

CONCERNING THIS ISSUE

This issue of *Educational Perspectives* focuses on the role of the University of Hawaii and its faculty in international education. Strategically positioned in the Pacific, the University of Hawaii is well qualified to take an active role in international education because it has the talent and resources to not only receive but provide leadership for international understanding and cooperation.

Having experienced much anti-American resentment in recent years, especially in the political arena, the need for the United States to further its efforts toward promoting people-to-people diplomacy then becomes even more important. This issue's contributing authors are cognizant of this and give reference to specific activities and programs which will enhance our views for establishing lasting relations with the peoples of the world.

With emphasis on the growth and operations of a horizontally-structured institution, Brown traces the development of international programs at the University of Hawaii from its beginnings to the eventual establishment of the Advisory Council on the International Relations of the University of Hawaii (ACIRU). Strengths and weaknesses are assessed and recommendations are made for the future growth of such international programs. Gray surveys the types of international university relations in which the University of Hawaii is involved. She establishes the need to recognize the contributions of foreign institutions and contends that mutual effort makes for mutual reward. Amioka describes a joint project to be undertaken by the United States and Japan to promote international understanding. This understanding, through the development of improved methods and curriculum materials, will involve the elementary and secondary schools of both countries. Through faculty and student exchanges, Voulgaropoulos chronicles the efforts of the School of Public Health in the development of training programs for health professionals. This contribution to international education is in the form of "agreements of cooperation" with institutions of higher learning in Asia. Kobayashi's involvement

for a true acceptance of other cultures is described in a program which has exciting possibilities for the nearly 50,000 teachers in the United States on sabbatical leave each year. The personalized experiences of two College of Education faculty members in developing an awareness in a culture other than their own are discussed by Shapiro and Lang. Shapiro's recounting of experiences both shipboard and in-port will impress the reader with the "learning by doing" principle of the World Campus Afloat program and its commitment to the establishment of people-to-people relationships. Lang suggests implications for the classroom teacher when teaching students of another culture through an understanding of that culture.

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