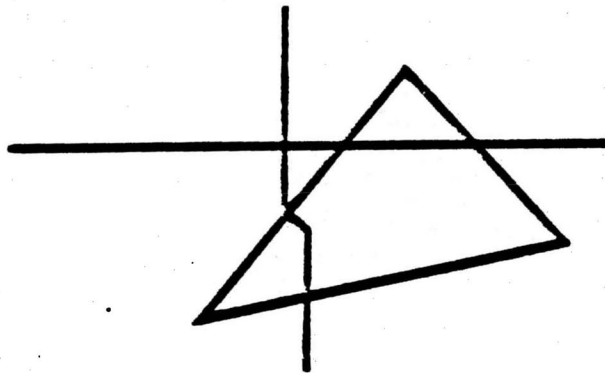


**HISTORY OF THE
PACIFIC ISLANDS STUDIES PROGRAM
AT THE UNIVERSITY OF HAWAII: 1950-198**



by AGNES QUIGG

**Working Paper Series
Pacific Islands Studies Program
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University of Hawaii at Manoa**

EDITOR'S NOTE

The Pacific Islands Studies Program, often referred to as PIP, at the University of Hawaii had its beginnings in 1950. These were pre-statehood days. The university was still a small territorial institution (statehood came in 1959), and it is an understatement to say that the program had very humble origins. Subsequently, it has had a very checkered history and has gone through several distinct phases. These and the program's overall history are clearly described and well analyzed by Ms. Agnes Quigg. This working paper was originally submitted by Ms. Quigg as her M.A. thesis in Pacific Islands Studies. Ms. Quigg is a librarian in the serials division, Hamilton Library, University of Hawaii. Earlier in this decade, she played a crucial role in the organization of the microfilming of the archives of the U.S. Trust Territory of the Pacific Islands, Office of the High Commissioner, Saipan, Northern Marianas. The archives are now on file at Hamilton Library. Formerly, Ms. Quigg was a librarian for the Kamehameha Schools in Honolulu.

R. C. Kiste
Director
Center for Pacific Islands Studies

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Agnes Quigg

1987

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I am indebted to a number of people who have helped me to complete my story. Judith Hamnett aided immeasurably in my knowledge of the early years of PIP, when she graciously turned over her work covering PIP's first decade. Often towards the end of my study Mrs. Hamnett kindly located and provided essential statistics on current PIP activities. The present and former leaders of PIP, Robert Kiste, Leonard Mason, Norman Meller and Carl Daeufer, willingly granted me interviews, adding a number of important and interesting perspectives. I appreciated the time that Ron Crocombe, Director of the Institute of Pacific Studies, University of the South Pacific, and several program alumni—John Jonassen, Ralph Kensak Wari, and Russell Surber—spent in writing thoughtful evaluations of PIP's value to their careers and to the Pacific Island nations. Their responses have been quoted in the final two chapters. To all these people I would like to offer my sincere "thank you."

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CHAPTER I
INTRODUCTION

The Pacific is a major world area spreading across nearly sixty-four million square miles, approximately one third of the globe. Pacific waters are dotted with thousands of islands, more numerous than those in all other oceans and seas of the world combined. The central Pacific is divided into three geographic areas known as Melanesia, Micronesia and Polynesia. Knowledge of the Pacific emerged slowly like the scenes in a woven tapestry, from information that was gathered, shaped and colored by generations of Pacific travelers.

Early Perceptions of the Pacific

European knowledge of the Pacific began in 1519 when Ferdinand Magellan discovered the straits bearing his name and sailed into Pacific waters. Prior to Magellan's discovery the area which came to be known as the Pacific appeared as a great void on the maps of the world, and scientists and philosophers of the day speculated that a "balanced" world required the existence of a large continent somewhere in the southern hemisphere.

Spanish and Dutch explorers followed Magellan hoping to locate the illusory southern continent known as "Terra Australis Incognita." But the Spanish were primarily interested in gold and spices, while the more prosaic Dutch were interested in trade potentials. Pacific explorations continued throughout the seventeenth century. As accounts of the voyages were published Europe began to view the Pacific with a new interest.

Science flourished in Europe in the eighteenth century, dominating scholarly thought. Scientists saw the Pacific as a place where they could study man and nature in a setting untouched and unspoiled by civilization. Scientists, sponsored by England's Royal Society, first traveled to the Pacific with the three voyages of James Cook, a captain who combined the skills of seamanship, leadership, knowledge of navigation, and intuition. Cook's voyages produced accurate charts of many new or previously discovered islands as well as a wealth of scientific information including specimens. Cook was also able to conclusively disprove the theory of a "Terra Australis Incognita."

When accounts of Cook's voyages were published they excited the imaginations of Europe's romanticists. Novelists, dramatists, poets and painters borrowed from Cook's data to create visions and tales of a Pacific full of romance and daring adventure, a tropical paradise where man could escape from the responsibilities imposed by civilization. The Pacific Islander, most particularly the Polynesian, was exalted as an example of Rousseau's "Noble Savage," a man in perfect accord with his surroundings. This romantic view of the Pacific had tremendous and lasting appeal, for as Robin Winks suggests: "...what people want to believe to be true of another people is more important than the objective facts themselves."¹

Pacific explorations inspired others to enter the Pacific—missionaries, traders, whalers and colonial governments interpreted the explorers' accounts to justify their own interests. The perceptions of these groups would in turn add further dimension to the growing Pacific montage.

Although Jesuit Fathers traveling with the early Spanish explorers had been the first missionaries to enter the Pacific, it was the missionaries of

the great spiritual reform movement in England known as the Evangelical Revival who introduced some conflicting perspectives of the Pacific native. Choosing Polynesia as the site for their first Christian efforts the Evangelicals viewed the Polynesian not as a "Noble Savage," but rather as an uncivilized heathen who worshiped pagan idols, lacked sexual restraint, and was incapable of understanding the reasons for procreation. As these missionaries toiled tirelessly to eradicate the natives' traditional lifestyles—giving them a written language and teaching them to read—they became the greatest agents of change to Pacific cultures.

While the missionaries saw the Pacific as a place to win converts to Christianity, the traders and whalers looked on the Pacific as a region where they could exploit the natural resources. Traders soon depleted the region's forests of sandalwood and turned their sights next on "beche de mer," pearls and copra. The rich whaling grounds in Pacific waters attracted American whaling fleets in pursuit of their giant prey. As the whalers returned to their home ports with Pacific tales, American missionaries were inspired to enter the area to spread American concepts of Christianity.

Small pockets of white settlements were established in many of the island groups precipitating numerous problems between the natives and settlers. When various foreign governments were called on to arbitrate disputes the colonial powers began to view the region as a place to increase imperial domains, deploy excess and sometimes undesirable populations, and establish fueling stations for their ships. Some colonials justified their entrance into the Pacific by looking at the natives as lesser human beings than whites, ignorant children, incapable of handling their own affairs of government and therefore needing to be colonized in order to be cared for. These colonial perceptions

often permeated the Pacific Islanders' self-image, an image that some would find difficult to overcome until the second half of the twentieth century.

By the early decades of the twentieth century the Pacific was perceived as a sleepy backwater of remote colonial outposts, a region of small populations and few exploitable resources. Although the Pacific sea lanes were considered vital, colonial governments felt relatively secure with their island colonies. But the Pacific's romantic image of a South Seas paradise prevailed over all, for men still dreamed of the region as a place where they could escape the hum-drum of civilization to stroll lonely whitesand beaches, relax under coconut trees and perhaps experience romance with exotic island maidens. This was the collage of images that had developed from more than four hundred years of European and American contact, and the tapestry of the Pacific would continue to grow. However, in the years ahead the United States and others dealing in Pacific affairs would find they needed a more realistic and accurate picture of the the Pacific Islands and its many cultures.

World War II Impacts on Pacific Awareness

The fierce and bloody battles of World War II brought new levels of Pacific awareness. As the U.S. and its allies struggled to recover remote bits of land from the Japanese, the Pacific became a place where America had to overcome the "yellow peril." Daily news headlines carried such little-known names as Guadalcanal, Saipan, Bougainville and Truk into American homes. While the battles claimed countless lives, the Pacific acquired worldwide strategic importance. Leading governments realized that redistribution of the world's vital resources depended on free access to the shipping lanes that crisscrossed the Pacific. With the Japanese surrender the

victorious world powers negotiated to protect their international rights in this key area.

War in the Pacific introduced native populations to the modern technologies, attitudes, and political concepts of the twentieth century, concepts that eventually led to the emergence of a growing number of independent Pacific Island nations. The colonized Pacific Islanders of the southwest Pacific experienced a new sense of equality when American G.I.'s treated them with a respect they had not received from their colonial masters, and as they witnessed U.S. troops, black and white, sharing the same hardships and benefits. These contacts helped the Pacific natives to view themselves with a new perspective.

In the early post-war years many areas of the Pacific were subjected to intense study, as the U.S. and its allies sought to bring economic rehabilitation to island cultures. The U.S. was named as trustee of the former Japanese-governed islands of Micronesia. To facilitate the U.S. Navy in administering the provisional government and later the Department of Interior in establishing its trusteeship, the U.S. government sponsored a massive scientific investigation of Micronesia. Anthropologists, biologists, and others conducted and published comprehensive studies making noteworthy contributions to Pacific scholarship.

A National Effort to Build Area Expertise

World War II not only contributed to a new level of Pacific awareness, the war also forced global responsibilities on the U.S. A generation of Americans had been exposed to a larger world that they were never again able to ignore.

The principal lesson learned from the war was that the nation could no longer isolate itself from the affairs of other continents.

The American people who are suffering from the plague of war must see clearly by the grave lessons of many years that their stubborn isolationist sleep brought neglect of their responsibilities to other nations. A failure to cooperate with the other nations of the world in the years to come will imperil both the present generation and generations to come. A wide, world-embracing view, with all its responsibilities, is theirs to adopt. This is America's self interest...²

The war lasted long enough for American universities to participate in the effort. During the war years, at various campuses across the nation, select groups of military personnel were trained in the languages and cultures of the enemies that lived within the war theatres. At the war's end Frederick S. Dunn, Director of Yale's Institute of International Studies recommended an increase in graduate facilities in international studies which would serve the interests not only of the academic international studies enterprise, but the wider society as well. The result was an expansion of American scholarly competence in the decades following World War II, to encompass all areas of the world. Area study was one mechanism for the expansion, and the area study programs were patterned after the earlier wartime training programs. The rapid growth of area studies was in great part the nation's attempt to overcome its former parochialism.³

Essentially an area program examines the society of a geographically defined region in its parts and in its totality. It employs various disciplinary tools to study the society as a culture in its unique social, economic, political, and cultural manifestations. Training in social sciences is coupled with training in the languages and humanities appropriate to the area. Students are encouraged to analyze particular social, economic, or political problems of the area in the broad context of the area's history and culture, and to look for interaction between politics, economics, and culture.⁴

All who wrote about academic international studies immediately after World War II deemed them worthy of financial support, agreeing that it was not ever likely that they would be financial self-supporting. In the early post-war years private philanthropic organizations began pouring vast sums into area study. By 1951 the Rockefeller Foundation's investment in support of academic international studies totaled six million dollars, and between 1947 and 1951, Carnegie Corporation grants for area study exceeded two point five million dollars.⁵ After the Soviets launched Sputnik in 1957, the American government also began allocating large sums to support language and area study programs.

Area study programs were established for former colonial countries such as Latin America, Africa and the Middle East, areas that the U.S. feared might succumb to Communism. America recognized that many colonial administrations had been insensitive to the cultural traditions of their colonies, and as technology brought greater awareness of the cultural differences among the world's people, the nation became motivated to develop educational programs that would promote better international understanding. Area study programs were also established for the economically and politically powerful nations of Russia and Asia. Although the Pacific Islands had acquired strategic importance during the war, Pacific study did not attract the widespread academic interest or support generated by other areas of the world. While more than two hundred area study programs were established and funded in the two decades following World War II, only one American university inaugurated a program to study the Pacific Island areas of Polynesia, Melanesia and Micronesia.

The University of Hawaii Pacific Area Studies Program

In the immediate post-war years, when colleges and universities across America were establishing area study programs, the University of Hawaii (UH) inaugurated a program to promote Pacific awareness. For more than thirty-five years this program has contributed to Pacific scholarship, education, and the development of a world-renowned collection of Pacific resources.

The Pacific Islands Studies Program (PIP)⁶ at UH is the only academic program in the nation offering an interdisciplinary Master of Arts (M.A.) degree in Pacific Islands area study.

Other programs of Pacific study do exist—most are located outside the U.S., and offer study at the undergraduate or doctoral levels. The University of California at Santa Cruz established a Center for South Pacific Studies in 1970; it was primarily a unit which sponsored conferences and research, and was disbanded in 1979. Currently an undergraduate degree in Pacific studies is offered at Santa Cruz. A similar undergraduate degree is an option at the University of Victoria, British Columbia. The University of the South Pacific, with its main base in Suva, Fiji, promotes Pacific research and study among Pacific Islanders. In other institutions, which are primarily located in Australia and New Zealand, training in Pacific topics is only available through traditional disciplines, for the most part anthropology and history.⁷

UH is an appropriate institution to foster a Pacific program. The University has a long tradition of Pacific involvement. When PIP began in 1950, UH was the only American university located within the area of study. Hawaii's native population has strong ethnic and cultural ties to the Pacific—the Hawaiian Islands form the northern apex of the Polynesian triangle. And through the years, UH has gathered the most comprehensive collection of Pacific library resources in the U.S.

While PIP's achievements can be attributed to its dedicated leaders, academics who took advantage of every opportunity to further the progress of Pacific area study, PIP's development has been shaped and restricted by its sources of funding, and by local, national and international perceptions of the Pacific.

The general view held by the UH administration concerning PIP was that the program could survive if it could attract outside funding. PIP was successful in winning some sizable grants. However, these funds carried restrictions that governed program expenditures. UH support was less than minimal. In its early years PIP had no director (it was administered by an Advisory Committee appointed by the University president), no office space, no support staff, no budget. With a move from the President's office to the College of Arts and Sciences in 1968, PIP made a few small gains—a half-time director, office space, and a modest budget that provided student help and office supplies. But it wasn't until 1980, when PIP joined the Center for Asian and Pacific Studies (CAPS), that the program was able to begin building the infrastructure necessary for establishing a strong academic program.

Although funding has played an important role in PIP development, the nation's attitude towards the Pacific has had an even greater impact on the Program's progress. In the pre-war years most national and University activity involving the Pacific focused on the Asian countries that border the Pacific's rim. This focus expanded to include the Pacific Islands during the War, and remained there for a short time in the years immediately after the War when the U.S. needed information about Micronesia in order to establish its trusteeship. The Korean and Viet Nam wars and China's rapid economic and political growth brought the nation's and the University's attention back once

again to the Asian countries, and through the 1970s there was little concern for what was occurring in the Pacific Island area. Western Samoa gained its independence in 1962, and set in motion a Pacific-wide movement. There was a general reawakening to the strategic importance of the Pacific as emerging island nations sought to solve their unique economic problems by pressing such international issues as the "200 mile Exclusive Economic Zone." One example of the fledgling governments' skills at the bargaining table is the recent fishing agreement between Kiribati and the Soviet Union. The Soviet's new presence in the Pacific is a source of growing concern to the U.S. government, a circumstance that currently works to PIP's advantage.

New developments throughout the Pacific create a pressing demand for a more thorough knowledge of the region and its people. Today it is essential for governments, businessmen, scientists, and others dealing in Pacific affairs to learn not only the history of the Western world's involvement in the area, but also to acquire a sensitivity to the complexities and problems inherent to the Pacific Island cultures.

With increasing frequency political and economic issues involving both the U.S. and the Pacific create growing challenges and opportunities for PIP. At the international level, PIP is striving to build meaningful relationships with the several tertiary institutions in the Pacific through faculty and student exchanges. PIP is serving national interests by providing training and consultation for government and private-sector individuals who require a solid understanding of the Pacific. At the local level PIP is contributing to the expressed goals of the University, by providing Pacific education and training to its students, and by becoming a national and international resource of expertise on Pacific regional concerns.

The following chapters provide a history of PIP at UH. To borrow from the new University President Albert Simone, "It is one of the University's great untold stories."⁸ It is a story of leadership, dedication and commitment to Pacific research, service and teaching. The men and women who led PIP were unrelenting in their efforts to build Pacific expertise, resources, and awareness. It is due to their perseverance that PIP merits the respect it enjoys today.

PIP's story opens with "Origins of Pacific expertise at the University of Hawaii," and illustrates how the University developed an early core of Pacific specialists. The next three chapters "Research," "Service," and "Teaching," provide a view of PIP's major academic goals and achievements. Chapter VI, "PIP and the Pacific Era: The 1980s" compares PIP's present strengths to criteria listed for the "ideal" area study program as defined by Robert Lambert, one of the nation's leading experts concerning area and language study programs. The final chapter discusses the forces that controlled PIP's growth.

The story of PIP was sifted from the program's correspondence files, which span a period of some forty years, as well as from a selection of documents in the UH archives. The focus of Chapter VI required consulting several national studies of area study programs.

CHAPTER I—NOTES

¹Robin W. Winks, "Getting to Know the Beau Savage," The Opening of the Pacific—Image and Reality (Greenwich, London: National Maritime Museum, 1971), p. 14.

²Robert A. McCaughey, International Studies and Academic Enterprise (New York: Columbia University Press, 1984), p. 124.

³McCaughey, p. 127.

⁴U.S. Department of State, Bureau of Intelligence and Research, External Research Division, "Area Study Programs in American Universities" (1959), p. 1.

⁵McCaughey, pp. 134–135.

⁶The Pacific Islands Studies Program has had several names in the course of its history. In the "President's Report, 1950–51," PIP was listed as Pacific Island and Far East Studies. The Graduate School Announcement 1951–53, page 10, listed PIP as Pacific Islands Studies and on page 39 the name was printed as Pacific Islands Area Studies. In 1972 the University assigned all departments a three letter acronym and the Pacific Islands Studies Program received the acronym PIP. Throughout this report I will refer to the Program as PIP.

⁷"Self-Evaluation Graduate Program Review Pacific Islands Studies Program Spring Semester 1986," p. 3.

⁸"U.H.'s Stature Still 'Untold' says Simone," Honolulu Advertiser (January 21, 1986), D.12.

CHAPTER II

ORIGINS OF THE PACIFIC ISLANDS STUDIES PROGRAM

Building the Pacific expertise necessary for establishing and maintaining a Pacific Islands area study program began at UH with the founding of the College of Agriculture and Mechanical Arts of the Territory of Hawaii. (The College was later to become the University of Hawaii.) Early College faculty soon focused their Pacific studies on tropical agriculture, often collaborating with scientists from the Bernice Pauahi Bishop Museum.

William Alanson Bryan, one of the first faculty at the College, awakened community interest in Pacific research when he led a group of Honolulu's prominent businessmen to create the Pacific Scientific Institution. In 1907, Bryan and his group dreamed of a comprehensive, scientific exploration of the Pacific. Pamphlets were printed proposing a fifteen-year expedition that would conduct a thorough biological and ethnological survey of all the Pacific Islands. Hoping to attract the funding for his expedition from philanthropic patrons of science, Bryan delivered addresses in major cities across the nation. Bryan's Institution never succeeded in fulfilling his dream. However, in 1942, in his eulogy to the late Bryan, UH Regent Herbert Gregory applauded Bryan's belief in the future of Hawaii as the center of Pacific culture," and credited him with authoring "a program of Pacific investigation that includes the major features of an international organization that...has played the leading part in enlarging the knowledge of the Pacific."¹

In 1917, Alexander Hume Ford and six other Honolulu community leaders formed the Pan-Pacific Union. In the years that followed the Union organized

a series of conferences to promote cooperation and scholarship among Pacific countries.² The First Pan-Pacific Science Congress convened August 2, 1920. The Union's initial effort attracted 103 delegates from Australia, Canada, China, Japan, New Zealand, the Philippines, the United Kingdom, and the United States.³ UH faculty presented scholarly papers and participated in the discussions. In 1927, with a substantial grant from the Rockefeller Foundation, UH conducted a series of summer workshops for investigating the psychological, sociological, and anthropological aspects of race relations in the Pacific. With another grant, this one from the Carnegie Corporation, the University established the School of Pacific and Oriental Affairs in 1932. The school was planned as a center for the study and dissemination of information concerning the political, social, educational and religious problems confronting nations that border on the Pacific Ocean.⁴ Sixty-six educators and social scientists drawn from twenty-seven national and racial groups met in Honolulu, Hawaii, from July 3 to August 7, 1936, to study for five weeks the common problems of education and cultural adjustment among peoples living within the Pacific Ocean area. The "seminar-conference" was sponsored jointly by UH and Yale University with financial assistance from the Carnegie Corporation.⁵

Although these conferences carried "Pacific" in their titles, prevailing University attitudes during the pre-war years concerning the Pacific region tended to focus on Hawaii's relationship with the Asian countries bordering the Pacific's rim. The words of William H. George, UH Dean of the College of Arts and Sciences, exemplify this stance:

We [the University] are placed in the center of the Pacific, and we should represent the central pier of a bridge, one span of which would extend from continental United States to Hawaii, and the other span from Hawaii to the Orient...⁶

While UH faculty had earlier been concentrating on the Pacific rim countries, America's struggle with the Japanese brought University focus directly to the islands of the Pacific. U.S. armed forces drew upon the expertise of the UH Agricultural Extension Research Laboratory to help solve the food problems of troops fighting in the tropics. The Laboratory was able to provide valuable information regarding the use of radiation—cobalt 60—for the sterilization of pork against trichinae.⁷

The war also inspired the University to develop the War Research Laboratory for investigating some of the more significant social changes wrought on the Hawaiian community by the war. Two faculty from the Sociology Department were released half time and the Board of Regents allocated a sum of \$2,000 for clerical and research assistance. Sociology students were enlisted to work in the Laboratory and to help with the publication, Social Process in Hawaii. The War Research Laboratory survived the war years when its name was changed to the Hawaii Social Research Laboratory, marking its transition from wartime emphasis to the study of current social trends.⁸

In the years preceding World War II the UH had provided educational advisory services in American Samoa. With the Japanese surrender the U.S. Navy was charged with the temporary administration of the Pacific islands of Micronesia. UH expertise in the Pacific was needed once again, and when the Navy created an advisory committee on education, thirteen of the committee's twenty members were UH faculty, representing UH Departments of Agriculture, Anthropology, Education, Geography, Government, Health, Home Economics, Sociology, and Speech.⁹ The advisory committee advised on both Guam and the islands of Micronesia which became the Trust Territory of the Pacific Islands. In December 1945, Dr. Harold St. John, Dr. John Embree, Dr. Harvey I. Fisher, and Dr. Raymond E. Murphy were sponsored by the Navy to make a

reconnaissance trip to the Marshall, Caroline, and Mariana Islands. The team was responsible for reporting on the feasibility of scientific research in the area.¹⁰

Another group from the University worked with members of the U.S. Agricultural Board to conduct a study on the possibilities of Pacific fisheries research.

During the summer of 1946, as an extension of the December reconnaissance, three teams of UH faculty returned to Micronesia via Navy facilities. Each team focused on a specific scientific problem within a limited geographic area. Dr. Robert Hiatt, Dr. Harvey Fisher and Dr. Floyd Hartmann from the UH Departments of Zoology and Bacteriology traveled to Yap where they conducted comprehensive zoological explorations.¹¹ Dr. St. John, Dr. Donald P. Rogers and Richard S. Cowan representing the Department of Botany surveyed the Marshall Islands of Kwajalein, Likiep, Ailuk, Utirik, Mejit, Wotje, Namu, Jaluit, Ailinglapalap and Ebon and focused their studies on the ethnobotany of native crops. Dr. Joseph E. Alicata from the UH Agricultural Experiment Station, Department of Parasitology, visited islands in Truk and Ponape regions collecting ectoparasites and endoparasites of economically important animals such as cattle, swine and poultry.¹² During that same summer Dr. St. John and Dr. Embree traveled to the nation's capitol to attend a meeting that would open even greater opportunities for Pacific research at the University.

The Pacific Science Conference of the National Research Council convened at the National Academy of Sciences in Washington, D.C. from June 6 through June 8, 1946. The Conference was held to identify priorities and to establish policies for the coordinated development of research in the Pacific. More than one hundred Council members attended the Conference. Also attending were

liaison members from the State Department, War Department, Army Air Forces, Navy Department, U.S. Coast Guard, Department of Interior, Department of Agriculture, Department of Commerce, U.S. Commercial Company, U.S. Office of Education, U.S. Public Health Service, Smithsonian Institution, American Council of Learned Societies, American Council on Education and Social Science Research Council. Special guests included representatives from a number of private philanthropic foundations interested in Pacific research.¹³

The Conference concluded with recommendations for the comprehensive scientific investigation of Micronesia. This focus was intended to aid the U.S. in establishing its post-war trusteeship of Micronesia. Honolulu was designated as a key base for launching the expeditions and a branch of the Pacific Science Board was to be opened there immediately.¹⁴

The National Science Board's Cultural Investigation of Micronesian Anthropology (CIMA) began in 1947. Several UH faculty served as principal investigators, joining forty-two anthropologists, linguists, and geographers from twenty-one universities and museums across the United States.

When the South Pacific Commission was established in 1947 as an international advisory body on matters of indigenous welfare in Pacific islands south of the equator, one member of the first U.S. delegation was a faculty from UH.

UH celebrated its fortieth anniversary in 1947 by presenting many programs of interest to scientists. The celebration's theme was "The Pacific Era and Higher Education." principal speakers included: Dr. Karl T. Compton, President of the Massachusetts Institute of Technology; Dr. Charles Seymour, President of Yale University; Dr. Howard L. Bevis, President of Ohio State University; and Dr. Harlow Shapley, Director of the Astronomical Observatory

at Harvard University. The papers presented included such contemporary issues as: "The Importance of Technological Progress to the Pacific Society," "Five Atomic Bombs and the Future," and "From the Threshold of the Atomic Age." Other topics included "Science and Men in the Pacific," "The Expanding Universe," and "Science In This Day."¹⁵ It was clear from the topics chosen by these prominent scholars that they were deeply concerned by the U.S. atomic testing in the Pacific. The program also offered exhibits, panel discussions, and included the installation of a chapter of a national scientific fraternity.

In 1948 the Navy asked Professor Leonard E. Mason of the UH Department of Anthropology to investigate the condition of the natives who had been moved from Bikini to the island of Rongerik (Marshals). Dr. Robert W. Hiatt participated in a survey on the effect of the Bikini atom bomb on marine life, and Dr. Katharine Luomala, Assistant Professor of Anthropology, received a grant of \$2,000 from the Viking Fund, Inc., New York City, for research in the Gilbert Islands. UH graduate assistant, Miss Margaret Chave participated in the CIMA program in the Marshall Islands, and Dr. F. Raymond Fosbert, UH Visiting Professor of Botany, served as chairman of a conference on conservation in Micronesia held at the University of Hawaii and at the Bernice P. Bishop Museum.¹⁶

The Seventh Pacific Science Congress met in New Zealand early in 1949. UH faculty Dr. Hiatt, Dr. Luomala, Miss Carey D. Miller, Dr. Stanley D. Porteus, Sir Peter Buck and Leonard Mason presented scientific papers and participated in symposia dealing with Pacific Island problems. The rapid growth of scholarly activities focusing on the Pacific Islands in the years immediately following the war led UH President Gregg Sinclair to preface his annual "Report of the President" with the following:

The scientific world has discovered the Pacific Area. The great advance in science during the war required the presence here of innumerable scientists of the first rank; the Bikini atom bomb experiment brought many others of equal standing. Since VJ-Day scientists in great numbers have gone through Honolulu to the Philippines and to China. An appreciation of this vast comparatively unknown ocean has thus come into being. With this quickening of interest in, and comprehension of the significance of the Pacific, Honolulu has become a focal point in the progress of Pacific Science.

And the University of Hawaii, sensitive to the challenging and urgent stimuli, has special responsibilities in 1946 that it could never have had in 1907, when its predecessor, the College of Agriculture and Mechanical Arts, was established by a group of men with vision. The University of Hawaii accepts the challenge.¹⁷

The half-dozen years following World War II marked the takeoff of American international studies as an academic enterprise. The movement was launched from institutional and disciplinary bases that had been long established, and from a study of world areas that had for years attracted American scholarly interest.¹⁸

Anxious to take part in the growing national area-study trend, President Sinclair appointed a faculty committee to explore UH potentials for supporting the area study concept. The committee recommended two areas as worthy of further investigation: the Pacific Islands and the Far East. Subcommittees for both areas were appointed to conduct more thorough investigations of the University's existing resources and to identify any additional staff and resources necessary for supporting a program for either area.

By 1949, UH possessed several attributes in favor of Pacific area study. A number of UH faculty had taken part in the post-war scientific investigations in Micronesia. Together they represented an impressive storehouse of Pacific knowledge and experience. Some of them were eager to spearhead a Pacific program. In addition UH already offered a number of

courses focusing on the Pacific that students would be able to enroll in to earn credits towards a degree in Pacific area study.

In January 1950 the Pacific Islands Subcommittee on Area Studies—Carl Stroven, Curtis Manchester, Robert Hiatt, with Leonard Mason as Chairman—submitted a proposal for a "Center for Pacific Islands Studies." The Subcommittee recommended that a Pacific area program be initiated during the Fall 1950 semester.

The proposal listed all Pacific-related courses currently offered at the University, as well as a list of faculty teaching them, and contained recommendations for additional staff and resources. The Subcommittee identified the following guidelines for PIP activities which became the framework for program efforts during PIP's early years.

- 1) Research—The Program would need to attract outside funding for fieldwork and publication.
- 2) Service—The Program would need to obtain funds for building a strong collection of Pacific resources in support of Pacific area study.
- 3) Teaching—Interdisciplinary seminars were proposed for integrating the Program's various disciplinary offerings.¹⁹

In April 1950, the proposal for the "Center for Pacific Area Study" was approved "in principle" by the Council of Deans.²⁰ Dean of Faculties Paul Bachman wrote to the Pacific Area Subcommittee in April 1950, stating:

I took up with President Sinclair the listing of a Pacific area studies program in the next catalogue. He felt that in view of the fact that this program could be put into operation now without additional personnel, there was no reason why the curriculum should not be listed.²¹

When PIP began in 1950, the program was connected organizationally to the UH President's office. PIP was to be administered by the Pacific Islands Area Study Committee, whose members would be appointed by the President. Faculty

could serve on the Advisory Committee with the permission of their department chairmen, but they would receive neither a reduction in their regular department workloads, nor would they be awarded additional recompense for the added responsibilities. The Advisory Committee was responsible for student advising. Students entering PIP would receive credits towards an area studies degree by enrolling in Pacific-related courses offered by various departments in the humanities and social sciences. PIP was assigned no office space, and had no funds budgeted directly in its name.

The Pacific Subcommittee realized that the proposed structure of the program was far from ideal, but they had no choice if PIP was to move out of the planning stages. The subcommittee felt compelled to accept the terms offered by the UH administration. These policies established a pattern for UH handling of PIP for the Program's first eighteen years and became the major obstacles to PIP's progress.

CHAPTER II—NOTES

- ¹William Alanson Bryan Papers, U.H. Archives.
- ²Paul F. Hooper, Elusive Destiny (Honolulu: University Press of Hawaii, 1980), p. 79.
- ³Hooper, p.89.
- ⁴University of Hawaii Quarterly Bulletin, v. XII, no. 3 (July, Aug., Sept. 1933), p. 133
- ⁵Felix M. Keesing, Education in Pacific Countries (Shanghai: Kelly and Walsh, Ltd., 1937), p.1.
- ⁶University of Hawaii Quarterly Bulletin, v. XII, no. 3 (July, Aug., Sept. 1933), p. 129.
- ⁷Joseph E. Alicata, The Parasitology Laboratory of the Hawaii Agricultural Extension Station: A Brief Review of Its History and Contributions (1935-1970). (Honolulu: Hawaii Agricultural Experiment Station, 1973), p. 25.
- ⁸Social Process in Hawaii, v. IX-X, July 1945, pp. 2-9.
- ⁹University of Hawaii Bulletin, v. XXVI, no. 1, Dec. 1946, p. 6.
- ¹⁰U.H. Bulletin, v. XXVI, no. 1, Dec. 1946, p. 5.
- ¹¹Pacific Science, Jan. 1947, p. 6.
- ¹²Pacific Science, Jan. 1947, p. 61.
- ¹³Pacific Science, Jan. 1947, p. 52.
- ¹⁴Pacific Science, Jan. 1947, pp. 52-61.
- ¹⁵Pacific Science, v. 1, July 1947, p. 189.
- ¹⁶"Report of the President," University of Hawaii Bulletin, v. XXVIII, no. 1, (Dec. 1948), pp. 7-8.
- ¹⁷"Report of the President," University of Hawaii Bulletin, v. XXVIII, no. 1, (Dec. 1948), p. 5.
- ¹⁸McCaughey, p. 140.

¹⁹"Proposal for a Center for Pacific Islands Studies," Jan. 1950, Pacific Islands Studies Program—correspondence files. (Correspondence and unpublished reports make up the body of material cited in this history. The files are housed in the PIP Offices in Moore Hall, University of Hawaii. The files are organized chronologically. Hereafter all citations to materials from the files will be identified with PIP-cf.)

²⁰Bachman to Mason, April 11, 1950, PIP-cf.

²¹Bachman to Mason, April 11, 1950, PIP-cf.

CHAPTER III

RESEARCH: BUILDING PACIFIC EXPERTISE

Pacific research dominated PIP activities during the program's first decade. In the years following World War II the Pacific offered vast and exciting possibilities for research. As Island youth sought Western educations and colonial governments encouraged economic development the traditional Pacific lifestyles were disappearing. The changes occurring among the Pacific cultures needed to be carefully recorded and analyzed. A number of UH faculty had participated in the post-war Navy-sponsored scientific investigations in Micronesia and they were eager to continue their research work. PIP's Advisory Committee knew that a strong program would require a faculty well-versed in contemporary Pacific issues. The Committee was also aware that several philanthropic foundations were funding area study. Committee members resolved to meet the needs of the program and to pursue their research dreams by writing a proposal that would secure the funding for building a solid foundation of Pacific expertise at UH.

Leonard Mason was appointed Chairman of the first Advisory Committee for Pacific Area Studies. Mason had chaired the earlier Pacific Area Subcommittee, and he was destined to lead PIP well into its second decade. Mason was an excellent choice as leader during this initial era of the program's history.

Mason had gained valuable training during his years as a graduate research assistant at Yale University, where he gathered anthropological data on the Marshall Islands of Micronesia for Yale's Cross Cultural Survey (CCS). (CCS later became Human Relations Area Files (HRAF)).

After finishing his course work Mason was hired by Yale to instruct U.S. armed forces personnel on background information for a series of languages courses being offered as part of the war effort. Next he spent a short stint teaching an OSS course "Know your enemy: Survival in the Pacific," on Catalina Island, off the California coast. Mason spent the remaining war years writing intelligence reports on Pacific Island areas for the Office of Strategic Services (OSS), Department of State, Washington, D.C. During his years with the State Department Mason made several valuable contacts in Micronesia and Washington that would be helpful when PIP launched its funding campaign in the fifties. At the end of the war, with the termination of OSS, the Intelligence Research Unit was transferred to the Department of State. Mason worked there taking part in a U.S. Economic Survey research project. He joined the Anthropology Department at UH in January 1947.¹

Under Mason's leadership PIP faculty took part in four major research projects: the Pacific Islands Training School, the Coral Atoll Project, the Tri-Institutional Pacific Program, and the UH Fellowship in Pacific Science.

Pacific Islands Training School

Early in PIP's first year, President Sinclair asked PIP's Advisory Committee to take on a project requested by Mr. Emil Sady, Chief of the Pacific Branch, Division of Territories and Island Possessions, U.S. Department of the Interior (DOI). Administration of the Trust Territory was to be transferred from the Navy to the DOI in July 1951. Sady requested that UH design a pre-entry orientation program to be offered in Hawaii for DOI personnel assigned to work in the Trust Territory. The orientation was intended to sensitize new personnel to the Pacific cultures they would be working with. The Advisory Committee identified possible approaches to

presenting such a program, and Leonard Mason was assigned to draft a report that the UH administration could forward to Sady. In December 1950, Mason was invited to Washington D.C. to meet with Sady and discuss the proposed orientation. The UH program was called the Pacific Islands Training School (PITS).²

PIP's orientation included four units: Cultural Affairs, Economic Affairs, Political Affairs, and Social Affairs. Each unit would take two and a half days, with an exam given at the end of each unit. The course schedule was designed to accommodate participants who would most likely arrive at different times. Participants could enter at the beginning to any one of the units and continue on until all units were completed. PITS was scheduled to commence on April 30, 1951, and would be conducted in the Dance Studio of the YMCA in downtown Honolulu.³

Unfortunately the orientation had to be abandoned at the last minute. Interior's personnel recruitment was slow, and the July 1 deadline forced the new personnel to travel directly to their posts without permitting a stopover in Hawaii. However, some of the lectures were written out and later compiled by Phil Drucker into Interior's handbook Basic Information.⁴

Coral Atoll Project

UH faculty participated in the Coral Atoll Project, an early effort of a larger project, the Scientific Investigations of Micronesia (SIM). Five faculty spent the three summer months of 1950 on Arno Atoll in the southern Marshalls, where they studied the ecological pattern of life in a low island environment and, more specifically the carrying capacity of that atoll's environment in terms of its human population. Final results of the expedition's work were published in various scientific periodicals.⁵

Tri-Institutional Pacific Program

The Carnegie Corporation was endeavoring to support a number of area study programs that would encompass all areas of the world. When PIP learned that no mainland institutions were interested in a program of Pacific study, they decided to submit their proposal to Carnegie.

In his First Annual Report for academic year 1950-51, Mason related the Advisory Committee's progress towards preparing PIP's request for financial support for Pacific research. An initial draft had been compiled and several copies were sent to key individuals soliciting comments for strengthening the document's contents. Mason noted that he had made a brief stop in Ann Arbor, Michigan, while in the east meeting with Sady regarding the Trust Territory orientation, to meet with Dr. Robert Hall, a former OSS acquaintance from the war years. Hall was now the chairman of the Science Research Council's World Area Research Committee, and was also serving on the Carnegie Corporation's grant committee. During their brief visit Hall was able to offer Mason some valuable advice on how the UH might approach the Corporation.⁶

UH President Sinclair also traveled to the East Coast in the fall of 1951, where he met with Dr. John Gardner of the Carnegie Corporation to discuss the possibility of Carnegie's support of the University's Pacific area program. Gardner seemed "very favorable" to the UH program, but asked for more information regarding publications authored by UH faculty.⁷

At a March 4, 1952 meeting of the Advisory Committee, Mason announced that John Gardner's associate, Dr. Caryl Haskins, would be paying UH a visit. Carnegie Corporation was definitely interested in PIP's proposal "but," stated Mason, "they want to look us over first, before committing themselves further."⁸ Mason confessed that the Advisory Committee was apprehensive about

how Carnegie would perceive the University, for although both Hall and Gardner had been quite positive, O.H. Carmichael, President of the Carnegie Foundation for the Advancement of Teaching, had earlier remarked that he was skeptical about supporting Pacific area study when he learned that the Trust Territory had only 53,000 inhabitants scattered over an area twice the size of the United States.⁹ Mason and his group were anxious to present UH Pacific endeavors in a manner that would win Carnegie support.

In a report to Sinclair, Mason relates every detail of Haskins' visit, even including where Mr. and Mrs. Haskins were entertained for lunch, dinner, and cocktails, and who attended the functions. Haskins was introduced to literally every existing Pacific faculty at the University: the library, the UH Press, the Coconut Island Marine Biological Laboratory, and the UH Agricultural Extension Research Laboratory. Haskins met with most UH faculty involved in Pacific-related activities, and had an opportunity to chat with Marion Kelly, PIP's first degree candidate.¹⁰

PIP's final proposal for the "Center for Pacific Islands Studies" was prepared by Mason, Neal Bowers, David Crowell, Norman Meller and Douglas Yamamura, and submitted to the Carnegie Corporation in August 1952. In October the same year President Sinclair received an informal acknowledgement that the proposal had been accepted and that UH would receive a grant of \$100,000 for Pacific field research.¹¹

Almost simultaneously to receiving PIP's proposal, Carnegie had received a similar proposal from the Bishop Museum. The Carnegie Corporation decided to grant the sum of \$200,000 jointly to both institutions, and to tie a third institution, Yale University, to the project's administration. The outcome was the Tri-Institutional Pacific Program (TRIPP). Initially it was agreed

that the funds would be spent over a period of five years, later this time period was extended.¹²

On January 7, 1953, TRIPP was formally announced to the Hawaiian community in both daily newspapers. The Honolulu Advertiser article, "Museum, Yale, U.H. to Join in Pacific Study" gave the following account:

The University of Hawaii, the Bernice P. Bishop Museum and Yale University have agreed to a plan to coordinate their interlocking interests in scientific research and study on the Pacific Islands area, according to a joint announcement yesterday by University President Gregg M. Sinclair and Frank E. Midkiff, president of the Museum Trustees...

According to the new plan, the Bishop Museum director will be released at agreed-upon intervals to teach at Yale University as a regular member of that staff. During his absence the museum will employ some scientist of outstanding reputation in Pacific studies to conduct research at the museum and to teach courses at the University of Hawaii as Yale-Hawaii visiting professor.

Yale in turn will establish a Bishop Museum visiting professorship at regular intervals in some field of anthropological or biological science.

The University of Hawaii will appoint in each summer session an outstanding person in Pacific science from some Mainland or foreign institution as Yale-Hawaii visiting professor.

Each institution agrees to promote annually one graduate fellowship for original research in Pacific Islands studies. Applicants for these opportunities need not be affiliated with any of the three institutions concerned...¹²

TRIPP was administered by a five member team, one each from UH, Bishop Museum, and Yale, with two members at large. Yale's representative was Dr. George P. Murdoch, Professor of Anthropology. Leonard Mason represented UH, and Alexander Spoehr, Director of Bishop Museum, represented that institution. The two members at large were Harold J. Coolidge, Executive Director of the Pacific Science Board, National Academy of Sciences, and Paul S. Bachman, UH Dean of Faculties.

The primary focus of the TRIPP research was on the process of cultural growth and social change in two dimensions of time: (1) the pre- and protohistoric development of Malayo-Polynesian cultures, and (2) changes in contemporary times when Oceanic societies were experiencing modification under the impact of Western innovations.

TRIPP's approach to the earlier period involved investigations in the fields of linguistics and ethnology. The study of contemporary change was limited essentially to: phenomena observed in the resettlement of island populations; in political development; in the emergence of native leadership in modern, nontraditional roles; in urbanization; and in economic and technological change.¹⁴

TRIPP's Executive Committee approved grants to two principal groups of researchers—established senior professionals and advanced graduate students, predoctoral candidates working on their dissertations. For some TRIPP was their first independent field research experience.¹⁵

Field projects generally averaged one year to 18 months in duration; a few were limited to repeated visits of only a summer; and two continued for two years or more. Sites approved for study included Samoa and Tahiti in Polynesia; Fiji, New Hebrides, Santa Cruz, Solomons and New Britain in Melanesia; and Guam, Palau, Gilberts, and Marshalls in Micronesia.¹⁶

Several UH faculty and students were sponsored with TRIPP funds. Norman Meller spent three months in Guam and the Trust Territory during the summer of 1956. Meller investigated the development of legislative process and was responsible for the direction of a long-term comparative study of the subject among several Pacific Island groups. Collaborating with Meller on this topic were Roland Force of Stanford University, and Melvin Ember of Yale.

As a part of TRIPP's interest in political change, John Digman and Dan Tuttle of UH were assisted with a small grant to complete a project on changing patterns of voting behavior in Hawaii. Saul Riesenber, UH Department of Anthropology, spent the 1955-56 academic year in American Samoa studying acculturated communities from which Samoans had been migrating to Hawaii in postwar years. Bernard Pierce, a student at UH, spent the summer of 1955 in Laie on Oahu investigating Samoan adjustment in that mixed Hawaiian community. Marion Saunders, a UH faculty, continued her study of Micronesian students in Hawaii, spending four months in the Trust Territory where Saunders became familiar with communities from which these students had come, and to which they expected to return. Samuel Elbert, UH Department of Linguistics, traveled to Melanesia in 1957-58, to conduct a field study of the languages belonging to the Polynesian outlier group, with an intensive study of one language of the group. During the summer of 1957, Leonard Mason used TRIPP funds to continue his study of the displaced Bikini Marshallese.

The TRIPP program was extended until 1963 to permit researchers to exhaust the allocated funds. In its eleven years the TRIPP provided support for many of the contemporary Pacific "classics." The list of TRIPP researchers reads like a directory of Pacific Island scholars: William Davenport, George Grace, Cyril Belshaw, Bengt Danielsson, Isidore Dyen, Kenneth Emory, Jack Golson, Ward Goodenough, Jean Guiart, Robert and Barbara Lane, George Murdock, Douglas Oliver, Douglas Osbourne, Norman Meller, Roland Force, Melvin Ember, John Digman, Dan Tuttle, Saul Riesenber, Marion Saunders, Samuel Elbert, Leonard Mason, and more.

TRIPP's Final Report discusses some of the lessons learned during the course of the program. Among these were the difficulties in finding qualified researchers in the time allotted. The report recommended that it was wise to

prolong a program if necessary in order to use the allocated funds, rather than commit inexperienced or inadequately trained personnel.¹⁷

A second recommendation suggested that publication of the results of field research should become a more integral part of research programs from time they are first planned. Researchers returning home were often forced to set aside their field data to resume their teaching responsibilities. The report stated that funds should be allocated to support the researcher for a stipulated period of time on his return home to allow him time to prepare his field data for publication.¹⁸

University of Hawaii Fellowship in Pacific Science

The UH Fellowship in Pacific Science was an outgrowth of TRIPP. As an indication of their commitment to the Carnegie-sponsored research program, UH, Yale, and Bishop Museum each established annually one graduate Fellowship of \$4,000 per year, to be offered to junior researchers for fieldwork in the Pacific.¹⁹

The fellowship was often confused with the TRIPP research project. However, although the two grants were administered by the same executive board, they were two separate programs. UH Fellowships were offered to junior researchers focusing on studies in the social sciences, while the Bishop Museum and Yale Fellowships were offered to junior researchers for study in the biological sciences.

PIP's Advisory Committee prepared for the announcement of the UH Fellowship, distributing it to nearly four hundred universities and research groups on the mainland and in a number of foreign countries interested in the Pacific. Sixteen applications were submitted the initial Fellowship year, and PIP's Advisory Committee spent considerable time selecting the first grantee.

Lowell D. Holmes, a pre-doctoral candidate in Anthropology at Northwestern University, was awarded the first UH Fellowship for the academic year 1953-54. Originally Holmes proposed to work in the Cook Islands, but for various reasons he modified his program to work on Manu'a in American Samoa making a study of the changes in culture in a typical Samoan community under the impact of western civilization.

Stewart Cameron, a geographer from New Zealand's University of Auckland, was the second UH Fellowship grantee. Cameron's field site was Western Samoa where he studied present and potential forest resources. Tracy Lay, a graduate student at UCLA, won the UH Fellowship for 1955-56, to study human ecology and population genetics in American Samoa. Unfortunately, while in the field, Lay developed a recurrence of a duodenal ulcer and was forced to abandon the work and to return home for medical treatment. John Forster, the Fellowship recipient for 1956-57, also a graduate student from UCLA, conducted his field work on Maui where he studied the acculturation of a Hawaiian community.

The final Fellowship grant was awarded to Alison Kay, a UH graduate. Simultaneously to winning the Fellowship, Kay was offered a teaching position at UH and decided to turn the grant offer down. The Fellowship was then offered to Siguro Motoda from the Faculty of Fisheries, Hokkaido University. Motoda's proposal dealt with the biological sciences, but since it was a last minute selection (after Kay's decision), and with agreement from both Bishop Museum and Yale, the Fellowship was granted.²⁰

PIP's Advisory Committee had been disappointed in both the quality and the quantity of Fellowship applications. Mason offers two reasons that might have inhibited applications:

Funds were not adequate for travel to the Pacific from the mainland in addition to meeting the living expenses in the field... Also, there were no applications locally, as University sabbatical requirements stated that awards were not granted for local work.²¹

PIP's correspondence files contain some interesting letters from Fellowship participants written while they were working in the field. Tracy Lay wrote of his visit with Saul Riesenbergr in American Samoa where Riesenbergr was conducting TRIPP research, and also related some of the difficulties he (Lay) was having mastering the Samoan language in preparation for moving into the village areas to conduct his research.²² Lowell Holmes and Stewart Cameron wrote several progress reports from the field. Holmes stopped at UH en route home and met with students and faculty at one of PIP's Interdisciplinary Seminars. Sigura Motoda was so thrilled with his field experience in Hawaii and later on the mainland, that he had a thank you card printed with a map of the route he had taken both to and from Japan, sending it to the people he had been associated with during his grant year.²³

PIP's Research Activities in the 1960s and Beyond

PIP's impressive contributions of an organized nature to Pacific research in the 1950s were not paralleled again in the program's history. By the late 1960s collective Pacific research projects were given low priority as the U.S. turned its attentions to the escalating problems in Asia. PIP faculty did continue to be involved in a substantial amount of Pacific research, but these endeavors were conducted and funded on an individual basis.

During the 1960s Norman Meller continued his study of emerging political systems throughout the Pacific. Meller spent time in Western and American Samoa, in Papua New Guinea, in the Solomon Islands, and in Fiji. In 1969,

Meller participated in a study mission to American Samoa for the U.S. Senate's Committee on Interior and Insular Affairs, and authored Part 3 of the mission's report titled: "Political Development in America Samoa." In the early 1970s, his political studies extended to Niue and the Cook Islands while his work with the Congress of Micronesia in the previous decade resulted in his comprehensive study, The Congress of the Micronesia, as well as numerous journal articles.

Leonard Mason carried on his studies of the displaced Bikini Islanders, writing journal articles and presenting papers on this subject as well as other Micronesian topics. Peter Pirie authored "Samoa: Two Approaches to Population and Resource Problems," published in Geography and a Crowded World in 1970. Bowers, Elbert, Luomala, Murphy and other UH Pacific scholars were also busy conducting research and publishing their work.

In 1973, with a large grant from the U.S. Office of Education, PIP took a new approach to supporting research. PIP launched its Working Paper Series to provide a publication outlet for the paper that was too long for a journal article, yet not sufficient in length to be a monograph. To date the Series includes thirty titles.

PIP established its second publication series in support of research in 1983 with assistance from the UH Foundation. The Pacific Islands Monograph series published in collaboration with the UH Press, now includes two titles: The First Taint of Civilization by Francis X. Hezel, and Where the Waves Fall by Kerry Howe. Judith Bennett's Wealth of the Solomons has gone to press and will be number three in the Series. Number four and five in the Series are still in the editing stage. PIP is about to launch a third publication series called "South Sea Books" to accommodate the more popular, less scholarly

titles. The first issue of the new series, by Daniel J. Peacock, has just been accepted.²⁴

PIP faculty continue to make significant contributions to Pacific research. Robert Kiste, the current PIP Director, has published regularly in Pacific Islands Monthly, and in scholarly journals. Meller recently completed another book on Micronesia, this time on the Federated States of Micronesia after working with delegates to the Micronesian Constitutional Convention. Len Mason has recently returned from Fiji where he served as a Fulbright scholar helping Pacific Islanders write about their own cultures.

CHAPTER III—NOTES

- 1Leonard Mason, Personal interview, Oct. 11, 1984.
- 2"Orientation Training Program for Trust Territory Personnel" (May 23, 1951), p. 1, PIP-cf. (Hereafter cited as Training Program.)
- 3Training Program, pp. 1-7, PIP-cf.
- 4Leonard Mason, penned notes, 1951, PIP-cf.
- 5PIP Annual Report, 1950-51, PIP-cf.
- 6PIP Annual Report, 1950-51, PIP-cf.
- 7Bachman to Manchester, Nov. 6, 1951, PIP-cf.
- 8PIP minutes, Mar. 4, 1952, PIP-cf.
- 9Sinclair to Hall, Apr. 11, 1950. PIP-cf.
- 10Mason to Sinclair, Apr. 9, 1952, PIP-cf.
- 11Sinclair to Mason, Mar. 3, 1953, PIP-cf.
- 12Andersen to Sinclair, Nov. 20, 1952, PIP-cf.
- 13"Museum, Yale, U.H. to Join in Pacific Study," Honolulu Advertiser (Jan. 7, 1953), PIP-cf.
- 14"TRIPP Final Report to the Carnegie Corporation of New York," 1964, p. 2, U.H. Archives. (Hereafter cited as TRIPP Report.)
- 15TRIPP Report, pp. 1-2, U.H. Archives.
- 16TRIPP Report, p. 4, U.H. Archives.
- 17TRIPP Report, p. 4, U.H. Archives.
- 18TRIPP Report, p. 6, U.H. Archives.
- 19TRIPP Report, pp. 6-7, U.H. Archives.
- 20PIP Annual Report, 1957-58, p. 4, PIP-cf.
- 21PIP Annual Report, 1957-58, p. 5, PIP-cf.
- 22Lay to Mason, Sept. 1, 1955, PIP-cf.

²³Motoda to Mason, Mar. 15, 1959, PIP-cf.

²⁴"Self-Evaluation Graduate Program Review Pacific Islands Studies Program Spring Semester 1986," p. 17. (Hereafter cited as PIP Program Review 1986.)

CHAPTER IV

SERVICE: BUILDING THE PACIFIC LIBRARY COLLECTION

Area studies programs cannot survive without adequate library resources. A great library collection does not of itself guarantee the excellence of an area studies program, but there can be no strong instructional or research program without one.¹

When PIP began in 1950, Pacific Islands resources were scattered in libraries and repositories throughout the world. Members of PIP's Advisory Committee knew that access to these materials would be vital to the success of their program. The Committee resolved that PIP's primary service commitment would involve gathering a comprehensive collection of Pacific Islands library resources at UH.

PIP's service activities span the entire course of the program's history and are highlighted in several distinct efforts—The Human Relations Area Files, The Rockefeller grant and the Pacific Islands Library Committee, The East West Center Library and the Meller-Shaw debate, The search for a Pacific Collection curator, and PIP's National Defense Education Act Grant.

The Human Relations Area File

PIP's efforts to build UH Pacific library resources began when Leonard Mason launched a campaign to persuade UH administration to purchase the Human Relations Area Files (HRAF) from Yale University. HRAF (earlier known as the Cross Cultural Survey (CCS)) contains information on a statistically representative sample of the world's people as a sort of laboratory in which theories in the field of social science can be objectively tested. During

World War II CCS concentrated on gathering information on regions of strategic importance, particularly Oceania including those areas controlled by Japan. Special emphasis was placed upon the Japanese mandated territories of Micronesia.

Mason worked with CCS as a graduate student at Yale University and knew its value to PIP. Mason convinced UH President Sinclair of the Files' potential value to the University. In 1951 Sinclair located extramural funds and the UH library subscribed to HRAF.²

The Rockefeller Grant and the Pacific Islands Library Committee

While Mason campaigned to secure HRAF, PIP's Advisory Committee began investigating avenues for initiating a large program of Pacific library acquisitions. Carl Stroven, University librarian, prepared a report that defined the needs of the UH library, if it were to support a strong program of Pacific Island area study. Basing his study on a library survey taken in 1949, Stroven estimated that approximately \$30,00 was needed to strengthen the existing collection.

Although the library is well developed in Pacific Island materials...many of the more expensive but essential books are still lacking, particularly those in European languages. We have only the recent printed reports issued by island governments. Back files of newspapers published in island areas other than Hawaii should be available on microfilm. Large virtually unworked collections of official letters and other manuscript documents that could be microfilmed are in the libraries and public records depositories of England, France, Spain, and the U.S. In various libraries in these countries there are also extensive collections of letters and reports from missionaries, a valuable but almost untapped source of information on all aspects of island life and history.³

With Stroven's information PIP faculty tackled the job of locating the necessary funds. When PIP faculty submitted their proposal to the Carnegie Corporation in 1952, the Advisory Committee included a request for library

acquisitions. However, Carnegie stressed that TRIPP funds were designated for field research and could not be used for purchasing library resources.

Later PIP's Advisory Committee learned that the Rockefeller Foundation had expressed an interest in funding Pacific library acquisitions and began to work on a new proposal. Thomas Murphy, a UH professor of Pacific History, was granted a one-quarter reduction in his teaching responsibilities for one semester to research Pacific materials which could be microfilmed for addition to the UH library. In the time allotted Murphy produced the "Illustrative List of Materials on Oceania Which Could Be Microfilmed."⁴

Paul S. Bachman, who had succeeded Gregg Sinclair as UH president, had long been a PIP supporter. On January 9, 1957, the day Bachman died, he wrote the following letter to the Rockefeller Foundation requesting a grant of \$30,000 for the acquisition of Pacific library materials. Bachman's letter reveals the dreams that he and PIP faculty held for a UH Pacific program.

For several years members of the faculty and administration at the University of Hawaii have had a strong interest in developing here a center for research and study in the social sciences and humanities applied to the Pacific island area. We believe that this area is important in world affairs and to the United States, with its interests in Hawaii, Samoa, and islands of Micronesia. Yet the amount of American research on this area, except in natural science and anthropology, has remained small relative to that being devoted to other parts of the world. One reason for this, we believe, is the fact that the basic materials for research are in widely separated repositories in several countries.

That an effort should be made to bring as many as possible of these materials together at this university, the one university on American soil in the Pacific island area, seems to us appropriate and desirableA unified collection, concentrated in our library and made accessible through modern library techniques, would stimulate Pacific island investigations in several subject fields of the social sciences and humanities including History, Government, Anthropology, Economics, Sociology, Psychology, Geography, English, Art, Music, Religion, European Languages, and Education...⁵

Bachman's letter was forwarded to the Rockefeller Foundation along with Murphy's list, and a list of Pacific Islands Studies progress by UH faculty in the Humanities and Social Sciences. Rockefeller responded with a grant of \$30,000, to begin March 1, 1957, and to be expended over a period of five years.⁶

Carl Stroven wrote to Len Mason (on sabbatical leave in California) to tell him the good news, commenting on the perseverance of PIP faculty.

In looking at my file labeled "Rockefeller Foundation" I see that in January 1950, Bob Hiatt, Curtis Manchester, I and you as chairman made up the committee that first proposed the project. It has been a long time, with many delays for one reason or another, "between the idea and the reality...between the conception and the creation," as T.S. Eliot puts it.⁷

Willard Wilson, Acting UH President after Bachman's death, organized The Pacific Islands Library Committee (PILC) to administer the Rockefeller grant. UH librarian Carl Stroven, was the first PILC chairman, and his committee included Dr. Samuel Elbert, Dr. Robert Hiatt, Dr. Donald D. Johnson, Dr. Katharine Luomala, Dr. Curtis A. Manchester, Dr. Leonard Mason, Dr. Norman Meller, and Dr. Thomas D. Murphy.⁸

Committee members set up an expenditure schedule to insure that all grant money would be spent in the prescribed time. The Chairman would approve all items costing \$50.00 or less, resources costing more than that amount would require approval of all members.⁹ PILC began to systematically select titles (not already in the UH library) from the standard general bibliography on the Pacific, C.H.R. Taylor's A Pacific Bibliography: Printed Matter Relating to the Native Peoples of Polynesia, Melanesia, and Micronesia. Next, PILC searched for materials needing to be microfilmed, in addition to those materials cited in Murphy's list.

PILC also solicited requests for Pacific materials from UH faculty and departments. PIP's correspondence files contain many documented responses indicating a campus-wide interest in the project. The selection of requests cited below illustrate the diversity of UH interest in Pacific study.

Katherine Luomala asked the Committee to purchase the subscriptions and backfiles of two Gilbert and Ellice Island periodicals: Taro, and Tali i Tuvalu.¹⁰ Dr. Elbert proposed the purchase of back files of two Dutch serials, Tijdschrift Nieuw Guinea and Bydragen van het Kon.¹¹ Dr. Bowers and Dr. Manchester requested the purchase of some rare maps: Lapie (cartographer), *Oceanie ou Australasie et Polynesie*; Admiralty Chart of the Pacific Ocean, the North East Sheet only; Admiralty Chart, Sandwich Islands; Bonne, Charles Marie Rigobert (cartographer), *Carte Des Isles Sandwich*; and Vancouver, George (cartographer), *Chart of the Sandwich Islands as Surveyed during the visits of H.M.'s Sloop Discovery in the Years, 1792-94*.¹² Librarian Joyce Wright recommended the purchase of microfilm reproductions of two long series of government reports on the Mandated islands, 1914-1920, including such subjects as occupation of the islands during World War I, the South Sea Development Co., administration, commercial enterprises, the defense garrison, withdrawal of German nationals, transportation, etc.¹³ Janet Bell, Dr. Hunter and Professor Kuykendall requested the purchase of a large collection of Titus Coan's letters on microfilm.¹⁴

Thomas Murphy, on leave in Australia, sent a list of materials he had located in the Mitchell Library in Sydney, "which have to do with John Williams, the L.M.S. missionary, and his colleagues and rivals, and throw light on aspects of William's career not usually described in print..."¹⁵ Dr. A. Grove Day asked for a microfilm copy of James Burney's (a young officer

with Cook's third voyage) manuscript of the voyage, held in the Mitchell Library in Sydney.¹⁶

Norman Meller made valuable contacts for PILC while on study leave during the summer of 1958. Meller located important papers in Samoa which could be microfilmed, including a selection of materials which could be borrowed for microfilming in Hawaii. Meller visited the Office of the High Commissioner in Suva, Fiji and arranged for microfilm of the Office's documents housed in the Fiji Archives.¹⁷ With the purchase of these many requests the UH Pacific library holdings began to grow.

By April 1960, PILC was asked to make some major policy decisions regarding the housing of the Pacific Islands Collection. Stroven's memo to the committee states:

As soon as a suitable method of duplicating catalogue cards becomes available, the present Hawaiian Collection will be turned into the Pacific Islands Collection. Pacific Island material will be moved into the Hawaiian Collection, and a duplicate catalogue will be set up.¹⁸

Stroven asked PILC to address the following questions:

1. Exactly what geographical areas are to be included?
2. Should periodicals and other serials be transferred to the Collection?
3. Should materials in the natural sciences pertaining to the Pacific Island area (especially the scientific expeditions) be transferred to the Collection?¹⁹

PILC responded that Pacific Collection library materials should focus on Polynesia, Melanesia, Micronesia, and New Zealand. The materials to be included would be "all in which the subject is mainly on the areas named above—except the natural sciences and the sets of scientific voyages (of which the Challenger reports are an example). Newspapers from this area, and journals chiefly devoted to this area are to go into the Pacific Island Collection."²⁰

In a June 9, 1960 report Stroven announced Rockefeller grant expenditures as of June 1, 1960.

"Expenditures, \$17,266.41; Orders outstanding, \$410.00; Total spent and encumbered, \$17,677.00; Balance remaining in the Grant, \$12,323."²¹

PILC approved a sum of \$1,600 to pay Stroven's transportation costs to London for three months, and to Germany for two months. Stroven's task was to locate collections of documents and other primary source materials that bear on the history, geography, and ethnography of the Pacific Island area and to seek permission to have these copied on microfilm. Stroven was to make arrangements for the microfilming of any materials that he was sure would be assets to the UH library. On materials he questioned he could write for PILC approval.²² Stroven was a diligent and tireless searcher. His progress reports to PILC contained meticulous detail of all that he had found and arranged.

Stroven's work was especially productive in England where he visited such well-known libraries as the British Museum and the Public Records Office, and such obscure offices as the Society for the Propagation of the Gospel and the Melanesian Mission. In most places Stroven was successful in arranging for microfilm copies of the desired documents. In both England and Germany Stroven established valuable contacts for the UH library. He also arranged for the University of Hawaii Library to participate in some cooperative microfilming projects.²³

The Rockefeller grant would terminate after February 28, 1962. During the final grant year PILC purchased several rare books, and allocated \$1,000 for microfilm copies of the most valuable papers in the Fijian archives, this in cooperation with at least two Australian libraries.²⁴

In 1963 Floyd Cammack, Assistant UH Librarian, became the chairman of PILC. Cammack had spent the previous year on his sabbatical leave in the Pacific where he discovered several valuable resources that needed to be microfilmed before they were lost to the ravages of the Pacific climate. Cammack recruited Norman Meller to make a trip to Fiji, American Samoa and and Western Samoa to investigate the possibilities of microfilming the documents.²⁵

In Pago Pago Meller explored the feasibility of establishing a permanent filming program by which the University could photograph and serve as a depository for all territorial documents of potential historical or ethnological interest. PILC later acquired a portable microfilm camera and conducted a pilot project, sending a photographer to Samoa to do the filming. Meller also arranged the details necessary for microfilming in Apia the first five volumes of the Samoa Bulletin, and took the time to visit several school and Church libraries and arrange for possible exchanges with the UH library.²⁶

PILC gathered for its first meeting for the 1964-65 academic year to hear Stroven's report on what had been accomplished in collection building to date, and to explore new directions for PILC since the Rockefeller grant was ended.

There have been secured for the collection most major printed works on Micronesia, Melanesia, and Polynesia (the latter excluding New Zealand, on which the collection is only partial). Through microfilm, many of the records of missionaries, manuscripts, etc., have been added. Big gaps remain in newspapers of the Pacific, records in French and Spanish, business firm records, etc., to obtain which would require in most cases the assigning of personnel to go through archives, etc., and arranging for the selection and copying of materials identified.²⁷

At the meeting PILC members proposed a number of possible goals for the UH Pacific Collection:

- 1) Continue to add materials as published and as they become available via bookseller's lists.

- 2) Build up the collection in areas, at the request of researchers engaged in specific projects.
- 3) Identify geographic areas, and seek to obtain reasonably all materials thereon by collecting and photographing in the field.
- 4) Identify types of materials, and seek to obtain reasonably all, by collecting and photographing in the field, as newspapers, missionary archives, etc.
- 5) Build up staff handling the collection, so as to: maximize preparation of subject matter entry cards in the catalogue, prepare checklists for publication, facilitate reference service, etc.
- 6) Supplement efforts of University researchers when in the field so as to bring back materials for the Pacific Collection (as by providing funds for obtaining copies of publications to fill gaps in series, purchase of governmental publications, microfilming materials not pertinent to the field research project, etc.).
- 7) Obtain funds to finance (wholly or partially research using the Pacific Collection, so as to encourage greater use of the Collection).²⁷

By the November 1964 meeting PILC decided to focus on three major projects for the Pacific Collection:

To obtain at least a part-time curator who would help to identify need areas of the collection, perform the necessary back up services in the attempt to acquire materials to fill them, and to prepare bibliographies of the Library's Pacific holdings for publication.

To serve as a clearing house for information on Pacific Islands materials obtainable, and of ongoing University of Hawaii research in the Pacific, the latter so that advantage could be taken of University personnel in the field to obtain materials.

To encourage the growth of Pacific Basin research using Pacific Collection materials and the publishing of bibliographies, giving prominence to the contents of the Pacific Collection.²⁸

But PILC's plans for the UH Pacific Collection were brought to an abrupt halt the following spring.

The East-West Center Library and the Meller-Shaw Debate

In April 1965, after working diligently for fifteen years to give form and identity to the Pacific Collection, PILC received some alarming news. Ralph Shaw, the newly-hired Dean of Library Activities, met with PILC and announced that the care, selection, and processing of Pacific Island library materials were to be transferred to the East-West Center Library.²⁹

The East-West Center for Technical and Cultural Interchange (EWC) had not begun the construction of its library facilities. A selection of UH Asian materials were already housed in temporary quarters in Lincoln Hall, a former dormitory, where space and facilities were inadequate. Books were stacked everywhere—on the floor, in bathtubs and even in shower stalls. That their Pacific materials would suffer a similar fate was of great concern to PILC. Norman Meller rallied the members of PILC to challenge Shaw's decision.

Meller came to Hawaii during the war years as a young Navy officer. Meller had already earned a law degree from Hastings College and during his off-duty hours he worked part-time in the new Legislative Reference Bureau (LRB) at UH. Meller had learned to speak the Japanese language in one of the navy's special training programs. As a result of this special training Meller was sent to Guam and Saipan immediately following the Japanese surrender where he worked with the Navy's provisional government. It was during this assignment that Meller acquired a keen interest in the Pacific. After being discharged Meller returned to UH where he headed the LRB and pursued a doctoral degree in political science. With his doctoral degree completed Meller began teaching in the UH Department of Government. Meller had been active in PIP affairs since the program's beginnings in the 1950s, and he helped to write PIP's final proposal to the Carnegie Corporation.

Meller's dedication to PIP as well as his interest in Pacific study led him to conduct a first-rate debate with Ralph Shaw.³⁰

The East-West Center engaged Ralph Shaw, Dean of Rutgers University Library School, to evaluate the Center's library operations and to explore its relationship with the UH library. Later UH President Hamilton hired Shaw to oversee the University's expanding library program. Carl Stroven who had contributed so much to the development of the Pacific library collection was made second in command and retired in 1964.³¹

The Pacific Collection was the third collection to be transferred by Shaw. In addition to transferring the University's Asian Collection to the EWC library, Shaw had given the University's medical books to Kuakini Hospital.

The lengthy debate between Meller and Shaw is presented below. One would think on reading the debate that Meller and Shaw were bitter enemies, but Meller testified to the contrary explaining that what he and Shaw were debating was a "matter of principle." Meller added that several times during the debate he and Shaw finished their day with a friendly drink.³²

The debate began with Meller's memo to Shaw dated May 5, 1965. Earlier Meller sent a draft of his challenge to all members of PILC, and their suggestions for strengthening the communication were incorporated into the final document that appears below.

After meeting with you on April 7 to discuss the transfer of responsibility for the Pacific Islands Library Collection from Sinclair Library to the East-West Center Library, the Committee met again on April 14 for further consideration of the matter. We appreciate your courtesy in providing for us at the second meeting a draft of the proposed agreement assigning responsibility between the Sinclair Library and East-West Center Library.

For reasons to be elaborated, it is the considered judgment of the Committee that the agreement to be reached for

affixing responsibility for library collections should not include any transfer of responsibility for the Pacific Collection. At least for the present and foreseeable immediate future, it appears to the Committee that it is to the advantage of both the University and the scholars and students using the Collection to retain responsibility with Sinclair Library, and to seek to build it through University sources.

Recognizing that all geographical as well as chronological delineations are inherently arbitrary, there appears to the Committee to be a basic symmetry in combining the Pacific and Hawaiian Collections and handling them as a unit, here referring to fiscal responsibility as well as physical location. Rather than separate the Pacific from the Hawaiian, as is proposed, the Committee believes the collections should be further integrated, with an expanded staff supplemented with persons of requisite curator skill preparing bibliographical materials for publication which will demonstrated in print to the scholarly world what up to now has been communicated only through word of mouth, namely that the University of Hawaii has the best library collection of Pacific Island materials in the United States.

Most of the books pertinent to the Pacific Collection printed before 1944 have already been obtained. This means that practically all of the acquisitions for the Collection (books and more ephemeral materials printed since that time and extensive microfilming of records, etc., regardless of original date) will fall within the responsibility of the EWC Library. Inevitably this will carry with it the physical location of the Collection. Although our draft agreement carefully differentiates between responsibility for acquisition and the location of the materials acquired, any decision made now on the former implicitly decides the physical location of the material when the new library complex (both state and federal) is completed. Consequently, one cannot be considered apart from the other.

If the Pacific Collection were transferred to the East-West Center, it would face at least equal competition with the Center's other collections for limited funds and, in view of the smaller size of the Pacific Collection, relatively lower support. The kind of expenditure which is now required for development of the Pacific Collection is mainly in the area of microfilming, mostly unpublished materials; this in turn will require another form of expenditure, that of support for scholars in search and selection of materials to be microfilmed. This is costly, and most likely extramural money will be necessary.

In view of the Federal Government's involvement in funding the East-West Center Library, foundation support for this form of scholarly undertaking is highly questionable. On the other hand, maintaining responsibility for the Pacific Collection with the Sinclair Library in no way forecloses the possibility of approaching the foundations for funds to supplement State appropriations.

Like it or not, symbolically the East-West Center and the library collection it is building are currently not considered part of the University. The teaching and research staff of the University are distinctly separate from the East-West Center operations and staff. At some future time the Center's collection may become an integral element of the University of Hawaii, and the University staff will have the same ability to express its evaluation of the Center collection and need for modification, and the same opportunity to develop an identification with special parts of that collection with which it is most personally concerned, as currently applies to the Sinclair Library. Until that time, it is a disservice to the reputation of the University as well as an unwarranted risk for its faculty to transfer responsibility for the Pacific collection—an already developed collection—to the Center.³³

Meller sent a copy of the above memo to UH President Thomas Hamilton, and on May 11, 1965, Shaw responded to Meller's challenge, also sending a copy to Hamilton.

Thank you for your memorandum of May 5 summarizing the judgment of the Committee on responsibility for building collections in the Pacific Island area.

As indicated at the end of your second paragraph and in your last paragraph, the Pacific Island Library Committee bases its position on its conviction that the East-West Center is not part of the University. We discussed this fairly thoroughly at the meeting on April 7 and, as you know, I do not agree that the University should operate on the theory that one of its important parts is not a part of the University.

So far as your third paragraph is concerned, it should be pointed out that we do not now have the Pacific Island Collection as a collection. We have some materials in the Hawaiian and Pacific Collection, some in the Reference Department, some in the Periodical department, and some in the stacks and we cannot, at the present time, tell what we have in the way of Pacific Island materials.

There is not a sharp division between Pacific Island materials and Asian materials in the curriculum. While there are a few courses, such as Anthropology 450, which group Hawaii and the Pacific Islands in a regional culture, there are others such as 460 in which Asia and the Pacific are considered as a unit. Without going through the whole catalog, you will note that graduate courses in History are divided into three major geographic area classifications with Asia and Pacific as a unit, and the same is true in linguistics, as well as in Asian and Pacific languages.

One of the statements at the April 7 meeting really should be clarified since it is apparently based on a misunderstanding. There is no question about the involvement of the East-West Center with the Pacific Islands. The East-West Center has been making grants to people from the start, it includes the Pacific Islands in all its programs, and has consistently indicated interest in support of the collections.

Also with reference to the first paragraph on page 2 of your letter, the statement about foundation support is incorrect. The Pacific Islands Collection had received only one grant. This was a 1957 grant from the Rockefeller Foundation. There is no indication that other grants are in the offing. The allegation that the East-West Center may not receive grants is not correct. The East-West Center Library currently has grants from the Asia Foundation and there is no reason to believe that there is any greater difficulty in obtaining grants for projects in the East-West Center than for those of the other parts of the University.

With reference to your last paragraph there is specific provision for advisory committees to aid in the selection of materials, not only for Pacific Island materials but for other interdisciplinary fields. This provides for participation of all parts of the University whether they are in the East-West Center part of the University or elsewhere. There is no reason to believe that the East-West Center will fail to live up to this commitment.

Insofar as housing of the collection is concerned there is no place that we could move it now if we wanted to and there is no proposal for moving parts of the collection in any substantial form, whether Pacific Island materials or Asian study materials, until such time as both the Graduate Research Library and the East-West Center wing thereof are completed at which time it will all operate as a single library.

With reference to your statement that a Pacific Collection would face at least equal competition with the Center's other collections for limited funds. I will agree that the Pacific Island Collection has received preferential treatment. We cannot guarantee that it will in the future because of great pressure on the University's funds. In the past, there has been no specific allocation for Pacific Island materials and this Collection has been allocated more money than any department or college, without reference to the Faculty Library Committee or any other overall review.

We are currently studying priorities for major emphasis in use of book funds and to date none of the faculties consulted have suggested that special priority be given to the Pacific Island Collection. In my judgment we shall be able to do a more thorough job of collecting for the Pacific Islands if we group them with the related areas covered as a priority collecting responsibility of the East-West Center than if we leave it in the general library budget.

Whether or not we include the Pacific Island materials, there appears to be no disagreement about inclusion of all the materials about Asia as well as materials published in Asia, including Asian languages, Asian studies, etc. I can really see no reason for withholding the Pacific Island materials from this decision than for withholding the Oriental materials that we have already transferred physically or for withholding acquisition responsibility for the Asian studies materials and other materials which everybody agrees might well be made the primary collecting responsibility of the East-West Center.

I regret, for the above reasons, that I cannot agree with the position taken by the Pacific Island Library Committee.³⁴

But Meller was not through yet. He composed the following rebuttal to Shaw's response, again sending a copy to Hamilton:

We thank you for your careful consideration of your memo of May 5 and your courtesy in replying in detail to its contents. As appropriate in such situations, we are submitting this short rejoinder for purpose of making sure the issue remains clear and is not confused with tangential matters.

Today, works on all subjects are scattered to greater or lesser degree in Sinclair Library, but there is in existence a Pacific Island Collection adjoining the

Hawaiian Collection, and what may even be more important, a body of faculty identified with the building of its excellence. Conceptually, the Pacific and Hawaiian Collections are more closely related than any administrative conveniences which may find the regions of the world combined or separated for purposes of teaching in any specific discipline. Hawaii is an integral part of Polynesia, and the latter of the Pacific Ocean area. To propose to separate them rather than to seek greater and more coordinated care of both collections is, to our opinion, moving in the wrong direction. (We note there is no suggestion of assigning responsibility for the Hawaiian Collection to the East-West Center.)

Our reference to Foundation support was premised upon their apparent reluctance to support an activity which is being financed by federal funds, which clearly encompasses the normal endeavors of the East-West Center. Outside assistance to facilitate research in the Pacific area is required, including amassing of supporting data, and the need of contact with Foundations cannot be ignored.

We made no mention of Asian materials for this is not within the area of competence of our Committee. We assume that you are aware of the fears of some faculty about federal censorship of acquisitions, withdrawal of support and transference of the Asian collection, etc.

The money spent from Sinclair Library funds on the Pacific Island Collection, outside of the \$35,000 [sic] from the Rockefeller Foundation grant, has been somewhat minimal in keeping with the restricted library resources. There has been no fixed allotment for the Pacific Island Collection as it serves many departments and colleges, just as expenditures for Hawaiian materials. The Pacific Island Collection may have received "loving" attention on the part of the Committee members, but to refer to it as having "been allocated more money than any department or college..." is particularly inappropriate when roughly two-thirds of the Sinclair Library acquisition budget are not assigned to any department or college. We may also suggest that priorities expressed for major emphasis on future library collections will be a function of the enquiries addressed thereon, and that specific inquiries regarding the Pacific Island Collection may be of assistance in this regard.

Fundamentally, your logic is that the East-West Center includes the Pacific area within its ken of interest, so the library collection ought be included. This same reasoning also applies to Asia. Logically, you ought then

plan to transfer care for all books in Sinclair Library in these two geographic areas, as well as responsibility for acquisitions; this goes far beyond acquisitions of works published after a designated date and includes both English and non-English materials. The failure to propose this for the Asian collection indicates there must be other controlling reasons. We merely say that in the case of the Pacific Island Collection there is also an overriding logic, namely to maintain the symbiotic relation of the Hawaiian and Pacific Collections, along with the helpful University faculty identification with these Collections.³⁵

In spite of Meller's skillful argument, Shaw remained firm in his decision. The June 14, 1965 issue of The Sinclair Library Bulletin carried the following announcement:

The East-West Center Library shall be responsible for collecting all material of research value published since 1944, in South-East Asia and South Asia starting from Afghanistan eastward, and including the Pacific Islands, to but not including Hawaii,... This shall include all research materials regardless of their subject fields or the form of the publications...³⁶

The Meller-Shaw debate was a significant point in PIP's history for several reasons. First the debate publicly acknowledged the existence of a Pacific Library Collection. Second Shaw's ability to transfer the Pacific materials illustrates the extent to which UH was favoring the already well-endowed EWC. Finally the debate marks the end of the PILC and the beginning of Norman Meller's leadership of PIP.

With responsibilities for building the Pacific Collection removed PILC moved swiftly to disband. UH President Hamilton was well aware of the Meller-Shaw debate and perhaps to lend some support to PIP Hamilton sent the following memo to PIP faculty Norman Meller, Len Mason, Charles Hunter, George Grace, John Street, and Gavan Daws. Meller, Mason, and Hunter had been serving jointly on PILC and PIP. Grace and Street had been members of PIP's Advisory Committee, and Daws was a new UH faculty.

On the advice of Norman Meller and Leonard Mason, the Pacific Islands Studies Committee is being asked to take on the functions of the Pacific Islands Library Committee...I would greatly appreciate it if you would accept appointment to this committee for the academic year 1965-66. I am asking Professor Meller to serve as chairman.³⁷

Although PILC had been disbanded and its responsibilities absorbed by the Pacific Islands Studies Committee, the Meller-Shaw debate had one last addendum. On July 1, 1966, Ralph Shaw received a memo from Howard P. Jones, Chancellor of the East-West Center. The first paragraph reads:

Your memo of June 1, 1966, on the Pacific Island Collection proposes the return to the University Library of the responsibility for Pacific material. After careful consideration I am in agreement about such a return, recognizing that it was a mistake to transfer this responsibility since it overrode the concerted opposition of those University faculty members active in Pacific research, as well as removed from the University Library a valuable and outstanding collection which had been many years in the building...³⁸

PIP files contain no explanation as to why Shaw asked the Center to return the responsibility for the Pacific Collection to the UH. Perhaps he had a change of heart or perhaps the PIP faculty had finally gotten through to him, in either case PIP's materials were once more to be administered by the UH library.

The Search for a Pacific Curator

In 1967 PIP was able to resume its efforts to hire a curator for the Pacific Collection. The UH administration wanted to transfer PIP to the College of Arts and Sciences, a move that was intended to strengthen the University's international studies program.

Meller saw the transfer as a way to bargain for a full-time faculty position for PIP. Meller's idea was to use half of this position for a

half-time directorship for PIP, the other half position he wanted to offer to the UH library as partial support for a Pacific curator.

Meller sent a memo to W. Todd Furniss, Dean of the College of Arts and Sciences, explaining his plan. Furniss responded, stating that although funds were not available immediately for a full-time position, Meller might begin conducting a preliminary search for a curator.³⁹

Next Meller approached Ralph Shaw to discuss the library's role. This time Shaw was more cooperative and agreed to investigate the library's ability to pick up the other half of the curator's salary.⁴⁰ Later Meller received even better news from Ralph Shaw.

I have gone over with Dean Kamins our plans for upgrading our Hawaiian & Pacific collections and services, and I think that it is reasonable to go ahead with the planning for employment of a Curator of Pacific Islands Collections, utilizing one of the library professional positions for this purpose...⁴¹

Meller and Janet Bell, Curator of the UH Hawaiian Collection began to conduct a search in earnest, soliciting recommendations from prominent Pacific scholars.

Bengt Danielsson, from the Etnografiska Museet in Stockholm, wrote to Bell to recommend Renee Heyum, a bibliographer working with Father Patrick O'Reilly in Paris. "Heyum," stated Danielsson, "is eminently qualified" having just helped O'Reilly complete the "magnificent mammoth [sic] volume 'Bibliographie De L'Oceanie, published by the Journal de la Societe des Oceanistes, of the Musee de l'Homme."⁴² A second nomination was received recommending Rolf Du Rietz of Uppsala, Sweden. Du Rietz was reported to be "outstanding in the field of Pacificana," with a long list of publications in his name.⁴³ Roland Fuchs, professor in the UH Department of Geography, recommended Jocelyn

Armstrong, a librarian who was currently studying for her doctoral degree in Anthropology at the University of Illinois.⁴⁴ The three nominees were asked to submit resumes and letters of recommendation.

Heyum acknowledged her interest in the position and sent her resume.⁴⁵ The files contain additional recommendations for Heyum from: D. Bayle, Le Bibliothecaire en Chef, Musee de l'Homme, Paris; C.W. Newbury, Institute of Commonwealth Studies, University of Oxford, England; Margaret Titcomb, Librarian, Bernice Pauahi Bishop Museum, Honolulu; Jean Guiart, Ecole Pratique des Hautes Etudes, Sorbonne, Paris; and Patrick O'Reilly, Secretaire General de la Societe des Oceanistes, Paris. Each of these prominent Pacific scholars and librarians commended Heyum for her expertise in Pacific bibliography.

Rolf Du Reitz responded that he was interested in the position, but stated that his present bibliographic commitments would prevent him from accepting the position prior to the spring or summer of 1969.⁴⁶ After sending her resume, Jocelyn Armstrong wrote to say that she had been offered an opportunity to conduct field work in the area of her doctorate and wished to withdraw her name from the list of applicants.⁴⁷

Janet Bell was scheduled to make a trip to Europe in September 1968. Meller wrote to Renee Heyum to arrange a meeting between the two librarians.⁴⁸ Heyum and Bell met in Paris and found they had a great deal in common including a profound love of Pacific scholarship. Bell was a guest in the Heyum family hotel. She visited with Heyum at the Musee de l'Homme library, and Heyum took her sightseeing around the city and to the gardens of Versailles. From Paris Bell wrote a letter to Meller and the new University Librarian Stanley West to report on her meetings with Heyum.

Renee is a pleasant, straightforward, no-frills sort of person. She is known by many Pacific scholars as a bibliographer, annotator and indexer. She has a terrific knowledge of where things are in Europe for assisting professors and graduate students in searching for materials...also knows what a great many people are working on which will be published and available in the future...Renee and I became good friends. She would fit in nicely into a group with Margaret Titcomb, Agnes Conrad, Clare Murdoch, Virginia Crozier, Joyce Wright, Genevieve Correa, Eleanor Chong, etc.⁴⁹

It was apparent that Heyum was the caliber of librarian that PIP wanted to develop and care for the UH Pacific Collection. With Bell's favorable impressions, and with the recommendations from the esteemed Pacific librarians and scholars, Meller and West made their decision and attended to the many details inherent in hiring a foreign citizen. On February 1, 1969, Renee Heyum began her long and distinguished career as Pacific Curator at UH.⁵⁰

Meller was on a teaching assignment in Japan during Heyum's first year with the Pacific Collection. She appealed to Peter Pirie, Acting PIP Director, to help secure adequate funding for Pacific library acquisitions. Pirie sent the following memo to UH President Harlan Cleveland:

The Pacific Collection is the basis for one of the few claims our Library has to distinction, and the Pacific Islands Program Committee has been concerned, over a period of years, to see that it is maintained as one of the better collections in its field. Our efforts were rewarded last year with the appointment of Miss Heyum as the first full-time Curator. Miss Heyum is on leave from the Societe des Oceanistes library in Paris. She has a distinguished reputation as a librarian specializing in the Pacific and we were lucky to get her. She combines the legendary thrift of the Parisian housewife with a true knowledge of what she is about professionally...Her appointment terminates in January 1971, but under favorable circumstances she may be persuaded to extend for an extra year.

Under these circumstances, I find it astonishing that she was allotted only \$2,000 to spend on the Pacific Collection for the 1969-1970 year. Although the year is only half way through, she has already spent this sum, and her most

recent requisitions are being returned to her for lack of funds. She tells me that she could easily arrange the spending of an additional \$5,000 were this to become available...⁵¹

Cleveland responded that the library had already expended its Pacific/Hawaiian funds on a rare edition for the Hawaiian Collection, but he felt sure that the following year sufficient funds would be allocated to Heyum. However, Heyum reports that Pirie's letter did get results as university librarian West managed to locate some additional funds for Pacific acquisitions that same year.⁵⁴

In 1971, with the support of the PIP Committee, Heyum launched a campaign to protect the valuable Pacific resources and to insure that at least one copy of all Pacific materials would always be available in the library for scholarly use. The following section of the Minutes of Pacific Islands Committee Meeting, March 29, 1971, stated PIP's recommendation concerning the new policies for the UH Pacific Collection:

1 copy of everything should be kept in the Hawaiian and Pacific Collections, and should be used only in the Library. This copy would not circulate to Hilo, etc.

If possible, a second copy should also be shelved in the Collections, so that it may be circulated while the other copy is retained for Reference. (This second copy may circulate for a limited time.)

For every book or serials continuation shelved in Hamilton which is concerned with the Pacific or Hawaii and which is not duplicated in the H & P Collections, a card ought be included in the H & P Collections card catalogues. (The identification of the works requiring such duplicate card filing should be the responsibility of the H & P Collections staff, so the only work of the Hamilton Library personnel would be the mechanical duplication of the card as already prepared.) This does not in any way counter the present policy of attempting to acquire a second copy for the H & P Collections.

Where the H & P Collection has more than 2 copies of a publication not requiring special treatment, those "extra" copies ought be placed in the open shelves—in Hamilton or Sinclair as is appropriate.⁵³

In 1973 PIP sent a memo to librarian West noting that the Hawaiian and Pacific Collections in the Sinclair Library were deteriorating due to unlimited access to their shelves. Materials were not only being defaced but they were also being stolen. PIP recommended the following policies to safeguard the research collections and to maintain their integrity:

- 1) That only faculty members and students with letters of explanatory need signed by faculty members be permitted into the Collections. All other students would not be allowed to enter.
- 2) Excluding valuable or rare books, where multiple copies are held and all need not be used only within the Collections, some should be retained in the Hawaiian and Pacific Collections and the remainder placed in the other collections of the Library.
- 3) Sufficient student help should be employed, as a matter of highest priority, to permit at least one person to be at the entrance to the Collections to loan out, on request, for library-use only, those items in the Collections which the Curators designate as being of such a nature as to permit such use with minimal danger to their preservation and the integrity of the Collections.⁵⁴

When the above policies were adopted there was some consternation on the part of library patrons and UH faculty. Heyum has modified the rules somewhat to accommodate special researchers. Over the years Pacific Collection patrons have come to appreciate the wisdom of protecting these valuable UH resources.

The NDEA Grant Years

In October 1973, PIP received a National Defense Education Act (NDEA), Office of Education Title VI grant to establish a Pacific Islands Studies Center. The grant identified special activities as appropriate for grant

money expenditures. Library acquisitions as well as any travel necessary for collecting materials were cited as legitimate grant activities.

In 1974 PIP used grant funds to send Heyum on the first of many collection trips to the Pacific. On each trip Heyum gathered Pacific materials and established valuable contacts between various Pacific institutions and governmental agencies and the UH library. In addition to Heyum's collection trips, PIP has made yearly allocations to the UH library for Pacific acquisitions.

The grant also permitted PIP to fund additional staff for the Pacific Collection to support reference service, bibliographic work, and to assist the Curator. In 1974 PIP began to fund a full-time support position for Lynette Furuhashi in the Pacific Collection. PIP's funding for this position continued until 1985 when Furuhashi's salary was absorbed by the UH library. Presently PIP is supporting a half-time cataloger to help clear up some of the backlog of uncataloged Pacific Library materials.

With NDEA funds PIP recruited the writer of this history to survey the records of the Trust Territory Administration of Micronesia and to design a microfilming project for preserving them. As a result of this project the UH Pacific Collection was designated as the repository for the Trust Territory Archives totaling approximately 3,000 reels of microfilm and numerous photographs and audiovisual materials.

A 1979 UH proposal to the National Endowment for the Humanities provides some statistics on the growth of the UH Pacific Collection since PIP's beginning in 1950.

The UH Library owned approximately 9,000 Pacific titles in 1950, most of these focused primarily on Hawaii.⁵⁵ By 1979 the Pacific Collection numbered

more than 42,500 volumes (28,300 titles), in all fields of knowledge, related to Polynesia, Micronesia, and Melanesia, including New Guinea. The Collection subscribes to approximately 995 current serials, maintains over 1,900 inactive serials, contains microfilm holding 6,500 reels and 2,700 microfilm sheets, and also subscribes to 39 current newspapers relating to the Pacific. The grant proposal also lists the Pacific Collection's unique strengths:

Government documents published in the Pacific Islands, especially from Micronesia, since 1950. The UH library holdings are the most complete in the world.

Materials relating to post-World War II social, cultural and political change in the Pacific Islands.

Linguistic resources including dictionaries, grammars and original works in Pacific Islands languages. Many of these are missionary publications including Bibles, gospels, wordlists, and texts. The 750 languages of Papua New Guinea are extensively represented.

Extensive holdings of current and retrospective newspapers published in the Pacific Islands.

The serials collection contains many unique items of the ephemeral newsletter type of publication, very common in the islands, and which are acquired almost exclusively through exchange.

Pacific Island literature in all languages.

Publications of the South Pacific Commission. The Pacific Collection (like other libraries collecting Pacific materials) receives these on deposit. However, few other libraries have such complete holdings, because the UH Pacific Collection also obtains many non-deposit items such as maps, pamphlets and typescripts.

Comprehensive file of dissertations and theses about the Pacific completed at universities throughout the world.

Resources on the art of the Pacific, including many small exhibit and auction catalogs.

Pacific voyages, history and anthropology.⁵⁶

Henry E. Maude, of the Australian National University, one of many internationally known scholars to have used the Pacific Collection, wrote the following comment to be included in the UH grant proposal:

...the Library of the University of Hawaii has become internationally recognized as one of the four libraries in the world able to meet the requirements of Pacific scholars, the others being the Public Library of New South Wales in Sydney, the National Library in Canberra and the Alexander Turnbull Library in Wellington...⁵⁷

PIP faculty can be proud of the role the program has played in the development of the UH Pacific Collection. The excellence and prominence of this valuable national resource is a testimonial to the dedication and perseverance of PIP's faculty.

CHAPTER IV—NOTES

¹Richard D. Lambert, et al., Beyond Growth (Washington, D.C.: Association of American Universities, 1984), p. 236.

²PIP Annual Report 1950-51, PIP-cf.

³Stroven to PIP Advisory Committee, May 5, 1950, PIP-cf.

⁴Mason to Dean of Faculties, May 18, 1953, PIP-cf.

⁵Bachman to Fahs, Jan. 9, 1957, PIP-cf.

⁶Rockefeller to Wilson, Feb. 21, 1957, PIP-cf.

⁷Stroven to Mason, Feb. 28, 1957, PIP-cf.

⁸Wilson to PILC, Mar. 4, 1957, PIP-cf.

⁹PILC Minutes, Mar. 13, 1957, PIP-cf.

¹⁰PILC Minutes, Apr. 10, 1957, PIP-cf.

¹¹PILC Agenda, June 8, 1959, PIP-cf.

¹²Stroven to PILC, Oct. 28, 1959, PIP-cf.

¹³Stroven to PILC, Nov. 20, 1959, PIP-cf.

¹⁴Stroven to PILC, Feb. 24, 1960, PIP-cf.

¹⁵Murphy to Stroven, June 3, 1960, PIP-cf.

¹⁶Stroven to PILC, July 13, 1959, PIP-cf.

¹⁷Meller to Stroven, Sept. 17, 1958, PIP-cf.

¹⁸PILC Minutes, Apr. 1, 1960, PIP-cf.

¹⁹PILC Minutes, Apr. 1, 1960, PIP-cf.

²⁰PILC Minutes, Apr. 1, 1960, PIP-cf.

²¹Stroven to Wilson, June 9, 1960, PIP-cf.

²²Stroven to Wilson, June 9, 1960, PIP-cf.

²³Stroven to PILC, Aug., Sept. 3, and Oct. 31, 1960, PIP-cf.

- 24 Stroven to Maude, June 13, 1960, PIP-cf.
- 25 Cammack to PILC, June 19, 1963, PIP-cf.
- 26 Meller Report to PILC, Apr. 1965, PIP-cf.
- 27 PILC Minutes, Oct. 16, 1964, PIP-cf.
- 28 PILC Minutes, Nov. 20, 1964, PIP-cf.
- 29 Meller to PILC, Apr. 1965, PIP-cf.
- 30 Meller, personal interview, Nov. 1, 1984.
- 31 David Kittelson, "University of Hawaii Library 1960-1983," HLA Journal, v. 41(1984), p. 60.
- 32 Meller, personal interview, Nov. 1, 1984.
- 33 Meller to Shaw, May 5, 1965, PIP-cf.
- 34 Shaw to Meller, May 11, 1965, PIP-cf.
- 35 Meller to Shaw, May 28, 1965, PIP-cf.
- 36 Faculty Library Bulletin, v. 36, no. 39, June 14, 1965, PIP-cf.
- 37 Hamilton to Meller, Mason, Hunter, Grace, Street and Daws, 1965, PIP-cf.
- 38 Jones to Shaw, July 1, 1966, PIP-cf.
- 39 Neff to Meller, Jan. 10, 1968, PIP-cf.
- 40 Meller to Shaw, Nov. 22, 1967, PIP-cf.
- 41 Shaw to Meller, May 16, 1968, PIP-cf.
- 42 Danielsson to Bell, Oct. 12, 1967, PIP-cf.
- 43 Meller to Shaw, Nov. 22, 1967, PIP-cf.
- 44 Fuchs to Meller, Feb. 19, 1968, PIP-cf.
- 45 Heyum to Meller, Feb. 1, 1968, PIP-cf.
- 46 Du Reitz to Meller, Feb. 8, 1968, PIP-cf.
- 47 Armstrong to Meller, June 8, 1968, PIP-cf.
- 48 Meller to Heyum, June 6, 1968, PIP-cf.

- 49Bell to Meller and West, Sept. 11, 1968, PIP-cf.
- 50West to Heyum, Oct. 17, 1968, PIP-cf.
- 51Pirie to Cleveland, Jan. 15, 1970, PIP-cf.
- 52Heyum, personal conversation, Sept. 1984.
- 53PIP Minutes, Mar. 29, 1971, PIP-cf.
- 54PIP Committee to Dr. Stanley West, Mar. 9, 1973, PIP-cf.
- 55Stroven to PIP Advisory Committee, May 1950, PIP-cf.
- 56"Pacific Islands Research Materials: A Proposal to Enhance the Quality and Facilitate Accessibility of a National Resource," Title II-C, Fiscal year 1981. Pacific Island Research Materials, p. 10. (Hereafter cited as A Proposal 1981.)
- 57A Proposal 1981, Appendix B, Pt. 3, pp. 76-77.

CHAPTER V

TEACHING: BUILDING PACIFIC AWARENESS

In 1950 PIP proposed teaching goals that included offering a high-quality and interdisciplinary M.A. program in Pacific studies, developing student research on the Pacific, strengthening UH course offerings on the Pacific, and promoting community awareness of the Pacific.¹

PIP announced its graduate program in the University of Hawaii Graduate Announcement 1951-1953. Entrance requirements were demanding, even "stringent" according to PIP's first Chairman. To be accepted for candidacy to the program a student was required to have the following:

- 1) A minimum to 18 undergraduate credits in courses on the Area in the following disciplines: anthropology, economics, education, geography, government, history, linguistics, literature, psychology, sociology, and speech. A basic course in either anthropology or geography of the Pacific Islands is required.
- 2) A reading knowledge of French, German, Hawaiian, Japanese or Spanish. The candidate will be expected to utilize this knowledge in graduate course work and in research for the thesis.

Students entering PIP could select from twenty-six courses offered by eleven departments for credits towards a Master of Arts degree in Pacific Islands Area Study. All candidates were to write a Master's thesis involving research on some aspect of Pacific Islands Studies in which two or more disciplines are involved, to take a joint seminar attended by faculty representatives from at least three disciplines, take additional courses from at least three departments other than a language, and pass a final examination related to the thesis topic in the context of the Pacific.

Throughout PIP's history local and national perceptions of the Pacific determined the directions the program took and influenced PIP's progress. PIP's educational program developed at a slower rate than PIP's other two activities—research and service—but with each decade PIP's teaching efforts broadened in scope.

The 1950s

PIP's first two students, Marion Kelly and Abraham Piianaia entered the program in 1952. The following year both students passed their qualifying exams, which covered the major fields of history, anthropology, and geography of the Pacific Island area. Kelly's thesis focused on change in land use and land tenure among Hawaiians from Captain Cook's time to about 1850. Her thesis committee—Dr. Charles Hunter, History; Dr. Bowers, Geography; Professor Donald Bell, Economics; and Dr. Leonard Mason, Anthropology—felt the interdisciplinary approach proved to be ideal for Mrs. Kelly's work. The Committee reported "satisfaction with the exchange of ideas that were experienced during the course of the thesis development."²

Marion Kelly became PIP's first graduate, earning her degree in June 1956. Today Kelly is a PIP faculty member. Piianaia, today a professor in the UH Department of Hawaiian Studies, completed all course work except his thesis. The next students admitted to PIP were Robert Sparks (now head of the UH Press), and Zanetta Richards (a teacher at Kamehameha Schools and a chanter).

One of the primary goals of PIP's original proposal for a Center for Pacific Islands Study was to offer an Interdepartmental Seminar which would integrate the various interdisciplinary Pacific courses. PIP students would be required to take a joint seminar attended by faculty representatives from

at least three disciplines. PIP initiated the Interdepartmental Seminar in the fall of 1953 not only to meet student requirements by integrating their Pacific course work, but also to integrate the M.A. degree program with the TRIPP research projects. PIP's annual report provides further explanation of the Seminar's intent:

...Graduate students from any department, especially in the humanities and social sciences, may register for this course for credit. Interested faculty members from any department are likewise being encouraged to participate as much as possible. The Seminar, which will continue each semester with leadership passing from one department to another, is intended to serve not only as a vital part of the M.A. program, but also as a medium in which the research activities of the Tri-Institutional Pacific Program can be planned and evaluated.³

A requirement of the TRIPP grant called for a visiting professor program. PIP's first visiting professor was Alexander Spoehr, Professor of Anthropology and Director of Bishop Museum. Spoehr led PIP's first Interdepartmental Seminar attended by seven students and seven faculty. The group spent the semester reviewing the range of Pacific research which had already been accomplished, looking primarily at the anthropological field where most of the work had been done.

Mason was on leave during the Seminar's first semester. Neal Bowers, who served as PIP Chairman in Mason's absence, wrote the following letter to bring Mason up-to-date on Seminar activities.

All is going well with the program and I am quite pleased with the results. Spoehr's seminar is drawing to a close. The attendance has continued good, and I have gotten a great deal from the sessions. You probably discussed the program with him before you left so know that it was concerned with social change—and the problems of trying to "catch it in progress."

It is my feeling that all of us should recognize that joint research is something new, that it requires a new approach,

and that (at least from my observation) most of the area programs are more or less fumbling, and that there will have to be much talk and discussion and much experimentation before the many difficulties are smoothed. Hence,...I feel that the seminar will have to be give-and-take sessions—and a sounding board for ideas.⁴

The second semester of the Seminar was noted in the "Newsletter" of the Hawaiian Anthropological Society with an open invitation to anyone interested in exploring the possibilities of interdisciplinary research. Norm Meller relates that in the 50s there were few activities on campus other than the routine courses. The Seminar was unique and attracted both faculty and students from a number of disciplines.

The Seminar's second semester took a different approach, one organized on departmental lines. Representatives from UH departments involved in Pacific research—Sociology, Anthropology, Psychology, Linguistics, Geography, Economics, History, Government, Education, and Physical Sciences—took the responsibility for leading one or two meetings. Each leader introduced material dealing with the major interests, methodology, and application of research in his particular discipline.

PIP tried yet another approach to research during the Seminar's third semester, concentrating on a topic in a Hawaii locale where documentary research could be combined with field work. Seminar participants (mostly graduate students now) selected a general theme—the University's changing role in the larger community.⁵

Mason summarizes the Seminar's first three years in his annual report for 1955-56.

Since its inception in 1953-54, several approaches have been tried in the interest of achieving greater interdisciplinary emphasis. The first year saw an enthusiastic but frustrated group (composed mostly of faculty auditors) attempt to deal with the problem at the

theoretical or conceptual level. In the second year, an equally enthusiastic group (more evenly divided between graduate students and faculty) sought the answer in terms of a concerted attack upon a specific research topic, namely, the changes which have taken place in the Samoan Islands since European contact.⁶

The Interdepartmental Seminar continued to be offered through the 1961-62 academic year when it became apparent that the Seminar was not functioning as designed.

The Seminar has not performed the function for which it was originally established, namely to provide the integration considered desirable for students interested in the Pacific Islands. A small number of students have made use of it in this way, but the response is so poor that the Committee has now decided to drop the Seminar and to substitute a Directed Reading and Research program for candidates in the M.A. program in Pacific Islands Studies.⁷

In 1958 PIP's Advisory Committee requested two changes in the PIP's requirements. The first change involved an increase in Seminar credits from the present two credits to three. The Committee believed that the increase would permit students more time to accomplish something of value. The increase in credits was granted and during one semester Seminar participants were able to compile a "Bibliography of Sources on Personality and Culture of the Pacific Region," a work that was later used by HRAF in developing their files on Samoan culture.

The second change requested by the PIP Committee and one which was also granted, involved PIP's language requirement. Initially students had been required to have a reading knowledge of French, German, Hawaiian, Japanese or Spanish, and to use the language in their thesis work. In the proposed requirement students would be "urged to acquire" a reading knowledge of one of the same languages and "to utilize the chosen language in their research." The Committee's rationale for this change states:

Experience...has shown that the language requirement for our program does not serve the same purpose as it apparently does in other programs...Most of our candidates have selected Hawaiian, and this has coincided with the primary interest in Hawaii, but such candidates have, in almost every case, already had sufficient Hawaiian to meet the requirement. One candidate recently selected French as his language, because this was a language he knew, and now he is searching desperately for a thesis topic which will accord with his chosen language. Also recently we have a candidate who is much interested in Hawaii as his area, but has had difficulty in mastering even the first semester of Hawaiian; yet he is a very able student in his nonlanguage courses. In sum, it appears to us that the language requirement is not serving a useful purpose, as we originally conceived that it would; in some instances, it may well be providing a serious obstacle which at the Master's level in this University at least is not matched in other fields of study.⁸

During the 1950s PIP had focused its teaching activities on advising the four students who entered PIP during its first decade, and on developing the Interdepartmental Seminar. As PIP entered the 1960s the program would be surrounded by a rapidly expanding academic climate. The 1960s was to be characterized by change—at UH, in the nation, and throughout the Pacific—and PIP would attempt to unify UH Pacific activities and to develop UH relationships with several new Pacific academic institutions.

The 1960s

PIP entered the 1960s in a stimulating atmosphere created by the establishment of the East-West Center for Technical and Cultural Interchange (EWC) at UH. The generously-endowed EWC brought rapid changes to the UH campus, new buildings were constructed, there were a number of new faculty positions, and the Center attracted a host of visiting scholars and diplomats.

Whatever the importance of particular events during the 1950's, none contributed as much to the University's international image and most likely, substance as the creation of the East-West Center in 1959. This event focused worldwide attention on the school, produced a host of significant ancillary effects, reinforced the institution's own perception of itself as a leader in international education, and led many elsewhere to adopt a similar view. In short, it precipitated an institutional coming of age for the University.⁹

Between 1960 and 1975 the EWC provided scholarships and research grants in all fields of study for approximately twenty-five thousand degree candidates, research scholars and technical trainees from forty-one Asian and Pacific countries and the United States.¹⁰ Meller wrote to Mason that one of the more immediate impacts of the Center on the UH campus was the addition of thirty-five new faculty positions.¹¹

In 1962 the EWC began offering all-expense paid, 21-month scholarships for work towards a Master of Arts degree in Pacific Islands Studies. The announcement of the scholarship states that "the center seeks to promote mutual understanding by bringing together students from Asia, the Pacific area, and the United States, for study, interchange of ideas, and shared living experiences." A unique feature of the EWC scholarships was that in addition to room, board, books, tuition, fees, incidental allowance, health insurance, and round-trip transportation, a three-month study tour to some part of the South Pacific was given each degree candidate to enable him/her to undertake thesis research "in the field."¹²

Zanetta Richards applied for and won the first East-West Center scholarship in Pacific Islands Studies. Richards focused her studies on ethnomusicology; her advisor was Professor Barbara Smith of the UH Music Department, a specialist in Pacific ethnomusicology.

PIP's correspondence files contain several inquiries and applications for the EWC scholarships. However, considering the generous provisions of the scholarships Pacific study attracted relatively few applicants.

In the 1960s a number of Pacific Islands students attended UH, some sponsored by the EWC. Statistics show that during the years 1961 through 1965, a total of fifty-two Pacific Islands students were sponsored through the EWC and another sixty-one students from the Pacific were independently registered at UH.¹³ Although the Pacific Islands students did not enter PIP in the 1960s, they were available as informants on the area, many attended Pacific-related classes included in the Program, and at the very least their presence on the UH campus must have helped to promote Pacific awareness.

Another development of the 1960s was the emergence of post-secondary educational institutions in the Pacific. In 1965 a new university was established in Port Moresby, Papua and New Guinea. Also in 1965, London's Ministry of Overseas Development sent a Mission to the Pacific via Hawaii, to inquire into post-secondary needs in Fiji and other South and West Pacific Island territories. UH Faculty were contacted by personnel attached to the Mission. The Mission studied the feasibility of establishing a college at Laucala Bay, Fiji, the site of a former Royal Air Force facility; the Laucala Bay facilities subsequently became the main campus of the University of the South Pacific.

The new Pacific institutions posed a question for PIP and other Pacific-interested faculty at UH to explore. What should the University's relationship with these institutions be? Norman Meller addressed this question in a letter to John Gunther, Vice Chancellor, University of Papua New Guinea.

In an attempt to develop a policy for the University of Hawaii's relations with the University of the South Pacific, it has been proposed that higher education in the Pacific...be viewed as a matter of concentric circles. In the inner circles are the USP, the recently created University of Papua-New Guinea at Port Moresby, and the College of Guam, recently expanded to be a university. In the larger concentric circle are a number of long-established universities interested in education, research and training in the Pacific Basin. The latter are located in Australia, New Zealand, Canada, and the United States, with the University of Hawaii included with the American institutions...The University of Hawaii Administration should view the needs of the University of the South Pacific within the broader perspective of its being but one of the three [inner circle universities] ...The University of Hawaii Administration should use its initiative in the establishment of a coalition of circum-Pacific universities, to assist all three Pacific Island universities with their more costly, longer-range requirements...¹⁴

Yet another development of the sixties occurred at the national level. In response to the Soviet launching of Sputnik, the U.S. Congress enacted the National Defense Education Act (NDEA) and began allocating vast sums of money to establish language and area study programs

Leonard Mason retired as head of the Anthropology Department and desired a lesser role with PIP in order to devote more time to Pacific research. Norman Meller was appointed Chairman of PIP's Advisory Committee in 1965. Meller envisioned a Pacific program which could integrate three contemporary components: (1) the Pacific Islands Study Program, (2) the needs of the new tertiary "inner circle" institutions in the Pacific, and (3) the possibilities of a Federal NDEA grant. Meller presented his plan in a document titled "Proposal for An Institute of Pacific Island Studies." Meller's "Institute" would:

1. Facilitate the teaching, research, and service now being undertaken by staff members in the various disciplines at the University;

2. Supplement this by directly conducting or aiding cross-disciplinary teaching, research and service;
3. Be the University's primary liaison with institutions in and around the rim of the Pacific concerned with similar matters.¹⁵

The Institute would be responsible for maintaining an overview of all UH activities having the Pacific Islands as their focus. It would administer the M.A. degree program and supplement PIP's curriculum with "cross-disciplinary seminars," "public lectures by distinguished visitors," and "the sponsorship of short conferences." UH was the only American university with an organized program in Hawaiian language. "This would be supplemented with formal courses in other Pacific Island languages."¹⁶

To facilitate Pacific research the Institute would "serve as a clearing house for the information of all faculty members potentially interested in Pacific research."¹⁷

The Institute's research activities would be...akin to that of a broker, acquainting faculty members of opportunities for research arising out of the expressed interest of foundations and governmental and educational institutions...

An essential part of the research program would be the publication of findings in the form of monographs.¹⁸

Meller identified two forms of service activity for the Institute. The first involved the University's internal needs such as "aiding in the building of the University's Pacific Library Collection."¹⁹ The second form of service involved seeking ways to provide more training opportunities "both in Honolulu and in the field" for the indigenous inhabitants of the Pacific Islands.²⁰

Meller believed the Institute should offer consultation services to governmental and private agencies, "calling upon the staff resources of the University."²¹ The institute should issue a periodic newsletter, with information on "research in progress and publications, current offerings and

new programs, and other developments of interest to colleagues in the area."²² In June 1966, Meller submitted his proposal for the Institute to Charles Neff, Assistant Dean, College of Arts and Sciences.

UH had been awarded an NDEA grant for its Asian study program and Roland Fuchs, Director of the UH Asian Language and Area Study Center, wrote to Washington to inquire about funding to support a center for Pacific Studies. Fuchs received the reply that HEW's Office of Education would "entertain a concrete proposal for the establishment of an NDEA Center for Pacific Island Studies."²³ Fuchs forwarded the news to PIP.

Meller was to be on leave for the Fall 1986 semester, studying the changing political scene in Papua New Guinea. Before leaving, Meller began gathering the data necessary for writing another proposal, this one to HEW's Office of Education, collecting figures on UH enrollment in Pacific language courses, as well as information on support services such as library holdings.

Gavan Daws of the History department served as PIP Chairman in Meller's absence. Daws worked with UH Dean Neff and the PIP Committee to compile all the tedious details required by the HEW for the NDEA Language and Area Center proposal. The group met the proposal deadline, and on January 31, 1967, an impressive document was forwarded to Washington.

Neff wrote to Meller in Papua New Guinea, sending him a copy of the final draft of the NDEA proposal, explaining that he had decided "to table" Meller's proposal for the Institute of Pacific Studies until UH had news from the Office of Education regarding the status of PIP's NDEA proposal. Neff added that perhaps on Meller's return Meller "could walk his proposal through the administrative process himself."²⁴

PIP faculty had been struggling for years to win UH financial support for their program. The UH administration would not change its traditional

attitude that PIP should support program goals with outside sources of funding. Neff's stance concerning Meller's proposal for the "Institute" is just one of many instances in PIP's history where the UH withheld University support—both financial and administrative—for PIP goals.

Although PIP's efforts were not immediately rewarded with a grant from HEW, the exercise did lead to some new directions and opportunities for the Pacific program. On October 13, 1967, W. Todd Furniss, Dean of the College of Arts and Sciences, sent a memo to UH President Thomas Hamilton, suggesting that for "administrative purposes" it might be convenient to place the Pacific Islands Studies Committee in the College of Arts and Sciences. Furniss comments:

If this were done, the Pacific Islands Studies Committee could be associated with our existing area program committees in East Asia, Southeast Asia, and South Asia. Such a grouping would facilitate the preparation of proposals for Federal support.²⁵

The PIP Committee met to discuss Furniss's proposal and decided the move could provide them with an opportunity to press for some badly-needed improvements in their program. Meller attended a meeting of the Asian Studies program and learned that the Asian-Pacific programs were to be allocated six new faculty positions for the 1968-69 academic year. In a memo addressed to the PIP committee, Meller offered some ideas for achieving PIP needs:

If we are going to have anyone added to the University who has an interest in the Pacific, we will have to make a very strong case, for in size our program is like a David facing their Goliath. Following the analogy, we need a pile of rocks for our sling, and at our next meeting I hope to rough out a scheme by which each of us can check out a number of departments to determine what their needs and plans are for adding staff on the Pacific. With this we can then build our case.²⁶

Meller's plan involved a campus-wide survey of all UH departments with Pacific interests. A questionnaire would be sent requesting faculty input

regarding additional Pacific library resources and support services. PIP committee members were encouraged to venture into the business community to explore possible Pacific support from the private sector. Meller hoped the survey would reveal sufficient strength to provide the wedge he needed at the bargaining table.²⁷

In a formal statement to Dean Furniss the PIP Committee declared that "functioning as a university committee appointed by the President, PIP had been able to perform its coordinating duties for students..." but the program had "lacked the resources to aggressively undertake its other programmatic objectives." The statement proposed that when PIP was brought under the College of Arts and Sciences that an administering committee similar to the existing one be maintained, but augmented with representatives from all departments with an expressed interest in the Pacific, thus becoming a campus-wide Pacific Islands Studies Program Advisory Committee. In addition the document stated that "...the University has for long stressed its interest in the Pacific Islands...if the University is sincere in its expressions of interest, financing must be provided..." For the balance of the 1967-68 fiscal year PIP's committee requested a minimum budget for supplemental office assistance by a part-time graduate student, plus the cost of office supplies. For the 1968-69 fiscal year "the minimum would appear to be the equivalent of a half-time position for the program head, student help for facilitative assistance, office supplies, and the budgeting of funds for attendance at meetings designed to foster University ties with other institutions interested in Pacific Islands studies and research."²⁸

PIP was making modest requests. However, up to this time PIP had received no University support for its program; PIP had no office space, no support

staff, and no budget, and PIP's Advisory Committee had served in addition to carrying full teaching responsibilities in their respective departments. If PIP were granted these requests the program would be making some real progress.

PIP was officially transferred to the College of Arts and Sciences on November 27, 1967.²⁹ In December 1967, PIP sent a "Proposed Program of the Pacific Islands Studies Committee" to Dean Furniss. The document contains seven areas of planned development.

1. Identification of human resources at the University.
2. Clearing house function—introducing staff members interested in the Pacific to one another.
3. Teaching function—maintaining the present M.A. Program, and holding cross-disciplinary seminars, lectures, and panel discussions.
4. Publications—mounting a low-cost Occasional Papers Series.
5. Public Service—maintaining of liaisons with academic institutions throughout the Pacific.
6. Archival and library—through close contact with the personnel of Hawaiian and Pacific Collection of the Sinclair Library, building up and maintaining a Pacific Collection second to none.
7. Financing—seeking financial assistance from foundations and community sources to help carry out the preceding functions.³⁰

Meller received a letter from Furniss written December 4, 1967. In it Furniss responds to Meller's earlier memo:

In your memo to me of November 13 you raise the question of support for the Pacific Islands Studies Committee. We are, of course, glad to provide normal secretarial support for your committee. Such support would extend to the typing of any official correspondence and the preparation of proposals that your Committee might wish to generate. Other support is more difficult to guarantee at this time. We may be able to come up with a small sum of money to pay for a part-time graduate student or for other services you may need. However, I think we will have to do that on an ad hoc basis for the present. For 1968-69 we have no

budgetary request to support your Committee's activities. Therefore, I cannot guarantee funds for attendance at meetings or student help in any great amount. However, your Committee members will be eligible to apply for travel funds like any other faculty members. I think you will agree with me that in the long run the best solution will be to receive federal support for the establishment of a Language and Area Center in Pacific Islands Studies. Then we will be able to create some faculty positions, support the service of a director, and generate some indirect funds for faculty travel...It is in the realm of possibility that we can designate a half-time position for the program head during the coming year.³¹

Once again PIP was faced with trying to support program goals by applying for outside funds. However, the new year brought a bit more cheerful news to PIP. Neff, responding for Dean Furniss, wrote:

The College is able to provide \$500 to support student help and the purchase of miscellaneous office supplies during the remainder of this academic year...³²

Neff added that in "the coming year the College would be willing to set aside a half position for the directorship of the Pacific Islands Program," and he invited Meller to undertake the position.³³

Meller accepted the invitation and in February 1968 he became PIP's first Director. The letter confirming Meller's appointment indicates additional changes in the College's attitude towards PIP since Furniss's November 1977 letter to Meller. Neff wrote:

The transfer of the Pacific Islands Studies Committee from the President's Office to the College of Arts and Sciences was accomplished in order to provide more immediate support for the Committee's activities and to encourage the Committee to expand the scope of Pacific Islands Studies at the University of Hawaii. [Therefore] It seems appropriate that the Chairman of the Pacific Islands Studies Committee be relieved of some academic duties so that he may concentrate a major portion of his efforts on the development of Pacific studies...

We are all delighted that you have agreed to accept this position and will certainly attempt from our end to provide the support necessary for the success of your activities.³⁴

This was a marked improvement in PIP's leadership, for since the program's beginning in 1950 PIP had been administered by a committee appointed by the UH president. PIP's only leader over the years had been the chairman of the Advisory Committee who was also required to carry a full load of teaching responsibilities in his respective department.

In April 1968 Meller began implementing some of the plans he had listed in his proposal for the "Institute." PIP initiated a census of all faculty members whose work or interest was related to the Pacific Islands. PIP planned to compile the information gathered in the census into a directory that would facilitate communication between faculty, and aid Pacific teaching and research.

The response to the census was extremely gratifying, and Meller called for a meeting of all those who had expressed a Pacific interest. Meller's notes for his presentation contain handwritten cues such as "brandish notes here," and it seems clear that Meller planned an impassioned call to action.³⁵ Meller told the audience that the inquiry inspired 143 people to respond that they had an interest in the Pacific. Of these most had some Pacific field experience. There were forty-three from the Biological Sciences, twenty-nine from the Humanities, twenty-seven from the Physical Sciences, nineteen from the Social Sciences, and fourteen from Education, Library, and Extension Services. Meller notes that there is plenty of manpower, with unusual resources, but that in the past there has been little effort to use them.³⁶

Meller drew next upon several of the points in his earlier proposal for an Institute of Pacific Studies. Among these Meller identified the need for better communication among the Pacific-interest groups and suggested directions for improving the Pacific relations on campus. Additional

recommendations included: the development of the library through the hiring of a Pacific curator; the building of cooperative arrangements with other institutions interested in Pacific studies; the continued assessment of human resources in Pacific studies at the University; the preparation of a directory of Pacific-interested UH faculty as well as on-going programs and research; the reinstatement of the cross-disciplinary seminars offered by PIP in the early years to encourage the joint tackling of problems of mutual interests; the publication of a newsletter to permit the circulation of University intelligence—who's going, who's coming; and finally the launching of a miscellaneous paper series for papers that are too long to get into a journal, and too brief to be considered a monograph.³⁷ Meller concluded his presentation by adding: "All this needs administrative organization," and he invited the audience to propose committees for accomplishing the above.³⁸

A week later Meller wrote to Dean Furniss saying that at the December 3rd meeting the following faculty had indicated a willingness to serve on a University-wide Pacific Islands Program Advisory Committee.

J. Halley Cox, Professor of Art
 Teruo Ihara, Associate Professor of Education
 Donald D. Johnson, Professor of History
 E. Alison Kay, Professor of Science
 Colin S. Ramage, Professor of Meteorology
 Edward Ross, Professor of Food Science
 Emmanuel Voulgaropoulos, Associate Professor of Public Health³⁹

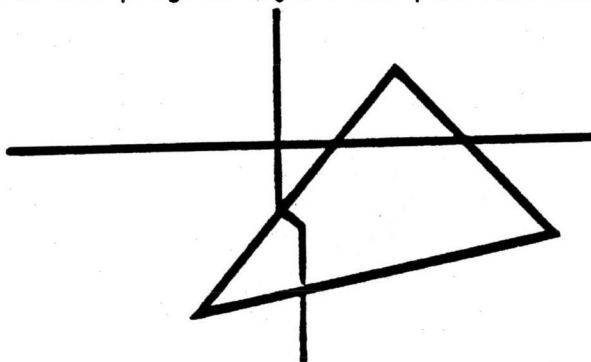
At the first meeting of the new Advisory Committee, Meller presented his plan for the PIP's new administration.

PIP should be administered by the seven-man program board. Functional committees would work with the Director in mounting specific programs. Regular meetings should be held for all faculty interested in the Pacific Program. The PIP Director should be named by the Dean on the recommendation of the Board, and serve as a secretary of the Program Board. The PIP Director should work with the

functional committees in executing programs, maintain liaisons with the Pacific Collection, off-campus associations, etc. And the PIP Director should administer the Program office, supervise staff, and keep records.⁴⁰

Meller asked the group to begin considering the points he had raised at his campus-wide meeting so that they could proceed with implementation of the program.⁴¹

The "Pacific Islands Program Newsletter" was launched in February 1969. Norm Meller designed the Newsletter's logo (see below). A geometric figure symbolizes the Polynesian Triangle, the horizontal line represents the equator, and the vertical line delineates the international time zone that stretches North and South across the Pacific. Meller's logo has become PIP's identifying emblem for all program flyers and publications.



The "Newsletter's" first issue publicly proclaimed its function and included PIP objectives:

This is the first issue of a house-organ (hopefully) to be issued bi-weekly during the regular academic year for all faculty members interested in the University's Pacific Islands Program.

The objectives of the Pacific Islands Program are to encourage and to facilitate the activities of faculty members of the University of Hawaii interested in teaching research, and service relative to the Pacific Basin, and to the end that a community of interest may be developed within the University which will enable such activities to mutually reinforce each other as well as further the creativity which is characteristic of an institution of higher learning. The geographical boundaries of the "Pacific Basin" encompass the regions referred to as

Melanesia, Micronesia, and Polynesia, all of Australia and New Zealand are also included until such time as a separate area program may be established at the University encompassing these areas.⁴¹

PIP's Newsletter carried a variety of regular items. "Who's Coming, Who's Going" announced UH faculty involvement in Pacific research, conferences, consultant work, and much more. Early issues carried lists of Pacific Collection acquisitions. One issue identified current Pacific training and research projects offered at the EWC. Another Newsletter included a discussion regarding the travel documents and requirements necessary for conducting study and research in various Pacific countries.

Today PIP's Newsletter is published bi-monthly. The format has changed somewhat, but like the early issues, the present editions contribute significantly to the coordination of Pacific affairs at UH, and to the building of Pacific awareness.

The 1960s brought PIP somewhat closer to meeting the goals established for the program in 1950. The move from the President's office to the College of Arts and Sciences provided PIP with the essential infrastructure for functioning within the University system. The move had also enabled PIP to have a half-time Director who could spend at least a portion of his time developing program goals and providing student guidance. PIP had also been assigned its first office, though it was far from permanent quarters. The long-sought-after PIP Newsletter was opening University eyes to the magnitude and diversity of UH faculty involvement in Pacific research and study. However, PIP still had much ground to gain to achieve all the dreams envisioned by the program's "founding fathers."

The 1970s were to bring new challenges to PIP. During these years the program would enjoy great financial gains, intense academic scrutiny, and severe administrative upheaval.

The 1970's

Several factors were to influence PIP's development during its third decade. The University was in a period of transition. Harlan Cleveland became University president in 1969, a position he held until 1974, when yet another leader took the University's helm. It was a time when the University and the Hawaii State Legislature were realizing that the state could not afford projected University growth based on expansions initiated during the opulent Sixties. This realization would result in a campus-wide departmental review. The 1970s was time when PIP's helm would be turned over to a new group of leaders. And in 1973 PIP was awarded a NDEA Office of Education Title VI grant, the first since the TRIPP and Rockefeller grants in the 1950s.

Meller spent the summer of 1969 in Micronesia and was scheduled to spend the 1969-70 academic year serving as the Resident Director for the California State International Program in the International Division of Waseda University, Tokyo, Japan. Meller wrote to Peter Pirie, on study leave in Australia, to invite Pirie to be Acting PIP Director in Meller's absence.

During the year you have been gone we have been attempting to build a community of scholars at the University interested in the Pacific island area, cutting across all disciplines and administrative segments of the campus. To date our efforts have not proceeded much beyond publishing our Newsletter and preparing the ground work for a printed directory. Hopefully, next year, it ought to be possible to begin planning for cross-disciplinary seminars and conferences, and explore the chances for publishing a miscellaneous papers series...The Pacific Islands Program offers the challenge to get things moving at the University, after all these many years of talk, and I think you would enjoy taking it on.⁴²

Pirie accepted Meller's challenge, and in April 1970 Pirie wrote to Meller in Japan to bring him up to date on PIP activities.

The Committee discussed the possibilities of a [grant] proposal for a Pacific program, but we decided against applying anywhere at this time. Fiscal possibilities are no better than they were last year, and the University is in rather a suspended state with the new administration and the possibility of the language and area center programs being phased out. However, Cleveland is interested in the Pacific, and has made several "movements" which have been felt—notably asking Douglas Oliver to give him a report on the status of Pacific Island work in the University, what our resources were, and what possibilities he foresaw. I read Oliver's report and agreed with most of it—but one of his findings was that it was time for the University and the State to at last put its money where its mouth has been for so long.⁴³

Douglas Oliver had been appointed to the Chair of Pacific Anthropology at UH in 1969. He was alternating teaching duties between this position and his position at Harvard University as Professor of Anthropology and Curator of Oceanic Ethnology, Peabody Museum. Oliver had years of Pacific fieldwork, beginning in the 1940s when he worked with the U.S. Navy on the economic rehabilitation of the Pacific. Oliver is a distinguished scholar in his field, and is held in high esteem by his colleagues. He was well qualified to conduct the 1970 assessment for Cleveland. Oliver's report began with a somewhat positive note:

...I have been surprised to discover that in its research and teaching the University is very weakly involved, or not involved at all, with some very important aspects of human life in the Pacific Islands area. On the other hand, my enquiries have confirmed a previous impression that in some other aspects of human life in this area the University possesses resources, in personnel and facilities, which are outstandingly good by any standards anywhere.⁴⁴

Oliver assessed individual efforts as they applied within specific disciplines. In the Humanities he applauds Professor Barbara Smith as "one of the world's outstanding experts in the musical arts of the Pacific Islanders."

Professor J. Halley Cox "enjoys a similar reputation with respect to the study of Pacific Islands art styles." Dr. Adrienne Kaepler is commended for pioneering in the study of Pacific Islands dance forms. Dr. Katherine Luomala is noted as being the only Professor in the field of literature to have published extensively on native Pacific Islanders' folklore. But overall the Humanities has "few outstanding experts in Pacific Islands, and needs much strengthening in all branches of this field."⁴⁵

In the Social Sciences Oliver notes the strengths of Professors Gregory Bateson and Steven Boggs in Psychology. In Sociology he mentions Professor Clarence E. Glick's work in Fiji, but says all other sociological research being conducted is being done by anthropologists, naming Professors A.G. Dewey, A.P. Lessin, Frank Mahony and himself. Pacific linguistics at UH "is unsurpassed anywhere, in quantity or in quality. Geography enjoys a similar state of excellence, "although," notes Oliver, "it is surpassed by the Australian National University (ANU)." The one strength in Pacific Islands in Political Science lies in Norman Meller, and Oliver says "in view of the number and diversity of Pacific Island political units and of the rapid political changes they are undergoing now, more Mellers are needed forthwith." To compare favorably with ANU the History department needs more men like Thomas Murphy, Donald D. Johnson and Gavan Daws. Archaeology must depend on the expertise of Bishop Museum's Kenneth Emory and Yoshihiko Sinoto, and Oliver notes that the University had just lost one of the "world's most outstanding Pacific Islands archaeologists, Roger Green."⁴⁶

Oliver's summation of the Social Sciences states:

...except for linguistics and geography, the University needs much greater faculty strength in all of the social sciences dealing with the Pacific Islands if it is to achieve preeminence, or even academic respectability, in this sphere.⁴⁷

In the field of Human Biology, Population Genetics fares well with the work of Professor B. E. Morton and his associates who "posses outstanding expertise in this field." The University has considerable strength in Epidemiology and Public Health with such men as Donald Bell, D. Cardines, Richard K. C. Lee, Michael O'Rourke, Emmanuel Voulgaropoulos, Robert J. Wolff, and Richard M. Worth. This academic area according to Oliver could be reinforced by other specialists, "such as an anthropologist concerned with micro-evolution."⁴⁸

Oliver turns next to an assessment of UH facilities as they pertain to Pacific Islands matters. Of the University's Pacific Collection Curator, Renee Heyum, Oliver states "...Heyum is one of the world's three or four leading experts in Pacific Islands Bibliography." Oliver states that "with an expenditure of about fifty thousand dollars...they [the library holdings] could be built up to a condition as near to completion as one would wish." Oliver notes here that the Collection's budget for the present year was two thousand dollars.⁴⁹

The UH Press and the EWC are noted as "lively and enterprising presses" which provide the University experts with a "receptive, efficient, and prestigious means for disseminating their writings on the Pacific islands, both in the form of books and journals."⁵⁰

Additional facilities cited for their contributions to Pacific research included Pacific and Asian Linguistics Institute, Social Science Research Institute, Population Genetics Laboratory, Pacific Biomedical Research Center, School of Public Health, Land Study Bureau, and East-West Center Population Program.⁵¹

It is here that Oliver reveals his own bias regarding the regional approach to Pacific studies.

I should at the outset reveal my own bias, namely, that with respect to the Pacific Islands as an "Area", a narrowly defined regional approach to research is justified only in terms of purely descriptive, particularistically historical, or specifically humanistic studies. It is entirely justifiable, for some purposes, to be concerned with, say, the demography of American Samoa, or the pre-history of Melanesia, or the language of Ponape, or the government of Fiji—but for Human Biology and Ethnology and Linguistics and Political Science, the "Pacific Islands Area" is an arbitrary and unjustifiable abstraction. At the same time, I suggest that because of their wide diversities, small-scale dimensions, and relative isolations, the Pacific Islands can provide excellent—in some ways unique—laboratory-like opportunities for gaining deeper understandings of Human Biology, Political Science, etc. Moreover, in terms of their numerous and in some cases highly distinctive humanistic achievements these island societies deserve far more scholarly attention than they have hitherto received—and, one should add, before they become uniform and pathetic replicas of our own Western way of life.⁵²

Of the PIP Committee Oliver comments:

This Committee, made up of representatives of several of the University's units concerned with the Pacific Islands, and meeting monthly, provides a useful mechanism for keeping those units, and the University at large, informed about one another's activities touching upon the Pacific Islands. In view of the structure of the University . . . this Committee, as a corporate body, is perhaps wise to restrict its activities to its present ones, and leave it up to individuals and established organizations to initiate more substantive programs of research and specialized training.⁵³

Finally of the M.A. program in Pacific studies, Oliver states that "Most students interested in Pacific Island matters will require either something less or something more than an M.A. level of multidisciplinary learning."⁵⁴ Oliver's opinion concerning PIP's educational program should be noted for Oliver would become PIP director for a brief and rather stormy time in the mid-seventies.

Meller was well aware of Oliver's report. UH President Cleveland had written to him, sending Meller a copy of the report, and inviting Meller to respond to Oliver's presentation with his own recommendations.

...I wonder if you could read it and thereafter react on how we can reorganize or revitalize in order to achieve an even more excellent Pacific Islands Studies Program. I personally am impressed with both the strengths and the gaps described by Oliver and with the scattered and uncoordinated quality of our program. How could we pull things together without establishing another institute? Are there ways, for instance, in which the Pacific Islands Study Committee could be strengthened and be given a more central role?⁵⁵

The Oliver report gave Meller the opportunity to point out the differences between his and Oliver's concepts of Pacific research and teaching, and of course it was yet another opportunity to press for PIP goals. Meller began his letter to Cleveland by disputing the scope of Oliver's survey. Oliver limits himself to the "human related subjects," and omits the "University's strengths in the biologic and earth sciences in the Pacific, which hold the promise of contributing to cross-disciplinary activity . . ." ⁵⁶

Meller also disagreed with Oliver's ideas concerning Pacific research, and presented his own views:

There are many action-type problems in the Pacific which are quite respectable, warrant extensive research, hold the hope of securing outside assistance, and offer good promise of fruitful cross-disciplinary cooperation. The ramifications of population control, such as the family planning which the Tonga government is sponsoring, could engage the research interests of demographers, health people, economists, ethnographers, political scientists, and psychologists. The positing of differential patterns of tourism for the Islands, the determination of their requisites and the measurement of their impacts on land use patterns, economic development, social disorganization, public policy making and administration could enlist the joint services of scholars from a number of disciplines.⁵⁷

Next Meller placed the role of the new Pacific Islands Program Advisory Committee in a more positive perspective:

Until 1968 there was no machinery of any kind in the University for bringing faculty together in Pacific Islands subjects, other than the committee of the Pacific Islands Studies Program for an M.A. in the social sciences and humanities, and a defunct library committee to facilitate the obtaining of Pacific Island materials, whose function was succeeded to by the M.A. Studies Program committee.⁵⁸

Meller did concur with Oliver's comment that UH faculty, in the areas of Pacific study needed to be strengthened. However, Meller noted that today "most academics are primarily discipline-oriented, and area-interests—if any—are subordinated."⁵⁹ However, Oliver is "a little too sanguine,"⁶⁰ Meller stated, regarding the opportunities available for publication for UH faculty, noting that there is no outlet for the paper which is too long for a journal article. Meller suggested that what could fill this need was an Occasional Paper Series, and he concluded that the UH administration should take action to support PIP by implementing the following:

1. Place emphasis on building Pacific-oriented faculty with a concern to correcting current weaknesses and minimizing of Departmental antagonism...
2. Within the University begin laying the foundation for a number of cross-disciplinary research projects, a task which can be undertaken by the Pacific Program Committee...
3. Whet student interest in Pacific inquiry at the University by scheduling a number of cross-disciplinary courses and seminars, possibly problem centered, with at least one faculty member allotted course time for planning and conducting each.
4. Survey research fund sources (nationally and locally), determine the extent of necessary University supplementation, and establish University policy in relation thereto...
5. Institute a Pacific Islands Occasional Paper Series.

6. Assign a supporting staff role to the Pacific Program Committee in the University's undertaking and implementing of institutional commitments in the Pacific, thus providing an integrating perspective for the University's contracts, etc.

7. And last but certainly not least, keep Doug Oliver on the Pacific Program Committee. I suggested to Dave Contois that he be named when his appointment was firmed, and would wholeheartedly recommend he be prevailed upon to take over the Program's Directorship should he opt for year-long residence in Hawaii.⁶¹

Meller returned to the University for the 1970-71 academic year to resume his dual role as Director of PIP and Professor of Political Science. That same year, members of the PIP Advisory Committee were invited to serve on a Pacific Subcommittee of the UH President's Advisory Council on the International Relations. The Council investigated and prepared reports on future UH relations with the University of the South Pacific, with Micronesia, and with American Samoa. PIP's "Newsletter" carried the details of this work, and was becoming an important resource concerning the University's Pacific activities.

Meller also spent this year pursuing PIP's ever-constant quest for extramural funds. The files contain his letters to the Carnegie, Ford, and Rockefeller Foundations in New York, as well as to AID, HEW, Interior, the Foundation for the Endowment of the Humanities, and OEO in Washington. The responses from most were far from promising. The PIP "Newsletter" comments on this activity stating that Meller's purpose was to scout the availability of funds for financing cross-disciplinary research and service in the Pacific Basin. In the article Meller relates:

At the moment the prospect [for funding] is bleak, but not impossible. Further language and area programs under HEW, as they have been previously constituted, appear doomed. In the Foundation's mind "Pacific" remains linked with "Asia." Since money budgeted for the latter has been cut, there is little but polite concern re UH resources in the

Pacific Basin. However, a few leads were uncovered for possible submission of proposals, and a sympathetic Pacific anthropologist-administrator discovered.⁶²

In a personal interview Meller discussed the "sympathetic anthropologist." Robert Suggs—the anthropologist who first discovered pottery shards in the Marquesas, lending further support to the theory of Polynesians' West to East migration—was in charge of the NDEA grants. Meller made a point of contacting Suggs whenever he journeyed to Washington, "just to keep the UH Pacific Program alive in Washington's eyes."⁶³

On August 24, 1972, Meller attended a meeting of the U.S. House Select Subcommittee on Education at the EWC and subsequently submitted a report to the Subcommittee through Hawaii's Representative Patsy Mink. In the report Meller identifies the strengths of the University's Pacific program.

Meller's tenacity and his persistence in contacting all who might aid PIP finally brought results. In October 1973 Meller sent a memo to all members of the PIP Committee announcing that PIP was to receive a financial transfusion.

News has just been received from the U.S. Office of Education that our money request for a Pacific Islands Studies Center has been funded for the balance of the year in the amount of \$76,500...Programmatic commitments call for adding several courses, a massive buildup of library materials and finder aids, the preparation of Pacific materials for secondary school teachers and college librarians in Hawaii, and the putting on of four conferences.⁶⁴

Although the grant carried some restraints with respect to program support, Meller was able to direct some grant funds to launch PIP's long-anticipated Working Paper Series. Considerations on the Rights of Spain Over the Caroline Islands—authored by PIP M.A. degree candidate, Patricia [Sheldon] Bieber, published in the fall of 1973 was the Series' first paper. Since 1973 PIP has published thirty papers in the Series, covering a broad range of Pacific Island topics. (See Appendix E.)

In the spring of 1974, PIP was granted permission to offer the Plan B option to students. Previously all PIP students had only one option for completing the PIP degree. Plan A requirements included completing twenty-one units of multidisciplinary study, passing a qualifying exam and writing a thesis. Plan B required a student to take thirty credits (rather than the twenty-one credits required for the Plan A) and Plan B students were also required to complete a research paper and to pass the qualifying exam. The request for the Plan B was implemented because statistics indicated that a number of students had completed all course work but had dropped the program before completing the thesis work. PIP's Advisory Committee stated that although students would still be encouraged to pursue Plan A, the Committee believed that Plan B would attract potential students by offering them an alternative means of completing the degree. After Plan B was initiated PIP enrollment increased rapidly and so did the number of PIP's graduates.

Meller was becoming more involved in providing consultation to the emerging Micronesian government. He was scheduled to spend nine months in Micronesia in 1975, working with the Micronesian Constitutional Convention. Anticipating his absence from the University during a critical time for the program, Meller announced his decision to resign as PIP Director, and asked the PIP Advisory Committee to begin searching for a new permanent Director. While the search for permanent Director was being conducted, it was imperative that an Acting Director be appointed, not only to attend to PIP business, but also to serve as the principal investigator for the NDEA Office of Education grant.

Carl Daeufer was appointed Acting Director of PIP on July 1, 1975. Daeufer held a Doctor of Education degree in Educational Administration. He had been a teacher and principal in the Okinawa schools from 1956 through

1959. After joining the UH College of Education, Daeufer worked in Micronesia and American Samoa with the College of Education's federally funded Pacific Region Educational Laboratory program. Daeufer had been a member of PIP's Advisory Committee for the past year.⁶⁵ Considering the emphasis placed on outreach education programs by PIP's NDEA Office of Education grant, Daeufer's appointment was an appropriate choice. Daeufer continued to serve as PIP's Acting Director through June 1977, and he maintained his position as Principal Investigator for the Office of Education grant through the 1978/79 grant year.

In 1975 when PIP's NDEA grant was renewed, grant requirements called for PIP to establish a Pacific Islands Study Center (PISC). The grant stipulated that the funds were to be used to support supplementary UH courses in Pacific study, to build Pacific library resources, and to provide outreach activities for Hawaii's teachers and public school students that would promote Pacific awareness.

Daeufer's "First Annual Report—Pacific Islands Study Center 1976-77" described some of the activities involving both PISC and PIP. PISC sponsored outreach activities for schools, teachers and librarians coordinated by the Center's Pacific Specialist, Jane Hurd. The second Pacific Islands Conference was held in April 1977 and focused on the theme "Development in the Pacific." PISC sponsored Daeufer's attendance at the South Pacific Conference in New Caledonia. Stipends were allocated to professors for teaching Pacific related courses in the College of Continuing Education and UH Summer Sessions, and grant money sponsored a graduate planning seminar in the Pacific Urban Studies and Planning Program. In addition, grant money was spent for the publication of PIP's Working Paper Series, and permitted the PIP's "Newsletter" to increase its distribution.⁶⁶

Meanwhile PIP student enrollment continued to grow as Peace Corps volunteers returned from the Pacific eager to apply their experience to their education, and local students were awakened to their Polynesian culture by the growing Hawaiian renaissance. PIP was taxed to schedule a normal sequence of required courses, a problem aggravated by the small number of PIP faculty remaining on campus in any given academic year. (Like Meller, faculty with Pacific expertise were often either out in the field, providing consultant work, or on sabbatical leave.) As a result, Daeufer was having a difficult time meeting student needs in terms of PIP's degree requirements.

During his two years with PIP Daeufer had served as PIP Director, as Principal Investigator, and in addition, he was still required to fulfill the half-time responsibilities as Professor in the College of Education. Although the grant money opened up new possibilities for outreach and coordinating activities, Daeufer was still dependent on funds from Arts and Sciences for office supplies and clerical support, and these were not forthcoming. While Daeufer was struggling to keep the program alive, PIP faculty began voicing their concerns that PIP was not meeting the standards that should be required for a M.A. degree. Specific complaints involved the following:

- 1) PIP students were entering the program with an inadequate grasp of the basics concerning the area and with no intention of pursuing Pacific Studies but rather a narrower focus within a specific Pacific Island area (primarily Hawaii), and they may be graduating with little if any mastery of the basic research which social science disciplines offer in the Pacific.
- 2) Administrators tend to measure a program's effectiveness by the employment its graduates gain, and yet, professional positions related to the Pacific are scarce and would be more difficult for the holder of an area MA to obtain than they would be for a PhD in a recognized discipline.

3) Academic excellence in Pacific and Asian studies is being presented by the UH President as a University priority, yet, the PIP program may be better suited to a continuing education rather than a "graduate" program.⁶⁷

In 1973 the University mandated a five-year campus-wide departmental review of all instructional programs. Each department was required to make a self-study and to submit a report relating instructional program outcomes to departmental objectives. PIP's review was scheduled for academic year 1977-78.

In July 1977, in the midst of all this turmoil, Douglas Oliver was appointed Director of PIP. Oliver continued to hold the views he had expressed in his report to Cleveland regarding interdisciplinary area study. In addition, Oliver shared many of the concerns of the PIP faculty who believed that PIP's academic standards were being compromised.

Within four months of his appointment Douglas Oliver resigned his position as Director of PIP in a letter dated October 25, 1977. Oliver requested that his resignation be effective as soon as a replacement could be found, "preferably no later than the beginning of the Spring Semester of 1978."⁶⁸ Oliver offered the following explanation for his decision:

I accepted the position as a temporary one and in the belief—on my part, at least—that my principal task, in addition to serving the students now enrolled in the Program, would be to initiate discussions among Pacific-oriented colleagues concerning the future objectives and content of the Program. This I have begun to do.

Meanwhile, a key member of the Program's Faculty Committee, Professor Meller, has informed me that he considers it inappropriate for me to continue as Director in view of the openly stated reservations I hold regarding the Program's present academic objectives and curriculum format. I respect Professor Meller's opinion and agree with him on this point, as other members of the Program's Faculty Committee perhaps do.

I have definite and firm views about the kinds of changes I believe necessary in the Program's academic format and would like more freedom to advocate these than holding the Directorship will in all conscience permit.⁶⁹

It is interesting to recall here that in Meller's response to Harlan Cleveland regarding Oliver's survey of Pacific study at UH Meller had recommended that Oliver be offered the Directorship of PIP. Now it appears that he was instrumental in Oliver's resignation.

Ruth Finney was appointed Interim Director of PIP in the fall of 1977. Finney had been asked to assist Douglas Oliver in compiling PIP's upcoming Program Review after Oliver had been appointed PIP Director. Finney had earned a Ph.D. in Social Anthropology from Harvard University. She was presently an Assistant Professor in the UH Department of Human Development. Finney had spent several years in the Polynesian and Melanesian areas of the Pacific with her husband Professor Ben Finney, where she had done fieldwork on several aspects of human development and later authored numerous papers on the subject. Finney had also conducted research for the UH Social Science Research Institute and for the EWC.

To assist Finney in supervising PIP's instructional program Dean Contois of the College of Arts and Sciences appointed a seven-person Steering Committee, and a nine-person Curriculum Committee to make recommendations concerning program changes.

To Ruth Finney fell the difficult task of putting together PIP's program review document. Considering the time frame Finney had to complete the document it is a remarkable source of information. The review was required to cover PIP activities for the five year period of 1972-1977. Finney's document provides many insights regarding PIP's problems of the past few years. As inferred earlier Daeufer had been forced to juggle his time between too many responsibilities. Grant reports took precedence over record keeping for students. Also grant money requirements prohibited spending money on certain

items like office help and office equipment, and University support was so meagre that at one time the PIP office could only be kept open two half days per week.

Finney notes the concerns voiced by the PIP faculty who believed that students with undergraduate degrees in Hawaiian Studies had entered PIP wanting to focus their graduate study on Hawaiian themes. The comprehensive exams given to these students did not require their in-depth knowledge of the broader Pacific area. And finally, this group of PIP faculty felt that few students were opting to write a thesis for their degrees, but instead were choosing the Plan B alternative. Finney substantiates many of these concerns. Finney also cites PIP's many contributions in the area of library building and research.

PIP's departmental review was conducted by an Ad Hoc Program Review Committee. The Review Committee responded quite positively to Finney's report with an introductory paragraph that noted the relevance of the program:

...Asian and Pacific studies have been named by President Matsuda as priority areas of academic excellence that should be institutionalized and emphasized at the University of Hawaii. The University's location in the middle of the Pacific is a natural advantage. There are a number of Pacific experts among the faculty. The University Library has a Pacific collection which has been strengthened by money from federal grants both in the 1950's [sic] and in the last four years...PIP offers the only graduate degree in Pacific Studies in the United States...⁷⁰

In the Ad-hoc's last section: "Conclusions and Recommendations" the Review Committee had this to say:

The Ad Hoc Review Committee views the PIP MA as an integral part of the graduate program by virtue of the University of Hawaii's unique strengths and potentialities in this area of selective excellence. We believe that the multidisciplinary nature of the program is ultimately a source of strength.

We urge the University to provide the program with support to realize its potential. We perceive the following areas of critical need:

- 1) Physical facilities. One room for the Director's office is not sufficient.
- 2) Office support. Civil Service, and possibly APT personnel are needed to support both the MA program and the clearinghouse and resource-articulation functions of the program.
- 3) Academic support. There needs to be funding sufficient to take on activities now dependent on soft money (through PISC). These activities include instruction and library acquisitions.⁷¹

The Ad Hoc Committee recommended that PIP spell out the objectives of its M.A. program more precisely, encourage more students to follow the Plan A thesis, and methodically implement curricular changes which should include the requirement of two years of a Pacific-related language (which should not count towards the degree), reinstitute a general exam that would in fact be a general exam, specify course requirements that will assure Pacific-wide as well as specialty coverage, and provide faculty committees to advise Plan B students, instead of having the Director do all the advising.⁷²

In addition to compiling PIP's Program Review document, Ruth Finney coordinated the national search for a new PIP Director. Fifteen applications were received, some from persons of considerable stature from both local and mainland institutions. It was noted by the Ad Hoc Review Committee that this large number of applicants spoke well to the University's reputation and potential for Pacific study, stating that apparently PIP's value "was appreciated more from without than from within."⁷³

In July 1978, Robert C. Kiste became the new Director of PIP. He had been a Professor of Anthropology at the University of Minnesota for the previous twelve years. Kiste's education and Pacific experience made him imminently qualified to take PIP's helm.

Kiste graduated from high school in 1954 when the U.S. was involved in the Korean conflict. Kiste joined the U.S. Army, to fulfill his service obligations, to give himself time to find a direction for his future, and to make himself eligible for the G.I. Bill. For two years, from 1955-1957, Kiste was stationed at Hawaii's Schofield Barracks. During this time he made friends with some Samoans on the base, and also with some Hawaiian families in Haleiwa. Kiste also reported that some of his army acquaintances passed through the base on their return from Bikini and Enewetak Islands in the Marshalls with stories of Micronesia. Through his discussions with these people, Kiste became interested in the Pacific.

After being discharged from the Army, Kiste returned to the mainland to earn his undergraduate degree. He enrolled in a sociology course taught by Lowell D. Holmes who as a young man had won PIP's first Fellowship of Pacific Science. It was during his semester with Holmes that Kiste realized that his future lay in the study and research of the Pacific. After completing his undergraduate degree at Indiana University, Kiste won a three-year fellowship to study anthropology at the University of Oregon under Homer G. Barnett. Barnett won a National Science Foundation grant to study ten relocated communities in the Pacific and Kiste had the opportunity to focus his doctoral study on the Bikini Islanders who had been relocated to Kili Island in the Southern Marshalls. Kiste spent a year in the Marshall Islands collecting field data. Kiste worked on Kili for a time with PIP's Len Mason. Kiste's work on Kili resulted in his dissertation, one monograph, a book and several articles.

After earning his doctoral degree, Kiste joined the Anthropology Department at the University of Minnesota. During the 1972-73 academic year, and again during the fall semester 1976, Kiste was a visiting professor with

the UH Department of Anthropology. When the University conducted the search for a new Director for PIP, several of Kiste's friends from UH urged him to apply for the position.⁷⁴

When Kiste assumed leadership of PIP, the program was in a sad state. Kiste reports "it had nowhere to go but up." Kiste defended Carl Daeufer, stating that Daeufer tried to do the best job he could under the circumstances, but he was not given sufficient time, support staff, or resources to accomplish the task.⁷⁵

Kiste was the first PIP Director who was able to spend 100 percent of his time working with the program. Although PIP was still allocated only a half-time professional position, the University's Social Science Research Institute (SSRI) funded the other half of Kiste's salary, and while formally Kiste was employed half time with SSRI, in reality Don Topping, Director of SSRI, was so eager to have someone put PIP back on its feet that he allowed Kiste to devote full time to PIP business and teaching.⁷⁶

Under Kiste's leadership, PIP began to take shape. He implemented the changes recommended during the 1978 Program Review, upgrading PIP's academic standards and he reached out, making contacts and developing strong, positive relationships with a number of institutions and individuals throughout the Pacific and in the nation's capital. And Kiste worked hard to win the UH financial support for PIP.

As PIP entered its fourth decade, Kiste would be aided in building a solid Pacific program by forces at work locally, and at the national and international levels.

CHAPTER V—NOTES

¹Ruth Finney, "A Contrast in Emphasis: PIP in the '50's and '70's," PIP Program Review 1978, p. 1. PIP-cf (hereafter cited as PIP Program Review 1978).

²PIP Annual Report, 1955-56, PIP-cf.

³PIP Annual Report, 1952-53, PIP-cf.

⁴Bowers to Mason, Nov. 2, 1953, PIP-cf.

⁵PIP Annual Report, 1955-56, PIP-cf.

⁶PIP Annual Report, 1955-56, PIP-cf.

⁷PIP Annual Report, 1961-62, PIP-cf.

⁸PIP Annual Report, 1958-59, PIP-cf.

⁹Paul F. Hooper, Elusive Destiny (Honolulu: University of Hawaii Press), p. 147.

¹⁰Hooper, p. 150.

¹¹Meller to Mason, Nov. 15, 1960.

¹²"East-West Center Scholarships," flyer, s.n., PIP-cf.

¹³Enrollment of EWC and Non-EWC Students from Pacific Islands at University of Hawaii," Oct. 29, 1965, PIP-cf.

¹⁴Meller to Gunther, May 10, 1971, PIP-cf. (Around this time, Meller traveled to Papua to meet with representatives of Australian National University and the University of Guam on the campus of the University of Papua-New Guinea to explore the possibility of implementing the institutional concept. Subsequently, necessary funding could not be obtained.)

¹⁵"Proposal for an Institute of Pacific Island Studies," June 8, 1966, p. 1, PIP-cf. (hereafter cited as "Institute").

¹⁶"Institute," p. 2, PIP-cf.

¹⁷"Institute," p. 3, PIP-cf.

¹⁸"Institute," p. 3, PIP-cf.

¹⁹"Institute," p. 4, PIP-cf.

²⁰"Institute," p. 4, PIP-cf.

- 21 "Institute," p. 4, PIP-cf.
- 22 "Institute," p. 6, PIP-cf.
- 23 Grupp to Fuchs, Sept. 30, 1966, PIP-cf.
- 24 Neff to Meller, Jan. 30, 1967, PIP-cf.
- 25 Furniss to Hamilton, Oct. 13, 1967, PIP-cf.
- 26 Meller to PIP Committee, Nov. 13, 1967, PIP-cf.
- 27 PIP Minutes, Nov. 21, 1967, PIP-cf.
- 28 Meller to Furniss, Nov. 13, 1967, PIP-cf.
- 29 Hamilton to Furniss, Nov. 13, 1967, PIP-cf.
- 30 "Proposed Program of Pacific Islands Studies Committee," Dec. 1967, PIP-cf.
- 31 Furniss to Meller, Dec. 4, 1967, PIP-cf.
- 32 Neff to Meller, Jan. 10, 1968, PIP-cf.
- 33 Neff to Meller, Jan. 10, 1968, PIP-cf.
- 34 Neff to Meller, Feb. 19, 1968, PIP-cf.
- 35 "Pacific Islands Meeting," Dec. 3, 1968, p. 1, PIP-cf. (hereafter cited as Pac. Is. Mtg. 12/3/68).
- 36 Pac. Is. Mtg. 12/3/68, p. 1, PIP-cf.
- 37 Pac. Is. Mtg. 12/3/68, p. 3, PIP-cf.
- 38 Pac. Is. Mtg. 12/3/68, p. 3, PIP-cf.
- 39 Meller to Furniss, Dec. 10, 1969, PIP-cf.
- 40 "Proposed Organization for Pacific Islands Studies Program," Dec. 17, 1968, PIP-cf.
- 41 Pacific Islands Program Newsletter, v. 1, no. 1 (Feb. 17, 1969).
- 42 Meller to Pirie, Apr. 8, 1969, PIP-cf.
- 43 Pirie to Meller, Apr. 10, 1970, PIP-cf.
- 44 Douglas Oliver, "South Pacific Islands," s.n., p. 1, PIP-cf.

- 45 Oliver, p. 2, PIP-cf.
- 46 Oliver, pp. 2-3, PIP-cf.
- 47 Oliver, p. 4, PIP-cf.
- 48 Oliver, pp. 4-5, PIP-cf.
- 49 Oliver, p. 5, PIP-cf.
- 50 Oliver, pp. 5-6, PIP-cf.
- 51 Oliver, p. 6, PIP-cf.
- 52 Oliver, p. 7, PIP-cf.
- 53 Oliver, pp. 7-8, PIP-cf.
- 54 Oliver, pp. 9-10, PIP-cf.
- 55 Cleveland to Meller, Mar. 23, 1970, PIP-cf.
- 56 Meller to Cleveland, Apr. 15, 1970, p. 1, PIP-cf. (hereafter cited as Meller, 4/15/70).
- 57 Meller, 4/15/70, p. 1, PIP-cf.
- 58 Meller, 4/15/70, p. 2, PIP-cf.
- 59 Meller, 4/15/70, p. 2, PIP-cf.
- 60 Meller, 4/15/70, p. 3, PIP-cf.
- 61 Meller, 4/15/70, pp. 3-4, PIP-cf.
- 62 Pacific Islands Program Newsletter, v. III, no. 5 (Nov. 27, 1970).
- 63 Meller, personal interview, Nov. 1, 1984.
- 64 Meller to PIP Committee, Oct. 15, 1973, PIP-cf.
- 65 Daeufer, personal interview, March 10, 1985.
- 66 "First Annual Report 1976-77, Pacific Islands Studies Center," Sept. 1977, PIP-cf.
- 67 Program Review 1978, p. 10, PIP-cf.
- 68 Oliver to Yamamura, Oct. 25, 1977, PIP-cf.
- 69 Oliver to Yamamura, Oct. 25, 1977, PIP-cf.

⁷⁰Faculty Senate, Ad-Hoc Review Committee, "Pacific Islands Program Review," 1978, pp. 5-6, PIP-cf. (hereafter cited as PIP Program Review 1978)

⁷¹PIP Program Review 1978, p. 8, PIP-cf.

⁷²PIP Program Review 1978, p. 8, PIP-cf.

⁷³PIP Program Review 1978, p. 5, PIP-cf.

⁷⁴Kiste, personal interview, Jan. 14, 1985.

⁷⁵Kiste, personal interview, Jan. 14, 1985.

⁷⁶Kiste, personal interview, May 15, 1986.

CHAPTER VI

PIP AND THE PACIFIC ERA: THE 1980s

PIP entered its fourth decade in an atmosphere of growing Pacific awareness. With increasing frequency the local Hawaiian newspapers carried editorials and featured stories with headlines such as: "The Pacific Century, Its Already Here";¹ "Dawning of Pacific Era Cause for Optimism";² and "Hawaii Can Become True Hub of the Pacific."³ Also international journals such as Pacific Islands Monthly contained articles that cited reports in such widely read U.S. newspapers as The Wall Street Journal and the San Francisco Chronicle.⁴

In 1978, in response to the emergence of a growing number of new Pacific Island nations the U.S. Department of State established its own Office of Pacific Island Affairs, and ambassadors with multiple accreditation were posted to embassies in Fiji and Papua New Guinea. And a modest Pacific aid program was initiated by the U.S. Agency for International Development.⁵

The first annual Pacific Telecommunications Conference met in Honolulu in 1979, to discuss a wide variety of technical, political, economic and social issues. The Pacific Telecommunications Council (PTC), a private corporation, was formed the following year with headquarters in Honolulu.⁶

In February 1980, the U.S. Department of Commerce sponsored the Pacific Basin Development Conference, again held in Honolulu. The purpose of the Conference was to promote economic development and cooperation among the "American flag" islands, and the governors of American Samoa, Guam, Hawaii and the Commonwealth of the Northern Marianas formed the Pacific Basin Development Council (PBDC) to coordinate development among their islands. PBDC's

secretariat was located in Honolulu, and Hawaii's governor, George Ariyoshi, was selected as its first chairman.⁷

In March 1980, the East-West Center (EWC) sponsored the "Pacific Islands Conference: Development the Pacific Way." Twenty Pacific Island nations and territories, including twelve heads of government, participated in the Conference. A standing committee was appointed to insure follow-up to the meeting, and the Pacific Islands Development Program (PIDP) was established at the EWC to serve as a secretariat to the standing committee.⁸

In the fall of 1980, the UH administration created the Center for Asian and Pacific Studies (CAPS). The Center brought together under one organization all the University's area studies programs to strengthen what had been identified as programs of potential excellence. CAPS's function was to coordinate the area instructional programs and to administer area research projects. The UH administration believed that CAPS would enhance the University's area programs and facilitate the UH Foundation (an eleemosynary public relations and funding organization) to solicit funds for CAPS projects.⁹

In July 1984, UH published A Strategy for Academic Quality 1985-1995. Strategic Dimension C: of the document states: "Establishing an international—especially Pacific/Asian—focus." The final point under "Dimension C.1" reads: "Maintaining and further developing the University's resources of Pacific and Asian expertise, and continuing to serve as a national resource for the development of future area experts."¹⁰

In a recent article in the Honolulu Advertiser, UH President Simone announced that several University Departments would receive budget cuts, and that the money would be diverted to support programs that Simone "believes are where the UH can excel nationwide." PIP was cited among the beneficiaries.¹¹

This was the atmosphere that surrounded PIP activities as the program entered the 1980s, and in this new era of Pacific awareness PIP has made some remarkable progress. A review conducted by Richard A. Lambert, one of the nation's leading experts on area and language study programs, provides a framework for looking at PIP's recent growth. Sponsored by the Social Sciences Research Council, Lambert conducted a formal review of the nation's language and area studies programs. Lambert made site visits to thirty-five colleges and universities, interviewing university and college administrators and area study program directors and faculty. In his review Lambert compared the faculty, course offerings and student enrollment of 203 graduate-level area programs by examining their applications for National Defense Foreign Language Fellowship grants. Lambert combined his data with earlier studies made by Robert B. Hall and Wendell Bennett, to compile a list of criteria which Lambert believed should exist in the "ideal" language and area study program. Although Lambert's study included both language and area programs, a selection of Lambert's criteria listed below can be used to examine PIP's current progress in area studies.

1. The program should be well institutionalized, that is, it should:

a) be formally organized with at least a director, an office, and a secretary to provide administrative coordination,

b) control, at least in part, the library facilities dealing with its world area,

c) be able to influence the course mix which disciplinary Ph.D.'s who want to be area specialists would take,

d) have some faculty actually appointed to the program and have a hand in the recruitment and promotion of faculty.

- e) be able to create frequent occasions on which the area and language faculty might interact with each other and with the students.
2. A program should be substantial in scale; that is, it should have many area faculty members, it should cover a wide variety of disciplines both in its faculty and courses.
 3. The program should serve a variety of clientele in addition to its own students.
 - a) it should link outward to other institutions here in the United States and in the area being studied.
 - b) it should stretch across the educational levels to reach into undergraduate and community colleges and secondary schools.
 - c) it should regularly publish and distribute at least the results of its own faculty's research.
 4. The program should have a well-developed set of area course offerings, including a relatively evenly balanced disciplinary spread, some course sequencing, and exposure to a variety of disciplinary courses.¹²

The above criteria would seem basic to any academic program of interdisciplinary study, and yet from 1950 to 1980 PIP could not have satisfied even half of these basic points at any given time. While PIP survived these years and made some remarkable contributions to Pacific awareness and to the University, the program could not effectively meet its academic potential until these criteria had been met, and many of these require internal University financial support which was not forthcoming. By comparing PIP's progress to Lambert's criteria point by point, it is possible to gain a more accurate perspective of PIP's remarkable progress during the past eight years.

1. "The program should be well institutionalized:"

- a) "It should be formally organized with at least a director, an office, and a secretary to provide administrative coordination."

PIP currently has a full-time director; UH increased this position from half time to full time in 1985. In 1986 PIP gained two positions: a full-time faculty position for Karen Knudsen, PIP's Outreach Coordinator, and a full-time Civil Service position for PIP's secretary Cherlyn Young. PIP currently occupies five offices in Moore Hall, and shares a general office, a classroom and a conference room with CAPS. PIP employs several student workers each semester.¹³

PIP's current facilities and staff are new developments. As noted earlier, during the program's first eighteen years PIP was administered by an Advisory Committee appointed by the UH President. Committee members were given no reduction in their regular teaching responsibilities. PIP's office in these early years was the office of whoever chaired the administrative committee, and the program's correspondence file was maintained by the PIP chairman. PIP had no office support staff.

In 1968, when PIP was transferred from the President's office to the College of Arts and Sciences, PIP was given a half-time position for a PIP Director, and was assigned office space and a modest budget to hire student help. During the seventies PIP's office was moved four times, whenever another department could justify the need to take over the space (see Appendix C).

- b) The program should control, at least in part, the library facilities dealing with its world area.

Throughout PIP's history the program has had considerable control over the library facilities dealing with its world area. The UH Pacific Collection, is, to a large extent, the result of PIP's service activities. When the program won the Rockefeller grant in 1957, PIP faculty began to build a unique collection of Pacific resources, gathering documents and microfilm from around

the world. In the late 1960s PIP faculty conducted the search for a Pacific Collection Curator, and PIP has made major policy decisions regarding the parameters, the housing, and the lending policies of Pacific materials.

In 1973, PIP's NDEA Title VI grant enabled PIP to begin funding annual collection trips to the Pacific, resulting in a substantial number of new acquisitions through purchases, gifts, and exchanges with other Pacific institutions and governments. Today the University's Pacific Collection is a resource for local, national and international Pacific scholars and is considered the most comprehensive collection of Pacific resources in the nation.

From 1974 to 1985, with Title VI grant money, PIP provided funding for a full-time support librarian to assist the Pacific curator in bibliographic and reference service. In 1985, the UH library absorbed this position, and PIP began funding a part-time cataloger to catalogue some of the backlog of Pacific materials.

- c) Program requirements should be able to influence the course mix which disciplinary Ph.D.'s who want to be area specialists would take.

In 1979 PIP initiated a Certificate program in Pacific Island Studies. The Certificate is designed for students pursuing advanced degrees in other areas and whose course of study includes a substantial component of specifically Pacific-related courses and research. The Certificate student is required to have 18 credit hours in Pacific-related courses, and a Pacific-related thesis/dissertation. The courses are to be taken from the list of preferred courses, as prepared by the PIP faculty. PIP 690 is the only required course; the others must, however, constitute a logically-related set of courses.¹⁴ To date six students have earned a Certificate in Pacific

Islands Studies. Nothing comparable to the Certificate Program existed in PIP curriculum prior to 1979.

- d) A program should "have some faculty actually appointed to the program and have a hand in the recruitment and promotion of faculty."

Terence Wesley Smith joined PIP in September 1985, to become the PIP's first teaching faculty, other than Director Kiste. Kiste was instrumental in Wesley-Smith's appointment. Wesley-Smith's specialty is political science of the Pacific, and his appointment fills the gap which existed in the program since Norman Meller's retirement in 1975. New Pacific appointments in other departments are: David Hanlon, History; Brij Lal, History; Nancy Lewis, Geography; and John Mayer, Indo-Pacific Languages.

In PIP's recent Program Review-Self Evaluation, Kiste cited at least two PIP faculty needs. With the recent retirement of the Pacific literature specialist, the English Department has no faculty member who can fill this gap. Kiste is working with the English Department to find a qualified person for this position. There is also no faculty in the Department of Economics with Pacific expertise.¹⁶ The need for a Pacific economic specialist has existed for some time and was cited as a weakness in the program's offerings by Douglas Oliver, in his 1970 report to UH President Harlan Cleveland. Kiste reported that grant funds supported Dr. James Mak, UH Department of Economics, with a 1985 summer salary to develop a seminar on the economics of Pacific nations and the region. Course development will occur during fall semester, 1986, while Mak is on sabbatical. The seminar will be offered spring semester 1987.¹⁷

Kiste inaugurated a Visiting Colleague program, and has been bringing distinguished visitors to the University for the past six years. The visitors

serve as resource persons for faculty and students, co-chair PIP's graduate seminar, give guest lectures in courses, and give public talks. Funding for the Visiting Colleagues is provided with PIP's Title VI grant funds.

- e) The Program should "be able to create frequent occasions on which the language and area faculty might interact with each other and with the students."

Today numerous opportunities for faculty and student interaction occur during PIP's Occasional Seminars offered regularly on the UH campus, at PIP's Annual Conference, and at PIP's student, faculty, and alumni "get-togethers" held once each semester. These functions are attended by PIP faculty, students, alumni and other PIP supporters.

In the late '70s PIP reinstated the graduate seminar with PIP 690, "Change in the Pacific." The Seminar has served as an excellent vehicle for faculty and student interaction. One semester a team of four professors jointly led PIP 690 to examine and discuss contemporary issues in the Pacific. The results of this seminar were published in one of PIP's Working Paper Series titled "The Pacific in the Year 2000."

During PIP's first decade the Interdisciplinary Seminar was intended to serve as an integrating mechanism for bringing together the research efforts of various disciplines in the humanities and social sciences, and it attracted a number of faculty and students who met to explore possible interdisciplinary approaches to Pacific study. The early Interdisciplinary Seminar was discontinued in 1962.

2. "A program should be substantial in scale"

Lambert measures scale by the number of area courses offered in any academic year, by a program's language utilization, by the disciplinary spread of a program's faculty and by the size of a program's student enrollment.

Area Courses

PIP attempts to schedule their preferred list of courses regularly and to offer them in sequence as appropriate. This requires that Kiste work closely with all the departments involved in offering Pacific-related courses. PIP's recommended courses for PIP Majors offered from fall 1984 through the fall 1986 semesters appears below:

Anthropology 350—Oceania
 Anthropology 430—Adaptation to the Sea
 Anthropology 445D—Regional Ethnology: Polynesia
 Anthropology 460E—Hawaiian Archeology
 Anthropology 460F—Regional Archeology of the Pacific
 Anthropology 485—Pre-European Hawaii
 Anthropology 486—People of Hawaii
 Anthropology 750B—Seminar in Hawaiian Archeology

Art 475—Arts of the Pacific
 Art 478—Arts of Melanesia
 Art 479—Arts of Hawaii
 Art 677—Seminar: Art of Oceania and Indonesia

Botany 450—Natural History of Hawaiian Islands

Educational Foundations 497—Education in Pacific Islands

Environmental Science 320—Hawaii and the Pacific
 Environmental Science 340—Land Tenure Use

Geography 365—Geography of the Pacific
 Geography 368—Geography of Hawaii
 Geography 369—Geography of Honolulu
 Geography 665—Seminar in Geography of the Pacific
 Geography 750—Seminar in Biogeography

History 284—History of the Hawaiian Islands
 History 288—Survey of Pacific Islands History
 History 481—Pacific Islands I
 History 482—Pacific Islands II
 History 675B—Seminar: Melanesia
 History 675C—Seminar: Micronesia
 History 676—Pacific Research

Linguistics 661—Proto-Austronesian

Music 471—Music of Non-Literate People
 Music 600C—Ethnomusicology

PIP 391—The Contemporary Pacific
 PIP 393—Change in the Pacific, Micronesia/Melanesia/Polynesia
 PIP 500—Directed Studies
 PIP 690—Seminar: Polynesia/Micronesia/Melanesia
 PIP 699v—Directed Reading
 PIP 700v—Thesis

Political Science 345C—Pacific Island Politics

Science 320—The Atoll
 Science 340—Man, Energy & Island Ecosystems
 Science 360—Island Ecosystems
 Science 397—Terrestrial Island Ecosystems

Language Utilization

When PIP was established in 1950, the language requirements for admission to the program were "stringent." Students were required to have working knowledge of one of the Pacific's administrative languages: French, German, Spanish, or Japanese, and to utilize one of these in their thesis work. This requirement was softened in 1957 to read: "Students are encouraged to learn one of the administrative languages..." Today PIP's language requirement has been strengthened.

Students are required to have a second-year level of competency in a foreign language. The language must be either indigenous or an administrative language of the Pacific and must be a second language to the student.¹⁸

The administrative languages of the Pacific: French, German, Japanese, and Spanish, are offered at UH through the fourth year level. PIP students may enroll in one of these courses but their language credits may not be applied to the PIP degree requirements. PIP students have applied their knowledge of administrative language to their thesis work. For example, number one in PIP's Working Paper Series, written by Patricia Bieber [Sheldon], and titled "Considerations on the Rights of Spain Over the Caroline Islands," involved the translation of Spanish documents.

Currently the UH offers courses in two Pacific languages: Samoan and Tahitian. Language training in both Samoan and Tahitian extends through the second-year level. To assist in teaching these indigenous languages, PIP uses grant funds to hire native speakers who serve as informants. The program's Title VI funds also support the preparation and publication of Samoan and Tahitian dictionaries and grammars.¹⁹ Samoan and Tahitian languages are the focus of PIP's Summer Abroad Program. Approximately every other year a group of students and one of the language instructors spend several weeks in Tahiti or Samoa building their language skills.²⁰

Disciplinary Spread

During the 1950s PIP faculty represented predominantly UH departments in the Humanities and Social Sciences. In the 1960s Norman Meller worked to increase the scope of PIP's faculty and course offerings. Current PIP faculty are listed below and their interdisciplinary spread reflects Meller's influence.

<u>Name</u>	<u>Rank</u>	<u>Years at UH</u>	<u>Department</u>
Beauchamp, E.	Professor	16	Ed. Foundations
Chapman, M.	Professor	16	Geography
Daeufer, C.	Professor	25	Education
Finney, B.	Professor	15	Anthropology
Grace, G.	Professor	21	Linguistics
Howard, A.	Professor	14	Anthropology
Jackson, M.	Professor & Dean	10	Library Studies
Kay, E.A.	Professor	28	Zoology
Kent, G.	Professor	15	Political Science
Kiste, R.	Professor & Director	7	Pacific Islands Studies
Lamoureux, C.	Prof. & Assoc. Dean	26	Botany
Pirie, P.	Professor	23	Geography
Ramage, C.	Professor & Chairman	27	Meteorology
Topping, D.	Professor & Director	22	Linguistics/SSRI
Newhouse, J.	Assoc. Prof.	19	General Science
Waite, D.	Assoc. Prof.	15	Art
Ward, J.	Assoc. Prof.	17	Indo-Pacific Languages
Hanlon, D.	Asst. Prof.	2	History
Kelly, Marion	Asst. Prof.	16	Ethnic History
Lal, Brij	Assoc. Prof.	2	History

Lewis, N.	Asst. Prof.	3	Geography
Wesley-Smith, T.	Asst. Prof.	1	Pacific Islands Studies
Mayer, J.	Instructor	9	Indo-Pacific Languages
Hamnett, M.	Asst. Prof.	N/A	
Heyum, R.	Curator	16	Pacific Collection
Kittelson, D.	Assoc. Library Spec.	27	Hamilton Library
Knudsen, K.	Junior Specialist	7	Pacific Islands Studies
Piianaia A.	Staff & Director	32	Hawaiian Studies

Student Enrollment

PIP's student enrollment has changed markedly over the years. There were only four students enrolled in PIP throughout the 1950s with one student completing the PIP degree requirements. Enrollment was slightly better in the 1960s but still only two students earned PIP degrees during this decade. Enrollment began to increase rapidly in the early 1970s, and from 1970 through 1979 thirty-nine students earned M.A. degrees in Pacific Islands Studies; enrollment averaged sixteen students per year. PIP presently has twenty graduate students enrolled in the program and since 1980 there have been thirty-two graduates. PIP has awarded a total of seventy-four degrees in its thirty-six year history.

3. "The program should serve a variety of clientele in addition to its own students."

- a) "It should link outward to other institutions here in the United States and in the area being studied."

PIP has established strong links at the national level, providing consultation to government and business on contemporary Pacific issues. The program routinely briefs Fulbright scholars, and Foreign Service and U.S. Information personnel new to the Pacific region. In 1979, PIP helped organize and recruit speakers for a three-day seminar, "The United States in the Southwest Pacific," sponsored by the Foreign Service Institute, Washington, D.C.²¹

In 1984, Kiste and Visiting Colleague Dr. Richard Herr, Department of Political Science, University of Tasmania, conducted a study, "The Potential for Soviet Penetration of the South Pacific Islands: An Assessment," for the Department of State. The item recently received extensive coverage by the news media in Australia, Fiji, and New Zealand.²²

Kiste participated in the Symposium on Pacific Basin security: Economic Dimension, National Defense University (NDU), Washington, D.C. in February, 1986. His paper, "Economic Security Issues in the South Pacific," will be published by NDU. Currently Kiste and Dr. Michael Hamnett are conducting a study for the U.S. Information Agency on the flow of information in the Pacific region.²³

On September 10, 1986 Robert Kiste testified before the U.S. Congressional Subcommittee on Asian and Pacific Affairs, giving a statement on "Developments in the South Pacific Region."

In addition to administering the U.S. Office of Education grant, which PIP has been continuously awarded since 1973, PIP administers several other recently established grants which provide direct links to institutions in the Pacific area. The University of the South Pacific (USP) Student and Faculty Exchange Program began in 1980 and is funded by the Asia Foundation. This Exchange Program allows undergraduate students at USP to take courses pursuant to their majors for one semester at UH. UH faculty and students may work on projects at USP which have been approved or mandated by USP. Teaching, editing, and research are examples of projects undertaken at USP by UH representatives.²⁴

The University of Papua New Guinea Faculty Exchange Program was initiated in 1985, and is funded by the U.S. Information Agency (USIA). There is a

one-to-one exchange of faculty between the University of Papua New Guinea and UH. To date exchange faculty members have come from the disciplines of Education, History and Library Studies.²⁵

The Mid-Career Professional Development Program, also funded by USIA, began in 1985. In this program, public servants, elected officials, and other professionals may spend periods ranging from several months to a full academic year at UH in programs tailored to the participant's professional development. Nominations and applications require approval of the applicant's home government.²⁶

PIP administers yet another new grant, this one funded by the pilots of Air Micronesia. It is known as the Air Micronesia Pilots' Scholarship, and offers a one-year scholarship for students from the U.S. Trust Territory in Micronesia, who wish to study at UH. Selection takes place at the Ponape Agriculture and Trade School, and there is no restriction on the field of study or on whether students are at the graduate or undergraduate level.²⁷

- b) The program "should stretch across the educational levels to reach into undergraduate and community colleges and secondary schools."

After winning the NDEA grant, PIP established the Pacific Islands Study Center (PISC) and initiated its outreach program. In the early grant years PIP outreach involved: conferences, seminars and workshops for secondary school students and teachers, and counselling for Micronesian students who were studying primarily at the UH Hilo campus.

PIP has expanded its outreach program for secondary school teachers in the past several years and now offers an annual two to three day workshop which can be taken for academic credit. Teachers explore such aspects of Pacific education as the range and availability of Pacific Island resources, and

historic and contemporary Pacific topics appropriate for study at the secondary levels.

PIP launched its Annual Pacific Islands Conference with grant money in 1975. Each year a different Pacific Island theme is examined through papers presented by national and international Pacific scholars. A selection of past Conference themes are: "Japan in the Pacific Community," "Pacific Islands Business Symposium," "The University of Hawaii and the Pacific Islands," "History of the U.S. Trust Territory of the Pacific Islands," "New Directions in Pacific and Hawaiian Archaeology," "Hawaii in the Contemporary Pacific," and "The Emerging Pacific Island States." Conference attendance has grown steadily each year forcing PIP's Outreach Coordinator, Karen Knudsen, to locate increasingly larger conference facilities.

PIP promotes current Pacific awareness to the academic community and the general public through a series of Occasional Seminars. The Seminars are held both on and off the UH campus, are open to all, and feature distinguished Pacific experts and government officials who discuss current Pacific events and policies. There is usually an opportunity for discussion and interaction following each Seminar, particularly those held on the UH campus.

During the past academic year PIP presented a one semester Pacific Film Series. The Series was open to the public. Films made in and about the Pacific were viewed and followed by a discussion led by a Pacific specialist well-versed in the specific contemporary Pacific problem that was the focus of each film. Series' attendance was extremely gratifying and all available seats were occupied each evening. PIP is currently sponsoring a series of Pacific literature presentations featuring Pacific poets and prose writers and again attendance is good.

- c) The program "should regularly public and distribute at least the results of its own faculty's research."

In PIP's first decade the program made outstanding contributions to Pacific research and publication through the Carnegie funded TRIPP grant. Many of the Pacific classics read today were supported at least in part with TRIPP funds. A section of TRIPP supported titles include:

Cyril Belshaw	<u>Pacific Port Towns and Cities</u>
Samuel Elbert	<u>From the Two Canoes: Traditions of Rennell and Bellona</u>
Roland Force	<u>Leadership and Cultural Change in Palau</u>
Jack Golson	<u>Archaeological Survey and Excavations in Western Polynesia</u>
George Grace	<u>The Position of the Polynesian Languages Within the Austronesian (Malayo-Polynesian) Language Family</u>
Douglas Oliver	<u>Ancient Tahitian Society</u>
Norman Meller	<u>Three American Legislative Bodies in the Pacific</u> ²⁸

Today PIP has a four-point publishing program that includes a Newsletter, a Working Paper Series, the Pacific Islands Monograph Series, and a series titled South Sea Books.

PIP has published its Newsletter since 1969. As noted in the early years the Newsletter was issued semi-monthly; it is presently published bi-monthly. The Newsletter is currently distributed to more than 800 institutions and individuals, and contains news of student, faculty, and program activities, announcements of Pacific publications and research, and other items of Pacific interest.

In 1973, with Title VI grant funds, PIP began its second publication effort, the PIP Working Paper Series. The Series is a publication outlet for

the paper too long for a journal article, but too short to be published as a monograph. Papers published in this series include outstanding student research as well as studies written by established scholars. To date the Series numbers thirty titles (see Appendix E) and is distributed to 322 institutions and individuals throughout the world.

PIP launched its Pacific Islands Monograph Series in 1983, with assistance from the UH Foundation. To date two volumes have been published: The First Taint of Civilization by Francis X. Hezel, and Where the Waves Fall by Kerry Howe. Number three in the Series, Wealth of the Solomons by Judith Bennett has gone to press. Numbers four and five in the Series are in the editing stage and include David L. Hanlon's Upon a Stone Altar: A History of Pohnpei to 1890, and Nanyo: The Rise & Fall of the Japanese in Micronesia, 1885-1945 by Mark R. Peattie.²⁹

PIP's fourth publication effort titled South Sea Books is in the process of being launched. Kiste reports that the series' initial offering will be Lee Boo of Belau: A Prince in London by retired Trust Territory educator and librarian Daniel J. Peacock.³⁰

Today, as related above, PIP meets many of Lambert's "ideal" criteria. However, Lambert argues that a program cannot be evaluated by the criteria alone; a program must also be examined within its larger institutional environment. Lambert states that a program's source of funding and its productivity are factors that control its effectiveness within this environment.³¹

During PIP's thirty-six year history PIP faculty have worked diligently to win external funding for various Pacific activities. In the 1950s PIP faculty won two grants: the Carnegie Corporation grant for Pacific research totaled

\$100,000 and the Rockefeller Foundation contributed \$30,000 for building a collection of Pacific library resources at UH.

In October 1973, PIP was awarded a one-year NDEA Office of Education Title VI grant of \$76,500. This grant was renewed through the 1980-81 academic year. In 1981 the U.S. Office of Education became the U.S. Department of Education and PIP's NDEA Title VI grant became a National Resource Center (NRC) Title VI grant. PIP is the only NRC at UH. PIP's total Title VI grant funds to date amount to \$1,326,313, an average of approximately \$102,000 per year.

NDEA and NRC grants carry spending restrictions and can be used for library acquisitions, the travel necessary for acquisitions, language instruction, some instruction and curriculum development, portions of the cost of bringing visitors, limited faculty travel, travel for visiting lecturers to other campuses, costs of teachers' workshops and conferences, and some supplies and communication costs.³² Title VI funds cannot be used for office support staff or office equipment.

UH did not commit any funds to PIP during the program's first eighteen years. PIP faculty, although their salaries were provided through their respective departments, were expected to serve on PIP committees on their own time, over and above their normal departmental teaching responsibilities. When PIP was transferred to the College of Arts and Sciences in 1968, PIP was given its first modest budget (\$500 the first semester), a half-time position for the program director, and an office of its own.

PIP enjoys more financial support from University administration today than ever before in the program's history. In addition to allocating a full-time director position, two full-time faculty positions (for the Outreach

Coordinator and for Wesley-Smith) the University has absorbed the salaries of three other positions (a librarian and two language instructors) which were formerly funded with Title VI funds. PIP has also gained Pacific appointments in several UH departments in the past two academic years. And since the University established CAPS, PIP has realized its dream of adequate office facilities.

Lambert states that a program's productivity can be measured by two factors: (1) by a program's publication outlet (which has been discussed earlier), and (2) by the extent of a program's alumni activity.

PIP recently conducted a survey of its alumni who earned an MA degree with the program. Nine PIP alumni are teaching in the secondary school level; twelve alumni are teaching at the university/community college level; five alumni are university librarians; one alumnus is in publishing; one alumnus is a newspaper reporter specializing in reporting Pacific affairs; eleven alumni are employed by the government (several of these hold high government positions in Pacific nations, one is head of the U.S. Department of State's Pacific Desk). Eight PIP alumni are in private business; and five are in museum work. Eight PIP alumni have completed, or are pursuing advanced study at the doctoral level.

In recent years PIP has attracted a number of Pacific Islands students. On returning to their countries some of these PIP alumni have been placed in high-level positions within their governments. In recent correspondence two students from the Pacific comment on how PIP has influenced their careers.

Jon Jonassen received his M.A. in Pacific Islands Studies in 1982. On returning to his native Cook Islands Jonassen became the Secretary of Foreign Affairs, Government of the Cook Islands. He served as local coordinator for

EWC's 2nd Pacific Islands Conference in 1985, and as coordinator for the South Pacific Bureau for Economic Cooperation (SPEC) also held in 1985.

Jonassen's responsibilities as Secretary of Foreign Affairs include: a close liaison with the Cabinet on matters of international concern; representation or arranging representation of the Cook Islands, where necessary, at regional or international meetings; negotiating on behalf of the government; advising on cultural and scientific relations with other governments; overseeing the operation of Cook Islands overseas posts; overseeing diplomatic services; as well as a "host of other activities."³³

Of PIP's value to his present career Jonassen writes the following:

At the outset let me say that the Program has been an extremely useful tool. The wholesome approach on various inter-relating aspects of the Pacific region has served to enhance a balanced awareness and professionalism. As Secretary of Foreign Affairs, I have often resorted to principles and details learned or expanded upon in the Program. The fields of my involvement expand across the board ranging from a technical basic knowledge of Atoll environment to a close familiarity of migration theories. Prior knowledge of the background of SPREP, SPC, CRGA, FORUM, SPEC, ESCAP and other organisations [sic] has also been a valuable tool.

...Since the Cook Islands is placed in the Pacific and subsequently relates intimately with that environment, what PIP has offered is naturally valuable for continuous interaction in the region.³⁴

Kensak Ralph Wari, a citizen of Papua New Guinea, earned his degree from PIP in 1983. Wari is presently employed by UNESCO in Apia, Western Samoa. He worked previously for the Ministry of Justice, Government of Papua New Guinea. Wari relates how PIP is perceived by both Pacific Islanders and international organizations:

Of all islanders that know about it [PIP] and that have had something to do with it have given it an extremely good reception. There is a subjective view. I am talking about

those I have interacted with. For example, certain quarters of the Parliament in PNG give it high regard. This of course is a result of the Program's alumni's presence around them.

I am sure it would be equally true in Fiji, Cooks, Samoa and Tonga. The essence of the Program's credibility is what both the faculty and alumni have done and are continuing to do in the region. I mean respectable and positive input to the regional governmental endeavours.

Finally, I am probably the only islander who attended the Program employed by the UN. I must say that the Program was one of the important educational credentials that were taken into account...

The point I am making here is that, officials of a member of UN family, names UNESCO do recognize the Program, as has been demonstrated in my case.³⁵

Russell Surber is a member of the U.S. Department of State Diplomatic Corps. He is presently the Director of Pacific Affairs in Washington, D.C. Surber entered PIP in 1981, the year immediately preceding his appointment as Deputy Chief of Mission, United States Embassy, Suva, Fiji.

Commenting on the value of his PIP training, Surber offers the following:

First, the knowledge I gained in PIP gave me a considerable advantage over most of my colleagues in the resident diplomatic corps as it provided me with insights in island culture that ordinarily are simply not available to career diplomats. That is to say, my time in PIP gave me an intellectual framework for analyzing political life in the region that, and here I flatter myself, was exceptionally useful and contributed successfully to my successes, such as they were. On another level, however, the simple fact that I had devoted time to study of the islands provided an entre to Pacific Islanders that was as unique as it was invaluable. As has so often been my experience in the developing world, there are relatively few workers in the field who have an academic background specifically related to the area in which they serve...To my considerable regret, the Department of State has not assigned other officers to the Program. One of my major objectives...will be to revive the Department's participation in PIP and begin the rebuilding of the Department's small corps of island specialists.³⁶

PIP alumni also contribute to Pacific awareness in Hawaii, where alumni are active in providing reference access to Pacific resources, education at the secondary and tertiary levels, public awareness through the publication of Pacific resources, and community awareness of current Pacific affairs through media presentations. These local alumni continue to support PIP activities and objectives.

Lambert's "ideal" criteria have provided a mechanism for looking at PIP's present strengths, and comparing PIP's present status at the University with its former circumstances. The review of PIP's recent progress emphasizes several issues that have continued to surface throughout PIP's history. Why was the UH administration so reluctant to provide internal funding for PIP's most basic needs? What were the outside forces that influenced this attitude? What were the developments that brought about the sudden change in PIP's status at UH? These questions will be addressed in the conclusion to PIP's history.

CHAPTER VI—NOTES

¹"The Pacific Century, It's Already Here," Honolulu Advertiser (Jan. 12, 1985), A-18.

²Kathy Koch, "Dawning of Pacific Era Cause for Optimism," Honolulu Advertiser (July 12, 1985), A-17.

³David H. Murdock, "Hawaii Can Become the Hub of the Pacific," Honolulu Advertiser (Oct. 27, 1985), B-3.

⁴"U.S. Chorus Grows for New Policy," Pacific Islands Monthly (March 1968), p. 27.

⁵Robert C. Kiste, "Hawaii: Pacific Connections," Pacific Islands Monthly (March 1983), p. 44.

⁶Kiste, p. 44

⁷Kiste, p. 44

⁸Kiste, p. 44-45.

⁹Kiste, personal interview, Jan. 14, 1985.

¹⁰A Strategy for Academic Quality (Honolulu:University of Hawaii, 1984), p. 17.

¹¹Robert Hollis, "U.H. Revamp Means Some Budget Cuts," Honolulu Advertiser (May 30, 1986), A-3.

¹²Robert D. Lambert, Language and Area Studies Review (Philadelphia: The American Academy of Political and Social Science, 1973), pp. 269-270.

¹³"Self-Evaluation Graduate Program Review Pacific Islands Studies Program Spring Semester 1986," p. 12 (hereafter cited as PIP Program Review 1986).

¹⁴Pacific Islands Studies Program flyer.

¹⁵PIP Program Review 1986, p. 13.

¹⁶PIP Program Review 1986, p. 14.

¹⁷PIP Program Review 1986, p. 14.

¹⁸Kiste personal interview, May 15, 1986.

¹⁹PIP Program Review 1986, p. 16.

²⁰Pacific Islands Studies Program flyer.

- 21 PIP Program Review, 1986, p. 3.
- 22 PIP Program Review, 1986, p. 4.
- 23 PIP Program Review, 1986, p. 4.
- 24 PIP Program Review, 1986, p. 15.
- 25 PIP Program Review, 1986, p. 15.
- 26 PIP Program Review, 1986, p. 16.
- 27 PIP Program Review, 1986, p. 16.
- 28 TRIPP Final Report, Appendix B, pp. 16-23.
- 29 PIP Program Review, 1986, p. 16.
- 30 PIP Program Review, 1986, p. 17.
- 31 Lambert, pp. 271-273.
- 32 PIP Program Review, 1986, p. 15.
- 33 Jonassen to Quigg, Mar. 4, 1985.
- 34 Jonassen to Quigg, Mar. 4, 1985.
- 35 Wari to Quigg, Feb. 5, 1985.
- 36 Surber to Quigg, Feb. 9, 1985.

CHAPTER VII

CONCLUSION

PIP is "an inevitable product of its time and context."¹ Ron Crocombe, Director of the Institute of Pacific Studies, University of the South Pacific, wrote this comment in response to several queries concerning PIP's development, how PIP is perceived by Pacific Islanders and in what ways PIP can contribute to the Pacific region. Crocombe commented further:

...Any programme of that kind [area study] in the world...is set up to serve the interests of the country that sets it up, not the interests of the area studied.

The success or failure of an area program depends...on such factors as degrees of national interest, extent and areas of academic interest, academic culture, the existence of particular powerful personalities inside (and sometimes outside) institutions...Its particular scale, scope and direction are the product of a balancing of forces pushing its growth as against those opposing it...what matters is what resources are available and can be channeled.²

Crocombe stresses that PIP's development is linked to national interests, for example: foreign affairs, military, trade, and promotion of U.S. ideologies, as well as the State interests, and UH interests.³ Crocombe's analysis does apply to PIP's history, for there are several parallels between PIP's status at UH and U.S. involvement in the Pacific region. An examination of PIP's history in the context of Crocombe's ideas provides an interesting perspective of how forces at the national level influenced PIP's pattern of growth.

Prior to World War II the U.S. had only a limited strategic interest in the Pacific Islands. The Pacific was an area that linked the U.S. with the economically attractive Asian nations bordering the Pacific rim. In the pre-war years America felt relatively secure in the region with U.S. bases in

the Philippines, Guam, American Samoa, and Hawaii, and Washington had no interest in channeling time or money to Pacific Islands research. UH perceptions of the Pacific during these pre-war years paralleled those of the U.S. The University saw Hawaii as "the central pier of a bridge"⁴ that spanned from the U.S. mainland to Hawaii and from Hawaii to the Orient, the Pacific was the area to pass over.

When the Japanese bombed Pearl Harbor and threatened American security in the Pacific, the nation focused U.S. military powers on recovering its former Pacific bases. During the war years the U.S. military called upon UH faculty to help solve some of the food problems encountered by U.S. troops fighting in the tropics. And immediately following the war the U.S. continued to need UH expertise to help establish the American trusteeship in Micronesia.

In the post-war years U.S. realized that it needed to build a cadre of area experts who could represent the nation in its foreign affairs. Area study programs were established in colleges across the nation and philanthropic organizations provided vast sums to support the national effort. Although the U.S. had focused considerable attention on the Pacific during and immediately following the war, the nation did not perceive the Pacific as an area that warranted area study. While numerous institutions established area programs for areas such as China, the Soviet Union, the Middle East and Latin America, only UH initiated a program of Pacific study. UH initiated Pacific area study primarily because University faculty had participated in a number of scientific investigations during and after the war and UH administration believed that the nation's interest in the Pacific Islands would continue. The administration also hoped that a Pacific area

study program would attract some of the outside funding being channeled into area study.

Shortly after the PIP Advisory Committee was permitted to announce a UH Pacific program, University administration learned that their perceptions of Pacific study were not shared at the national level. In a letter to Dr. Robert B. Hall, UH President Gregg Sinclair related the views expressed by O.H. Carmichael, President of the Carnegie Foundation for the Advancement of Teaching.

We discussed with him [Carmichael]...contributions to the University for our area studies program, either (1) covering the Pacific area or (2) covering Japan and China. He was not too favorably impressed with the first when he learned that the Trust Territory had only 53,000 inhabitants scattered over an area twice the size of the United States, but he was very much impressed with our Orientalia Library and our Orientalia set up.⁵

Carmichael's remarks planted the seeds of UH uncertainty regarding the value of Pacific study, an attitude that would retard PIP's progress for thirty years. In spite of Carmichael's words there were a number of individuals at the University and elsewhere who worked to win funds for the UH Pacific program. Leonard Mason, Chairman of PIP's Advisory Committee, had become acquainted with Robert Hall during the war years when they had both worked with the Office of Strategic Services. After the war Hall was a member of the Carnegie Corporation's grants committee and he gave Mason valuable advice on how to approach the corporation. UH President Sinclair traveled to Washington where he met with John Gardner, President of the Carnegie Corporation, to ask him to support the UH Pacific program. Carnegie did decide to provide a grant for Pacific research and the result was TRIPP, a project that made valuable contributions to Pacific study.

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University Librarian Carl Stroven, a member of PIP's Advisory Committee and a man dedicated to promoting Pacific scholarship, led PIP's campaign to build the Pacific resources necessary to support Pacific area study. Stroven's efforts were supported by another UH President, Paul Bachman, who wrote to the Rockefeller Foundation to request their help. Rockefeller responded with a grant of \$30,000.

It seems likely that PIP's funding in the 1950s was a result of U.S. interest in the Pacific during and immediately following World War II. However, by the late 1950s U.S. interest in the Pacific had dwindled to almost nothing. The nation was far more concerned with the war in Korea and later Viet Nam, and with the Soviet's launching of Sputnik. In response to the Soviet Union's new strength in space technology the U.S. Congress initiated the National Defense Education Act and began to channel large sums of money into the support of language and area study. Similar to the philanthropic funds, federal funds were primarily allocated to study areas that were politically threatening or economically attractive to U.S. interests. The Pacific area was not perceived as belonging to either category.

In 1959 Hawaii was concentrating on winning statehood, and cementing its relationship to the U.S. After Hawaii was granted statehood UH was in a flurry of excitement over the new East-West Center being built adjacent to UH campus. The University focused its attentions on Asian study, in keeping with the national interests and those of the new EWC, and Pacific study was put on the "back burner."

The 1960s were dry years for PIP because neither the nation nor UH administration gave the Pacific much consideration. However, one development did occur in the Pacific that ignited a measure of UH interest. When several

new tertiary institutions were established in Pacific countries UH administration formed an advisory committee to examine what the University's relationship with these institutions should be. Meller, who became PIP's leader in the 1960s, launched a program to unite all UH Pacific activities, to strengthen UH Pacific efforts and to open new opportunities by building UH affiliations with the new schools.

But UH administration was reticent to support Meller's plan unless PIP could attract outside funding. The national interest in Asia prompted University administration to decide to merge the Asian and Pacific study programs into an international study program. PIP was transferred to the College of Arts and Sciences where the Asian programs were located, specifically because "such a grouping would facilitate the preparation of proposals for Federal [NDEA] support."⁶ PIP accepted the move but refused any merger with Asia, fearing that their Pacific identity would be buried by the more powerful Asian programs.

PIP's refusal to merge with the Asian programs left the program alone to find its own support. When PIP's committee first applied for an NDEA grant their proposal was turned down. But Meller kept pursuing every available funding avenue. His efforts appear to have been aided by two individuals, U.S. Congresswoman Patsy Mink, Hawaii's Representative to Congress, and Robert Suggs, a member of the NDEA grants committee, and a long-time Pacific scholar.

PIP won its first NDEA grant (a grant that has been renewed yearly up to the present) in 1973 and began to accomplish some of the teaching goals Meller had first identified in the mid-sixties. But the federal grants had strict spending requirements and PIP could not use funds for badly-needed office

support staff and equipment. The University administration was still sensitive to the nation's lack of involvement in the Pacific and withheld the funds for these vital necessities.

By 1978, U.S. views of the Pacific began to change, and the government took steps to improve its relationships within the Pacific region. Several things had prompted this new U.S. attitude. Independent Pacific Island nations had emerged and their leaders did not share the loyalties to the U.S. that their parents had acquired during the war years. The new leaders were concerned about a number of issues that they believed the U.S. was ignoring, issues such as the new international fishing agreements, France's colonial policies in New Caledonia and French Polynesia, and the continued French testing of nuclear weapons in Pacific waters. At the same time the new Pacific nations shared many similar problems (predominantly resulting from the Pacific's small resource base) and they were striving to solve their economic problems. The new international laws concerning the "200 mile exclusive economic zone" (technically the Law of the Sea Treaty) permitted the Pacific nations to lease fishing rights to their waters, but unfortunately the U.S. failed to sign the Law of the Sea Treaty and then refused to recognize the Pacific nations' rights to lease access to the migratory tuna.

The nation's new foreign affairs interest in the Pacific has had considerable impact on PIP's status at UH. As early as 1978, the same year that the U.S. Department of State established its Pacific Desk, PIP received at least lip service when UH President Matsuda declared that the UH Pacific program was one of the University's areas of potential excellence. Matsuda's support resulted in a national search for a PIP Director. Two years later UH administration established the Center for Asian and Pacific Studies (CAPS),

and PIP began to enjoy the adequate physical facilities it had so long been denied. In addition several positions that had formerly been funded by PIP's NDEA grant have been absorbed by the University, enabling PIP to rechannel these funds into areas that can further enhance Pacific study and awareness. In a recent ten-year strategic plan the University has identified goals and directions for strengthening its Pacific program, and the new UH President Albert Simone has cited PIP as one of the UH areas to receive additional University support.

The nation's interest in the Pacific has had a profound impact on PIP's development; the evidence indicates that the University's attitude towards PIP has been closely tied to U.S. Pacific involvement. Today PIP has come full cycle. The program was conceived at a time when U.S. had a strong military interest in the Pacific and later an interest in promoting U.S. administration of Micronesia. PIP narrowly survived the years of low national interest in the Pacific Islands because a few powerful individuals used every influence they had to earn outside funding for the program. With the current rising U.S. strategic interest in the Pacific region the nation is wanting to build stronger Pacific relations, and PIP is experiencing a new era of UH support.

PIP is a unique academic program and there are several efforts that the program could make in the future to promote Pacific awareness and to enhance PIP's national and local image. Robert Kiste noted in his written report to a Congressional committee:

The United States has always dealt with the Pacific with insufficient knowledge. There are less than a half-dozen career officers in the Department of State with an understanding of the islands, and not all of them are assigned to Pacific chores.⁷

Russell Surber, Director of Washington's Office of Pacific Affairs, cited the benefits he had derived from earning his PIP degree, and Surber also noted that he would like to give men assigned to the Pacific by his office the same opportunity that he had, but to date Surber is the last of the State Department personnel who have studied at UH under PIP.

PIP, however, also has a relevance for the training needs of the Pacific Islanders themselves, and it has two short term federal grants that give the Islanders the opportunity to attend UH. One was initiated at the request of the Vice Chancellor of the University of Papua New Guinea and it is a two year (1985-86) U.S. Information Agency funded exchange program between University of Papua New Guinea and UH. The other is an eighteen month Fulbright grant for mid-career Pacific Islanders who wish to study at UH, it ends at the end of 1987.

Two Pacific Islanders who are holding high-level positions in their governments have noted the relevancy of PIP training to their work. Pacific Island governments have formed several regional organizations and the Pacific Island representatives find themselves dealing with regional concerns—to legislate wisely with these problems they need knowledge of all the Pacific cultures, not only the culture they represent. PIP can continue to serve the needs of these individuals.

There are several Pacific issues that need to be addressed that are only recently being perceived at the national level as warranting investigation. The Pacific Ocean occupies nearly one-fourth of our globe. The environmental quality of Pacific waters is vitally important, not only to the people living in the Pacific, but also to the rest of the world. The fish in Pacific waters supply a significant portion of the world's protein and this valuable Pacific

resource is being threatened by nuclear testing and the disposal of nuclear wastes in Pacific waters. PIP can promote greater awareness of the environmental threats to the Pacific.

Many of the new Pacific Island nations dream of being able to generate sufficient industry to keep their young people at home rather than having to go elsewhere to find work. PIP could work with the Pacific Islands Development Program to help provide some of the necessary agricultural and engineering training for these young people.

PIP's potentials for excellence are many and new possibilities continue to present themselves. But perhaps PIP's greatest contribution in the future will be accomplished by continuing to expand its curriculum and by building greater Pacific awareness through PIP Conferences, Seminars, and publications.

CHAPTER VII—NOTES

¹Crocombe to Quigg, Feb. 7, 1985, p. 4.

²Crocombe to Quigg, Feb. 7, 1985, pp. 1-2.

³Crocombe to Quigg, Feb. 7, 1985, p. 2.

⁴University of Hawaii Quarterly Report, v. XII, no. 3 (July, Aug., Sept. 1933), p. 129.

⁵Sinclair to Hall, April 11, 1950. PIP-cf.

⁶Furniss to Hamilton, Oct. 13, 1967. PIP-cf.

⁷Robert Kiste, "Economic Security Issues in the South Pacific," Symposium on Pacific Basin Security: Economic Dimension," National Defense University, Washington, D.C., Feb. 13-14, 1986.

APPENDIX A

SIGNIFICANT EVENTS IN PIP'S HISTORY

- 1950 Center for Pacific Islands Area Study approved "in principle"
 Subcommittee for Pacific Area Study gets permission to list Pacific Area study program in Graduate catalogue
 PIP assigned to UH President's Office
 Leonard Mason appointed PIP Advisory Committee Chairman
 PIP designs orientation program, PITS, for future Trust Territory personnel
 Coral Atoll Project—PIP faculty participate
 Pacific Islands Area Study Program announced in Graduate Bulletin
- 1951 UH library subscribes to HRAF
- 1952 TRIPP grant awarded
- 1953 PIP initiates Interdisciplinary Seminar
- 1954 UH Fellowship in Pacific Science is launched
- 1956 Marion Kelly, 1st PIP graduate
- 1957 PIP wins Rockefeller grant to build UH Pacific library requirements
- 1958 PIP requests changes in Seminar credits and in language requirements
- 1959 Hawaii gains statehood
 East-West Center established
- 1962 Rockefeller grant closes
 TRIPP grant funds exhausted
 Interdisciplinary Seminar ends
 East-West Center offers scholarships for Pacific Islands Studies
- 1965 Norman Meller-Ralph Shaw debate
 Responsibility for Pacific Library Collection transferred to EWC
 PILC disbanded

- Meller becomes PIP Advisory Committee Chairman
- Meller writes proposal for Institute for Pacific Island Study
- 1966 Responsibility for Pacific Library Collection returned to UH
- 1967 PIP transferred to College of Arts and Sciences
- PIP assigned first office space
- 1968 NDEA grant proposal submitted to HEW
- 1969 Mason retires
- Renee Heyum becomes Curator of UH Pacific Collection
- PIP launches its NEWSLETTER
- 1970 Douglas Oliver conducts survey of UH Pacific Islands Studies activities for Cleveland = "Oliver Report"
- 1973 PIP awarded NDEA grant
- PIP launches its Working Paper Series
- 1974 Plan B approved as alternative PIP degree requirement
- 1975 Meller retires
- Carl Daeufer becomes PIP Acting Director
- PISC established as part of NDEA grant
- 1st PIP Annual Conference
- 1977 Oliver appointed PIP Director July 1
- Oliver resigns October 25
- Ruth Finney appointed PIP Interim Director
- 1978 PIP Program Review
- Robert Kiste appointed PIP Director
- 1979 PIP initiates Certificate Program
- U.S. Department of State establishes Office of Pacific Affairs
- UH Pres. Matsuda declares PIP as one of UH areas of potential excellence

- 1980 CAPS established
- PIP moves to Moore Hall
- Kiste inaugurates Visiting Colleague program
- University of the South Pacific Student and Faculty Exchange Program begins
- 1983 PIP inaugurates Pacific Islands Monograph Series
- 1984 UH publishes A Strategy for Academic Quality advocating developing and maintaining UH resources of Pacific expertise
- 1985 PIP administers University of Papua New Guinea Faculty Exchange Program funded by USIA
- PIP administers Mid-Career Professional Development Program funded by USIA
- Air Micronesia Pilots' Scholarship begins and is administered by PIP
- PIP allocated full-time director position
- 1986 PIP initiates the South Sea Island Books Series
- PIP allocated two faculty positions and one support position
- Kiste testifies before Congressional Subcommittee hearing on "Developments in the South Pacific Region"

APPENDIX B

PIP LEADERSHIP—1950 TO PRESENT

<u>Academic Year</u>	<u>Leader</u>
1950/51 - 1952/53	Leonard Mason, Chairman
Fall 1952	Neal Bowers, Acting Chairman
Spring 1954 - Fall 1959	Leonard Mason, Chairman
Spring 1960	Donald D. Johnson, Acting Chairman
Fall 1961	Norman Meller, Acting Chairman
Spring 1962	W. Edgar Vinacke, Acting Chairman
1961/62 - Fall 1963	Leonard Mason, Chairman
Spring 1964	Thomas D. Murphy, Acting Chairman
1964/65	Leonard Mason, Chairman
1965/66	Norman Meller, Chairman
1966/67	Gavan Daws, Acting Chairman
Fall 1967	Norman Meller, Chairman
Spring 1968 - 1968/69	Norman Meller, Director
1969/70	Peter Pirie, Acting Director
1970/71 - 1974/75	Norman Meller, Director
1975/76 - 1976/77	Carl Daeufer, Acting Director
July 1 - October 21, 1977	Douglas Oliver, Director
October 1977 - June 1978	Ruth Finney, Interim Director
July 1978 - Present	Robert Kiste, Director

APPENDIX C

PIP OFFICES

December 17, 1968	Cottage behind Counseling and Testing Center
December 29, 1969	Peter Pirie's Office, 21-E Hawaii Hall
February 10, 1971	George Hall Annex Room 5
November 4, 1976	Engineering Quad, Building 31 E, Room 1
1980 to present	Moore Hall

APPENDIX D

PIP ALUMNI

<u>Name</u>	<u>Year Graduated</u>	<u>Plan</u>
Kelly, Marion	1956	A
Sparks, Robert	1964	A
Kellum, Joy	1968	A
Okino, Charles	1971	A
Pedersen, Ramsey	1973	A
McGrevy, Noel L.	1973	A
Higashi, Alton	1974	B
Tagupa, William	1974	B
Neves, Paki Buzz	1974	B
Bieber, Patricia	1974	B
Oppenheimer, Nathan	1975	B
Oliveira, Carmen	1975	B
Strona, Paul	1975	B
Tau-A, Merriwell K.	1975	B
Isotoff, Philip	1975	B
Kaihara, Yasuto	1975	B
Morris, Nancy	1975	A
Puleloa, William	1975	B
Topolinski, John	1975	A
Starkweather, Michael	1975	A
Bird, Barbara	1976	B
Outram, Catherine	1976	A
Young, Verna	1976	B

<u>Name</u>	<u>Year Graduated</u>	<u>Plan</u>
Katosang, Salvadora	1977	B
O'Hannigan, Joseph	1977	B
Graham, Robert	1977	B
Johnson, William	1977	B
Lee, Harlan	1977	B
Crouch, Richard (Tai)	1977	B
Hill, Harry B.	1977	A
Hurd, Jane	1977	A
Quick, Sarah	1977	B
Mookini, Esther	1977	B
Takeuchi, Floyd	1977	A
Peacock, Karen	1978	B
Roughan, John	1978	B
Stephan, Bruce	1978	B
Hee, Clayton	1978	B
Pugh, John S.	1978	B
Mahelona, Clarence John	1979	B
McGregor-Alegado, Daviana	1979	A
Ruff, Sadie Sue	1979	B
Lewis, Robert	1980	B
Losch, Naomi	1980	B
Yacoe, Caroline	1981	B
Denoncour, Mark	1981	B
Edgerly, John	1981	B
Linker, Thomas	1981	B
Martin, Lynn	1981	B

<u>Name</u>	<u>Year Graduated</u>	<u>Plan</u>
Wolf, Ira	1981	B
Stevenson, Karen	1981	B
Tuggle, Myra	1982	A
Higa, Sally	1982	B
Dorton, Lili	1982	A
Jonassen, Jon	1982	A
Burns, Barbara	1983	B
Henning, Rodney	1983	B
Wari, Ralph	1983	B
Patton, James	1983	B
Lobban, William	1983	A
Surber, Russell	1983	A
Berg, Mark	1983	B
Coloma, Kit	1984	B
Wolfram, Betty	1984	B
Stepien, Rick	1984	A
Ritterbush, Deacon	1985	B
Vittarelli, Margo	1985	B
Lothian, Christine	1985	B
Edo, Junko	1985	B
Ferris, Peggy	1986	B
Miria-Tairea, Mathilda	1986	B
Mohsin, Amena	1986	B
Tairea, Aukino	1986	B
Whitney, Scott	1986	B
Quigg, Agnes	1986	A

APPENDIX E

WORKING PAPER SERIES

The Pacific Islands Studies Working Paper Series began in 1973. In the early days of publication, the majority of works published were student papers. But since about 1980 nearly all working papers represent original and primary source research by faculty and other regional experts.

Working papers are distributed as they appear via an international mailing list of approximately 500 individuals and institutions. Fifty to one hundred extra copies of each paper are printed to fill individual requests following the initial mail-out. Papers usually go out of print within two to three years of publication.

YEAR	TITLE
1973	Considerations on the Rights of Spain Over the Caroline Islands. Translation and Introduction by Patricia Bieber.
1974	Bibliography of Hawaiian Language Materials at the University of Hawaii, Manoa Campus - Compiled by Nancy Jane Morris, Verna H.F. Young, Kehau Kahapea, Velda Yamanaka.
1974	Chapters on Hawaii and the Marianas in V.M. Golovin's Voyage Around the World - Translated by Ella Wiswell.
1974	Pacific-related Audiovisual Materials for Secondary Schools. Phyllis Turnbull.
1974	Pacific Islands Workshop for College Librarians in Hawaii, April 8-9, 1974.
1974	Russian Writings on the South Pacific (A preliminary edition). Patricia Polansky.
1974	Pacific Islands Workshop for Secondary School Librarians and Social Studies Teachers in Hawaii, June 13-14, 1974.
1975	The Bougainville Taro Blight. Jerry C. Packard.
1975	Bibliographies of the Kermadec Islands, Niue, Swains Island and the Tokelau Islands. William G. Coppel.
1976	Micronesian and Polynesian Voyaging - Three Readings. Lesley Bruce, Patricia Schattenburg, Patricia Price Beggerly.

- 1977 A World Catalogue of Theses and Dissertations Concerning the Education of the Peoples of the Pacific Islands (Including the New Zealand Maori). William G. Coppel
- 1977 The Samoan Archives. An annotated list of the archival material of the various governments of Western Samoa from the middle of the Nineteenth Century to the first quarter of the Twentieth Century. Ashby J. Fristoe
- 1978 The Use of Nearshore Marine Life as a Food Resource by American Samoans. Harry Burnette Hill.
- 1978 Captain Cook and the Pacific Islands. The Proceedings of the Third Annual Pacific Islands Studies Conference, March 31 and April 1, 1978.
- 1979 A Status Study of Commercial Cinema in the Pacific Islands. Floyd K. Takeuchi.
- 1979 The Emerging Pacific Islands States. The Proceedings of the Fourth Annual Pacific Islands Studies Conference, April 6-7, 1979.
- 1979 Urbanization in the Pacific: A Tentative Survey. Donald R. Shuster.
- 1980 Institutional Sources of Stress in Pacific Regionalism. Richard A. Herr.
- 1981 Proceedings of the Sixth Annual Pacific Islands Conference: Hawaii in the Contemporary Pacific.
- 1981 Aspects of Modernization in Bougainville, Papua New Guinea. Douglas Oliver.
- 1982 Reflections on Micronesia: Collected Papers. Father Francis Hezel, S.J.
- 1983 Pacific Power Maps: An Analysis of the Constitutions of Pacific Islands Politics. Stephen Levine.
- 1983 Tourism in the Pacific: A Bibliography. B.H. Farrell, et. al.
- 1984 Traditional Leadership in the Constitution of the Marshall Islands. C.J. Lynch
- 1985 Culture, Youth and Suicide in the Pacific: Papers from an East-West Center Conference. Francis X. Hezel, et. al.
- 1985 The Solomon Islands: An Experiment in Decentralization. Ralph R. Premdas and Jeffrey S. Steeves.
- 1985 Pacific In The Year 2000: Seminar Papers. Eds. R. Kiste and Ritter.

- 1985 Proceedings of the Ninth Annual Conference: History of the Trust Territory of the Pacific Islands
- 1986 The Organization of Development Planning in the South Pacific. Roman Dubsky.
- 1986 A Guide to Films About the Pacific Islands. Compiled by Judith D. Hamnett.

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