Healthcare & Education, 1971 - 2000: Proposal for an Ethnic Studies Program for the UH Manoa Campus

Proposal for an

Ethnic Studies Program

For The

University of Hawaii, Manoa Campus

$268,000 requested

Submitted to Chancellor Richard S. Takasaki

by The People's Committee on Ethnic Studies

April 10, 1972

THE PEOPLE'S COMMITTEE ON ETHNIC STUDIES

April 10, 1972

Chancellor Richard S. Takasaki

University of Hawaii, Manoa Campus

Honolulu, Hawaii

Dear Chancellor Takasaki,

The People's Committee herewith submits its proposal for an Ethnic Studies Program for the University of Hawaii, Manoa Campus, as per the agreement signed by you and the Committee for Concerned Students, Community and Faculty for Ethnic Studies on March 24, 1972.

/s/ Alberta Pualani Anthony
Chairman,
The People's Committee on Ethnic Studies

/s/ Regina Inciong
Co-Chairman

/s/ Buddy Ako

/s/ Kay Brundage

/s/ Mary Choy

/s/ Lili Dorton

/s/ Guy Fujimura

/s/ Francis Kauhane

/s/ Terrilee Kekoolani

/s/ Oliver Lee

/s/ Russell McLeod

/s/ Soli Niheu

/s/ Agnes Niyekawa-Howard

/s/ Roy Santana

/s/ Merle Yamamoto

Proposal for an

Ethnic Studies Program

For The

University of Hawaii, Manoa Campus

(ABRIDGED)*

Submitted to Chancellor Richard S. Takasaki

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*Portions of the Original People's Committee Report have been deleted as noted in the text.

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I. HISTORICAL BACKGROUND OF THE PEOPLE'S COMMITTEE

The People's Committee on Ethnic Studies was created in an agreement signed by Chancellor Richard S. Takasaki and representatives of the Committee for Concerned Students, Community and Faculty for Ethnic Studies on March 24, 1972. (see Appendix A) The Committee was enpowered to develop a proposal for the Ethnic Studies Program and to include recommendations on:

1. Staffing
2. Governance
3. Courses and Curriculum
4. Special programs, open admissions, tutorial programs
5. Budget
6. Selection of Director

The members of the committee are:

Students	Community	Faculty
Lili Dorton	Buddy Ako	Alberta Pualani Anthony
Guy Fujimura	Mary Choy	Kay Brundage
Regina Inciong	Francis Kauhane	Oliver Lee
Terrilee Kekoolani	Soli Niheu	Russell McLeod
Merle Yamamoto	Roy Santana	Agnes Niyekawa-Howard

II. GOALS OF THE ETHNIC STUDIES PROGRAM

Until very recently, the whole public school system in Hawaii offered no systematically coordinated series of courses on the history, culture or current problems of any of the ethnic groups in Hawaii. What has been true of the public school system has also been true of the University of Hawaii. It was hoped, when the Ethnic Studies Program was established at the UH two years ago, that it would to some extent begin to fill a gap which has long existed at all levels of education in this State.

Many generations have grown up in Hawaii without learning anything about the traditions and history of their ancestors. This is particularly true of this generation of public school and University students. They are, in many ways, a lost generation. They have no sense of identity, of pride in being themselves, little knowledge about the traditions, history and values of their respective ethnic groups. Many of them have grown up not knowing who they are, from whence they have come or where they are headed. In many of them this lack of self knowledge has bred shame; in others, a deep-seated sense of frustration and anger.

It was primarily out of a recognition of these facts that students and faculty and community members sought the establishment of an Ethnic Studies Program at the University of Hawaii in the hope that through teaching and research the needs of students and the community at large would be met.

Ethnic Studies seeks to impart to students knowledge about the various ethnic groups in Hawaii from the point of view of members of the ethnic groups themselves. This is a program which seeks to provide a forum for the discussion of questions concerning the traditions, history, and current problems of ethnic groups in Hawaii. By drawing on comparative material on other ethnic groups in the world the Program hopes to put the Hawaiian experience in clearer perspective.

The Program is designed to instill in members of the ethnic groups living here a sense of intelligent pride in being themselves, in finding out who they are and how it is they have come to be in the position they are in today.

III. STRUCTURE OF THE ENTIRE PROGRAM

We propose that Ethnic Studies be organized to scientifically and systematically study Hawaii's ethnic group experiences and material conditions. Ethnic studies must lay the foundation and provide the necessary theoretical understanding for students to apply their education in analyzing history and the political, economic and social forces affecting them as human beings from certain national and cultural backgrounds. Only in this way can they understand their own ethnicity and status in the context of Hawaii today.

In order to achieve its goals, the Ethnic Studies Program will have two units--an undergraduate instructional program, and a research, community resources and curriculum development unit. Both units will be administered by the Program Director with the advice and consent of a Governance Board. (The Governance Board and the Selection of Director are discussed in sections VI and VII)

The purposes and functions of the instructional program and research unit will be discussed under Sections IV and V. It must be stressed that while in the past an instructional program has been carried out without an organized research unit, such a situation cannot be allowed to continue. There are a number of reasons why this is so:

1. There is a paucity of available material in forms ready for classroom use; primary sources and raw data need to be located, analyzed and written up in usable form.

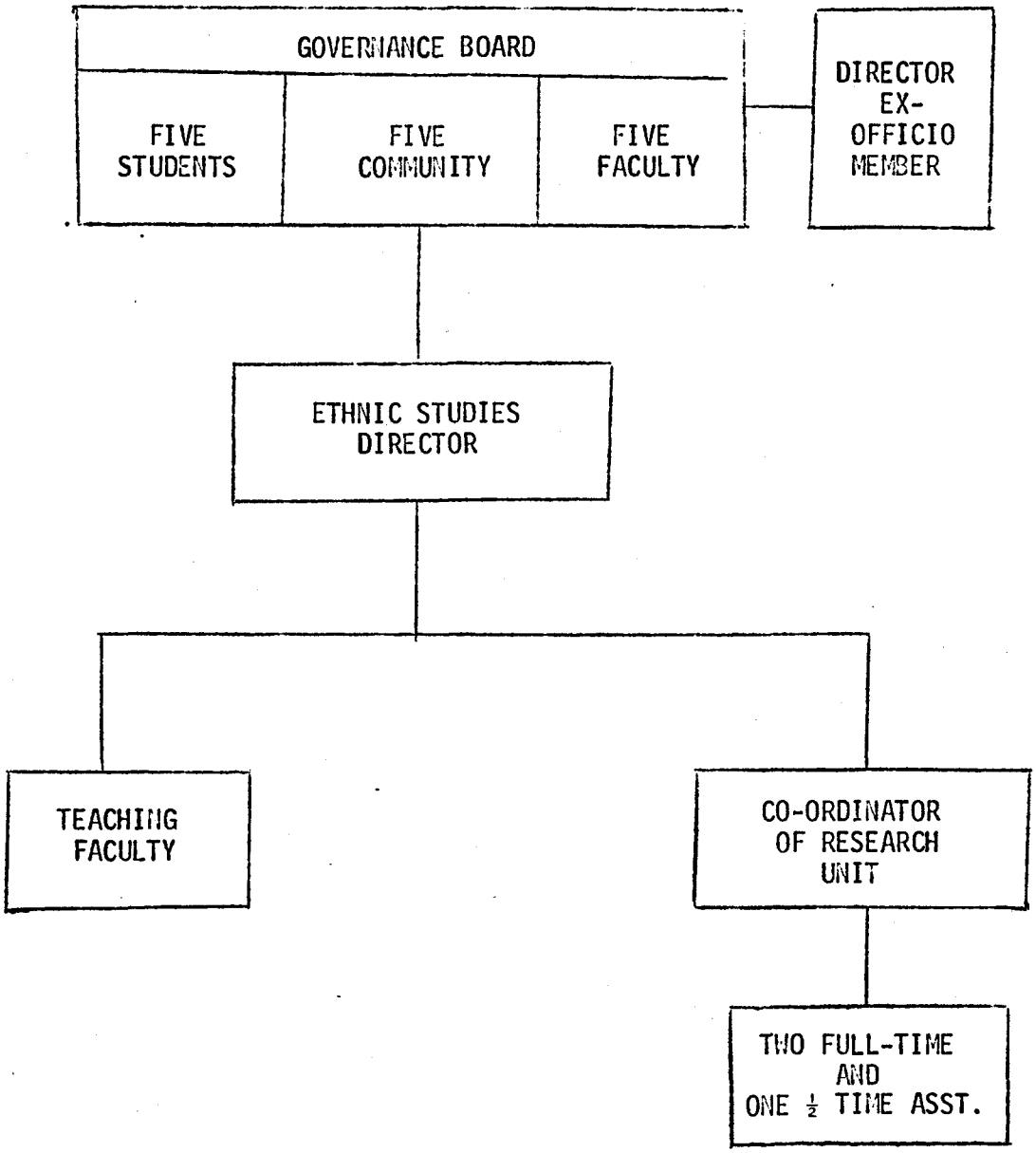
2. There is a vast store of community resources, especially human resources in the person of older immigrant and Hawaiians, yet untapped.

3. There is a need to organize a truly integrated curriculum plan for ethnic studies at all levels of the educational system in such a fashion that trained local people will be able to teach Ethnic Studies properly in all of our schools and colleges.

4. There is a need to produce readers, and other material for classroom use with a view to eventual publication after a trial period of use in teaching situations.

None of these problems can be solved by the instructional staff alone, yet no truly well-grounded academic program can grow out of Ethnic Studies unless these needs are met. Therefore, the Research, Community Resources and Curriculum Development Unit must be an integral part of the Ethnic Studies Program.

THE ETHNIC STUDIES PROGRAM



IV. INSTRUCTIONAL PROGRAM

A. Overall curriculum plan

B. Course Proposals

ES 101 Introduction to Ethnic Studies (3, I-II)

121 Introduction to Hawaiian Studies (3, I-II)

200 Japanese-Americans (3, I-II)

201 Chinese-Americans (3, I-II)

202 Filipinos In Hawaii (3, I-II)

203 Caucasian Americans (3, I-II)

205 Black Americans (3, I-II)

221 Hawaiian-Americans (3, I-II)

301 Ethnic Identity (3, I-II)

320 Hawaii & the Pacific (3, I-II)

355 Topics in Ethnic Studies (3, I-II)
(1972-73) Ethnic Groups and the socio-economic structure of Hawaii

365 Topics in Ethnic Studies (3, I-II)
(1972-73) Ethnic Arts & History

390 Movements for Social Change in Hawaii (3, I-II)

397 Field Experience in Ethnic Studies (4, I-II)

399 Directed Reading & Research (var, I-II)

Overall Curriculum Plan

The instructional program of Ethnic Studies is entirely at the undergraduate level, although graduate students are welcome to enroll in Ethnic Studies courses. The educational philosophy and goals underlying the overall curriculum have already been discussed in Sections II and III.

Ethnic Studies courses are organized at three levels:

100 level: Introductory survey courses, dealing with
(1) basic principles of Ethnic Studies and,
(2) general information concerning the indigenous Hawaiian population and immigrant ethnic groups in Hawaii with some attention to mainland ethnic groups.

200 level: Introductory information regarding particular ethnic groups in Hawaii.

300 level: Various social theories on ethnic group relations will be studied. Economic and political theories as applied to Hawaii will be studied. The "how to do it" aspect of this level will be a major emphasis. The student will be expected to pick up skills to analyse statistics, raw data, to conduct his own research and investigations, to analyse and inter-relate events, attitudes and conditions. Experience in the community will be an important part of this level, although every course level will have contact and experience with the community.

At present it is possible for a student to major in Ethnic Studies through the Liberal Studies Program. It is hoped that within the next two years the Ethnic Studies Program will become a regular department within an appropriate division of the proposed undergraduate college and, that at such time it will define and implement its own criteria program for an undergraduate major in Ethnic Studies.

Course Proposal

NOTE: The proposals for Ethnic Studies 101-399 courses have been deleted and the following course description substituted.

Ethnic Studies 101 - Introduction to Ethnic Studies

Survey of, and introduction to, basic concepts and theories for, analyzing dynamics of ethnic group experiences (including racial conflict past and present) in multi-ethnic communities (Guyana, Malayasia, Fiji, Ceylon, Australia South Africa Hawaii). Local Community lecturers input supplementary to and illustrative of above.

Ethnic Studies 121 - Introduction to Hawaiian Studies

Polynesian migrations; Hawaiian institutions, social stratifications in historical perspective and attitudes towards authority: the Monarchy; the politics of land; costs of culture contact; re-interpretation and critical analysis of literature on Hawaiians.

Ethnic Studies 200 - Japanese Americans in Hawaii

Analysis and examination of Issei roots in Japan, the contract labor experience, life in plantation society, role of Japanese immigrants in the move to organize unions and their dilemmas and problems during World War II. Japanese in Hawaii and the process of post World War II mobility into the Democratic Party, the Legislature, the public bureaucracy. Inter-ethnic relations including Japanese-Okinawan relations.

Ethnic Studies 201 - Chinese Americans in Hawaii

History and contemporary problems of Chinese in Hawaii; comparisons with Chinese in the mainland United States and in mainland China.

Ethnic Studies 202 - Filipinos in Hawaii

Examination of the Filipino experience in Hawaii including contemporary problems relating to employment, education, health and welfare, housing, acculturation, socialization process of the Filipino immigrant in Hawaii, inter-ethnic relations, intermarriage, conflict, role in organized labor.

Ethnic Studies 203 - Caucasian Americans

Caucasians in a neo-colonialist framework; historical and contemporary position of Caucasians in Hawaii--the dominant culture; identity and related problems of Caucasian Americans; racism and counter-racism.

Ethnic Studies 205 - Black Americans

Historical analysis of position and status of Blacks in America--slavery, Black inferiority, Black identity, Black resistance and protest.

Ethnic Studies 221 - Hawaiian-Americans

Crucial political, social and economic problems of Hawaiians today in light of historical developments: land; housing; education; welfare; employment; leadership.

Ethnic Studies 301 - Ethnic Identity

Analysis of individual and group problems of identity; theories of identity, identity conflict, culture conflict, inter-ethnic relations. Critical review of available material on Hawaii.

Ethnic Studies 320 - Hawaii and the Pacific

Analysis and discussion of selected historical and contemporary problems of Pacific Rim areas relevant to the Hawaiian experience. The White Australia Policy; US/Australia/New Zealand Pacific Rim Strategy: the politics of foreign investment; implications of foreign investment (e.g. tourism) on Pacific peoples; academic imperialism and Pacific scholarship; the Australian Aboriginals; Missionary legacy; Hawaii & the Pacific.

Ethnic Studies 365 - Topics in Ethnic Studies Through the Social Sciences

To be pre-announced each semester. Fall 1972 topic will be : Ethnic groups and the socio-economic structure of Hawaii.

Ethnic Studies 365 - Topics in Ethnic Studies Through the Arts

To be pre-announced each semester. Topic for Fall 1972 will be: Ethnic Arts and History.

Ethnic Studies 390 - Social Movements in Hawaii

Description and analysis of the role of various contemporary movements for social change in Hawaii.

Ethnic Studies 397 - Field Work in Ethnic Studies

Specialized supervision of individual student research projects with a historical, oral history or contemporary problem orientation.

Ethnic Studies 399 - Directed Reading & Research

Directed reading and research on ethnic groups covered generally in 200 level courses.

V. SPECIAL PROGRAMS

A. The Research, Community Resources and Curriculum Development Unit

1. Ethnic Studies Journal

2. Ethnic Studies Newsmagazine

3. Summer Project 1972

4. Summer Institute 1973

B. Open Admissions and Tutorial Programs

A. THE RESEARCH, COMMUNITY RESOURCES AND CURRICULUM DEVELOPMENT UNIT

Introduction

This unit is vital to the Ethnic Studies Program and must be considered to be an integral and inseparable part of it.

The express need for the unit proposed here grows out of our experiences with the Ethnic Studies Program over the last two years. During this period we have been able to clearly see the need for an on-going research program supplementary to our teaching efforts, the need for systematically surveying the resources available in the community and the needs of the community and, finally, the importance of seeing and attending to curriculum development as a matter of continuous concern over the course of the entire academic year.

Tasks

1. The tasks envisioned for the unit are as follows:

   a. Co-ordinating, initiating and helping to sponsor research projects related to the goals of the program and to the needs of the students and the community at large;

   b. funding the above goals from Federal government and private Foundation sources.

Funding

2. Representative Patsy Mink who has taken a special interest in the retention of this program has recently pointed out the very real possibility of Federal Funds being available soon to finance ethnic studies across the nation. Hawaii is in a very special position to bid for such financial assistance and this Program is the logical vehicle through which requests would be channelled.

   In addition, at least one major private Foundation has expressed considerable interest in funding the Ethnic Studies Program on this campus. This is an urgent matter which the Program must concern itself with as soon as administrative and related matters are back on an even keel.

   While it is not our intention to give the impression that research funds are easy to come by, we feel that many private Foundation sources can be tapped to support this Program's research and related needs.

Role of the Co-ordinator

3. The Co-ordinator shall formulate research projects and seek funding for same. Priorities for research projects shall be determined by the

Governance Board.

He shall also be responsible for the direction and co-ordination of the work of the research assistants in the Unit.

The Co-ordinator shall be responsible to the Director of the Program and through him to the Governance Board.

Staffing for the first year

4. In the first year of its existence the Unit will be staffed by a co-ordinator employed full time at the Associate or Full Professor level, full time. The teaching staff will also be involved in research and curriculum development. Two full time and one half-time Research Assistants shall also be employed in the Unit.

   Appropriate secretarial assistance will also be needed. It is hoped that the Unit's work can begin no later than June 1, 1972.

5. Proposed Summer Institute for Ethnic Studies, 1973

   The most pressing and immediate task for the Unit is to organize the Summer Institute which has been proposed separately. This work must begin this summer.

6. Appropriate budgetary provision is made in the Budget for the next year.

Supporting Statement on Purposes, Functions, etc.
of the Research, Community Resources & Curriculum Development Unit

A. Investigating and submitting proposals to private Foundations, Federal government and other sources for funding of Research for the ES Program.

B. Program Related Research

-- Curriculum Planning and Development

-- Plans for ES major (deadline December 1972)

C. Research - other

-- Translation and inventory of relevant documents in Hawaiian available at State Archives and other sources for inclusion in course material;

-- Ditto for Japanese, Filipino, Chinese etc. material wherever available;

-- Publication of Readers;

-- ES Program as Resource Center for community groups engaged in working on local problems;

-- Exploring possibility of developing material for High School, public school and community use in the study of ethnic groups etc.;

-- Surveying community needs - for example, meeting the needs of local artists, writers, musicians; systematically determining interest in Ethnic Studies Courses in the community; the Ethnic Studies Program and policy oriented research on community problems, etc.

D. Publication Outlet for ES Research

-- Publication of ES Journal

E. Teaching

-- The High School ES Program and the UH ES Program - areas of collaboration particularly in teacher training, curriculum development: plans to be laid in consultation with DOE and UH School of Education;

-- The ES Program in Primary and Intermediate Schools - the role of the UH ES Program in material and teacher preparation;

-- Improving bibliographical information available to teaching staff: inventory of research in progress or recently completed results of research relevant to ES Program for classroom use; establishing contact with SSRI;

-- Continuing Education: teaching evening courses;

-- Summer Session course offerings.

Summer Institute for Ethnic Studies, 1973

Participants: Teachers, Students, community at large including those interested in utilising "open admissions" facilities; interested exchange personnel from mainland ES and related Programs;

Planning for the above Institute will take place during Summer of 1972 when participation of Unit staff ought to begin.

OUTLINE STATEMENT OF SUMMER INSTITUTE HAS ALREADY BEEN SUBMITTED UNDER SPECIAL PROGRAMS

1. Ethnic Studies Journal

The primary functions of the journal would be to explore and assess problems and issues presently unresolved; to initiate and sustain a full analytical discussion on critical issues; to conduct in-depth studies on social and political change; to probe the social, political, economic, historical, cultural dilemmas of ethnic minorities in American society; and to provide a new forum for the free expression of ideas and theories. The journal would serve as a scholarly and viable means of disseminating research and studies of all kinds, especially interdisciplinary and comparative.

The journal would constitute an invaluable instrument for centralizing a battery of knowledge of the cultural, economic, political, philosophical, anthropological, social, historical, and communicative experiences of ethnic groups and issues which relate both directly and indirectly to them. The journal would be an intellectual and scholarly forum; it will select and solicit articles for publication which explore widely issues of interest pertaining to ethnic groups; it will serve as a backstop in discussing and encouraging scholarly and intellectual dialogue on racism with special reference to national and international perspectives.

The journal will emphasize articles which make a definite contribution to knowledge. Articles which emphasize innovation and excellence of scholarship will be vigorously sought. Articles for publication will be determined on strict criteria, to with.

1. Contribution to knowledge
2. Revises a notion or idea substantially
3. Originality
4. Independent thought and criticism
5. Significance of subject matter
6. Quality of expression
7. Thoroughness of research

2. Ethnic Studies Newsmagazine

In addition to the Ethnic Studies Journal, a monthly newsmagazine of approximately 12-16 pages is proposed. This publication would be aimed at a larger cross section of the community and student body, and would sometimes include articles in the more commonly used local vernaculars. The newsmagazine would cover such subjects as:

1. Current conditions in Hawaii: e.g. pollution, land development, different ethnic groups and related events, social trends.

2. A history section: e.g. people, places, events, eras

3. Examination of local social "movements": e.g. The Hawaiians, Welfare Coalition, Operation Blackeye

4. Examinations of similar national ethnic movements: the Native Americans (the American Indians), the Chicanos (Mexican-Americans), etc.

5. Poetry, photography, artwork, from Hawaii and elsewhere, primarily relating to different ethnic groups.

This newspaper will be the responsibility of the staff of the Research/Resource and Curriculum Development Center, with interested students, community and faculty contributing to its content and production.

3. Summer Project 1972

Much of the material and resources on the People's ethnic heritage has not been gathered, written, or systematically compiled. It had not been possible, in the initial stages of the program, to carry out any coordinated resource gathering project.

Therefore, the Ethnic Studies Program will sponsor a ten week Summer Resource Development project throughout the summer of 1972 which will include staff, students, and appropriate consultants.

In general, this project is designed to develop community contacts for ethnic research and for resource persons for the coming academic year and to begin to gather various resources and materials on Hawaii's ethnic heritage. More specifically the project will be implemented around curriculum development, but by no means limited to this. Further, lab leaders and discussion group leaders should be encouraged and given first preference for these positions, as the third task would involve development of a workshop for the last two weeks prior to the fall, 1972 semester, to involve general discussion of curriculum and teaching methodology. This workshop will involve staff and community participants.

The COORDINATOR (Instructor) is responsible for coordinating the project, giving direction to the student researchers, and coordinating the resources to be made available to the instructional staff.

The (20) STUDENT RESEARCHERS are responsible for carrying out the tasks assigned by the instructional staff in researching various subjects necessary to the development of the program, in seeking out and interviewing community consultants, seeking out and cataloguing materials, and developing and revising the core course readers.

4. Summer Institute 1973

The Program will sponsor a five-week summer institute in ethnic studies for selected faculty and people from the community: i.e., teachers, students, and community organization leaders.

The workshop would be designed to expand the magnitude of Ethnic Studies in the curriculum and to bring about a rapid increase in the number of college and other teachers who are qualified to teach courses in ethnic culture, history and contemporary affairs.

Most of the faculty in the Program will be invited to participate in the five-week session. Details will be finalised by the end of December, 1972.

The proposed course will deal with materials for, and the methodology of, teaching ethnic studies. It will also touch on bibliographies and special collections of particular interest to librarians and researchers.

Materials for inclusion in the Ethnic Studies Journal will be discussed. Course development through the exchange of information with others in the field about similarities and differences in cultural, economic, social, psychological views and life styles will be pursued. Faculty and discussion leaders, through exposure to different group experiences, will become sensitised to the needs, hang-ups, and concerns of other participants as well as their own.

The Institute will establish a climate for free expression and exchange of ideas, provide cross-cultural communication between potential faculty and assist faculty members to find ways to further understanding and focus on areas of concern for students of different ethnic background.

Considerable attention will be directed at ethnic minority institutions. This phase of the summer institute will deal with cultural articulation. Community people from various ethnic backgrounds will be invited to address the body at large or to conduct their own discussion groups to inform the potential faculty what they feel ethnic studies means to them.

A number of other areas with which this summer program might be concerned are:

1. Changing patterns of race relations in Hawaii;
2. Middle class teachers and lower class students--dilemmas in the public school system;
3. The ideology of teachers in the public school system;
4. What the Ethnic Studies Program can do to assist the teaching of ethnic studies in the public school system;
5. The Ethnic Studies Program and community organizations;
6. The Ethnic Studies Program and oral history;
7. The Ethnic Studies Program and current history;
8. Federal, State and private foundation funding for Ethnic Studies;
9. "the care and feeding of genius"--encouraging, assisting and developing the talents of the next generation for college teaching and research.
10. Vernacular languages and Ethnic Studies.

B. OPEN ADMISSIONS

Local people have worked all their lives to build the wealth and strength of Hawaii. Many had to sacrifice institutional learning to earn money to provide themselves and their families with food, clothing, shelter and health care. Today, because of their struggle, many of us enjoy the fruits of their labor, and find it easy to take advantage of a college education. But many of us, in fact, the majority of the people in Hawaii, do not have that option. Poor and working people have been systematically excluded from educational institutions, and the luxury of opportunities for higher education are absent.

We believe this is wrong. Ethnic Studies is about the people of Hawaii--all of us.

Therefore, it is imperative that a program such as Ethnic Studies which deals with local people, many of whom, especially the Hawaiians, Samoans, and Filipinos are conspicuously absent from the University campus, should be responsible for opening up the university to our people. Therefore, we see that OPEN ADMISSIONS is essential to the purpose and implementation of Ethnic Studies.

LEVEL I

There are two levels of implementation to this Open Admissions policy. The first level is for people who may want to take only Ethnic Studies courses and have no interest in pursuing any further career in university education. Such students who successfully complete all the requirements for a course shall be awarded a certificate redeemable for appropriate credit should they become regularly enrolled students. For these people, we feel that normal university procedures and requirements are unnecessary and should be waived. Because there will be no increase in budgetary costs, we recommend that tuition be waived. This phase of open admissions should be implemented this fall.

We also propose that evening classes be offered for working people who cannot attend day classes. Courses of interest to the community ought to be offered where the community is. President Cleveland has made reference to the concept of the open University. We believe that the Ethnic Studies Program can be the spearhead of the open University.

LEVEL II

The second level of open admissions deals more with prospective students who may want to pursue a particular field of study but who have been previously unable to do so because of a battery of culturally elitist tests and qualifications which discriminates against local people, or because of the cost of university education.

There are already several programs on campus dealing with this kind of open admissions, most notable the Model Cities College Opportunities Program, which deals exclusively with students from Kalihi-Palama and Waianae-Nanakuli. The program is small, and when Model Cities phases out, what happens to it?

What generally happens in programs similar to College Opportunities, is that aside from losing their sponsor or funding, they never reach the larger community, or are unknown to many people.

We propose that the Ethnic Studies Program ACTIVELY recruit and publicize existing programs until such time as it is ready to initiate its own program of open admissions.

Future Procedures

1. Eligibility

Anyone who is a resident of Hawaii may apply for admission to the university through the Ethnic Studies open admissions program.

Preference will be shown to the individuals who belong to the groups which have been historically denied access to higher education opportunity, specifically the Hawaiians, Samoans, and Filipinos, and the poor. (*this is not exclusive)

All applicants will be given careful consideration regardless of previous scholastic marks. A high school diploma is not required and standardized tests need not be completed prior to entrance. Any transcripts of high school or Junior College work should be submitted.

Any more definite criteria may be defined by the Governance Board in conjunction with university officials.

2. Financial Aids

A combination of grants, loans, and work opportunities can be used to make it economically feasible for students to attend the university.

We also propose that the Governance Board explore the possibility of starting an independent scholarship fund, in conjunction with community organization, unions, churches, and private foundations as well as federal and state funding.

3. Housing

We propose that Ethnic Studies open admissions students needing housing be given high priority in terms of dorming facilities and other housing arrangements.

4. Special Admissions Procedures

Admission not based on the usual entrance requirements of the university (e.g. Scholastic Aptitude Test). The Governance Board of the program will select a screening committee, composed of those individuals appropriate.

5. Educational Aids

Too many times in the past, lack of educational aids has led to many students being pushed out of school.

Therefore, we propose that the Ethnic Studies program have a tutorial service available to the open admissions students. Students already in the regular university structure, as well as Ethnic Studies classes, can be recruited, perhaps through the work-study program or a special fund within Ethnic Studies, to provide the tutoring.

CONCLUSION

We believe that OPEN ADMISSIONS is imperative and will endeavor to work closely with similar existing open admissions programs, administration, and other agencies and interested persons, in developing a cohesive and viable open admissions policy that meets the needs of Hawaii's community.

VI. GOVERNANCE

1. Governance Board

A governance board shall be the main policy making body for the Program and shall be responsible for its general management and administration. The director shall be accountable to the Governance Board.

2. Composition

The Governance Board shall be composed of five students, five faculty members, five community representatives, and the director as an ex-officio member.

3. Powers and Duties

The powers of the board shall include:

1. Development of criteria for the selection of personnel and the director.
2. Selection of staff and director.
3. Evaluation of staff and director for rehiring and promotions.
4. Evaluation of individual course objectives and content and suggestion of changes when appropriate.
5. Evaluation of overall curriculum and program development.
6. Development of innovative programs.

4. Selection

1. The People's Committee will appoint a Governance Board to serve from May 1, 1972 to December 31, 1972.
2. The Governance Board shall receive nominations for members of the new board from all interested parties during November. A public announcement to this effect should be made.
3. Early in December the Governance Board shall elect a new Governance Board to serve from January 1 to December 31. Members shall not be eligible to serve for more than two consecutive terms.
4. Vacancies which occur during the year will be filled by the Governance Board.
5. Steps 2, 3, 4 will constitute the normal procedure for selection of the Governance Board in the years to come, unless the Governance Board shall deem otherwise.

VII. SELECTION OF DIRECTOR

1. The Governance Board shall be charged with the selection of a director for the program.

2. The Governance Board shall review the position of director in March of each year and select the director for the following academic year.

3. In the absence of any other governing body, the People's Committee shall select the director for the academic year 1972-1973.

   The People's Committee has decided unanimously that Lawrence Ka'alo'ehukai Kamakawiwo'ole shall be director for the academic year 1972-1973. Further, because of the absence of a director at present and the urgency of the situation, the People's Committee recommends that Mr. Kamakawiwo'ole's appointment be effective May 1, 1972.

VIII. STAFFING

General Staffing

Ethnic Studies expects to recruit to its teaching faculty those who have appropriate academic and other conventional qualifications to serve the needs of the Program. The Committee does not believe that conventional academic qualifications alone constitute a sufficient basis for recruitment to the ranks of the teaching staff. There is a strong feeling that there are many resource people in the community who may not have letters after their names but who, by reason of their proximity to or indeed, actual involvement in, community affairs, have much to contribute to this Program. These people constitute a pool of teaching resources which must first be catalogued and then tapped, for they have a depth of knowledge to impart which many conventionally qualified academics do not command. Many students, similarly knowledgeable or otherwise qualified, ought also to be given an opportunity to share the teaching load.

Staffing 1972-1973

Attached are the Committee's recommendations for the Ethnic Studies staff for 1972-1973 along with a sheet indicating the courses various faculty members will be teaching. The positions for graduate assistants, lecturers, and lab leaders have not been filled because it is the Committee's view that the staffing of those positions is the prerogative of the faculty members who will be working with them.

It is the recommendation of the People's Committee that the position of Administrative Assistant be filled by Mrs. Elaine Sachiko Kiilehua, subject to the approval of the director (curriculum vitae available from Program Committee).

BECAUSE IT IS ALREADY VERY LATE IN THE ACADEMIC YEAR BY AAUP STANDARDS AND ALL OTHER REASONABLE STANDARDS FOR APPOINTMENTS FOR THE FALL SEMESTER, THE PROGRAM COMMITTEE STRESSES THE URGENCY OF THE BOARD OF REGENTS' IMMEDIATE ACCEPTANCE OF THE FACULTY MEMBERS RECOMMENDED BY THE PEOPLE'S COMMITTEE AND SUBMITS THAT THE ROUTINE HIRING PROCEDURES BE IMPLEMENTED AFTER SUCH ENDORSEMENT BY THE BOARD OF REGENTS.

Ethnic Studies Instructional Faculty

1972 - 73

Barrow, Terence Tui	B.A., M.A. (New Zealand) Ph.D. (Cambridge, England)
Gladwin, Thomas	B.A. (Harvard), Ph.D. (Yale)
Anthony, James	B.A., M.A. (Hawaii) Ph.D. (A.N.U.)
Takahashi, Herbert	B.A. (Wisconsin), J.D. (Harvard)
Young, Nancy	B.A. (Berkeley) Ph.D. (Hawaii)
Brundage, Katherine	B.A. (Tufts), M.A. (Berkeley)
Kamakawiwoole, Lawrence	B.A. (Hawaii), M.Div. (Berkeley) M.Ed. (Hawaii) expected 1972
Kelly, Marion	B.A., M.A. (Hawaii)
Kent, Noel	B.A. (Wisconsin), M.A. (Hawaii)
Saidin, Ahmad	B.A. (Hawaii), M.A. expected in 1972
Tria, Melinda	B.A., M.A. (Philippines), M.A. (Wisconsin)

Ethnic Studies Program Director

Lawrence Kamakawiwoole

Co-Ordinator of Research Unit

Vacant - negotiations in progress

Courses & Instructional Staff

Ethnic Studies Program

1972-1973

ES 101	Introduction to Ethnic Studies (3, I-II)	Staff
121	Introduction to Hawaiian Studies (3, I-II)	Kelly
200	Japanese-Americans (3, I-II)	Takahashi
201	Chinese-Americans (3, I-II)	Young
202	Filipinos in Hawaii (3, I-II)	Tria
203	Caucasian Americans (3, I-II)	Gladwin
205	Black Americans (3, I-II)	Brundage
221	Hawaiian Americans (3, I-II)	Kamakawiwoole
301	Ethnic Identity (3, I-II)	Saidin
320	Hawaii & the Pacific (3, I-II)	Anthony
355	Topics in Ethnic Studies (3, I-II) (1972-73) Ethnic Groups and the Socio-Economic Structure of Hawaii	Kent
365	Topics in Ethnic Studies (3, I-II) (1972-73) Ethnic Arts & History	Barrow
390	Movements for Social Change in Hawaii (3, I-II)	Community lecturers
397	Field Experience in Ethnic Studies (4, I-II)	Anthony
499	Directed Reading & Research (var, I-II)	Staff

Proposal for Office Space Allocation

It is proposed that, in contrast with the deplorable situation in the current academic year, adequate and conveniently grouped office space be provided for the administrative, teaching and research staff of the Ethnic Studies Program.

The the academic year 1972-73, this would mean a total of thirteen offices, to be assigned in the following manner:

Personnel	Position Counts	No. of Officers
Director (cum Instructor)	1	1
Administrative Asst.	1	1
Instructors	2.5	2
Asst. Professors	1	1
Assoc. Professor	1	1
Professors	1	1
Teaching Assistants & Other	2.75	3
Research Co-ordinator	1	1
Research Assistants	2.5	2
TOTAL	13.75	13

IX. STATEMENT ON FACULTY WORK LOAD

In putting together a budget we have had to determine what is current common University practice concerning a full time teaching work load.

To the best of our knowledge, it seems that this is a matter over which there is a fair amount of flexibility throughout the University. There are variations between Colleges and within Colleges, between one Department and another.

It seems that the determination of what constitutes a full time teaching work load is a matter for decision within the Department or Program concerned in consultation with the Dean of the College. In the various Departments and Programs within the College of Arts and Sciences it appears that 4 three credit courses a year (two per semester) generally constitute a full time load. Past experience in the Ethnic Studies Program has been for one 3 credit course per semester to be a half time load two three credit courses per semester, a full time load. We feel that this practice, obviously endorsed by the Dean, should continue.

In submitting that two 3 credit courses should continue to be a full time load we are conscious of the fact that this might appear to be low. When one considers that this Program is one that will concentrate on excellence in teaching, in close faculty/student contact, in faculty/community collaboration, in preparation of new material, in providing services to the proposed research unit, in curriculum reconstruction and in frequent staff meetings we feel that two three credit courses a semester is an appropriate full time load.

BUDGET

	Position Count	Funds $
A. PERSONAL SERVICES		
ADMINISTRATION		
1 Director half-time (Instructor, Grp II, Step 5) - Kamakawiwoole 1/2 of $10,380 + $2,100 stipend	.5	7,290
1 Administrative Assistant or Steno 3 (full time) approx.	1.0	8,500
Governance Board		1,500
INSTRUCTION		
Instructors		
1 at half-time (Grp 1, Step 5) - Kamakawiwoole 1/2 of $8,868	.5	4,434
5 at half-time (Grp 1, Step 5) - Brundage, Tria, Kent, Saidin 2 1/2 at $8,868 each	2.5	22,170
Assistant Professors		
2 at half-time (Grp 1, Step 5) - Young, Takahashi - 1 at $11,232	1.0	11,232
Associate Professors		
1 at full time (Grp. 1, Step 5) - Anthony 1 at $14,772	1.0	14,772
Professors		
2 at half-time (Grp 1, Step 7) - Gladwin, Barrow 1 at $21,012	1.0	21,012
	7.5	90,910

	Position Count	Funds $
Lecture	7.5	90,910
Additional/Sections of ES 355 & 365 1/2 position count each 1 at approx.	1.0	12,000
Teaching Assistants		
5 at half-time (Grad Asst, Step 1) 5 at $3,708	2.5	18,540
Other--unspecified rank		
1 at 1/4-time approx.	.25	3,500
Community Lecturers		
60 lectures per semester at $50 each 120 lectures @ $50 each		6,000
Lab Leaders/ Student Researchers/ Student Help - 20		22,000
Service Performance Contracts		11,500
B. RESEARCH UNIT		
1 Professorial Level full time approx.	1.0	21,000
3 Research Assistants (2 full time, 1 half-time) Apt Personnel, Grp II, Category 1, Step 1		
2 full time at $6,756	2.0	13,512
1 half-time at $6,756	.5	3,378
Air Fare for inter-island travel		5,000
Per diem for inter-island travel		2,500
	14.75	209,840

		Position Count	Funds $
		14.75	209,840
C. SUMMER PROJECT 1972			
Coordinator Instructor Grp I, Rank 4, Step 5	4,860		
20 Student Researchers @ $750 stipends each	15,000		
Consultants (50) @ $50 each	2,500		
Administrative Costs	1,000		
Secretary (Student help) 10 hrs/wk @ $2.50 per hour	300		23,600
SUMMER INSTITUTE 1973			
Salaries, stipends, honoraria for staff	15,000		
Administrative & Related expenses	5,000		
Tuition grants to community and students	3,500		23,500
D. ETHNIC STUDIES JOURNAL (2 issues a year)			
Planning & Publishing	1,750		
Office Supplies	750		
Student Help, etc.	750		3,250
ETHNIC STUDIES NEWSMAGAZINE			
8 issues (ea. 5,000 copies) @ $300 an issue, 16 pages			2,400
E. EQUIPMENT & SUPPLIES (incl Xeroxing & Casettes)			6,000
Tape Recorders--4 @ $100 each			400
TOTAL FUNDS REQUESTED FOR FY 1972-73		14.75	$ 268,990

X. APPENDICES

Appendix A - Agreement

Appendix B - Public Testimonies

APPENDIX A - AGREEMENT

WHEREAS, more than 3,000 students, faculty members and community persons in the State of Hawaii signed petitions submitted to Chancellor Richard Takasaki on March 21, 1972, by and through the Committee of Concerned Students, Community and Faculty for Ethnic Studies in support of an on-going Ethnic Studies program at the University of Hawaii; and

WHEREAS, the parties hereto desire to establish an on-going Ethnic Studies Program at the University of Hawaii which includes all ethnic groups in Hawaii; and

WHEREAS, the parties hereto desire to assure student and community participation in the development and evaluation of an Ethnic Studies program at the University of Hawaii, Manoa, and in the selection of Staff and a director of such a program;

NOW, THEREFORE, in consideration of the premises, covenants, undertakings, terms and conditions herein contained, it is hereby mutually agreed by and between the parties hereto as follows:

SECTION 1

THE PEOPLE'S COMMITTEE ON ETHNIC STUDIES

Chancellor Takasaki establishes a People's Committee comprised of five community persons, five faculty, and five students, appointed by the same.

Chancellor Takasaki agrees to accept the nominees of the Committee of Concerned Students, Community and Faculty for Ethnic Studies as members of the People's Committee on Ethnic Studies

SECTION 2

POWERS AND DUTIES

The People's Committee on Ethnic Studies will receive proposals from the Manoa Campus and develop its final proposal for the Ethnic Studies Program. The final proposal of the People's Committee will include recommendations on:

1. Staffing
2. Governance
3. Courses & Curriculum
4. Special Programs, Open Admissions, Tutorial Programs
5. Budget
6. Selection of the Director

The People's Committee on Ethnic Studies will be the sole committee at the University of Hawaii, excepting other University standing committees if required by established University procedures, empowered to receive recommendations on the above matters for an on-going ethnic studies program.

SECTION 3

RECOGNITION

No other committee on the Ethnic Studies program, excepting other University standing committees if required by established University procedures, will be established or recognized by the Chancellor of the University of Hawaii, Manoa Campus for the initiation and development of proposals exclusively within the powers of the People's Committee as set out in Section 2 of this agreement.

Chancellor Takasaki will recommend to the College of Arts & Sciences Program and Curriculum Committee that the People's Committee on Ethnic Studies be recognized as the sole committee, to initiate and develop proposals for an on-going Ethnic Studies program at the University of Hawaii, Manoa, pursuant to Section 2 of this agreement.

SECTION 4

DECISION PROCESS

Step 1: The People's Committee will receive proposals from students, and other interested persons in writing or in oral form. The People's Committee will also receive the original documents which were submitted to the Advisory Ad hoc Committee on Ethnic Studies to Dean Contois.

Step 2: The People's Committee will develop one proposal for an on-going Ethnic Studies program at the University of Hawaii.

Step 3: The People's Committee proposal will be submitted for review by the College of Arts and Sciences Program and Curriculum Committee.

Step 4: The recommendations of the Arts and Sciences College Program and Curriculum Committee will be submitted to the People's Committee for further review.

Step 5: Differences between the College of Arts and Sciences Program and Curriculum Committee and the People's Committee will be reconciled by the Chancellor acting as mediator with the intention of achieving one proposal for an Ethnic Studies program. Should the Chancellor's mediation efforts fail, he will submit to the President both reports and his own recommendations.

Should there be no differences between the People's Committee report and that of the College of Arts and Sciences Program and Curriculum Committee, the People's Committee Report will be submitted intact by the Chancellor with

his recommendations, to the President for review and further submission to the Board of Regents.

Step 6: The Chancellor's recommendations to the President will be submitted for the information of the People's Committee prior to its transmission to the President.

SECTION 5

DEADLINE

The final report from the People's Committee will be sent to the President for his review and further submission to the Board of Regents no later than April 14, 1972 or soon thereafter, provided the completed report is received in time for adequate review.

Chancellor Takasaki will urge the Board of Regents before the April 14, 1972 deadline to consider and decide on the recommendations of the People's Committee on Ethnic Studies for an on-going Ethnic Studies program at the University of Hawaii, Manoa, at its April 20, 1972 meeting or soon thereafter.

IN WITNESS WHEREOF, the parties hereto have executed this agreement on March 24, 1972.

Duly authorized representatives of the Committee for Concerned Students, Community, and Faculty for Ethnic Studies.

Signed: _____

_____

University of Hawaii, Manoa, Chancellor Richard Takasaki

Signed: _____

APPENDIX B - PUBLIC TESTIMONIES

The People's Committee held Public Hearings to get ideas and suggestions for the Ethnic Studies Program. These took place on March 28, 29, and 30. The following is a list of those who spoke, with a brief description of what they testified about. Complete tapes of the public testimonies and any written submissions are also included in this report.

1. Dr. James Anthony, former Ethnic Studies lecturer

Dr. Anthony went over the faculty proposal and stressed the need for a) community lecturers, b) developing special programs (such as translating and developing source material, rewriting material for public schools, building an Ethnic Studies library, having night classes for non-students), c) open admissions, and d) having student, faculty, and community involved in governance. He also spoke specifically to ES 320, Hawaii & the Pacific, his course submission.

2. Herbert Takahashi, lecturer in Ethnic Studies

Mr. Takahashi spoke about ES 200, Japanese in Hawaii, and covered topics he felt were important in such a course.

3. Lawrence Kamakawiwoole, instructor in Ethnic Studies

Mr. Kamakawiwoole spoke about ES 221, Hawaiians, his course submission.

4. Dr. Thomas Gladwin, Ethnic Studies lecturer

Dr. Gladwin stressed the need for a Caucasian-Americans course in Ethnic Studies and outlined what he thought it should include.

5. Malcolm Merrill, coordinator of the College of Opportunities Program

Mr. Merrill related some of his experiences with Open Admissions. The objective of the program he works in is to get people into the University of Hawaii who do not usually get in. COP recruits these students, and offers advising, tutoring, and counseling. The problem is that COP is only able to finance 40 students right now. He suggests that at least 5% of the total UH student population (1150) should be those who do not usually get in. One way to help out those who have less opportunity for higher education (because of low money or low SATs) is to have more complete information about available aid programs and to circulate it in the communities. "If some kind of change in this area is going to come about, then there must be a re-definition of the role of the University...In our program we hope we will be providing people back into the community who will have the expertise to fill the leadership and will act as models for others in the community to follow...is the role of the University to provide this kind of leadership or is it to take those people who are talented intellectually so they can pursue an intellectually elitest route again?"

6. Ahmad Saidin, Ethnic Studies teaching assistant

Mr. Saidin spoke about the need for continuing the ES 301 Ethnic Identity course, which should include how others see and use ethnicity, as well as how

the student sees his own identity.

7. Jerry Chun and Sylvia Chung, UH students

Both spoke about ES 397 Field Experience, and suggested ways of keeping it more community-oriented: a) instructor would make contacts with community groups and develop a list of those who would like student help in research, b) require prerequisites so that students would go into community with some idea of ethnic problems, c) material gathered and final project should be submitted to a central resource unit.

8. Margaret Burrows, Black Studies instructor in Chicago

Mrs. Burrows had several suggestions for the program in general. "The objective (of Ethnic Studies) is not only to teach black (and other) students about themselves, but also to teach other Americans about the past contributions that blacks (and others) have made." She does not want Ethnic Studies to become a "constant celebration" with very little attention given to concrete research and concrete study, as many of the Black Studies Departments have become.

The program should be concerned about FORM--there should be much innovative thinking, have programs outside the University, or bring in people from various groups. There should also be a lot of work in collecting materials: "The establishment has so distorted the facts of our history, it's very important that we get the facts straight, and get them down in writing so other people can learn from them."

She also suggested that some work be done with local artists--interviewing, making slides of their work, etc., since ethnic culture is not stressed in schools.

9. Leon Dagdagan, Ethnic Studies lab leader

Mr. Dagdagan made suggestions for ES 202, Pilipinos in Hawaii. It should cover more material on the Pilipinos as a people, not just Pilipino identity, as the course does now.

10. Norman Geschwind, History Instructor at Leeward Comm. Coll.

Mr. Geschwind centered on three main points for the program to cover:
a) the need of ethnic people to find their identity
b) the need to understand the nature of the encounter between peoples
c) the need to understand the global Ethnic Studies question.
He also suggested that the Program direct itself to the entire educational community--grade and high schools as well as the University. There is a need too, for gathering oral histories because many ethnic traditions are oral traditions.

11. John Charlot, Star-Bulletin Art Editor

Mr. Charlot emphasized the need for more research on ancient and modern art in Hawaii and its relationship to social cohesion. Each ethnic group has its own tradition of visual arts and crafts, music, and dance that has yet to be tapped and appreciated.

12. Om, grad student in Sociology

Om spoke about the importance of teaching a total conceptualization of ethnicity. Students should understand how ethnic groups' experiences overlap, and at the same time should see the significance of themselves.

13. Robert Stanton, Math teacher

Mr. Stanton related his experiences in education. He finds that local people are on the bottom of the economic scale because of poor quality education. He suggests that the Ethnic Studies Program have tutorial programs which aim to: a) help those who want to come to the UH by teaching basic skills (Math, reading, writing, etc) b) help those who don't want further education to learn everyday skills (income tax, etc)

14. Warren Iwasa, English instructor

Mr. Iwasa spoke about the relationship between ethnic identity and literature. He feels that Ethnic Studies should deal with the following:
a) ethnic identity through a survey of literary works from Hawaii,
b) stories of ethnic minorities not in Hawaii--all works concerned with cultural displacement, political exiles, immigrants, c) and therefore develop a knowledge of oneself and others.

15. Ah Quon McElrath, ILWU social worker

Mrs. McElrath spoke first about the philosophical base of the program, which she feels is:
a) We need this program in order to understand ourselves and where we came from
b) we need to increase our self-worth by enhancing our traditions,
c) We must understand the problems faced by all of us in order to find solutions.

She then explained how to achieve these goals:
a) develop information and understanding of the ethnic groups' historical experience,
b) be firmly grounded in first class scholarship,
c) use those still living to develop material about our history, including dance, music, art, and storytelling,
d) must devote ourselves to the analysis of our society, how it works,
e) prepare ourselves so we can have a voice in our destiny.

16. Dorothy Kahananui

Mrs. Kahananaui emphasized the need to stop the ethnic cultures and languages from being lost. There are materials all over which need to be translated, recorded, and put together into a resource center.

17. Danny Li, Third Arm member

Mr. Li spoke from his experiences with the Ethnic Studies Program at Berkeley. He feels that education should be "politically oriented and motivated, relating and serving the needs of the people." Instructors and TA's should make decisions on teaching together. To avoid competition, students should work in three-man units.

18. Walter Kupau, President of the Hawaii State Workers Federation, AFL-CIO

Mr. Kupau said that the curriculum of the program should include a history of labor in Hawaii. Also, Ethnic Studies should be available to all and should be controlled by those directly involved in it.

19. Max Roffman, Education Director of the United Public Workers

Mr. Roffman stated that Ethnic Studies should be controlled by the students and that it should be connected with its roots in the community. He also supports a labor history section in the curriculum.

20. Koji Ariyoshi, Director of the Hawaii Foundation for History & Humanities

Mr. Ariyoshi gave general suggestions for the Ethnic Studies Program. First of all, it should serve the community by developing individuals who will go into communities and help their own people. Ethnic Studies should also study minority peoples to give a sense of pride--once we know what our contributions are, we can deal with anyone on an equal basis. There should be full-time research people to put together resource material for the program.

The curriculum should include broad involvement of all people, ethnic people's history is not only that of the Big Five and monarchy but also that of the common people. Students and faculty should work together and participate in governance and curriculum development. Ethnic Studies must also draw on help from community members to insure a broad spectrum.

21. Joy Ahn, Kokua Hawaii Member

Miss Ahn expressed the need for a course on Koreans in Hawaii to be added to the 200 level core courses. Her written ideas were submitted to the Committee for further implementation. In general, she suggested that any research done in the program be put into publications and fed back into the community.

22. Kamala Mottl, student

Miss Mottl proposed that a course on hapas in Hawaii be developed for that ethnic group whose story has never been told. Their history is one of assimilation. "How did we become mixed?" "What were the causes and effects of intermarriage?" are questions that need answering.

23. Davianna McGregor and Melvin Chang, members of the Concerned Students for Ethnic Studies

They presented the students' proposal on curriculum, governance, open admissions, budget, and resource center for the Ethnic Studies Program. They see a real need for regular student evaluations on teaching, content, and overall program development. Their written proposal was received and incorporated into the People's Committee proposal.