

KA'U

**University of Hawai'i
Hawaiian Studies Task Force Report**

Na wai e 'ole ke akamai i ke ala i
Ma'a i ka hele 'ia e o'u mau kupuna

*Who can be without knowledge on the path
So long walked upon by my ancestors*

KA'Ū

University of Hawai'i Hawaiian Studies Task Force Report

A report submitted to the University of Hawai'i on matters related to Hawaiian Studies in the University of Hawai'i System.

December 1986

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*'Ike aku 'ike mai
Kōkua aku kōkua mai
Pēlā iholā ka nohona 'ohana*

Recognize and be recognized
Help and be helped
Such is 'ohana life

We commend the present administration of the University of Hawai'i for appointing an all-Hawaiian task force to review and make recommendations on the commitment of the University to Hawaiians and Hawaiian Studies. Bringing together the Hawaiian faculty in Hawaiian Studies and student services who are scattered throughout the ten University of Hawai'i campuses on four different islands has provided us the opportunity to better understand and respect each other's work. We have drawn new inspiration, support and mana from one another in our efforts to teach the language, culture and history of our people and support our Native Hawaiian students.

Mahalo iā:

Gladys Ainoa Brandt, Chairperson, University of Hawai'i
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Albert J. Simone, President, University of Hawai'i

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PREFACE

A common theme runs throughout this report: an expanded commitment to Hawaiian Studies within the University of Hawai'i system will have far-reaching benefits for the Hawaiian people and for the entire State of Hawai'i. Various Hawaiians have called for the establishment of a Hawaiian Studies Department since the 1930s. The absence of an academic forum for the study of Hawaiian culture has been one of the causes for the steady decline of Hawaiian culture and language since that time. The Hawaiian Studies Curriculum, as described in this report will contribute to scholarly thought in the arts and sciences, as well as make important contributions to the everyday life of all races who live in Hawai'i nei, but especially for the native people of this land. The following 'ōlelo no'eau (wise sayings) convey the spirit with which this report was written and its fulfillment will be pursued.

*Na wai e 'ole ke akamai
i ke ala i ma'a i ka hele 'ia
e o'u mau kūpuna.*

Who can be without knowledge
on the path so long walked upon
by my ancestors.

*I mua e nā pōki'i
A inu i ka wai 'awa'awa
a loa'a ka lei o ka lanakila.*

Forward my younger brothers and sisters
and drink the bitter waters of opposition
until we wear the lei of victory.

The University of Hawai'i should achieve excellence in Hawaiian Studies and be in the forefront in contributing to research and instruction. It is excellence in this area which will set the University apart from all other institutions of higher education in the world.

The Hawaiian Studies Task Force

Over the past two hundred years, Native Hawaiians have experienced a substantial decline in population and severe socio-cultural disintegration. Depression, loss of identity, alienation, poor self concept, fear of failure, fear of success, hopelessness, and helplessness are a few of the recurring descriptions of a significant portion of the Native Hawaiian population (Native Hawaiian Educational Assessment Project, 1983). Reviews of Native Hawaiian health and educational needs show that a significant portion of Native Hawaiians suffer from a

pervasive vulnerability to various problems which include: high rates of alcohol and substance abuse; high suicide rates among young adults; poor educational performance in the public schools; low enrollment in higher education; high rates of family violence, and the majority of inmates in Hawai'i prisons. (Alu Like, 1979; White & Landis, 1980; Blaisdell, 1983). In addition, Native Hawaiians occupy a low socio-economic position in the State of Hawai'i. They have the lowest median income among the four major ethnic groups and they also represent the highest proportion of the population in low status occupations.

Two recent reports which centered on different substantive issues, education and health, derived similar conclusions for the problems faced by Native Hawaiians (Native Hawaiian Educational Assessment Project, 1983; E OLA MAU: Native Hawaiian Health Needs Study, 1985). Both studies recommended a major reshaping of institutional forces to resolve the social, economic, and political obstacles confronting Native Hawaiians.

One of the recommendations was for the University of Hawai'i to commit itself to the perpetuation of Hawaiian culture and language and for Native Hawaiians to be actively involved in this effort. Indeed, E OLA MAU advocated for a Hawaiian Culture and Research Center to implement the institutional changes for the University of Hawai'i.

The recommendations for the University are especially timely because they come when the University itself is reconsidering its commitments to Native Hawaiians. First, the Board of Regents of the University of Hawai'i and the Hawai'i State Legislature have expressed considerable interest in developing a comprehensive program for the study and preservation of Hawaiian culture and language. In addition, the Board of Regents gave the University of Hawai'i at Mānoa Hawaiian Studies program permanent status. Second, program assessments conducted at the University of Hawai'i in the past two years have called for the coordination of programs dealing with Hawaiian culture and language. Third, in the summer of 1985, a conference was held at the Kamehameha Schools which centered on the status of traditional Hawaiian culture and language in the community including the public schools and the University of Hawai'i. The conference concluded with a number of recommendations for the public schools system and the University of Hawai'i to increase its level of commitment to traditional Hawaiian culture and to Native Hawaiian youth. Finally, University of Hawai'i faculty on all campuses have been instrumental in communicating to the University their concerns regarding traditional Hawaiian culture and they have provided supporting documents which have verified their concerns. They have advocated a review of the University's role and commitment to traditional Hawaiian culture.

Within the context of these events and forces, the University of Hawai'i convened a task force comprised of University of Hawai'i faculty with representation from different campuses and islands. The Task Force was charged with the following: (1) review the direction and commitment of the University of Hawai'i system to traditional Hawaiian culture and to Hawaiians; (2) identify problems or obstacles which deter the commitment to Hawaiian culture and to the education of Hawaiians; and (3) recommend solutions which the University of Hawai'i can undertake to overcome these problems and obstacles.

The entire Task Force first met on March 24, 1986 and held periodic meetings until August 23, 1986. Over this five month period, they met with community groups and leaders, University of Hawai'i faculty, and scholars in Hawaiian language and culture. During its deliberations, the Task Force identified five major issues which needed to be addressed: (1) student recruitment and retention; (2) faculty recruitment and retention; (3) curriculum needs; (4) research priorities; (5) facilities; and (6) University service to the Hawaiian community. A committee was formed around each issue. Each committee wrote a separate report on its findings and recommendations which was reviewed by the entire Task Force at its final meeting in November.

The Task Force chose Ka'ū as its name to represent a nurturing imagery. It is hoped that the University of Hawai'i will nurture Hawaiian Studies commensurate with its importance to the Hawaiian people, to the State of Hawai'i, and to the Pacific community.

The Task Force commends those who cleared the path for Hawaiian Studies from its inception in 1977, particularly the Director and staff of the UHM Hawaiian Studies Program and the convenor and members of the UHM Hawaiian Studies Advisory Committee. Those faculty members who pioneered the development of Hawaiian language and culture curriculum and instruction at the University of Hawai'i since 1921 are also commended. Ka'ū: UH Hawaiian Studies Task Force could only accomplish what it has because of the work that preceded it.

Implementation of the Ka'ū Report During the Transition Period

In order to ensure that the long range plans of Ka'ū: UH Hawaiian Studies Task Force, be implemented Statewide in accordance with its report, it is recommended that upon submission of the Report, the University administration re-appoint the members of the Ka'ū to a Hawaiian Studies Council by December 1, 1986.

The responsibilities of the Hawaiian Studies Council shall be to:

- * Establish policy guidelines for UH Hawaiian Studies systemwide.
- * Appoint councils for Hawaiian Studies from the relevant personnel at Mānoa, Hilo and in the Community Colleges on each of the islands.
- * Lobby at the Legislature and in the University system for monetary support for Hawaiian Studies.
- * Oversee implementation and make appropriate recommendations for all aspects of the Ka'ū report.
- * Develop a transition plan with the Committee for the Preservation of Hawaiian Language.
- * Convene an annual conference of all those who teach courses related to Hawaiian Studies in order to receive ideas and coordinate new proposals.

It is further recommended that the Hawaiian Studies Council appoint separate Councils for Mānoa, Hilo and the Community Colleges in order to implement the Ka'ū plan on these respective campuses. These councils will be composed of members of the present Hawaiian Studies Task Force and additional members of the respective campuses, as recommended.

It is recommended that the Mānoa Council be composed of the UH-Mānoa members of the Hawaiian Studies Task Force and the Hawaiian Language faculty of the Indo-Pacific Languages Department.

The Mānoa Council should concern itself with all matters pertaining to Hawaiian Studies at Mānoa, and appoint committees for curriculum development, personnel recruitment and procedures, budget proposals, and the formulation of policy for the running of the Hawaiian Studies Center on a daily basis.

The Councils at Hilo and the Community Colleges should function in a similar manner appointing committees as necessary and developing more detailed transition plans to implement the recommendations of the Ka'ū Task Force.

Upon the appointment of the Mānoa Hawaiian Studies Council, the members of the present UHM Hawaiian Studies Advisory Committee shall be relieved of their duties. We extend our deep appreciation and aloha to the UHM Hawaiian Studies Advisory Committee for their generous service to the Hawaiian Studies Program, guiding its development from a temporary to a permanent and recognized program.

We request the Convenor and the members of the Advisory Committee to form the core of an academic support group for the Hawaiian Studies Center to be known as Nā Hoaaloa Kāko'o o Mānoa. Nā Hoaaloa shall assist in lobbying support for the Hawaiian Studies Center with other faculty members and the UH administration; assist in fundraising; coordinate and report to the Mānoa Hawaiian Studies Council regarding Hawai'i-related research efforts; and be available to assist the advising of Hawaiian students in their respective fields.

Finally, until permanent facilities are provided for Hawaiian Studies on each campus, every effort should be made to provide adequate temporary space where the Hawaiian Studies faculty and staff can be located together.

Constitutional Mandate for Hawaiian Studies

Since 1978, the Hawai'i State Constitution includes the following mandate to the State government:

"The State shall promote the study of Hawaiian culture, history and language.

The State shall provide for a Hawaiian education program consisting of language, culture and history in the public schools. The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program."

The University of Hawai'i's system, as the only State institution of higher education, has the explicit responsibility to carry out this mandate of Hawai'i's people as expressed in the Hawai'i State Constitution. Concretely, this should take the form of developing and promoting a comprehensive and integrated Hawaiian Studies program of instruction, research and service coordinated throughout the UH system by a Hawaiian Studies Center as recommended in this report.

Hawaiian Studies and The Strategic Plan

The University of Hawai'i must renew its commitment to the study and perpetuation of Hawaiian culture and language. Therefore, Hawaiian Studies needs to be a priority in the University's budget and curriculum.

The University of Hawai'i's Strategic Plan provides ample justification for an expanded role for Hawaiian Studies. Three statements from the Strategic Plan are especially pertinent:

- Take advantage of those programs which have achieved or have potential to achieve national or international prominence.
- Stress areas in which Hawai'i has a natural advantage due to its geography, its environment, its location, and its unique blend of cultures.
- Strengthen its position as one of the leading research institutions in the nation, Asia, and Pacific Basin.

The University of Hawai'i is the only public institution of higher learning which should have, and has yet to achieve, a major responsibility for the perpetuation of Hawaiian culture and language through research, instruction, and community service. Hawaiian Studies research can be conducted on a longterm basis only in Hawai'i. Asian and Pacific Islands studies have home bases for research and source materials in the countries that comprise those geographic regions. Hawai'i is the home base for Hawaiian Studies. This fact alone establishes why Hawaiian Studies will make the University of Hawai'i unique among all other universities and colleges in the world.

Proper Spelling and Pronunciation of Hawaiian by the UH

Since 1978, the Hawai'i State Constitution made Hawaiian, as well as English, the official languages of Hawai'i.

The Ka'ū: UH Hawaiian Studies Task Force recommends that where Hawaiian is used by the University of Hawai'i in its official documents, stationery, communications, and logos that the proper spelling, including the 'okina and kahakō diacriticals, be used to promote proper pronunciation and understanding of Hawaiian terms.

For example, the University of Hawai'i logo should be revised as depicted on the cover of this report.

FINDINGS OF THE TASK FORCE

In Hawai'i, Hawaiian culture continues to be commercially exploited and degraded, the Hawaiian language ignored or abused, Hawaiian history neglected and distorted, and Native Hawaiians dispossessed in their native land. On the ten campuses of the University of Hawai'i system, this plight is reflected in the menial status of Hawaiian Studies and of Hawaiian persons in academic matters. The University of Hawai'i can, and has an obligation to, lead in reversing this adverse state for the benefit of all Hawai'i and all peoples.

Ka'ū: UH Hawaiian Studies Task Force has found the following problems and obstacles which deter the university's commitment to Hawaiian culture and to the education of Hawaiians.

Overall Problem

At present, UH Hawaiian Studies does not have the physical facilities and resource base to provide, coordinate and support the research, teaching, and public service which have long been needed, and have been explicitly advocated since the 1930s.

In 1986, the UH Board of Regents approved permanent status for the Hawaiian Studies Program at Mānoa. However, currently, the only space provided is a small room with four desks in the Department of Geography in Porteus Hall. The position count is 2.0 with no distinct Hawaiian Studies faculty. The total budget is only \$66,000. The curriculum is limited to the Bachelors of Arts degree. On the other campuses in the UH system, the resources are even less.

Curriculum and Instruction Problems

Hawaiian Studies presently depends upon the traditional disciplines to offer courses on Hawaiians and Hawai'i and to hire faculty with Hawaiian Studies expertise to teach courses. It does not have a critical mass of courses or core faculty to develop and offer a program of undergraduate or graduate study through Hawaiian Studies. Students presently complete the undergraduate degree by taking courses in a number of disciplines. Since 1980, as more students completed their undergraduate degrees in Hawaiian Studies, their thirst for deeper exploration into things Hawaiian has become quite apparent. Because there is no graduate program with advanced courses to fulfill their expectations, they either leave school entirely or drift into other disciplines less satisfying to their intellectual curiosity.

With regard to the development and enhancement of Hawaiian Studies as a field of study, it is essential to point out that the basic foundation should continue to be the Hawaiian language. The Hawaiian language curriculum is the foundation upon which

this field of study will develop. The primary vehicle of Hawaiian cultural transmission -- the Hawaiian language -- needs strengthening after having been lost to the majority of Hawaiians and having its future endangered among those who retain it. Fluency in the language is fundamental to the study of the Hawaiian people and it is essential to the perpetuation of the Hawaiian people and their culture.

Hawaiian Studies Research Problems

Hawaiian Studies is a relatively recent addition to the academic realm. As a result, the academic resources needed to accommodate all aspects of Hawaiian culture and language are seriously lacking. In addition, a centralized inventory of research projects is absent and clearly focussed priorities have not been articulated or acknowledged.

Researchers have begun to remedy this lack of resources. However, much to the dismay of the Native Hawaiian, a negative perspective overshadows the subject. The materials recorded are presented to the public as seen through the eyes of the non-Hawaiian author. The values, practices, and beliefs of the Hawaiians are minimized and today are regarded by the academicians as a non-contributing culture/race in the academic world. Therefore, the Task Force realizes the necessity to re-establish and recover our ethnic identity through research and publication by Native Hawaiians about Native Hawaiians.

A major obstacle to developing Hawaiian Studies research by Hawaiian scholars is that they are burdened by large teaching loads in Hawaiian language and culture at Mānoa, Hilo, and the Community Colleges. They need release time for research. Publication outlets for articles and monographs in Hawaiian Studies are needed to encourage interdisciplinary research in the field. Relying upon the UH Press for publication of monographs by Hawaiian scholars is too limited, given policies on censorship by the Hawai'i State Attorney General for possible libel.

Communities impacted by destructive development of their natural and cultural resources often need assistance to prepare ethnographies; environmental, cultural or social impact studies; and other types of reports. They often need expert witnesses to testify in hearings or court cases. A central directory of appropriate University scholars in different fields of expertise is not available to these communities.

Student Recruitment and Retention Problems

Underrepresentation. Hawaiians are grossly underrepresented in the UH system, especially at the baccalaureate degree granting campuses (Ikeda, 1982, Hammond, 1983). The University does not have a comprehensive plan to provide for the services and support that are needed to improve access and persistence in higher education.

Reports from the UH Systems Office show that Hawaiians comprised 8% of the total UH student body in Fall 1984, and from 4.9% at UH-Mānoa to 15.8% at UH-Hilo.

With respect to those Hawaiians available and eligible for higher education, Ikeda's report (1982) indicates that Hawaiian enrollments are only 40% of what would be expected in proportion to the population available for college. The 1980 Health Surveillance samples show Hawaiians as representing 29% of the population below 18 years of age. This information tells us that the Hawaiian population and those eligible for college are increasing.

Hammond's report describes the current status of Hawaiians in education and society in general. He suggests that the lack of higher education among Hawaiian adults is associated with low socioeconomic status. This committee takes the posture that Hawaiians in general desire better representation in the positive aspects of society (i.e., higher occupational status, higher income level, higher educational level) and less representation in those negative aspects of society (i.e., crime, unemployment, low income). The committee believes that increasing the number of Hawaiians attending and completing higher education programs will have a positive effect on Hawaiians individually and as a group.

Recruitment. A study on recruitment and retention at Windward Community College reported on March 17, 1986 that with the exception of UH-Mānoa's College Opportunities Program, there is no significant institutional effort to actively recruit Hawaiians. The information gathered by this committee on the recruiting practices at the various campuses concur with findings of this study. The UH system has not instituted any policies or practices that provide for the active and aggressive recruitment of Native Hawaiians. This is substantiated by the lack of assigned positions and general State funds to seek a higher representation of Hawaiians on the campuses.

The current recruitment of Hawaiians has been through individual efforts at respective campuses and supported by federal and special funds. The success of recruitment of Hawaiian students is largely due to individual faculty members who personally ascribe to affirmative action measures and develop programs/activities that go above and beyond their respective duties and responsibilities. This is especially evident at UH-Hilo where the 1984 enrollment data show Hawaiian students comprising 15.6% of the student body population as opposed to the statewide figure of 8% (UH systems office). While it may be argued that this can be attributed to the higher proportion of Hawaiians residing on the Big Island, the data show that UH-Hilo increased its representation of Hawaiian students from 8% in 1973 to its current 17% (1985 Fall enrollment figures). On the other hand, the UH system as a whole has not increased its representation within the same period. It may be that the

success in higher representation of Hawaiians in Hilo is the result of committed individuals at UH-Hilo who have developed and implemented activities/programs to increase the opportunity for Hawaiians to participate in college and be successful. However, the committee recognizes that these individual efforts and external funds that supported these outreach activities provide only temporary solutions and only at campuses such as Hilo. It is also the committee's opinion that these efforts have allowed the University to remain noncommittal in its resources to the long term support of equal educational access and opportunity of the native Hawaiian population. Having these programs, i.e., Trio, Educational Opportunity Programs, Hawaiian Leadership Development Program, also allows the institution to delay implementing institution wide recruitment practices that would influence all sectors of the University.

The need for the University to respond to this problem immediately is paramount. The demographic data show that Hawaiians 18 years and younger are the largest ethnic group in the State of Hawai'i for this age category. This translates to Hawaiians having the largest available population for college eligibility (1980 census). The data also reveal that among Hawaiians 25 years and older who have attended college, only 35% actually obtained a bachelor's degree as compared to 60% of Chinese, Caucasian, and Japanese in the same age group. The data indicate that Hawaiians both in the traditional college age category (18 to 21) and older adults (22 and over) represent a large pool of prospective college students.

The efforts to recruit Hawaiian students presently depend to a large extent on individual faculty/staff efforts, policies, and programs. For example, Hilo appears to have been more successful than other campuses in attracting Hawaiian students because committed faculty and staff have been influential in implementing a variety of recruitment programs that appeal to different students. Programs at UH-Hilo include Upward Bound, Reaching Out for Success in Nursing, Health Careers Opportunity Program, Hawaiian Leadership Development Program, Minority Biomedical Research Students' Project, Hawaiian Vocational Education Assistance Program, and a Hawaiian Studies Program.

Retention. Data reveal that Hawaiians complete college at a significant lesser percentage than do Caucasians, Chinese, and Japanese as a group. Ikeda's study shows that of the Hawaiian population 25 years of age and older who attended college, 35% obtained a Bachelor's degree as compared to the same population of Caucasians, Chinese, and Japanese of whom 60% obtained their Bachelor's degree. Systemwide, very little has been done to analyze the effectiveness of retention practices of individual colleges. It is not known whether programs which are intended to increase the retention rate at various colleges actually do so.

There is a void of services, programs, and strategies that positively affect the retention of Hawaiians in the State's higher education institutions. One recent study conducted in Hilo may have some implications for working with underprepared Hawaiian students. The study (Sing, 1986) revealed that when underprepared Hawaiian students at UH-Hilo are placed in a classroom environment that is closely aligned with values and practices associated with Hawaiian home values, a significant positive change in attitude toward education, school officials, classmates, and themselves results. While the results did not show a significant higher achievement level for them during the experimental semester, the literature suggests higher achievement will likely occur in succeeding semesters (Johnson and Ahlgren, 1976). Hawaiians are grossly underrepresented in the UH system, especially at the baccalaureate degree granting campuses (Ikeda, 1982, Hammond, 1983). The University does not have a comprehensive plan to provide for the services and support that are needed to improve access and persistence of Hawaiian students in higher education.

Faculty Selection Problems

The severe underrepresentation of Native Hawaiians in the faculty of the University of Hawai'i system (including community colleges, Hilo and Mānoa) is part of the larger socio-economic problem which Native Hawaiians face in our island society. Among numerous social disadvantages, Hawaiians also suffer higher rates of unemployment, lower levels of educational attainment and a poorer health profile than other ethnic groups in Hawai'i. Data from the University Task Force on underrepresentation of Native Hawaiian students at the University reveal that, "Native Hawaiians are at much higher risk in being unable to keep pace with inflationary rises in the cost of living due to their lowered educational attainment and related unemployment and job security." Thus, education is directly related to employment opportunities.

Moreover, when coupled with the historical experience of racial and cultural discrimination which Hawaiians have suffered since the overthrow of their government in 1893, this condition of low educational attainment has effectively locked Hawaiians out of faculty positions at the University level.

The sparse presence of Native Hawaiian faculty (28 of 565 in the community colleges, 20 of 1,306 at Mānoa of which only 14 are on a tenure track as of October 31, 1985) currently in the system, dramatically illustrates the problem of faculty underrepresentation. Collectively, this means Hawaiians comprise less than 3% of the entire faculty of the University of Hawai'i system. This, in turn, affects the retention of Native Hawaiian students who need the support and mentoring of Native Hawaiian faculty. The relationship between student retention and faculty representation has been demonstrated by Professor James Blackwell of the University of Massachusetts-Boston in his study on

increasing access and retention of minority students. He concluded: "the most persistent, statistically significant predictor of enrollment and graduation of black graduate and professional school students was the presence of black faculty.those institutions that had black faculty did a far better job of recruiting, enrolling, and graduating black students than those that had few or none." (Blackwell, James, "Increasing Access and retention of minority students in Graduate and Professional Schools," in Educational Standards, Testing, and Access [Educational Testing Service, Princeton, New Jersey, 1984].)

Blackwell's work, when applied to Hawaiians, suggests that the prolonged absence of Hawaiian faculty has had an adverse impact on the retention of Hawaiian students in the University system.

Therefore, faculty development in the system, including the setting of timetables and goals for recruitment, should work hand-in-hand with recruitment of Native Hawaiian students. This kind of coordinated plan is the only way to increase equal access and opportunity for Hawai'i's native people.

Hawaiian Community Service Problems

The Hawaiian community feels alienated from the University of Hawai'i. The University has done little to reach out to the Hawaiian community except as objects of research with little reciprocal benefits for the community's openness and participation.

Hawaiian institutions and agencies are concerned with the recruitment and achievement of Hawaiians in postsecondary education and their efforts need to be coordinated with the University and its various colleges, departments, and programs -- especially in seeking and administering federal funds and private endowments.

Public and private schools are developing Hawaiian language and culture curriculum from the pre-school through the high school. University education should assist in this process and the University must provide training for teachers in Hawaiian language and curriculum.

Certain populations with a high concentration of Hawaiians such as Hawaiian Home Lands and the prison system, could benefit from University extension programs and continuing education.

SUMMARY OF RECOMMENDATIONS

Hawaiian Studies needs to be more visible and available to all students on all of the UH campuses. Traditional Native Hawaiian cultural values and practices need to be incorporated, where appropriate, in all aspects of University life and on all campuses if the University is to be truly "of Hawai'i." In these ways, Hawaiian culture will not only be "studied," but will be learned as living experiences, as in traditional Hawaiian "schooling." Toward this end, the Ka'ū: UH Hawaiian Studies Task Force has a number of recommendations for programs and policies which are summarized below and elaborated upon in the following pages.

Hawaiian Studies Center

A Hawaiian Studies Center (HSC) is proposed to combine instruction, research, student services, and community outreach on a systemwide basis emphasizing coordination among the various campuses on each island. It is recommended that the Hawaiian Studies Center be a distinct unit equal with the Center for Asian and Pacific Studies (CAPS) under the School for Hawaiian, Pacific, and Asian Studies.

Curriculum and Instruction

1. It is recommended that the University of Hawai'i establish a coordinated Hawaiian Studies undergraduate and graduate studies program and require four years of Hawaiian language for the undergraduate baccalaureate and for entrance into the graduate studies program. The program will have two undergraduate concentrations:
 - Language
 - Culture
2. The major recommendation is that eventually most of the course work for the Hawaiian Studies undergraduate and graduate degrees be conducted in the Hawaiian language. The rationale for the use of Hawaiian in the classroom is that there are many Hawaiian concepts which can only be understood in Hawaiian and that Hawaiian language and culture can only be maintained by allowing Hawaiians to use their language in such an academic setting.
3. The Hawaiian Studies Program shall be expanded to offer a Master's and Doctorate in Philosophy Degree in Hawaiian Studies.
4. A Hawaiian culture course shall be required of all degree-seeking students on all campuses in the UH system.

5. A certificate program in Hawaiian Studies will be offered for non-majors.
6. The faculty who teach Hawaiian language at UH-Mānoa shall be transferred from the Indo-Pacific Languages Department to the Hawaiian Studies Program to become part of the core faculty for Hawaiian Studies at UH-Mānoa.
7. The Hawaiian Studies Center at UH-Mānoa shall consist of at least fifteen (15) full-time faculty including the existing six for Hawaiian Studies and Hawaiian Language for its undergraduate and graduate education. UH-Hilo shall have five (5) Hawaiian Studies faculty (including existing three) and each of the community colleges shall have a total of 2.0 FTE.
8. A Hawaiian Immersion Training Program should be developed to provide specialized training for individuals planning careers in Hawaiian language medium education from preschool through University levels of schooling.
9. College of Education majors intending to teach Hawaiian Studies should complete a Hawaiian Studies certificate.

Hawaiian Studies Research

1. Multidisciplinary research will be fostered in subjects such as migration, land tenure, economy, arts, storytelling, biomedicine, archeoastronomy, contemporary Hawaiian issues, and law.
2. Curriculum development research will focus on Hawaiian language and culture, religion, geography, science, and social change.
3. Community research collaboration will take two main forms: (a) Response to community research needs (e.g., kuleana lands and genealogy), (b) Engaging knowledgeable community resource persons in HSC-initiated research.
4. Indexing and cataloging of materials pertinent to Hawaiian language and culture will be the basis for a Central Repository for basic materials in the HSC, readily accessible to student and faculty investigators.
5. Working relationships with other repositories in Hawai'i and abroad will be established to facilitate researchers.
6. Publication of research papers, a quarterly Journal of Hawaiian Studies, monographs, textbooks, and manuals in Hawaiian Studies will be pursued.

7. Generation of research funds, advising and consulting on research grant proposals will be the responsibility of the Executive Director's Office.

Hawaiian Student Recruitment and Retention

Recommendations related to recruitment:

1. Recruitment efforts at UH-Hilo through the Hawaiian Leadership Development Program should continue, be expanded and serve as a model for other postsecondary institutions.
2. A recruitment plan should be designed and developed for the entire UH system. The plan should include programs and activities to support both the underprepared and academically able students.
3. An incentive system should be developed to reward departments for increasing the numbers of Native Hawaiians enrolled.
4. More Hawaiian faculty and staff should be recruited for employment within the UH system.
5. The University should begin to reach out to students as early as grades 7-9 through its Hawaiian faculty.
6. UH-Mānoa and UH-Hilo should prepare prospective teachers to work effectively with Hawaiian students.
7. Tuition waivers should be given to Hawaiians entering majors or disciplines that have few or no Hawaiians.
8. UH-Mānoa and UH-Hilo should continue to offer a full range of remedial courses, programs, and activities.
9. A full tuition waiver program for gifted and talented students fluent in Hawaiian language should be implemented.
10. Non-resident tuition differential waivers for students of Hawaiian ancestry living outside of Hawaii should be instituted.

Recommendations related to retention:

1. The Office of the Vice President for Student Affairs should:
 - a. collect and analyze existing data on the matriculation of Hawaiian students within the system.
 - b. develop a plan for the systematic collection and analysis of data on Hawaiian student retention in postsecondary education.

- c. provide tutoring for Hawaiians by Hawaiians.
 - d. send letters to incoming Hawaiian freshmen informing them of resources on campuses and the faculty available to give them support.
2. Each community college should have one position for recruitment and retention of Hawaiian students.
 3. Implementation recommendation:

A committee composed of present task force members should operate in an advisory capacity to the Vice President for Student Affairs and/or the Vice President for Academic Affairs regarding recruitment and retention of Hawaiian students.

Faculty Development and Leadership

1. Native Hawaiian faculty on each campus should be gathered together to form a Hawaiian faculty caucus.
2. An Equal Opportunity Officer (EEO), preferably Native Hawaiian, should be appointed to pursue an aggressive affirmative action policy of faculty development.
3. A plan for recruitment of Hawaiian faculty at all levels of instruction and research and in targetted disciplines shall be developed by the EEO office in cooperation with the Hawaiian faculty caucus with set timetables and goals.
4. A Hawaiian faculty search and oversight committee drawn from the Hawaiian faculty caucus should be formed to monitor advertising and selection of faculty in various departments and to seek out and give support to qualified Hawaiian candidates.
5. There should be a critical mass of fifteen (15) full-time faculty in the Hawaiian Studies Center at Mānoa (including the existing six for Hawaiian Studies and Hawaiian Language), five (5) at Hilo (including the existing three), and 2.0 FTE at each community college.

Service to the Hawaiian Community

1. The Hawaiian Studies Center should have a full time Associate Director for Community Service who will work with the Executive Director to coordinate services and programs for the Hawaiian community.
2. The responsibilities of the Associate Director for Community Service will include:

- a. ensure that the courses and faculty interact with and involve the Hawaiian community through guest lectures, field trips, and course projects;
 - b. solicit and administer private donations of money, documents, artifacts, and land to the Hawaiian Studies Program through the UH Foundation.
 - c. Advocate for Native Hawaiians in postsecondary education at the Legislature, government agencies, and in the private sector.
 - d. Liaison with Hawaiian service agencies and organizations.
 - e. Organize workshops, symposia, conferences, and institutes on selected topics.
 - f. Arrange hospitality, protocol, and ceremonies for visitors.
 - g. Assist in the development of Hawaiian language and culture curriculum and programs on a statewide basis.
 - h. Maintain a directory of scholars and their expertise for assistance in community research and events.
 - i. Facilitate UH extension services and continuing education programs to populations with high concentration of Hawaiians such as Hawaiian Home Lands and the prison system.
 - j. Coordinate the preservation of oral traditions through oral history videotapes and documentaries with the Center's research institute.
 - k. Explore Hawaiian cultural education through radio, television, and telecommunications.
 - l. Assist in the student recruitment efforts of the Hawaiian Studies Center staff.
3. Service to the Hawaiian community will not only be the responsibility of the Associate Director for Community Service. It will be expected of every faculty member and staff person in the Hawaiian Studies Center.

HAWAIIAN STUDIES CENTER

A Hawaiian Studies Center (HSC) is proposed to combine instruction, research, students services, and community outreach on a systemwide basis emphasizing coordination among the various campuses on each island. It is recommended that the Hawaiian Studies Center be a distinct unit equal with the Center for Asian and Pacific Studies (CAPS) under the School for Hawaiian, Pacific, and Asian Studies. The Task Force suggests that the School be re-named to include Hawaiian Studies in the title of the School.

An HSC facility is needed to locate research material in original and raw form which can be used by scholars, faculty, staff, students, and the community. The HSC can be a repository for materials in written form such as newspapers, film strips, books, magazines, periodicals, monographs, documents, and letters. The HSC can also be a repository for non-written materials such as artifacts of ancient Hawaiian stone and wood implements, feather work collections, images of gods, weaponry, kapas, and implements for hua and games. In addition, the HSC can maintain, as a teaching tool and place of research, a cultural garden of kalo, medicinal herbs, endemic and indigenous Polynesian plants. These gardens should be available on all islands.

Functions

As a facility and program, the HSC will have the following functions:

- (a) Provide the facility for Hawaiian Studies instruction.
- (b) Conduct multidisciplinary research studies in areas such as migration, land tenure, economy, arts, storytelling, contemporary Hawaiians, and law.
- (c) Conduct curriculum development research in areas such as language, Hawaiian culture, religion, geography, science, and social change.
- (d) Preserve and develop the Hawaiian language through a specially defined body whose charge shall be the maintenance of an updated Hawaiian language dictionary.
- (e) Provide services for Hawaiian students to be recruited into the University and supported in their educational endeavors.
- (f) Assist community groups in their research needs.
- (g) Publish a Hawaiian Studies journal.

- (h) Generate funds for selected projects and acquisition purposes.
- (i) Advise and consult on available grant sources and the writing of research proposals.
- (j) Index and catalogue written and non-written materials pertinent to Hawaiian language and culture.
- (k) Establish working relationships with existing repositories to develop and ensure faculty and student access to materials.
- (l) Generate funds for the maintenance of the HSC.

Institutional Structure

It is recommended that the Hawaiian Studies Center be located under the proposed School for Pacific and Asian Studies (see Chart on the following page). We suggest the School be re-named School for Hawaiian, Pacific, and Asian Studies (SHPAS).

The Center itself will be administered by an Executive Council composed of the Executive Director for the Center and the directors for each of the component units: the Hawaiian Studies Research Institute, the Hawaiian Studies Program/ Department, the Hawaiian Student Services Program and the Hawaiian Community Services Program.

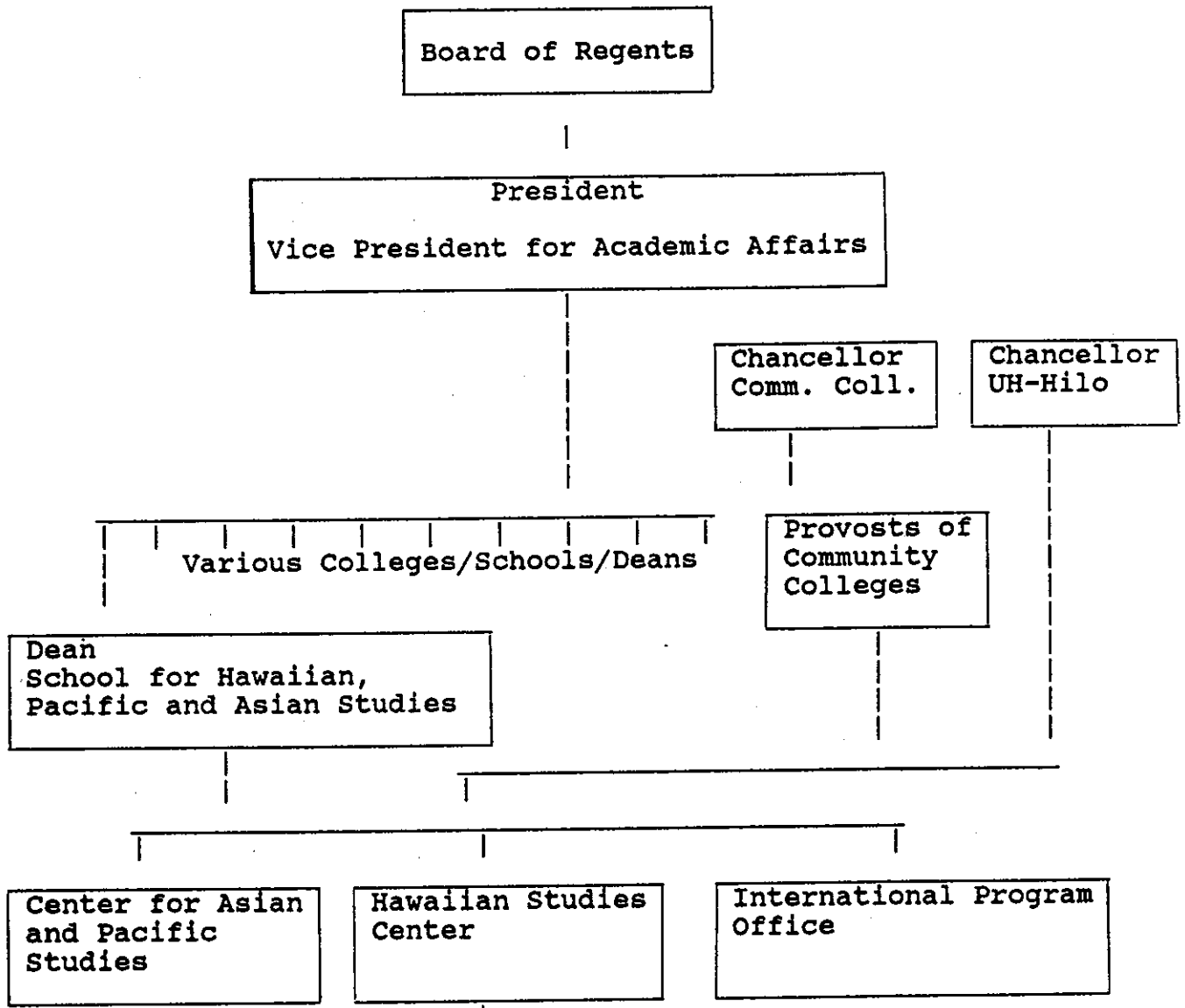
The Center will be composed of four units, each headed by a Director and Associate Director, one of whom will be based at Mānoa and the other who will be based at UH-Hilo or one of the community colleges.

The Hawaiian Studies Research Institute will be headed by a Director at Manoa and an Associate Director at UH-Hilo. We recommend that the existing Committee for the Preservation of Hawaiian Language serve as an advisory committee to the Director and the Research Institute, and that the staff position for the committee be integrated into the Research Institute staff.

The instructional unit will be comprised of the faculty of the Hawaiian Studies Center. The position of chairperson will rotate on an elected basis, as is the case with other instructional departments.

CHART 1

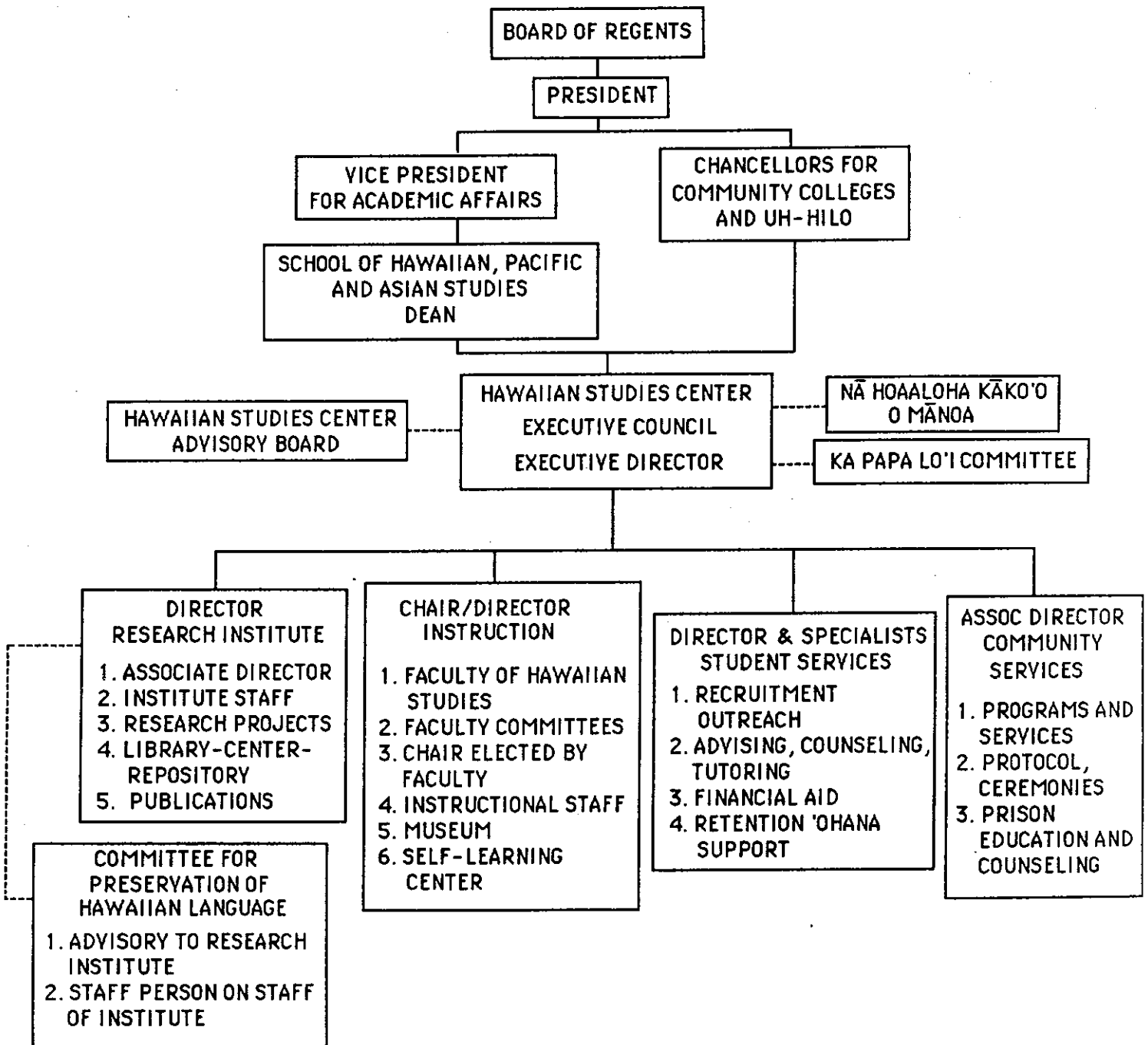
Proposed Institutional Structure



Hawaiian Studies Center Organization (See Chart 2)

CHART 2

HAWAIIAN STUDIES CENTER ORGANIZATIONAL CHART



The Student Services unit will be headed by a Director based at Hilo and a community college.

The Community Services unit will be headed by an Associate Director who will work in close coordination with the Executive Director.

The Ka Papa Lo'i 'o Kānewai Committee, composed of community and faculty representatives, will advise the HSC Executive Council and determine certain policy matters concerning the operation of Kānewai Cultural Garden.

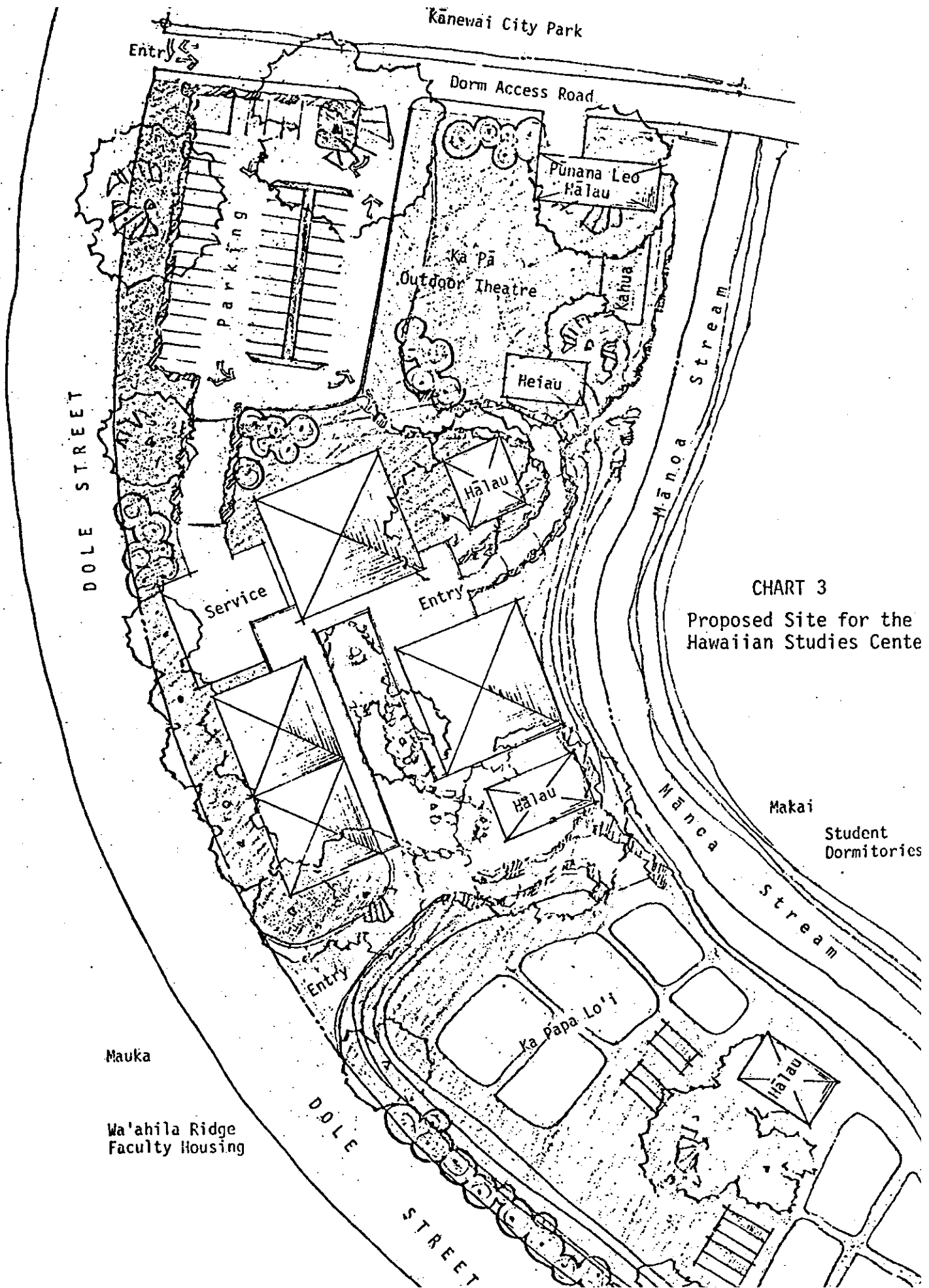
Facility

General. The Hawaiian Studies Center (HSC) facility at UH-Mānoa should make a bold statement to the world of the University's commitment to Hawaiian culture and the Native Hawaiian people for the benefit of all peoples.

Thus, the site, buildings and grounds should clearly convey visually, spiritually and functionally, traditional Hawaiianess.

Site. (Chart 3)

1. The Kānewai location has been endorsed by the UH administration, and on September 19, 1986, was approved by the Board of Regents. The five-acre site is makai of Dole Street and mauka of the dormitories, between the Mānoa stream bridge and the Kānewai City and County Park.
2. Ka Papa Lo'i 'o Kānewai (Hawaiian Cultural Garden), which comprises two of the five acres, and is on low ground, already provides a naturally-appropriate setting for the HSC. Ka Papa supports the cultivated growth of taro, banana, sugar cane, kukui, sweet potato, and other Native Hawaiian plants. It was established in 1980 and is maintained by Ho'okahe Wai Ho'oulu 'Āina, a UH student and community organization, which welcomes the HSC on the adjacent three acres of high ground, with the assurance that Ka Papa will be preserved.
3. Although situated at Kānewai, the HSC also needs access to the other resources of the interdependent ahupua'a of traditional Hawaiian culture. Thus, sharing and working relationships will be made with the Lyon Arboretum in upper Mānoa, with the Waikiki Aquarium, and with UH System Hawaiian Studies facilities on other islands, for research, instruction and community service.
4. The above-stated advantages of the Kānewai site outweigh the disadvantages which are acknowledged to be: congestion along Dole Street, noise from the dormitories across Manoa Stream, potential flooding along the stream, walking distance from the Varney Circle instruction epicenter, and the planned 1989 sewer construction along the makai edge of Dole Street by the City and County government.



Kānewai City Park

Entry

Dorm Access Road

Pūnana Leo Hālau

Ka Pā Outdoor Theatre

Kahua

Heiau

Hālau

DOLE STREET

Parking

Mānoa Stream

CHART 3

Proposed Site for the Hawaiian Studies Center

Service

Entry

Hālau

Makai

Student Dormitories

Mānoa Stream

Mauka

Wa'ahila Ridge Faculty Housing

Entry

Ka Papa Lo'i

Hālau

DOLE STREET

STREET

Buildings. Buildings on the three acres of high ground, as in the accompanying sketch (Chart 3), with three main structures, will serve four major functions, and will have the following approximate specifications:

1. <u>Instruction</u> (see hālau below)	<u>No.</u>	<u>Unit size</u>	<u>Sq. feet</u>
a. Classrooms, 30 stations ea	4	1,000 sqft	4,000
b. Seminar rooms, 20 seats ea	2	500	1,000
c. Conference rooms, 10 seats ea	2	300	600
d. Auditorium (large lecture hall & for public performances) with AV facilities, 150-200 seats	1		5,000
e. Museum, teaching exhibits & storage	1	400	400
f. Telecommunication center with network of terminals on all campuses and in distant Pacific isles	1	500	500
g. Self-learning center with linguistic learning aids, computers, word-processors, audio-visuals	1		1,000
h. Study carrels for undergraduates, for 20 students	20		<u>1,000</u>
			13,500

<u>2. Administration and Research</u>	<u>No.</u>	<u>Unit Size</u>	<u>Sq. feet</u>
a. Offices for administration			
(1) Exec Dir	1	300	300
(2) Asst Dir	1	240	240
(3) Secty	1	140	140
b. Office for student services	1	240	240
c. Office for community services	1	240	240
d. Offices for graduate students (TAs)	2	240	480
e. Lumi Waihona Palapala Mana'o Library with Central Indexing Center Repository (See Attachment B)	1		2,000
Replicating services	1		300
Offices	2	200	400
f. Unit for preparation of teaching materials and publications	1		500
			<u>4,840</u>
3. <u>Hālau</u> (Separate outdoor workshop structures each with toilet facilities and storage space)			
a. Performing arts, adjacent to Ka Pā (outdoor theatre) with kahua (stage) and Pūnana Leo	1		600
b. Graphic arts & crafts	1		500
c. Biomedicine	1		300
d. Agriculture	1		500
			<u>1,900</u>

4. <u>Accommodations</u>	<u>No.</u>	<u>Unit Size</u>	<u>Sq. feet</u>	
a. Multipurpose Dining room, to seat 100 at a time (See Attachment D)	1		1,000	
b. Kitchen	1		500	
c. Lounge w/snack bar	1		600	
d. Restrooms (kane and wahine), in each of 3 major bldgs	6	160	960	
e. Overnight lodging (See Attachment D) for justification	4	200	800	
f. Bathing & dressing facilities (kane and wahine), adjacent to outdoor theatre	2	500	<u>1,000</u>	4,860
			Assignable space:	25,100
			Unassignable space:	<u>10,000</u>
			Total	35,100

Design.

1. Traditional Hawaiian kauhale concept and motifs adapted for modern functional use. Dwight Kauahikaua, architect, is a consultant. Dean Elmer Botsai of the School of Architecture is advising the Task Force.
2. Self-sufficient solar energy (photovoltaic) devices and optimal uses of natural ventilation, lighting, shading, watering, etc. Richard Neill of the Hawai'i Natural Energy Institute is consultant.
3. Participation by knowledgeable and skillful Hawaiians in design and construction.
4. Mr. Walter Muraoka of Facilities Planning is already giving full support.

Grounds.

1. Ka Papa Lo'i (Hawaiian Cultural Garden) will be preserved, expanded with native folia for teaching, research and functional use.

2. Landscaping will express traditional Hawaiian concept of lōkahi (unity) of man with self, others and all of nature, including spiritual forces.
3. Ka Pā (outdoor theatre), to seat 200+. Seating and kahua (stage) to take advantage of contour of land, stream, Ka Papa Lo'i, ventilation, lighting of sun. Proximity of performing arts hālau, and dressing and bathing facilities for use of performers as well as for lo'i workers and other hālau participants.
4. Heiau. For instruction, research and special ceremonies.
5. Parking, 50 stalls.

Budget, fund-raising and schedule.

	1986-87	1987-88	1988-89	1989-90	1990-91
1. State CIP		\$50,000	\$162,000	\$2,584,000 252,000	Construction Furniture & equipment
		Planning	Design	<u>\$2,736,000</u>	

- a. Ka'ū Task Force must prepare to lobby and testify at the Legislature.
 - b. At \$144/sq ft, estimated total cost is \$5,040,000. Projected State building budgeted funds unlikely to be sufficient. Therefore, construction may need to proceed in phases over a two- to four-year period.
2. Federal

Ka'ū Task Force should explore with UH administration and Congressional Delegation procurability of federal funds.
 3. Private

The Task Force should meet with UH Foundation officials and Hawaiian community leaders to plan fund-raising campaign for building and other uses, e.g., endowed chair in Hawaiian Studies, fund for special events receiving and honoring visiting Polynesian dignitaries, Hawaiian Scholars Fund, Kūpuna Resource Fund, etc.

Hawaiian Studies Physical Facilities on Other Campuses of UH System.

It is proposed that UH-Hilo/Hawai'i Community College, and each of the other community colleges have a facility similar in principle to that on the UH-Mānoa campus, albeit appropriately on a smaller scale. While also Hawaiian in design, each should have its own distinctive motif, such as lua Pele or lā'au lehua for the Hilo campus.

Each facility or hālau would house two to four classrooms, faculty offices, a room for displays, reading, and materials preparation, small student lounge, and a small outdoor performing theater with appropriate native foliage and landscaping.

HAWAIIAN STUDIES CURRICULUM AND INSTRUCTION

The Hawaiian Language

Hawaiian language will be the foundation upon which the Hawaiian Studies curriculum will build and expand. Language is the vehicle through which cultures live and die. I ka 'ōlelo nō ke ola; i ka 'ōlelo nō ka make. "With language rests life; with language rests death" is the traditional expression of this fact. As much as the fate of the survival of the Hawaiian culture and identity of the Hawaiian people rests with the Hawaiian language, the fate of the Hawaiian language rests with the people of Hawai'i. In less than one hundred years, Hawaiian has moved from being the native tongue of almost every person born in Hawai'i, Hawaiian and non-Hawaiian alike, to being the native first language of less than two thousand people. The primary source of this decline has been the Hawai'i school system which has worked toward replacing Hawaiian with English. The remaining native speakers of Hawaiian consists primarily of individuals over seventy who grew up speaking Hawaiian in spite of school policies because their own parents spoke no English. The young people among the native speaker population consists primarily of Ni'ihau people who live in an environment where the effect of the school has been fought by various sources for several generations.

Except for some thirty children who speak Hawaiian as their first language on Ni'ihau, the Hawai'i school system has almost attained its goal of eradicating the Hawaiian language. It has lost, however, in its overall goal of replacing Hawaiian with English. Hawaiians have fought, perhaps many of them unconsciously, the linguistic battle against cultural genocide by incorporating many features of Hawaiian into pidgin English and using this new language as a refuge from the direct attack on Hawaiian which has come to be associated with schooling.

Hawaiians have also very consciously fought to increase the use of the Hawaiian language by incorporating the teaching of Hawaiian as a second language at the University and other levels and through numerous symbolic actions such as declaring Hawaiian the official language of Hawai'i. The English-speaking establishment has prevented these actions in support of the Hawaiian language from increasing the number of native speakers by restricting them to appreciation development among non-native speakers of Hawaiian. The protection and propagation of Hawaiian as a first language has been actively fought by those in power.

What we have in Hawai'i then is a drawing of the lines in which schooling is associated with haoleness (i.e., the English language) and Hawaiianess is associated with non-participation in schooling. This dichotomy is an artificial artifact of racist history and can be corrected. Many indigenous minority groups who have experienced similar histories (the Welsh, Estonians, Icelanders, and now the Maori) have brought indigenous

communities and academics, together successfully. The vehicle for this was the singleminded promotion of their indigenous languages and cultures as living first languages in the modern world. The University of Hawai'i can bring academics and Hawaiians back together best through the promotion of language development and the training of teachers to use Hawaiian as a medium of education in schools with high standards in terms of both traditional culture and modern international technology.

In order for Hawaiian language to develop as the core of the curriculum for the Hawaiian Studies undergraduate and graduate programs, it is necessary for the faculty instructing Hawaiian language courses to be transferred from the Indo-Pacific Languages Department to form the core of the Hawaiian Studies faculty. This arrangement would greatly facilitate the development of Hawaiian Studies as an integrated area with its own integrity as a Program. This can be accomplished without disruption to the integrity of the Hawaiian Language curriculum. The Indo-Pacific Languages Department is already organized into divisions along geographic lines, with Hawaiian language being one integral unit that can be easily transferred into Hawaiian Studies. This arrangement is acceptable to the majority of Hawaiian Language faculty and should be pursued as soon as possible. We would note that models for the combination of language courses with an area study under one program or department exists in the Ethnic Studies Programs of the California State College system at San Francisco, Long Beach and Berkeley. Naturally most Asian Studies Programs combine language with regional study programs.

It is recommended that the Hawaiian Studies Program at Mānoa consist of at least fifteen full-time faculty for instruction in its undergraduate and graduate programs. Hilo should have at least five full-time tenured faculty positions. Each of the seven community colleges should have at least two tenured Hawaiian Studies faculty positions.

Baccalaureate Program of Study

It is recommended that the University of Hawai'i establish a coordinated undergraduate and graduate studies program and require four years of Hawaiian language for the undergraduate degree and for entrance into graduate studies. The program will have two undergraduate concentrations:

- Language
- Culture

1. The Language concentration includes fluency in Hawaiian, linguistic analysis, experience in translation and a broad brush familiarity with traditional Hawaiian literature, including epics, poetry, proverbs, hula and chant.

2. The Culture concentration includes a selection of courses in language, history, politics, environment and traditional values. Some of these courses will be taught in English, and as the student gains proficiency in the language, upper division culture courses will be offered in Hawaiian.

The major recommendation is that eventually most of the course work for the Hawaiian Studies undergraduate and graduate degrees be conducted in the Hawaiian language. The rationale for the use of Hawaiian in the classroom is that there are many Hawaiian concepts which can only be understood in Hawaiian and that Hawaiian language and culture can only be maintained by allowing Hawaiians to use their language in such an academic setting.

Hawaiian Studies Graduate Program

The graduate program will encourage further study of Hawaiian language, literature and culture and emphasize comparison of Hawaiian to Polynesian languages and culture. As Hawai'i is located in the middle of the Pacific, the Hawaiian Studies Center is also an ideal avenue for the comparative study of Hawaiian and Polynesian cultures and literature at the graduate level. Such a graduate program will inspire native and non-native students alike to greater intellectual heights and is long overdue. Visiting professors from other parts of Polynesia should be invited to teach comparative language, literature and culture courses. Doctoral candidates in this program should be required to speak one other Polynesian language besides Hawaiian. Those seeking advanced degrees in Hawaiian language and literature should be encouraged to write their thesis and dissertations in Hawaiian.

A complete listing of existing and recommended new course offerings for the baccalaureate and graduate programs is in Appendix A.

Hawaiian Studies at the Community Colleges

The Community Colleges shall offer lower division courses that will be part of the four-year Hawaiian Studies Program at Mānoa and Hilo. They will serve as feeders into the four year programs. Special attention will be given to the articulation between the Hawaiian Studies courses that are part of the Associate of Arts program of study and the four-year programs at Mānoa and Hilo to provide for a smooth transfer for interested students. As stated earlier, each community college should have at least two full-time tenured FTE for Hawaiian Studies.

Certificate Program

A certificate in Hawaiian Studies will be developed for non-majors who are interested in complementing their major field of study with a concentration of classes in Hawaiian Studies.

The certificate will require a minimum of two years Hawaiian language (16 credits) plus completion of 9 credits in Hawaiian Studies and Hawaiian Studies related courses. The certificate option should be available to students on all UH campuses.

Core Course

We recommend that a Hawaiian Studies core course be required of all degree-seeking students on all campuses of the UH system. Most students and even faculty, locally as well as from abroad, who come to the UH campuses to study, leave with little or no valid understanding or knowledge of the Native Hawaiian people, their culture, and their history. The Ka'ū Task Force believes strongly that this is a serious educational deficiency. Such ignorance not only contributes to misunderstanding, it deprives those in the State's highest learning institution the intellectual basis for Hawai'i's uniqueness and the opportunity to apply this specialness to some of the major crises confronting the world today. Moreover, ample precedence for requiring a core course for graduation from state institutions of postsecondary education exist in California, Michigan, and Illinois where a course on the history of the state is required for graduation.

College of Education and the Department of Education

The Department of Education will soon have an unprecedented number of teacher openings due to retirements. In order to expand the pool of qualified Hawaiian teachers to fill those positions, the Task Force recommends that the College of Education implement a special recruitment program directed to Hawaiian students.

In light of the large number of Hawaiian students enrolled in Hawai'i's public school system and the special needs of Hawaiian students as documented by the Native Hawaiian Educational Assessment Project Report it is recommended that all students in the College of Education be required to take a Hawaiian language, culture or history course.

As the Department of Education implements the mandate to provide for a Hawaiian education program consisting of language, culture and history in the public schools it is recommended that a certificate in Hawaiian Studies be required for those who teach Hawaiian Studies. College of Education majors should be encouraged to complement their education degree with a certificate in Hawaiian Studies.

Hawaiian Immersion Training and Hawaiian Language Immersion Lab School

The establishment of a Hawaiian Immersion Training Program (HITP) and a Hawaiian Language Immersion Lab School at the University will be a unifying link between the University and the Hawaiian community.

The program will address directly the issue of native language survival and subsequently the survival of Hawaiian culture. It will take innovative steps in investigating methods in educating Hawai'i's youth through instruction entirely in Hawaiian language. Community surveys support the belief that the Hawaiian people want Hawaiian language for themselves and their children. The best time to be exposed to immersion education is when a child is very young. A continued education of this type will insure native-like proficiency and will afford opportune times during the child's early elementary years to learn high quality standard English.

The Hawaiian Immersion Training Program is the University of Hawai'i's opportunity to contribute to the survival of Hawai'i's native language and culture. Through this program, the University will: (a) increase public awareness of Hawai'i's language and culture and make evident the University's concern for its perpetuation; (b) involve itself directly with the continued protection of Hawaiian language and culture; and (c) contribute directly to the propagation of Hawaiian language and culture through the training of qualified teachers and subsequently the creation of future generations of Hawaiian speaking children.

Positive results have already been realized in Pūnana Leo, Hawaiian Language Immersion program presently in operation in three different communities on three islands.

The University of Hawai'i for too long has been accused of setting itself apart from the general community it claims to serve. The Hawaiian Immersion Training Program and a Hawaiian Language Immersion Lab School can be a positive step in establishing a link between the community and the University. One such lab school organized according to the Pūnana Leo concept should be established for pre-school aged children to service children of UH students, faculty and staff.

The HITP will directly address the need to provide specialized training for individuals planning for careers in Hawaiian language medium education (language and culture classes taught in educational institutions), especially the faculty and staff of the Hawaiian Studies Center. The end product of HITP will be a certificate indicating course work and also the passing of special fluency tests. The HITP will be open to anyone eighteen years of age in Hawai'i regardless of educational background, but individuals who fail to pass fluency tests within the HITP will be dropped from it. The HITP will cover a period of approximately five semesters or less depending on individual fluency in Hawaiian upon entering the program.

HITP Objectives.

1. Produce fluent speakers, readers, and writers in Hawaiian language.

2. Instill cognitive awareness for Hawaiian cultural values and manners.
3. Instill an understanding of the history and present development of the Hawaiian language and its effect on the Hawaiian people.
4. Be aware of the use of the Hawaiian language in society, past, present, and future.
5. Provide an understanding of language maintenance policies and programs occurring in the State and throughout the Nation and world, especially within the immediate Pacific Basin countries.
6. Provide for Hawaiian language immersion experiences in community settings.
7. Provide active participation in a lab setting of a Hawaiian language immersion school on the University campus in order to learn about curriculum application, school management techniques, materials production, and parent involvement.

Career Opportunities for Hawaiian Studies Majors

needs to be recognized

Students in Hawaiian Studies often pursue this field out of a determination to learn, regardless of personal economic consequences. Like all liberal arts fields, Hawaiian Studies makes no promises to its majors regarding specific jobs but offers, instead, a broad range of skills and approaches that can be applied to the student's future life. Given that Hawaiian Studies is a liberal arts program, it is worth noting that the employment prospects for Hawaiian Studies majors are considerably better than those for graduates from the Humanities and Social Sciences disciplines such as English, history, psychology, or political science.

UH-Hilo reports that there have been more job opportunities available in Hawaiian Studies than there have been majors. The largest number of recent employment opportunities have been in education where the State is moving toward meeting a constitutional mandate that Hawaiian language, culture and history be taught in all public schools from elementary to the high school levels. Because well-qualified individuals in the field are rare, Hawaiian Studies graduates have been going directly into administrative positions in education as well as into the classroom.

A number of students in Hawaiian Studies have entered Law School. Hawai'i is unique in the U.S. in that its basic governmental structure and land use laws derive from an indigenous tradition. A background in Hawaiian Studies and the

ability to translate Hawaiian legal documents is a rare and valuable skill for those working in government and private offices dealing with land use in Hawai'i.

The largest industry in Hawai'i is tourism. The visitor industry reports a growing interest among visitors to Hawai'i to learn and appreciate Hawai'i's unique local culture, history and natural environment. Hawaiian Studies students would be qualified for jobs at many levels of the tourist industry.

Somewhat related to tourism, but more closely connected to the interest in Hawaiian culture among local residents themselves, are opportunities to go into business for oneself in areas such as fashion design, food and beverage services, publishing and the entertainment field.

Human Services is another area where there is a need for individuals with a background in Hawaiian Studies. The Hawaiian people are a large and growing group in Hawai'i today. Sensitivity to, and thorough understanding of, the Hawaiian community is important to those working for such Hawaiian agencies as the Department of Hawaiian Home Lands, the Office of Hawaiian Affairs, Queen Lili'uokalani Children's Center, and Alu Like, as well as agencies serving the broader public in communities with large Hawaiian populations. There is a need for ministers who can speak Hawaiian to Hawaiian-speaking congregations and for individuals to work in community-based Hawaiian cultural programs such as the Pūnana Leo School for pre-school age children.

A background in Hawaiian Studies is also useful for individuals interested in international relations. Hawaiian culture and language is related to the languages of Oceania and island South East Asia. The experience of Hawaiians as an indigenous minority in their own homeland is one shared by a large portion of the world's population. The sensitivity and knowledge that comes from education in Hawaiian Studies makes individuals better able to work with people from non-Western cultures.

In summary, like liberal arts programs in Western culture areas, Hawaiian Studies provides its students with analytical, research, and communication tools that are valuable in a wide range of occupations.

HAWAIIAN STUDIES RESEARCH INSTITUTE

Ka'ū: UH Hawaiian Studies Task Force recommends the establishment of a Hawaiian Studies Research Institute under the Hawaiian Studies Center. The Institute will generate funds for research projects that it will initiate and sponsor as outlined below. These funds will be used to provide release time to Hawaiian Studies faculty from throughout the University of Hawai'i system to conduct these projects. It can also hire researchers for the implementation of certain projects. The Institute staff will also advise and consult with faculty about available grant sources and how to solicit monies for their own research projects.

The Institute will serve as a repository for written and non-written resource materials (i.e., newspapers, films, videos, tapes, monographs, etc.) and Hawaiian artifacts such as stone, feather, wood, kapa, and so on. It will generate funds for the acquisition, storage, maintenance, and display and use of these resources.

The Institute will also maintain as a teaching resource and place of research a cultural garden of kalo, medicinal herbs, endemic and indigeneous Polynesian introduced plants on each island. On O'ahu the Ka Papa Lo'i o Kānewai and the Lyon Arboretum are important resources. We recommend that the Ka Papa Lo'i o Kānewai be affiliated with the Hawaiian Studies Center and the land upon which it sits be dedicated to use as a wetland cultural garden by the University of Hawai'i in its Master Plan of the Mānoa campus. We recommend that the University of Hawai'i make a definite commitment to maintain and expand the Hawaiian plant collection at the arboretum and explore ways to more closely affiliate the arboretum with the Hawaiian Studies program.

The Task Force also recommends that the Committee for the Preservation of Hawaiian Language and Culture be integrated into the Hawaiian Studies Center Research Institute. The committee should serve in an advisory capacity to the Research Director on projects. The staff person should assume one of the staff positions within the Research Institute.

Research Areas/Topics

- (1) Land and Water: Archaeological and ethnographic documentation of sites, ahupua'a by ahupua'a throughout the archipelago utilizing oral sources as well written sources; documentation of land divisions; complete record of Māhele grants (drawing upon the computerization project of Linnekin); leasing of land and land grants from 1820 through Māhele; the Trust Lands: ceded lands and Hawaiian Home Lands; natural history of land and aloha 'āina; subsistence farming and fishing.

- (2) Inter-Archipelago Migration: Utilize oral tradition and archaeology; place names; relation to the spread of religion; relation to battles.
- (3) Burial Practices: Time and Place; Beliefs; Types of.
- (4) Evolution of Hawaiian Attitudes from Pre-Contact to Present
- (5) Practical and Fine Arts
- (6) Economy of Hawai'i
- (7) Contemporary Hawaiians: Education, Health Care, Criminal Justice, Social Work, Hawaiian Organizations.
- (8) Hawaiian Oratory and Storytelling
- (9) Legal Research
- (10) Collection and Development of Hawaiian Vocabulary

Research Projects

- (1) Research to Develop Textbooks
 - (a) Language text of all levels including translation courses
 - (b) Hawaiian Culture Text - monograph or anthology
 - (c) Hawaiians and Social Change
 - (d) Hawaiian Geography - space, time geographical relationship/weather and climate relations to geography
 - (e) Hawaiian Science - documenting through oral history and translation of available Hawaiian documents, Hawaiian science such as lā'au lapa'au, anatomy, physiology, pathology, pharmacology and therapeutics, astronomy, ocean movements, kuhikuhipu'uone, soils and geology
 - (f) Hawaiian religion/values and beliefs
- (2) Indexing All Hawaiian Language Newspapers and English Language Papers of Early 1900s
- (3) Contemporary Hawaiian Leadership - monograph
- (4) Hawaiian Ethnohistory: With consideration of different time frames
- (5) The History of the Hawaiian Language and the Evolution of the Hawaiian Language

- (6) Ethnobotany
- (7) Hawaiian Literature
- (8) Mele Oli and Oli
- (9) Modern Hawaiian Literary Traditions
- (10) Index Hawaiian Materials: Written and non-written
- (11) Translation of Hawaiian Language Materials

Publication

The Ka'ū: UH Hawaiian Studies Task Force recognizes the need for a journal that will publish articles on Hawaiian Studies. It should be interdisciplinary in nature, i.e., include articles on Hawaiian language, culture, society, religion, etc.

Relying upon the UH Press for publication of monographs by Hawaiian scholars is too limited in that UH Press policies are restrictive and all materials must pass the censorship of the Hawai'i State Attorney General for possible libel. The Institute should make arrangements with other publishing firms and houses to publish monographs by Hawaiian scholars.

The RSC recommends the following types of publications:

- (a) Continue newsletter at Mānoa and develop it for the system.
- (b) Start publishing occasional papers and build up to publication of an annual journal. Eventually, this could evolve into a semi-annual or quarterly journal.
- (c) Offer to edit one quarter for the Pacific Science journal.
- (d) Start monograph series with textbooks.

Publications Staff

The personnel for publications would come under the office that disseminates information and include an editor and a secretary. There should also be an Editorial Review Board or a pool of reviewers.

The Institute should also have a mechanism through its review board or committees to endorse or validate the authenticity of publications that come out on Hawaiian Studies topics. This could be incorporated into book and article reviews that would be published in the journal of Hawaiian Studies, or it could take the form of endorsement for publications.

Research in Support of the Community

Communities impacted by destructive development of their natural and cultural resources often need assistance to prepare ethnographies; environmental, cultural or social impact studies; and other types of reports. They often need expert witnesses to testify in hearings or court cases. The Institute should develop a central pool of Hawaiian scholars and their field of expertise who would be available to assist such communities. It should include non-Hawaiian scholars of Hawaiian Studies also.

The Institute should prepare manuals and conduct workshops and institutes for communities on research in such areas as genealogy; land title search; corporate structures; Hawaiian religion, archaeology, navigation, astronomy, etc. These should not only be held on UH campuses but also in rural communities and integrate kupuna resource persons.

Philosophical Perspectives to Guide Research in Hawaiian Studies

- (1) Research methods, approach and topics should incorporate Hawaiian cultural concepts, values and practices.

Hawaiians should be included in research projects concerning Hawaiians. Research should help to strengthen appreciation of basic Hawaiian concepts. Research should contribute to maintenance of traditional Hawaiian values and practices. Researchers of Hawaiian topics need to frame their research by Hawaiian perspectives and concepts or should be re-educated in their perspective and approach to research in topics relating to Hawaiians.

- (2) Any research of Hawaiians should benefit the Hawaiian people, not just the researcher.

The researcher must view himself/herself in a holistic way as to how his/her research will help to promote the Hawaiian Studies Program and provide information that will help meet the needs of the Hawaiian people. One's research should benefit the Hawaiian people, not be looked upon as one's personal property for personal gain.

- (3) Input from the Hawaiian community should be involved in decisions about the Institute's research.

Requiring input from the Hawaiian community will be a mechanism for regulating research on one hand, but it will also prove to be an important source of information and resources. Through a community advisory committee on research, the Institute can also maintain a strong relationship with Hawaiian communities and be in touch with the problems of the Hawaiian communities.

(4) Involve Hawaiians in programs that affect Ka Po'e Hawai'i.

Research should involve knowledgeable kūpuna and mākuā. Their expertise and talents should be recognized and utilized. Where they are involved in such a research project, they should participate and be compensated appropriately. The stigma of non-tenured and non-degreed individuals should not be perpetuated.

Organization of Hawaiian Studies Research Center

The Research Institute will be administered by the following personnel with the following responsibilities:

<u>Officer</u>	<u>Function</u>
Executive Director	Administration and grants writing
Associate Director	Grant writing and administration for Hilo and Neighbor Islands
Executive Assistant	Grants writing and providing support to faculty regarding available grant sources and how to solicit grant monies
Hawaiian Language Specialist	Maintain Hawaiian language dictionary in conjunction with a specially defined body whose charge shall be the maintenance of an updated dictionary; and work with Hawaiian faculty in Hawaiian language research.
Secretary	Clerical support
Library Information Specialist	Index and catalogue documents and materials; arrange for exhibits and displays; maintain cataloguing of materials outside of the collection
Curator	Administer and manage the educational activities and maintenance of the wetland cultural garden, Ka Papa Lo'i 'o Kānewai in conjunction with the Ka Papa Lo'i Committee
Hawaiian Plant Collection Mgr	Develop and maintain the plant collection for Ka Papa Lo'i 'o Kānewai and Lyon Arboretum

Review Board

This would be an advisory board comprised of community resource persons. They would review grant requests; advise on research priorities/projects. (The Committee for the Preservation of Hawaiian Language and Culture could be utilized here with the addition of more community people.)

Maintenance Staff

The University would need to commit maintenance staffing for the Center.

HAWAIIAN STUDENT SERVICES

Recruitment

1. The committee recommends the continued recruitment efforts at UH-Hilo through the Hawaiian Leadership Development Program. It also recommends that one full time position be allocated in order that the program can continue and serve as a model for the other postsecondary institutions.
2. The committee recommends the designing and developing of a recruitment plan systemwide utilizing the UH-Hilo's faculty to assist. The plan should develop policies and practices that actively and aggressively engage in recruiting Hawaiians into the University system. The plan should include the development of programs and activities to support both underprepared and academically able Hawaiian students.
3. The committee recommends that efforts be made to develop a process that allow for easier transition for students between campuses.
4. The committee recommends that incentives be incorporated into the recruitment system whereby departments be rewarded for increasing the number of Hawaiians enrolled. One example is through increasing the number of work-study assignments in proportion to the increasing number of Hawaiians enrolled.
5. The committee recommends that more Hawaiian faculty and staff be recruited for employment. This is expected to increase the commitment and programs for Hawaiian students. UH-Hilo is an example of this process working.
6. The committee recommends that colleges in the Hawaii State system begin reaching out to students in the 7th, 8th, and 9th grades through their faculty resources.
7. The committee recommends that UH-Mānoa and UH-Hilo prepare prospective teachers to work effectively with Hawaiian students.
8. The committee recommends that tuition waivers be given to Hawaiians entering majors or disciplines that have few or no Hawaiians.
9. The committee recommends that in developing and implementing a recruitment plan that existing resources be included and integrated into the plan.

10. The committee recommends that one of the legislative positions allocated for recruitment be used to design a recruitment plan for the system rather than for direct services. The committee recommends that the position also assist the Vice President of Student Affairs in Hawaiian matters.
11. The committee recommends that UH-Mānoa and UH-Hilo continue to have a full range of remedial courses, programs and activities at its campuses. Without such support Mānoa primarily will realize a drastic decrease of enrollment of the native Hawaiian population.

Tuition Waivers

Parallelling the full tuition waiver program for gifted and talented Asian and Pacific students, we propose a full tuition waiver program for gifted and specially talented students fluent in Hawaiian language. Their presence on campus would serve to strengthen the University's leading role in the fulfillment of the State's constitutional mandate to promote the study of Hawaiian culture, history and language. This would include native speakers of Hawaiian from Ni'ihau, older individuals and high school students who excel in Hawaiian language.

Recalling that the University of Hawai'i campuses are built on ceded lands, we also propose non-resident tuition differential waivers for students of Hawaiian ancestry living outside of Hawai'i who otherwise do not benefit from the Ceded Lands Trust of their ancestors. This would parallel waivers for students from the Asia and Pacific region.

Retention

The committee recommends that the Vice President for Student Affairs and the recruitment position (#10 above) be responsible for implementing the following recommendations:

- a. Collect and analyze existing studies on the matriculation of Hawaiian students within the system.
- b. Develop a plan for systematic collection and analysis of data of Hawaiian students' retention in postsecondary education.
- c. Based on its findings, a Statewide program be designed to be integrated into the retention practices throughout the campuses.
- d. Tutoring for Hawaiians be provided by Hawaiians.
- e. Letters to incoming Hawaiian freshmen be sent informing them of resources on campuses and the faculty available to give them support.

Implementation

It is recommended that a committee composed of present task force members operate in an advisory capacity and report to either the President, the Vice President for Academic Affairs, or the Vice President for Student Affairs for recruitment and retention of Hawaiian students. The committee believes that without a systemwide representation of Hawaiian faculty to "bird dog" its efforts, the attempt will be futile and have only short-term results.

FACULTY SELECTION

To increase the number of ethnic Hawaiian faculty and staff in the University of Hawai'i system and provide them with support the Task Force makes the following recommendations.

1. A gathering of Native Hawaiian faculty on each campus into a Hawaiian Faculty Caucus. With the aid of each campus administration, the caucus should identify issues regarding faculty development on their campuses. These should include: the kinds of needs for Hawaiian faculty in existing fields; the identification of Hawaiian students in Hawaiian and non-Hawaiian fields (e.g. "Hawaiian" fields refers to those in Hawaiian subjects such as Hawaiian language, literature, religion, etc., "non-Hawaiian" refers to all other fields such as English, geography, etc.). The Caucus should undertake to coordinate the gathering of data on each campus regarding Hawaiian faculty coming up for promotion and tenure, etc.

2. The appointment of an EEO officer, preferably Native Hawaiian, to pursue an aggressive affirmative action policy of faculty development. The officer should be an advocate for Native Hawaiians and not merely an observer and recorder. It is crucial that the officer set timetables and goals, in close cooperation with the Hawaiian Faculty Caucus, through which to recruit Hawaiian faculty at all levels of instruction and research. The EEO officer should report back to the Hawaiian Faculty Caucus on a regular basis about the achievement of timetables and goals.

These goals should include, at the least, target numbers of Hawaiian faculty in each discipline and a time frame in which they can be recruited. Without these kinds of goals, there will be no institutional commitment to increasing the number of Hawaiian faculty. These goals, in turn, will have been based on previously gathered data showing the need for faculty in various fields. Part of this data should include figures anticipating retirement and attrition in disciplines where openings would be available. A portion of campus-wide vacant positions should be set aside specifically for Hawaiians. Recruitment of Native Hawaiian faculty at the entry level should be given priority, as called for by affirmative action policy. In this way, a long-term plan for recruitment and retention of Native Hawaiian faculty will be included in the University's system-wide affirmative action plans.

3. The establishment of a Hawaiian faculty search and oversight committee drawn from the Hawaiian Faculty Caucus to network with Hawaiian organizations and other campus Faculty Caucuses. This committee would seek out qualified Hawaiian candidates and serve as a support committee for Hawaiian graduate students and potential faculty.

On campus, this committee should work closely with the EEO officer to monitor advertising, interviewing, short-listing, and final selection of faculty in departments.

4. The coordination of Native Hawaiian student and faculty recruitment by the EEO officer and the Faculty Caucus. This coordination should be a signal to departments that the administration on each campus is most concerned with the recruitment and retention of native Hawaiian students and faculty. This advocacy should no doubt bear fruit in raising the numbers and widespread distribution of Hawaiian faculty and students on all campuses.
5. Active involvement of the Vice President's office on the Manoa campus, and of the appropriate offices on the other campuses, in the implementation of this affirmative action plan. Without this kind of support, the increase of both Native Hawaiian students and faculty will be left to chance.
6. When the Hawaiian Studies Center becomes a reality, there should be a "critical mass" of full-time faculty. The position count should eventually reach fifteen (15). If the affirmative action program cited above has been successful at recruiting Hawaiian faculty in a number of fields, these faculty should be able to move into the Institute with relative ease when it is opened.

HAWAIIAN COMMUNITY SERVICE

The Hawaiian Studies Center shall have a full-time Associate Director for Community Service who will work with the Executive Director as well as the Student Services staff to coordinate services and programs for the Hawaiian community. However, community service will not only be the responsibility of the Associate Director. Every faculty member, researcher and staff person is expected to be oriented toward serving the Hawaiian community. It will be the responsibility of the Associate Director to ensure that the faculty and staff of the Center interact with and involve Hawaiian community expertise as appropriate through guest lectures, field trips, as consultants and resource persons and in course and research projects. As stated in the Hawai'i State Constitution regarding Hawaiian education, "The use of community expertise shall be encouraged as a suitable and essential means in furtherance of the Hawaiian education program." (Article X, Section 5.) This is as true for elementary and secondary education as it is for postsecondary education. Hawaiian community expertise is particularly important in the development of Hawaiian language instruction, research and publications.

The Task Force is aware of extensive support in various sectors of Hawai'i's society and on the mainland for the study and perpetuation of Hawaiian language, culture and history. The Associate Director for Community Service, together with the Executive Director will solicit and administer private donations of money, documents, artifacts, land and other resources to the Hawaiian Studies Center through the UH Foundation.

A number of Hawaiian social service agencies, institutions and community organizations are involved in advocacy for native Hawaiians and Hawaiian Studies in postsecondary education and in recruiting and financing Hawaiian students in postsecondary institutions. The Associate Director together with the Executive Director and the Hawaiian student services staff will liaison with these agencies and organizations and coordinate efforts at the Legislature, with government agencies and in the private sector. The Center should be empowered to enter into arrangements for sharing of resources and personnel as appropriate. This will include facilitating the cooperation of other departments and faculty members of the various departments, colleges and campuses of the University of Hawai'i system with the Hawaiian community. To assist in this, the Associate Director should develop and maintain a directory of scholars and their area of expertise relating to Hawai'i who would be willing to assist the Hawaiian community in research, activities and events as requested.

UH extension services and continuing education programs should be extended and maintained among populations with a high concentration of Hawaiians such as Ni'ihau, the Hawaiian Home Lands and the prison system. The Center itself should organize workshops, symposia, conferences and institutes on selected topics, as needed and identified by the community.

The Community Services Associate Director will also assist in the development of Hawaiian language and culture curriculum and programs Statewide.

Other responsibilities in the area of community services include: arranging hospitality, protocol and ceremonies as appropriate for distinguished visitors; coordinating the preservation of oral traditions through oral history videotaping and documentation with the Research Institute; and exploring Hawaiian cultural education through radio, television and telecommunications.

BUDGET

Funds for Hawaiian Studies must be sought from (1) University of Hawaii general fund support, (2) Federal grants, particularly those funds identified for native Hawaiians and (3) private funds.

To inaugurate a major fund-raising drive, the Task Force proposes the formation of a group to assist the Hawaiian Studies staff in seeking major gift-funds. This group will be able to get assistance from the UH Foundation to establish scholarships, Chairs and funds for various research, community projects and building support. These efforts will require much planning and coordination with proper University officials, UH Foundation and the community in order to be successful.

Federal grants for instruction, research and students are available and currently underutilized by those interested in Hawaiian Studies because of the lack of staff to identify and submit applications. In addition to these general federal grants and contracts, millions of dollars have been targeted for native Americans. The Hawai'i Congressional delegation (particularly Senator Daniel Inouye who is Chair of the Select Committee on Indian Affairs) has been extremely active and successful in assuring that Hawaiians are an identified beneficiary group. Again, due to a lack of staff the UH has not been applying for these funds. It is hoped that the staff proposed will be able to obtain research and training funds for the UH and collaborate with other agencies for other funds. Some of the research staff positions recommended for funding are expected to be funded with federal funds.

The core of Hawaiian Studies at UH must be funded by general funds in order to be institutionalized as part of the University. Since a mature Hawaiian Studies Center will take about ten years to develop (the time it will take to increase student enrollment, course and degree approvals, development of faculty and staff in Hawaiian Studies, particularly development of native Hawaiian faculty and researchers) it is appropriate to plan its expansion incrementally. The following six-year budget proposal is recommended and will have to be reviewed by the proper University approving authorities.

The Task Force has identified instructional, student service, research and community service staff requirements for the "ideal" or mature Hawaiian Studies Center for each campus.

The specific request for the 1987-89 Mānoa budget was included in the Mānoa UOH-101 budget as part of the programs identified as "responsive to State needs" although it is also a program that enhances Pacific and Asian Studies at UHM.

1987-89 Mānoa Hawaiian Studies Budget Request
 Approved by BOR, September 1986

Position Title	Pay Range	Estimated Expenditures	
		FY 1987-88	FY 1988-89
Director .5 FTE (11 mth)	I-5	23,748	24,906
Assoc Director .5 FTE	PO 6	10,440	10,726
Coordinator/Educational Specialist II	PO 2	16,176	16,848
Instructional (1.5 FTE)	I-3	46,206	48,510
Lecturer (10)	L-2	17,400	17,400
Secretary (1)	SR-10	16,672	16,672
Student Help	H-2 & H-3	6,000	6,500
 <u>Other Current Expenses</u>			
Supplies		3,000	4,000
Instructional Materials		4,000	4,000
Neighbor Island Travel		4,000	4,000
Computer		<u>3,000</u>	<u>500</u>
	 TOTAL	 150,642	 154,062

Campuses other than Mānoa were not able to request additions in time for the UH biennium reviews. Discussions on each campus on budget implication of the Task Force report will be initiated during 1987.

The proposed schedule for new Hawaiian Studies personnel for Mānoa, Hilo and the seven community college campuses are as follows:

		<u>1987 - 1989</u>	
	Mānoa	Comm. Coll.	Hilo
1. Administrative	1	--	--
2. Instructional/ Research	1.5	3	2
3. Education/ Program Specialists	1	3	2
4. Secretarial	1	--	--
	<hr/>	<hr/>	<hr/>
	4.5	6	4
		<u>1989 - 1991</u>	
1. Administrative	1.5	1	--
2. Instructional/ Research	2	3	2
3. Education/ Program Specialists	2.5	3	1
4. Secretarial	1	1	--
	<hr/>	<hr/>	<hr/>
	7	8	3
		<u>1991 - 1993</u>	
1. Administrative	.5	--	1
2. Instructional/ Research	2.5	5	2
3. Program Specialist	2	1	1
4. Secretarial	--	--	1
	<hr/>	<hr/>	<hr/>
	5	6	5

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APPENDIX A

Courses for the Four-Year Undergraduate Degree and Graduate Program

(Course numbers followed with an asterisk (*) indicate courses already in existence at Mānoa, ** indicate courses at Hilo and *** are courses at both schools.)

I. HAWAIIAN LANGUAGE (HAWNLA) COURSES

- 101-102*** ELEMENTARY HAWAIIAN (4-4) Year Development of speaking, reading and writing skills. Taught within the context of the contemporary culture of the Hawaiian people. Meets five days a week. Language laboratory required.
- 131-132* HAWAIIAN FOR READING PROFICIENCY (3-3) Elementary course; emphasis on reading and translation.
- 201-202*** INTERMEDIATE HAWAIIAN (4-4) Year continuation of HAWNLA 102. Conducted in Hawaiian. Language laboratory required. Pre: HAWNLA 102 or equivalent.
- 221 TECHNIQUES IN TRANSCRIPTION AND CONVERSATION (3) Explores the unique differences between spoken and written forms of Hawaiian. Pays special attention to the function of the listener and methods of interplay between the parties in the conversation. To be taken concurrently with HAWNLA 201 or 202.
- 301-302*** THIRD-LEVEL HAWAIIAN (3-3) Year continuation of 202. Advanced structures, expressions and patterns. Conducted in Hawaiian. Pre: HAWNLA 202 or equivalent.
- 321* INTERMEDIATE CONVERSATION (2) Advanced experience in conversation with native speakers using skills developed in the previous year. Repeatable up to 6 credits. Pre: HAWNLA 221.
- 351-352 SURVEY OF HAWAIIAN WRITERS (3-3) A two-semester study of Hawaiian writers and their styles, first in English translation and in Hawaiian and then secondly only in Hawaiian. Texts: First semester - Fornander Collection, Kelou Kamakau, Malo, 'I'i, S.M. Kamakau, Poepoe, Nakuina and Bush. Second semester - various writers from Hawaiian language newspapers. Pre: HAWNLA 202.

- 361* HAWAIIAN LITERATURE IN TRANSLATION (3) History of Hawaiian literature, including prose narration and poetry; comparison with antecedent Polynesian themes and forms. Pre: year of Pacific or Indo-European language and semester of Eng 250-254.
- 361** PANA HAWAI'I (3) Traditions and literature concerning pana (named sites of cultural importance): Emphasis on islands of a) Hawai'i, e) Maui, i) Moloka'i and Lāna'i, o) O'ahu, u) Kaua'i and Ni'ihau. Primarily locations within the Hawaiian Islands, but also mythological places and some places beyond the Hawaiian Islands. Conducted in Hawaiian. (May be repeated for credit if subletters are different.) Pre: HAWNLA 202; HAWNLA 201 may be taken concurrently.
- 370 HAWAIIAN LITERATURE AS REFLECTED IN OLI AND HULA (3) An introduction to the physical reproduction of Oli (chant) and hula kahiko (traditional hula). As traditional Hawai'i was an oral culture and as Hawaiian literature is directly enhanced through its physical reproduction, this course should be required of all Hawaiian language majors. Further study in this area is strongly encouraged. Conducted in Hawaiian.
- 371** HULA KAHIKO (Traditional Hula) (3) Hawaiian dance forms within the traditional halau hula. traditions concerning their sources and history. Some attention given to performance. Conducted in Hawaiian. Pre: HAWNLA 302 and HAWNLA 370, which may be taken concurrently, or equivalent; HAWST 361, HAWST 371, HAWST 373 recommended.
- 372** OLI KAHIKO (Traditional Chant) (3) Hawaiian musical forms initiated previous to 1778 (e.g., chanted lamentations, chanted greetings, dance chants, etc.) Traditions concerning their sources and history. Some attention given to performance. Pre: HAWNLA 202 and HAWNLA 370, which may be taken concurrently, or equivalent, and HAWST 362; HAWST 361, HAWST 371 recommended. Conducted in Hawaiian.
- 373** HULA 'AUANA (3) Hawaiian dance forms outside the traditional halau hula. Traditions concerning their sources and history. Some attention given to performance. Conducted in Hawaiian. Pre: HAWLA 202 and HAWNLA 370, which may be taken concurrently, or equivalent; HAWNLA 361, HAWNLA 371 recommended.

- 374** MELE 'AUANA (3) Hawaiian musical traditions initiated since 1778 (e.g., falsetto, slack key, himeni, etc.). Traditions concerning their sources and history. Some attention given to performance. Conducted in Hawaiian. Pre: HAWLA 202 and HAWNLA 370, which may be taken concurrently, or equivalent. HAWNLA 361 recommended.
- 401-402*** FOURTH LEVEL HAWAIIAN (3-3) Advanced reading, writing and discussion in Hawaiian. Transcribing and translating Hawaiian language tapes. Translating English into Hawaiian, and Hawaiian into English. Pre: 302 or equivalent.
- 421-422 METHODS IN TEACHING HAWAIIAN (3-3) Historical survey of the teaching of Hawaiian language in schools. Teaching methods and material development.
- 435-436* HAWAIIAN TRANSLATION (3-3) Problems of translation of Hawaiian documents, legends, songs. Pre: 302 or equivalent.
- 441-442 HAWAIIAN MYTHOLOGY (3-3) A two semester survey in Hawaiian of the following epics: Pele and Hi'iaka, Kamapua'a, Kāne and Kanaloa, Lono and Kū (including the various kinolau of these Gods), Mo'o traditions, 'Aumakua, trickster heroes and famous Ali'i. Texts: Emerson, Beckwith, Pukui, Nakuina and Bush.
- 452* STRUCTURE OF HAWAIIAN (3) Descriptive linguistic analysis. Intensive exercises in advanced grammar. Pre: 202 and Ling 102 or consent.
- 454*** HISTORY OF THE HAWAIIAN LANGUAGE (3) Development from Proto-Polynesian. Phonology, morphology, and grammar; history of research. Pre: 202 and 452 or consent.
- 456 HAWAIIAN LITERATURE AND LANGUAGE IN HAWAIIAN LANGUAGE NEWSPAPERS (3) This is a survey of the evolution of Hawaiian language and literature styles as reflected in Hawaiian language newspapers. Texts: Articles from various Hawaiian language newspapers.
- 470-471 ADVANCED HULA KAHIKO (3-3) Emphasis on the interplay between literature and physical performance, on various hula styles, on drumming and chant. Conducted in Hawaiian. Pre: HAWNLA 371.

- 472-473 ADVANCED OLI KAHIKO (3-3) Emphasis on physical reproduction of traditional chants and chant styles. Although by Hawaiian standards, three semesters (372, 472-473) of study in Oli is very short indeed, it is nonetheless an appropriate beginning for a lifetime of scholarship in this field. Conducted in Hawaiian. Pre: HAWNLA 372.
- 484* COMPOSITION OF TRADITIONAL HAWAIIAN POETRY (3) Historical survey and analysis of poetry found in traditional chants and folk songs written in Hawaiian. Emphasis on elementary composition of Hawaiian poetry in traditional styles. Pre: HAWNLA 402, or 302 and consent.
- 485 COMPOSITION OF MODERN HAWAIIAN POETRY Historical survey and analysis of changes in traditional styles and emergence of modern styles written in Hawaiian. Pre: HAWNLA 484.
- 486 TOPICS IN HAWAIIAN POETRY (3) An indepth analysis of the texts of chants with a focus on particular topics, Akua/kupua, Ali'i, 'Aina, makani, ua as well as poetic form used for mele aloha, mele inoa, mele ma'i, kanikau, ko'ihonua.
- 487 HO'OPĀPĀ The study of Hawaiian riddling, punning and proverbs used in traditional Hawaiian debating contests. Texts: Material from Fornander, Judd and Puku'i.
- 488 'ŌLELO NO'EAU Survey and analysis of Traditional Proverbs and their Kaona or symbolic meanings. Conducted in Hawaiian. Text: Kawena Pukui's 'Ōlelo No'eau. Pre: HAWNLA 402 or consent of instructor.
- 601-602 SURVEY OF POLYNESIAN LITERATURE (3-3) Introduction of major literary works in translation from the Manguesas, Tahiti, Cook Islands, Tonga, Sāmoa, New Zealand, and Fiji. Analysis of and comparison to important themes in Hawaiian literature.
- 621-622 IMMERSION IN ANOTHER POLYNESIAN LANGUAGE (3-3) Intensive course in some Polynesian language to be taught by a visiting scholar. Pre: HAWNLA 402.
- 636 FOCUS ON HAWAIIAN WRITERS (3) A whole semester devoted to a comprehensive analysis of the entire work of one of the many Hawaiian writers and their styles, including Kamakau, Poepoe, Nakuina, Kepelino as well as poets such as Lili'uokalani and Leleiohōkū.

- 637 CLASSICAL HAWAIIAN LITERATURE (3) Comprehensive analysis of the various versions of one of the major epics: Pele, Kamapua'a, Kawelo, Kuapakaē, etc. Conducted in Hawaiian. Pre: HAWNLA 402.
- 638 TRANSLATION OF LEGAL DOCUMENTS IN HAWAIIAN (3) Translation of legal documents from Hawaiian into English requires not only an excellent command of Hawaiian but also a familiarity with the proper English legalese. The purpose of this course is to enable the graduate to accurately translate legal documents and to testify in court about them.
- 686 ADVANCED COMPOSITION OF HAWAIIAN POETRY AND LITERATURE (3) Exercises in original composition of Oli, mele, ka'ao and mo'olelo in Hawaiian using traditional forms. Conducted in Hawaiian. Pre: HAWNLA 402. Repeatable.
- 690 TRADITIONAL HAWAIIAN METAPHOR (3) This course is an exercise in using Hawaiian traditions and metaphor to construct Hawaiian models of traditional society, for example the lessons of Papa and Wākea, which may be construed as mālama 'āina, 'aikapu and ni'aupi'o mating. As Hawaiian society can never be correctly perceived through Western models, the reconstruction of Hawaiian metaphor is essential.
- 700 DIRECTED RESEARCH IN HAWAIIAN AND POLYNESIAN LITERATURE Original research in primary sources, with discussion and translation of new material. The purpose of this class is to add to the body of knowledge about the Hawaiian world. Students should be fluent in Hawaiian and undertake a major work of annotated translation or primary research in Hawaiian documents with a view towards publication.

II. HAWAIIAN CULTURE (HAWNST) COURSES

- 107 INTRODUCTION TO HAWAI'I (3) Core Requirement. A survey of many of the unique aspects of life in Hawai'i, including the correct pronunciation of Hawaiian language terminology and place names, geography, history and traditional society. The latter will include a discussion of myth, religion, music, literature, politics, social system, land and the changes which over time have resulted in our modern society.

- 111** THE HAWAIIAN 'OHANA (3) The culture of the Hawaiian people as expressed in the home and the family. The position of the family as the basis of the larger Hawaiian society and culture. Both ancient and modern aspects covered; extensive use of Hawaiian terminology.
- 175** INTRODUCTION TO THE MUSIC OF POLYNESIA (3) A general survey of the traditional and acculturated music of the eight major Polynesian island groups: Hawai'i, Tonga, Sāmoa, New Zealand, Cook Islands, Society Islands, Marquesas, and Easter Island. Music is viewed as both an organization of sound and as a product of culture and people.
- 176** THE HISTORY AND DEVELOPMENT OF HAWAIIAN MUSIC (3) A general survey of the interrelationships of traditional and acculturated Hawaiian music. Vocal music genres to be discussed include: chant, Christian hymn singing, secular cholar singing, male and female falsetto singing, chalangalang, hapa haole and contemporary. Instrumental genres include: pre-European instrumental styles, slack key guitar, 'ukulele and steel guitar.
- 205* HAWAIIAN RELIGION (3) An introduction to the numerous Gods and demi-gods in pre-contact Hawai'i, their function in the structure of society and the areas which they governed. Also includes a survey of Hawaiian Christian churches.
- 211** HAWAIIAN ETHNOBOTANY (4) Hawaiian herbs and plants; their identification, their place in the heritage of the Hawaiian people, their medicinal properties and other practical uses. Extensive use of Hawaiian terminology. Labs at Kānewai Lo'i required.
- 213** HAWAIIAN ETHNOZOOLOGY (4) Hawaiian fishes, birds and other pre-contact animals; their identification, place in the heritage of the Hawaiian people, methods of capture and practical uses. Extensive use of Hawaiian terminology. Labs at Waikiki Aquarium, Kawainui Marsh and Lyon Arboretum required.
- 240 INTRODUCTION TO PACIFIC ETHNO-ASTRONOMY (3) History of and problems with archeo-astronomy of Pacific Rim and implications for Pacific maritime exploration to Hawaiian sites and related Oceanic sites and oral traditions.

- 305** HANA NO'EAU (1) Traditional Hawaiian arts taught in Hawaiian: a) lauhala, e) 'upena/kökō (types of nets), i) hulu manu (feather work), o) other. (May be repeated for credit if subletters are different.) Pre: HAWNLA 202, which may be taken concurrently, or equivalent.
- 322 HAWAIIAN GENEALOGIES (3) A survey of the major chiefly lineages for the five major islands: Kaua'i, O'ahu, Moloka'i, Maui and Hawai'i. From the time of Papa and Wākea until the present day. Texts: McKenzie, Fornander and Kamakau.
- 330 SCIENCE IN TRADITIONAL HAWAI'I (3) A survey of the various disciplines of scientific inquiry in traditional Hawai'i including weather signs, astronomy, hydrology, land management, geographic placement of structures, soils, carve design, and masonry (heiau and auwai canals).
- 331 TRADITIONAL HAWAIIAN MEDICINE (3) An analysis of Hawaiian methods of healing including herbal medicine, bone-setting techniques, diagnosis, psychology and spirituality.
- 423 TRADITIONAL HAWAIIAN HISTORY OF PRE-CONTACT HAWAI'I (3) A survey of the exploits of the Ali'i from Papa and Wākea down to the times of Kalāni'ōpu'u. Texts: Kamakau, Fornander, and 'I'i.
- 424 HAWAIIAN HISTORY FROM 1778 - 1850 (3) A careful analysis of the events from before Kamehameha I's unification of Hawai'i, the changes in Hawaiian society that were exacerbated by foreign contact and the reaction of the Hawaiian Ali'i and maka'āinana to the introduction of a new religion, economy and system of land tenure. Texts: Kamakau, Dibble, Jarves, Bingham, Stewart, Judd, Journals of various explorers and missionaries, Kuykendall, Sahlins, Earle and Dorton.
- 425 HAWAIIAN HISTORY FROM 1850 - 1900 (3) Discussion of the effects of the Western system of land tenure and judiciary on the Native Hawaiian society, the concomitant increase in power of the foreigners with the rise of a sugar plantation economy, the eventual overthrow of the Hawaiian Kingdom by foreign businessmen and the politics of annexation. Texts: Kuykendall, Hoyt, King, Adler, Alexander, Thurston, Dole, Lili'uokalani, Levy, and McGregor-Alegado.

- 426 HAWAIIAN HISTORY FROM 1900 TO PRESENT (3) A survey of the effects that changes in political events have had on the Hawaiian people, beginning with the annexation of Hawaii to the United States, the organic acts, the degradation and racism faced by the native people during the great push for Americanization, the failure of the Hawaiian Homes Act, the great influx and variety of immigrants and the economic implications of tourism and military spending and the Hawaiian renaissance. Texts: Fuchs, Lind, Kimura, Trask and data from oral histories.
- 427 CHANGES IN HAWAIIAN LAND TENURE (3) A survey of the legal changes in Hawaiian land tenure from Western contact until the present with special reference to specific court cases. Texts: Richards, Archival material, Kelly, Chinen, Cannelora, Levy and Dorton.
- 430 INTERNSHIP TRAINING PROGRAM (3) First-hand experience in researching primary sources in the Archives, Bishop Museum library, Hawaiian Mission Children's library, Bureau of Conveyances, Map Survey office, Department of Land and Natural Resources.
- 470 THE KUMULIPO (3) An in-depth look at the Kumulipo as a cosmogonic genealogy and its significance to all Hawaiians. Text: Beckwith and Johnson.
- 471 HAWAIIAN GENEALOGIES II (3) A comparative study of different versions of Hawaiian genealogies with a special reference to authenticity and "skillful" reinterpretation. Text: Primary sources from the Archives and Bishop Museum Library as well as the texts used for HAWNLA 322.
- 472-473 EVOLUTION OF HAWAIIAN SOCIETY AS REFLECTED IN HAWAIIAN LANGUAGE NEWSPAPERS (3-3) This is a two semester course that uses the great wealth of Hawaiian language newspapers as a basis for examining the changes in Hawaiian society at the commoner's level. The first semester would survey those newspapers printed from the 1830's to 1893 and the second semester would cover from 1894 to the present.
- 480 REVIVAL OF THE HULA (3) Historical survey of great Hula masters, their styles and their contributions to the perpetuation and revival of the hula. From

the Kalākaua era to the present. A survey of the changes in styles of music, composition and texts of new mele in Hawaiian and English. Text: Hawaiian Music Foundation Materials.

- 485 ISSUES IN MODERN HAWAI'I (3) An analysis of problems facing modern Hawaiians today, including preparations, land, water and legal rights as well as political movements.
- 486 HAWAIIAN INSTITUTIONS (3) A comprehensive survey of those institutions which have the most impact upon Hawaiians, including the Department of Hawaiian Homes, Bishop Estate and Kamehameha Schools, the Queen Lili'uokalani Trust, Queen's Hospital, Lunalilo Homes and the Office of Hawaiian Affairs for a start. Texts: Various articles and guest speakers.
- 601-602 COMPARATIVE STUDIES IN POLYNESIAN SOCIETIES (3-3) This course would ideally be team taught by one of the Hawaiian studies faculty in conjunction with a visiting scholar expert in some other part of Polynesia, including Aotearoa, Tahiti, Nu'uhiwa, Rarotonga, Sāmoa, Tonga and Fiji. Its purpose would be to compare and contrast Hawaiian society with other Polynesian societies to increase the understanding and support between Hawaiians and their Polynesian cousins.
- 627 RESEARCH ON HAWAIIAN LAND TENURE (3) Seminar and extensive research in primary research on one topic in Hawaiian Land Tenure. Pre: HAWNCUL 427
- 628 PROBLEMS IN POLYNESIAN LAND TENURE (3) Comparison and contrast of problems that Hawaiians and other Polynesians have with Western forms of land tenure. Pre: HAWNCUL 601-602.
- 624-625 BIOGRAPHIES OF IMPORTANT HAWAIIANS (3-3) Two semester seminar of primary research and writing on important Hawaiians. Currently there is a severe lack of published biographies on Hawaiian leaders. First semester will focus on traditional Hawaiian history until 1850. Second semester on the modern period 1850 to present. Papers should be written for publication.
- 650 MODERN HAWAIIANS AND POLYNESIANS (3) Analysis of recent developments and networks between Hawaiian movements and those throughout Polynesia. Reaction to colonial rule, recent changes in political status and the support that Polynesians give each other in their struggle to maintain their cultures.

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HAWAIIANS AND WESTERN LAW (3) Historical survey and analysis of problems that native Hawaiians have had with various aspects of Western Law.

The following is a list of existing courses at Mānoa that can be taken in conjunction with Hawaiian Studies courses.

Botany 105; and at least one of the following: General Science 123-123L; Geology and Geophysics 200; Oceanography 201, or Botany 130-130L; Geography 368 or Anthropology 485; History 384; Botany/Zoology 450 (Note: Botany/Zoology 450 may be substituted with Sci 360); Art 479 or Music 477F.

Concentration: 12 or 13 hours in one of the following areas, of which 9 hours must be at the 300 level or above:

Ancient Society

Anth 350, 445D, 460B, 485

Art 479

English 482

Ethnic Studies 221, 340

IP 273D, 398

Music/Dance 312, 412, 413

Religion 205, 492

Arts

Art 475, 478, 479

Dance 155

English 480, 482

HPER 124

IP 398

Music 130E, 230E, 240E, 430E, 440E, 477F

Music/Dance 312, 412, 413

History

American Studies 434

Anthropology 485

Economics 311

Ethnic Studies 221, 340, 360, 350

History 482, 483, 484, 485 495U, 496K, 481, 495X

Political Science 380, 381

Women's Studies 382

Modern Society

American Studies 434, 302
Anthropology 300, 486
Economics 311
Ed EF 470
ES 221, 320, 340, 360, 381, 350
Geography 365, 368, 369
History 485, 495U, 495X, 482
PIP 392
Political Science 380, 381, 385
Sociology 433, 456
Women's Studies 360, 382

Natural Environment

Agronomy 200
Botany 130-130L, 160, 453, 454, 460, 461
Entomology 263-263L
Geog 365, 368, 369
GG 200, 201
Oceanography 201
Science 123-123L, 320, 340, 397
Zool 200, 230, 310, 460, 465, 466

APPENDIX B

Lumi Waihona Palapala Mana'o

Mission:

To acquire, organize and provide access to materials written in the Hawaiian language along with other primary and secondary sources related to Hawaiian culture and language which can be used by researchers, scholars, faculty, students, staff, and the community in furthering scholarly insights.

Primary Goal:

To support Hawaiian Studies curricula and faculty and student research. Provide access to Hawaiian culture and language materials in its primary and basic form to the University's community and the community at large.

Secondary Goals:

1. Provide clean copies of Hawaiian language materials.
2. Provide copies of Hawaiian culture materials in published and non-published forms.
3. Acquire Hawaiian language materials (copies) for research and translation.
4. Provide bibliographical database searches.
5. Develop and implement inter-library loan procedures within the University system and local libraries
6. Provide online access to research materials - within the University system and outside of the system.
7. Develop a database on current/ongoing Hawai'i related research projects.

Current Location of Hawaiian Resource Materials:

Materials presently are available via scattered libraries and museums. Further discussions/research is needed to make these resources accessible to center. (i.e. the University of Hawai'i's OPAC system.)

1. Hamilton Library, Hawaiian Collection, UHM
2. Sinclair Library, UHM
3. Hawaiian Mission Children's Society
4. Bernice P. Bishop Museum
5. The Kamehameha Schools - Learning Resource Center
6. Punahou School Library
7. Brigham Young University, Laie
8. Grove Farm Library - Lihue
9. Hawai'i State Archives
10. Hawai'i State Public Libraries

Outside Hawai'i - Sources:

1. Library of Congress, Rare Book Division
2. Peabody Museum Library, Salem, Massachusetts
3. Yale University, New Haven, Connecticut
4. Alanson B. Houghton Library at Harvard University, Massachusetts
5. University of Michigan
6. Library of New South Wales, Sydney, Australia
7. Sir John Ferguson Collection, National Library of Australia
8. Alexander Turnbull Library, Wellington, New Zealand

Main Area of Resource Room:

Open Access - primary books and materials shelved on open shelves which allow for easy access and browsing.

Reference books, indexes and current periodicals shelved in reference area.

Looseleaf folders will hold materials such as letters and single page or unpublished materials along with articles extracted from periodicals or journals.

Vertical files - newspaper clippings and ephemera.

Student/researcher workstations and chairs - preferably in a spacious and well-lighted area.

An area for online in-house database searches and an online public access computer (OPAC) terminal. OPAC is the University of Hawai'i's online access system.

A photocopying machine.

Reference desk.

Librarians reference desk with space for student help.

1. An OPAC terminal
2. Filing cabinets (undercounter)
3. Two personal computer workstations (for indexing and cataloging).

Microfilm Room:

Microfilm and Microfiche formatted materials.

1. Materials housed in filing cabinets.
2. These materials require equipment in order to be accessed or reproduced: Microfilm readers, microfilm printer, microfiche readers, microfiche printer.

Major microform collections are the Hawaiian language newspapers in Hamilton Library and census materials, mahele records, early English language newspapers, and periodicals.

Audio Visual Room:

Audio visual materials and equipment room.

Technical Services Room:

1. Receiving, cataloging, and preparing incoming materials for main resource room.
2. Publishing and reproducing materials for classroom use and/or on request.
 - A. Desk Top Publishing - 3 main components
 1. Computer
 2. Page makeup or typesetting software
 3. Printer
 - B. Optical Scanners. Allow you to put graphics or text documents into a computer without time-consuming typing; once read it can be printed or filed. Scanners have the capability to read typed text pages by optical character recognition.

Small Museum. Should be located adjacent to the resource room.

APPENDIX C

Justification for Dining and Lodging Facilities

A. Dining Facilities

1. The "dining" room will be a multi-purpose indoor facility for periodic dining, large workshops, group performance sessions, and other meetings, too large for classrooms and hālau on the grounds, not suitable for the fixed-seating auditorium, and when inclement weather precludes use of the outdoor theatre (Ka Pā).
2. On a scheduled basis, the HSC will host major symposia and colloquia involving international, national, and local academic and community participants on a variety of topics and issues and at different levels. In the past, when these events have been conducted on the weekends and semester breaks as all-day or multi-day activities (as in recent Ka Ipu o Ka 'Ike symposia on the preservation of the knowledge on the hula, and on traditional Hawaiian healing practices), we have held them at the Art Building auditorium and nearby facilities. These facilities were not designed for distinctively Hawaiian symposia and workshops. They do not provide the appropriate context and ambience with closeness to, and communion with, aloha 'āina, that are readily achievable in a well-designed facility at Kānewai.

When used as a "dining" facility, this would not regularly be in the usual western sense of a fast-food, quickly-served and consumed plate lunch. Rather, the facility would be designed to be closely integrated with the preparation of food, beginning with the harvesting of kalo and other crops from Ka Papa Lo'i as well as "cooking" in the kitchen by group participants. The "kitchen" besides having modern devices, would also provide facilities for groups participating in the traditional methods of preparing traditional Hawaiian and other Polynesian foods.

Similarly, the "dining" room would be the site not merely of eating, but sharing other special cultural activities, such as chanting, story-telling, reciting genealogy, 'awa ceremony, oratory, communicating with our ancestors, and dancing, while dining.

Thus, such a newly-created facility would serve to promote essential scholarly exchange and invite community and visiting resource persons to share in values and practices that are consistent with such backgrounds and needs at the same time.

B. Lodging Facilities

1. The rooms for lodging in a secure area of the HSC will be reserved for short-term, distinguished guests who require ready access to special HSC facilities and/or persons, and especially for those who will be significantly inconvenienced or discomforted, for cultural, physical or other reasons, by off-campus accommodations.

To encourage the kind of intensive dialogue and interaction of such visiting resource persons with emerging Hawaiian scholars, faculty, staff and interested community participants within major conferences and theme work in and around the HSC, such temporary lodgings within this well-planned research, instructional and community service center will be critical.

2. The closest alternative facility, which does not provide the kind of proximity and milieu as planned, is Lincoln Hall, a building completely controlled by the East-West Center, and with restrictive guidelines. The proposed HSC lodgings will not be for HSC students or staff persons, but will be strictly for visiting parties who will be key off-island participants in HSC work and development.