

1. The proposal to develop a core of full-time combination of faculty-administration personnel represents, I believe, a complete change in direction for the ES program. Although I have looked carefully, I have not found anywhere in previous ES program documents statements which say that such a full-time (or nearly full-time) core is the way chosen by the staff for implimenting our program objectives. In fact, the 1976 document spells out cautiously what I interpret as the opposite policy.

I believe that such a radical change in basic ES program policy should be first thoroughly discussed; all pros and cons should be put forward clearly by everyone, and we should not only involve the program staff, but also should make special efforts to include in the decision-making our students and community supporters as is appropriate and convenient.

I think some type of workshop should be held on this subject so that we can all get the facts straight, ask all the questions we have on our minds, analyze objective conditions, understand as well as we can the possible consequences of any decisions, and outline policies necessary to ensure the revival and maintenance of our democratic base in the program.

I suggest that we do not make a hasty decision on this important change in the ES program policy. That we give ourselves time to consider the consequences well before we act, as once we embark on this route, there will be no turning back.

We should not

Attempt to rush a decision ~~made~~ on the basis that May 1st is the deadline for deciding which courses will be taught in the Fall and who will teach them. But this is only a deadline for getting the information in the Fall catalogue. It would be very simple to put in all courses and present faculty for the purposes of the printed catalogue and later to cancel, if we as a program should decide to make changes.

*prevented from presenting
my view of the attack on
ES 397.*

2. There has been criticism raised about how I conduct the teaching of ES 397, Economic Change and Hawaii's People.

Ever since this class was first offered in the Spring of 1977, John has given most of the lectures, although I am the instructor and I sign for the course. I give the lectures for 4, 3-hr. class sessions, which is the equivalent of 4 weeks of a regular course that meets 3 times a week.

This way of handling a course is not unusual in the history of the Ethnic Studies Program.

For many years someone other than the instructor signed for the Caucasians class -- people who never even put in a showing at the classroom -- because we knew the University would refuse to hire the person who was actually teaching the course.

I myself signed for ES 221 while the lab leaders taught the course, a one point in time when it was necessary to keep the course going.

I do not propose that this is the way we should run the program continuously, but there are times when it may be necessary, and I think this is one of them.

I believe that 397 is an important addition to the courses offered by the Ethnic Studies Program.

I'd like to read you some comments by this semester's students that reflect this same feeling.

For several reasons 397 drew few students the first two semesters, so on the basis of this, the course was not made a permanent part of the ES program. This semester, however, there are 15 registered students, and the curriculum committee has recommended that the program request 397 be made permanent as soon as possible. If the course is made permanent before the Fall, I would recommend that John be hired by the program as the lecturer of the course. He would then sign for it and we would eliminate the need for the situation we have at present.

If however, the class is not made permanent until after the Fall semester, the curriculum committee recommends that I continue to sign for the course and conduct it in the way I consider is best, which would be with John as the co-teacher/lab leader.

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As soon as the course is made permanent and John is hired as its lecturer, I would be willing to turn over .25 position counts to other persons who need, for reasons the staff members as a whole would decide, additional position counts: perhaps for research, curriculum development, or some other important internal development of the program.