women's Studies	5	1
Arts & Sciences:			Zoology	183	16
American Studies	506	5			
Anthropology	229	13	Professional Schools:		
Art	158	4	Agr. Economics	115	3
Botany	419	9	Agronomy	46	2
Dance	21	2	Educational Foundations	59	5
Economics	63	4	Health P.E. & Recreation	51	2
English	7	1	Horticulture	406	11
English as Second Lang.	241	13	Food and Nutritional Science	31	1
Ethnic Studies	525	19	Soil Sciences	16	2
Geography	629	13	Social Work	36	4
Geology	227	3	Travel Industry Management	114	4
Hawaiian Studies	27	2			
History	298	9	Subtotals:		
Interdisciplinary Studies	14	1	Language	668	41
Meteorology	85	4	Arts & Sciences	5559	170
Music	156	9	Professional Schools	874	34
Oceanography	959	3			
Pacific Islands Studies	68	7			
Planning (Urban & Regional)	106	11	TOTALS	7101	245

SOURCE: Data from Pacific Islands Studies Center Proposal, 1981.

The earliest available data on the number of Pacific islanders at Manoa campus of the UH are for the spring semester of 1962, when 32 were enrolled. Numbers increased until a high point of 113 was reached in 1972. Since then there has been a gradual decline, and by the fall semester of 1980, approximately 55 Pacific islanders were enrolled. Table 2 portrays the number of Pacific island students (non-US, non-Hawaii residents) at Manoa since 1962, reported per semester and by country. As noted, the EWC has provided financial support for some Pacific students beginning in the early 1960's. Table 3 indicates the number of degree students from the Pacific who studied at the UH with EWC support covering the two decades between 1960-1980. (In both Tables 2 and 3, the number of students from New Zealand, where the vast majority have been of European descent, is not reported, but a few Maori or part-Maori students have attended the University. Neither the records of the UH nor the EWC, however, distinguish between Maori and non-Maori, and as a consequence, figures cannot be provided.)

The major educational units at the UH active in the education of Pacific islanders have been the College of Education, the College of Tropical Agriculture and Human Resources, the College of Health Science and Social Welfare, and within the College of Arts and Sciences, the Department of Linguistics and the Pacific Islands Program. A brief description of the activities of each of these units is provided below, followed by a section on the East-West Center and some other programs which have been involved to a lesser degree.

#### THE COLLEGE OF EDUCATION

The College of Education at the University of Hawaii has long been, and is currently, involved in various education activities in the Pacific. Past activities include the Micronesian Teacher Education Center, contracts with

TABLE 2. Number of Pacific Islands Students Registered at the University of Hawaii, Manoa Campus, per Semester by Country

Semester	Total	American Samoa	Cook Islands	Easter Island	Fiji	Kiribati	Nauru	New Caledonia	Niue	Papua New Guinea	Solomon Islands	Tahiti	Tonga	TTPI	Western Samoa
F 1980	55	--	--	--	7	--	--	1	--	2	1	1	6	35	2
S 1980	47	--	--	--	4	--	--	1	--	3	--	1	3	33	2
F 1979	54	--	--	--	4	--	--	1	--	4	--	1	6	36	2
S 1979	53	--	1	--	2	1	--	1	--	1	--	2	4	39	2
F 1978	58	--	1	--	5	--	--	--	--	1	--	1	4	44	2
S 1978	69	--	1	--	9	1	--	--	--	1	--	1	4	47	5
F 1977	85	--	1	--	8	--	--	--	--	1	--	--	5	60	10
S 1977	80	--	--	1	10	--	--	--	--	--	--	--	4	59	6
F 1976	90	--	--	1	10	--	--	--	--	--	--	1	7	64	7
S 1976	85	--	--	1	6	--	--	--	--	--	--	1	9	61	7
F 1975	DATA MISSING FOR 1975														
S 1975															
F 1974	68	--	1	--	8	--	--	--	1	--	--	3	8	41	6
S 1974	70	--	1	--	10	--	--	--	1	1	--	2	6	43	6
F 1973	67	--	1	--	7	--	--	--	1	1	--	2	4	48	3
S 1973	DATA MISSING FOR SPRING 1973														
F 1972	84	--	2	--	8	--	1	--	1	3	--	5	3	55	6
S 1972	113	2	2	--	6	--	1	--	--	3	--	6	4	84	5
F 1971	74	1	2	--	8	--	--	--	--	2	--	5	5	46	5
S 1971	95	--	2	--	9	--	1	--	--	1	--	4	5	67	6
F 1970	89	--	2	--	9	--	--	--	--	1	1	3	5	60	8
S 1970	73	--	1	--	12	--	--	--	--	1	1	4	6	41	7
F 1969	78	--	1	--	9	--	--	--	--	1	1	3	5	53	5
S 1969	52	--	2	--	10	--	--	--	--	2	--	4	5	23	6
F 1968	65	--	2	--	11	--	--	--	--	2	--	4	5	36	5
S 1968	DATA MISSING FOR SPRING 1968														
F 1967	56	--	--	--	12	--	--	--	--	3	--	3	1	34	3
S 1967	49	--	2	--	10	--	--	--	--	2	--	5	2	26	2
F 1966	56	--	1	--	14	--	--	--	--	2	--	5	4	27	3
S 1966	48	--	--	--	14	--	--	--	--	--	--	3	6	23	2
F 1965	56	--	--	--	16	--	--	--	--	--	--	5	5	28	2
S 1965	52	--	--	--	16	--	--	--	--	--	--	3	3	29	1
F 1964	64	--	--	--	19	--	--	--	--	--	--	4	3	38	--
S 1964	56	} BREAKDOWN BY COUNTRY NOT AVAILABLE													
F 1963	60														
S 1963	52														
F 1962	47														
S 1962	32														

NOTE: Does not include resident Pacific Islanders.

SOURCE: Data from University of Hawaii International Student Office, Fact Sheet on Foreign Students, 1962-1980.

TABLE 3. Pacific Island Participants in the East-West Center Degree Program, by Country, 1960-1980.

DEGREE STUDENTS				
	Doctorate	Masters	Bachelors <sup>a</sup>	Total
American Samoa	1	4	11	16
Cook Islands		1	1	2
Easter Island	1			1
Fiji	2	8	26	36
Guam	2	2	1	5
Niue			1	1
Papua New Guinea		7	5	12
Solomon Islands		1		1
Tonga		2	10	12
TTPI	2	18	37	57
Western Samoa	1	5	8	14
TOTAL	9	48	100	157

<sup>a</sup>The EWC discontinued their undergraduate grants in 1977.

SOURCE: Data from East-West Center Annual Report, 1980.

American Samoa, and the UH Community College contracts. The Teacher Corps is an ongoing project as are projects with the East-West Center and individual faculty and advisory trips into the Pacific area.

In 1962, the College of Education was approached by the government of the Trust Territory of the Pacific Islands to assess the educational situation in the TTPI in terms of upgrading the indigenous elementary school teachers from all six districts of the territory. The outcome of a year of exploration, planning, and experimental classes was a five-year memorandum of understanding (1963-1968) between the government of the TTPI and the UH which established the Micronesian Teacher Education Center (MTEC) in Ponape. The purposes of the agreement were to "raise the educational level of the local population of the Trust Territory and eventually to develop competent local leadership to plan and administer the educational program". This was to be accomplished by the College of Education through provision of "professional and technical assistance to teacher education in the Trust Territory by providing more adequate opportunities for teacher education within the Trust Territory, and by making more effective use of the opportunities available for Trust Territory teachers to study at the University of Hawaii" (Porter, n.d.). The one-year program at MTEC emphasized the strengthening of general academic backgrounds, the development of English communication skills, and instruction in the methodology of teaching. This was expanded into a two-year program in 1967. By the end of the 1967-68 school year, there were 257 graduates from the districts that now constitute the Northern Mariana Islands, the Marshall Islands, Belau, Ponape, Truk, and Yap.\*

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\*To avoid confusion in this paper, I have chosen to use the present names of these islands. The Marianas became the Northern Mariana Islands in 1975; Palau changed its name to Belau in 1981.

In 1964, the position of Secondary Curriculum Coordinator was included in the contractual agreement. Special programs in administrative leadership were set up in which five secondary school principals (1967-68) and eighteen elementary school principals (1968-69) in the TTPI spent six months training within the College of Education administrative departments and the EWC (Porter, n.d.). This developed into a multi-country Pacific island program when the EWC suggested other Pacific islanders be included in the program. In 1967-68, model elementary schools were also developed in each district in which Micronesians were enrolled for a year of training.

The University of Hawaii-American Samoa Public Service Career Program (contract; August 1972-September 1973) was developed to provide manpower training for American Samoa Government employees. The College of Education's efforts took the forms of "(1) locating training sites for named participants; (2) providing participant housing, medical insurance, and instructional supplies and materials; and (3) assisting each participant in his or her orientation to the training program . . ." (Ihara and Daeufer 1974). The training periods varied from ten to twenty-two weeks in duration and included training in such positions as custom inspectors, firefighters, auto mechanics, secretaries, and procurement officers. The program consisted of placing the nominated American Samoa Government workers with state and federal departments and private organizations for on-the-job training.

Another UH-American Samoa contract was initiated in 1972 (September 1972-June 1974) and covered a broad area of activities in the following areas: preservice and inservice education of teachers and administrators; improvement of certification policies; vocational education in American Samoa; improvement of educational techniques; testing, measurement and evaluation; and scholarship programs (Daeufer 1973). The assistance was usually rendered

in the form of individual or group consultants being sent to American Samoa for varying periods of time.

The College of Education's Curriculum and Instruction Department has been very involved in community college development in the TTPI and American flag islands. This has included vocational education teacher training programs for Belau, the Northern Marianas, and the Micronesian Occupational Center in Belau; district vocational education supervisors training programs for the Trust Territory; American Samoa curriculum development; Marshall Islands teacher training; and an assessment and vocational training plan for the U.S. Pacific Basin territories. The College provides technical assistance in planning, enrollment in short-term summer courses at the UH, assistance in advising and orientation, and additional educational experiences (Zane 1981). A number of faculty members are also involved in teaching short-term courses in the TTPI. The community colleges in the UH system have also offered special training programs, such as the Honolulu Community College's aviation maintenance training program for Air Micronesia workers.

The Department of Curriculum and Instruction also provides a Graduate Fellowship program for the preparation of prospective and experienced community college faculty. The objectives of this program are to "recruit Native American (sic) prospective and in-service post-secondary faculty" and prepare them for teaching in community colleges or other post-secondary vocational training institutes (Zane and Potter 1975). To date, there have been four Micronesians and one American Samoan who have participated in this one- to two-year program.

The University of Hawaii is also the site of the Western Curriculum Coordinating Center (WCCC) which provides such services as curriculum needs assessment, field testing and evaluation, and provision of technical assis-

tance. It serves Hawaii, the Northern Marianas, the Federated States of Micronesia, the Marshall Islands, Guam, American Samoa, Belau, California, Nevada, and Arizona.

The Teacher Corps, a federally-funded program, was established in 1965 to service the United States, Puerto Rico, and the Pacific island territories. It is currently providing funds for an American Samoa-University of Hawaii contract to give instruction to American Samoan teachers to help them upgrade their education and receive degrees. The project began in January 1980 and has graduated two interns with Masters degrees and was expecting twelve Bachelors degrees to be awarded in 1981. The program involves UH College of Education faculty teaching accredited courses in American Samoa and also summer courses for interns who are able to come to the UH Manoa campus.

The College of Education is currently offering courses in American Samoa as part of its faculty's regular teaching responsibilities. Faculty members teach one-month accelerated courses in American Samoa. Special programs also continue to develop as the need arises and as problems are identified. These involve both the attendance of Samoans at the UH and trips to American Samoa by faculty members to assess, teach, provide consultative services, and to teach seminars.

#### THE COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES

The College of Tropical Agriculture and Human Resources (CTAHR) has been involved in agricultural education in the Pacific for more than thirty years. The early activity consisted mainly of individual consultant and training trips, a form of education that continues to date. Requests to the College, usually initiated by Pacific island governments, identify a need and request specialists for consultation or training. The areas covered in such requests

have included poultry production, vegetable crop production, pesticide safety, hog production, drip irrigation, farm system development, home economics, nutrition, entomology, and extension education. The courses have been usually two to three weeks in duration and have included classroom training and practical demonstrations. They have been held in Guam, Tonga, Fiji, American Samoa, Western Samoa, and the TTPI, with outer islanders travelling to the education centers for these sessions (Nakamura 1981; McArthur 1981).

The College has also worked with EWC undergraduates from the Pacific, interpreting Western agriculture to local systems. There have been about fifteen EWC sponsored Bachelor of Science students from American Samoa, the Cook Islands, Tahiti, Tonga, and Western Samoa. An International Agriculture Program was established offering two classes per year. The approach was to demonstrate the needs of the area and show the students how to meet those needs; the emphasis was on training people to go out and do the work (Goto 1981).

The CTAHR has been involved for years with assistance to the South Pacific Commission. Over the years, individual faculty members have served at the request of the SPC as consultants and as instructors for training courses and seminars in such areas as home economics, crop production, sanitation, food preparation and storage, and nutrition. Beginning in 1979, the UH and the SPC established a more formalized cooperative relationship in which it was agreed that faculty members may be released for short-term service to the SPC. The SPC has identified over 40 faculty members as being most relevant to its programs, who potentially will be asked to travel to the Pacific on specific assignments. The SPC provides transportation costs and per diem, and the UH allows release time for such faculty services. While the cooperative relationship involves the entire Manoa faculty, the bulk of service to date has been rendered by seven departments in CTAHR. In most instances, faculty have

served as instructors in short-term training courses sited throughout the Pacific.

The CTAHR has had an International Agricultural Training Program which provided agricultural seminars, field training, and in-service training in Hawaii. It has also been involved in U.S. Peace Corps volunteer training through the University of Hawaii Peace Corps Strategy/FARM project and has used PEACESAT (Pan Pacific Education and Communication Experiments by Satellite) to conduct the Peace Corps "Round Table of the Pacific" communication series. The Peace Corps Training center, established in 1966, sent volunteers to Fiji, Tonga, Western Samoa, and other Pacific islands.

Presently, the majority of funds and manpower in international work in the CTAHR is invested in the South Pacific Region Agricultural Development project (McArthur 1981). The project is supported by the U.S. Agency for International Development and is "designed to expand and strengthen the agricultural sectors of countries in the South Pacific by providing assistance to the agricultural programs of the University of the South Pacific [at Alafua College]. The University will utilize the grant funds to expand its agricultural research, training and extension projects in collaboration with national governments in the region" (USAID 1980). The UH has been contracted to "provide appropriate technical assistance with long-term and short-term consultants in selected program areas in agricultural education, extension, crop production, soils, applied agricultural engineering, human resources, nutrition, and library development . . . and to manage participant training programs . . ." (USAID 1980). The project is slated to run for five years (1980 - 1985).

## THE COLLEGE OF HEALTH SCIENCES AND SOCIAL WELFARE

The College of Health Sciences and Social Welfare is composed of the schools of Public Health, Medicine, Nursing, and Social Work, and governed by the deans of the four schools who form an executive committee with a revolving chairmanship. The College was established in 1965 to provide a "coordinated, interdisciplinary approach to the solution of problems common to the four fields" (University of Hawaii 1981-83, p. 167). Of the four schools, the School of Public Health has the longest history of activity in the Pacific. The younger John A. Burns School of Medicine has also been involved in Pacific education programs for over a decade.

### School of Public Health

The School of Public Health started as a department at the University of Hawaii in 1962 and gained its accredited status as a school three years later. From its inception, a part of the first priority of the School was service to U.S.-related territories in the Pacific in the improvement of their health status. The School has had a long history of involvement in the Pacific with consultantships and training programs such as the degree programs offered to Trust Territory district health officers. As of March 1981, fifty-four Pacific islanders and six Australians have received their Public Health degrees. These Pacific islanders are from American Samoa, the Cook Islands, Fiji, New Zealand, Papua New Guinea, Tonga, and the TTPI.

In early 1966, the School of Public Health became involved in a Trust Territory public health program. This program was designed to use Peace Corps Volunteers to provide some expansion to the existing medical system in the TTPI. The School provided technical and professional support for the three-month technical training program held on the island of Molokai. It also provided administrative and professional support and available consultants

during the two and a half years that the project was active.

Three years ago, the School of Public Health initiated the Health Career Opportunity Program (HCOP) which is designed primarily for local minority groups who are under-represented in the health delivery system at the level of medical administrators, planners, and health educators (Bailey 1981). Two of the ten positions were reserved for Pacific islanders. There was, however, some difficulty in the first two years in adapting the program to Pacific islanders whose needs differed from the Hawaii students. Last year, another program, the Health Careers for Pacific Islanders Program (HCPIP), was established in conjunction with the schools of Medicine and Nursing. Under this program, the School of Public Health received federal funds to support ten positions for Pacific islanders from American Samoa, Guam, and the TTPI.

The HCOP and HCPIP both provide their students with a ten and a half month credited preparation for the degree program in Public Health. This includes summer refresher and remedial courses in English writing, math, basic algebra and other areas; a review of the career opportunities in Public Health and the programs the School offers; and an analysis of each student's strengths and weaknesses. The remainder of the period is spent in credited coursework and actual experience in the field. Currently there are nine American-administered territories' Pacific islanders in the HCPIP (from American Samoa, Belau, Guam, Kosrae, the Marshall Islands, Saipan, and Truk) and nine in the HCOP. The HCOP is able to take in non-American Pacific islanders through a resident alien clause and there is one Western Samoan currently in this program (Bailey 1981). The programs try to prepare the participants to return to their home islands to work, through a sharing of common problems within the group, and a sharpening of awareness, interest and

concern with the problems of their home islands.

In addition to the two health career programs, the School also offers student and faculty exchange, extended training, and research with institutions in Guam. An additional program for health professions in the Pacific is in the planning stages. It will offer specially designed supplemental coursework and credit by examination for prior education and experience to health professionals in the field who want to earn a MPH degree.

#### John A. Burns School of Medicine

The School of Medicine currently offers three special programs designed to provide support to Pacific island students. The programs are "aimed at opening medical careers to young men and women, primarily from those groups generally under-represented in medicine, who, in their academic careers, have had to overcome significant hurdles arising from their socioeconomic and education situation" (John A Burns School of Medicine, n.d.).

The oldest of these programs is *Kulia* which was initiated in 1968 for Pacific islanders already accepted into the School. *Kulia* provides mandatory tutorials, special access to audio visual equipment and laboratory facilities, and places the student on a study program which expands the first two years into a three-year course of study (Nishiki 1981). Over the years, *Kulia* has accepted students from American Samoa, Guam, Tonga, and the TTPI.

Another Pacific program is the *Imi Ho'ola*, a ten-month premedical program which provides a thorough review of pre-med courses in preparation for application to the School of Medicine and an evaluation of the students' strengths and weaknesses in order to "improve learning effectiveness and diminish the impact of social or cultural shock" (John A. Burns School of Medicine, n.d.). Since its inception in 1972, the program has accepted 27 students from the TTPI, 12 from Guam, 11 from American Samoa, 4 from Tonga, and 2 from Western Samoa.

The newest student program is the School of Medicine's Health Careers for Pacific Islanders Program, established in conjunction with the schools of Public Health and Nursing, which is in its first year with four students from Micronesia, two from American Samoa, and two from Guam. The program provides airfare and student stipends for ten students from the American territories and American administered islands in the Pacific.

Besides its student programs, the School of Medicine has also been involved in training professionals to work in the Pacific under manpower training programs. In 1975, the Health Manpower Development staff was created with U.S. Agency for International Development funds to establish training of paraprofessionals in "programs keyed to the particular and varying needs of different regions and different countries (ACIRU 1976-77). Three and a half years ago, the School of Medicine started the Trust Territory Manpower Training Program under a three-year contract with the TTPI. The School provides the personnel to train people already working in the Trust Territory in nursing, hospital administration, public health, medical technology, psychiatry, pediatrics, radiology, dentistry, pharmacy, arthritis work, rehabilitation medicine, and anesthesiology. The periods of training range from two days to one month and, in many cases, overlap. The program has at least one house resident and one fourth year medical student in the TTPI at all times (Tabrah 1981).

#### THE COLLEGE OF ARTS AND SCIENCES

##### Department of Linguistics

Organized involvement of the Linguistics Department in the Pacific began in 1966 with a request from the Peace Corps to prepare language materials for the training of Peace Corps Volunteers to the TTPI. At that time, formal

teaching materials were prepared for almost all of the Micronesian languages. As a research project commissioned by the Peace Corps, textbooks were also developed in the Belau, Chamorro, Marshall, Truk, and Yap vernaculars (Topping 1981).

Around 1970, the Pacific and Asian Linguistics Institute (PALI) languages project for Micronesia was started. The linguistic research conducted resulted in descriptions of the languages, the development of orthographies, reference grammars, and dictionaries. During its three-year life, the project also provided the first training for Micronesian educators in linguistics. Micronesians were involved as resource persons, researchers, and authors. The materials were printed for use in the islands.

In the mid-1970's PALI merged with two other research units to form what is now called the Social Science Research Institute and in 1975, a PALI Research Center was established. The Center oversees projects in the development of vernacular language materials in Micronesia and Polynesia, pidgin and creole studies, and bilingual education (SSRI 1979).

The Bilingual Education Program for Micronesia (BEPM) was started in the Fall of 1976 as a coordinated effort by the Education Department of the TTPI and the University of Hawaii. It grew out of the Bilingual Education Teacher Training Project for Micronesia (BETT) which started earlier and ran from 1976 to 1977. In recognition of the Micronesian elementary and secondary school student's needs to "develop cognitively in his first language and be able to communicate effectively in both that language and English" the BEPM proposal was formulated to provide bilingual training for educators and "thereby to meet the needs of Micronesia's students in bilingual education" (TTDE/UH, n.d.). The goal of BEPM is twofold: "(1) To advance the Trust Territory's capabilities in bilingual education in order to provide a relevant, meaningful

education for the children of Micronesia; and (2) to affirm among a group of Micronesians a sense of pride and confidence in their roles as educators and in their languages as media of instruction" (TTDE/UH). The BEPM at the UH provides academic training applicable to degree programs in Bilingual Studies (either a Bachelor of Arts in Liberal Studies or a Master of Arts in English as a Second Language). The UH offers three undergraduate degree programs and two graduate degree programs which meet the needs of Micronesian educators in bilingual education.

The Bilingual Education Program for Micronesia has made substantial progress in the past four years. About ninety Micronesian educators from Belau, the Northern Mariana Islands, Kosrae, the Marshall Islands, Ponape, Truk, and Yap had participated or were participating in the program as of January 1980 (UH/TTPI/CNMI 1980).

The Pacific Areas Language Materials (PALM) project was started about three years ago to develop literacy materials for the schools of Micronesia. It has produced hundreds of school books in vernaculars, including readers, social studies, and science and health books (Topping 1981). The PALM Development Center is currently a part of the Social Sciences Research Institute which supports other linguistic activity in the Pacific. This includes work being done to compile the first monolingual dictionary of any Pacific language (Fijian), development of Fijian language books, compilation of a Tuvalu dictionary, support of a graduate student working on the language of Kiribati, enrollment of Fijians at the University of Hawaii, research projects in linguistics studies, and a PALI language series of publications (Topping 1981; SSRI 1979).

### Pacific Islands Studies Program

The Pacific Islands Studies Program (PISP) originated as an informal discussion group in the early 1950's. In the beginning it operated out of the Anthropology Department and was administered by a committee composed of representatives from various UH departments. A core program on the Pacific was developed with a cultural emphasis.

Today, the PISP functions in a number of ways to provide and support Pacific-oriented education and research. The Program offers a multi-disciplinary course of study which leads to the Master's degree or a graduate Certificate. This instructional effort is primarily focused on educating students in Hawaii about the larger Pacific basin. Within the university, PISP coordinates and promotes the formal academic study of the Pacific region and its many languages and cultures. The focus of study is upon the contemporary Pacific, the processes and consequences of the rapid social and cultural change occurring in the area, the problems of particular, small island nations and territories, and issues that are regional or pan-Pacific in scope. The program currently has approximately two dozen students engaged in graduate degree work. In addition to its instruction on the Manoa campus, PISP sponsors outreach programs to UH campuses on other islands, public and private school teachers, private colleges, and the public at large to increase understanding of the Pacific in Hawaii. The PISP and the Pacific and Asian Affairs Council (PAAC) jointly sponsor conferences and workshops on Pacific topics for public and private school students and the general public. Conferences bring together librarians and teachers, and an informal seminar series gives many people the opportunity to meet with officials and scholars directly involved with current activities in the Pacific. A monthly newsletter also serves to keep its 500 subscribers informed of Pacific affairs.

Recently, the PISP has begun to develop cooperative relationships with other Pacific universities. In late 1980, the University of the South Pacific and the PISP obtained a grant from the Asia Foundation to initiate a faculty/student exchange program. The first exchanges involving over a half-dozen individuals began in early 1981 and communications between the two institutions have increased considerably. More recently, the PISP is working with the University of Guam in the development of the latter's Pacific focused course offerings and the potential establishment of a Western Pacific Studies Program.

During the 1980-81 academic year, the PISP co-sponsored Dr. Macu Salato, former Secretary-General of the South Pacific Commission, as a scholar-in-residence with the EWC. Through such visiting appointments and exchange programs, the PISP is attempting to increase the involvement of Pacific islanders in its instructional efforts.

#### THE EAST-WEST CENTER

The East-West Center, formally called the Center for Cultural and Technical Interchange Between East and West, was established by the U.S. Congress in 1960. Its purpose is to "promote better relations and understanding among the peoples of Asia, the Pacific, and the United States [through] cooperative study, training and research" (EWC 1980). The EWC was administered by the UH and its Board of Regents until July 1, 1975 when the EWC became an independent institution governed by an international Board of Governors. It is supported principally by the U.S. Congress, but receives approximately 10 percent of its funds in contributions from Asian and Pacific governments. The EWC is international with a staff of more than 250 men and women from around the world and approximately 1,500 participants per year

from over 40 countries and territories (EWC 1980). Participants include "graduate students working towards Masters or Doctorate degrees at the University of Hawaii [and] joint doctoral research interns from other educational institutions who work in EWC projects related to their dissertations, . . . professional associates (scholars, practitioners, or policy makers) who come to the Center for periods ranging from a week to a year", and "visiting fellows who are scholars or authorities in residence from one month to three years" (EWC, n.d.). Tables 4, 5, and 6 give the number of graduate students and joint doctoral research interns, professional associates, and fellows, respectively, from Pacific islands at the EWC during fiscal years 1961-78 by country and year.

During the 1960's, the EWC's efforts were administered primarily through a student scholarship program and technical training under its Institute for Technical Interchange (ITI). From 1960 to 1980, approximately 157 Pacific islanders, supported by grants from the EWC scholarship program, received degrees from the University of Hawaii (see Table 3). The training programs consisted of a combination of short-term, nondegree seminars and field training (EWC 1964). The objective was to "train the trainers in depth in their specialties as well as in teaching and administration" and improve "basic institutions important to the development of the countries of Asia and the Pacific (Anon. 1963). These training programs were usually implemented at the request of the participants' governments and topics ranged from long-line fishing to continuing education for medical practitioners. Training programs were continued by the Culture Learning Institute (CLI) after 1970, and for the period February 1962 through November 1972, 133 out of a total of 429 grants for training programs included Pacific island participants. (See the Appendix for further information on the types of training programs held by the ITI and CLI for Pacific Island participants during 1963-1973.)

TABLE 4. East-West Center Degree Students and Joint Doctoral Research Interns from Pacific Islands by Country and Year, FY 1961 - FY 1978

Country	FY 61	FY 62	FY 63	FY 64	FY 65	FY 66	FY 67	FY 68	FY 69	FY 70	FY 71	FY 72	FY 73	FY 74	FY 75	FY 76	FY 77	FY 78
Cook Islands									2	2	1	1	1					
Easter Island																1	1	
Fiji	2	2	8	12	18	15	12	9	10	8	6	4	1	1	1	5	5	5
Guam							1	1							1	1		
Niue													1	1	1			
Papua New Guinea						1	2	2	3	4	2	3	4	3				
Samoa, American		2	3	4	4	4	6	5	4	1		1	1				1	3
Samoa, Western							4	4	5	5	4	3	3	2	1	3	4	4
Solomon Islands																1		
Tonga				2	3	4	4	3	4	6	4	4	2	2	3	2	1	
Trust Territory		3	9	10	16	11	13	10	11	7	12	15	13	11	6	6	4	8
Pacific Islanders TOTAL	2	7	20	28	41	35	42	34	39	33	29	31	26	20	13	19	16	20
EWC TOTAL	92	247	511	672	733	711	745	692	621	637	626	680	555	430	372	490	412	405

NOTE: Totals by country are not completely accurate since field trainees are not incorporated in these figures. New Zealand participants are not included because the figures do not distinguish between those of Maori and non-Maori descent.

SOURCE: East-West Center.

TABLE 5. East-West Center Professional Associates from Pacific Islands by Country and Year, FY 1961 - FY 1978

Country	FY 61	FY 62	FY 63	FY 64	FY 65	FY 66	FY 67	FY 68	FY 69	FY 70	FY 71	FY 72	FY 73	FY 74	FY 75	FY 76	FY 77	FY 78
Cook Islands				5	2	3	3	4	4	2	2	5	1	6	7		1	
Fiji	1	1	1	3	6	23	27	16	11	37	18	13	23	41	9	20	5	5
French Polynesia			1	8	3	2	3					2	3	3	2	1		1
Gilbert Islands				1	3	5	6	8	10	4	3	3	1	2				
Guam				5	5	8	9	17	6	3	7	8	2	3	3	4	5	2
Nauru									1		2	2	2	2				
New Caledonia				2	3	1	3	2	5		2	5	2	3		2	2	
New Hebrides				2		3	6	9	8			1						1
Niue							3	2	2	1		1	1	2	1	1		
Norfolk Island														1				
Papua New Guinea				1	4	7	10	14	17	7	2	5	5	15	6	8	9	9
Samoa, American				9	21	21	37	45	14	19	31	57	9	15	9	6	1	2
Samoa, Western				8	11	16	25	20	11	54	15	12	9	15	9	5	2	5
Solomon Islands					1	3	4	4	4	1	1	3	2	3	4		1	
Tonga		1		3	8	12	11	13	19	9	5	5	3	7	5	1	3	
Trust Territory		3	2	34	91	134	134	96	120	180	131	145	43	45	30	18	4	9
Wallis & Futuna Isl.															1			
Pacific Islanders	1	5	4	86	158	238	281	250	232	317	219	267	106	163	86	66	33	34
TOTAL																		
EWC TOTAL	9	156	317	623	1563	1650	1969	2410	2747	2090	1414	888	865	998	1117	1397	974	681

NOTE: New Zealand participants are not included because the figures do not distinguish between those of Maori and non-Maori descent.

SOURCE: East-West Center.

TABLE 6. East-West Center Fellows from Pacific Islands by Country and Year, FY 1961 - FY 1978

Country	FY 61	FY 62	FY 63	FY 64	FY 65	FY 66	FY 67	FY 68	FY 69	FY 70	FY 71	FY 72	FY 73	FY 74	FY 75	FY 76	FY 77	FY 78
Fiji			1	1										1				
French Polynesia							1											
Papua New Guinea												1						
Samoa, Western					2	1												
Tonga							1											1
Trust Territory									1									
Pacific Islanders			1	1	2	1	2		1			1		1				1
TOTAL																		
EWC TOTAL	5	17	30	41	50	71	71	67	56	62	75	94	98	67	60	67	56	75

NOTE: New Zealand participants are not included because the figures do not distinguish between those of Maori and non-Maori descent.

SOURCE: East-West Center

In 1970, the EWC was reorganized into a problem-oriented approach in its program activities (Comptroller General of the U.S. 1978), and today is composed of Open Grants, Special Projects, and the following five institutes: Population Institute, Resource Systems Institute, Environment and Policy Institute, Communication Institute, and Culture Learning Institute (EWC 1980). EWC awards are made to interested persons for study, training, or research under the following categories (Comptroller General of the U.S. 1978, pp. 3-4):

<u>Awards</u>	<u>Purpose</u>	<u>Length of Awards (mos.)</u>
<b>STUDY:</b>		
Graduate degree student	Enable qualified students to participate in EWC projects and concurrently work toward an advanced degree at the UH.	17 to 24 (MA) 48 (PhD)
Joint doctoral research intern	Enable Ph.D. candidates from various universities to work on specific EWC projects relevant to their dissertations.	20-24
<b>PROFESSIONAL:</b>		
Professional associate	Attract mid- and upper-level managers to EWC for professional development training. Activities are specifically related to EWC projects.	1/4 to 12
Professional intern	Attract potential leaders for managerial experience or development activity through participation in specific EWC projects.	1 to 12
Research intern	Attract promising research workers for research training in specific EWC projects.	1 to 12
<b>RESEARCH:</b>		
Visiting research associate	Attract outstanding international senior scholars and authorities to EWC for multi-year involvement in specific EWC projects.	24 to 36
Fellows	Attract outstanding post doctoral and mid-career scholars and authorities to EWC for involvement in specific EWC projects.	4 to 12

The emphasis under this approach has shifted slightly away from awards for degree students and there has been a decrease in numbers of participants in degree programs since 1972 (see Table 4).

The East-West Center has made a strong contribution to the education and training of Pacific islanders in the last two decades, and the impact of the EWC on the Pacific islands has been greater than on any other area, as shown by the prominence of EWC alumni in Pacific island government (Trifonovitch 1981).

#### OTHER EDUCATION UNITS

##### 1. PEACESAT

The PEACESAT (Pan Pacific Education and Communication Experiments by Satellite) project was the first educational satellite project in the world (PEACESAT 1975a). Initiated in 1970 by Dr. John Bystrom, Professor of Communication at the UH, it now links education, health, and community development institutions and organizations in Canada (Vancouver) and the United States (Hawaii and Santa Cruz) and sixteen Pacific Basin nations and jurisdictions: American Samoa, the Cook Islands, Fiji, Guam, Kiribati, New Caledonia, New Zealand, Niue, Papua New Guinea (Lae and Port Moresby), the Solomon Islands, Tonga, TTPI, and Vanuatu (Goto 1979). The system is designed to narrow the gap between knowledge and the application of it by providing the necessary information tools to specialists and leaders responsible for resolving social problems (PEACESAT 1975a). This is accomplished with an emphasis on two-way communication between participants. The patterns of communication include person-to-person discussions, conferences, lectures, and classes through the use of low-cost, locally controlled ground terminals.

The education user network emerged in December 1971 with early experiments in joint instruction of a college course conducted by faculty at the University of the South Pacific, Victoria University (New Zealand), and the University of Hawaii. PEACESAT has also made possible a number of other programs with participants from eleven Pacific education institutions. These include agricultural extension training; nurse inservice training; elementary school children dialogue; accredited classroom courses; and, seminars and exchanges on topics such as curriculum development aspects of education in multi-cultural societies, race relations and education, and vocational training (PEACESAT 1975b).

## 2. Sea Grant College Program

The University of Hawaii Sea Grant College Program was "established to accelerate research, education, and advisory services in marine resources including their conservation, proper management, and social and economic utilization. It provides a means by which institutions of higher learning can apply their knowledge and talents to the practical needs of the world" (UH Sea Grant College Program 1979). In the Pacific area, the program has a number of marine resource projects. These range from work in tuna baitfish in American Samoa and Belau, courses on fishing techniques and small boat repair for Belau and Ponape, identification of and treatment for ciguatera fish poisoning, and work on technological curriculum materials for use by Pacific island educators. The Sea Grant Program also provides a network of resident advisory agents for American Samoa, Guam, Hawaii, and the Northern Mariana Islands under its Marine Advisory Program. These extension agents work with the local communities to help the islanders make better use of their marine resources.

In September 1979, a cooperative project was instituted between the University of the South Pacific and the University of Hawaii. Under this project, the UH Sea Grant College Program agreed to work with the USP Institute of Marine Resources in the "development of a marine advisory network and at the same time to establish an information dissemination system between the two institutions" (UHSGCP 1979). The objectives of the project are twofold: (1) "To achieve improved tropical marine science course offerings and overall professional improvement" through a faculty exchange program, and (2) to "establish a functional marine extension service" at the University of the South Pacific by training six local people as fisheries extension agents, conducting a pilot technology transfer project using a multidisciplinary UH/USP team, and developing specialized expertise within the extension agents (UHSGCP 1979). Besides the faculty exchanges and conferences, three advisory agents (from Fiji, Tonga, and the Solomon Islands) have completed their training.

### 3. Graduate School of Library Studies

The Graduate School of Library Studies (GSLS) has worked toward improving communication among librarians and information service personnel in the Pacific through monthly PEACESAT meetings with librarians in the Pacific since 1975. It also publishes a quarterly newsletter, the Pacific Information and Library Services Newsletter (PILS), which is designed to link library and information service professionals who have an interest in the role of libraries and information services in social and economic development in the Pacific (Jackson 1977).

### 4. Hawaiian and Pacific Collections

The Hawaiian and Pacific Collections, located in the Hamilton Library at the UH, serve the faculty and students of the University, and the general

public. The collections have over 42,000 volumes and about 6,300 microfilm and 2,705 microfiche reels; 845 serials are currently being received. The acquisitions list is sent to 63 departments and institutions, and 20 individuals in the Pacific area. The UH collaborates with the Pacific Manuscript Bureau, the Bernice P. Bishop Museum, the Library of the Hawaiian Missions Children's Society, the Hawaiian Historical Library, and with other libraries and offices throughout the Pacific.

#### CONCLUSION

As the above description indicates, the UH has been involved in Pacific education for over sixty years. Beginning with the work in American Samoa in the 1920's, UH involvement remained modest in scope until the 1960's when programs for the American administered territories were vastly increased. With regard to the rest of the Pacific, and also beginning in the early 1960's, approximately 79 degree students from other island nations have attended the UH with financial support from the EWC. Other UH programs have been located in particular colleges and departments and have been smaller in scope. Clearly, the emphasis has been on the American flag islands, and in this respect, the UH cannot claim to be an institution servicing the entire region. Perhaps this is as it should be. It is appropriate for the independent and self-governing nations of the Pacific to develop their own institutions and educational systems in ways that are congruent with their own cultures and needs.

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## APPENDIX

Training Programs of the Institute for Technical Interchange  
and the Culture Learning Institute, EWC, 8/1/63-8/31/73,  
with Pacific Island Participants

<u>Period</u>	<u>Training Program</u>	<u># Pac. Isl. Participants</u>
08/01/63-09/15/63	Training in Legislative Matters	6
09/03/63-02/15/64	Continuing Education Program for Medical Practitioners and Nurses, Proj. #1	9
03/01/64-08/16/64	Continuing Education Program for Medical Practitioners and Nurses, Proj. #2 Training aimed to bridge the gap between theory and practice of health and medicine practices through refresher training and meaningful field, clinical, and classroom experiences.	12
04/01/64-07/31/64	Refresher Training for Teachers of Business Education	10
06/03-15/64 06/03-27/64	Long-line Fishing	9
06/10/64-09/20/64	Radio Training	12
06/21/64-12/15/64	Commercial Sewing #1	5
06/26/64-08/08/64	Retraining of English Teachers (U. of Guam)	2
07/01/64-10/01/64	Practical Island Horticulture	11
07/26/64-08/05/64	Coconut Production	2
08/15/64-12/15/64	Nurse - Dietitians #1	7
12/01/64-06/01/65	Dining Room Service #1	2
09/01/64-06/01/65	Commercial Cooking #1	2
09/01/64-02/15/65	Continuing Education Program for Medical Practitioners and Nurses #3	12
09/01/64-02/15/65	Hospital Administrators	6
12/01/64-03/01/65	Plant Quarantine Procedures and Techniques #1	15
02/01/65-08/12/65	Printing Procedures	2

<u>Period</u>	<u>Training Program</u>	<u># of Pac. Isl. Participants</u>
02/25/65-07/31/65	Continuing Education Program for Assistant Medical Practioners #4	6
02/25/65-07/31/65	Continuing Education Program for Nurses #4	5
04/05/65-06/07/65	Continuing Education in Environmental Sanitation	9
04/30/65-08/26/65	Business Education	11
06/01/65-08/15/65	Tools and Techniques for Teaching #1	15
06/14/65-12/14/65	Orthopedic Appliances	1
06/28/65-10/30/65	Commercial Sewing #2	12
08/25/65-06/10/66	Commercial Cooking #2	3
08/25/65-06/10/66	Dining Room Service (Waitress Supervision) #2	5
09/01/65-12/15/65	Radio Personnel Development #2	12
09/06/65-01/31/66	Continuing Education Program for Assistant Medical Practioners and Nurses #5	15
09/18-24/65	SPC Agricultural Leaders	2
12/06-12/65	Coffee Production	1
01/01/66-03/31/66	Printing Procedures #2	2
01/14/66-04/19/66	Asian Library Program	1
01/17/66-02/11/66	Leaders in Clinical and Hospital Nursing Administration	9
01/25/66-03/20/66	Legislative Aides	7
02/25/66-05/28/66	School Librarians	7
02/01/66-04/30/66	Plant Quarantine Procedures and Techniques, Proj. 2	14
02/14/66-05/15/66	Continuing Education for Medical Officer (Pediatrics)	1
02/16/66-08/16/66	Sanitary Barber and Beauty Shop Management	16
03/01/66-07/31/66	Continuing Education Program for Assistant Medical Practioners and Nurses, Proj. 6	13

<u>Period</u>	<u>Training Program</u>	<u># of Pac. Isl. Participants</u>
04/01/66-06/30/66	Tropical Crop Production	5
03/01/66-06/30/66	Continuing Education Program for Nurses, Dietitians #2	7
03/15/66-06/15/66	Travel Industry Management	4
04/01/66-06/30/66	4-H Youth Development	2
05/18/66-08/13/66	Tools and Techniques, Group 2	19
05/07/66-10/31/66	Typewriter Repair Service	2
06/01/66-09/24/66	Business Education, Proj. 3	16
06/20/66-12/20/66	Medical Records Clerk	7
06/15/66-10/08/66	Commercial Sewing, Group 3	9
07/01/66-08/15/66	TESL Program for American Teachers to the TTPI (no Pacific Island participants; training of 50 teachers to the TTPI)	
07/20/66-02/28/66	Fisheries and Wildlife Conservation	2
08/06/66-11/30/66	Police Photography	1
08/28/66-06/01/66	Survey Training	2
08/29/66-06/09/67	Commercial Cooking, Group 3	2
08/29/66-06/09/67	Dining Room Service, Group 3	2
09/01/66-01/31/67	Continuing Education for Medical Practitioners #7	3
09/05/66-01/31/67	Continuing Education for Nurses #7	5
09/05/66-02/05/67	Medical Laboratory Technicians	10
09/15/66-12/15/66	Fisheries	1
09/19/66-12/16/66	Travel Industry Management	2
10/01/66-12/31/66	Plant Quarantine #3	8
10/27/66-11/27/66	Agricultural Orientation	2
01/04/67-04/15/67	Library Assistant Program	3
01/16/67-06/13/67	Business Education #4	17

<u>Period</u>	<u>Training Program</u>	<u># of Pac. Isl. Participants</u>
01/30/67-04/29/67	Tools and Techniques #3	8
02/01/67-04/30/67	Animal Quarantine	5
02/01/67-04/30/67	Garden Maintenance	2
02/01/67-04/30/67	Irrigation Practices	2
02/01/67-04/30/67	Plant Quarantine	7
02/06/67-06/30/67	Rehabilitation Nursing	7
03/04/67-08/31/67	Medical Records Clerk #2	8
03/01/67-06/30/67	Printing Procedures #3	2
04/01/67-12/30/67	Typewriter Repair Techniques #2	2
04/05/67-05/05/67	Micronesian Congress	18
05/03/67-07/29/67	Tools and Techniques for Teachers #4	13
05/01/67-07/31/67	Census and Demographic Survey	1
06/10/67-08/08/67	Industrial Electricity	5
05/31/67-09/16/67	Business Education #5	14
06/06/67-09/09/67	Dressmaking	5
06/06/67-09/02/67	Beauty Shop	5
06/20/67-08/31/67	Automotive Tech.	9
06/01/67-08/31/67	Outboard Motor Maintenance and Repair	1
06/05/67-12/10/67	Meteorological Techniques	8
06/12/67-07/15/67	Obs. of Ag. and Econ. Program	4
06/12-22/67	Asian-Pacific Weed Interchange	12
07/15/67-08/24/67	Refresher Education for Samoan Teachers	10
07/24/67-10/20/67	Music Leadership	9
09/01/67-02/15/68	Vice Principals/Micronesian High Schools	8
08/28/67-06/01/68	Dining Room Management #4	5
08/01/67-05/30/68	Surveyor's Aides	9

<u>Period</u>	<u>Training Program</u>	<u># of Pac. Isl. Participants</u>
08/22/67-05/31/68	Radio Equipment Maintenance, Repair, and Broadcasting	5
09/05/67-11/30/67	Medical Surgical Nursing	7
09/05/67-11/30/67	Operating Room Nursing	6
09/01/67-05/30/68	Architectural Drafting	3
12/31/67-08/31/68	Biological and Illustrative Drawing	1
01/05/68-06/30/68	Typewriter Repair #3	1
01/17/68-06/01/68	Chief Trainers of Officer Personnel	9
01/17/68-06/15/68	Library Techniques	7
01/22/68-08/16/68	Shorthand	1
01/22/68-06/01/68	Dining Room Management #4	1
01/22/68-08/16/68	Mechanical Shorthand	5
02/01/68-06/30/68	Micronesian Legislative Aides	2
02/05/68-05/31/68	Public Health Nursing	8
02/05/68-05/31/68	Rehabilitative Nursing	2
03/11/68-06/14/68	Hotel Management #4	5
04/01/68-01/31/69	Landscape Design and Construction	1
04/01-30/68	Leaders in Public Health Nursing Administration	5
04/02/68-09/30/68	Continuing Education for Medical Officers (Specialty)	3
04/14/68-10/15/68	Tropical Fruit Production	2
06/03/68-08/30/68	Maternity Nursing	5
06/10/68-09/07/68	Business Education #6	7
06/15/68-09/15/68	Micronesian Vice-Principals #2	1
06/15/68-08/30/68	Dressmaking #5	13
06/24/68-11/16/68	Management of Sanitary Beauty Shops #3	5
06/17-27/68	Rodent Control	17
07/01-09/68	Biological Pest Control	5

<u>Period</u>	<u>Training Program</u>	<u># of Pac. Isl. Participants</u>
07/01/68-08/30/68	Animal Quarantine	4
07/01/68-08/31/68	Plant Quarantine	10
07/29/68-08/24/68	Community Nutrition	11
08/01/68-05/30/69	Surveyor's Aides	8
08/01/68-10/31/68	Orthopedic Appliances	1
08/10-24/68	Micronesian Con-Con Observors/Political Status Commission	8
07/13/68-05/17/69	Weather Program	1
08/24/68-07/13/69	Vocational Education	19
08/18/68-02/01/69	Micronesian Elementary School Administrators	18
09/01-30/68	Rural Education	1
09/01/68-05/30/69	Archetectural Drafting	5
08/29/68-01/10/69	Hotel and Restaurant Food Services	3
09/09/68-11/30/68	Operating Room Nursing	8
10/01/68-05/31/69	Printing Procedures #4	1
11/01/68-04/30/69	Fisheries Management	1
07/13/68-05/17/69	Weather Program	8
11/12/68-05/31/69	Typewriter Repair	1
01/20/69-05/30/69	Chief Trainers of Officer Personnel	4
01/20/69-06/20/69	Library Techniques	6
02/10/69-05/30/69	Psychiatric Nursing	6
02/10/69-05/30/69	Public Health Nursing	7
02/03/69-08/23/69	Machine Shorthand	9
02/12/69-04/12/69	Tourist Information and Guide Services	2
03/03/69-04/25/69	Micronesian Girl Scouts and Community Leaders	18
03/31/69-04/26/69	Community Nutrition	10
04/14/69-08/03/69	Doctors - General and Special	3

<u>Period</u>	<u>Training Program</u>	<u># of Pac. Isl. Participants</u>
05/23/69-08/31/69	Heavy Equipment Mechanics, Phase I	3
05/23/69-08/31/69	Outboard Motor Mechanics and Boat Repair	4
04/26/69-05/16/69	American Samoa Legislators	20
05/23/69-08/31/69	Automotive Mechanics	9
06/02/69-08/29/69	Maternal and Child Nursing	6
07/01/69-09/30/69	Supervision and Administration in Clinical Hospital Nursing	7
07/15/69-08/15/69	Environment Sanitation	11
08/10-24/69	USTT Teacher Orientation #4	6
08/09/69-01/19/70	Teacher Educators	9
08/09/69-01/19/70	Micronesian Education Administrators	18
08/13/69-09/19/69	Dental Health	6
08/15/69-05/31/70	Architectural Drafting #3	4
08/25/69-11/30/69	Heavy Equipment, Phase II	3
08/25/69-05/31/70	Surveyor's Aides #3	6
09/02/69-11/28/69	Respiratory Disease Nursing	6
09/01/69-05/30/70	Education in Management	1
11/17/69-12/12/69	Health Services Adm.	6
01/05/70-03/31/70	Heavy Equipment, Phase III	4
01/19/70-05/15/70	Maternity Nursing Program	14
01/19/70-05/15/70	Upgrading Nursing School in American Samoa	1
01/15/70-07/15/70	Museum Management #4	1
01/17/70-05/24/70	Teacher Educators	7
01/19/70-05/29/70	Newspaper Photography	1
02/01/70-05/30/70	Refresher Education in Library Techniques	7
03/01/70-05/30/70	Mechanical Techniques, Outboard Engine	7
05/01/70-10/30/70	Mechanical Techniques, Heavy Equipment	3

<u>Period</u>	<u>Training Program</u>	<u># of Pac. Isl. Participants</u>
06/01-27/70	Pacific Island Journalism	15
06/01/70-08/23/70	Mech. Technology, Auto Mechanics	12
08/01/70-05/31/71	Weather Bureau Station Management	1
08/02-06/70	USTT Teacher Orientation #5	5
08/02-28/70	Management Development	8
08/03/70-10/30/70	Nursing Adm.	7
08/03/70-11/27/70	Medical and Surgical Nursing	10
07/10/70-12/20/70	Ed. Administrators and Teacher Education	26
08/23/70-09/13/70	Tropical Root and Tuber Crops	5
09/01/70-02/28/71	EFL Administrators	4
09/01/70-10/30/70	General Medicine and Specialty	3
09/01/70-12/16/70	"	1
09/01/70-12/30/70	"	1
09/01/70-02/28/71	"	1
09/14/70-12/05/70	Travel Industry Management #6	2
10/01-30/70	Community Nutrition	11
10/11/70-01/10/71	Mech. Technology, Outboard Engines I	5
10/15/70-07/31/71	Pacific Language Development	12
11/01/70-04/30/71	Mech. Technology, Heavy Equipment I	4
01/04/71-05/15/71	Refresher Education in Library Tech.	9
01/11/71-05/24/71	Dietetics	6
02/01/71-05/31/71	Maternity Nursing	6
01/11/71-04/11/71	Mech. Tech. Marine Engines and Marine Crafts, Phase II	4
04/11/71-07/11/71	Mech. Tech. Marine Eng. and Marine Crafts, Ph III	4
04/05-30/71	Youth Development	3
05/01/71-10/31/71	Mech. Tech., Heavy Equipment, Phase II	4
06/01/71-08/20/71	Automotive Mechanics	11

<u>Period</u>	<u>Training Program</u>	<u># of Pac. Isl. Participants</u>
06/21/71-08/13/71	Health and Social Planning Seminar	4
04/10-21/72	Public Leadership Workshop	2
05/01-12/72	Entrepreneurship Workshop	2
05/15-26/72	Project Planning and Evaluation Workshop	1
06/05-16/72	Simple Tools and Equipment Design and Production	4
08/23/72-07/20/73	Weather Bureau Management	1
08/09/71-12/09/71	EFL Administrators	2
08/09/71-12/18/71	Education Administrators, Group I	17
08/09/71-12/18/71	Teacher Education, Group I	7
01/10/72-05/14/72	Education Administrators, Group II	13
01/10/72-05/14/72	Teacher Education, Group II	11
09/01/72-05/14/72	Education Media Tech.	15
01/10/72-05/21/72	Refresher Education in Library Techniques	9
09/01/72-08/31/72	Pacific Language Development	15
09/01/71-05/31/72	TESOL, Training Project for Trainers of Teachers of English to Speakers of Other Lang.	4
03/11-19/72	Pacific Island Directors of Education Workshop and Seminar	27
08/05/71-02/05/72	Cytotechnology	4
08/07/72-12/07/72	EFL Administrators	1
09/01/72-08/31/73	Pacific Language Development	16
09/01/71-03/31/73	TESOL	1

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SOURCE: Data from the records of Dr. Gregory Trifonovitch, Assistant Director for Program Affairs, East-West Culture Learning Institute, East-West Center.