

PHILIPPINE STUDIES PROGRAM

FEASIBILITY REPORT

Prepared by

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for

The Steering Committee
Philippine Studies Program Feasibility Study

Asian Studies Program
University of Hawaii
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Cover design by Daniel de Castro

PROPOSAL FOR A PROGRAM OF PHILIPPINE STUDIES*

IN THE UNIVERSITY OF HAWAII SYSTEM

(Final Report)

Part I: Introductory Summary Statement

In March 1974, the Hawaii State Legislature passed Senate Concurrent Resolution No. 14 requesting the University of Hawaii to conduct a program analysis to determine the feasibility of establishing a Philippine Studies Program in the University system.* The resolution noted that in view of the significant contributions made by Filipinos to the history, culture, and economy of Hawaii, it would be appropriate to develop a program in Philippine Studies. It also stated that the thorough study of an ethnic group encourages greater understanding of its culture and develops a sense of ethnic identity that is often neglected in traditional American education. The main purpose of the program analysis would be to indicate whether such a program is feasible and if so, how best to organize the Philippine Studies Program. (See Appendix A for a copy of SCR No. 14.)

In line with this resolution, individuals from the faculty, student body, and community formed a Task Force for Philippine Studies. This Task Force of 40 persons approved the formation of a smaller Steering Committee in July 1974 to conduct a feasibility study. (See Appendix B for composition of Steering Committee.)

In August and September 1974, the Steering Committee surveyed the opinions and ideas of faculty, department chairmen, program directors, and students in the University of Hawaii Manoa campus, community colleges and some high schools to determine support and resources for a program of Philippine Studies. The Committee also

*Resolution No. 14 used "Filipino Studies Program" but the name proposed here is "Philippine Studies Program." Among the most important reasons for the name are these: 1) Philippine Studies is more inclusive, allowing a program to include a more thorough range of study. Filipino Studies, on the other hand, connotes a focus limited to the people of Philippine ancestry in the U.S.; 2) The overwhelming majority of faculty surveyed prefer the name Philippine Studies; 3) The word "Filipino" could prove embarrassing to the program in the future. It might label the program as sexist since technically, "Filipino" refers to men. Also, the term may arouse the ire of a growing number of people of Philippine ancestry who insist they are "Pilipino." In short, the term Philippine Studies avoids a number of problems that the original name raises.

requested advice from the community beyond the University. A study authorized by the Committee surveyed existing library resources which the proposed Program might use. Likewise, the Committee wrote letters to relevant institutions in the Philippines and the U.S. mainland soliciting advice and ideas about how they can contribute to or benefit from the development of a Philippine Studies Program in Hawaii. Additionally, Committee members interviewed the key administrators in the University to discuss the program. (See Appendix C for survey questionnaires and letter to respondents.)

On the basis of these inquiries, the Steering Committee proposes a modest program in the UH system over the next six academic years, starting 1975-1976. Its major aim is to provide an integrated program of academic instruction, research, and community service. Broadly, the first two-year period (1975-77) would be devoted largely to planning how best to use the University's existing resources for Philippine Studies, developing the curriculum, and firming up arrangements and relationship with relevant units and programs in the University. Student needs would also be determined during this initial stage. The second two-year period (1977-79) will attempt to reinforce the development of basic curricular and instructional materials by promoting a research and publication program. The third stage (1979-81) will prepare the program to initiate or coordinate national and international programs which would enhance the academic development of the UH as the center for Philippine Studies in the United States. During this period, exchange programs of scholarship and research with the mainland or Philippine institutions will have been operational.

It is our belief that a Philippine Studies Program in the UH would be one of the areas of selective excellence in the University. Such a program should be instituted for the following reasons:

1. Presently, the UH is in a uniquely favorable position with regard to a Philippine Studies Program as the resources needed for such a program already exist. More than 60 faculty members have been identified as actually or potentially involved in teaching and research relative to various aspects of Philippine Studies. A number of UH Philippine specialists are already nationally and internationally well-known in such fields as political science, linguistics, Indo-Pacific languages, and anthropology. In addition, there are ten Filipinos on the Manoa campus who have Ph.D.'s and whose specializations could make for a real beginning in Philippine Studies.

2. The faculty survey reveals that about 20 courses deal directly with the Philippines in various academic disciplines, notably languages, in both undergraduate and graduate levels. In addition, 59 courses have been identified as having some Philippine content and 22 more courses that could have some relation to the Philippines and Filipinos could be taught by existing faculty. The UH faculty is thus exceptionally qualified to handle a Philippine Studies Program. Existing faculty expertise and curricular offerings as well as ongoing researches in various departments show a range and quality that will make such a

program nationally and internationally well-known. In terms of student interest, about 20 doctoral dissertations are currently being written about the Philippines or Filipinos. In addition, the UH has a good library upon which an excellent collection can be built and it has at least one librarian scholar whose specialty is Philippine materials. (See Survey of Philippine Research Materials at the UH Libraries, at the end of this report.)

Thus, to quote Professor Donn Hart, Director of the Center for Southeast Asian Studies in Northern Illinois University: "It has been a dream of mine to see a real Filipino* Studies Program developed, and UH is the right place...UH now has an impressive group of specialists on the Philippines, in library, social sciences, and humanities. In fact, UH has the best Filipino Studies Program in the US today! What you are doing is merely expanding your present program, not beginning de nova." (Sept. 16/74)

2. Filipinos in the State of Hawaii number 120,000, comprising 12% of the total population. In the community survey, an overwhelming 93% of the 220 returned questionnaires say there is a need for a Philippine Studies Program in UH. In fact, some comments indicate that such a program should have started long ago. In addition, a number of Filipino organizations have indicated strong support for such a program. (See Appendix D for resolutions of support.)

3. In spite of the fact that Filipinos constitute the third largest minority in Hawaii, students of Filipino ancestry comprise only 2% of the Manoa campus. A program of Philippine Studies could encourage more students of Filipino ancestry to attend college. An increasing number of such students would make a Philippine Studies Program truly viable in Hawaii.

4. There will be distinct and long-term benefits to secondary and elementary school social studies curricula. There is a need to foster greater understanding and appreciation of the unique multi-ethnic composition of Hawaii through a study of the various ethnic minorities in the society. The proposed Philippine Studies Program could serve as a medium for the development of this understanding and appreciation of the poly-ethnicity of Hawaii.

5. In addition to the regular departments and programs, a number of institutions whose goals and activities complement and support a Philippine Studies Program are already present in the UH campus. Among others, these are: the East-West Center whose various institutes fre-

*In the Steering Committee letter of Prof. Hart, the term "Filipino Studies Program" was used in referring to Senate Concurrent Resolution No. 14, hence his use of the term.

quently invite numerous Philippine scholars, sponsor international conferences, or conduct research projects involving Philippine subjects; the School of Public Health which has collaborative research and action projects with the Philippines; and Operation Manong, a federally-funded program administered by the Social Science and Linguistics Institute to assist Filipino immigrant children in the public schools. In addition, many departments at UH have formal and informal ties with institutions on the mainland and in the Philippines.

It is proposed that the Philippine Studies Program be institutionalized within the current Asian Studies Program with teaching and research largely done in existing departments. It will be a non-degree program that will begin with no more than five new faculty positions in Manoa and a few lecturers at the community colleges. Most of the funding for the program would be from the State but it is anticipated that other sources, probably federal and private foundations, will become available, particularly for research and exchange of faculty and scholars with other institutions.

The immediate reward for the establishment of Philippine Studies in the UH system is in bringing together all resources now available in the University and community into a concerted program that will enable not only the University but also the community to learn about the Philippines and Filipinos more thoroughly and thoughtfully than in the past. In the long run, the program can develop a resource center that includes Philippine specialists and materials which people in the state and international scholarly community can use.

The Steering Committee believes that the proposed program is ideal and uniquely "natural" for Hawaii in view of the reasons cited above. There are so many capabilities and talents present in this state that it would be a waste not to integrate them into a viable and useful resource center for Philippine Studies, which would have not only academic, educational, professional, and social impacts but economic benefits as well. The proposed program would attract participants from all over the world. It is certain that given such reputation and prestige, a number of important international conferences, consortiums, and projects will be scheduled in the future by the program, which will be directly beneficial to Hawaii's economy. Another way in which the program could bring economic pay-offs to the State is in creating employment opportunities or prospects for people in international agencies that require special knowledge of a country, in this case, the Philippines.

The next section of this report, "Details and Analysis" elaborates the major aspects of the proposed program. Following this section is a set of appendices (A-L) to provide further documentation and supporting statements. We have also supplemented this report with a Directory of Resources for Philippine Studies in the University of Hawaii as a handy reference. This directory contains a listing and descriptions of various resources like faculty, research, programs, and institutes, which provide a good beginning for a Philippine Studies Program in the University. (See Supplement No. 1.) A second supplement

presents a comprehensive report on Philippine research materials, documents, and other resources at the two libraries in the University of Hawaii which indicates a strong feasibility of a Philippine Studies Program at the university. (See Supplement No. 2.)

PROPOSAL FOR A PROGRAM OF PHILIPPINE STUDIES

IN THE UNIVERSITY OF HAWAII SYSTEM

January 31, 1975

Part II: Details and Analysis

A. Objectives

1. What the program will accomplish or achieve
 - a) To provide an integrated and coordinated program of academic instruction and research on Philippine Studies for students and scholars in the University of Hawaii.
 - b) To promote through excellent interdisciplinary scholarship and teaching, a more thorough understanding of various aspects of the Philippines, including the contributions of Filipinos to Hawaii and other parts of the world beyond the Philippines.
 - c) To initiate and support comparative and collaborative programs with other institutions to study other Asian and Pacific cultures, such as Hawaiians, Koreans, Chinese, Japanese, and Samoans.
 - d) To promote scholarly and educational exchanges about Philippine Studies between the University and other interested institutions and individuals in the State.
 - e) To build a national center for Philippine Studies that would include a viable curriculum, well-conceived research projects, intramural exchanges, and a comprehensive collection of research material and data.

2. Relationship to system-wide campus, college, and departmental/division/institute objective and plans

a. Asian Studies and Southeast Asian Studies Programs

The Philippine Studies Program will be placed within existing programs and units of the University system. It will be part of the larger Asian Studies Program in the Manoa Campus. More specifically, it will be located within the Southeast Asian Studies division of the Asian Studies Program and it will have collaborative arrangements with the community colleges. (See Appendix E for supporting statements of the Director of Asian Studies in UH.) Southeast Asian Studies at Manoa already has a curriculum that will readily accommodate undergraduate and graduate courses for Philippine Studies without requiring the College of Arts and Sciences or the University to approve brand new course numbers. Similarly, several departments on campus already have courses which can complement a Philippine Studies curriculum. (See paragraph d below.) If new courses are needed later, after the Philippine Studies Program has become more established, they would first be approved by Southeast Asian Studies and Asian Studies before going to other University curriculum committees. Similarly, the Philippine Studies Program together with appropriate parts of Southeast Asian Studies will decide the specific requirements that students must accomplish in order to have a concentration in Philippine Studies.

b. The College of Arts and Sciences, and Graduate Division

Because the Philippine Studies Program will not be a degree-granting program and because it will be part of an ongoing academic program (Asian Studies), there should be no major problem for either the College of Arts and Sciences or the Graduate Division to accommodate the proposed program. (See Appendix F for Graduate Division Dean McKaughan's statement.) Moreover, the support that the College, Graduate Division, and department and program chairpersons have expressed for Philippine Studies will make interdisciplinary cooperation

among many faculty and departments that much easier and the program's success that much more likely.

c. Community Colleges

The program will be based in Manoa but will be working with the community colleges which may want to offer one or two undergraduate courses in Philippine Studies. An example, according to some administrators on other campuses, would be an introductory course on Philippine Studies that could be initially offered on an interdisciplinary and experimental basis and later as a permanent offering if it gets approved by appropriate authorities. The problem of "course equivalency" to Manoa for transfer purposes could be worked out in cooperation with appropriate Manoa offices.

Budget allocations and positions on all community colleges are close to fixed at this point. Consequently, in order to offer Philippine Studies courses there, the Manoa program will offer funds to other campuses to use for hiring lecturers.

Another way to cooperate with community colleges and UH at Hilo is that one of the faculty at the Manoa program will assist them when called upon in curriculum development and acquisition of library resources on Philippine studies.

d. Other university units like departments, programs, and institutes

Since the program is intended to be interdisciplinary, arrangements can be made with various departments and colleges to cross-list courses, invite faculty to participate in seminars with Asian Studies Program course numbers but which emphasize Philippine Studies, and support courses in other departments that focus on Philippine-related subjects. (See Appendix G for a list of Southeast Asian Studies faculty who have specialties on Philippine Studies.) The departments and programs with which the Philippine Studies Program could collaborate on course offerings are Political Science, History, Anthropology, Indo-Pacific Languages, Linguistics, Economics, American Studies, Ethnic Studies, and Liberal Studies. (See Directory of Philippine Studies resources appended to this report for a listing of course

offerings with Philippine content and faculty teaching them.) Faculty hired on Philippine Studies position counts may teach courses in other departments, if those departments agree. Similarly, faculty in existing departments (like Prof. Wilhelm Solheim of Anthropology or Prof. Robert Stauffer of Political Science) may devote 50% of their time teaching Philippine Studies courses in the Asian Studies Program. This type of inter-departmental collaboration should be feasible for Philippine Studies since it is already happening in other programs in the University.

The other programs and institutes in the campus which have important relationships with Philippine Studies in terms of research and community service are the East-West Center, College of Continuing Education, College of Health Services and Social Welfare, Operation Manong, and the Pacific and Asian Affairs Council.

3. Relationship to groups outside the university system

A number of institutes and agencies outside the University system could contribute to and benefit from the development of a Philippine Studies Program. These include the Department of Education, various centers and programs dealing with Philippine immigration and related matters, and private educational institutions such as Chaminade and Hawaii Loa. The Department of Education may request this proposed program's help when attending to the large number of Filipino immigrant youths coming to Hawaii and when implementing its proposal for bilingual education involving Filipino students, which has recently been approved by the federal government. A major contribution of the Philippine Studies Program to these non-University groups would be to provide lectures, information, and other educational materials on Philippine culture or any other aspect of Philippine life.

4. Historical development of the field and/or historical development of divisional strength in the field

Since the early 1960's, the University of Hawaii has offered courses, especially in languages. Scholars have developed, largely with assistance from the Pacific and Asian Linguistics Institute (PALI), grammar texts, dictionaries and other materials for seven major Philippine languages. Later, several departments prepared and taught

courses in Philippine politics, history, anthropology, and music, among others. They have also invited visiting academicians from the Philippines to teach undergraduate and graduate courses. In recent years, several UH faculty members have suggested a Philippine Studies Program for the University. Then in June, 1973, a proposal for a Filipino Resource Center was submitted to the Social Science Research Institute to be based in the UH at Manoa. Thus, the current proposal is not really new but reflects the efforts and thinking of several individuals and groups in the past ten years for the development of a program in Hawaii for Philippine Studies.

5. Need for program including State, national, and international aspects

There are three major trends relevant here. The first is the growing number of immigrants from the Philippines and the large percentage (12%) of Filipinos in Hawaii's population. This will contribute to building a lively and strong program. Students of Philippine ancestry will continue to increase in number at Manoa and other campuses and many among them may choose to participate in a Philippine Studies Program. This will be an opportunity for local-born Filipinos to learn about their cultural heritage. Simultaneously, people throughout the State will want to learn about Philippine culture and history. The program proposed here is designed, in part, to help provide this needed education. (See Appendix H for supporting statement.)

The second trend is the increased interest within the United States' scholarly community for Philippine studies. Indicative of this, for example, is the creation and steady growth of a young Philippine Studies Group within the Association for Asian Studies. It is also reflected in the number of universities and colleges across the country that teach courses and have ongoing research directly related to the Philippines. In short, there is considerable support within the larger scholarly community beyond Hawaii for a Philippine Studies Program such as the one being proposed here.

Many scholars have stated this, and several singled out the University of Hawaii as the place to start such a program because of

the State's large number of people of Philippine ancestry and the University's relatively large number of Philippine specialists, both Filipinos and non-Filipinos. (See Appendix I for supporting statements.)

Finally, scholars in the Philippines itself and other countries (e.g. Australia) that are becoming interested in Philippine Studies hope to find valuable research and educational resources in a Program such as the one being proposed here. (See Appendix J for a summary of replies from scholars in the Philippines.)

B. Target Groups

- a) The immediate target group of this Program consists of two types of undergraduate and graduate students. The first type includes those students who would like to emphasize Philippine Studies as part of their curriculum leading to a B.A. or M.A. degrees in the Asian Studies Program. The second type includes those students who are majoring in any of the University's degree-granting departments and programs who wish to take courses relevant to Philippine Studies or who wish to give special attention to Philippine Studies in preparation for, say, writing an Honors Thesis or doing Ph.D. dissertation research. (See Appendix K for summary of student opinions on the proposed program.)
- b) Another target group is those Community College students who expect to get an A.A. after two years, with some background in Philippine Studies.
- c) Occasionally, the program should be able to reach high school students by giving lectures on Philippine culture, on the Philippines or Filipinos. Workshops with school administrators could be arranged. The program should also be an important resource for the great number of Filipino organizations in Hawaii.
- d) Another important target group is the community outside the University, especially the Filipinos who now reside in the state of

Hawaii. While the proposed program will not be directly servicing this population, it hopes to make information and educational resources available to them. The community beyond the University will hopefully look upon the Program as a useful source of ideas and assistance in Philippine-related matters. (See Appendix H again.)

- e) The Program should also be aimed at institutions in the U.S. mainland and other countries, including the Philippines, that have similar interest in Philippine Studies.

C. Program Elements

Prerequisites for admission, e.g. course or degree, etc.

This section of the PPB format applies more to a degree-granting program which we are not proposing for Philippine Studies. The Program will follow pre-requisites and other requirements that have already been set by the University and the various departments.

D. Courses

Initially, the Program's courses will include a survey course and seminar, which will be offered under already designated course numbers in the Asian Studies Program's curriculum, and other courses with Philippine Studies content that other departments and programs now offer or would offer if they had a visiting professor or similar assistance which the Program would be able to provide. (See paragraph 2.d. under section A above.) Consequently, the Program will not require additional course numbers in order to begin.

The specifics as to which courses in other departments can be included in the curriculum for students of Philippine Studies can be worked out once the program is approved and funded. An example, however, of how this interdepartmental collaboration could work is as follows. Courses on the Philippines are offered from time to time in departments such as Indo-Pacific Languages, Anthropology, History, Political Science, etc. These could be among a list of courses offered on a regular basis (e.g., once a year) from which students who will be

majoring in regular degree-granting programs could pick to compose a curriculum of study that would emphasize Philippine studies. As a program, Philippine Studies would encourage these courses and help to support them, such as by sponsoring visiting faculty to the University.

E. Evaluation

Evaluation of the program will be geared to the objectives that the planners have set for it to accomplish. The criteria and procedures for such an evaluation will follow those that have already been laid out by the University for new and existing programs.

F. Discussion of Alternatives

1. Alternative means to meet objectives and needs, advantages and disadvantages, and unit and total costs

Other alternatives considered were to do nothing and not recommend any program at all, to make Philippine Studies an autonomous unit like the Korean Studies Center, and to make it part of existing programs like Ethnic Studies or Liberal Studies. Doing nothing would ignore the considerable need which has been voiced by many different types of people in Hawaii, the mainland, and the Philippines, for a Philippine Studies Program. Moreover, doing nothing would make inadequate use of existing resources at the University which could be developed into a Program that could provide a valuable academic and educational service.

The second option - to make an autonomous program - was rejected partly because the Program will be stronger if it is set within a larger context like Asian Studies, rather than being isolated. Standing by itself, Philippine Studies might develop into a narrowly-defined country-study project. The third option was also rejected precisely because Philippine Studies cannot fit within the boundaries of Ethnic Studies, which is concerned primarily with ethnic groups in Hawaii, or Liberal Studies, which is not oriented to area studies.

An additional reason for rejecting these three options is that they received little or weak support from the respondents of the feasibility survey. (See Appendix L.)

2. Specific reasons this program considered the best alternative

This proposal to institute a Program of Philippine Studies to be located within the larger Asian Studies Program is considered the best alternative for the following reasons: a) as an area program, Philippine Studies logically belongs to Southeast Asian Studies; b) current curricular offerings in the Asian Studies Program, as mentioned earlier, could readily include Philippine material for teaching purposes; c) for students intending to major in Asian Studies but want to have a concentration on Philippine Studies, academic and institutional arrangements can easily be worked out with the Asian Studies Program; d) the majority of the respondents in the survey favored this alternative as the best way to integrate the Philippine Studies Program into the University system. (See Appendix L again.)

G. Personal Requirements

1. Faculty

- a) Director or Coordinator, 1.0. This faculty position is intended for the individual who will be responsible for overall direction and administration of the program and will also participate in graduate or undergraduate teaching. It is expected that one of the main functions of this person is to seek additional funds for the program, possibly federal and private, particularly for research.
- b) Faculty teaching positions, 3.0. Because of the varying needs of different departments and students, the program hopes to institute flexible teaching positions. Two positions will be full-time faculty who will teach graduate or undergraduate courses in Asian Studies or departments where they are needed. Another faculty position (1.0) is intended for a person who will help in curriculum development (particularly at the undergraduate level) and coordinate with the various community colleges and groups interested in Philippine Studies courses in the community.
- c) One faculty position (1.0) is intended for a library specialist who will build library resources on Philippine Studies and provide

reference service. This person is also expected to give occasional lectures on pertinent aspects of Philippine Studies.

- d) A visiting faculty position is proposed for school years 1976-77, 1978-79, and 1980-81. This person will be a visiting professor from the Philippines or elsewhere who is an expert in some aspect of Philippine Studies and who will be invited for one year to teach graduate or undergraduate courses in the University of Hawaii system.

2. Lecturers

It is recommended that lecturers be hired to teach courses in Manoa or community colleges as needs arise or in response to student demands.

3. Administrative service

One full-time person cum administrative assistant is needed to give staff support to the program.

4. Library Specialist
Position

One position for bibliographer to build up library resources and provide reference service as well as to coordinate with other institutions is proposed. The current library specialist on the Philippines has been elevated to a higher position.

5. Student Help

This will be required mainly for clerical assistance.

6. Faculty Development
and Plans

Further development will depend on the expansion of the program in future years.

(Turn to next page.)

H. Financial Requirements	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	TOTAL
A. Personal Services							
Administration:							
1-Steno III (SR11-D)	8,484	8,916	9,360	9,828	9,828	9,828	56,244
Faculty:							
1-Professor (C1-5)	0	23,640	0	25,572	0	27,660	76,872
1-Assoc. Prof. (C1-4)	17,268	17,964	18,684	19,428	20,208	21,012	114,564
3-Asst. Prof. (C1-3)	39,384	40,968	42,624	44,316	46,080	47,916	261,288
1-Library Specialist 3	<u>11,232</u>	<u>11,676</u>	<u>12,144</u>	<u>12,624</u>	<u>13,128</u>	<u>13,656</u>	<u>74,460</u>
SUB-TOTAL	67,884	94,248	73,452	101,940	79,416	110,244	527,184
A. Non-reg. Personal Services:							
Lecturers	15,000	20,000	25,000	25,000	25,000	25,000	135,000
A1. Student Help	2,000	2,000	2,000	2,000	2,000	2,000	12,000
TOTAL-PERSONAL	93,368	125,164	109,812	138,768	116,244	147,172	730,428
B. Other Current Expenses:							
Supplies	5,000	6,000	7,000	7,000	7,500	7,000	39,500
Communication	720	720	800	800	800	800	4,640
Services on Fee	500	500	500	500	500	500	3,000
Miscellaneous	100	100	100	100	100	100	600
Library Acquisition	4,000	7,000	7,000	6,000	6,000	6,000	36,000
Duplication/Brochure	1,500	1,500	2,000	2,000	2,500	2,000	11,500
Travel	<u>1,500</u>	<u>1,500</u>	<u>1,500</u>	<u>1,500</u>	<u>1,500</u>	<u>1,500</u>	<u>9,000</u>
SUB-TOTAL	13,320	17,320	18,900	17,900	18,900	17,900	104,240
C. Equipment	5,543		500				6,043
GRAND TOTAL	112,321	142,484	129,212	156,668	135,144	164,972	840,711

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| I. Student Costs | Information not available |
| J. Capital Improvements | None contemplated |
| 1. Additional space facilities required | Office space for faculty and staff (7). |
| K. Program Funding | |
| 1. Types, amounts, and source, legal reference or authorization for each type of program funding | Request is for General Fund appropriation to cover biennial budget (1975-77) of \$254,805 (FY 1975-76 - \$112,321 FY 1976-77 - \$142,484) per budget attached. |
| L. Further considerations | |
| 1. Special problems or expected developments | None. |
| 2. Other significant issues | None. |

APPENDICES

- A - Senate Concurrent Resolution 14 (1974) relating to the establishment of a Filipino Studies Program at the University of Hawaii.
- B - Composition of the Steering Committee and working staff of the Philippine Studies Program feasibility study.
- C - Questionnaires and letters sent to survey respondents like U.H. faculty, program directors, department chairmen, students, community, Philippine specialists, and Philippine institutions.
- D - Resolutions passed by Filipino organizations supporting the establishment of a Philippine Studies Program at the U.H.
- E - Memorandum of Dr. D.W.Y. Kwok, Director of Asian Studies at U.H. in answer to Chancellor Douglas Yamamura's and Chairman of Southeast Asian Studies Walter Vella's memos relating to the establishment of Philippine Studies as part of the Asian Studies Program.
- F - Memo of Dean Howard McKaughan, Graduate Division, U.H., recommending approval of the Philippine Studies Program proposal.
- G - List of U.H. faculty affiliated with the Southeast Asian Studies Program.
- H - Summary of Community Responses to the Philippine Studies Feasibility Questionnaire.
- I - Summary of Replies from Philippine Specialists on the U.S. Mainland and Canada on the establishment of a Philippine Studies Program in Hawaii. Two letters of endorsements attached.
- J - Summary of Replies from scholars in the Philippines to survey questionnaire.
- K - Summary of U.H. student responses (graduate and undergraduate) to survey questionnaire.
- L - Summary of responses from faculty, department chairmen, program directors, and students regarding the organization of the proposed Philippine Studies Program at U.H.

NOTE: For convenience in reading, much of the information for the above appendices have been summarized. The complete set of documents is available for examination at the Philippine Studies Office, c/o Dr. Belinda Aquino, East-West Rd. 3, #6c, U.H. (948-8442).

SUPPLEMENTS

- No. 1 - Directory of Resources for Philippine Studies at U.H. (Jan. 1975).
- No. 2 - A Survey of Philippine Research Materials at the U.H. Libraries (Jan. 1975).

(To be made one and twelve copies)

THE SENATE

.....SEVENTH... LEGISLATURE, 19...74

STATE OF HAWAII

S.C.R. NO.

14
S.D. 1

SENATE CONCURRENT RESOLUTION

RELATING TO THE ESTABLISHMENT OF A FILIPINO STUDIES PROGRAM AT
THE UNIVERSITY OF HAWAII.

WHEREAS, we have witnessed within the last decade a surge of ethnic awareness and interest in the citizens of this country and especially in the residents of the State; and

WHEREAS, Hawaii's diverse multi-population provides a rich source of study of the historical, cultural, and social backgrounds of immigrant groups; and

WHEREAS, the study of individual ethnic groups in Hawaii can serve to help develop a sense of ethnic identity often neglected by traditional American education as well as provide students with more relevant educational experiences; and

WHEREAS, furthermore, the thorough study of an ethnic group encourages greater understanding and fosters interethnic relations; and

WHEREAS, the University of Hawaii has begun to play an important role in this area through programs and courses which focus on ethnic groups such as the Japanese, Chinese, and Koreans; and

WHEREAS, considering the significant contributions made by the Filipinos to the history, culture, and economy of Hawaii, it would also seem appropriate to develop a program in Filipino studies; now therefore,

BE IT RESOLVED by the Senate of the Seventh Legislature of the State of Hawaii, Regular Session of 1974, the House of Representatives concurring, that the University of Hawaii is requested to conduct a program analysis to determine whether a Filipino studies program should be established with such analysis to employ a planning-programming-budgeting approach and include program objectives, effectiveness criteria, and examination of the costs, benefits and effects of different program alternatives; and

BE IT FURTHER RESOLVED that the analysis include how best to organize the Filipino studies program, including the organizational alternative of expanding the Asian Studies program to encompass the four predominant Asian populations in the State; and

BE IT FURTHER RESOLVED that the University of Hawaii is requested to include a program description and a budget for the Filipino Studies program in its budget request for the 1975-77 fiscal biennium in the event that the analysis of this program indicates that such a program should be established; and

BE IT FURTHER RESOLVED that the University of Hawaii submit a report of its findings, recommendations and actions to the Legislature no later than twenty days prior to the convening of the Regular Session of 1975; and

BE IT FURTHER RESOLVED that certified copies of this Concurrent Resolution be transmitted to the Chairman of the Board of Regents and the President of the University of Hawaii.

PHILIPPINE STUDIES PROGRAM FEASIBILITY STUDY

Steering Committee

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|-----|--------------------------|--|
| 1. | Prof. Walter F. Vella | Prof. of History and Director,
Southeast Asian Studies (chairman) |
| 2. | Prof. Michael L. Forman | Assoc. Prof. of Linguistics (co-
chairman) |
| 3. | Prof. Robert B. Stauffer | Prof. of Political Science |
| 4. | Prof. Benedict Kerkvliet | Asst. Prof. of Political Science |
| 5. | Prof. Ricardo Trimillos | Assoc. Prof. of Music |
| 6. | Prof. Virgie Chattergy | Asst. Prof. of Education |
| 7. | Prof. Teresita V. Ramos | Asst. Prof. of Indo-Pacific Languages |
| 8. | Dr. Amy Cahill | Director, Operation Manong |
| 9. | Mrs. Estrella Sybinsky | Lecturer, Ethnic Studies, Leeward C.C. |
| 10. | Miss Evelyn Hernandez | Lecturer, Ethnic Studies, U.H. in Manoa |
| 11. | Miss Sharon Matutino | Student in Liberal Studies |
| 12. | Mr. Toy Arre, Jr. | Deputy Finance Director, City &
County, Honolulu |
| 13. | Mrs. Ethel A. Ward | TESOL Teacher, Farrington High School |
| 14. | Mr. James Tuyay | Student in Sociology |
| 15. | Dr. Ramon de la Peña | Director of Economic Planning, Kauai |
| 16. | Mr. Shiro Saito | Bibliographer, Hamilton Library |
| 17. | Dr. Belinda A. Aquino | Coordinator, Operation Manong |

Liaison to Chancellor's Office

- | | |
|------------------------|--|
| Mr. James J.M. Misajon | Director of Special Services, U.H.
at Manoa |
|------------------------|--|

Working Staff

- | | | |
|----|-----------------------|---|
| 1. | Dr. Belinda A. Aquino | Coordinator |
| 2. | Mr. Fred Yap | Student Research Assistant (from
Operation Manong) |
| 3. | Miss Sharon Matutino | Student Research Assistant (from
Operation Manong) |
| 4. | Mrs. Susan Allender | Student Research Assistant |
| 5. | Miss Evelyn Mingming | " " " |
| 6. | Miss Irma Peña | " " " |
| 7. | Miss Merlinda Oania | " " " |
| 8. | Mr. James Tuyay | " " " |
| 9. | Mr. Adrian Galvez | Typist |

PHILIPPINE STUDIES PROGRAM FEASIBILITY SURVEY

FACULTY QUESTIONNAIRE

Department of Political Science
University of Hawaii
Honolulu, Hawaii 96822
August 7, 1974

Dear _____:

Enclosed is a questionnaire to help in determining the feasibility of a Philippine Studies Program in the University of Hawaii system which we are requesting you to fill out. In the last session of the Legislature, Senate Concurrent Resolution No.14 was passed requesting the University of Hawaii to determine whether such a program should be instituted in the University. The resolution further requests that the program analysis employ the planning-programming-budgeting approach in determining objectives, effectiveness criteria and examination of costs, benefits, and effects of different program alternatives.

In line with this, a Steering Committee, made up of faculty members, students, and community representatives, has been formed to implement the intent of the above resolution. This Committee is divided into four sub-committees; one of them is the Faculty Sub-Committee which was established to assure necessary university and faculty input into the study.

It is essential for funding purposes that the study be completed prior to the beginning of the next legislative session in January. The few minutes you will spend answering the attached questionnaire may very well determine the direction, format, and content of the Philippine Studies Program in the University of Hawaii system. We will greatly appreciate, therefore, if you return the completed questionnaire on or before September 10, 1974 to the above address. Should you have any questions, please call me at 948-8357.

Thank you for your cooperation.

Sincerely yours,

Robert B. Stauffer
Chairman, Faculty Sub-Committee

Name: _____ Department: _____
 Rank: _____ Office Address: _____
 Area of Specialty: _____
 Degree(s): _____ Phone: _____

1. What courses on Philippine Studies do you teach, if any?
 Course No. _____ Credits _____ Semester Given _____
 Title: _____
 Description: _____

2. What courses that have some Philippine content do you teach?
 Course No. _____ Credits _____ Semester Given _____
 Title: _____
 Description: _____

3. What course(s) would you like to teach that would in some way deal with the Philippines? _____

4. What research are you currently engaged in that has some Philippine content or focus? _____

5. If support were available, what research on the Philippines would you like to conduct? _____

6. Are you currently serving on a thesis or dissertation committee of any student who is writing on the Philippines?
 Yes: ___ No: ___ If yes, please state:
 a) In what capacity (chairman or member): _____
 b) Name of student and department: _____
 c) Topic of thesis: _____
7. If a Philippine Studies Program were instituted in the University of Hawaii system, what major research directions would you propose it take? _____

8. What personal resources do you have in relation to your work on the Philippines (e.g., film strips and slides, documents,

the Philippine Center for Advanced Studies in the University of the Philippines, the Institute of Philippine Culture in Ateneo University, the Mindanao State University, etc.?

Yes: ___ No: ___

If yes, what kind of link(s)?

- a. ___ Student exchange
- b. ___ Faculty exchange
- c. ___ exchange of research scholars, publications, etc.
- d. ___ others. Please specify _____

13. Do you think the proposed Philippine Studies Program should seek financial support or other forms of assistance from:
- a. ___ the Marcos administration in the Philippines
 - b. ___ the public universities in the Philippines, or particular units thereof?
 - c. ___ private sources in the Philippines (e.g., foundations, private universities, etc.)?
 - d. ___ none of the above?

14. Should the program seek other sources of funding outside of the Hawaii Legislature, such as from local and mainland foundations, business groups, etc.?

Yes: ___ No: ___

If yes, could you recommend some such sources? _____

15. Please indicate the extent of your proficiency in any Philippine language(s). _____

16. In your opinion, should the program name be: (check one)
- a. ___ Filipino Studies Program?
 - b. ___ Philippine Studies Program?

17. Please write below other comments or suggestions you would like to make regarding the proposed Philippine Studies Program.

18. Please append a biodata or resumé which contains a list of all your publications. If this is not available, please list all your relevant publications below.

PHILIPPINE STUDIES PROGRAM

QUESTIONNAIRE FOR DEPARTMENT CHAIRMEN AND PROGRAM DIRECTORS

Name: _____ Department/Program: _____ Phone: _____

1. There are several ways in which a Philippine Studies Program in the UH system can be organized. Please check one of the following:
 - a. ___ as a coordinating unit within the Southeast Asian Program of the UH. Teaching and research will be conducted within existing departments.
 - b. ___ as an autonomous unit on the Manoa campus with an administrative staff but with teaching and research largely conducted within existing departments.
 - c. ___ as a unit within Southeast Asian Studies in UH (like a above) but with collaborative arrangements with other units of the University system, e.g., Community Colleges, Hilo College, etc.
 - d. ___ as part of an existing program: Ethnic Studies ___
Liberal Studies ___
 - e. ___ other. Please specify _____

2. In line with the above question, should the proposed Philippine Studies Program institute: (Please rank in order of priority, 1=highest)
 - a. ___ undergraduate courses in Philippine Studies that may fulfill social science elective requirements for the A.A./B.A. degrees?
 - b. ___ an undergraduate major in Asian Studies (already existing) with a concentration in Philippine Studies leading to a B.A.?
 - c. ___ an undergraduate major in Asian Studies with a concentration in Philippine Studies leading to an A.A. in the Community Colleges?
 - d. ___ a graduate major in Asian Studies (already existing) with a concentration in Philippine Studies leading to a Master's degree?
 - e. ___ graduate interdisciplinary seminars (e.g., land reform and politics, current developments in the Philippines, etc.)?
 - f. ___ non-degree programs (both credit and non-credit such as courses in the College of Continuing Education, etc.)?
 - g. ___ community service programs (e.g., initiating or cooperating with other groups/institutions to sponsor cultural activities)?
 - h. ___ others (e.g., special orientation programs for foreigners going to the Philippines)? Please specify. _____

3. If a Philippine Studies Program were instituted in the University, what curricular offerings should it include? (e.g., Philippine History, Philippine Literature, Filipinos in Hawaii/U.S., etc.)

- a. _____ d. _____
- b. _____ e. _____
- c. _____ f. _____

4. What contributions (e.g., staff, materials, courses, etc.) might your department or program make to:

- a. an undergraduate, non-degree program in Philippine Studies (as in #2a above modified?) _____
- b. an undergraduate degree program in Philippine Studies (as in #2b?) _____
- c. a graduate program in Philippine Studies (as in #2d?) _____

5. What benefits can you see flowing to your department or program from the institution of a Philippine Studies Program in the UH system? _____

6. Please indicate your recommended priorities for a Philippine Studies Program among the following:

- Undergraduate:
- a. ___ Teaching b. ___ Research c. ___ Community Service
- Graduate:
- a. ___ Teaching b. ___ Research c. ___ Community Service

7. Do you foresee any difficulties for your program or department if a Philippine Studies Program were instituted in the UH system? _____

8. To whom in your department or program should the individual questionnaire mentioned in the covering letter have been sent? If our earlier mailing did not include all the names you list I will see that anyone omitted will be sent a copy to fill out.

PHILIPPINE STUDIES PROGRAM FEASIBILITY SURVEY

STUDENT QUESTIONNAIRE

PART I - GENERAL DATA

Name _____ Sex _____ Age _____

Marital Status _____

College _____ Undergraduate _____ Graduate _____

Address _____ Phone _____

Ethnic Background _____

Place of birth _____

How long have you lived in Hawaii? _____

High School(s) attended _____ Year graduated _____

Occupation of Parents: _____
Father Mother

Do you work? _____ If yes, where? _____
yes no

What do you plan to do after college? _____

Have you ever been involved in Filipino community activities?

_____ If yes, what activities? _____

Have you had other informal contacts with Filipinos? _____
yes no

PART II

1. If a Philippine Studies Program were instituted in the U.H. what courses should it include? Please check one or more.
 - a. Philippine Society and Culture
 - b. Philippine Literature
 - c. Philippine History
 - d. Philippine Politics and Government
 - e. Philippine Agriculture
 - f. Philippine Languages (Ilokano, Tagalog, Visayan, etc.)
 - g. Philippine Music and Dance
 - h. Filipinos in Hawaii
 - i. Filipinos in U.S. Mainland
 - j. Philippine Economics
 - k. Other (please specify) _____

2. Should the proposed Philippine Studies Program institute: (Check one or more)
 - a. an undergraduate major in Philippine Studies leading to Associate in Arts (A.A.) in the community colleges?
 - b. undergraduate major in Philippine Studies leading to B.A.?
 - c. a graduate major in Asian Studies with concentration on Philippine Studies leading to M.A.?
 - d. graduate interdisciplinary (team-taught) seminars (e.g. land reform and politics, current developments in the Philippines)?
 - e. non-degree programs (both credit and non-credit, such as courses in the College of Continuing Education)?
 - f. community service programs (e.g. initiating or cooperating with other groups to sponsor Philippine cultural activities in the community)?
 - g. other (please specify) _____

3. There are several ways in which a Philippine Studies Program in the University system can be organized. Please check one of the following possibilities:
- as a unit within the Southeast Asian Studies Program of the UH Asian Studies Department.
 - as a more autonomous unit in the Manoa campus, like the Korean Studies Department.
 - as a unit within the Southeast Asian Studies Program of the University, but with collaborative arrangements with other units of the University system, e.g. community colleges, Hilo College, etc.
 - as part of existing programs: Ethnic Studies; Liberal Studies.
 - other (please specify) _____
4. Do you think the proposed Philippine Studies Program should establish links with institutions in the Philippines, such as the Philippine Center for Advanced Studies in U.P., the Institute of Philippine Culture in Ateneo, etc;
yes no
- Student exchange
 - Faculty exchange
 - exchange of research scholars, publications, etc.
5. Do you think the proposed Philippine Studies Program should seek financial support or other forms of assistance from:
- the Marcos administration in the Philippines
 - the public universities (e.g. U.P., M.S.U.) or particular units thereof (e.g. the Philippine Center for Advanced Studies, the U.P. College of Public Administration, etc.)
 - private sources in the Philippines (e.g. foundations, private universities, etc.)
 - none of the above.
6. Should the program seek other sources of funding outside of the Hawaii legislature, such as from local and mainland foundations, business groups, etc.?
yes no

If yes, could you recommend some such sources? _____

7. Have you had or are you presently taking any courses related to Filipinos or about the Republic of the Philippines? yes; no; if yes, what are these courses? _____

8. Which courses did you like the most and why? _____

9. Have you been involved in any research on Filipinos or the Philippines? yes; no; if yes, what research projects? _____

10. If support were available, what research on the Philippines or Filipinos would you like to do?
a. _____
b. _____
c. _____
d. _____

11. What kinds of opportunities would you like to have in the proposed Philippine Studies Program?
a. Student involvement in research
b. Scholarship
c. Field work in communities
d. Developing projects in special areas concerning Filipinos.
e. Work-study grants
f. Student exchange with the Philippines
g. Exchange with mainland institutions
h. Sponsoring visiting faculty (Philippine experts or scholars) in UH
i. research in specific areas like immigration

12. In what ways do you think a Philippine Studies Program can benefit you in the long run?

- a. ___ finding a job related to problems or issues of Filipinos or the Philippines
- b. ___ acquisition of valuable knowledge on the Philippines
- c. ___ as available personal or community resource (e.g. archives, library, documents, speakers' bureau, etc.)
- d. ___ other (please specify). _____

13. Other comments or suggestions _____

b. Undergraduate courses offered by departments like Education, Linguistics, Philippine culture, Ethnic Studies, Tagalog, Ilocano.

Manoa: Yes:___; No:___

Community Colleges: Yes:___; No:___

If yes, which locations? _____

Off-campus evening courses: Yes:___; No:___

If yes, which locations? _____

c. Graduate seminars by faculty from various departments (for example, course on Philippine Land Reform Program taught by faculty from Political Science, Anthropology, Economics, etc.) Yes:___; No:___

d. Non-credit courses during the evenings on different topics in Philippine Studies like politics, land reform, history, Ilocano, Tagalog. Yes:___; No:___

e. Short-term workshops for community groups and agency staff. Yes:___; No:___

If yes, do you have any suggestions about such service courses? _____

2. If there is a Philippine Studies Program at the University of Hawaii, which of the following research should be supported?

a. Research about the Philippines (e.g., barrio life, languages, history, politics, economics) Yes:___; No:___

b. Research about Filipinos in Hawaii and the mainland (e.g., immigration, plantation history) Yes:___; No:___

c. Research that compares the Philippines with other Asian countries on topics like economics, politics, agriculture, etc. Yes:___; No:___

d. Research on service programs and government policies, e.g. teaching Filipino children in both Filipino and English languages, Housing, Elderly. Yes___; No___

3. Do you know of any newsletter publication or research about the Philippines or Filipinos in Hawaii published by any local Filipino organization or individual? Yes___; No___

If yes, could you please name these: _____

4. Which of the following objectives do you think are appropriate for a Philippine Studies Program at the University of Hawaii?

a. To provide a coordinated program of academic instruction and

research on Philippine Studies. Yes ___; No ___

b. To develop understanding of Philippine culture and the contributions of Filipinos to Hawaii. Yes ___; No ___

c. To support programs with institutions focusing on Asian Studies. Yes ___; No ___

d. To support programs on the study of ethnic groups in Hawaii. Yes ___; No ___

e. To cooperate with institutions of higher education in the Philippines. Yes ___; No ___

f. To provide service to members of the community and public and private agencies in Hawaii. Yes ___; No ___

g. Are there other objectives you wish included? _____

5. Do you think that a Philippine Studies Program at the University of Hawaii (which includes some of the activities suggested above) should be established? Yes ___; No ___
Please comment: _____

6. Please name any person or organization (include address) you think may be interested in commenting on this proposal to have a Philippine Studies Program at the University of Hawaii.

7. Other comments or suggestions regarding the proposed Philippine Studies Program: _____

University of Hawaii at Manoa

APPENDIX

C

Asian Studies Program
Moore Hall 315 • 1890 East-West Road
Honolulu, Hawaii 96822

LETTER WRITTEN TO PHILIPPINE SPECIALISTS ON THE U.S. MAINLAND AND CANADA

October 3, 1974

Dear

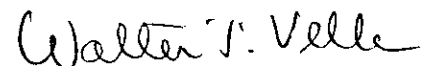
I am writing you in connection with the proposed establishment of a Philippine Studies Program at the University of Hawaii system pursuant to a resolution passed by the Hawaii State Legislature in its last session. Since the passage of the resolution, all of us at the University of Hawaii and the community interested in Philippine Studies have been organizing our thoughts, looking over our assets, and determining the main subjects that merit study. We are currently conducting a survey of the university and community resources that we can tap for such a program and writing to various institutions and individuals whom we think could contribute to or benefit from the establishment of a Philippine Studies Program in Hawaii.

As Chairman of the Steering Committee investigating the program's feasibility, I am writing you to solicit your views about Philippine Studies in general as well as your thoughts about participating in the program in some way should it get instituted in the University of Hawaii. Hawaiian needs we can determine but we hope the program we develop will also answer needs far beyond the boundaries of the state. Institutions in the mainland having Philippine Studies programs and interests are important resources for the proposed programs and it is our hope to work with similar efforts and interested scholars in the Philippines and elsewhere.

What do you believe are the present and long-term needs of Philippine Studies in the United States? What is not being done that ought to be done in the academic areas of teaching and research? What is not being done in the non-academic fields like community service? How do you think a Philippine Studies Program might best be organized? We are most anxious to hear your views on these and related matters.

Since we are required to submit our report to the legislature before the end of this semester, we would greatly appreciate hearing from you as soon as possible, preferably before the end of October. Thank you very much for your cooperation.

Warmest regards,



Walter F. Vella
Professor of History &
Chairman, Southeast
Asian Program

PHILIPPINE STUDIES PROGRAM
University of Hawaii

QUESTIONNAIRE FOR PHILIPPINE INSTITUTIONS
(Use additional sheet if necessary.)

1. If a Philippine Studies Program were established at the University of Hawaii, would your program/college/institution be interested in exchanging students, scholars, and professors?

2. Would your program/college/institution be interested in cooperating in research projects with the Philippine Studies Program in Hawaii? If so, what kinds of research might be most appealing?

3. Would you be interested in sharing library facilities and exchanging research papers and publications with the Philippine Studies Program in Hawaii?

4. In what other ways do you think a Philippine Studies Program at the University of Hawaii could contribute to your program?

5. Other comments or suggestions.

Thank you for your cooperation. If you prefer to write a letter instead of answering the above questions, that would be fine. You may also enclose any relevant literature like brochures, program descriptions, etc.

OAHU FILIPINO COMMUNITY COUNCIL

1974-1975

2011 ULANA STREET, HONOLULU, HAWAII 96819
TELEPHONE: 845-4806

Oahu

OFFICERS

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*Radio-TV Publicity*EDMO CAYABAN
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*Veteran's Affairs*MARCELINO VELASCO
*Community Relations*VICKIE ABBEY
*Beauty Pageant*I.E. VERGARA
*Newsletter*ROBERT RIVERA
Sports

SPECIAL COMMITTEE

VICKY BUNYE
*Educ'l-Professional*HALO PARAYNO
*Speaker's Bureau*FLY MADRIAGA
*Kam Day Participation*EVELYN MINGMING
*Telephone*MATHILDA MOLINA
*Yearbook*ELVIN QUIOCHO
*Photographer*RESOLUTION SUPPORTING THE ESTABLISHMENT OF A PHILIPPINE
STUDIES PROGRAM IN THE UNIVERSITY OF HAWAII SYSTEM

WHEREAS, Senate Concurrent Resolution No. 51 was passed by the Hawaii State Legislature in its last session requesting the University of Hawaii to establish a Philippine Studies Program if feasible;

WHEREAS, the Resolution noted the significant contributions made by Filipinos to the economy, history, and culture of Hawaii;

WHEREAS, there are 120,000 Filipinos in the State of Hawaii making them the third largest ethnic group in the State;

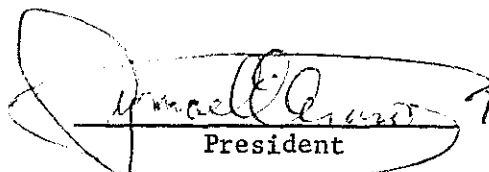
WHEREAS, a Steering Committee composed of University of Hawaii faculty members, students, program directors, and community leaders has prepared a preliminary report recommending the establishment of a Philippine Studies Program in the University of Hawaii system based on the favorable responses of the University and community survey;

WHEREAS, there is a real need for a Philippine Studies Program to provide an integrated program of teaching, research, and community service on Philippine culture and Filipinos in Hawaii;

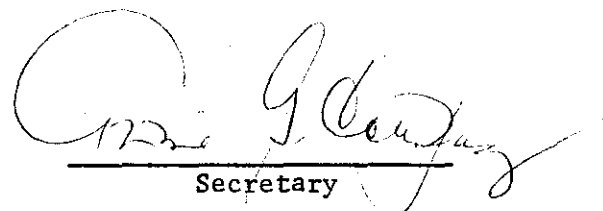
NOW THEREFORE BE IT RESOLVED; that the Oahu Filipino Community Council express its full and unqualified support to the establishment of a Philippine Studies Program in the University of Hawaii system as soon as possible.

BE IT FURTHER RESOLVED, that copies of this resolution be sent to the Governor of the State of Hawaii, the President of the University of Hawaii, the President of the State Senate, the Speaker of the State House of Representatives, and the Superintendent of the Department of Education.

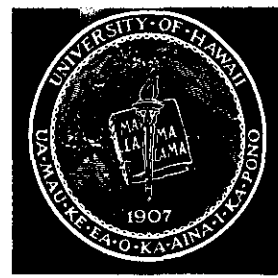
IN WITNESS WHEREOF, we have hereunto set our hand this 8th of December in the year of our Lord, nineteen hundred and seventy-four during the Board of Directors meeting of the Oahu Filipino Community Council.



President



Secretary



FILIPINO-AMERICAN STUDENT ASSOCIATION

UNIVERSITY OF HAWAII • HONOLULU, HAWAII 96822

RESOLUTION ADVOCATING THE ESTABLISHMENT OF THE PHILIPPINE
STUDIES PROGRAM IN THE UNIVERSITY OF HAWAII SYSTEM

WHEREAS, Senate Resolution 51 and Senate Concurrent Resolution 14 were passed by the Hawaii Seventh State Legislature requesting the University of Hawaii to establish a Philippine Studies Program, if feasible;

WHEREAS, Filipinos comprise 12% of Hawaii's population which makes them the third largest group in the state;

WHEREAS, the study of Philippine Studies culture and Filipino people has been neglected in Hawaii;

WHEREAS, there is a growing public consciousness of appreciating and understanding the unique multi-ethnic composition of Hawaii, and particularly, the Filipino community;

WHEREAS, such a program would generate interest in and develop appreciation for the Philippines and Filipinos;

WHEREAS, such a program would provide Filipino students and students of Filipino ancestry in the UH system a valuable opportunity to learn about their cultural heritage;

WHEREAS, the Filipino community outside the university would benefit much from the program in terms of access to resources, information, and educational opportunities related to the Philippines or Filipinos in the state;

NOW, THEREFORE, BE IT RESOLVED; that the Filipino-American Student Association of the University of Hawaii express its full and wholehearted support to the establishment of a Philippine Studies Program in the University System as soon as possible.

BE IT FURTHER RESOLVED, that copies of this resolution be sent to the Governor of the State of Hawaii, the President of the University of Hawaii, the President of the State Senate, the Speaker of the State House of Representatives, the Superintendent of the Department of Education, and the Steering Committee of the Philippine Studies Program Survey.

IN WITNESS WHEREOF, we have hereunto signed this resolution 3rd day of February, nineteen hundred and seventy-five during the Executive meeting of the Filipino-American Student Association Meeting of the University of Hawaii.

Adrian W. Galusz
President

Mildred Maugay

University of Hawaii at Manoa

APPENDIX

E

Asian Studies Program
Moore Hall 315 • 1890 East-West Road
Honolulu, Hawaii 96822

February 3, 1975

TO: Douglas S. Yamamura
Chancellor

FROM: D. W. Y. Kwok
Director

SUBJECT: Philippine Studies Proposal

Thank you for your memorandum of January 13, 1975 regarding the routing of the proposal of a Philippine Studies Program and inviting my comments on it. Actually, my good chancellor, there is no need for apology on late transmittal to the Asian Studies Program for comment and review. Let me explain.

From the start, the Philippine Studies project was planned by colleagues in Southeast Asian Studies as a part of the Asian Studies Program. Professor Vella, chairman of Southeast Asia in the Program, was co-chairman of the Planning Committee. He has all along kept us informed of progress, and I have appeared twice to discuss with the committee aspects of incorporation in the Asian Studies Program. Thus when the proposal left your office for various destinations, as far as this Program was concerned (perhaps too informally), it had our approval and best wishes. Alas, the informality caused misunderstandings in early January, resulting in your memo. Steps to clear the situation were taken: 1) Professor Vella wrote a "review memo", a copy of which I enclose; 2) I appeared before the Faculty Senate Program and Curriculum Committee on January 17 and explained fully the Program's long abiding role in the project. I understand from the chairman of that committee that it had acted favorably on this feasibility proposal.

As my views and comments are inherent in the proposal itself, I hope to be excused from repeating them here. What could be said is that I think the Philippine Studies Steering group has chosen the right direction, one which the Asian Studies Program, in contemplating its own future as a house for more discrete units and parts of Asian areas of excellence, endorses very strongly. In short, we think it is right that the proposal steered a sensible course in choosing to be part of the instructional, degree and research outlook and commitment of Asian Studies, and not opted for a separate identity. This manner enables Asian Studies, as a general designation of certain University strengths, to stress within it its own areas of selected excellence. Areas such as Chinese and Japanese studies, long operative but without special designation, may well take the same course.

DWYK/gl

Attachment

xc: Acting Vice Chancellor Beatrice Yamasaki
Professor Walter Vella
Mr. James J.M. Misajon

University of Hawaii at Manoa

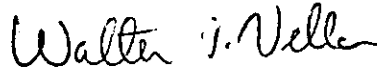
Asian Studies Program

MEMORANDUM

January 10, 1975

TO: Professor D. W. Y. Kwok, Director
Asian Studies Program

FROM: Walter F. Vella, Chairman
Southeast Asian Studies



SUBJECT: Proposal for the Establishment of a Filipino Studies Program

I have carefully examined the proposal for the establishment of the Filipino Studies Program. As you know I have been intimately associated with the proposal from the beginning. Professor Mike Foreman and I co-chaired the steering committee that directed the work of the study group, headed by Dr. Belinda Aquino, which produced the proposal now being reviewed.

There is no question that this program will maintain a consistent academic orientation, since it will be administered by the Asian Studies Program, which itself is an academic unit. The Southeast Asian Committee which will directly supervise the program, currently consists of Dr. James R. Brandon, Dr. Alice G. Dewey, Dr. Thomas W. Gething, Dr. Nguyen D. Liem, Dr. Robert C. Rice, and Dr. Shiro Saito. This committee is thus broadly representative of university strength in the Southeast Asian area. Individual faculty appointments, as suggested in the proposal, will all be located within existing departments and will be subject to normal academic scrutiny. Another great advantage of placement of Filipino Studies within Asian Studies is that it will avoid the kind of proliferation of administrative units, with vague parentage, that has bedevilled the university in recent years. The Filipino Studies Program will seek to organize existing offerings at the university and supplement them--with research, visiting professorial appointments, and the like--and do all this as part of an existing University unit. In this way, wasteful duplication and competition for scarce resources can be avoided.

The proposal outlines a program that, in my view, is moderate in its aims and well within university capabilities to achieve. The proposal, further, has had as broad an exposure to a national review as any I have known of at the University of Hawaii. Experts on the Philippines were first canvassed for opinions on what such a program should do. Many of these recommendations were incorporated into the proposal. The proposal draft was then sent again to the experts. Men of international reputation, such as Professor Fred Eggan of Chicago, Professor Donn Hart of Northern Illinois, and Professor John Larkin, of SUNY, Buffalo have given enthusiastic support to the proposal, both in terms of its answering the need for a national focus for Filipino Studies and in terms of its specific recommendations.

The need for a locus for programs of academic research on problems associated with the Philippines and Filipino-Americans is widely attested to. Particularly gratifying were comments from many professorial colleagues that Hawaii was especially well suited, not just geographically but academically, to be that locus. We are already good. We have the language programs, we have the basic staff, we have library resources. With the addition of only a small amount of support--for library expansion, for research funds, for a few positions in fields that are now weak--we can become outstanding in a field of study in which Hawaii should strive for excellence.

One last point, which goes beyond the proposal itself but which I believe is relevant: the Filipino Studies Program, if approved by the legislature, will be funded by a supplemental appropriation. So, the Program will not mean a reallocation of university funds from one unit to a new unit. No existing program or activity of the university will be adversely affected if the Program is established. In days of economic stringency, I think this fact should be borne in mind.

All of the above remarks and recommendations are, of course, predicated on the assumption that the Filipino Studies Program will be housed in the Asian Studies Program or some other relevant academic unit of the university.

WFV/dt

JAN 15 1975

University of Hawaii at Manoa

Office of the Chancellor

MEMORANDUM

January 13, 1975

To: Professor Daniel W. Y. Kwok
Director, Asian Studies Program

From: Douglas S. Yamamura *Dsy.*
Acting Chancellor

Subject: Proposal for Philippine Studies Program

I have just been made aware that while the attached proposal for a Philippine Studies Program envisions the program being established as part of the Asian Studies on Manoa, the department has not officially reviewed and commented on the proposal.

While I agree that the program, once approved and funded, should be organizationally structured and administered as part of the Asian Studies Program, I would appreciate it if you would initiate a departmental review of this proposal--a preliminary status report--and submit to me your comments and recommendations. Specifically, I would ask that you consider whether such a program should be established, examine the merits of this particular proposal and determine whether indeed the department should encompass the program part of the larger Asian Studies Program and location as proposed.

Since the final report to be submitted to the Legislature by the end of February, should contain, if at all possible, the official position of the University on this matter, it would be helpful to have your comments by the middle of February at the latest.

I apologize for this late transmittal to you, but I am sure Professor Walter Vella, Chairman of the Steering Committee which developed the proposal, will be helpful in your review process.

Attachment

cc: Acting Assistant Vice Chancellor Beatrice Yamasaki
Professor Walter Vella
Mr. James J. M. Misajon

UNIVERSITY OF HAWAII


Graduate Division and Research Administration

December 12, 1974

1974 DEC 13 PM 4 26

MEMORANDUM

TO: Chancellor Douglas Yamamura

FROM: Howard McKaughan 

SUBJECT: Proposal for Filipino Studies Program ✓

I have a couple of comments on the subject.

(1) The proposal does not need review by the Graduate Council since a degree granting program is not proposed.

(2) The proposed program is to be "housed" in the Asian Studies Program, a logical place. By this, it becomes a part of a program already occupying a place in the University community. At the Graduate level, we have not viewed to date the Asian Studies program as one of those of "selective excellence." It does not go to the doctoral level. I would not give the emphasis of the statement on page 2, the second full paragraph.

(3) On page 6 of the proposal, it states that the program "will easily fit into the Graduate School and College of Arts and Sciences." The words "the Graduate School and" should be deleted. We do not "fit into" the Graduate Division any programs as such, and especially not non-degree programs. The Asian Studies Program is the area in which Philippine Studies "fits."

The program is well thought out. I am pleased with the approach, and highly recommend approval.

cc: Professor Walter Vella
Dr. Ludy Aquino

SOUTHEAST ASIA STUDIES PROGRAM LIST OF FACULTY WITH
TEACHING AND/OR RESEARCH INTEREST ON THE PHILIPPINES

1. Josefa B. Abrera, Asst. Prof. of Library Studies
2. Ruben Alcantara, Asst. Prof. of American Studies
3. James R. Brandon, Prof. of Drama and Theatre
4. Virgie Chattergy, Asst. Prof. of Curriculum and Instruction
5. Prescila Espiritu, Instructor of Ilokano
6. Bruce Etherington, Prof. of Architecture
7. Michael L. Forman, Assoc. Prof. of Linguistics
8. Harry J. Friedman, Prof. of Political Science
9. P. Bion Griffin, Asst. Prof. of Anthropology
10. Benedict J. Kerkvliet, Asst. Prof. of Political Science
11. Edgar Knowlton, Jr., Prof. of European Languages
12. Richard Lieban, Prof. of Anthropology
13. Howard P. McKaughan, Prof. of Linguistics
14. G. Raymond Nunn, Prof. of History
15. Belen Ongteco, Instructor of Tagalog
16. Teresita V. Ramos, Asst. Prof. of Indo-Pacific Languages
17. Lawrence Reid, Research Associate in Linguistics (on leave 74-75)
18. Fred W. Riggs, Prof. of Political Science (on leave 74-75)
19. Florangel Z. Rosario, Asst. Prof. of Communications (on leave
74-75)
20. Shiro Saito, Lecturer in Library Studies
21. Wilhelm G. Solheim II, Prof. of Anthropology
22. Robert B. Stauffer, Prof. of Political Science
23. Ricardo Trimillos, Assoc. Prof. of Music
24. David Tuggle, Asst. Prof. of Anthropology
25. Robert Van Niel, Prof. of History
26. Jack H. Ward, Asst. Prof. of Indo-Pacific Languages

SUMMARY OF COMMUNITY RESPONSES TO
THE PHILIPPINE STUDIES PROGRAM SURVEY QUESTIONNAIRE
(220 Respondents)

1. Should a Philippine Studies Program be established at the University of Hawaii?

Yes:	205	(93%)
No:	3	(1%)
No answer:	12	(6%)

2. Objectives that are appropriate for a Philippine Studies Program according to priorities:

a) To develop understanding of Philippine culture and contributions of Filipinos to Hawaii:	204	(93%)
b) To provide community service to public and private agencies in Hawaii:	184	(84%)
c) To provide a coordinated program for academic instruction and research on Philippine Studies:	176	(80%)
d) Support programs on the study of other ethnic groups:	174	(79%)
e) Support programs or institutions focusing on Asian Studies:	139	(63%)
f) To cooperate with institutions of higher education in the Philippines:	139	(63%)

3. According to priorities from the most important to the least important, a Philippine Studies Program at the University of Hawaii should include the following categories of courses:

a) Undergraduate courses	208	(94%)
b) Community College courses	190	(86%)
c) Non-credit courses	179	(81%)
d) Short-term workshops	173	(97%)
e) Graduate courses	165	(75%)
f) Graduate seminars	164	(74%)
g) Off-campus evening courses	153	(69.5%)

4. The following areas of research should be supported by a Philippine Studies Program at the University of Hawaii: (From the most important to the least important.)

a) Filipinos in Hawaii and the mainland:	193	(88%)
b) Service programs and government policies:	190	(86%)
c) Philippine culture:	143	(65%)
d) Comparative studies between the Philippines and other Asian countries:	131	(59.5%)

5. Among the 220 respondents, more than half (139 or 63%) did not have any knowledge of any publication or research about the Philippines or Filipinos in Hawaii and the mainland. Sixty-six (or 30%) indicated that they had some knowledge in these areas. Fifteen (or 7%) had no response to this question.
6. Suggestions and comments on the establishment of a Philippine Studies Program in the University of Hawaii. (The following comments or suggestions are representative respondents to the Community Questionnaire. They are categorized according to occupations.)

Deputy Director (City Government):

"This program is needed to assist in the assimilation of the Filipinos into the mainstream of American life, to reduce racial tensions by understanding the culture of the Filipino as well as the Filipino understanding the culture of others."

Educational Administrator:

"We should preserve our (Filipino) cultural roots and ties. We can assume this only with some kind of structured program. Unless we are organized, we won't do it."

Field Representative:

"We have a large number of people in the islands of Filipino ancestry and it would be wise to initiate a program of Philippine Studies to enhance understanding of the cultural differences."

Housewives:

"There is a need for Filipino born and raised in Hawaii and members of other ethnic groups in Hawaii to understand what being a Filipino is all about, and this need can be filled if a well-rounded, well-publicized PSP at the UH which makes use of expert resources from here and elsewhere can be offered for those who feel such a need."

"This program should be limited in scope to a few objectives - should be low budget with emphasis on community involvement and volunteer participation...I think there is a need for research and study here, with an end toward better understanding and better utilization of talent we have here. Special education needs have been overlooked. Here is a chance to implement many off-shoots at the University level."

"How can it be set up and implemented such that it does not further emphasize ethnic divisions? Would like to see as the end result of any ethnic studies program---a person's realiza-

tion that his being a Filipino, Samoan, etc., is not really that important, what matters is the person and his immediate culture."

Judge:

"Exposure of Filipinos and non-Filipinos to the activities of a Philippine Studies Program would engender greater understanding and appreciation for what the Filipino is or is not."

Musician:

"Music and the arts should always be included."

Physicians:

"I hope this program will be forthcoming. It's high time that we as an ethnic group participate actively with the educational system through this proposed program."

"It certainly has at much relevance in the development of multi-cultural society as the other ethnic studies program."

Politician:

"The Filipino community is a rapidly growing sector of Hawaii's resident population. Statistical projections indicate that the in-migration of Filipinos to Hawaii will continue on its present trend. The Filipino community will increasingly assert itself as a significant part of Hawaii's social, cultural, and economic setting. A PSP at the UH would present a forum and offer a means whereby the rest of us could more readily understand and appreciate our newer citizens and residents."

Principals:

"A better understanding of the Filipinos in Hawaii can best be exemplified through community action type programs where the "man in the street" would learn about the Filipino culture. Gearing your program only to the college level, would not solve the situation."

"Provide materials to schools and teachers. We have about 23% of our schools made up of Filipinos. We also have a TESOL class because immigrants are still arriving. Several local people assist us."

"The Filipino population in Hawaii warrants such a program. Filipinos do have a culture which needs to be understood and accepted as one of the many in Hawaii. Many Filipino students continuing on to higher education are seeking some form of academic/ethnic identity in which the Filipino Studies Program may be able to fulfill."

Psychologist:

"The Filipino community is a major influence on life in Hawaii. The Hawaii Filipino Community is one of the largest outside the Philippines."

Public Housing Administrator:

"There is none (Filipino Studies Program) at present and with the increasing Filipino immigrant population, something needs to be done to cope with the problems of acculturation."

Radio Program Director:

"Filipinos have contributed much to the U.S. A Philippine Studies Program would help achieve the goal of making history of America truthful."

Religious:

"For a University offering liberal arts and social sciences in the Pacific, and in a state where there is a conglomerate of Asians including Filipinos, it is surprising that they have overlooked this all these years!"

"The Filipinos form a considerable percentage of Hawaii population. A Studies Program would provide: 1) the group with the opportunity to know and appreciate their identity; 2) provide the other races with the chance to understand this large ethnic group."

"It might be logical to limit the program to cultural and practical essentials in the beginning and expand in the direction that will become evident as you go along. Is there any way that the program can include adult education and immigration orientation?"

Social Workers:

"With more and more immigrants of Filipino ancestry coming to Hawaii and the resulting problems in language, housing, delinquency, etc., immigrants and community would need to understand ways to assimilate this growing culture."

"This is an important ethnic part of our island community and may even become the largest group in time."

"It should be geared for the local understanding of the Filipino community."

State Employees:

"One of the most important problems facing educators and innovators in the development of programs in the university system is the selection of content to be presented to students, especially the younger age groups. Content has, of course, to be determined by taking into account not only the characteristics of the target group involved but also the goals and nature of the PSP that is envisaged and their harmonization with societal and community goals."

"I think the State has more pressing needs for its education funds than to set up an areal program such as this. If, however, the Philippine government were to subsidize the program, as is the case with other such programs, I would be in favor of it, more as a political gesture of friendship between two countries than as a strong academic program."

Teachers:

"To give an opportunity to local born Filipinos and to learn of their rich culture and heritage."

"A Philippine Studies Program should be a useful, viable asset to the community and not just a storehouse of data and research."

SUMMARY OF REPLIES FROM SCHOLARS IN THE U.S. MAINLAND,
AND IN CANADA TO THE SURVEY LETTER OF THE
PHILIPPINE STUDIES STEERING COMMITTEE

In October 1974, the Steering Committee Chairman of the Philippine Studies Program Survey, Prof. Walter Vella, sent a letter to numerous professors and scholars on the Mainland and Canada who have a professional interest and expertise in scholarship related to the Philippines. They were asked: "What do you believe are the present and long-term needs of Philippine Studies in the United States? What is not being done that ought to be done in the academic areas of teaching and research? What is not being done in the non-academic fields like community service? How do you think a Philippine Studies Program might best be organized?"

As of January 1975, the Steering Committee had received replies from 30 individuals from a broad spectrum of social sciences and humanities. Others are connected with research foundations. Generally, the letters showed that people had taken the Steering Committee's questions seriously. Their letters will be useful guidance, which merit rereading from time to time, if the University of Hawaii does, indeed, begin a Philippine Studies Program.

The substantive comments and suggestions in these letters can be summarized according to the following categories:

1) Validity and justifications for the idea of having a Philippine Studies Program regardless of its specific location

People who replied were practically unanimously agreed that the idea of a program emphasizing Philippine Studies is an entirely justifiable one and should be acted upon. The major themes in their justifications were these: The relationship between the Philippines and the United States has been special because the United States occupied the country, has had close ties with the Philippines since becoming independent, and Filipino immigrants to the United States have increased markedly in recent years. Yet despite this relationship, Americans are remarkably ignorant about the Philippines and American scholarship in Philippine Studies lacks both breadth and depth. Compared to other Southeast Asian countries, the Philippines has been neglected. Interest in the country is sporadic and limited to particular disciplines. A program that emphasizes the Philippines would be a major step to correct the omission. Second, more conscientious study of the Philippines would help Americans to appreciate better the culture and heritage of their Filipino-American countrymen. Third, the Philippines has numerous qualities that make it an excellent country for research on a wide variety of questions and problems that are which relevant to numerous tropical countries. Consequently, scholarship on the Philippines

is extremely valuable as well serious studies of other countries and regions. Fourth, currently there are no viable, strong programs in mainland universities that focus on the Philippines.

2) University of Hawaii's qualifications for having a Philippine Studies Program

The scholars who replies also said, with near unanimity, that the University of Hawaii is an excellent place to have a Philippine Studies Program. They gave the university high marks because it already has several qualified faculty and other resources with which to begin a program. Its library holdings and other resources on the Philippines and Filipinos are adequate and extensive. The relatively large Filipino community in Hawaii is another major reason why a program at the UH made good sense. Thirdly, Honolulu is a crossroads for Filipino and Western scholars, a characteristic that would give additional vitality to the program.

3) Suggestions for content and orientation of a Philippine Studies Program

The suggestions were so wide ranging that no summary can do them justice. Perhaps the most significant theme was that the program should be interdisciplinary in the fullest sense of the term. It should actively encourage studies that bring together social sciences, humanities, and natural sciences. This is something that area programs generally do not do, but should, according to several of the scholars. According to this idea, the program might encourage studies on rural Philippines, for example, that include history, economic, political science, demography, musicology, agronomy, botany, geology, and so on. This kind of interdisciplinary approach should be emphasized in both the teaching and research done in the program.

In a related vein, several scholars advised that the program should not award degrees. Students should get a degree in regular academic departments but use and develop their skills as, for instance, historians, linguists, or geologists by focusing on the Philippines during part of their education. And several writers urged that the program be placed within a larger area program such as Southeast Asian or Asian Studies. As Prof. Daniel Doepfers of the University of Wisconsin points out, he would first argue that a Philippine Studies Program should be anchored within a larger Southeast Asian or at least Maphilindo (Malaysia, Philippines, Indonesia) area program. "Reputable scholarship on Southeast Asia is still much too sparse to carve into discrete national units which miss

the comparative aspect and tend to fall into parochial concerns."

Several writers urged that the program make, as one of its major goals, the building of an excellent Filipiniana library and documentation center. This achievement in itself, according to some of the scholars, would give the proposed program a vital ingredient for developing excellence in teaching and research. (The library resources report by Shiro Saito which is included in this proposal as Supplement presents this recommendation for a Philippine Documentation Center.)

4) Relations between the program and institutions in the Philippines

Nearly all the scholars thought that the program should have congenial interaction and exchange with universities and related institutions in the Philippines. Among the specific suggestions were student and faculty exchanges, joint research projects by Filipino and non-Filipino scholars, and inter-library exchanges.

5) Things for a Philippine Studies Program to avoid

Several people urged that the program include study on Filipinos in the United States but that it should avoid making this its single or even primary area of study. Such a focus would be too narrow. By the same token, the program should not concentrate only the Philippines as a country. Several scholars also advised the program to avoid at all costs anything which might give the appearance of being an agent of or closely aligned with either United States or the Philippine government. To quote Prof. David Wurfel of the University of Windsor in Canada: "At this particular point in Philippine history, it would be unfortunate if America's lending center for Philippine Studies became identified with large research projects designed to serve the needs of U.S. policy. It is not impossible that during the next few years, U.S. policy and programs in the Philippines could generate the kind of academic conflict created by the Vietnam War." (Letter, January 2, 1975)

UNIVERSITY OF CALIFORNIA, BERKELEY

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SANTA BARBARA • SANTA CRUZ

CENTER FOR SOUTH AND
SOUTHEAST ASIA STUDIES

BERKELEY, CALIFORNIA 94720

October 11, 1974

Professor Walter F. Vella
Chairman
Southeast Asian Program
Moore Hall 315, 1890 East-West Road
Honolulu, Hawaii 96822

Dear Professor Vella:

I am writing in response to your communication of October 3, 1974, in which you have solicited opinions concerning the establishment of a Philippine Studies Program within the University of Hawaii system.

In light of the general inactivity of Philippine Studies at the University of Chicago and the less than auspicious location of this pioneering center in terms of proximity to a major Fil-American community, I believe it is indeed time to consider the development of a new group. Although a number of mainland institutions with centers for Southeast Asian Studies have funded and endorsed considerable research focused upon the Philippines, most of their programs are in fact designed to guarantee balanced inquiry into regional affairs. In light of the obvious "special relationship" between the United States and the Philippines, however, it seems apparent that at least one center should deal only with the Philippines. Hawaii is the obvious location. In the first place, the Filipino community in the state is large and is growing both absolutely and in relation to other Asian groups. The human resources corollary to this condition will clearly increase with each passing year. Secondly, the East-West Center has in the past attracted numerous Filipino scholars and will undoubtedly continue to do so in the future. These persons would undoubtedly be anxious to participate in the teaching, research and local service activities of a Philippine studies group. Thirdly, and as the Filipino population of Hawaii increases in size, it is likely that the "community services" activities of a Philippine Studies Program will proliferate. Regularly scheduled cultural events reflective of the Philippines could be organized by the Center; popular publications in various insular vernaculars, as well as scholarly works, could be made available in a reading room and perhaps even given general circulation; innovative research projects focused upon the adjustment of Filipinos to the American social environment could be sponsored by the Center and the results made available to facilitate the adaptation of newcomers. In short, I strongly endorse the establishment of a Philippine Studies Program at the University of Hawaii.

Yours sincerely,

Robert R. Reed
Vice-Chairman

THE PENNSYLVANIA STATE UNIVERSITY

417 BRUCE V. MOORE BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

October 16, 1974

College of the Liberal Arts
Department of Psychology

Area Code 814
865-1725

Professor Walter F. Vella
Chairman, Southeast Asian Program
University of Hawaii at Manoa
Moore Hall 315
1890 East-West Road
Honolulu, Hawaii 96822

Dear Dr. Vella:

Thank you for inviting me to offer suggestions on a Philippine Studies Program at the University of Hawaii. Certainly your university is an ideal site for such a program.

Such a studies program will have to be developed with certain unique features of the Philippines and of Philippine-American relations in mind. They were a U.S. possession for forty years, during which we imposed on them many aspects of U.S. government and culture. Secondly, possibly because they never had a royal court they never developed the elaborate cultural forms of Thailand, Indonesia, China or Japan.

A Studies Program should, in my opinion, emphasize:

1. Problems of economic, technological and agricultural development. These are relatively more accessible in the Philippines than in many other tropical developing countries but there are great similarities to other developing countries which are ecologically similar.
2. Western governmental and social institutions in a non-Western setting. The Philippines is a prime example of an area encouraged to adopt many western institutions in politics, health and education. As such they constitute a superb opportunity for study of the compatibility and modifiability of institutions which have been at least somewhat successful elsewhere.
3. With a relatively sophisticated scientific community in health, agriculture and business the Philippines provides a superb laboratory for the study of programs which seek solutions to worldwide problems of population, nutrition and economic development. American students and graduates can learn from Filipinos and Philippine experience in the fields of health, agricultural innovation and economic development. The Philippines offers the opportunity of exchange among equals in academic credentials--a situation which is hard to achieve in other developing countries.

The kind of program I have in mind would be of great value in the education of most undergraduates and not just those few who may have a professional and scholarly interest in the Philippines. Indeed, I would go so far as to say that

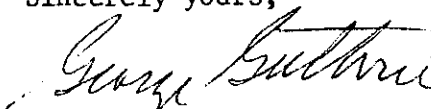
a Philippines Studies Program should not have undergraduate or graduate majors. Students must become economists, historians, sociologists, etc., in today's employment world. The Philippines gives them a superb opportunity to apply their special area of study to real life problems in a non-American context.

I have not mentioned historians in this letter because you are in a much better position than I to see their role in a Philippine Studies Program. Others can spell out better than I the important role of anthropologists and linguists.

My appeal, however, is that thought be given to incorporating in a Philippine Studies Program the applied phases of the social and biological sciences as they relate to the economy, health, nutrition, and food production of Filipinos. Such an emphasis would set a PSP apart from more traditional area studies and would appeal to many students who are not attracted to the study of language or art forms.

Your committee has a challenging assignment. I will be interested to see the program you develop.

Sincerely yours,



George M. Guthrie
Professor of Psychology

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SUMMARY OF REPLIES FROM SCHOLARS IN THE PHILIPPINES
TO A SURVEY QUESTIONNAIRE OF THE PHILIPPINE STUDIES PROGRAM

In October 1974, the Steering Committee Chairman of the Philippine Studies Program Survey wrote to various professors and scholars in the Philippines to solicit their views on the establishment of a Philippine Studies Program in the University of Hawaii. They were asked primarily how they or their institutions may contribute to or benefit from the development of a Philippine Studies Program in Hawaii.

Eleven replies came in as of December 1974, mostly from heads of academic institutions like Silliman University and the University of the Philippines and its various institutes and colleges. All but one expressed strong support and endorsement of the program and indicated that they are primarily interested in setting up exchange programs involving faculty, students, research projects, and publications with the proposed Philippine Studies Program in the university of Hawaii. They were enthusiastic about the idea of cooperation and establishing mutually beneficial exchange programs.

The areas of cooperation and exchange between the Philippines and Hawaii through the proposed program may be summarized as follows:

1. Cooperation or collaboration in research projects. Among the topics suggested for this collaboration are studies on Filipino migration, population research of a multi-disciplinary nature, historical research, communications, urbanization, development, utilization of manpower, social change in developing societies like the Philippines, the American rule in the Philippines, and pioneer areas of research which have not been explored by academic and other institutions. Current developments in the country have also been suggested as possible areas of research.

2. Exchange of research papers, publications, and library facilities. The proposed program could make available to scholars and institutions in the Philippines and Hawaii the latest research productions on the Philippines or Filipinos such as books, journals, monographs, articles, and other publications. The proposed program could set up a special library where data and information on the Philippines may be made available to anyone wanting to do research on the Philippines. The University of Hawaii has a good working Filipiniana collection under the guidance of Shiro Saito which could be augmented by the resources of the proposed program. On the other hand, Philippine institutions would benefit much from the latest research output on the Philippines in Hawaii.

3. Teaching. In general, the institutions surveyed would like to exchange faculty with the program if suitable financial

arrangements could be worked out. The Chancellor of the University of the Philippines at Los Banos indicated that one professor in Philippine Art is available for exchange. The College of Public Administration of the same university also foresees exchanging faculty with the proposed program.

Other areas which have been suggested are participation in workshops or seminars dealing with issues of mutual interest, bibliographic research, assistance in computerization of research data, and exchange of microfilm duplications.

SUMMARY OF STUDENT RESPONSES TO
THE PHILIPPINE STUDIES PROGRAM SURVEY QUESTIONNAIRE

(242 Respondents)

1. Courses that a Philippine Studies Program should offer:

	graduate (n-125)	%	under- graduate (n-117)	%
a. Philippine Society & Culture	122	97	117	100
b. Philippine Politics & Government	112	89	92	79
c. Philippine History	109	89	90	77
d. Filipinos in Hawaii	99	79	88	75
e. Philippine Languages	99	79	85	73
f. Philippine Economics	89	71	61	52
g. Philippine Literature	86	68	51	44
h. Philippine Music/Dance	66	53	67	57
i. Filipinos in Mainland	66	53	58	50
j. Philippine Agriculture	53	42		
k. Philippine-U.S. Relations	7	5		
l. Others (Martial Law, Geography, Painting, Religion, Architecture, etc.)	12	14	9	8

2. Priorities on type of Program:

	graduate (n-125)	%	under- graduate (n-117)	%
a. Undergraduate major leading to A.A. Community Colleges	46	37	40	34
b. Undergraduate major leading to B.A.	72	58	68	58
c. Graduate major leading to M.A. in Asian Studies	105	84	65	55
d. Graduate interdisciplinary seminars	76	61	45	38
e. Non-degree program credit/non-credit	66	53	48	41
f. Community service program	66	53	69	59
g. Others (research foundation, regional specialization, etc.)	9	8	1	1

3. Kinds of links with institutions in the Philippines:

	graduate (n-125)	%	under- graduate (n-117)	%
a. Student exchange	86	68	86	74
b. Faculty exchange	86	68	64	55
c. Exchange of scholars	105	84	79	68

4. Research priorities for proposed program:

There is a long listing of research areas by the respondents as priorities for the proposed Philippine Studies Program but the following are prominently mentioned:

- a. Political and economic development in the Philippines such as effects of martial law
- b. Philippine-U.S. relations
- c. Filipino immigration problems in the U.S.
- d. Acculturation problems
- e. Different customs and lifestyles in the Philippines
- f. Bi-lingualism and child language-acquisition
- g. Land reform in the Philippines
- h. Employment, social status, education and problems of Filipinos in Hawaii.
- i. Filipino history
- j. Music, dance, and literature
- k. Race relations in Hawaii

5. On the question of what kinds of opportunities students would like to have in the proposed program, the undergraduate respondents mentioned the following:

- a. Field work in communities 74%
- b. Student involvement in research 64%
- c. Student exchange with the Philippines 61%
- d. Research in specific areas, e.g. immigration 53%
- e. Special projects concerning Filipinos 53%
- f. Scholarship 50%
- h. Visiting faculty from the Philippines 46%
- i. Student exchange with U.S. mainland 25%

SURVEY RESULTS ON QUESTION OF HOW TO ORGANIZE

THE PHILIPPINE STUDIES PROGRAM IN THE UNIVERSITY SYSTEM

In a survey conducted by the Steering Committee of the Philippine Studies Program Feasibility Study, faculty, department chairmen, program directors, students, both graduate and undergraduate, and high school students were asked whether they wanted the Philippine Studies Program to be: a) a unit of the Southeast Asian Program in Manoa but with collaborative arrangements with the community colleges; b) a more autonomous unit like the Korean Studies Center; c) a part of existing programs like Ethnic Studies or Liberal Studies; and d) others. From the returned questionnaires, 64% of 55 faculty members in Manoa, 71% of 35 department chairmen and program directors, 58% of 125 graduate students, another 71% of 117 undergraduates, and 74% of 27 community college students chose the first alternative, i.e. as part of Southeast Asian Studies. Also, 61% of 85 high school students (mostly seniors) surveyed favored this alternative.

On the second alternative, i.e. as an autonomous unit, 24% of the faculty, 21% of the department chairmen and program directors, 39% of the graduate students, 20% of the undergraduates, 19% of community college students, and 26% of the high school students selected this option which would pattern the Philippine Studies Program after the Korean Studies Center in Manoa.

On the third alternative which would make the proposed program a part of existing programs like Ethnic Studies or Liberal Studies, 13% of the faculty, 6% of the department chairmen and program directors, 3% of the graduate students, 9% of the undergraduates, 7% of community college students, and 14% of the high school students checked this alternative for the Philippine Studies Program.

Of the 11 department chairmen and program directors in the community colleges who responded to the survey, 7 picked the first alternative, 1 opted for an autonomous unit, 3 wanted it as part of existing programs.

SUPPLEMENT No.1

DIRECTORY OF RESOURCES
FOR PHILIPPINE STUDIES
at the University of Hawaii System
January 1975

COMPILED BY
Susan Chou Allender
Irma Peña
Sharon Matutino

Philippine Studies Program Feasibility Survey
University of Hawaii

C O N T E N T S

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PREFACE

This directory of resources was prepared in connection with the Feasibility Study designed to establish a Philippine Studies Program in the University of Hawaii system pursuant to Senate Concurrent Resolution No. 14 passed by the last Hawaii Legislature. It contains material on various resources related to Philippine Studies which are available in existing departments, programs, and institutes on the University of Hawaii campuses. The main source of this directory is a survey conducted in August and September 1974 among University of Hawaii faculty in Manoa, Hilo College, and the Community Colleges who have been identified as actually or potentially involved in different aspects of Philippine Studies. Supplemental information was gathered from another survey of program directors and department chairmen regarding their interest in Philippine Studies, existing catalogs and brochures, library material, and oral interviews with various individuals and groups.

The organization of the directory is as follows: The first section lists faculty members in the University of Hawaii system who are teaching courses dealing with the Philippines/Filipinos and who have expressed interest in participating in a Philippine Studies Program. This contains a listing of their academic degrees, campus address and extension, courses taught, research interests, and publications relevant to the Philippines. The second section is organized around a description of all courses taught by existing U.H. faculty dealing with the Philippines, either wholly or partly. It is cross-indexed with the faculty section. The third part of the directory presents various supplemental resources that are in some way related to the Philippines or Filipino concerns, such as special instructional programs, research institutions, U.H. dissertations and theses, audio-visual materials, and campus organizations with Filipino membership.

This directory is neither complete nor final. It was based mainly on returned questionnaires of the survey. We hope that additions, deletions, or corrections to the information contained in this directory would be submitted to the Philippine Studies Steering Committee, c/o the Southeast Asian Program in U.H.

We would like to acknowledge with thanks all those who cooperated in this survey without whom this directory would not have been possible. The Operation Manong Program, Southeast Asian Program, Political Science Department, and Office of Special Services all generously provided us with facilities and resources. Special acknowledgment is given to Dr. Belinda Aquino, coordinator of the Philippine Studies feasibility project for her direction and guidance in the preparation of this directory. She compiled much of the information herself, rewrote various portions of the draft and edited the whole report. She was instrumental in the production of this directory. All errors or misinterpretations, however, are solely the compilers' responsibility.

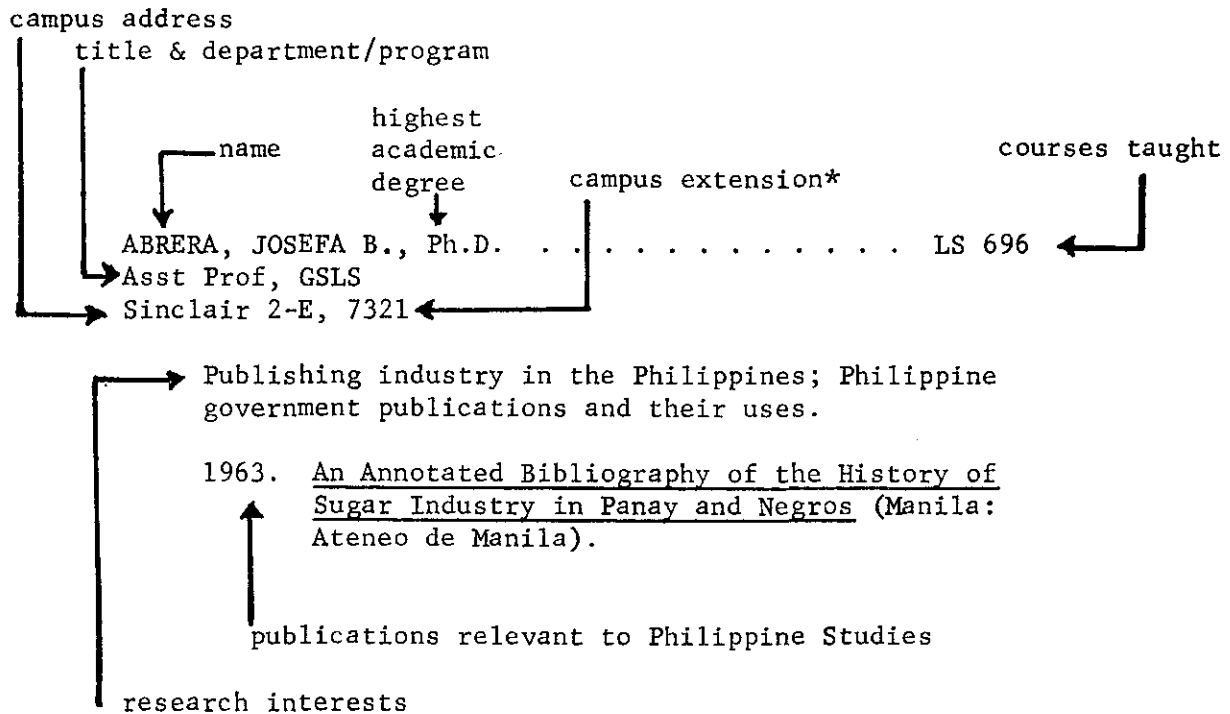
Susan Chou Allender
SUSAN CHOU ALLENDER

ABBREVIATIONS

AG EC	Agricultural Economics
AM ST	American Studies
AN SC	Animal Sciences
ANTH	Anthropology
ARCH	Architecture
ASIAN	Asian Studies
BOT	Botany
COMUN	Communications
ECON	Economics
ED CI	Educational Curriculum and Instruction
ED EF	Educational Foundations
EL	European Languages
ES	Ethnic Studies
ESL	English as a Second Language
FDM	Fashion Design, Textiles & Merchandising
GEOG	Geography
GSLs	Graduate School of Library Science
HE	Home Economics
HIST	History
HPE	Health and Physical Education
ILO	Ilokano
INDO-PAC LANG	Indo-Pacific Languages
ISS	Interdisciplinary Social Science
LANG ARTS	Language Arts
LIB ARTS	Liberal Arts
LS, LIB ST	Library Studies
LING	Linguistics
MUS	Music
PLAN	Planning
POL SC	Political Science
PSYTY	Psychiatry
SOC SC	Social Science
SW, SOC WORK	Social Work
SP	Speech
SPAN	Spanish
SSLI	Social Science and Linguistics Institute
TAG	Tagalog
TRIO	Three Special Projects: Student Services, Upward Bound, and Talent Search

FACULTY

FORMAT



*For calls from off-campus, add the prefix 948-

U.H. - MANOA

INSTRUCTOR	COURSE
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ABRERA, JOSEFA B., Ph.D. Asst. Prof., GSLS Sinclair Lib 2-E, 7321	LS 696
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Publishing industry in the Philippines; Philippine government publications and their uses; compilation of a thesaurus for Filipiniana materials.

1963. An Annotated Bibliography of the History of the Sugar Industry in Panay and Negros. (Manila: Ateneo de Manila).

ALCANTARA, RUBEN, Ph.D. Asst. Prof., AmSt Moore 324, 8826	AmSt 424
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Research in the Ilocos on the background of Filipino migration to Hawaii.

ANDERSON, ROBERT, Ph.D. Assoc. Prof., AgEc Keller 105-A, 8125	AgEc 639
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Adaptation patterns of local Filipinos to economic stress.

BRANDON, JAMES, Ph.D. Prof., Drama Kennedy Theater, 7677	Drama 464 Drama 664
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Asian theater.

CHANG, SEN-DON, Ph.D. Prof., Geog Porteus 439, 7157	Geog 350
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Chinese communities in the Philippines.

CHATTERGY, VIRGIE O., Ed.D. Asst. Prof., Ed CI Wist Annex 226, 7856	EdCI 312 EdCI 320 EdCI 581
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Educational problems of bilingual children; curriculum development for bilingual programs; development of multi-cultural curricula.

INSTRUCTOR COURSE

CLAUSEN, JOSIE, B.Ed. Ilo 201-202
Lect, Indo-Pac Lang
Webster 303-A-H, 8521

Bilingual curriculum planning; Ilokano epic literature.

DES JARLAIS, MARY ELLEN, Ph.D. Cand. FDM 418
Asst Prof, Home Ec & FDM HE 363
Miller 207, 7095

Spanish, Moorish, and American impact on Philippine housing and costume.

DEWEY, ALICE G., Ph.D. Anth 445c
Prof, Anth Anth 750
Porteus 309, 7578

Anthropology of Island Southeast Asia, particularly Indonesia.

DOTY, MAXWELL S., Ph.D. Bot 652
Prof, Bot
St John 614-B, 8361

Tropical marine agronomy, with particular reference to Malaysia and the Philippines.

ESPIRITU, PRESCILA, M.A. Ilo 101-102
Inst, Indo-Pac Lang Ilo 201-202
Spalding 459, 8521

Ilokano language and literature; bilingual materials development.

ETHERINGTON, BRUCE, Ph.D. Arch 680
Chmn & Prof, Arch Arch 681
George Annex B-1, 7226

Housing and ecosettlement development; involved in research field station in Tondo, Manila, on housing and community development.

INSTRUCTOR	COURSE
FORMAN, MICHAEL L., Ph.D.	Ling 102
Assoc Prof, Ling	Ling 470
Moore 574, 8307, 8813	Ling 414
	Ling 780

Language acquisition by Filipino immigrant children in Molokai; also language acquisition studies in the Philippines.

- 1971. with John Roberts, "Riddles: Expressive Models of Interrogation," Ethnology, 10.4:509-533. Also reprinted in John Gumperz and Dell Hymes (eds), Directions in Sociolinguistics: the Ethnography of Communication (New York: Holt, Rinehart and Winston, Inc).
- 1971. Kapampangan Grammar Notes. PALI Language Texts: Philippines (Honolulu: University of Hawaii Press).
- 1971. Kapampangan Dictionary. PALI Language Texts: Philippines (Honolulu: University of Hawaii Press).
- 1971. "Questions of CAUSE and Transposition in the Development of Pre-school Children," Working Papers in Linguistics, 3.5:119-128 (Honolulu: University of Hawaii Linguistics Department).
- 1972. Zambuangeno Texts with Grammatical Analysis: a Study of Philippine Creole Spanish. Ph.D. dissertation, Cornell University; to appear as a special publication of Oceanic Linguistics.
- 1974. "Philippine Languages in Contact: Honolulu Radio Station K.I.S.A.," Working Papers in Linguistics, 5.10:137-151 (Honolulu: University of Hawaii Linguistics Department).
- 1974. Introduction in Jos. Hadley, Chalukyu insai (Pidgin Poems), second edition.
- 1974. Introduction in Jos. Hadley, Smawkidtaim (Pidgin Poems).
- with Marsha Kakalia, Edgar Lau and Gail Tomita, "School-children of Kauai: Failures or Resisters?" (a review of Werner, Bierman and French, The Children of Kauai. Honolulu: University of Hawaii Press), to appear in Ruel Kenny (ed), Hawaii: Yesterday, Today and Tomorrow (forthcoming).

FRIEDMAN, HARRY, Ph.D.	PolSc 650
Prof, Pol Sc	PolSc 740
Porteus 613, 8835	

Authority and administrative responsiveness in the Philippines and other public bureaucracies; the rice production administration in the Philippines and other countries; a study of the dominant organizational structures, processes and behaviors.

INSTRUCTOR

COURSE

- 1967. "Authority and Administrative Responsiveness," Philippine Journal of Public Administration, XI.3 (July):188-199.
- 1970. "Administrative Roles in Local Government," in E.W. Weidner (ed.), Development Administration in Asia (Durham: Duke University Press).
- 1973. Local Government in Third-World Asia (a module). (Morristown, N.J.: General Learning Press).

FRUEHLING, ROYAL T., Ed. D. EdEf 409
 Assoc Prof, Ed Ef EdEf 480
 Wist Annex #2-222, 4077

Child-rearing and urban/rural socialization practices that enhance or retard immigrant adjustment and that present alternative life-styles to the receiving society.

FRYER, DONALD W., Ph.D. Geog 356
 Prof, Geog Geog 423
 Porteus 435, 7016

The Philippines in relation to the Malay World, i.e., Indonesia and Malaysia.

FUCHS, ROLAND, Ph.D.
 Chmn & Prof, Geog
 Porteus 445-B, 8465

Problems of urbanization and regional development in the Philippines.

- 1972. with T.W. Luna, Jr. Spatial Patterns of Socio-Economic Structure and Change in the Philippines, 1939-1960.
 Honolulu: East-West Population Institute Working Paper #26.

HERNANDEZ, EVELYN, M.A. ES 202
 Lect, E.S.
 East-West Rd 4-3D, 8086

A Filipino social movement in Hawaii--Ota Camp; social changes in the Philippines; forms of social protest under martial law.

INSTRUCTOR

COURSE

1972. "Socialization Processes in a Samareño Barrio," The Manila Times; also reprinted in Manila Daily Bulletin.

HOLMSTROM, JOHN, Ph.D. Plan 685
Assoc Prof, Plan
Maile Way 4, 7381

Constraints to and opportunities for planning at the sub-national level, i.e., urban, provincial, regional levels.

HOOOPER, PAUL, Ph.D.
Asst Prof, Am St
Maile Way 8, 8600

Institutional evolutions in contemporary Hawaii.

HOWARD, ALAN, Ph.D.
Prof, Anth
Porteus 308, 7573

Population studies; Filipino migration.

JACOBS, RODERICK A., Ph.D. ESL 600-C
Prof, Ling/ESL
Moore 581, 8602

Ethnic and linguistic issues regarding Ilokano-speakers and language planning policies; development of Ilokano bilingual social studies texts.

KERKVLIIET, BEN, Ph.D. PolSc 345-P,S
Asst Prof, Pol Sc PolSc 640
Porteus 631-B, 8470 PolSc 740

Land reform theories and practices in the Philippines/Southeast Asia; peasant rebellions in the Philippines; comparative study of peasant politics in several villages in the Philippines and/or several villages in the Philippines plus one other Southeast Asian country

- 1971. "Additional Source Materials on Philippine Radical Movements," Bulletin of Concerned Asian Scholars, 3:83-90.
- 1971. "Peasant Society and Unrest Prior to the Huk Revolution in the Philippines," Asian Studies, 9:164-213.
- 1972. Peasant Rebellion in the Philippines: The Origins and Growth of the HMB. Ph.D. dissertation, University of Wisconsin, Madison (being revised for publication).
- 1973. "A Critique of the RAND Report on the Philippines," Journal of Asian Studies, 32:489-500.
- 1973. with James C. Scott, "Politics of Survival: Peasant Response to 'Progress' in Southeast Asia," Journal of Southeast Asian Studies, 4:241-268.
- 1973. with James C. Scott, "How Traditional Rural Patrons Lose Legitimacy: A Theory with Special Reference To Southeast Asia," Cultures et Developpement, 5.3:500-540.
- 1973. "The Philippines: Agrarian Conditions in Luzon Prior to Martial Law," Bulletin of Concerned Asian Scholars, 5:36-40.
- 1974. "Land Reform in the Philippines Since the Marcos Coup," paper presented to 26th annual meeting of the Association of Asian Studies, 1-3 April 1974, Boston, Massachusetts.
- 1974. "All Show, No Go: Land Reform in the Philippines," The Nation, 11 May 1974.
- 1974. "Agrarian Conditions Since the Huk Rebellion: A Barrio in Central Luzon," in Benedict J. Kerkvliet (ed.) Political Change in the Philippines: Studies of Local Politics Prior to Martial Law (Honolulu: The University Press of Hawaii)
- 1974. "Land Reform Since the Marcos Coup," Pacific Affairs (Fall).

KNOWLTON, EDGAR JR., Ph.D. Span 490
 Prof, EL EL 371
 East-West Rd #1-5, 7177

Study of Portuguese Asian Creoles, which include the Creoles of the Philippines which may have resulted historically from relexification of an earlier Portugues pidgin.

- 1962. "Hispano-Philippine Literature: A Recent View," Books Abroad, 36:380-382.
- 1963. "Philippine and Other Exotic Loan Words in Paterno's Ninay," Proceedings of the Ninth Pacific Science Congress, III; 99-102

- 1963. "China and the Philippines in El Periquillo Sarniento," Hispanic Review, 31:336-347.
- 1964. "Recent Zobel Prize Awards," Books Abroad, 38:272-273.
- 1964. "The Naming of the Philippines and of the Marquesas Islands," American Speech, 39:302-304.
- 1965. "Latest Zobel Prize Winners," Books Abroad, 39:166-168.
- 1965. Laychengco's Sonnet, 'Y, Rumba al Este, Como Van Las Aves,'" Philippine Journal for Language Teaching, 3:76-78.
- 1967. "Philippine Spanish Writers: Zobel Awards," Books Abroad, 41:48-49.
- 1966. "American Culture and Usage for the Second Language Teacher," Philippine Journal for Language Teaching, 4:63-74.
- 1968. "The Formation of the Past-Perfective in Tagalog-Spanish," Romance Philology, 22:22-24.
- 1968. "Jose Rizal's 'A Mi . . . ' and Notes," Philippine Journal for Language Teaching, 5:75-78 and 98-103.
- 1969. "Philippine English and Philippine Spanish," Philippine Journal for Language Teaching, 6:48-63.

LAM, TRUONG BUU, Ph.D. Hist 405-406
 Assoc Prof, Hist
 Maile Way #1, 8564

Philippine relations with other Southeast Asian countries in the pre-Spanish period; Philippine nationalism.

LIEBAN, RICHARD, Ph.D. Anth 445-c
 Prof, Anth Anth 445-g
 Porteus 346-E, 8309 Anth 425

Philippine Anthropology; social and cultural aspects of health problems and medical beliefs and practices in the Philippines.

- 1959. with Amanda V. Valenzuela, "A Study of Medical Practices in the Philippines," Acta Medica Philippina, 16:31-39.
- 1960. "Sorcery, Illness and Social Control in a Philippine Municipality," Southwestern Journal of Anthropology, 16: 127-143.
- 1962. "The Dangerous Inkantos: Illness and Social Control in a Philippine Municipality," American Anthropologist, 64:306-312.
- 1962. "Qualification for Folk Medical Practice in Sibulan, Negros Oriental, Philippines," Philippine Journal of Science, 91: 511-521.
- 1965. "Shamanism and Social Control in a Philippine City," Journal of the Folklore Institute (Indiana University), 2:43-54.

INSTRUCTOR

COURSE

- 1966. "Fatalism and Medicine in Cebuano Areas of the Philippines," Anthropological Quarterly, 39: 171-179.
- 1967. Cebuano Sorcery (Calif: The University of California Press).

LISTER, LAWRENCE, D.S.W. SW 610-611
 Assoc Prof, SW
 Hawaii 217, 7182

Problems and needs of Filipino residents of Hawaii; their coping behavior and alcoholism studies.

LUYKX, NICHOLAS, Ph.D. AgEc 640
 Prof, Ag Ec AgEc 701
 Lincoln 108, 8714

Agricultural diversification and trade; integrated programs of crop protection; policy determination in community-oriented nutrition; administrative tasks in program and project management; irrigation project management; the world food situation.

- 1962. "Some Comparative Aspects of Rural Public Institutions in Thailand, the Philippines and Viet-nam," Ph.D. dissertation, Cornell University, Ithaca, N.Y.
- 1965. "Why Community Development Programs and Local Government Autonomy Programs Fail," paper presented at the International Development Seminar on Community Development and Local Government, East-West Center, Honolulu, Hawaii, August.
- 1969. "On the Political Economy of External Intervention," a discussion of "Technical and Economic Constraints on Grain Production in Southeast Asia," by Delane Welsch and Ernest Sprague, SEADAG Rural Development Panel, Hawaii, 19-21 June.

MARETZKI, THOMAS, Ph.D. Anth 418
 Prof, Anth/Psyt
 Porteus 313, 8697

Applied work in psychiatry involving the Molokai Filipino community; mental health related to immigration ethnic identity.

INSTRUCTOR

COURSE

MARSELLA, ANTHONY, Ph.D.
Assoc Prof, Psy
Gartley 101-E, 7343

Social stress in the Philippines.

- 1970. with M. Escudero. "Dwelling Density and Mental Disorder in Urban Filipino Men," Journal of Health and Social Behavior, 11:288-294. Also published in R. Moos and P. Insel (eds), Issues in Social Ecology (New York: National Books Press, 1973).
- 1971. with M. Escudero. "Interpersonal Stress in Urban Filipino Men," Philippine Sociological Review, 18:69-75.
- 1971. with M. Escudero. "The Stress of Criticism in Urban Filipino Men," Southeast Asian Journal of Sociology, 5:1-4.
- 1972. with M. Escudero and P. Gordon. "Stresses, Resources, and Symptom Patterns in Urban Filipino Men: a Study of Culture and Psychopathology," in W. Lebra (ed) Transcultural Research in Mental Health, II:148-171.
- with M. Escudero and J. Brennan. "Goal-striving Discrepancy Stress in Urban Filipino Men: Housing," International Journal of Social Psychiatry (in press).
- with M. Escudero and P. Gordon. "Goal-striving Discrepancy Stress in Urban Filipino Men: II. Employment," Philippine Journal of Mental Health (in press).
- with W. Quijano. "A Comparison of Vividness of Imagery in Different Sensory Modalities in Filipinos and Americans," Journal of Cross-Cultural Psychology (in press).

MASUDA, ROBERT Y., M.S.W. SW 610-611
Asst Prof, SW
Hawaii 210, 7182

Social adjustment of the immigrant groups; parent-children relationships relating to delinquency.

MCKAUGHAN, HOWARD P., Ph.D.
Prof, Ling
Spalding 360, 7541

Linguistic research involving various Philippine languages; Philippine folklore and linguistic relations.

INSTRUCTOR

COURSE

Books:

- 1952. with J. Forster. Ilocano: An Intensive Language Course. (Glendale: Summer Institute of Linguistics).
- 1958. The Inflection and Syntax of Maranao Verbs. (Manila: The Institute of National Language).
- 1967. with B. Macaraya. A Maranao Dictionary. (Honolulu: University of Hawaii Press).
- 1971. (ed.) PALI Language Texts: Philippines (21 volumes). (Honolulu: University of Hawaii Press).

Articles:

- 1954. "Notes on Chabacano Grammar," The University of Manila Journal of East Asiatic Studies, 3.2:205-226.
- 1954. "The Philippine Project of the Summer Institute of Linguistics," The University of Manila Journal of East Asiatic Studies, 3.2:203-204.
- 1954. with P. Meiklejohn. "A Brief English-Agusan Manobo Word List," The University of Manila Journal of Asiatic Studies, 3.2:237-240.
- 1958. "Fifth Anniversary Report of the Summer Institute of Linguistics," Philippine Social Sciences and Humanities Review, 23:2-4 (Quezon City: College of Liberal Arts, University of the Philippines).
- 1959. "Semantic Components of Pronoun Systems: Maranao," Word 15: 101-102.
- 1962. "Overt Relation Markers in Maranao," Language, 38:47-51.
- 1963. "Relation Markers in Maranao Verbs," The Proceedings of the Ninth Pacific Science Congress, 1957, 3:81-83.
- 1965. with B. Macaraya. "Maranao Plant Names," Oceanic Linguistics, 4(1-2): 48-112.
- 1969. "Language Material Development," Philippine Journal for Language Teaching 6:15-21.
- 1970. "Topicalization in Maranao--an Addendum," in S.A. Wurm and D.C. Laycock (eds.), Pacific Linguistic Studies in Honour of Arthur Copell. (Canberra: The Australian National University).
- 1971. "Minor Languages of the Philippines," in Thomas A. Sebeok (ed.), Current Trends in Linguistics, Vol. VIII, Linguistics in Oceania. (Mouton & Co.).
- 1972. with Leatrice Mirikitani. "A Report on Language Materials Development for Seven Philippine Languages," Philippine Journal for Language Teaching, 7:44-70.

NISHIYAMA, KAZUO, Ph.D. Sp 385
 Assoc Prof, Sp
 George 331, 8409

Patterns of inter-ethnic communication among new immigrants.

INSTRUCTOR COURSE

NUNN, G. RAYMOND, Ph.D.	Hist 701
Prof, Hist/Asian	LS 701
Moore 220, 8439	LS 705

Updating present published interests with Philippine content: Asian reference sources, Asian librarianship, Asia-related archives and manuscript sources in the United States.

- 1970. "Research Materials on Southeast Asia in the United States," Southeast Asian Archives, 3;47-54.
- 1971. Asia, an Annotated and Selected Guide to Reference Works (Cambridge: M.I.T. Press). Being revised for second edition.
- 1971. "Nature and Distribution of Southeast Asian Research Materials," Proceedings of Conference on Access to Southeast Asian Research Materials (Washington), 59-76.
- 1971. "Bibliographical Controls for Southeast Asian Studies," Library Quarterly, 41.4:292-310.
- 1973. Asia, a Core Collection. Ann Arbor, Xerox-University Microfilms.
- 1973. Asian Libraries and Librarianship (Metuchen: Scarecrow Press).
- 1974. "Reference Sources on Asia," Newsletter 6 (International Association of Orientalist Librarians), 10-17.
- Southeast Asian Periodicals, an International Union List. (To be published by Mansell, London, in early 1976).

ODA, JUNE, M.S.S.	SW 755-F
Asst Prof, SW	
Hawaii 233, 7841	

Factors contributing to the disorganization of Filipino families in Hawaii.

ONGTECO, BELEN, M.A.	Tag 101-102
Lect, IP	Tag 301-302
Webster 303-H, 7409	

Bilingualism; teaching reading to bilingual children.

PALAFIX, ANASTACIO L., Ph.D.
Assoc Prof, An Sc
Henke 117, 8217, 8334-5

Effect of dietary protein and energy on the productive efficiency of poultry under sub-tropical conditions; metabolism and nutrient interrelationships with productive efficiency of poultry raised in the tropics.

PITTS, FORREST, Ph.D.
Prof, Geog
Porteus 445, 7479

Geography of the Philippines.

PONCE, DANILO E., M.D.
Asst Prof, Psyty
3652 Kilauea, Hon 96816; 732-6658, 737-7947

The impact of shifting economic bases in Molokai; problems of Filipino adolescent immigrants; general problems and coping mechanisms of Filipino immigrants; psycho-historical analysis of Jose P. Rizal.

- 1973. "The Absent Father Syndrome: Effects on Adolescents and Cultural Coping Mechanism," paper read at the American Psychiatric Association annual conference, Honolulu, May. For publication at the Annals of Adolescent Psychiatry.
- 1973. "Homosexual Behaviour in Adolescent Girls: Some Cultural Perspectives and Coping Mechanisms," Australian and New Zealand Journal of Psychiatry, October.
- 1974. "Unique Stresses that Make Children of Hawaii More Vulnerable to Emotional Difficulties," paper read at the International Congress of the International Association of Child Psychiatry and Allied Professors, Philadelphia, July.
- 1974. "The Filipinos of Hawaii," in People and Cultures of Hawaii: A Handbook for Mental Health Workers (Honolulu: Edward Enterprises).

INSTRUCTOR

COURSE

RAMOS, TERESITA V., Ph.D.	Tag 101-2, 201-2
Asst Prof, Indo-Pac Lang	Tag 301-2, 401-2
Spalding 461, 8933	Tag 297,361, 451
	Tag 690-699

Linguistic borrowings of the Tagalog language; English spoken by Filipino immigrants to Hawaii; code-switching among Tagalog speakers; cultural values in Philippine proverbs; Philippine folklore.

Books:

- 1960. with Fe Manza. The Teacher's Guide for the Teaching of English in Grade II (Philippine Center for Language Study and the Bureau of Public Schools).
- 1961. with Marciano Patolot. We Learn to Read.
- 1962. Philippine Oral English Posters (118 posters accompanied by dialogs and exercises).
- 1962. with Rosalina Morales. A Speech Manual for Pilipino Teachers of English (Bureau of Public Schools Publications).
- 1963. with Nelly Iligan and Rosalina Morales. English for the World Today (New York-Manila: American Book Co.).
- 1968. with Annie Meñez and Belen Ongteco. My Language Book (Manila: Rex Bookstore).
- 1970. with Dr. Lois McIntosh and Dr. Rosalina Goulet, Advancing in English (New York-Manila: American Book Co.).
- 1971. with Videa de Guzman. Tagalog for Beginners. Pacific and Asian Linguistics Institute (Honolulu: University of Hawaii Press).
- 1971. Makabagong Balarila ng Pilipino (Manila: Rex Bookstore).
- 1971. Tagalog Dictionary. Pacific and Asian Linguistics Institute (Honolulu: University of Hawaii Press).
- 1971. Tagalog Structures. Pacific and Asian Linguistics Institute (Honolulu: University of Hawaii Press).

Articles:

- 1961. "Different Ways of Presenting a Lesson," Manila School Teachers Quarterly, December 1960 - August 1961.
- 1962. "Help for your problems in English," (A contrastive analysis of English and Tagalog tag questions) PALI Journal, 1-2: 13-15.
- 1970. "Bilingualism: Suggested Directions for Its Study," Philippine Education Quarterly, II.4:37-56.
- 1972. "The Microwave Approach to Teaching Pilipino," PALI Journal, 1-2 (May).
- 1973. "The Case System of Tagalog Verbs," Ph.D. dissertation, University of Hawaii (to appear in Pacific Linguistics).

INSTRUCTOR

COURSE

ROSARIO, FLORANGEL, Ph.D. Comm 384
Asst Prof, Comun
On leave

New uses of radio; communication and development, with the Philip-
pines as case study.

- 1962. "The Philippine Broadcasting Service," UNESCO Philippines.
- 196 . "Television: Today's Teaching Tool," Education Quarterly
(University of the Philippines), II.3:87-91.
- 1964. "Instruction by Television," Philippine Studies, 12.4:
723-726.
- 1971. "Exploratory Observations on Family Interaction Patterns and
Family Planning Acceptance in a Filipino Community," paper
read at the International Communication Association's Annual
Conference, Phoenix, Arizona, April.
- 1974. with Huber Ellingsworth. "Communication and Decision-
Making Behavior of Information, Education and Communication
in Family planning Administrators in the Philippines and
Malaysia," Reports No. 1, 2, 3, and 4 in East-West Communi-
cation Institute Case Study Series.
- with John Lent and Josefina Patron. "Broadcasting in the
Philippines," chapter in Broadcasting in Asia (in progress,
Temple University Press).

SAITO, SHIRO, M.A.
Assoc Univ Libn, Public Services
Hamilton 7, 7207

Philippine Research Materials--A Guide; Philippine Newspapers--An
International Union list (rev ed); a critically selected and
annotated bibliography on Philippine Humanities.

- 1966a The Philippines: A Review of Bibliographies. East-West
Center Library, Occasional Paper No. 5 (Honolulu).
- 1966b Philippine Newspapers in Selected American Libraries: A
Union List. East-West Center Library, Occasional Paper
No. 6 (Honolulu).
- 1968. Preliminary Bibliography of Philippine Ethnography (Quezon
City: Institute of Philippine Culture, Ateneo de Manila).
- 1969. "Sociology of Marriage and Family Behavior: 1957-1968---A
Trend Report and Bibliography," Current Sociology, 17, 1/3.
Area Editor---the Philippines.

INSTRUCTOR

COURSE

- 1970. "Sources for Philippine Anthropology: A Bibliographic Guide," presented at the 69th Annual American Anthropological Association Meeting.
- 1972. Philippine Ethnography: A Critically Annotated and Selected Bibliography (Honolulu: University Press of Hawaii).
- 1973. Philippine Research Materials and Library Resources: An Overview. Southeast Asian Studies Working Paper No. 3 (Honolulu: University of Hawaii).
- 1974. "The Overseas Filipinos: A Working Bibliography," prepared for the International Migration from the Philippines conference, sponsored by the East-West Population Institute, Honolulu, June 10-14.

SCHWEIZER, NIKLAUS R., Ph.D. EL 371
 Assoc Prof, EL
 Moore 463, 8828

Europeans in the Pacific.

SMITH, BARBARA B., M.M. Mus 471
 Prof, Mus
 Music Bldg 17, 7795

Ethnomusicology.

SOLHEIM, WILHELM G. II, Ph.D. Anth 460
 Prof, Anth Anth 640
 Dean 205, 8994

Philippine prehistory.

In whole on the Philippines:

- 1951. "Preliminary Report on Archaeological Fieldwork in San Narciso, Tayabas, Philippines," Journal of East Asiatic Studies (Manila), I.1:70-76.

1952. "Pottery Manufacturing in the Islands of Masbate and Batan, Philippines," JEAS, I.3:49-53.
1952. "Archaeology in the Philippines," JEAS, I.3:63-64.
1953. "Philippine Archaeology," Archaeology, VI.3:154-158.
1953. "The Batungan Cave Sites in Masbate, Philippines," Fourth Far-Eastern Prehistory Congress and Anthropology Division of the Eighth Pacific Science Congress, Abstracts and Messages, 47:58-59.
1954. "The Fourth Far-Eastern Prehistory Congress," Archaeology, VII.1:48-49.
1954. "Ibanag Pottery Manufacture in Isabela, Philippines," JEAS, III.3:305-308.
1954. "The Makabog Burial-Jar Site," The Philippine Journal of Science, 83:57-68.
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1972. "Early Man in Southeast Asia," Expedition, 74.3:25-31.
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1974. "Archaeology in Southeast Asia: the Applied Research Center in Archaeology and Fine Arts," Archaeology, 27.3:206-207.
- "Die Jungere Steinzeit Sud-und Ostasiens," in Karl Narr (ed.) Handbuch der Urgeschichte, II:52-74. (forthcoming)
- "Pottery and Prehistory in Southeast Asia," in A.K. Ghosh (ed.) estschrift volume for Prof. D. Sen. (forthcoming)
- "The Hoabinhian and Island Southeast Asia," in Erik Caseno (ed.) The Proceedings of the First Regional Seminar on Southeast Asian Prehistory and Archaeology. (forthcoming)
- "Prehistoric Southeast Asian Pottery and the Position of South China: Southeast Asian or Chinese," in Janice Stargardt (ed.) New Perspectives in East and South East Asian Archaeology; Essays in Honour of Cheng Te-K'un (Cambridge, in press).
- "Reflections on the New Data of Southeast Asian Prehistory: Austronesian Origin and Consequence," Kultur I (in press).

INSTRUCTOR

COURSE

---- "Southeast Asian Regional Organization in Archaeology," AP,
XVII.1. (forthcoming)

STAUFFER, ROBERT B., Ph.D.	PolSc 341
Prof, PolSc	PolSc 345
Porteus 608,8630	PolSc 640
	PolSc 740

Changes taking place in Philippine political institutions and practices as the result of the overthrow of the Philippine constitutional system; external linkages with Philippine political changes; the Philippine elite (socialization, external ties, etc.).

1964. "Interest Group Theory: Variations in a Developing Country," Philippine Journal of Public Administration, VIII (October): 271-287.

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INSTRUCTOR

COURSE

Asian Studies, Boston, Massachusetts, April 4, 1974; to be published in Pacific Affairs.

---- "The Philippine Congress: A Retrospective on the Causes of Structural Change," Sage Professional Papers in Comparative Legislative Studies (forthcoming).

STREET, JOHN, Ph.D.
Prof, Geog
Porteus 437, 7858

Biogeography; management of watersheds in uplands.

STUEBER, RALPH, Ph.D. EdEf 652
Prof, Ed Ef
Wist Annex 2-222, 7817

Ethnic factors in Hawaii's educational history--a critique of American assimilationist ideology; antecedents to Filipino response to school experience in Hawaii.

1973. "Schools and Cultural Assimilation," in Brewbeck and Hill (eds.) Cultural Challenge to Education (D.C. Heath).

TOPPING, DONALD, Ph.D. Ling 750
Prof and Dir, SSLI
Porteus 704, 8930

Micronesian and Philippine linguistic studies.

TUGGLE, DAVID, Ph.D.
Assoc Prof, Anth
Dean 201, 8994

Prehistoric Philippine agriculture; general archaeology of the Philippines.

with Karl Hutterer. "Sohotan Archaeology," in Leyte-Samar Studies.

<u>INSTRUCTOR</u>	<u>COURSE</u>
VANN, SARAH K., Ph.D.	LS 610
Prof, GSLS	LS 696
Sinclair 2-F, 7321	LS 716

Information industry in Southeast Asia.

VAN NIEL, ROBERT, Ph.D.	Hist 405-406
Prof, Hist	Hist 407-J
Maile Way 2-4, 8789	

History of Island Southeast Asia, particularly Indonesia and Malaysia.

1971. A Survey of Historical Source Materials in Java and Manila.
Asian Studies at Hawaii, No. 5 (Honolulu: University Press
of Hawaii).

VAN ZILE, JUDY, M.A.	Mus 190
Inst, Mus	
Lunalilo Freeway 1-4, 7618	

Dance ethnology.

VELLA, WALTER, Ph.D.	Hist 405-406
Prof, Hist/Asian	Asian 750-C
Moore 320, 8543	

Southeast Asian history, particularly Thailand.

WARD, JACK, Ph.D.	Ling 102
Asst Prof, Indo-Pac Lang	
Spalding 463, 7409, 8521	

Mangyan languages; traditional (oral) literatures; comparative Bajau linguistics; Philippine-type languages distribution.

1971. A Bibliography of Philippine Linguistics and Minor Languages.
Southeast Asian Program Data Paper 83 (Ithaca, N.Y.: Cornell
University).

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COURSE

1971. "Philippine Linguistics Studies: A Bibliographical Survey of the Coverage in the Literature," Philippine Journal of Linguistics, 2.1:92-115.

WONG, WAI TIM, M.S.W. SW 610-611
Asst Prof, S.W.
Hawaii 216, 7182

Human development in cross-cultural perspectives; needs of ethnic minority children.

THE FOLLOWING FACULTY MEMBERS ARE CURRENTLY ON LEAVE FROM U.H.:

GRIFFIN, P. BION, Ph.D.
Asst Prof, Anthropology

REID, LAWRENCE A., Ph.D.
Asst Prof, Linguistics

RIGGS, FRED W., Ph.D.
Prof, Political Science

COMMUNITY COLLEGES

INSTRUCTOR	COURSE
BULATAO, JOSE, B.Ed. Kauai Comm Col, Lib Arts Box 216, Lihue, Kauai 96766; 245-6741	HPE 123 Mus 170

Filipino music and folk dancing.

COLLER, RICHARD W. Kauai Comm Col, Sociology Box 216, Lihue 96766; 245-6741	SolSc 225
---	-----------

Personality adjustments of Filipino immigrants to Hawaii; cross-cultural comparisons among immigrant groups concerning perceptions of opportunities in Hawaii and elsewhere; the history of Hilario Moncado and his Foundation.

- 195 . Barrio Gacao (A Leyte Village). Community Development Research Council (Quezon City: University of the Philippines).
- 196 . with George Guthrie. Social Effects of Donated Radios on Barrio Life. Community Development Research Council (Quezon City: University of the Philippines).

DE MELLO, GREG, M.Ed.
 Hawaii Comm Col, Related Div
 1175 Manono, Hilo 96720; 935-0091

Filipinos on the Big Island plantation camps.

DIXON, PAUL W., Ph.D.
 Hilo College, Psychology
 Box 1357, Hilo 96720; 961-9458

Cross-cultural studies using the EPPS; various publications on ethnic groups (students) in Hawaii, particularly the Japanese-Americans.

INSTRUCTOR

COURSE

FUKUNAGA, JANE, M.Ed. ES 101
 Kapiolani Comm Col, Lib Arts
 620 Pensacola, Hon 96814; 531-4654

Ethnic groups in Hawaii.

GAY, LUCY, M.Ed.
 Leeward Comm Col, Soc Sc
 96-045 Ala Ike, Pearl City 96782; 455-0011

Guidance and counselling, Filipinos in Hawaii.

GRIFFITH, ZENAIDA E., M.Ed.
 Leeward Comm Col, Soc Sc
 96-045 Ala Ike, Pearl City 96782; 455-0011

Comparison of concepts of adolescence and death among various ethnic groups; study of local and immigrant Filipinos, particularly the elderly; Philippine artifacts and oral histories of old immigrants, especially in the Leeward area.

HICKS, LORETTA, M.Ed. Hist 241-242
 Kapiolani Comm Col, Humanities/Soc Sc
 620 Pensacola, Hon 96814; 531-4654

History of Southeast Asia.

LIBARIOS, ERNEST, M.Ed.
 Leeward Comm Col, TRIO Coordinator
 Ad-204, 96-045 Ala Ike, Pearl City 96782; 455-0242

Filipinos in Hawaii; senior citizens in the Kona area.

INSTRUCTOR

COURSE

MIYOSHI, KENNETH T., M.Ed. Hist 132-133
Kapiolani Comm Col, Soc Sc
620 Pensacola, Hon 96814; 531-4654(193)

Recent Filipino immigration to Hawaii/U.S.A.; Filipinos and the labor movement in Hawaii.

ONGTECO, BELEN, M.A. LangArts 261
Leeward Comm Col, Lang Arts
96-045 Ala Ike, Pearl City 96782; 455-0011

Philippine language as a reflection of culture; bilingualism.

SYBINŠKY, ESTRELLA BESINGA, M.A. ISS 210
Leeward Comm Col, Soc Sc PolSc 110
96-045 Ala Ike, Pearl City 96782; 455-0309

Philippine foreign relations with the Peoples' Republic of China-- focus on 1960 to the present.

ZIMMERMAN, JOVITA R., M.A. PolSc 110
Leeward Comm Col, Soc Sc
96-045 Ala Ike, Pearl City 96782; 455-0310

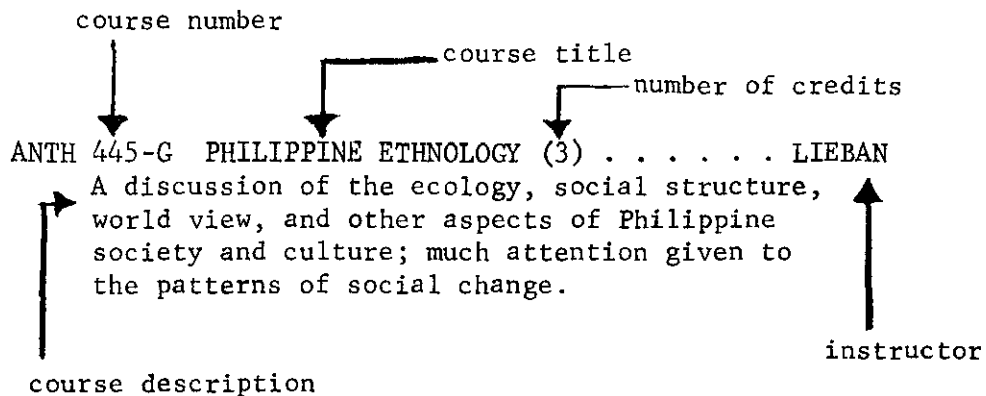
Comparative study of the Philippines under martial law with the Peoples' Republic of China--domestic policies.

COURSES

CONTENTS

- I. Courses Taught at the University of Hawaii, Manoa:
 - A. Courses dealing directly with the Philippines
 - B. Courses dealing in part with the Philippines
 - C. Courses related to the Philippines that UHM faculty would like to teach
- II. Courses Taught at the Community Colleges:
 - A. Courses dealing directly with the Philippines
 - B. Courses dealing in part with the Philippines
 - C. Courses related to the Philippines that CC faculty would like to teach

FORMAT



U.H.- MANOA

A. COURSES DEALING DIRECTLY WITH THE PHILIPPINES

COURSE	INSTRUCTOR
ANTH 445-G <u>PHILIPPINE ETHNOLOGY</u> (3) A discussion of the ecology, social structure, world view, and other aspects of Philippine society and culture; much attention given to the patterns of social change.	LIEBAN
ES 202 <u>FILIPINOS IN HAWAII</u> (3) An examination of the Filipino experience in Hawaii including contemporary problems relating to employment, education, health and welfare, housing, acculturation, socialization process of the immigrant in Hawaii, inter-ethnic relations, intermarriage, conflict, role in organized labor.	HERNANDEZ
HIST 407-J <u>MODERN PHILIPPINE HISTORY</u> (3) A detailed treatment of the history of the Philippines from the Eighteenth Century to the present.	VAN NIEL
ILO 101-102 <u>ELEMENTARY ILOKANO</u> (3-3) Development of listening, speaking, reading, writing skills. Structural points introduced inductively.	ESPIRITU
ILO 201-202 <u>INTERMEDIATE ILOKANO</u> (3-3) Continuation of ILO 102, with three out of five hours devoted to directed drill and practice.	CLAUSEN
ILO 301-302 <u>THIRD-LEVEL ILOKANO</u> (3-3) Continuation of ILO 202. Conversation, advanced reading and composition.	CLAUSEN
POL SC 345 <u>PHILIPPINE POLITICS</u> (3) An examination of the Philippine political process---the changes that have taken place in the 20th Century and the major challenges that have been directed against it.	KERKVLIIET & STAUFFER
SPAN 490 <u>HISPANO-PHILIPPINE LITERATURE</u> (2) A study of important writers in Spanish from the Philippines.	KNOWLTON

<u>COURSE</u>	<u>INSTRUCTOR</u>
TAG 101-102 <u>ELEMENTARY TAGALOG/PILIPINO</u> (3-3)	ONGTECO
Development of listening, speaking, reading, writing skills. Structural points introduced inductively.	RAMOS
TAG 201-202 <u>INTERMEDIATE TAGALOG/PILIPINO</u> (4-4)	RAMOS
Continuation of TAG 102, with three out of five hours devoted to directed drill and practice.	
TAG 301-302 <u>THIRD-LEVEL TAGALOG</u> (3-3)	ONGTECO
Continuation of TAG 202. Conversation, advanced reading and composition.	RAMOS
TAG 401-402 <u>FOURTH-LEVEL TAGALOG</u> (3-3)	RAMOS
Continuation of TAG 302. Advanced reading in current literature, with discussion of cultural implications. Includes composition.	
TAG 297 <u>PHILIPPINE LANGUAGES AND CULTURE</u> (3)	RAMOS
Introduction to cultural aspects of Philippine languages and literature.	
TAG 361 <u>PHILIPPINE LITERATURE IN ENGLISH</u> (3)	RAMOS
Survey in English of Philippine literature from the Period of Apprenticeship (1900-1929) to the Period of Emergence (1945-).	
TAG 451 <u>STRUCTURE OF TAGALOG</u> (3)	RAMOS
Introductory study of phonology, morphology, and syntax.	
TAG 690 <u>DIRECTED READING IN TAGALOG</u> (v)	RAMOS
Directed reading and analysis of advanced texts in Tagalog.	
TAG 699 <u>DIRECTED RESEARCH</u> (v)	RAMOS
Directed research involving use and analysis of Tagalog sources.	

B. COURSES DEALING IN PART WITH THE PHILIPPINES

<u>COURSE</u>	<u>INSTRUCTOR</u>
AG EC 639 <u>AGRICULTURAL DEVELOPMENT ECONOMICS AND DEVELOPMENT PLANNING</u> (3)	ANDERSON
Theories of agricultural development, agriculture in total development process; formulation of agricultural development plans and policies.	
AG EC 640 <u>AGRICULTURE AND RURAL DEVELOPMENT ADMINISTRATION</u> (3)	LUYKX
Consideration of formal and informal organizations and structure of government and processes by which agricultural and rural development activities are formulated and carried out; the Philippines as a case study and in the readings.	
AG EC 701 <u>FOOD SYSTEMS OF ASIA AND THE PACIFIC</u> (3)	LUYKX
Study of leading food-related issues in Asia-Pacific to demonstrate the inter-relatedness of different disciplines to broadly-defined national and regional "food" problems.	
AM ST 424 <u>AMERICAN SUBCULTURES: FILIPINO-AMERICANS</u> (3) ..	ALCANTARA
Examination of specific aspects of the Filipino-American experience in Hawaii and the U.S., with emphasis on its cultural and situational adaptation patterns in American society.	
ANTH 418 <u>CULTURE AND THE INDIVIDUAL</u> (3)	MARETZKI
Cultural factors in the development of personality, cognitive development, deviant behaviour; psycho-cultural characteristics of the species.	
ANTH 425 <u>MEDICAL ANTHROPOLOGY</u> (3)	LIEBAN
Study of social and cultural aspects of medicine; the relationship of medicine to the beliefs, social systems, ecological adaptations and cultural changes of human groups; includes material on the Philippines.	
ANTH 445-C <u>REGIONAL ETHNOLOGY: ISLAND SOUTHEAST ASIA</u> (3) . . .	DEWEY LIEBAN
Historical problems and regional development in ecology, social structure, world view and other aspects of cultures of Indonesia, the Philippines and Malaysia.	

<u>COURSE</u>	<u>INSTRUCTOR</u>
ANTH 460 <u>REGIONAL ARCHAEOLOGY: EAST ASIA AND THE PACIFIC</u> (3)	SOLHEIM
Regional surveys of pre-historic cultures, based on archaeological research; includes the Philippines.	
ANTH 640 <u>METHOD AND THEORY IN ARCHAEOLOGY: ARCHAEOLOGY OF ASIAN ARTS</u> (3)	SOLHEIM
Pre-historic art as seen in pottery decorations, cave-paintings, etc.	
ARCH 680 <u>HOUSING IN TROPICAL AND DEVELOPING COUNTRIES</u> (3)	ETHERINGTON
Socio-economic and political factors in physical development, formulation and execution of building programs.	
ARCH 681 <u>PROBLEMS IN DEVELOPING COUNTRIES</u> (3)	ETHERINGTON
Problems, philosophies and systems of tropical architecture from various areas of tropics and sub-tropics.	
ASIAN 750-C <u>SEMINAR IN ASIAN STUDIES: SOUTHEAST ASIA</u> (3)	LAM, VAN NIEL, VELLA
Interdisciplinary regional study.	
BOT 652 <u>MARINE AGRONOMY</u> (3)	DOTY
Relation of plants, nutrients, environment, cultural practices to marine crop production; the Philippines as a major production area.	
COMUN 384 <u>COMMUNICATION AMONG CULTURAL GROUPS</u> (3)	ROSARIO
Survey of social-psychological and cultural variables which affect communication among peoples of different cultures. Use of this knowledge in understanding and facilitating social and cultural change; some Philippine focus.	
DRAMA 464 <u>ORIENTAL DRAMA AND THEATRE: INDIA AND SOUTHEAST ASIA</u> (3)	BRANDON
Principal forms of drama in India and Southeast Asia and manner of production in the theatre; includes lectures and slides of Philippine dramatic history.	

COURSE _____ INSTRUCTOR _____

DRAMA 664 SEMINAR IN ORIENTAL THEATRE: INDIA
AND SOUTHEAST ASIA (3) BRANDON

Seminar: graduate students may focus research papers on the Philippines.

ECON 618 ECONOMIC DEVELOPMENT IN SOUTHEAST ASIA (3) POWER

Analysis of growth, structural change, development patterns, agricultural and industrial developments, foreign investment, foreign trade, economic integration and problems of countries in the region, with special emphasis on Indonesia, Malaysia and the Philippines, Thailand, Singapore, Vietnam.

ED CI 581 BILINGUAL/BICULTURAL CHILD (1) CHATTERGY

Examination of culturally-related classroom problems; institutional biases and stereotypes of minorities; how to teach the bilingual/bicultural child and use him to enrich classroom experience.

ED EF 409 ETHNICITY, POVERTY, AND EDUCATION (3) FRUEHLING

Survey of social and psychological factors related to the low-income student and his education (discussion includes the Filipino immigrant). Review of local resources and facilities to assist these pupils.

ED EF 480 ANTHROPOLOGICAL APPLICATIONS (3) FRUEHLING

Education as a means of transmitting culture. Socialization in non-literate societies; universal aspects of process; cross-cultural education. The Filipino immigrant is discussed as an example of how national character structure can be at odds with or enhance the host society.

ED EF 652 HISTORY OF EDUCATION IN HAWAII (3) STUEBER

From Cook's discovery to the present. Social and intellectual influences on the development of the island's culture; emphasis on the role of public and private schools in developing a common language community.

EL 371 THE EUROPEANS OF THE PACIFIC (3) KNOWLTON

Includes a study of the Philippines as presented in the literary works of Spanish writers.

<u>COURSE</u>	<u>INSTRUCTOR</u>
ESL 600-C <u>COMPARATIVE SYNTAX AND BILINGUAL MATERIALS PRODUCTION</u> (3)	JACOBS
Examination of another language and culture along with the production of reading materials in the vernacular for secondary and adult levels. A semester on Ilokano (potential).	
FDM 418 <u>COSTUMES OF SOUTH AND SOUTHEAST ASIA</u> (3)	DES JARLAIS
Historical development and characteristic features of traditional and folk costumes and fabrics of the Philippines, among others. Relation to customs and culture; impact of Western influence on contemporary dress.	
GEOG 350 <u>GEOGRAPHY OF ASIA</u> (3)	CHANG
Introduction to geographic analysis of East Asia and Southeast Asia: physical setting, resources, patterns of occupation, problems of economic transformation.	
GEOG 356/456 <u>GEOGRAPHY OF SOUTHEAST ASIA</u> (3)	FRYER
Southeast Asia in world economy; national economics of continental and insular Southeast Asia; problems and prospects of modernization. Deals in part with land use problems, export industries, etc., in the Philippines.	
GEOG 423 <u>URBANIZATION AND URBAN PROBLEMS IN ASIA</u> (3)	FRYER
Role of urbanization in Asian economic and social development; problems arising from rapid city growth. Emphasis on Southeast Asia, but with some attention to East and South Asia.	
HIST 405-406 <u>HISTORY OF SOUTHEAST ASIA</u> (3-3)	LAM, VELLA
Historical survey of Southeast Asian civilizations and states, including Burma, Thailand, Laos, Cambodia, Vietnam, Malaysia, Indonesia and the Philippines.	
HIST 655 <u>SEMINAR IN THE HISTORY OF ISLAND SOUTHEAST ASIA</u> (3)	VAN NIEL
Studies in histories of peoples and states of Malaysia, Indonesia and the Philippines.	

COURSE INSTRUCTOR

- HIST 701 RESEARCH MATERIALS AND METHODS IN ASIAN HISTORY (3) II NUNN
Bibliography and research methods in Asian history; discussion of the principal Western and Asian published and archival sources.
- HE 363 HOUSING AND SOCIETY (3) DES JARLAIS
Traditional housing of Hawaii's principal ethnic groups.
- LIB ST 610 SOCIAL FUNCTIONS OF LIBRARIES (3) VANN
Introduction to librarianship, history of books and libraries, survey of current programs and trends in American libraries, international aspects of librarianship. As special topics, students may study library development in the Philippines.
- LIB ST 696 INFORMATION INDUSTRY IN ASIA (3) ABRERA, VANN
Overview of media development and uses, media relationships, government controls, copyright, international standardization, publishing milieu, etc.; emphasis on East and Southeast Asia. Within the U.S., focus on libraries with special Asian collections, acquisitional problems, surveys of readers' needs. (A special summer course was given in 1974, focusing on Japan, Malaysia and the Philippines.)
- LIB ST 701 ADMINISTRATION OF LIBRARIES IN ASIA (3) NUNN
Governmental and fiscal policies and programs, personnel administration, policy making, buildings and equipment for libraries in Asian countries; comparative approach with time devoted to Philippine libraries.
- LIB ST 705 ASIAN REFERENCE SOURCES (3) NUNN
Bibliographical and reference tools and services in Asian countries with special attention to source materials in other than Western languages.
- LIB ST 716 INTERNATIONAL PUBLISHING AND BIBLIOGRAPHY (3) VANN
Survey of problems of selecting and acquiring foreign materials for the collections of American and Asian libraries. Examines selected bibliographic

COURSE INSTRUCTOR

sources of various countries. Students may focus on the Philippines as special area of study.

- LING 102 INTRODUCTION TO THE STUDY OF LANGUAGE (3) FORMAN
Explores the nature and workings of language; its role in culture and history. Illustrates major points with Hawaiian English and various Philippine languages. WARD
- LING 320 GENERAL LINGUISTICS (3) FORMAN
Approaches, concepts, component areas of linguistics, its development as a science. Philippine speech and language used to provide basic data content.
- LING 414 INTRODUCTION TO LINGUISTIC ANTHROPOLOGY (3) FORMAN
Introduction to ethnographic study of speech and language. Philippine speech and language used to provide basic data content.
- LING 470 INTRODUCTION TO THE STUDY OF CHILDREN'S SPEECH (3) FORMAN
Survey of findings regarding the child's acquisition of language. Philippine speech and language used to provide basic data content.
- LING 750 SEMINAR (3)
CHAMORRO SYNTAX TOPPING
Comparison of Chamorro with various Philippine languages.
Topics in Sociolinguistics, Pidgins and Creoles, Philippine linguistics FORMAN
- LING 780 ETHNOLINGUISTICS (3) FORMAN
Study of various cultures as reflected in the language; focus on Philippine languages and culture.
- MUS 190 DANCE IN WORLD CULTURES (3) VAN ZILE
Survey of major dance traditions of the world, emphasis on Asian and Pacific cultures.

<u>COURSE</u>	<u>INSTRUCTOR</u>
MUSIC 402-G <u>PHILIPPINE MUSIC ENSEMBLE</u> (3). Performance of literature for ensembles and performing groups of various sizes and kinds.	TRIMILLOS
MUSIC 471 <u>MUSIC OF NON-LITERATE PEOPLES</u> (3). Traditional and acculturated styles, instru- ments, social context.	SMITH
POL SC 341 <u>COMPARATIVE POLITICAL DEVELOPMENT</u> (3). General analysis of the theory and practice of political development, along with several case studies, including the Philippines.	STAUFFER
POL SC 345-S <u>ISLAND SOUTHEAST ASIA</u> (3). Examination of both Indonesian and Philippine politics and society in various contexts: rural, city, and national institutions.	KERKVLJET
POL SC 345-P <u>PEASANT POLITICS</u> (3). Comparative study of peasant societies, in- cluding the Philippines.	KERKVLJET
POL SC 345- <u>GOVERNMENT AND POLITICS IN SOUTH AND SOUTHEAST ASIA</u> (3). As title indicates.	STAUFFER
POL SC 640 <u>COMPARATIVE POLITICAL DEVELOPMENT</u> (3). Introductory grad course on development theory; draws heavily on Philippine materials.	STAUFFER
POL SC 650 <u>COMPARATIVE PUBLIC ADMINISTRATION</u> (3). Focus on varying theoretical approaches to study of administration, comparative, develop- ment administration.	FRIEDMAN
POL SC 740 <u>SEMINARS: (3)</u> <u>COMPARATIVE GOVERNMENT POLITICS</u> Emphasis on comparative theories of political, economic, social and administrative relations in South and Southeast Asia.	FRIEDMAN

COURSE INSTRUCTOR

SOUTHEAST ASIAN POLITICS. KERKVLLET
Research on Southeast Asian politics and social institutions.

LINKAGE POLITICS STAUFFER
Examination of linkage systems between "developed" and "underdeveloped" nations; uses Philippine materials for illustrative purposes and the Philippines as a case study.

SOC WORK 610-611 HUMAN DEVELOPMENT AND BEHAVIOR IN CROSS-CULTURAL PERSPECTIVE (4). LISTER
Basic course in human behavior which considers various ethnic groups in Hawaii. Designed to provide the student with the opportunity for comparative study of individual physical, mental, and emotional growth, giving special emphasis to social and cultural influences on the individual's development. MASUDA
WONG

SOC WORK 755F SOCIAL WORK PRACTICE WITH THE PEOPLES OF HAWAII (3). ODA
Review and analysis of major approaches to case-work; serves as guide for integrating several clinical perspectives in social work practice among local groups.

SPAN 444 SPANISH DIALECTOLOGY (3) KNOWLTON
Study of principal regional and social variants from cultured standard Castilian encountered in language of the Iberian Peninsula, America, the Philippines (esp. creole dialects or languages of contact in the Philippines).

SPAN 658 SEMINAR IN SPANISH LINGUISTICS (3). KNOWLTON
Study of Philippine Spanish.

C. OTHER COURSES RELATED TO THE PHILIPPINES THAT UHM FACULTY WOULD LIKE TO TEACH

ANIMAL SCIENCE:
Animal Science in the Pacific PALAFOX

<u>COURSE</u>	<u>INSTRUCTOR</u>
ANTHROPOLOGY:	
Philippine Pre-history	SOLHEIM
Island Southeast Asia (Graduate seminar)	DEWEY
FILIPINOS IN HAWAII:	
Acculturation and Communication Problems of Filipino Immigrants	MASUDA, NISHIYAMA
Anthropological Applications, as a service course for school personnel working with Filipino immigrants	FRUEHLING
Transcultural Psychiatry, with focus on the Filipino immigrant	PONCE
Contemporary Hawaii	HOOPER
GEOGRAPHY:	
Geography of the Philippines	PITTS
Regional Planning in Developing Countries: the Philippines	HOLMSTROM
Regional Development	FUCHS
Geography of Asia	CHANG
HISTORY:	
Overseas Chinese in Southeast Asia	LAM
Southeast Asian Nationalism	LAM
LINGUISTICS:	
Filipino Speech in Hawaii (Undergrad research seminar)	FORMAN
Linguistic Anthropology: the Philippines	FORMAN
Comparative Syntax/Bilingual Materials Production: Ilokano	JACOBS
Philippine Languages (Graduate seminars)	FORMAN, MCKAUGHAN
Philippine Linguistics	MCKAUGHAN, TOPPING
Language, Literature and Writing Systems of Island Southeast Asia	WARD
LITERATURE:	
Ilokano Culture and Literature	CLAUSEN
Philippine Folklore	RAMOS
Philippine Literature in Translation	RAMOS
POLITICAL SCIENCE:	
Philippine Economic and Political Development (Interdisciplinary Seminar)	STAUFFER

COMMUNITY COLLEGES

A. COURSES DEALING DIRECTLY WITH THE PHILIPPINES

KAUAI COMMUNITY COLLEGE

HPE 123 PHILIPPINE FOLK DANCING (1) BULATAO

Fundamentals of dance techniques including dances of the mountain provinces, regional variations and Muslim dances for individual and group presentations. Introduction to the disciplines of dance techniques.

ILO 050 INTRODUCTION TO ILOKANO (3)

Introduction to the Ilokano language with emphasis on an appreciation of the language's place in Filipino culture. Speaking, reading, writing, and grammar combined with discussions relating to language and culture.

SOC SC 225 FOUNDATIONS OF PHILIPPINE CULTURE (3) COLLER

Survey of the most important elements in Filipino behavior. Focus on explanation and understanding these elements, particularly as they are related to conditions in both the Philippines and Hawaii.

LEEWARD COMMUNITY COLLEGE

ILO 101-102 ELEMENTARY ILOKANO (3-3) ESPIRITU

Development of listening, speaking, reading, and writing with major emphasis on listening and speaking. Introduction to new materials and drills to reinforce the structures learned in the language laboratory for more drills and practice in listening comprehension.

ISS 202 PILIPINO STUDIES (3) SYBINSKY

Application of the social sciences and historical perspective to an in-depth analysis of the social behavior of the Pilipino people. Examination of the relevant and important aspects of the political, economic, social, and cultural life of Pilipinos as they relate to the Pilipino in Hawaii. Special emphasis on an awareness and understanding of Pilipino ethnic identity and contemporary Pilipino problems.

COURSE

INSTRUCTOR

TAG 101-102 ELEMENTARY TAGALOG (3-3) ONGTECO
 Basic structures of Tagalog with an emphasis on listening comprehension, speaking and writing; directed drills and practice in the language laboratory.

B. COURSES DEALING IN PART WITH THE PHILIPPINES

KAPIOLANI COMMUNITY COLLEGE

ES 101 ETHNIC GROUPS IN HAWAII (3) FUKUNAGA
 Survey course discussing the history and sociology of immigration, adaptation process of major immigrant groups, labor problems, urbanization, political and economic strategies.

HIST 132-133 HAWAIIAN HISTORY: MONARCHY AND POST-MONARCHY (2) MIYOSHI
 Survey of the cultural, economic and political history of Hawaii.

HIST 241-242 HISTORY OF ASIA (3-3) HICKS
 Survey of the history of Asian civilizations, concentrating on South, Southeast, and East Asian patterns of societies and institutions. The first semester traces the rise of Asian civilizations up to the 17th century; the second semester covers the 17th century to the present, with emphasis on change within and versus tradition.

KAUAI COMMUNITY COLLEGE

MUS 170 MUSIC IN WORLD CULTURES (3) BULATAO
 Role of music in societies---ancient and modern, sophisticated and non-sophisticated, Western and non-Western, child and adult; representative style and regional characteristics.

COURSE

INSTRUCTOR

LEEWARD COMMUNITY COLLEGE

POL SC 110	<u>INTRODUCTION TO POLITICAL SCIENCE</u> (3)	SYBINSKY
	An introduction to the study of the theory, structure, functions and techniques of modern government, with special attention given to contemporary problems and controversies.		ZIMMERMAN

C. OTHER COURSES RELATED TO THE PHILIPPINES/FILIPINOS THAT UH-CC
FACULTY WOULD LIKE TO TEACH

HAWAII COMMUNITY COLLEGE

Introduction to Ethnic Groups in Hawaii	DE MELLO
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KAPIOLANI COMMUNITY COLLEGE

Ethnic Studies, focusing on the Philippines and the Filipinos in Hawaii	MIYOSHI
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LEEWARD COMMUNITY COLLEGE

Filipinos in Hawaii	LIBARIOS, ZIMMERMAN
Philippine History from Pre-Spanish Philippines to the British Occupation	SYBINSKY
Philippine Foreign Policy and International Relations	SYBINSKY

SUPPLEMENTAL RESOURCES

CONTENTS

- I. Programs and Institutes
- II. Research Staff and Independent Scholars
- III. Dissertations and Theses on the Philippines and Overseas Filipinos
- IV. Audio-Visual Resources
- V. Campus Organizations

PROGRAMS AND INSTITUTES

FORMAT

address and campus extension	name of institute/program	chairman/director
Krauss 102, 8866	COLLEGE OF CONTINUING EDUCATION AND COMMUNITY SERVICE	Walter Nunokawa

Established in 1956, this College is concerned with the continuing education needs of individuals and groups in the State. Its programs include evening courses, conferences, lectures, seminars, and other educational activities. These are available to all interested adults and are offered in various places on Oahu and the other islands.

program description

COLLEGE OF CONTINUING EDUCATION AND COMMUNITY SERVICE

Krauss 102, 8866 Walter Nunokawa

Established in 1956, this College is concerned with the continuing education needs of individuals and groups in the State. Its programs include evening courses, conferences, institutes, lectures, seminars, and other educational activities. These are available to all interested adults and are offered in various places on Oahu and the other islands. The College has five major programs: (1) credit courses, both graduate and undergraduate; (2) non-credit courses; (3) community service programs; (4) Center for Governmental Development; (5) Center for Labor-Management Education. The College also has special programs like Continuing Education for Women, and study-abroad programs.

EAST-WEST CENTER

Jefferson 216, 949-2956 Everett Kleinjans

The East-West Center is a short name for the "Center for Cultural and Technical Interchange Between East and West," which was established by the U.S. Congress in 1960. It is an educational institution that brings together people from Asia and the Pacific area and the United States in a variety of programs involving research, fellowships or scholarships for advanced study, and professional development. It is funded by the federal government. Each year, about 2,000 degree students, career professionals, researchers and scholars participate in East-West Center programs. They are supported by Center grants as well as contributions from governments of participating countries, regional agencies and private foundations. Student scholarships are given on the basis of two Asian and Pacific candidates to one American. Academic instruction is provided by the University of Hawaii for degree students. The Philippines has been one of the participant countries in the Center since its inception. The various institutes of the Center are described below.

EAST-WEST COMMUNICATION INSTITUTE

Lincoln 308, 8624 Wilbur Schramm

The East-West Communication Institute was established to study the knowledge-sharing process across cultural frontiers. The Institute provides opportunities for graduate students, scholars and professionals in communication to engage collectively in education, research, and training programs. It also helps to build and strengthen mass media and communication systems which are fundamental to social and economic development in the United States, Asia, and the Pacific. The Communication Institute embraces a wide range of studies, from primary communication con-

cerns to studies and research of cross-cultural significance. While in pursuit of a degree, students are expected to gain knowledge in communication research and theory, and to develop useful media skills for developing communication programs. Under a grant from the Agency for International Development, the Institute is conducting a three-year study for inventory and analysis of information, education, and communication support for family and population planning programs. This study also serves as research and training experience for personnel in their related fields. Resource materials in communication are compiled for use by students and scholars and also distributed to other institutions in various print forms.

EAST-WEST CULTURE LEARNING INSTITUTE

CLI Complex 95A, 8629 Verner Bickley

The Culture Learning Institute of the East-West Center gears its activities toward the understanding of culture as a reflection of humanistic expressions and achievements. It has multi-national, multi-disciplinary research programs of research, education, and training. Its four areas of concentration are: 1) inter-cultural contact; 2) language in culture; 3) cultural and national identity; 4) culture learning through thought and expression. The area of inter-cultural contact deals with the transfer of learning, either positive or negative, that occurs among members of one culture when dealing with members of another culture. Language in culture covers the socio-cultural and socio-psychological implications of language, language learning, and language teaching in Asia and the Pacific, with some comparison with those in the United States. Cultural and national identity is studied in terms of factors of social change which inhibit or encourage their growth. Culture learning through thought and expression is concerned with the way of thinking of persons of Asian, Pacific, and American cultures, and their manner of expression through the humanities and the arts. Scholarships for the Institute programs are available to graduate students who will study for M.A. and Ph.D. degrees in such fields as psychology, linguistics, and English as a second language. Occasionally, scholars from the Philippines are invited to participate in Institute programs.

EAST-WEST FOOD INSTITUTE

Lincoln 108, 8728 Nicolaas Luykx

The Food Institute is concerned with food vis-à-vis the human, technical, and economic values of a culture. Its programs deal with cultural, institutional, and population characteristics related to food production and consumption. One of the Institute's seminar courses, "The Food Systems of Asia and the Pacific," focuses on Southeast Asia, including the Philippines, East Asia,

South Asia, and the Pacific, in a four-semester term. Programs in research education and training deal with profitable use of land and sea resources for production of commodities; study and improvement of nutritional quality; processing, preservation, and distribution techniques, and preparation for productive utilization. Emphasis is given to the following fields of study: agriculture, fisheries, nutrition, food technology and economic analysis, including the humanities and other natural and social sciences that touch on food-related problems.

EAST-WEST POPULATION INSTITUTE

Lincoln 222, 8698 Lee-Jay Cho

The Population Institute deals with population problems by sponsoring research programs, promoting graduate study in the field, organizing various professional studies and training projects, and cooperating with other similar institutions in Asia and the Pacific, with Hawaii as its crossroads, making use of the University's extensive library resources and research facilities in Asian and Pacific Studies. It offers courses in demographic analysis, ecological anthropology, communication, manpower economics of population growth, population geography, and rural and urban sociology. Two main areas of research are: analysis of population changes---its causes and consequences, and in demography, population composition and change in Asia and the Pacific. The Institute awards scholarships to students who want to pursue advanced degrees in various disciplines related to population studies.

EAST-WEST TECHNOLOGY & DEVELOPMENT INSTITUTE

Lincoln 410, 8694 Manuel Alba

Technology & Development Institute programs emphasize the roles of men, institutions, and technology as factors in economic growth and national development in both East and West. It has a multinational, multi-disciplinary approach to the concept of development and involves scholars, technologists, students, administrators, and specialists in integrated development planning. The Institute is not just concerned with engineering or technical research. More importantly, it seeks to examine the economic, cultural, political, psychological, and human factors which affect the introduction and adoption of new ideas in a particular culture. It is also concerned with fostering the entrepreneurial role in development and more efficient organization of public and private agencies.

ETHNIC STUDIES PROGRAM
East-West Rd 4-3D, 8086 Davianna McGregor

The Ethnic Studies Program seeks to develop self-awareness and pride in members of various ethnic groups in Hawaii. The program is designed to engage these groups in discovering their ethnic heritage, finding out who they are and how they are today through knowledge of traditions, history, and current problems. It utilizes first-hand accounts of community residents in imparting this knowledge to students since much of the history and culture of the various ethnic groups are not recorded in written form. Resource persons from the various sectors of the outside community share their experiences and knowledge with students in the program. The students, in turn, are encouraged to do research on community problems (e.g., urban renewal in Chinatown), oral history of residents, etc. For comparative purposes, data on other ethnic groups in the world are incorporated. Parallel examples in Asia, Pacific, and the U.S. mainland are cited to enable the students to have a clearer perspective and understand better the social and economic development of the ethnic groups in Hawaii. A course offered by the program, Ethnic Studies 202, deals with Filipinos in Hawaii.

INTERNATIONAL HEALTH PROGRAM Richard Suehiro
School of Public Health
Moore 416, 8585

This program offers three areas of study: (1) International Health Program, (2) Family Planning Program, (3) Population Studies Program. These three programs constitute a recognized need for training health professionals who will consider development programs in the light of medical theory and respect for different cultural health perceptions. It is important that the students and faculty develop and maintain sensitivity to varying cultural health perspectives and practices because these people will play an important part in solving health problems and influencing cultural change.

The International Health Program, which was established in 1965, acknowledges that health conditions improve with development, and development in turn is enhanced as health conditions improve. Improvements in health services along with economic and social improvements have resulted in the increase of population and then, more recently, in its decrease. The complex relations between world-wide population dynamics such as health status, health services, economic and social development, reproductive behavior, and many more factors, are of vital concern to many. Thus, the International Health Program developed its three areas of emphasis. Along this line, the University of Hawaii School of Public Health established in 1974 a cooperative academic and research relation-

ship with the Institute of Public Health of the University of the Philippines.

LIBERAL STUDIES B.A. PROGRAM

Sinclair Library 504-A, 7297 Judson Ihrig

The Liberal Studies B.A. Program permits a qualified undergraduate to construct his own multidisciplinary major-equivalent with the advice and consent of the program director and a faculty member of his choice. The Liberal Studies Program evolved from the need of students who wish to study a particular problem or theme but who were unable to do so because of regimented standardized curricular requirements or because a baccalaureate program in his field of interest has not yet been established.

The design of the program is two-fold. The first is toward fulfilling the desires of students who wish to study a particular problem or theme, e.g. revolution or the urban crisis, through multidisciplinary courses. The second is toward fulfilling the goals of students in fields which have no baccalaureate program presently established in the University such as linguistics, pre-law, pre-med, pre-library science, pre-public health, etc. The main advantage of the Liberal Studies Major Program is that it opens new options to the undergraduate by allowing him to tailor his bachelor's curriculum to his individual interests and needs. It is possible to pursue a Liberal Studies program with a concentration on Philippine Studies.

OFFICE OF SPECIAL SERVICES James Misajon
Chancellor's Office, U.H. at Manoa
Hawaii Hall 105, 8526

This office has extensive responsibilities in areas of personnel and fiscal administration, establishment of and appointments to campus committees and boards, coordination of planning and handling of commencements, overview of programs and activities as assigned, maintaining liaison with community governmental agencies, and other related or similar groups in articulating, coalescing, and applying University resources and skills in meeting special needs in areas where campus leadership and services are requested and are appropriate. The Office administers the College Opportunities Program, AID foreign training, TRIO project, the University Year for ACTION project, and the Committee for the Preservation and Study of Hawaiian Language Art and Culture. The director acts as chairman or the Chancellor's representative in matters involving policy development, management and advisory functions. He is the non-faculty personnel officer of the University.

OPERATION MANONG

East-West Rd 4-1D, 7348 Amefil Cahill

Operation Manong is administered by the Social Science and Linguistics Institute and is funded by the federal government through its University Year for ACTION program. The idea of "Operation Manong" started in 1973 when a group of students, faculty, and members of the Filipino community began working with Ben Junasa of the State Immigration Service Center. This group, Filipino Volunteers of Hawaii, wanted to begin a volunteer project using University students to assist Filipino immigrant students. The goals of Operation Manong are: (1) to provide service to Filipino immigrant youth--assistance in English language learning, tutorial help in academic courses, and friendship/companionship. Work is concentrated mostly in the Kalihi area, which has the largest number of Filipino immigrant students; (2) to provide training and experience to University students in community work with Filipino immigrant youth. The volunteer is expected to attend training sessions on Filipino languages and culture, techniques of teaching, community resources; participate in some research activity; and ultimately learn from the experience. He/she is given academic credit (up to 12 units per semester) and a stipend for working in the program. Participants in the program are mostly recent Filipino immigrant youth in the Kalihi-Palama school district, but also include Korean and Samoan immigrant students.

PACIFIC AND ASIAN AFFAIRS COUNCIL

2004 University Ave, Hon 96822; 941-6066 Norman Geschwind

The Pacific and Asian Affairs Council first began in 1925 under the Institute of Pacific Relations and has since evolved to become a rich source of learning and sharing for students, teachers, and other participants. The purpose of PAAC is to provide the youth of Hawaii the opportunity to develop international awareness whereby they may prepare themselves to intelligently function as responsible citizens in a world of diverse cultures and peoples. PAAC is the only statewide program in the nation devoted entirely to young people interested in world affairs. PAAC clubs exist in most secondary schools and some intermediate schools throughout the State of Hawaii. Interschool conferences are held twice a year at four schools and each provides students and other participants the opportunity to question and share thoughts and ideas on issues and events in today's world. An interesting array of program materials including films, teaching aids, student-designed newspapers, multi-media shows, pamphlets, and posters complement the program. Foreign students at the University of Hawaii and the East-West Center also provide valuable consultant services which enhance the international effectiveness of PAAC.

PACIFIC URBAN STUDIES AND PLANNING PROGRAM

Maile Way 4, 7381 Tom Dinell

The Pacific Urban Studies and Planning Program is made up of participating academic departments and professional schools such as: architecture, economics, engineering, geography, political science, public health, social work, and sociology. It offers graduate studies focusing on planning and urban and regional development; sponsors research on problem-oriented subjects with emphasis on Hawaii, the Pacific Basin, and Asia; and supports other related activities in the University.

SCHOOL OF SOCIAL WORK Daniel Sanders

College of Health Sciences and Social Welfare
Hawaii Hall 117, 7182

The School of Social Work aims to develop professional understanding and competence in the student to ensure successful administration of social services. The School is geared towards developing in future social workers a broad understanding of the profession and technical competence in problem fields of their choice. The importance of familiarity with the wide spectrum of services and the variety of technical approaches in social work is well depicted in the curriculum offered. Such practices include casework, group work, social planning, community organization, social welfare administration, and research. The students must develop discipline and competence to deal professionally with people individually, in groups, organizations, and communities. It is important that students develop such skills in order to effectively fulfill the social workers' roles of advocacy, mediation and intervention. Community work is an essential part of the students' academic program. Many practicum courses involve work in the Filipino community.

The School recognizes the assets of the University's location and its formal ties with the East-West Center and has therefore been developing a program of international studies in social work. The aspects of social welfare, particularly of Asian countries and the Pacific Basin, are studied throughout various courses in the School. These courses are available to students who are interested in the study of social welfare on the international level. Special non-degree and short term programs are arranged for students from abroad with varying educational backgrounds and who desire to improve social welfare in their own countries.

SOCIAL SCIENCE AND LINGUISTICS INSTITUTE

Porteus 704, 8817, 8930 Donald Topping

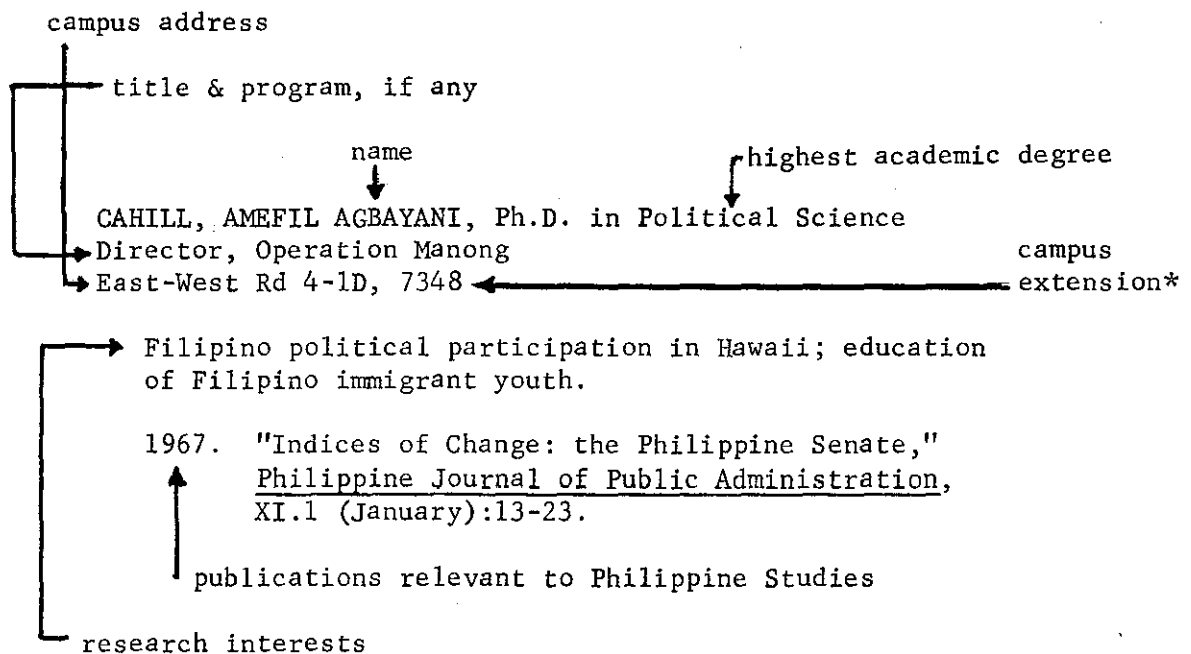
The Social Science and Linguistics Institute is concerned with man's relationship with other people and with social institutions. Research activities of the Institute include social problems in Hawaii, culture and mental health in the Pacific, political leadership, telecommunication/transportation trade-offs, the utilization of research finding, and the study of societal forecasting and design. The institute was formed from a merger of the Social Science Research Institute and the Pacific and Asian Linguistics Institute. Because SSLI's interests lie in the Asian and Pacific Area, the Philippines falls naturally into its general area of research. In the past, SSLI has sent project researchers to the Philippines for anthropology, Ilokano grammar research, etc., and still supports on-going research on the Philippines. The Institute also administers such programs as Operation Manong, which involves Filipino newcomers to Hawaii.

SOUTHEAST ASIAN STUDIES Walter Vella
Asian Studies Program
Moore 320, 8324

Southeast Asian Studies is one of three areas of study offered under the inter-departmental Asian Studies Program of the University of Hawaii. The other two areas are East Asia and South Asia. The faculty resources in various departments fulfill the program's purpose of meeting the needs of students who wish to prepare for future work in Southeast Asian-centered careers. The Philippines is included in the total study area of Southeast Asia. The interdisciplinary program offers a non-thesis Master's degree which may be especially useful for employment in the foreign service, national and international agencies of development, business, and teaching. Students who want to be admitted to the M.A. program in Southeast-Asian Studies must have complete a bachelor's degree and must be accepted by the Graduate Division. They must also have earned 12 undergraduate credits in Asia-oriented courses (excluding language training) or the equivalent. Application forms may be obtained at Graduate Division at Spalding Hall 345, Univ of Hawaii.

RESEARCH STAFF & INDEPENDENT SCHOLARS

FORMAT



*For calls from off-campus, add the prefix 948-

AQUINO, BELINDA A., Ph.D. in Political Science
(Asst Prof, Coll of Public Adm, Univ of the Philippines--on leave)
Coordinator, Operation Manong/Phil Studies Program Feasibility Study
East-West Rd 4-6C, 7348, 8442

Philippine political development and public administration;
comparative and local government with emphasis on Philippine
provinces; Philippine urbanization.

- 1966. "Community Development and Local Government: the Indian and Philippine Experience," Philippine Journal of Public Administration (PJPA), X.2-3 (April-July):184-195.
- 1967. with Aprodicio Laquian. "Squatter Economics and Public Policy," PJPA, XI.4 (October):286-297.
- 1969. "The Challenge of Regional Development in the Philippines," PJPA, XIII.4 (October):381-398.
- 1973. with Dov Weintraub and Miriam Shapiro. Agrarian Modernization and Development in the Philippines (Israel: Jerusalem Academy Press).
- 1975. "Dimensions of Development in the Philippine Provinces, 1970," PJPA, XIX.1-2 (January-April). Forthcoming.

CAHILL, AMEFIL AGBAYANI, Ph.D. in Political Science
Director, Operation Manong
East-West Rd 4-1D, 7348

Filipino political participation in Hawaii; education of Filipino immigrant youth.

- 1967. "Indices of Change: the Philippine Senate," Philippine Journal of Public Administration, XI.1 (January):13-23.
- 1970. with Robert Stauffer. "The Philippine Senate: 1946-1962," paper read at the Western Political Science Association meeting, Sacramento, California, April 2.
- 1974. "Testimony by the Kalihi-Palama Inter-Agency Council for Immigrant Services," paper presented to the U.S. House Committee on Equal Opportunities of the Committee on Education and Labor on H.R. 9895, the 'New Americans Education and Employment Assistance Act,' November 19.

FORMAN, SHEILA DA SILVA, M.A. in Psychology
Volunteer Leader, Operation Manong
East-West Rd 4-1D, 7348

Filipino child psychology; cross-cultural socialization processes;
Filipino immigrant problems and volunteer programs.

KERKVLJET, MELINDA TRIA, M.A. in History
Field Coordinator, Operation Manong
East-West Rd 4-1D, 7348

Filipinos in Hawaii; the Philippine labor movement; Japanese occupation of the Philippines; student movements.

PESTAÑO, REBECCA Y., M.A. in Asian Studies
Research Assoc, Ag Ec
Keller 105, 8125

Socio-economic stress in a Filipino plantation community; the American occupation in the Philippines; Philippine drama and theater; the role of mass media in Philippine social change.

1974. with Robert Anderson. "Some Observations on the Socio-Economic Impact of Industrial Withdrawal from a Rural Community," Discussion Paper No. 2, Western Rural Development Center, Oregon State University (December).

REINECKE, JOHN E., Ph.D. in Linguistics
Moore 5th floor, 536-8402

Labor history of Hawaii; Hawaiian pidgin.

1969. Language and Dialect in Hawaii: A Sociolinguistic History to 1935 (Honolulu: University of Hawaii Press).
---- A History of the 1924-1925 Filipino Sugar Plantation Strike in Hawaii. (Manuscript).

SANTOS, GERTRUDES AGUILAR, Ph.D. in Pharmaceutical Chemistry
Assoc Researcher, Bot
St John 618, 8315

Biochemistry of seaweeds; chemical products of seaweeds for industrial applications.

1954. with A.C. Santos, J.A. Concha and P. Valenzuela. "Contribution to the Chemistry of Alkaloids from Philippine Medicinal Plants," Proceedings of the Eighth Pacific Science Congress, 44:161-169.

1961. with A.C. Santos. "Progress of Phytochemistry in the Philippines, 1958-1961," Proceedings of the Symposium on Phytochemistry (Hong Kong), 227-231.

1961. with S. Villareal. "Tertiary Alkaloids of the Philippine Berberidaceae," Proceedings of the Symposium on Phytochemistry (Hong Kong), 48-50.
1963. "Studies on Philippine Medicinal Plants: Alkaloids of Phaeanthus Ebracteolatus (Presl.) Merrill," Proceedings of the Ninth Pacific Science Congress, 1957, 5:48-51.
1963. with S.V. Sulit. "The Tertiary Alkaloids of Mahonia Philippinensis Takeda," Philippine Journal of Science, 92:35-39.
1964. with A.C. Santos. "Alcaloides de Algunas Apocynaceas de Filipinas," Madrid Anales de la Real Academia de Farmacia, 173-177.
1965. with R. Milan. "The Alkaloids of Mahonia Philippinensis Takeda: Palmatine Isolated as the Tetrahydrocompound," Journal of the Philippine Pharmaceutical Association, 51:411-414.
1968. with R.S. Milan. "The Alkaloids of Tinomisium Philippinense Diels," Asian Pharmaceutical Journal, 1:13-15.
1969. with M.S. Doty. "Caulerpa as Food in the Philippines," Philippine Agriculturist 52:399-407.
1970. "Caulerpin, a New Red Pigment from Green Algae of the Genus Caulerpa," Journal of Chem. Society (C):842-843.
1975. with M.S. Doty. "Infrared Studies on the Carrageenan of Ahnfeltia Concinna, a Marine Red Alga," Journal of Pharmaceutical Science (in press).
1975. with M.S. Doty. "Gracilaria as Source of Agar," Philippine Journal of Science (in press).

SHARMA, MIRIAM, Ph.D. in Anthropology
c/o Crawford 210-B, 988-6768

The ethnohistory of the Filipino community in Hawaii.

1974. "Ethnohistory of the Filipino community in Hawaii," paper presented at the Conference on International Migration, June 10-14.

DISSERTATIONS & THESES
ON THE PHILIPPINES AND
OVERSEAS FILIPINOS

The following Ph.D. Dissertations and Master's Theses have been accepted by the University of Hawaii in partial fulfillment of the requirements of the Graduate Division for advanced degrees. They are available at the Hawaiian Collection of Sinclair Library.

PH.D. DISSERTATIONS

- Alcantara, Ruben R. The Filipino Community in Waialua. 1973.. Ph.D. in American Studies.
- Bennett, Susan M. Prediction of Cognitive and Divergent-Productive Intellectual Abilities of Filipino Sixth-Grade Students from Characteristics of their Environments. 1973. Ph.D. in Educational Psychology.
- Benson, Louis P. Political Leadership through Political Liders: A New Approach for the Analysis of Philippine Provincial Leadership Positions. 1970. Ph.D. in Political Science.
- Benton, Richard A. Phonotactics of Pangasinan. 1972. Ph.D. in Linguistics.
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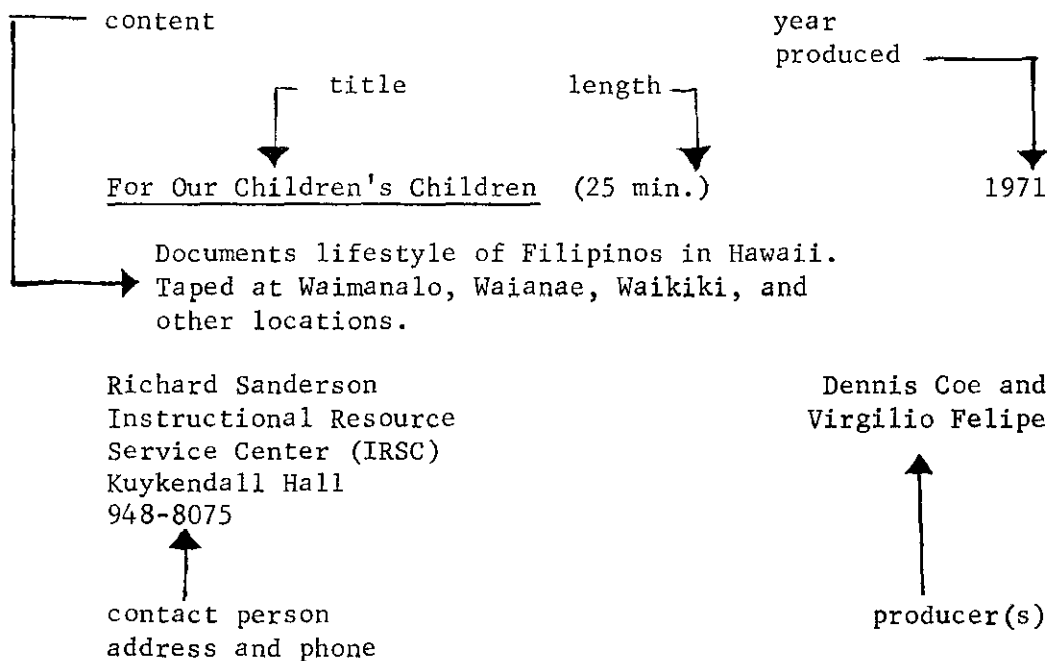
AUDIO - VISUAL RESOURCES

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This listing of audio-visual materials and documents was done by Daniel de Castro.

- A. Slide Presentations
- B. Videotapes
- C. Sound Films
- D. Audio-Cassette Tape Booklet
- E. Sound Recordings
- F. Film Loops
- G. Filmstrips
- H. Others
- I. Resource Persons

FORMAT



A. SLIDE PRESENTATIONS:

Education For Whom? (20 min.) 1974

Social commentary on the education of Filipino immigrants in light of the present educational system in Hawaii.

Also available in 3/4" video cassette format.

Amefil Cahill Operation Manong
East-West Road 4, Rm.1D
948-7348

Ota Camp (20 min.) 1974

A visual documentary on the Filipino community at Ota Camp.

Also available in 3/4" video cassette format.

Amefil Cahill Operation Manong

Operation Manong Summer Fun Program (20 min.) 1974

Photographs taken by Filipino immigrant students who were participants in Operation Manong's Summer Program of 1974.

Amefil Cahill Operation Manong

The Philippines: End of An Illusion (25 min.) 1974

A thinly veiled anti-martial law regime visual documentary with a historical-critical account of the social, economic, and political development of the Philippines from pre-Spanish times to the present.

Merlin Castro Friends of the Filipino People
P.O. Box 11087 11 Garden St., Mass. 02138
Honolulu, Hawaii

Filipinos in Hawaii (20 min.) 1974

Documents the immigration of Filipinos to Hawaii in the early 1920's. Authentic photographs used. The slide presentation will be converted into a

filmstrip to facilitate distribution to various public schools.

Nancy Young and
Melvin Ezer
GACP, College of Education
948-7817

General Assistance Center
for the Pacific (GACP)

A Birthday Party (4½ min.) 1973

Depicts a birthday party held in a middle-class Filipino family at St. Louis Heights. There is no narration but it is set to old-time Filipino music.

Jacqueline Paul
c/o Operation Manong
East-West Road 4, Rm.2D
948-7348

Jacqueline Paul

In Progress:

A slide show on a Filipino community at the Waialua Plantation. Target completion date: Spring 1975.

B. VIDEOTAPES:

Manifest Destiny (2 hrs.) 1974

A satirical musical play by former Philippine Senator Raul Manglapus about the American annexation of the Philippines premiered at the University YWCA Auditorium, July 6 & 7, 1974.

Tomas Hernandez
2065 Lanihuli Dr.
Honolulu
955-5054

Filipino Volunteers in Hawaii

For Our Children's Children (25 min.) 1971

Documents lifestyle of Filipinos in Hawaii. Taped at Waimanalo, Waianae, Waikiki, and other locations.

Richard Sanderson
Instructional Resource
Service Center (IRSC)
Kuykendall Hall
948-8075

Dennis Coe and
Virgilio Felipe

C. SOUND FILMS:

Republic of the Philippines (18 min.) 1959
Code F-0901

Presents the Philippines' physical geography,
agriculture and natural resources; depicts
Filipino family life.

Frances Kagawa
Sinclair Library*
948-8009

Philippines - Gateway to the Far East (11 min.) 1957
Code F-0461

Describes history. Shows farm and city life,
wealth of raw materials, expanding production,
and increased education.

Frances Kagawa*

Bayanihan (58 min.) 1962
Code F-2010

A performance of the Philippine Dance Company
showing the seasons of work and life, blending
the rituals, customs, and traditions of the
Filipinos.

Frances Kagawa*

Aala - The Life and Death of a Community (28 min.) 1960's

Shows the lifestyles and social patterns of the
Aala Park in Downtown Honolulu before urban renewal.
Residents around the area were interviewed to

*A reservation notice of at least one week is recommended.
For community use, a \$2.00 minimum fee is required.

gather the community's reactions to the urbanization plan.

Frances Kagawa *

Cane Camp (20 min.) 1972
Code F-1139

Contemporary and historical look at a Sugar Cane Camp in Kauai. Touches on ethnic groups in Hawaii as seen from the point of view of a Japanese laborer.

Frances Kagawa *

William Sollner

Dance Trip (28 min.) 1973

Shows how local Filipinos in Hawaii have expressed their spirit in the form of song and dance in spite of harsh conditions of plantation life. It is juxtaposed with snatches of Philippine historical vignettes.

Goro Arakawa
Arakawa's Shopping Center
94-333 Waipahu Depot
Ph.: 677-3131

William Sollner

NOTE: Mr. Arakawa is willing to lend the film for showing to the local community.

The Cave People of the Philippines (47 min.) 1972

A film documentary of the Tasaday tribe "believed to be still living in the Stone Age" in South Cotabato, Mindanao, Philippines. Dr. Douglas Yen was involved in the production of the film.

Douglas Yen
Bishop Museum
1355 Kalihi Street
Honolulu
847-3511

NBC Television

In Progress:

A sound film by Dennis Coe on an exhibit on Muslim antiques and artifacts brought to Hawaii in 1973. The film is awaiting final editing.

D. AUDIO-CASSETTE TAPE BOOKLET:

Filipino and Samoan Songs We Can Sing

An audio kit which consists of an audio cassette tape recording of Filipino and Samoan songs with an accompanying booklet of narration and lyrics.

Nancy Young and
Melvin Ezer
GACP, College of Education
948-7817

General Assistance Center
for the Pacific (GACP)

NOTE: The GACP has produced a number of books and other written materials on the different ethnic groups in Hawaii, among them the Filipinos. Other works are presently in progress. Contact Dr. Young for more information on these written materials.

E. SOUND RECORDINGS:

Various sound recordings of Philippine folk songs and dances are available for copying at KISA radio station to interested parties who will use the same for educational purposes.

Amy Eerglund
KISA Radio Station
705 N. King Street
Honolulu
847-0835

Cassette tape recordings of various Philippine folk tales and short stories narrated in Ilokano.

Elena Unsiano
1270 Queen Emma St.
Honolulu
548-6250

Teacher Assist Center (TAC)

NOTE: TAC has published a booklet entitled Filipinos in Hawaii which includes a bibliography of printed materials on Filipinos in Hawaii. This is available to interested persons.

F. FILM LOOPS:

Single-concept film loops on various topics on Philippine studies, e.g., agriculture.

Elena Unsiano

Teacher Assist Center (TAC)

G. FILMSTRIPS:

Various filmstrips on different subject matters relating to Philippine culture.

Elena Unsiano

Teacher Assist Center (TAC)

H. OTHERS:

The Philippines - A Nation in Motion (20 min.) 1972

A film documentary on contemporary Philippines. touches on the country's cultural, economic, and social developments in the 1970's. Features the land reform program of the government.

The Philippines' Fiesta Islands (20 min.) 1969

A film featuring scenic tourist spots in the Philippines. Touches on the Filipinos' unique culture with emphasis on dances in the northern and southern Philippines.

The Philippines: New Society (15 min.) 1972

A compilation of three short films, namely:

"Kaunlaran ng Madla"-(The Progress of the Masses) (5 min.)

"Pag-Asa"-(Hope) (5 min.)

"A Year of Faith" (5 min.)

Miss Universe (45 min.) 1974

A compilation of five short film features, namely:

"Miss Universe" (10 min.)

"Kasaysayan"-(History of the Philippines) (10 min.)

"Folk Arts Theatre - Cradle of the Setting Sun" (10 min.)

"Brown Man's Clock"-(Kayumangging Kaligatan) (10 min.)

"Magic Hand" (5 min.)

Eufronia Recaido
Philippine Consulate General
2433 Pali Hwy.
Honolulu
595-6316

All produced by:
the Philippine Government

I. RESOURCE PERSONS:

Dr. Teresita Ramos, Dept. of Indo-Pacific Languages; 948-8933.

Has about one thousand slides on different aspects of the Philippines compiled from books, magazines, and actual visits to different sites.

Dr. Richard Lieban, Dept. of Anthropology; 948-8309.

Has about a hundred slides on the Philippines: traditional healers in Cebu, ranch country in Mindanao, people of the Mountain Province, and Negros Oriental. Willing to lend slides for duplication for educational use.

Dr. Wilhelm Solheim, Dept. of Anthropology; 948-8994.

Has about two hundred slides of Mindanao, Masbate, the Babuyan Islands, and Bontoc Province which deal with pre-historic archaeological findings in the Philippines. Taken from 1950-1972. Willing to have slides duplicated for educational purposes.

Dr. John Holmstrom, Pacific Urban Studies & Planning Program; 948-7381.

Has about two hundred slides on Mindanao and Sulu taken in 1964-1966. Willing to lend slides for duplication.

Mr. Conrad Geronimo, c/o Health Instructional Resource Unit, Biomedical Building; 948-8094.

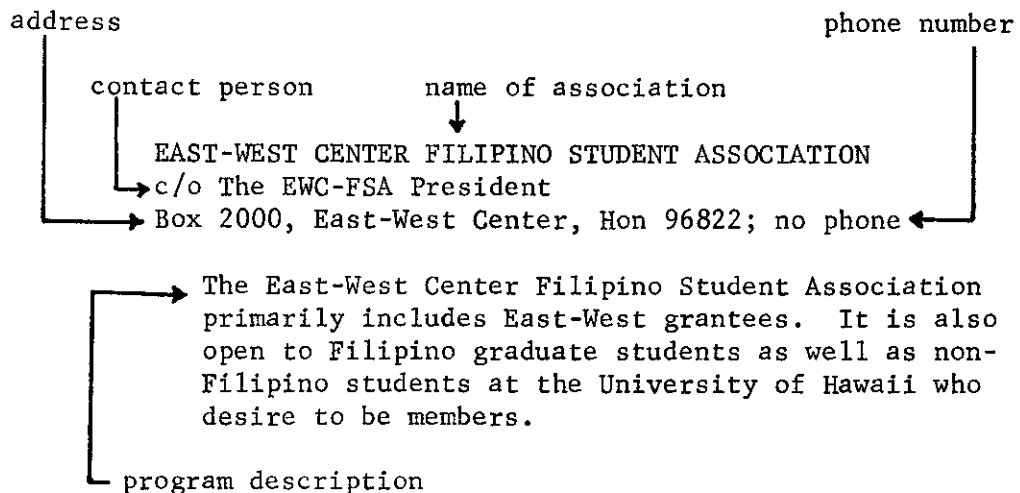
Has black-and-white unedited videotapes of actual cockfights in Ilocos Sur, Philippines, taken in 1973. The tape is expected to be edited for broadcast purposes.

Mr. Daniel de Castro, c/o Operation Manong, East-West Road 4; 948-7348.

A mass communications specialist. Has produced slide presentations and audio-visual materials for educational purposes.

CAMPUS ORGANIZATIONS

FORMAT



EAST-WEST CENTER FILIPINO STUDENT ASSOCIATION
c/o The EWC-FSA President
Box 2000, East-West Center, Hon 96822

The East-West Center Filipino Student Association primarily includes East-West grantees. It is also open to Filipino graduate students as well as non-Filipino students at the University of Hawaii who desire to be members.

The aim of the association is mainly to provide the structure which will promote the harmonious relationship among the members. In an international setting, it is necessary to have a vehicle for maintaining one's sense of ethnic belonging. In this sense, the Association meets informally on the occasion of some member's birthday, success in the comprehensive exams, leave-taking, or on traditional celebrations like the "Noche Buena" on Christmas. On such occasions issues pertinent to the Philippines are discussed by the members.

On another level, the EWC-FSA is the core group that works for international programs at the East-West Center. The most significant activity is the yearly International Fair where Filipino dances such as Tinikling, Pandanggo sa Ilaw, and Kuratsa are shown by the members; where Filipino exhibits are held and documentary films on the Philippines are shared with the public. In this major project the Association enlists the help of the Filipino community outside the Center. The Association is also in charge of the June 12 Independence Day celebration at the Center. In the past, programs have been held for the rest of the international community. In 1972, for example, the Association presented a zarzuela, "Walang Sugat," some dances and films. During this Philippine National Day celebration, Filipino dishes are also served.

The Association also helps in hosting Filipino dignitaries or groups who either lecture or perform at the Center. In 1974, for instance, the members helped in the preparations for the lecture of U.P. President Salvador Lopez in the Dillingham Lecture Series.

FILIPINO AMERICAN ASSOCIATION OF STUDENTS AT U.H.
c/o Adrian Galvez, President
P.O. Box 745, Waianae 96792; 696-3538

The Association is mainly composed of graduate and undergraduate students attending the University of Hawaii at Manoa. There are both immigrant and local Filipinos but there are also students of other racial extractions. They all have a common interest in attempting to uplift the Filipino image in Hawaii. They propose to do this by trying to bridge the gap between the immigrant and local Filipinos in the following manner: (1) setting up an

academic orientation for Filipino incoming students to the University; (2) recruiting and encouraging students in high schools to attend institutions of higher learning; (3) sponsoring a conference for local and immigrant Filipinos; (4) providing tutorial services to Filipino undergraduate students at the University. Another main function of the organization is to provide programs where both local and immigrant Filipinos on campus could work together and cooperate on service projects. Members have varied interests and are free to participate in any ongoing community project that would help the Filipinos in Hawaii.

FILIPINO VOLUNTEERS IN HAWAII (FVH)
c/o Roderick Rodriguez, Chairman
3515 Sierra Drive, Hon 96816; 948-7349, 732-3523

Filipino Volunteers in Hawaii is a non-profit, non-sectarian organization which has a four-fold objective. One is to facilitate interaction between Hawaii-born and Philippine-born youth of Filipino ancestry on Oahu. The second is to assist Philippine-born immigrant youths in adjusting to their new social environment. The third is to familiarize Hawaii-born youth of Filipino ancestry with their ethnic background and cultural heritage in order to engender pride in their ethnic identity. The fourth is to perform other functions which are determined by the Board of Directors to achieve the above objectives. Membership may be active or associative. Active members are directly involved in the activities and projects of FVH. Only active members may constitute the Board of Directors. Associate members are individuals who support in principle the goals and activities of FVH and are available for consultation and assistance.

SUPPLEMENT No.2

A SURVEY OF PHILIPPINE RESEARCH MATERIALS

at the

UNIVERSITY OF HAWAII LIBRARIES

January 1975

by

Shiro Saito

University of Hawaii Library

Philippine Studies Program Steering Committee

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A SURVEY OF PHILIPPINE RESEARCH MATERIALS AT THE
UNIVERSITY OF HAWAII LIBRARY

The Seventh State Legislature (1974) requested that the University of Hawaii conduct a feasibility study whether a Philippine Studies Program (PSP) should be initiated at the University of Hawaii. This survey of the availability of the Philippine research materials at the University of Hawaii Library was conducted in conjunction with that request.*

The two objectives of the survey are:

1. To assess the current holdings of Philippine research materials at the UH Library, and
2. To assess the projected needs and requirements for such materials arising from the proposed PSP.

Among the academic support for any university program, the university library is the most vital component. The general objective of a university library is to support the university's programs in the areas of teaching, research, and community services by providing the needed documents and information sources to the faculty and students.

Part I. PRESENT HOLDINGS

A. Overview

Before analyzing the present collection in detail, a brief overview of the availability by the types of Philippine research materials will be presented. At present, the UH Library contains a good working collection of Philippine materials to support the current academic programs. This is confirmed by the results of a questionnaire distributed to 65 faculty members whose interests in the Philippines were known. Of these 55 were returned. One of the questions asked in Part II (Library Resources) of the questionnaire was:

* I want to acknowledge the assistance of Thompson Yee who gathered much of the data in Part I of this survey.

For your research and teaching purposes, the Philippine materials in the University of Hawaii Library are:
(Circle appropriate response)

<u>Poor</u>		<u>Average</u>		<u>Above Average</u>		<u>Excellent</u>		<u>Total</u>	
N	%	N	%	N	%	N	%	N	%
10	23.8	14	33.3	16	38.1	2	4.8	42	100

Usable questionnaires numbered 42 which indicated "poor" to "excellent." Five wrote in "Don't know," and 8 left it blank. Of the ten who responded "poor," four of them were from either the Hilo Campus or the community colleges. The four who indicated "poor" recommended more purchases in audio-visual materials, which means that there is a weakness in this category of materials.

On the other hand, graduate and undergraduate students were more critical. Three hundred questionnaires were distributed and the result of the 117 responses follow:

As a user of the library, the Philippine materials in the University of Hawaii Library are: (Check appropriate response)

<u>Poor</u>		<u>Average</u>		<u>Above Average</u>		<u>Excellent</u>		<u>Total</u>	
N	%	N	%	N	%	N	%	N	%
27	41.5	30	46.2	5	7.7	3	4.6	65	100

Fifty two responses were left blank. Copies of the questionnaires distributed to faculty and students are attached as Enclosures G and H.

The major part of the Philippine materials is located in the Asia Collection, but other pertinent materials are located in the Documents Collection and in Hamilton Library. Materials on Filipinos in Hawaii are located in the Hawaiian Collection. The various Institute collections of the East-West Center, with their emphasis on unpublished papers and fugitive materials and with their excellent professional contacts in the Philippines, provide additional research support capability.

1. Monographs. The Asia Collection contains excellent holdings on English language materials on the Philippines. Hamilton Library largely contains the pre-World War II publications, while the Asia Collection largely emphasizes materials published since 1945. Published Spanish language materials on the Spanish period of the Philippine history is poorly represented.

2. U.S. Government Publications. We have excellent files of the official serial publications in the Documents Collection. For example, we have the complete files of:

- a) Report of the Philippine Commission to the Secretary of War. Annual reports. Nos.1-16. 1900-1915
32 vols.
- b) Report of the Governor-General of the Philippine Islands to the Secretary of War. Annual reports. Nos.1-20. 1916-1935. 20 vols.
- c) Reports of the U.S. High Commissioner to the Philippine Islands to the President and Congress of the U.S. Annual reports Nos.1-7. 1935-1942, 1945-1946. 7 vols.
- d) Report of the President [of the Commonwealth] of the Philippines to the President of the U.S. Annual reports Nos.1-4. 1935-1939. 4 vols.

Other official U.S. publications on the Philippines are readily available in the Documents Collection. Philippine government publications are not adequately represented in the Asia Collection.

3. Serials. Current Philippine serial subscriptions from the Philippines are inadequate. Because of the heavy demands on some of the key journals, many issues and volumes of these titles are not available for use during the regular school terms. For the holdings of the serials available at the UH Libraries, see enclosure A. An incomplete holdings list of scientific journals published in the Philippines is in my possession.

4. Newspapers. At the present, the Asia Collection receives the Daily Express, the only Philippine newspaper subscription of the Collection that is sent by air freight. For the holdings of Philippine newspapers available in the Asia Collection, see enclosure B.

5. Dissertations. The Asia Collection has an excellent collection of doctoral dissertations on the Philippines, which were completed in the U.S. Dissertations comprise a vital category of research materials, especially in area studies where research has been limited. In many of the discipline, dissertations are often the only available source of information on the Philippines.

6. Statistical Sources. We have a complete run of the Philippine census from 1903 to 1960. Other official statistical serials, especially from the Bureau of the Census and Statistics, National Economic Development Authority, etc., are limited in the Collection.

7. Manuscripts and Source Materials. Dale Miyagi, a doctoral candidate from the University of New Mexico, microfilmed Philippine documents from the Spanish archives for the UH. They are deposited at the Asia Collection, and the list to this rich source

material as enclosed as Enclosure C of this report. The Asia Collection has a complete file of the Philippine Insurgent Records (1896-1901) in 82 microfilm reels and Chinos Manila in 21 reels. For other source materials available in the Asia Collection, see Enclosure D. The Library's present policy of low priority in acquiring manuscript sources should be changed if the PSP is instituted.

8. Audio-Visual Materials. Very limited number of films on the Philippines are available from the Library's Audio-Visual Services Section. We have just acquired 44 tapes on Philippine music from the University of Washington.

9. Filipino Ethnic Materials. Published materials on Filipinos in Hawaii are well represented in the Hawaiian Collection. However, we do not have complete files of Filipino newspapers and journals published in Hawaii. For the Hawaiian Collection holdings, see Enclosure E. Unpublished materials as records of Filipino Associations and organizations are not represented in the Hawaii Collection. Currently, we are not receiving any Filipino-American newspapers published on the mainland.

B. Analysis of the Present Holdings

1. Introduction. A detailed analysis of the present Philippine holdings at the UH Library is presented in this section. One of the standard procedures of evaluating a collection is to check the holdings against appropriate bibliographies. For this survey, I did not follow this procedure because in my bibliographic and library resources research on the Philippines for the past twelve years, I have used extensively the Philippine materials at the UH Library and feel quite confident that most of the standard titles are available. The methodology employed to gather data was to count the number of Philippine titles in the shelflist.* Before the cards could be counted, the entire Library of Congress Classification schedule was examined, and all appropriate classification numbers relating to the Philippines were noted.

2. Monographs. The shelflists in the Asia Collection and Hamilton Library were examined under the appropriate classification numbers, and cards under these numbers were counted and recorded. To derive some significance to the total titles available in the Asia Collection and Hamilton Library (excluding the Hawaiian and the Documents Collection), a universe of the total titles available on the Philippines must be ascertained. This universe of potential titles can be represented by the holdings

* A shelflist is an official card record of all the titles represented in a given library and the cards are arranged by the call number as they appear on the Library shelves.

of a major Philippine Library. A convenient method of obtaining this comparison is to compare the number of titles available at the University of Hawaii to that of the University of the Philippines (UP). The holdings of the Philippine materials at UP are listed in Filipiniana 68.

This comparison with UP is made for several reasons:

1. It is a university library therefore, the purpose of the library would be similar to that of UH.
2. The UP holdings on the Philippines are the largest in the Philippines.
3. The published catalog of the Philippine holdings of The National Library is available, but the emphasis is on rare materials.
4. The Southeast Asia Subject Catalog of the Library of Congress is a subject catalog so it was not used.

Several limitations of the Filipiniana 68 should be noted. The library's holdings were largely destroyed during the World War II and rebuilt since. The holdings represent the collection as of December 1967.

The classification numbers (i.e. subject) of the Philippine items have been rearranged to be compatible with the subject headings used in the Filipiniana 68. The findings are summarized below.

TABLE 1

Number of Philippine Titles Available
at UH and UP

Subject Divisions (LC equivalents in parenthesis)	Asia Collection	Hamilton Library	Total UH	Total UP
A. General Reference (A and Z)	133	51	184	182
D. Anthropology (GN, GR - GT)	48	18	66	184
E. Economics (HB - HJ)	303	61	364	1085
F. Education (L)	143	27	170	709

Subject Divisions (LC equivalents in parenthesis)	Asia Collection	Hamilton Library	Total UH	Total UP
G. Geography (G - GB)	9	2	11	85
H. History (C, D, DS, E)	607	371	978	2118
J. Law (K)	43	?	43	912
K. Political Science (J)	173	46	219	568
L. Psychology (BF)	7	?	7	27
M. Sociology (H, HM - HX)	80	16	96	282
N. Statistics (HA)	27	3	30	60
P. Fine Arts (GV, N)	26	2	28	95
Q. Language & Literature (P)	578	184	762	1523
R. Music (M)	22	4	26	102
S. Philosophy (B - BJ)	4	0	4	36
T. Religion (BL - BX)	50	30	80	339
U. Sciences (GC, Q, R, S, T)	27	84	111	1765
V. Military Sciences (U, V)	1	3	4	71
Rizalina (BL, DS, HF, LB, P, Z)	123	?	123	250
T O T A L	2,404	902	3,306	9,843

In comparing the UH to the UP in terms of the gross number of titles available, I think that we have a very respectable number of titles. One must remember that UP holdings represent their collection as of December 1967, while the UH holdings are as of August 1974 which means that UH has more than 6 1/2 years to acquire additional titles. In gross number, UH is strongest in the area of history, languages, and statistics (approximate ratio of 2:1--UP:UH); followed by anthropology, economics, political science, sociology, and fine arts (approximately ratio of 3:1); and then by education and religion (4:1); and second to last by music by (5:1). Sciences are weakest but this is understandable since we would not be interested in purchasing books published in the Philippines about chemistry, physics, and other sciences.

To determine the extent of duplication between the Asia Collection and the Hamilton Library on the Philippines, Hamilton's shelflist was checked in selected subject areas against the Asia Collection shelflist. Every third card in the Hamilton's shelflist was checked against the latter's shelflist. The result of the degree of duplication between the two collections are given below:

TABLE 2

Duplication Between Hamilton Library
and Asia Collection

Call No.	No. of cards in Hamilton's Shelflist	No. of cards sampled	In Asia	Not in Asia	Percentage of Duplica- tion in Asia Collection
DS 651 - 689	385	128	49	79	38%
HC 451 - 460	29	11	6	5	55%
JQ 1230 - 1419	32	12	6	6	50%
LA 1290 - 1299	14	5	2	3	40%
PL 5501 - 6135	145	56	18	38	32%
Z 3291 - 3299	38	13	7	6	54%
T O T A L	643	225	88	137	39% Average Duplica- tion

TABLE 3

Adjusted Number of Titles
Available at UH and UP*

Category	Gross Titles in UH	Duplication	Adjusted Net Titles	UP
History	978	38%	605	2118
Economics	364	55%	164	1085
Political Science	219	50%	109	568
Education	170	40%	102	709
Language & Literature	762	32%	518	1523

The assumption undelining this comparison was that the Asia Collection and Hamilton Library would likely assign the same call number to the same title. Generally, the sampling showed that the Hamilton Library would probably have books published prior to World War II, Spanish titles covering the Spanish period, and a few French and Russian titles. This means some basic titles are found only in Hamilton Library, for example:

Elliot, C.B. The Philippines to the End of the Comission Government. Indianapolis, Bobbs-Merrill, 1917.

Forbes, W.C. The Philippine Islands. Boston, Houghton Mifflin, 1928.

Kalaw, M. M. Development of Philippine Politics. Manila, Oriental Commercial Co., 1927.

Kirk, G. L. Philippine Independence. New York, Farrar & Rinehart, 1936.

In other words, Asia Collection's acquisition emphasis is primarily post-World War II publications.

3. Serials. The Union Checklist of Filipiniana Serials 1968 (UP) provides holding information to 2,382 titles. Dr. Raymond Nunn currently working on "Southeast Asia Periodicals-An Interna-

* (Duplicate titles eliminated)

tional Union List" estimates that he has about 5,000 titles on the Philippines. He has completed field research which took him to the major research libraries of the world that specialized on Southeast Asia.

A thorough survey of the Asia Collection's holdings was made by checking the Asia Serial Record and the two boxes of Serial Record Cards during the week of August 25th. It disclosed the following information:

352 titles listed in the Asia Serial Record

56 titles transferred to Hamilton from Asia (does not include any HL serials currently being received from the Philippines)

26 titles waiting transfer decision.

434 Total

Taking the more comprehensive and current estimate of Nunn, the possible serial coverage is about 8.7 percent, while using the more dated information as of 1969 and using the UP's holdings, our possible coverage is about 18.2 percent. A caveat about this figure of 8.7 percent or 18.2 percent. This is only in terms of titles represented in collection and does not reflect the quality or the completeness of the holdings of the titles involved. For example, we might have a title in the collection with a publication date of 1950 and its holdings with only three gift volumes. This is indicated as one title in this computation.

On August 31, 1974, I personally checked the shelves for the availability of the holdings of 30 journal titles from the 352 titles which I considered important or heavily used. This day was deliberately selected as ideal in the sense that there were no unshelved journals waiting to be shelved and the journals were not being used since the second summer session ended on August 15 and the 1974 fall session did not begin until September 3. When the Asian serial record says that we have received the issues, and if they were not on the shelves that day, they were considered missing. The most heavily used title, I think, is the Philippine Sociological Review. On the shelf, I saw the bound volumes of 4-5, 9-10, 12-16, 18 and 10 unbound issues of the journal. Large gaps or a considerable number of issues were missing from the following titles:

Economic Research Journal
Journal of East Asiatic Studies
Journal of History
Journal of Philippine Statistics
Philippine Economic Journal

Philippine Geographical Journal
Philippine Journal of Public Administration

Other basic titles with major gaps (indicated in parenthesis) were:

ASLP Bulletin (vols. 1-10)
National Research Council of the Philippines
Bulletin (nos. 1-27)
Unitas (nos. 1-33)
Central Bank of the Statistical Bulletin
(1-8, 9)

Part II. PROGRAM NEEDS AND REQUIREMENTS

A. Introduction.

One of the objectives of the proposed PSP is the "development of the U.H. as a national center for Philippine Studies in the United States." To truly accomplish this worthwhile objective, one vital component is the library. Having merely an adequate or a good working collection would not be sufficient to realize the objective.

As stated in Part I, the first purpose of the survey is to assess the current holdings of Philippine research materials at the UH Library. The second purpose of the survey is to plan library acquisition for a six-year period so that the University Library would be able to support effectively the PSP. With \$36,000 projected from the state funds for acquisition during the six-year period, I am confident that we can build the best Philippine collection based on the existing collection, which is already a good working collection.

The acquisition program is conceived for the entire University Library but where the materials should be located is not discussed. I will be outlining the acquisition program in terms of types of materials to be obtained, and establishing of priorities, rather than listing specific titles to be purchased. However, specific titles are mentioned where and when they are important. If necessary, I will be most happy to assist in the actual selection of titles. The proposed acquisition program has been discussed with Joyce Wright, Head of the Asia Collection, and she is in general agreement.

In obtaining published or processed materials (i.e., mimeographed), we should attempt to obtain the original publications. If the publications are not readily available, we should either obtain them in microfilm or in other microform format or in Xerox copy depending on the cost and the nature of the materials. In obtaining manuscripts, or when we are dealing with unique copies

which rightfully belong in the Philippines, we should respect the integrity of the location of materials.

I would like to mention the concept of the Philippine Documentation Center as one of the possible activities of the PSP. This proposed activity will be a "natural" outcome, based on the planned extensive acquisition of the Philippine materials. One of the documentation center's vital functions will be to make research materials available to researchers on national scale through regular bibliographic announcements of its acquisitions, thereby encouraging research on Philippine Studies. By the second year of the program, a study should be initiated to determine whether such a center should be established. A brief description of the center is appended as Enclosure F.

The six-year acquisition program for Philippine materials is summarized in Table 4.

B. Six-Year Acquisition Program

1. First Year (1975-76). A Philippine Bibliographer (Library Specialist S-3) should be appointed during the first year. The bibliographer must have language competence in Tagalog and Ilocano and have intimate knowledge of the research literature of the Philippine studies. In the initial years, the bibliographer will be primarily concerned with the acquisition and will be providing reference based on the Philippine materials. Later when vernacular materials are acquired, the bibliographer will catalog them. The bibliographer should be provided with at least fifteen hours of student help per week throughout the year.

During the first year of the PSP, the major thrust of collection building should be in the following areas: reference books, Filipinos in Hawaii, serial gap orders and new subscriptions, underground publications, and additional copies for the heavily used materials.

The reference materials are the infrastructure of the library collection. Primary emphasis should be directed in obtaining such bibliographic publications as the library catalogs, union lists, comprehensive and subject bibliographies, directories of associations and organizations providing publication information, bio-bibliographic publications, etc. The following sources are to be checked thoroughly to obtain appropriate titles:

1. Philippines. University. The Library. Filipiniana 1968; A Classified Catalog of Filipiniana Books and Pamphlets in the University of the Philippines Library as of January 1, 1968. Diliman, 1969. 2 vols.
2. Saito, Shiro. Philippine Research Materials and Library Resources: An Overview. Reproduced by the Asian Studies

Table 4

Six-Year Acquisition Program

1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
1975/76 (\$4,000)	1976/77 (\$7,000)	1977/78 (\$7,000)	1978/79 (\$6,000)	1979/80 (\$6,000)	1980/81 (\$6,000)
Reference books		Monographic collection education, geography	Fugitive materials		→
Filipinos in Hawaii	Filipinos in U.S.	Overseas Filipinos			
Serial gap order & new subscription					→
(Government serials executive branch statistical)	(Government serials judiciary and legislative)	(Academic, scientific serials)	(Professional and trade associations, annual reports of corporations)	(International organizations)	
Underground publications	→ Audio-visual		→		
	Newspapers		→		
	Local history (The Ilocano collection)	(Newspapers and serials)	(Local government, local organizations, letters, etc.)	(Spanish materials)	→
	Regional - N. Luzon monographs	Government documents (Monographs)	(Republic)	(International organizations)	→
	(Comprehensive collection)	Maps	→		
	Vernacular (Tagalog and Ilocano)	(Tagalog and Ilocano)	(Bisayas)	(Mindanao)	→
		Theses (U.S. and Philippines)	(Philippines and foreign)	(Philippines and foreign)	→
			Manuscripts (Presidential papers)	Japanese and Chinese publications	→

Program, University of Hawaii. 1973. 63p. (Southeast Asian Studies Working Paper No. 3)

3. Houston, Charles O. Philippine Bibliography, An Annotated Preliminary Bibliography of Philippine Bibliographies (since 1900). Manila, University of Manila, 1960. 69p., 21p.
4. Hart, Donn. An Annotated Bibliography of Philippine Bibliographies: 1965-1974. In press.
5. Bernardo, Gabriel A. Bibliography of Philippine Bibliographies 1593-1961. Edited by Natividad P. Verzosa. Quezon City, Ateneo de Manila University. 1968. 192p.
6. Robertson, James A. The Philippine Islands, 1493-1898. v.53: Bibliography. Cleveland, Ohio, Arthur H. Clark Co., 1908. 433p.
7. Manuel, E. Arsenio and Mauro Garcia. A Survey of Philippine Bibliographical Literature: 1900-1950. A Preliminary Checklist. Manila, Philippine Library Association, 1950. 18p.
8. Philippine National Bibliography. vol. 1, no.1+ Jan.-Feb. 1974+ Manila, National Library of the Philippines. Bi-monthly.

Published monographic materials on Filipinos in Hawaii are well represented in the Hawaiian collection. Emphasis should be directed in obtaining source materials and other fugitive materials not readily noted in the regular trade book sources. For example, we should identify and locate newspapers and serials, financial records, and other records of the associations, societies, churches, and other groups concerning the Filipinos in Hawaii.

Serial gap orders and new serial orders should be the third major acquisition activity during the first year. The gaps in the serial holdings at the University's Asia Collection can be noted by consulting Enclosure A. As stated in Part I, the universe of Philippine related serials is about 5,000 titles of which the Library has 434 titles (8.7 percent). To improve the research capability of the collection, we must at least double (17.4 percent) the serial holdings currently available. In the initial year, emphasis should be directed in acquiring government serials published by the executive branch. Since the basic statistical publications are primarily government publications, these materials should be systematically acquired. Serial acquisition should be emphasized throughout the six year period. To identify serial publication, consult the following sources:

1. Union List of Serials of Government Agency Libraries of the Philippines. University of the Philippines. Institute of Public Administration. Inter-Departmental Reference Service. Manila, 1960. 911p.
2. Union Checklist of Filipiniana Serials in the Libraries of the University of Philippines as of 1968. University of the Philippines. Library. Quezon City, 1969. 383p.
3. Index to Philippine Periodicals. 1955/56+. Manila, Inter-Departmental Reference Service. Institute of Public Administration, University of the Philippines. 1956+.
4. Hart, Donn and Quintin A. Eala. Annotated Guide to Current Philippine Periodicals. New Haven, Southeast Asia Studies. Yale University, 1957. 116p.
5. Ayer's Directory of Newspapers and Periodicals. Philadelphia, Ayer, 1880+ (Title varies.)
6. Statistical Services of the Philippine Government. Philippines (Republic) Office of Statistical Coordination and Standards. 3rd ed., Manila, 1964. 115p.
7. Angeles, Belen and Rachel Cabato. A Bibliography of Periodicals and Statistical Sources on the Philippine Economy. Quezon City, Institute of Economic Development and Research, School of Economic, University of the Philippines, 1970. 65p. Supplement: 1973. 1974. 23p., ivp.

Underground publications currently being published in the Philippines and on the U.S. Mainland should be obtained on a comprehensive and systematic basis. We are in a strategic position to acquire these source materials, representing as fully as

possible the universe of such materials, which will become an indispensable source to study the martial law period.

Additional copies must be ordered for heavily used secondary sources and for some key journals. These titles can be identified by consulting:

1. Bixler, Paul. Southeast Asia; Bibliographic Directions in a Complex Area. 1974. Part VII. The Philippine Islands, pp. 65-73. 1974. (Chioce Bibliographical Essay Series, no. 2)
2. Lynch, Frank and Aurora N. Corvera. "Selected Anthropology Books and Periodicals for Philippine Colleges and Universities including a Basic 101 Titles," Philippine Sociological Review, v.17, no.3 (April 1969), 51-81.
3. Saito, Shiro. Philippine Ethnography; A Critically Annotated and Selected Bibliography. Honolulu, University Press of Hawaii, 1972. 512p.
4. Wernstedt, Frederick and others. Philippine Studies: Geography, Archaeology, Psychology and Literature. 1974. DeKalb, Illinois, Northern Illinois University. 104p. (Special Report no. 10)

2. Second Year (1976/77). During the second year, an acquisition trip to the Philippines should be undertaken. To obtain materials successfully on a continuing basis from the Philippines, field trips for acquisition purposes should be an integral and indispensable part of an effective acquisition program because in a developing publishing and book distribution system, one must be in the field to collect materials, to make important contacts, and also to reinforce existing personal contacts. In the Philippines, as in many Asian countries, things are done because they know you---things are done on a personal basis. Thus, to have a successful acquisition program, field trips should be undertaken about every three or four years.

In the second year, ethnic materials on Filipinos in the United States, especially on the West Coast, should be emphasized. For titles to be acquired, see Saito's The Overseas Filipinos: A Working Bibliography, (1974. 57p.). Serial acquisition during the second year, should be directed toward filling gaps and toward acquiring new government serial publications published by the judiciary and the legislative bodies.

Four new categories of materials will be embarked upon in the second year: audio-visual, newspaper, local history, and vernacular publications. The lack of audio-visual materials on the Philippines was notably pointed out in the questionnaires distributed to U.H. faculty. Films, recordings, tapes, slides, field documentation in the media formats should be obtained. Substantial funds must be spent in this area in which we are particularly weak, and also these materials will be extremely useful and effective in presenting the Philippine Studies Program to the communities in the state.

Newspapers will be another important category of materials to be acquired vigorously. Manila and selected provincial newspapers throughout the Philippines should be represented in the collection. Vernacular newspapers, such as Taliba, must also be obtained. The following sources should be consulted for acquiring newspapers:

1. Saito, Shiro. Philippine Newspapers in Selected American Libraries: A Union List. 1966. 46p.
2. U.S. Library of Congress. Newspapers on Microfilm: Foreign Countries, 1948-1972. Washington, D.C. 1974. 269p.
3. Ayer's Directory of Newspapers and Periodicals. Philadelphia, 1880+ (Title varies)
4. "List of Philippine Newspapers Available in the U.P. Library as of 1969," IN: Union Checklist of Filipiniana Serials in the Libraries of the University of the Philippines as of 1968.
5. Filipiniana on Microfilm: 1970, University of the Philippines. The Library, Diliman, Rizal, 1970. 186p.
6. Philippine Press Institute. Philippine Mass Media Directory. Manila, 1971. 124p.

During the second year, the beginning of the local history collection of Ilocano materials should be initiated. It is only "natural" that the University should start a collection on the Ilocanos since the Filipinos in Hawaii are predominantly Ilocanos.

The long-range objective of this proposed collection is to become the major collection on Ilocano materials, comparable to the Hawaiian Collection or the Sakamaki Collection of Okinawan materials. For this collection, we should aim at an exhaustive level, to obtain all materials in all languages, especially in English, Spanish, and the vernaculars. During this initial period, we should identify and require all the monographic works on the area.

Vernacular materials should be obtained vigorously beginning with this period. Literary materials published in the vernaculars are to be stressed in the second year. Linguistic materials--word lists, glossaries, dictionaries, grammars, language textbooks--of the major languages of the Philippines must also be acquired. Tagalog and Ilocano materials should be collected on a comprehensive level. The following sources should be consulted:

1. Ward, Jack. A Bibliography of Philippine Linguistics and Minor Languages. Ithaca, Cornell University, 1971. 549p. (Data Paper no.83)
2. Asuncion-Lande, Nobleza C. A Bibliography of Philippine Linguistics. Athens, Ohio University, Southeast Asia Program, 1971. 147p. (Southeast Asia Series 20)
3. Summer Institute of Linguistics. Bibliography of the Summer Institute of Linguistics: 1935-1968. 124p. Supplements 1+

3. Third Year (1977-78). Materials on overseas Filipinos excepting those in Hawaii and the Mainland should be stressed during the third year, thus ending the concerted effort to acquire ethnic materials. However, this does not mean that we should completely stop obtaining ethnic materials but it only means that by the end of the third year, the library would have obtained the major research materials on this important topic so that in the subsequent years only new materials will be obtained. This applies also to other categories of materials which we emphasize for several years of concentrated acquisition effort.

Serial acquisition in the third year should emphasize publications of the academic and scientific organizations. Basic vernacular serials should also be obtained on a large scale beginning in the third year. Vernacular materials, especially political pamphlets and leaflets, should be stressed. Audio-visual and newspaper acquisitions will be important in the second year of intensive acquisition. During the second year of the Ilocano Collection, we should stress serials and newspapers published in the Ilocos region.

Four additional categories of materials should be acquired beginning in the third year: monographic government documents,

monographs, maps, and theses.

Monographic government documents should be systematically obtained beginning in the third year. Up to now, the primary emphasis has been on government serials. The following sources should be consulted for possible acquisitions:

1. Elmer, Emma O. Checklist of Publications of the Government of the Philippine Islands, September 1, 1900 to December 31, 1917. Manila, National Library. 1918. 288p.
2. Philippines. University. The Library. Checklist of Philippine Government Documents, 1917-1949. Compiled by Consolacion B. Rebadavia. Edited by Natividad P. Verzosa and Pacifico M. Austria. Quezon City, 1960. 817p.
3. Philippines. University. Institute of Public Administration. Library. List of Philippine Government Publications, 1945-1958. Manila, 1959-1960. 2 vols.
4. Philippines (Republic) The National Library. Checklist of Philippine Government Publications. Manila, vol. 1, no. 1+ January 1958 +

AID publications should also be obtained since they provide a vital source of information and data on the Philippines. The following two sources should be consulted for titles:

1. U.S. Agency for International Development. Philippines. Communications Media Division. Central Resource Library. Consolidated Listing as of January 1963. 129p. Updated by Your Central Resource Library Bulletin, accessions list, published quarterly by Communications Media Division/USOM-Philippines.
2. Philippines (Republic) National Economic Council. A Bibliography of UN and USAID Reports on the Philippines. Manila, 1972. 59p.

Monographic acquisition has not been emphasized until the third year since we already have a good working collection in the library. In certain areas, especially education and geography, our collection is rather limited therefore these areas should be strengthened during this period. By 1977, we should know whether Spanish period will be emphasized in the Philippine Studies Program. If so, concerted effort must be made to obtain Spanish monographs and documents since we are weak in this area. The following sources should be consulted for possible titles for addition:

1. U.S. Library of Congress. Southeast Asia Subject Catalog of the Library of Congress. Vol. 4: The Philippines. 845p. Boston, G.K. Hall, 1972.
2. Welsh, Doris V. Catalogue of Printed Materials Relating to the Philippine Islands, 1519-1900, in the Newberry Library. Chicago, 1959. 179p.
3. Lopez Memorial Museum. Catalogue of Filipiniana Materials in the Lopez Memorial Museum. Pasay City, Vols. I-V. 1962-1971.
4. Philippines. University. The Library. Filipiniana 1968. 1969. 2 vols.

Maps in various scales, and nautical and aeronautical charts should be obtained. The two series, City Economic Atlas Development Plans (1972 edition), and the Provincial Economic Atlas and Economic Development Plans (1972 edition), must be acquired. The following sources should be checked for the acquisition of maps:

1. Philippines (Republic) The National Library. A Guide to the Map Collection of the Filipiniana Division. Part I: 1482-1899. Manila, 1971. 36p. (TNL Research Guide Series no. 1)
2. Lopez Memorial Library. "Index to the Maps in the Collection." In progress in 1972.
3. Philippines (Republic) Bureau of Coast and Geodetic Survey. Topographic Maps, Nautical and Aeronautical Charts and Technical Publications. Manila, n.d.
4. U.S. National Archives. Guide to Cartographic Records in the National Archives. Washington, 1971. 44p.
5. American Geographical Society. Map Department. Index to Maps in Books and Periodicals. Boston, G.K. Hall Co., 1968. vol. 7, pp. 675-682.
6. British Museum. Catalogue of Printed Maps, Charts, and Plans. London, 1967. vol. 11, column 558-566.

Doctoral dissertations on the Philippines completed in the United States and in the Philippines should be obtained. In many subject areas, dissertations are the only existing sources of information. The following bibliographies will provide access to the dissertations:

1. Stucki, Curtis W. American Doctoral Dissertations on Asia, 1933-1962... Revised ed. Ithaca, NY, South-east Asia Program, Dept. of Asian Studies, Cornell University, 1963. 204p.

2. The, Lian and Paul W. Van der Veur. Treasures and Trivia: Doctoral Dissertations on Southeast Asia Accepted by Universities in U.S. Athens, Ohio University, 1968. 141p.
3. Sardesai, D.R. and Bhanu D. Sardesai. Theses and Dissertations on Southeast Asia;...Zug, Switzerland, Inter Documentation Company, 1970. 176p.
4. Asian Studies Professional Review. Consult all issues. To be superseded by Doctoral Dissertations on Asia: An Annotated, International Bibliography of Current Research. 1975+
5. Philippines (Republic) National Science Development Board. Compilation of Graduate Theses Prepared in the Philippines, 1913-1960. Manila, 1964. 437p.
6. Philippines. University. Social Science Research Center. List of Graduates with Graduate Degrees and Titles of Their Theses. Compiled under the Supervision of Cecilio Lopez by Aurora R. Roxas. Quezon City, 1957. 108p.
7. Philippines. University. The Library. U.P. Theses and Dissertations Index: 1956-1968. Diliman, Rizal, 1969. 397p. (Research Guide no. 6)
8. Philippines (Republic) National Library. Filipiniana Division. List of Theses and Dissertations Available in the Filipiniana Division as of 1968. Manila, 1970. 54p.
9. Philippine National Bibliography. vol. 1, no. 1 + 1974 +
10. For other sources, Consult Saito's Philippine Research Materials and Library Resources: An Overview, p. 19.

4. Fourth Year (1978-1979). Monographic acquisition in its second year should be directed to obtaining pamphlets and ephemeral materials. Brochures, handouts, proclamations, etc. issued by associations, organizations, and other groups are indispensable sources of research materials. An excellent example of ephemera is the souvenir programs issued during the barrio and town fiestas which provide excellent local history materials and biographical information of the locale.

Serial subscription during the fourth year should be concerned with the publications of the professional associations and trade organizations, both from the national and the provincial levels.

Annual reports of the major corporations must be vigorously pursued.

By the third year of acquisition effort, we should have acquired most of the important audio-visual materials and the newspapers on microfilm.

For the Ilocano Collection, we should be emphasizing the publications of the local government agencies and local organizations. Because social scientists and historians are focusing their research on microlevel, they find locally published materials essential to their work. We should locate and microfilm diaries, letters, especially those sent to and received from Hawaii and the U.S. Mainland.

Monographic government publications of the Republic Period (1946-1972) should be the focus of acquisition during this period. Collection of historical maps also should be emphasized during this period. Theses completed in the Philippines and in foreign countries on the Philippines are to be concentrated upon during this period. Vernacular materials from the Bisayas should be the target of acquisition during this year.

In this fourth year, manuscripts also should be stressed. Manuscript is used broadly to include original material, either in handwriting or in typescript. The Philippine presidential papers should be obtained in microfilm. Papers of other prominent political, economic, and social leaders of the Philippines should be acquired in microfilm. The Mormon Church project of microfilming church records should be obtained, since these records provide wealth of data on local history. The following sources should be consulted for possible purchase of titles on local materials:

1. Edralin, Josefa S. and Vicenta C. Rimando. Local Government in the Philippines; a Classified, Annotated Bibliography. Manila, Joint Local Government Reform Commission, 1970. 236p.
2. Morco, Erlinda S. Philippine Business Literature: A Bibliography. Quezon City, Division of Business Research, College of Business Administration, University of the Philippines, 1971. 427p.
3. Philippines. University. Institute of Planning. Annotated Bibliography of Philippine Planning. 1968+
4. Tiamson, Alfredo T. Mindanao-Sulu Bibliography. Davao, Ateneo de Davao, 1970.

5. Fifth Year (1979-80). Acquisition of publications of the international organizations, both in serials and monographs,

should be stressed during this year period. This important category has been deferred to the fifth year on the assumption that we would have most of the major publications of the ILO, WHO, ECAFE, etc. For the Ilocano Collection, Spanish materials should be stressed. For vernacular materials, emphasis will be materials originating from Mindanao.

A new category of materials to be acquired during this period is the Chinese and Japanese materials on the Philippines. The Chinese have played a significant role in the Philippines, thus Chinese publications on the Philippines are essential. Japan has now replaced the United States as the leading trade partner of the Philippines. Important Japanese publications on the Philippines are available.

6. Sixth Year (1980-81). The major concerted effort to build the Philippine research collection will be phased out during the end of the sixth year. We have projected to acquire most of the significant research materials after six years of intensive acquisition effort. After the developmental period, a modest amount of about \$1,000, excluding serial subscription, should be able to support effectively the PSP.

Philippine Serials in the Asia Collection
University of Hawaii Library*

ASLP Bulletin (Manila)
v.11(1965) - 16(1970)

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ENCLOSURE C - 1

Filipiniana in Microfilmed Spanish Documents
on Deposit in the Asia Collection of
the University of Hawaii Library

Compiled by
Dale S. Miyagi and Susan Thompson

Revised June 1974
By Nan Harvie

- Asia
Microfilm
804
reels 1-10
- Spain. Ministerio de Ultramar.
(Documentos sobre las Islas Filipinas) 1827-99.
- reel 1 Spain. Archivo Histórico Nacional. Sección de Ultramar.
Filipinas. Gracia y Justicia. 1890. Legajo 2243.
- item 1 "Memoria acerca de las reformas judiciales más im-
portantes y de más urgente planteamiento en el ar-
chipiélago Filipino." Por Dⁿ Juan Alvarez Guerra.
1885. 111 p.
- item 2 Spain. Archivo Histórico Nacional. Sección de Ultramar.
Filipinas. Gracia y Justicia. 1891. Legajo 2253.
- "Deportación de Don Manuel Hidalgo." 1888-89.
72 p.
- item 3 "Deportación a Mindoro decretada por el G.G. de José
Rizal, Manuel Timoteo de Hidalgo, Silvestre Waldo y
Antonio Lopes." 1888. 75 p.
- item 4 Spain. Archivo Histórico Nacional. Sección de Ultramar.
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- "La colonia filipina de Madrid y la Asociación His-
pano-Filipina, solicitan la vuelta a sus hogares de
varios deportados a Mindoro." 72 p.
- item 5 "Deportación a Baler del Abogado Filipino Dⁿ Doroteo
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- item 6 Spain. Archivo Histórico Nacional. Biblioteca.
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- item 7 Spain. Archivo Histórico Nacional. Sección de Ultramar. Ultramar. Expedientes. 1879-88. Legajo 3127.
- "Catálogo extractado del índice de la Biblioteca del Ministerio de Ultramar para uso de los funcionarios de dicho departamento." Madrid, 1897. 364 p. plus approx. 45 p. of additional titles in ms.
- item 8 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Expedientes. 1867-70. Legajo 3150.
- "Memorias sobre las misiones de Asia." 95 p.
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item 1 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gracia y Justicia. 1899. Legajo 2255.
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- item 2 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Fomento. 1894. Legajo 476.
- "Medios que el gobierno y la sociedad económica de amigos del país de Filipinas pueden emplear para obtener el desarrollo de la agricultura en el país." Por D. A. de Keyser y Muñoz. Manila, 1869. 55 p.
- item 3 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Fomento. 1899. Legajo 612.
- "Colonización: estadísticas y memorias." 1872. 120 p.
- item 4 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gracia y Justicia. 1899. Legajo 2320.
- "Regimen municipal de los pueblos de las provincias de Luzon y Visayas en las islas Filipinas." 1893-97. 128 p.
- item 5 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1882. Legajo 3501.
- "Memoria sobre crisis monetaria y establecimiento de una casa de moneda en Manila, dirigida al Exmō. Sōr. Ministro de Estado y Ultramar en consulta n.42, fecha 19 de Mayo de 1857." 255 p.
- item 6 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gracia y Justicia. 1878. Legajo 4580.

- "Visita girada a los Juzgados del Archipiélago, y proyectos de reformas en procedimientos y organización de Tribunales." 1877. 116 p.
- item 7 "Competencia entre la Admōn. y la Audiencia, a consecuencia del conflicto surgido entre el Gobernador P.M. y el Juez de 1ª instª." 1877. 57 p.
- item 8 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1819-72. Legajo 5152.
- "Sublevaciones en Filipinas." 1820-41. 520 p.
- item 9 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1853. Legajo 5164.
- "Historia presente y porvenir de las islas Marianas por el Coronel de Ing. D. Felipe de la Corte y Ruano." 63 p.
- item 10 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1859. Legajo 5172.
- "Sobre la observancia de las prerogativas concedidas al G.C.G. de poner el complase en todos los decretos y rđ ordđ que han de regir en las Islas." 1859. 38 p. cf. reel 4, item 3.
- reel 3
- item 1 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Fechos. 1857-65. Legajo 3290.
- "Instrucciones dadas al Exmō. Sr. D. Carlos Mē de la Torre, G.S.C. electo pē las Islas Filipinas." 225 p.
- item 2 "Instrucciones comunicadas al Teniente General D. Fernando de Norzagaray, 24 de Enero de 1857." 16 p.
- item 3 "Instrucciones comunicadas al Teniente General Don José MacCohon y Blake, 23 de Julio de 1860." 63 p.
- item 4 "Instrucciones comunicadas al Teniente General Don José de Lemery e Ibarrola, 26 de Octubre de 1860." 40 p.
- item 5 "Instrucciones dadas al General Echagüe, Gob̄ Sup. Civil, 22 de Mayo de 1862." 23 p.
- item 6 ("Instrucciones reservadas dadas) Al Teniente General Don Juan de Lara, Gobernador Superior Civil de las Islas Filipinas." 1865. 57 p.

- item 7 "Instrucciones dadas al Gobernador Superior Civil de las Islas Filipinas, D. Rafael Izquierdo." 1871. 29 p.
- item 8 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Fechos. 1860-76. Legajo 3295.

"Dictamen del Consejo de Filipinas, emitido en 18 de Marzo de 1873, proponiendo las bases generales a que ha de obedecer y sujetarse la política del Gobierno General de Mindanao y Joló." 34 p.
- item 9 "Memoria redactada en 2 de Abril de 1872 por la Comisión facultativa creada para el estudio de la composición geológica del territorio de Mindanao y para el de los importantes problemas de conquista y colonización de aquellas islas." 158 p.
- item 10 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gracia y Justicia. 1899. Legajo 4213.

"El Presidente de la Audª de Manila transcribe un acuerdo del Tribunal pleno relativo al Decreto orgánico de Tribunales de Ultramar." 1872. 47 p.
- item 11 "Expediente promovido en el Supremo Tribunal de Justicia, acerca de las medidas que deben adoptarse para evitar el aumento de las causas por fugas, resistencia y desacato en el territorio de la Audiencia de Manila." 1870. 22 p.
- item 12 "Memoria presentada por el Señor Magistrado Don Salvador Elío con motivo de la visita girada a varios Juzgados del Territorio de la Audiencia de Manila." 1872. 380 p.
- item 13 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1838-42. Legajo 5155.

"Exposición del General D. Andres Garcia Camba." Cadiz, 1839. 156 p.
- item 14 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1845. Legajo 5157.

"Memorias sobre la situación política de las provincias del Archipiélago." 255 p.
- ree1 4 (Legajo 5157 cont.)
item 1 "Memorias sobre la situación política de las provincias del Archipiélago." 54 p.

- item 2 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1850-51. Legajo 5162.
"Extracto histórico de los hechos más notables que han tenido lugar al sur del Archipiélago en el presente siglo 1850." 214 p.
- item 3 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1859. Legajo 5172.
"Sobre la observancia de las prerogativas concedidas al G.C.G. de poner el cumplase en todos los decretos y r^os ord^os que han de regia en las Islas." 24 p.
(cf reel 2, item 10)
- item 4 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1859. Legajo 5173.
"Nombramiento de D. Franco, Torrontegui y Morales Gobernador militar y político de Samar en reemplazo de D. Eduardo Gutiérrez de Cabiades." 114 p.
- item 5 (Legajo 5173 cont.)
"D. Fernando de Norzagaray, Gobernador Capitan General de Filipinas, su dimisión admitida." 31 p.
- item 6 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1860. Legajo 5176.
"Sobre anulación de las Elecciones de Gobernador-cillo. Los principales del gremio de naturales de Pasig lo solicitan por medio de exposición." 25 p.
- item 7 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1862. Legajo 5188.
"Insurrección en Leyte." 114 p.
- item 8 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1872. Legajo 5216.
"Bonifacio Octavo (confinado)." 56 p.
- item 9 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1872. Legajo 5217.
"Prohibiendo la circulación de 'El Correo de España,' 'El Eco Filipino,' y demás periodicos de ideas republicanas ó carlistas." 32 p.
"Huelga de los obreros del Arsenal de Cavite." 9 p.

- item 10 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1872. Legajo 5218.
- "Sobre concesión del derecho electoral a los habitantes de las islas filipinas." 39 p.
- item 11 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1873. Legajo 5219.
- "Instancia suscrita por los Sr̄es. D. Rafael M. Labra y D^ñ. Manuel Regidor, en solicitud de indulto a los confinados D^ñ. Ant^o Regidor, D^ñ. Joaquin Pardo Tavera." 138 p.
- item 12 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1874. Legajo 5222.
- "D^ñ. Rafael Izquierdo y Gutiérrez, Gobernador Cap^o Gr̄al. de las Islas, Memoria." 1872. 189 p.
- item 13 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1876. Legajo 5227.
- "Creación del Consejo de Filipinas (proyecto)." 12 p.
- reel 5
item 1 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1865. Legajo 5200.
- "Relaciones con el Gobierno de las Islas de Sandwich." 36 p.
- item 2 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1876. Legajo 5228.
- "Sobre si deberá ponerse el 'Cumplase' por el Gobernador Gr̄al. en las soberanas disposiciones emanadas del Ministerio de Marina." 211 p.
- item 3 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1878. Legajo 5233.
- "Nuevo plan de organización del Ejército de las Islas." 191 p.
- item 4 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1888. Legajo 5258.
- "Sucesos ocurridos en el distrito de Samar." 231 p.

- item 5 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1892. Legajo 5280.
- "Expediente instruido con motivo de la visita girada a las boticas chinas de Manila." 583 p.
- reel 6
item 1 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1880. Legajo 5242.
- "Atribuciones y reformas reclamadas por el Gobernador Superior Civil, con motivo de los sucesos de Cavite." 1872? 259 p.
- item 2 "Memoria referente al Gobierno de las Islas Filipinas escrita para su sucesor en el mando por El Exmõ. Sõr. Gobernador Superior Civil y Capitan General Don Juan Alaminos y de Vivar." 1874. 90 p.
- item 3 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1894. Legajo 5289.
- "Sobre interpelación del Diputado Sõr. Pons acerca de abusos cometidos en las Islas." 243 p.
- item 4 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5305 (1ª parte)
- "Reforma económica. Comprende: Subsidio industrial y mercantil; Tributo." 1870-74. 319 p.
"Reforma del sistema de impuestos." 1878. 23 p.
- item 5 (Legajo 5305 (1ª parte) cont.)
"Colonias penitenciarias y Colonización de Mindanao: plan de dominación." 1872. 37 p.
- item 6 "Reforma en la legislación de Chinos-Inmigración." 1872. 44 p. (Cf. unidentified item concerning Chinese immigration, 1896, at end of item 3, reel 1)
- item 7 "Desestanco del tabaco." 1872. approx. 180 p.
- item 8 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5310 (2ª parte)
- "Arreglo parroquial y de misiones de Filipinas." 1891. 26 p.
- reel 7
item 1 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5308 (1ª parte)

- "Visita girada por el Gob^o Gr^{al}. a las Islas del S. del Archip^o Filipino." 1884. 11 p.
- item 2 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5314.
- "Moción del Consejero S^r Rosales y Liberal en contra de los proyectos de reformas administrativas remitidos por la Comisión de Filipinas." 1871. 18 p.
- item 3 "Moción del Consejo sobre las causas de la decadencia y atraso en que se halla el Archipiélago Filipino." 1872. 41 p.
- item 4 "Moción del Consejo relativa al malestar que reina en las Islas Filipinas, causas que lo producen y medios de combatirlo." 1872. 35 p.
- item 5 "Moción del Consejo sobre los vicios y abusos que entraña el actual sistema de impuestos directos." 1872. 15 p.
- item 6 "Moción relativa a las causas determinantes del estado actual de las Islas Filipinas." 1873. 29 p.
- item 7 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5314 (2^a parte)
- "Reforma de la adm^on. provincial y municipal en las Islas Filipinas. 31 p.
- item 8 "Proyecto de reforma referente al Gob^o y Adm^on. de las provincias del Archipiélago." 1874. 98 p.
- item 9 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5336.
- "Expediente sobre división territorial de Mindanao." 8 tables.
- item 10 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5339.
- "Sobre reformas en el mando de las provincias de Cagayan, Isabella y Nueva Vizcaya y creación de un Gobierno Militar en el 'Valle de Cagayan', recomendando para Jefe de él al Comandante D. Faustino Villa Abrielle." 1882. 45 p.
- item 11 "Proyecto de reglamento para las elecciones de Ministros de Justicia en aquel Archipiélago." 1890. 60 p.

- item 12 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5343.
- "El Consejo de Filipinas propone varias medidas encaminadas a reorganizar y moralizar la prestación personal." 1876. 330 p.
- item 13 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5344.
- "Memoria sobre un plan de fomento presentada al Excmo. Señor Gobernador Superior Civil de Filipinas, por la Comisión de Reformas Administrativas. En Marzo de 1870. Manila, Imprenta Militar, 1870. 20 p.
- item 14 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5346.
- "Memoria reservada del Gob[er]n[ador] Gr[ati]a sobre la Adm[on]str[ación] del País en los diferentes ramos que abraza, y opinión de esta Autoridad respecto a lo que cree más oportuna para el progreso del Archipiélago y sobre su más ordenada y perfecta organización." 1881. 239 p.
- item 15 "Sobre la situación de los Gobernadorcillos, y gastos que les origina el cargo." 1872. 148 p.
- item 16 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5348.
- Expte. 10: "Memoria redactada por el Gobernador civil de Batangas, Don Manuel Mariano y Vivó." 315 p.
- item 17 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5359.
- "Comunicaciones referentes a los sucesos ocurridos en Carolinas Orientales durante la guerra entre España y los Estados Unidos." 36 p.
- item 18 "Sucesos ocurridos en Islas Marianas los días 21 y 22 de Junio de 1898 con motivo de la llegada del crucero de guerra norteamericano 'Charleston'." 23 p.
- reel 8
item 1 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5351. No. 3, 4.
- "Memoria reservada que al entregar el mando superior de Filipinas el Exm[er]ito Sr. Marqués de Estella deja a su sucesor." 1883. 404 p.

- item 2 "Memoria reservada sobre el Gobierno General de Filipinas, del Excmo. Sor. D. Domingo Moriones y Murillo, Teniente General, Marqués de Oroquieta, al cesar en el mando." 259 p.
- item 3 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5352.

"Real Decreto de 26 de Febrero de 1867 creando una Comisión que examine los Archivos del Reino y del extranjero para esclarecer los derechos de España en sus posesiones ultramarinas, y Trabajos de dicha Comisión." Tomo 1. 352 p.
- item 4 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5356.

"Sucesos contra el orden público independientes de la rebelion." 62 p.
- item 5 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5359.

"Antecedentes varios referentes a la Masonería en Filipinas." 78 p.
- item 6 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5360.

"Manila M.R.P.P. Fr. Bartolome Alvarez del Manzano Provincial de Stº Domingo." 7 p.
"Asunto Sorsogon. Gobº." 6 p.
"Del P. Provincial Recoletos. Marianas-Mindoro." 10 p.
- item 7 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5361.

"Cartas oficiales de carácter general al Ministerio de Ultramar, 1897 y 1898." 590 p.
- reel 9
item 1 (Continuation of item 7, reel 8)
- item 2 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5352. 4º tomo.

"Reclamaciones de los Representantes de Alemania y de la Gran Bretaña sobre los derechos de España a las Islas Carolinas y Palaos. 609 p.
- item 3 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5353.

"Carolinas y Palaos." 260 p.

item 4 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5336.

"El Gob^o. Gr^{al.}., da cuenta de la situación de Mindanao, de su importancia y de las medidas que deben adoptarse en aquel país; Remite copias de una comunicación del Gob^o. P.M. de aquel Distrito y de un extenso informe del mismo." 109 p.

reel 10

item 1

Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Gobierno. 1899. Legajo 5318.

"Reducción de infieles." 1881-82. 366 p.

item 2 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Serie adicional. 1865-1870. Legajo 5869.

"Memoria sobre la isla de Singapore." 1866. 103 p.

item 3 Spain. Archivo Histórico Nacional. Sección de Ultramar. Filipinas. Serie adicional. 1869-70. Legajo 5870.

"Proyectos de reforma de la Adm^on. y Gobierno." 274 p.

item 4 Spain. Archivo del Museo Naval. MSS. 621.

"Observaciones sobre el estado político, y económico de las Islas Filipinas." 122 p.

item 5 Spain. Archivo del Museo Naval. MSS. 2237.

"Votos de un amante del buen orden dirigidos a corregir los vicios introducidos en la Administración Temporal y Espiritual de los pueblos de las provincias de Filipinas. Año de 1820." 74 p.

item 6 Spain. Archivo del Museo Naval. MSS. 1308.

"Bibliografía relativa a Micronesia presentada por Don Emilio Pastor y Santos, en su memoria relativa a las reivindicaciones españolas en Oceanía." 21 p.

item 7 Spain. Archivo del Museo Naval. MSS. 2201.

"Retrato geográfico-histórico-apologético de las islas Filipinas por D. Juan Antonio Tornos." 14 p.

item 8 Spain. Archivo del Museo Naval. MSS. 2237.

"Consulta del Capitan Dⁿ José Penaranda sobre reformar el metodo que se sigue p^a las elecciones de Ministros de Just^a" 12 p.

item 9 Spain. Archivo del Museo Naval. MSS 621.

"Reflexiones políticos sobre las Islas Filipinas, y Marianas" 123 p.

item 10 Spain. Archivo del Museo Naval. MSS. 1721.

"Diario de D. Pascual Enrile desde su llegada a las Islas Filipinas. 1828-1835." 173 p.

reels 11-12 (Memorias de las Islas Filipinas)

reel 11

item 1

Madrid. Biblioteca Nacional. Departamento de Manuscritos. MSS. 20325.

"Informe e extendido de orden de S.M. por el Señor Manuel Bernaldez y Pizarro, Oidor de Manila, con fecha 26 de Abril 1827, proponiendo cuanto cree conducente al bien y prosperidad de dichas Islas." 267 p.

item 2 Madrid. Biblioteca Nacional. Departamento de Manuscritos. MSS. 19281.

"Memoria descriptiva é histórica de las Islas Marianas, escrita por El Teniente coronel Dⁿ Felipe de la Corte y Ruano Calderon, del Cuerpo de Ingenieros del Ejercito, Gobernador de dichas Islas...Islas Marianas, 1865." 428 p.

item 3 (Items 3-6 repeated at end of reel with different exposure)

Madrid. Biblioteca Nacional. Departamento de Manuscritos. MSS. 19218.

"Memoria referente a las secciones 1^a, 2^a, 3^a, 6^a, y 8^a, Marianas, Agana." 160 p.

item 4 "Comisión Provincial de la Provincia de Bulacan para la Exposición de Filipinas. Memoria." 10 p.

item 5 "Exposición General de las Islas Filipinas. 1887. Provincia de Pampanga." 18 p.

item 6 "Exposición General de las Islas Filipinas. 1887." (Various provinces) 163 p.

item 7 Madrid. Biblioteca Nacional. Departamento de Manuscritos.
MSS. 19697.

"Memoria que presenta la Comisión Provincial de
Cagayan en la Isla de Luzón para la Exposición
General de Filipinas." 5 p.

reel 12

item 1 Madrid. Biblioteca Nacional. Departamento de Manuscritos.
MSS. 19237.

García y Ruiz, José. "Memorias critico-contemporaneas
de Islas Filipinas." 236 p. (some pages missing)

item 2 Madrid. Biblioteca Nacional. Departamento de Manuscritos.
MSS. 19579.

Sánchez y Sánchez, Domingo. "Datos relativos al
Museo-Biblioteca de Filipinas." 38 p.

item 3 Madrid. Biblioteca Nacional. Departamento de Manuscritos.
MSS 19697 (12)

Fernandez, Vicente. "Memoria de la provincia de Bataan
hecha con motivo de la Exposición que ha de celebrarse
en Madrid en el año 1887." 41 p.

item 4 Biblioteca Museo Balaguer de Villanueva y Geltru (Barcelona)

Nº 112. "Expedición a Joló. 1876." p.1-68, 315-325.

item 5 Nº 110. "Memoria del General Jovellar: Islas Filipinas."
p. 1-337.

Asia Microfilm

805 (1 reel) France. Consulat, Manila.

Correspondance commerciale consulaire, Manille, 1884-96
14 items.

Selected items from v. 5-7 of the Archives of the
Ministère des Affaires Etrangères; included are the
Rapports commerciaux.

ENCLOSURE D - 1

Philippine Source Materials in Microfilm in the Asia Collection
University of Hawaii Library*

- American Chamber of Commerce. Journal. Manila
1923: January - 1941: November. 1948: January - 1949: December.
- H. O. Beyer Collection. 10 reels.
- Philippine Association. Special Reports. Legislative. Manila
1954: Feb. - 1956
- Chinos Manila + Index. 1, 20 reels.
- Historical Data Papers (Provincial Histories). 60 reels
- Philippine Insurgent Records. 1896 - 1901. With associated records of U.S.
War Department, 1900 - 1906. Manila. 82 reels.
- Philippines Free Press. January 1907 - December 1913. July 4, 1914 - Jan. 3, 1942.
Jan. 1946 - December 1964.
- Philippines (Republic) (Letters to the Government on Land Settlement). 1950.
- Philippines (Republic) Bureau of the Census and Statistics. Foreign Trade and
Navigation of the Philippines.
1947 - 1954, 1956 - 1959
- Philippines (Republic) Congress. House of Representatives. History of Bills
and Resolutions.
1945 - 1959
- Philippines (Republic) Congress. Senate. History of Bills and Resolutions.
1945 - 1959
- Senate. Congressional Record (for regular
sessions only). 1946, 1954, 1962:
Jan. 22, Feb. 2
- Philippines (Republic) Government Survey and Reorganization Commission. Report.
1955 - 1956
- Philippines (Republic) National Land Settlement Administration. Annual report.
1945 - 1949. one reel.
- Philippines (Republic) Official Gazette.
v.1 - 28, Sept. 1902 - July 15, 1930. v. 53 - 57. January 1957 - Dec. 1961.
- United Presbyterian Missionary Correspondence.
1899 - 1908. one reel.
- U.S. Consulate. Despatches from U.S. Consuls in Manila. 1817 - 1899. 12 reels.
Iloilo. 1878 - 1886.

*For Spanish materials, see Enclosure C.

ENCLOSURE E - 1

Filipino Newspapers and Periodicals Published in Hawaii

Located in the Hawaiian Collection, University of Hawaii Library

The Filipino herald of Hawaii. v.1- Mar. 1962- Honolulu. semimonthly
1962 (v.1, no.4-5, May 15-30)

Filipino news, Hawaii's territorial Filipino newspaper. Lihue, Kauai,
Filipino News, Ltd. weekly
1955 (v.27, no. 17) - (v.30, no.26)

Filipino outlook; masakbayan mi nga Filipinos. v.1, no.1- Jan. 1934
Honolulu. monthly
1934 (v.1, no.1-2, Jan. - Feb.)

Hawaii nei. v.1- Jan. 1941- Honolulu, Hawaii Nei Pub. Co. etc.
monthly
[1941 - 1943, 1946 - 1947, 1950]

Hawaiian reporter. [Filipino edition] v.1- June 18, 1959- Honolulu,
1959-61. weekly
1959 (v.1, June 18) - 1961 (v.2, no.40, Mar. 16)

Hawaii's Filamerican tribune. Honolulu, Filamerican Tribune, Ltd., 1955.
irregular
1951 (Apr. 27) - 1955 (Dec. 12)

Ti Mangyuna. Honolulu, Honolulu Record Pub. Co., Ltd. bi-weekly
Ceased publication with v.9, no.20, July 7, 1958.
[v.3 (1952) - 9 (1958)]

Moncado and his mission bulletin. v.1- Jan. 1955- Honolulu, Supreme
Council of [Equi Friili Brium] students, 1955-57.
1955 (v.1, Jan.) - 1957 (v.3, no.6, June)

The new post. v.1- Feb. 1947- Honolulu, Labez Publishing Co. irregular
v.1 (1947) - [2 (1949)]

Now is the time. v.1- May? 1953- Wailuku, Maui. semimonthly
1953 (v.1, no.2, June 1)

The Pacific Courier. v.1- Feb. 1967- Honolulu, Pacific Pub. Corp.
monthly
Includes Filipino Chamber of Commerce News supplement.
v.5 (1973) +

Pahayag. no.1- Dec. 1972- Honolulu monthly
"Published by ... concerned Filipinos and Americans in Hawaii ... alarmed
at the future of the Philippines under Marcos."
no.1 (1972) +

Philippine-American press. v.1, no. 1-2; April-May 1960. Honolulu, Philippine-American Goodwill Foundation. monthly
1960 (v.1, no.1, Apr. 15)

Philippine press. v.1- Jan. 1934- Hilo, Hawaii, F. A. Respicio.
bi-weekly
1934 (v.1, no.2-4, Jan. 15 - Feb. 15)

The Philippines in Hawaii; annual review of Filipino progress in Hawaii and of Philippine-American trade and cultural relations. v.1- 1948-
Honolulu, Philippine Consulate General. annual
1948 - 1949

The Philippines journal. v.1, Dec. 1947. Honolulu, ANP Publishing Company.
monthly
1947, 1949, 1955 (suppl.), 1960, 1962

Pilipino progress. v.1- Sept. 10, 1965- Pearl City, Hawaii, Pearl City
Pub. Co., Inc. weekly
1965 (v.1, no.1-17, Sept. 10 - Dec. 31)

ENCLOSURE F - 1

A Preliminary Proposal for the Establishment of the
Philippine Documentation Center
University of Hawaii Library

I. Introduction

The research world is faced by the ever increasing publication rate in the midst of increasing costs in obtaining, processing, and servicing research materials. It becomes imperative that an institution assume a national responsibility to obtain research materials on a given geographical area or on a topic. It is not economical for many major libraries to obtain the same materials which are infrequently used when only one copy is sufficient provided that library announces its availability and delivers the document to users on a national scale.

II. Rationale for a Center

To create a Philippine Documentation Center at the University of Hawaii is an economically viable project. No library, even the Library of Congress, for example, in spite of its comprehensive collection of Philippine government documents, can possibly satisfy research needs for official publications. Obtaining these publications as soon as they are published is imperative because they are produced in extremely limited numbers and almost immediately become unavailable.

The rationale for establishing a Philippine Documentation Center is to provide information and documents on the Philippines effectively and efficiently to the users. This rationale is fulfilled by accomplishing these three objectives:

1. Initiating comprehensive and systematic current acquisition of research materials on the Philippines.
2. Making these materials available through bibliographical announcements and delivering requested materials to libraries and researchers.
3. Serving as a "gatekeeper" to the current and projected research on the Philippines by informing who is doing what? where? and who is receiving grants from where?

With the establishment of the Center, it would be possible to establish four contact centers in the Philippines: Manila, Baguio, Cebu and Cagayan de Oro. Obtaining regional materials is especially urgent because these materials rarely enter the regular trade-book structure and because of the growing trend among American scholars toward a microanalytic approach that would require regional materials. Each of the contact centers will be requested to send one copy of any material with potential research value to Hawaii. The Center will send books and journals as exchange items with the centers so that they will receive American publications which are extremely expensive to obtain

in the Philippines. This arrangement will be mutually beneficial to both parties.

III. Why Hawaii

With the proposed PSP, the Philippine Documentation Center will be the logical component of such a program. There is a constant stream of American and Filipino scholars stopping in Hawaii for several days to discuss their research plans or their preliminary findings with the faculty at UH and the staff at the East-West Center. This "gatekeeper" function provides the proposed Center with the capability of obtaining the latest information and status on the research activity regarding Philippine studies. The proposed center will systematize the informal situation and will communicate this pool of information to other Philippine specialists through a newsletter.

The University has a good Philippine collection from which the documentation center can be built. The five institutes at the East-West Center have working collections in the areas of communication, population, culture, learning, food, and technology and development. The institute collections emphasize informal publications such as conference and seminar papers and other highly specialized materials (position papers, memoranda, etc.) while the University's library stresses more formal publications. With these two as foundation, we have an excellent base to build the proposed documentation center.

IV. Procedure (or Time Schedule)

Three stages in the development of the Documentation Center are projected. The first stage is the creation of the documentation center; the second is the development of the bibliographic center; and the third is the establishment of the information clearinghouse.

Briefly, the first stage (first year) will be the creation of the documentation center to collect research materials and to make copies for requesting libraries. As stated earlier, the University Library has already in its possession strong holdings on the Philippines. Concerted effort will be made to enlarge the current acquisition program from the additional funds requested through this proposal.

The second stage (second year) will be the creation of the bibliographic base on magnetic tape to the published and processed materials on the Philippines from 1898 to the present. A scholar has one paramount need--information/data on his area of specialization must be available to him, both comprehensively and efficiently. The task of a scholar is to explore new fields, new topics thus the existing published bibliographies are usually inadequate. The bibliographic base will generate on-demand bibliographies based on reference citations tagged in depth. Thus scholars will have a flexible tool to retrieve his highly specialized requests from the comprehensive base envisioned by the Center.

The third stage (third year) will be the establishment of the clearing-

house to serve as the "gatekeeper" to the current, projected and recently compiled research on the Philippines. A newsletter is planned as an integral part of the clearinghouse to disseminate information on current publications, research in progress, announcements and awards of grants and fellowships, field activities, etc. At the present, there is no single source to gather, store, and disseminate this valuable information gathering function so critically needed by the Philippine specialists.

ENCLOSURE G - 1

Library Questionnaire Distributed to UH Faculty

PHILIPPINE STUDIES PROGRAM
Feasibility Survey

LIBRARY RESOURCES

1. For your research and teaching purposes, the Philippine materials in the University of Hawaii Library are: (circle appropriate response)

Poor Average Above Average Excellent

2. For your research and teaching purposes, the following categories of materials (e.g., government documents, newspapers, audio-visual, vernacular, etc.) should be given acquisition priority: (list in order of priority)

a. _____ d. _____
b. _____ e. _____
c. _____ f. _____

3. List specific titles of Philippine materials the library should obtain: (list in priority order)

a. _____
b. _____
c. _____
d. _____
e. _____

4. Your suggestions and comments regarding the availability and conditions of the Philippine materials at U.H. will be appreciated. _____

ENCLOSURE H - 1

Library Questionnaire Distributed to UH Students

PHILIPPINE STUDIES PROGRAM
Feasibility Survey

LIBRARY RESOURCES

1. As a user of the library, the Philippine materials in the University of Hawaii Library are: (Check appropriate response)

- _____ a. poor
- _____ b. average
- _____ c. above average
- _____ d. excellent

2. As a user of the library, the following categories of materials (e.g. government documents, newspapers, audio-visual, vernacular, etc. should be given acquisition priority. (List in order of priority)

- a. _____ e. _____
- b. _____ f. _____
- c. _____ g. _____
- d. _____ h. _____

3. List specific titles of Philippine materials the library should obtain: (Please list in order of priority)

- a. _____
- b. _____
- c. _____
- d. _____

4. Your suggestions and comments regarding the availability and conditions of the Philippine materials at U.H. will be appreciated. _____

