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A PLAN FOR THE ESTABLISHMENT IN
HAWAII OF A CENTER FOR CULTURAL
AND TECHNICAL INTERCHANGE BE-
TWEEN EAST AND WEST

—
A REPORT SUBMITTED TO THE CONGRESS BY THE
SECRETARY OF STATE IN ACCORDANCE WITH THE
PROVISIONS OF THE MUTUAL SECURITY ACT OF 1959,
CHAPTER VI

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COMMITTEE ON FOREIGN RELATIONS
UNITED STATES SENATE

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86th Congress
2d Session

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LETTER OF TRANSMITTAL

DECEMBER 31, 1959.

THE VICE PRESIDENT,
U.S. Senate.

DEAR MR. VICE PRESIDENT: I transmit herewith, pursuant to the provisions of chapter VI of the Mutual Security Act of 1959, a report describing a plan and program for the establishment and operation in Hawaii of a Center for Cultural and Technical Interchange Between East and West.

The report presents both the role which such a center could have in relations between the United States and the nations of Asia and the Pacific and the problems and needs involved in its establishment. Attention is called especially to the problem of Federal assistance, as described on pages 11 and 15.

It is not considered that funds available under the Mutual Security Act of 1954, as amended, may be used for construction and operating costs of the center.

With warmest personal regards,
Most sincerely,

CHRISTIAN A. HERTER.

III

CONTENTS

	Page
Letter of transmittal.....	III
1. Proposals and procedures.....	1
2. Favorable factors.....	3
3. Needs and problems.....	9
4. Some general conclusions.....	11
5. The establishment and operation of the center.....	12
A. Administration.....	12
B. Scholarships for Asians and Americans.....	13
C. Grants to outstanding scholars and other leaders, Asian and Americans.....	14
D. Availability of facilities to qualified individuals and organizations.....	15
6. Summary of proposals and estimates.....	15

APPENDIXES

1. Public Law 86-108, 86th Congress, July 24, 1959 (the Mutual Security Act of 1959, as amended).....	17
2. Acts of Legislature of Hawaii.....	18
3. Letter of Hon. William F. Quinn, Governor of Hawaii, to the U.S. Secretary of State, dated October 19, 1959, with accompaniments.....	20
4. Proposals for an "international college." Summary of exhibit A, letter of October 19, 1959, with supplementary data.....	23
5. Programs of the "international agency".....	26
6. Federal expenditures at University of Hawaii.....	28
7. Cost estimates (with tables attached).....	29

CONTENTS

10	Letter of Transmittal
1	1. Proposals and to be submitted
8	2. Favorable factors
9	3. Needs and objectives
11	4. Program of operations
12	5. The establishment and operation of the center
12	6. Administration
13	7. Relationship for Asian and American
14	8. Changes to our leading scholars and other leaders Asian and
14	9. Activities
15	10. A study of facilities for qualified individuals and organizations
15	11. Summary of proposals and estimates
16	
	APPENDICES
17	1. Exhibit A, July 24, 1958 (The Mutual Security
18	2. Act of October 1958 (Hawaii)
20	3. Letter of Hon. William M. Quinn, Governor of Hawaii to the U.S.
22	4. Proposals for "International College" - Summary of exhibit A, letter
23	of October 1958, with supplementary data
24	5. Program of the "International Agency"
25	6. Federal estimates as University of Hawaii
26	7. Cost estimates (with tables attached)

A PLAN FOR THE ESTABLISHMENT IN HAWAII OF A CENTER FOR CULTURAL AND TECHNICAL INTERCHANGE BETWEEN EAST AND WEST

1. PROPOSALS AND PROCEDURES

LEGISLATIVE AUTHORIZATION

The Mutual Security Act of 1959 declared that it is the purpose of the Congress to establish in Hawaii a Center for Cultural and Technical Interchange Between East and West "primarily in support of the objectives of the U.S. Information and Educational Exchange Act of 1948, as amended, and title III of chapter II of the Mutual Security Act of 1954, and other acts promoting the international educational, cultural, and related activities of the United States." For this purpose the Secretary of State was to submit a plan and program to the Congress on or before January 3, 1960. The plan and program were to include consideration of (1) the establishment of such a center; (2) grants, fellowships, and other payments as necessary to attract outstanding "scholars and authorities" from the Orient and the Western World to the center; (3) similar payments, including scholarships, to attract students of similar origin; and (4) other arrangements to make the facilities of the center available for study to other qualified persons. (Mutual Security Act of 1959, Public Law 86-108, July 24, 1959, ch. VI. For full text, see app. 1.)

FORMULATION OF A PLAN

To help formulate the plan, the Department of State (Bureau of International Cultural Relations) with the cooperation of other agencies, established an Inter-Agency Working Group in August 1959. It consisted of representatives of the agencies primarily engaged in the kind of activities which such a center would promote. They were: Dr. Oliver J. Caldwell, Assistant U.S. Commissioner of Education for International Education, Department of Health, Education, and Welfare (USCE-HEW); Dr. Robert Jacobs, Chief, Far East and South Asia Program Division, Office of Educational Services, International Cooperation Administration (ICA); Mr. N. Paul Neilson, Deputy Assistant Director for the Far East, U.S. Information Agency (USIA); and Dr. Francis J. Colligan, Director, Cultural Policy and Development Staff, Bureau of International Cultural Relations, Department of State (CU), who served as Chairman of the Group. The preparation of the plan fell into three parts: (1) a preliminary exploration of current and prospective activities, governmental and nongovernmental, which do or could contribute to the general objective, and ways and means of initiating or expanding them; (2) a survey of activities and facilities, present and prospective, in Hawaii, consisting primarily of interviews and discussions with Government

officials, educational authorities, and civic leaders there (October 19-31, 1959); and (3) submission of a survey report by the Working Group and final preparation of the plan in Washington.

A wide range of possible activities were considered by the group, activities which might be developed "primarily in support of the objectives" of the Smith-Mundt Act, the Mutual Security Act, and other acts with similar purposes. These included programs of the prospective center, ways of attracting outstanding scholars and other qualified persons from Asia and the Pacific and the Western World, and the availability of facilities for other interested persons as well. Also considered were various possibilities for the greater utilization of the current and prospective resources of the university and of the State in much the same way as resources in other States have been utilized for similar purposes. These included, among other things: (1) the relevant activities and programs now being carried on in Hawaii by agencies of the Federal Government primarily involved in international, cultural and technical activities; (2) ways and means in which they might be profitably increased to support or form part of an effective program for such a center; (3) other avenues of possible support under existing legislation, and especially the current and prospective activities of other agencies of the Federal Government which might contribute to or be facilitated by the center. (For some current Federal activities, see app. 6.)

ROLE OF OTHER AGENCIES

Since the plan requested in the Act was to include a consideration of possible "arrangements with public, educational, or other non-profit institutions" (sec. 602), an attempt was made to determine not only the contribution which such a center could make to U.S. international objectives in terms of resources and facilities characteristic of Hawaii, but also the conditions under which the government of the State and nongovernmental foundations and other organizations and agencies might be willing to finance certain types of activities therein. "Consultation with appropriate public and private authorities," as specified in the legislation (sec. 602), was carried on as extensively as time permitted both in Hawaii and on the mainland, including numerous officials, educational authorities, civic leaders, and other specialists on Asian and Pacific affairs. (For list of some persons consulted in Hawaii, see app. 3b.)

Attention was focused throughout on the proposals of the Congress as contained in the Mutual Security Act of 1959 and on those submitted to the Secretary of State by Hon. William F. Quinn, Governor of Hawaii. On October 19, 1959, the Governor addressed a letter to the Secretary of State submitting proposals for the formulation and execution of the plan which the Congress had requested of the Secretary. (For text of letter, see app. 3a). His proposals represented the thinking of a community advisory committee which he had appointed to formulate suggestions for the plan. (For membership of the committee, see app. 3b.) They envisioned, as the Governor stated—

Two programs, one dealing with higher learning and the other dealing with technical training. The programs are mutually supporting and complementary; each serves a different range of needs and interests.

The latter, field training programs for Asian students, would be established both on an independent basis and in conjunction with instruction in the university. They would be administered by an "international agency." The other program, dealing with higher learning, would be carried on in an "international college" or institute, which would be administratively responsible for the development and expansion of all work within the university which could contribute to the objectives of the proposed center; for example, English as a second language or Asian studies.

As to administration, the Governor stated that he conceived—of the college and the other community resources being centralized in a center for cultural and technical interchange responsible to the Department of State and under the administration of the University of Hawaii.

The proposals from Hawaii were accompanied by two exhibits, one of which (a) was a painstaking and thorough inventory of university resources and possibilities proposed by a university committee; the other (b) was a comprehensive inventory of the facilities and resources available for the training of technicians from countries of Asia and the Pacific, covering numerous fields, including health, education, and agriculture. (For proposals of the Governor, see his letter of October 19, app. 3a; a summary of the recommendations and proposals of exhibit A, app. 4; and a summary of estimates and resources of the "international agency," app. 5 and exhibit B.)¹ The preparation of data by the university and the International Cooperation Center was noteworthy for both quantity and quality in preparing this report.

2. FAVORABLE FACTORS

(a) *Widespread interest and prospects of support*

The proposals set forth in the Mutual Security Act of 1959 and in the letter of the Governor of Hawaii reflect a long developing interest in having Hawaii serve as an effective bridge between the Orient and the Occident especially for our international educational, technical, and cultural activities. This interest has become widespread among the people of Hawaii. Officials and educational authorities there have long expressed the hope that the unique resources of Hawaii might be utilized fully in the administration of international programs, especially those with Asia and the Pacific area. Local initiative prompted several steps in that direction—for example, the sponsorship of various conferences and congresses, special summer courses for students from the Pacific area, and partial financial support or its equivalent of the International Cooperation Center in Honolulu of the International Cooperation Administration.

The prospect and the attainment of statehood has intensified this interest. In 1959, it was reflected, not only in the Congress with its proposal for the center and the proposed increase of \$250,000 in the International Educational Exchange budget (Department of State) for use in or for Hawaii (eventually this amount was absorbed in the regular budget and earmarked for that purpose), but also in several steps which were taken by the Government of Hawaii, in addition to the preparation of the specific proposals and basic data already described.

The Territorial legislature, in its last session, earmarked \$95,000 of the biennial budget of the University of Hawaii for programs in

¹ Not printed.

4 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

"Asian studies and overseas training," the purpose of which is to prepare Americans for overseas service especially in Asia and to encourage the study of Asian cultures among Americans. These programs are now underway. The legislature also authorized the appropriation of \$534,000 for the first phase of the establishment of an international house at the university to accommodate foreign students and others. It was understood, however, that this proposed expenditure was one of many projects to be tentatively supported by a prospective bond issue to be authorized by the legislature of the new State, and that it was to depend upon financial support for the completion of this project from other sources, including, it was hoped, the Federal Government. In a joint resolution of June 1, 1959, the legislature requested the Congress to contribute to the construction of facilities for an "orientation center" at the university. The First Legislature of the State of Hawaii in its first session endorsed the provisions of chapter VI of the Mutual Security Act of 1959 in a concurrent resolution passed unanimously on October 26, 1959, and made the \$534,000 tentatively allocated earlier a definite appropriation for use toward the erection of housing facilities. Shortly thereafter, the Governor released \$60,000 of the money thus appropriated for the actual planning of such facilities. (For texts of legislative acts, see app. 2.)

Similarly, private groups and leading citizens have voiced their support. For example, the Rotary Club of Honolulu and other local organizations have already offered scholarships to further the center's objectives; the Aloha Chapter, Daughters of the American Revolution, has passed a resolution pledging support, and the educational committee of the chamber of commerce and various other interests, business and otherwise, are strongly represented among its advocates.

(b) Unique characteristics of Hawaii

The unique characteristics of Hawaii are highly favorable to the development of such a center. These are, principally, (1) its climate, (2) its geographical location, and (3) its resident citizen population of broadly composite character. In terrain, flora, and weather conditions, Hawaii affords a physical backdrop strikingly similar to that of southeast Asian countries. Geographically, the island-State is ideally located to form the central "span" of a "bridge" across the Pacific. It is, and it will probably continue to be, a principal if not *the* principal gateway between the United States, the South Pacific, and Asia for most travelers. (Airline statistics indicate that in 1958, 35 flights of 5 international carriers went through Hawaii weekly as compared with 10 flights by the great circle route. It is estimated that this traffic will greatly increase because of growing tourism and all-weather conditions highly suitable for the servicing of planes.) It is expected that in the 1960's, there will be a sizable increase in commercial and financial transactions and in tourism—with Canada, Japan, the Philippines, southeast Asia, and Australia and New Zealand—with Hawaii possibly serving as a principal meeting place for manufacturers and traders from East and West. Hawaii is also a focal point of American contact with dependent territories in the South Pacific.¹ Ethnically, its population represents almost every

¹ "Dependent territories" as used in this report fall into two categories, namely, trust territories and non-self-governing territories. The United States administers the Trust Territory of the Pacific Islands consisting of the Marshalls, Marianas, and Carolines. In the latter category are American Samoa and Guam. See "U.S. Participation in the U.N.," report by the President to the Congress, 1958.

people on the rim of the Pacific in varying degrees and provides a social environment highly favorable to the programs of the proposed center. It is a new State, permeated with a zest for the future and its role in shaping that future, particularly in Pacific and Asian affairs.

(c) *Institutional facilities*

These characteristics of Hawaii are reflected in its institutions including, of course, the University of Hawaii and the International Cooperation Center.

The main campus of the university is located in Honolulu, 3 miles from the business district. Established by the Territorial legislature in 1907, it has received a major portion of its support from the Territory and under the new State constitution has become the university of the State. However, while it is a Federal land-grant institution sharing in benefits from the Second Morrill Act of 1890, the Nelson amendment of 1907, and similar subsequent legislation, it did not receive a grant of land such as that provided for State universities and colleges under the Morrill Act of 1862. Only recently, in fact, has it acquired title to the land on which it is situated. (The extent of the funds, if any, which will accrue to it from a recent allocation of acreage on Sand Island in the harbor of Honolulu is still not clear.)

The university has seven colleges: the College of Agriculture (including the Hawaii Agricultural Experiment Station and the Agricultural Extension Service), the College of Arts and Sciences, College of Business Administration, College of Education, College of Engineering, College of General Studies, and the College of Nursing. Graduate work is organized under the Graduate School. It is accredited by the Western College Association. Its students may transfer to other American and to foreign universities on the same basis as students of other American universities.

Through cooperative relations with the following institutions and agencies, the university has increased its research facilities and expanded its services: The Pineapple Research Institute of Hawaii; the Hawaiian Sugar Planters' Association; the Fruit Fly Laboratory (a research laboratory maintained on the campus by the U.S. Bureau of Entomology); the U.S. Fish and Wildlife Service, permanent headquarters of the Bureau of Commercial Fisheries Biological Laboratory (certain members cooperate with the Department of Zoology and Entomology by offering advanced courses and by directing research in fishery biology, and several fellowships are available to citizen students); the Bernice F. Bishop Museum (for research facilities); the Pacific and Asian Affairs Council (adjacent to the campus, sponsoring lectures, seminars, and meetings on international affairs, particularly on Asia and the Pacific); the Honolulu Academy of Arts; and the U.S. Geological Survey, Volcano Research Laboratory.

The enrollment of the university in 1958-59 totaled 7,505 (in the second semester), including 226 on its second campus in Hilo and approximately 200 foreign students.

As one would expect, the university has contributed much to the educational and civic development of the people of Hawaii serving as a principal catalyst in the blending of its peoples. Academically, it has long been interested in such activities as the teaching of English as a second language and American studies as well as various subjects relating to Asia and the Pacific. At the graduate level, it has thus

far concentrated especially in fields of specialization and research in which by reason of climate and geographical position it is especially well placed to pursue. These subjects include but are not necessarily restricted to tropical agriculture, marine biology and geophysics.

It has also been the sponsor of specialized international conferences, notably the series of East-West Philosophers Conferences which have taken place in Honolulu every 10 years since 1939. The Pan Pacific Surgical Conference also meets in Honolulu every third year.

Several agencies of the Federal Government have been actively interested in various fields of activity in the University. Some of them are interested primarily in research fields. These include: Meteorology (Asian students have been sponsored by the Air Force); public health (an institute is being planned, to be financed jointly by the university and the USPHS National Institutes of Health); marine biology (USPHS, National Science Foundation, and the Fish and Wildlife Service); geophysics (an institute is being planned, to be financed jointly with the National Science Foundation); and Asian studies (U.S. Office of Education, in accordance with provisions of the National Defense Education Act, as amended, for the promotion of language and area studies by special institutes and otherwise). (For details on all these areas of interest, see exhibit A, apps. B, pp. 25, 26, 49; and J, pp. 120; and K, p. 149, all of which are omitted from this print; and below, apps. 4F and 6.)

Other agencies of the Federal Government have taken advantage of the facilities of the university for their international educational exchange and training programs; for example, the educational exchange, technical cooperation, and related programs of the Department of the Army with the Ryukyus, and the international educational exchange programs (IES) of the Department of State (Bureau of International Cultural Relations); the International Cooperation Administration (ICA); and certain programs of the Department of Health, Education, and Welfare (HEW), U.S. Office of Education, under the National Defense Education Act. Under that act, in 1959, there was \$59,760 for student loans (under title II) and \$41,750 for eight graduate fellowships (under title IV).

Under the programs of IES approximately 45 Asian grantees take a 6-week orientation course every summer. Under the Army's program for the Ryukyus, some 12 students have recently taken the same course and are now enrolled in regular courses at the university. The ICA technical training program for 1960 will include a contract between the university and the U.S. Operations Mission in Thailand for the training of vocational teachers, which will bring about 25 Thai students to the University annually. Both IES and ICA maintain related installations in Honolulu—the IES Reception Center and the International Cooperation Center, maintained by ICA in cooperation with the government of Hawaii.

This summary of programs of the Federal Government may help suggest the extent to which such a center as is proposed might, through its services, facilitate the conduct of Government-sponsored programs and the scope of the opportunities it could offer for certain activities of the Government, primarily, or only incidentally "international" in their orientation. Asian language studies, for example, are especially significant. Today some 12 agencies of the U.S. Government are interested actively in foreign-language study—largely for their own personnel—and at least 4 are interested in the study or teaching of

English as a foreign language. (See the "Federal Government's Foreign Language Training Programs," S. Rept. 153, 86th Cong., 1st sess.)

Recent developments have included the inauguration last fall of two new curriculums, specifically encouraged by the legislature as possible precursors of the center. These are the Oversea Operations Program at the graduate level, with an initial enrollment of 9 students and an estimated 25 for next year, and the program in Asian Studies at the undergraduate level. Both programs will also be offered in summer school with a depth and range comparable, it is planned, to the program which the School of Business of Harvard University offers every summer at the University of Hawaii. Obviously, both these programs would be closely related to the center.

The proposals of the university for its "international college" represent a plan to coordinate and orient courses throughout the university to serve the specific purpose of the proposed international center. They include the development or expansion of such programs as English as a second language, American studies, Asian studies, advanced studies and conferences on problems of Asia, the Pacific, and the "West", as well as orientation, counseling, and translation services and short-term and other programs in special fields. All would rest heavily upon personal contact between representative Asians and other peoples of the Pacific on the one hand and qualified Americans on the other, who would be attracted to Hawaii by the opportunities and services to be offered. (For detailed proposals, see exhibit A, omitted. For summary, see app. 4a.)

The proposed "international agency," like the "international college" described above, would be based upon past experiences and current programs. Its area of operations would be on-the-job, inservice, or field training, largely for foreign nationals. At the present time, such programs are carried out through the International Cooperation Center which is financed largely under a contract with the government of Hawaii.

During the past 4 years, this center has assisted over 3,000 foreign participants from 30 different countries. Although the number of ICA participants who have remained for extensive training has been small, the trends are encouraging. For instance, the 184 ICA participants who trained in Hawaii in 1957-58 represent a 34 percent increase over the previous fiscal year. More significant is the fact that these 184 participants averaged 87 percent longer training time compared to those of the 1956-57 fiscal year. The total number for 1959 represents an increase of 16 percent over 1958 and 56 percent over 1957. Total training time for 1959 has increased by 52 percent over 1958 and 28 percent over 1957.

Long-term participants last year included telecommunications engineers from Vietnam, agriculturists from Formosa, civil engineers and CAA workers from Thailand, entomologists from Greece and Nicaragua, and nurses from Costa Rica. As of November 1 of this fiscal year, the applicants through ICA for long-term training to begin in the immediate future include three nurses for 12 months' training, two agriculturists for 3 months, one sanitarian for 6 months, two police officers for 5 months, and one educator for 12 months. They are from six different countries.

8 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

Expansion of such training activities is conditioned, of course, by many factors. Among them are needs and goals of the various training programs and the drawing power of the site of training. The resources in Hawaii cover a wide range of potential fields from agriculture to social welfare. (See exhibit B, "Hawaii's Training Resources.")

A review of these opportunities suggests a wide range of possible activity. It has been suggested that such an international center through either of its principal units might well serve as an agent in arranging for such programs with American universities or sponsoring organizations on the mainland. Joint sponsorship with mainland universities on some such basis could be somewhat like the "Washington semester plan," under which American students of government spend a semester in the Capital under the tutelage of American University and with the general sponsorship of their own universities. Extension work in agriculture and library activities have also been cited as suggesting other possibilities of this type.

The possibility of developing "internships" and other inservice projects for Americans preparing to travel overseas, similar to those for Asians described above, has also been suggested. Set up on an experimental or "pilot" basis, such projects might also lend themselves readily to joint sponsorship with universities on the U.S. mainland.

(d) Potential value of proposed center

These factors—namely, growing interest and support, special physical and ethnic characteristics, and institutional facilities and programs—suggest the desirability of such an international center as has been proposed especially in terms of its potential contribution to educational exchange, technical cooperation, and related international programs in which the United States is interested. They also indicate the direction which such a center should take. It could be an excellent facility for the orientation of American employees, both governmental and nongovernmental, proceeding to the Far East, and for the orientation of American teachers in Asian studies. It could also serve on a broader basis in the training of Asians en route to the U.S. mainland in English language and American studies and as one of the principal institutions conducting the general orientation of such visitors. It could serve also, and most effectively, by offering instruction or field training in certain subjects to some Asians en route home from mainland institutions, enabling them in a propitious environment to adapt techniques and principles to the needs of their own countries. Attracting representative Americans and Asians, it could rely on them to help strengthen Asian and American studies, respectively, while serving at the same time as a convenient meeting place for foreign leaders and other significant visitors who might participate in seminars, joint study groups, and conferences on Asian-Pacific topics; as a research center for the Pacific region; and as a center for the translation and publication in English of significant works by Asian authors.

What has been said of Asia and Asians can be applied in large part to dependent territories of the Pacific. The significance of Hawaii as a principal point of contact is seen in the fact that 42 students from those territories are now attending the University of Hawaii. The proposed center could make an important contribution to these territories as the United States in cooperation with the U.N. and the

South Pacific Commission pursues its policies of promoting self-government and social and educational development in the territories under its administration.

This basic approach, namely, service to our international cultural and technical programs—and to the agencies which conduct them—could give such a center an especially broad appeal, enabling it to facilitate not only various projects of agencies of the Federal Government but also those of nongovernmental and intergovernmental organizations and agencies—for example, SEATO, UNESCO, specialized agencies of the U.N., and general philanthropic foundations. Some such services might develop only gradually or on a pilot basis, but others could soon become substantial enough to attract additional continuing support in the form of contracts or outright grants.

3. NEEDS AND PROBLEMS

The factors favorable to the development of the proposed center are offset somewhat by other factors which present problems or indicate special needs.

(a) *Geographical location*

Distance from the U.S. mainland, while greatly reduced by increasingly rapid transportation, still limits the flow of Americans to the university and sometimes, it is claimed, gives foreign students and other foreign visitors a sense of isolation from the rest of the United States. This limits somewhat the number and types of foreign students and others who pursue orientation and other courses there.² It is a relative matter, however. It may be offset by the gradual, rather than sudden, adjustment to a "foreign" environment which Hawaii makes possible. It applies less, for example, to graduate students planning a relatively long period of advanced study on the U.S. mainland. On the other hand, distance from Asian countries and consequent high costs of transportation rule out the development of special types of training and interchange modeled on those conducted in so-called "third countries" and suggest to many visitors that if they must travel thus far, they might just as well continue on to the mainland.² These problems, in general, may be met, in part at least, by individual travel grants to or from the U.S. mainland, as the university has proposed, and by the encouragement of field training projects, possibly in cooperation with mainland institutions, both on the mainland and in Hawaii, for Asians returning home.

(b) *Local interest*

Partly because of the territorial heritage, some sectors of the population have looked traditionally to mainland universities for higher education. Others tend to assume that the Federal Government should be the obvious source of continuing support for such a center especially since the Congress originated the current proposals and related them to foreign policy objectives. Such views, however, are changing as civic pride has grown with statehood and insofar as efforts by local groups are made to set the record straight. In brief, there is every reason to believe that once the center were underway, it would receive ever-increasing support from local groups.

² That a majority of Asians prefer study on U.S. mainland has been consistently reported from the Far East.

10 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

(c) *Fields of specialization*

Limitations in the fields of specialization in the university especially for advanced students and the small number of participants in on-the-job training, at least when compared with the apparent potentialities, is another problem. The former restricts the number and types of academic visitors—candidates for the Ph. D. are accepted only in seven fields—while the latter reflects some of the other factors already noted. On the other hand, both the number and length of stay of training-program participants seem to be increasing, if slowly, and some now have sponsors other than ICA (see data on the “international agency,” app. 5), while increased publicity for outstanding university offerings including the prospective federally assisted institutes of health and geophysics when initiated should help minimize this problem.

(d) *Housing*

A basic obstacle in the development of the proposed center is the lack of adequate housing for foreign students and other qualified visitors, and of the related physical facilities necessary for successful operation and widespread participation and support. Such an “International House” would not isolate foreign students and other visitors. They would be integrated into the communal life of the university, and rooms in such a residence hall would be available to some Americans also.

The need for such dormitories and for related food services, together with an adequate number of offices, conference rooms, and other public quarters for the center, merits the highest priority. In fact, it is clear that without such facilities, programs for the center on the scale proposed would be impossible. Failure to obtain them as soon as possible would hold up the inauguration of significant programs indefinitely.

This fact is widely recognized and generally accepted in Hawaii. It reflects a general problem of the university in regard to residence facilities. With 6,500 full-time students in the academic year 1959–60, the dormitory facilities on or adjoining the campus could house 130 men and 171 women. Fifty places were reserved for foreign students who number in all about 200. It is estimated that private accommodations can be found for 500 students. Two dormitories are being planned for an estimated number of about 200 students. These dormitories and a faculty apartment house are being financed by loans from the Housing and Home Finance Agency, and additional loans from that source have not been sought for foreign student housing because of budgetary limitations. Thus, the university is seriously limited by a lack of housing facilities. Faced with basic problems of availability of land for a growing population (it is authoritatively estimated that the population of Honolulu, now 443,542, will reach 790,100 by 1980) the legislature has a primary responsibility, obviously, to provide housing and educational facilities for Hawaiians.

Under these circumstances, it is unlikely that the legislature could finance the housing facilities necessary for the proposed center without substantial contributions from other sources. Its willingness to do what it can has recently been demonstrated in the appropriation of \$534,000 as a partial step toward the execution of such a project. However, the appropriation assumed financial support from other

sources for the completion of this project. Thus, without special, direct help with housing or further dispersal of foreign students and researchers to private homes or hostelries on a larger scale—an unlikely prospect—it is doubtful that the university would be able to house substantially larger numbers of foreign students for some time.

(e) Lack of special funds for center project

The long-growing interest of the University of Hawaii and many civic leaders there, already described, in the systematic development of international activities has encountered the basic need for greatly increased resources and facilities generally. Attempts to obtain such support on the scale required from nongovernmental foundations have proved fruitless. Attempts to obtain similar support from the Federal Government have revealed the fact that under existing policies and programs, special funds are not available from the Federal Government to meet the special needs of this or any one American university.

4. SOME GENERAL CONCLUSIONS

An analysis of the proposals and of the data on which they have been based leads to the general conclusion that such an international center could constitute a valuable long-term contribution to the promotion of better relations and understanding among the United States and the nations of Asia and the Pacific. Other general conclusions are these:

(a) The plan for the center should be realistic; that is, it should be commensurate with the capacities of Hawaii. The university and other facilities involved should not be burdened with a program beyond their capabilities if and when any initial assistance which may be available would be terminated. This involves an assessment of the capacity of the university to absorb certain elements of the proposed program in its regular growth and development.

(b) Such a center should give priority to the provision of such services as would be useful to, and would therefore attract support from, existing U.S. programs both at home and abroad. This requires consideration of the programs relating to Asia and the Pacific of the Department of Health, Education, and Welfare (especially the U.S. Office of Education and the U.S. Public Health Service), the Department of State, Bureau of International Cultural Relations, the International Cooperation Administration, the U.S. Information Agency, and other agencies with programs which might be served effectively by such a center.

(c) The prospects of nongovernmental support and their limits, once the facilities of such a center were actually available, should be estimated. This involves appraisal of nongovernmental resources and interests in Hawaii and of the possible interest of foundations and other organizations, official and unofficial.

(d) The planners of programs for such a center should concentrate their attention on relating the unique or highly characteristic resources of Hawaii and its institutions to the "services" which the center could render.

These conclusions form the basis of the detailed findings which follow, which, in turn, represent some modification of the original proposals from Hawaii. (See apps. 3, 4, and 7, with exhibits A and B)

12 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

5. THE ESTABLISHMENT AND OPERATION OF THE CENTER

A. ADMINISTRATION

1. Such an international center in Hawaii would be the best means of utilizing fully the unique or characteristic resources of the State to facilitate, increase, and enrich cultural and technical interchange among scholars, students, and specialists from Asian, Pacific, and American countries, thus promoting the objectives of Federal acts promoting the international educational, cultural, and related activities of the United States.

2. Such a center would best be located physically on the main campus of the University of Hawaii. As recommended by the Hawaii Community Advisory Committee,³ it should be placed administratively under the president of the university, thus fully utilizing existing resources and facilities, including personnel, libraries, classrooms, and laboratories.

3. Such a center should carry an appropriate name indicative of its programs and its special interest in Asian and Pacific relations.

4. Such a center should be organized in two principal units to be maintained, staffed, and operated by the university. These units would be:

(a) An "international college," which would coordinate the academic services and resources of the university as a whole in the conduct of the program of the center—for example, English as a second language, orientation of incoming Asians, Asian studies for U.S. teachers and other specialized personnel, and orientation of Americans for work in Asia or other areas of the Pacific;

(b) An international training center which would provide non-academic training in technical and specialized skills, and opportunities for postacademic or on-the-job learning through the facilities of the numerous governmental departments and other agencies in Hawaii, in addition to those of the university.

5. The central administrative functions of the center should be carried out by the following offices, to be established and staffed by the university:

(a) The office of the director of the center, the incumbent to be appointed by the University of Hawaii, to function at the level of a vice president of the university, reporting directly to its president, and to have overall responsibility for the program and activities of the center;

(b) The office of the dean of the international college, the incumbent to be appointed by the university, to function at the level of a dean of a college reporting to the president through the director of the center, and having general responsibility for the unit described in 4(a) above;

(c) The office of the director of training, the incumbent to be appointed by the university, to function at the level of a dean of a college, reporting to the president through the director of the center and having general responsibility for the unit described in 4(b) above;

³ See app. 3. The findings 1 through 4 closely conform to the Hawaiian proposals.

(d) Related supporting offices, as needed, with functions to be determined by the principal administrative staff of the center—for example, (1) the office of the administrative assistant to the director, (2) the office of the business manager, (3) the project manager's office, (4) secretarial and clerical offices.

6. To provide advisory services for the development of the center and to foster far-reaching relationships, the following advisory groups should be established:

(a) An American committee which would advise the center on professional aspects of its programs and help evaluate them, encourage and promote continuing financial support for the center, and report annually to the president of the university. Members should include representatives of interested Federal agencies, foundations, cooperating colleges and universities, and the president of the university;

(b) An Asian-Pacific committee which would advise the center on the coordination of its programs and activities with related Asian and Pacific programs and developing needs in the Asian-Pacific area; and which would interpret the program of the center to Asian and Pacific nations. Members should include representatives of each cooperating country, appropriate inter-governmental organizations, and the director of the center;

(c) An interagency group for the center composed of the representatives of agencies of the U.S. Government, principally interested in the center, which would coordinate the continuing interests of the U.S. Government in the program of the center. Membership should include as a minimum the Department of Health, Education, and Welfare; the International Cooperation Administration; the U.S. Information Agency; and the Department of State, Bureau of International Cultural Relations.

7. It is estimated that the establishment and initial operation of the center would require special contributions—that is, contributions from sources other than, or in addition to, the Government or University of Hawaii as follows:

(a) To assist with building costs (see "Cost estimates," table I, below, app. 7)-----	\$3, 000, 000
(b) To assist with operational costs during first 3 years (see "Cost estimates," table III, below, app. 7)-----	1, 840, 500
(c) To assist with the expenses of advisory groups (see "Cost estimates," table II, below, app. 7)-----	54, 500

B. SCHOLARSHIPS FOR ASIANS AND AMERICANS

1. To help attract Asians, Americans, and other residents of the Pacific area to the center and make its programs widely known, special scholarships should be made available during the first 3 years. They should be awarded in such a way as to attract qualified students from Asia and the Pacific to study in outstanding fields and similar students of the United States to help build up Asian studies, in the broadest sense, within the university.

2. Each scholarship grant should be sufficient to cover, for a 2-year period, educational expenses, personal and living expenses, and travel costs, including travel to and from Hawaii, interisland travel as necessary, and field-study travel to the U.S. mainland in the case of Asian

14 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

students and to countries of Asia and the Pacific in the case of American students.

3. Such scholarships should be offered in those graduate fields in which the University of Hawaii has special competence. However, up to 10 scholarships each year might be offered for the last 2 years of study in undergraduate fields. (For priorities indicated by the University of Hawaii, see app. 4.) Designation of scholarship fields and levels should be decided each year by the director of the center, with the advice and approval of the advisory bodies proposed above.

4. It is estimated that \$3 million would be needed for such scholarships, thus providing average annual grants as described above to 75 Asian and Pacific students and 25 American students for each year of the proposed 3-year period. Such grants could be combined with travel grants in foreign currencies if, when, and as available, and adjusted to cover only field training in Hawaii for Asians, possibly in cooperation with mainland universities. (See "Cost estimates," table V, below, app. 7.)

5. Such a scholarship fund should be administered by the University of Hawaii.

C. GRANTS TO OUTSTANDING SCHOLARS AND OTHER LEADERS, ASIAN AND AMERICAN

1. Grants should be made to outstanding Asian and American scholars in the areas of interest of the center. Recipients of these grants would work singly, in teams, in one or more conferences on problems of mutual interest, pooling information, knowledge, and experience and focusing on major, critical issues. This could be done in connection with a limited amount of teaching in the university or otherwise.

2. Fields and projects for joint study and research would be designated by the University of Hawaii with the advice and approval of the advisory committee proposed above. In general, such scholarly research would be directed toward critical cultural, political, and economic problems peculiar to the Asian-Pacific area such as linguistic studies of little-known Asian languages leading to improved communication, or studies in illiteracy, food production, or social welfare.

3. It is estimated that a sum of \$405,000 should be available for these grants, to be expended over a 3-year period. On an average, this sum would provide 1-year grants of \$13,500 to five Asian or Pacific scholars and five American scholars during each of the 3 years. (See "Cost estimates," table V, below.) Grants for less than 1 year could be made when they would insure the participation of specialists in seminars, workshops, and conferences addressed to critical problems in line with center objectives. They could also be combined with grants from other sources especially when they could thus stimulate the participation of additional sponsors.

4. These grants should be administered by the University of Hawaii.

D. AVAILABILITY OF FACILITIES TO QUALIFIED INDIVIDUALS AND ORGANIZATIONS

1. It is assumed that once the center were established, it would attract more and more participants and supporters. It could serve as a core around which related programs might collect and as an institution providing valuable services to other institutions, agencies, and individuals. Therefore, its facilities and resources would be made available on the basis of reasonable costs to all qualified individuals, agencies, and institutions interested in utilizing them. Appropriate efforts would be made to enlist the interest of prospective participants.

2. In this way, the center should be able to attract eventually special project grants from foundations, from the Federal Government, and from international agencies. There are several Federal, international, and nongovernmental programs which could utilize the facilities of such a center adequately equipped. For example, title VI of the National Defense Education Act fosters the improvement of foreign language and area studies in the United States. Such a center could increase the probability of Hawaiian participation in this program. Again, UNESCO's "third major project" is designed to increase mutual understanding of the cultures of East and West. A center properly established and operating could make an important contribution to such a program. In the same way, many activities of foundations and other nongovernmental organizations could find a place for themselves in such a center, thus contributing to its financial, academic, and professional resources while taking advantage of its services.

3. Each year a growing number of students and scholars, both Asian and American, receive individual grants from philanthropic foundations and governmental and intergovernmental agencies to finance study and research in the nations and cultures of the Pacific. A center with adequate resources would attract many of them to Honolulu, where they could profitably pursue their professional work and contribute both financially and professionally to the center's program.

4. The heart of the problem is the adequacy and strength of the basis on which such a center would be established. Once so organized, it would attract a growing clientele, and its physical resources would grow in direct proportion to the services it rendered.

6. SUMMARY OF PROPOSALS AND ESTIMATES

An international center, as proposed, concentrating on Asian and Pacific affairs and established in connection with the University of Hawaii, could make a valuable contribution to the programs of the United States for the promotion of international educational, cultural, and related activities.

1. In keeping with the views of the Hawaiian Community Advisory Committee,⁴ it should consist of two principal units, to be maintained,

⁴ See app. 3.

16 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

staffed, and operated by the university. These units would consist of (1) an international college offering academic programs and related services and (2) an international training center providing facilities for on-the-job, inservice, or field training. The principal officers of the center would be the director, the dean of the international college, and the director of the training center. The director of the international center would report directly to the president of the university.

2. To initiate a program for such a center would require the provision as soon as possible of adequate housing and related facilities; its expansion would have to be commensurate with the growth of such facilities.

3. During the first 3 years, scholarships for students from Asian and Pacific areas as well as for those of the United States should be provided, and also grants for outstanding scholars, scientists, and other specialists and men of leadership in order to strengthen the program of the center and demonstrate its potentialities.

4. The facilities, services, and resources of the center should be made available at reasonable cost to all qualified students, scholars, agencies, and institutions interested in participating in its programs.

5. Appropriate advisory committees should be established to assure adequate liaison and policy and program guidance from the viewpoint of the participating or sponsoring agencies and institutions.

6. To carry out such a plan would require special financial support, that is, support from sources other than and in addition to the Government and University of Hawaii.

7. Such special financial support, it is estimated, would amount to \$8,300,000. This would be distributed as follows: (a) a contribution to initial building costs; and during the first 3 years (b) contributions toward operational expenses, (c) scholarships for 225 Asian and Pacific students and 75 American students, (d) grants to outstanding Asian, Pacific, and American scholars and other leaders, and (e) advisory services. (For detailed figures, see app. 7.)

8. Regarding the possibility of special financial support from the Federal Government, no specific provision has been made for these needs in the budget for 1961. The plan for the center as it materializes can be called to the attention of agencies of the Government planning programs which might make use of available facilities. Some support for the center might be possible also to the extent that it could be derived from grants available under programs authorized by general legislation. Thus, the university might further explore the possibilities of obtaining assistance for the necessary building under the loan program of the Housing and Home Finance Agency or under programs of assistance to educational institutions, like those currently proposed in H.R. 4267 or S. 1017, 86th Congress, 1st session, 1959. For scholarships, fellowships, and other similar payments to or for students and other individuals, grants could be sought under the regular programs for which the Congress appropriates funds as authorized by the U.S. Information and Educational Exchange Act of 1948, as amended; title III of chapter II of the Mutual Security Act of 1954; the National Defense Education Act; and other acts cited specifically or in general terms in the legislation which has authorized this report.

APPENDIXES



APPENDIX 1

PUBLIC LAW 86-108, 86th CONGRESS, JULY 24, 1959 (THE MUTUAL SECURITY ACT OF 1959)

CHAPTER VI—CENTER FOR CULTURAL AND TECHNICAL INTERCHANGE BETWEEN EAST AND WEST

Statement of Purpose

SEC. 601. The purpose of this chapter is to promote better relations and understanding between the United States and the nations of Asia and the Pacific (hereinafter referred to as "the East") through cooperative study and research, by establishing in Hawaii a Center for Cultural and Technical Interchange Between East and West, either as a branch of an existing institution of higher learning or as a separate institution, where scholars and students, in various fields from the nations of the East and the Western World may meet, study, exchange ideas and views, and conduct other activities primarily in support of the objectives of the United States Information and Educational Exchange Act of 1948, as amended, and title III of chapter II of the Mutual Security Act of 1954 and other Acts promoting the international educational, cultural, and related activities of the United States.

Establishment of Center

SEC. 602. In order to carry out the purposes of this chapter the Secretary of State (hereinafter referred to as Secretary), after consultation with appropriate public and private authorities, shall on or before January 3, 1960, prepare and submit to the Congress a plan and program for—

- (1) the establishment and operation in Hawaii of an educational institution to be known as the Center for Cultural and Technical Interchange Between East and West through arrangements to be made with public, educational, or other nonprofit institutions;
- (2) grants, fellowships, and other payments to outstanding scholars and authorities from the nations of the East and Western World as may be necessary to attract such scholars and authorities to the Center;
- (3) grants, scholarships, and other payments to qualified candidates from the nations of the East and West as may be necessary to enable such students to engage in study at the Center; and
- (4) making the facilities of the Center available for study to other qualified persons on a reasonable basis.

Authorization of Appropriations

SEC. 603. There are authorized to be appropriated, to remain available until expended, such amounts as may be necessary to carry out the provisions of this chapter.

18 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

APPENDIX 2: ACTS OF LEGISLATURE OF HAWAII

(a) S.B. No. 1462

ACT 152

AN ACT Establishing an integrated program combining a curriculum of overseas operations and Asian studies for the University of Hawaii, amending chapter 44, Revised Laws of Hawaii 1955, as amended

Be it enacted by the Legislature of the Territory of Hawaii:

SECTION 1. Chapter 44, Revised Laws of Hawaii 1955, as amended, is hereby amended by adding five new sections to be numbered and to read as follows:

"SEC. 44-47. *Overseas operations program, establishment.* There is hereby established at the University of Hawaii an overseas operations program, for the purpose of conducting training programs to prepare students for service with international organizations, agencies of the United States Government, and private institutions and industry.

"SEC. 44-47-1. *Director, appointment of; assistants.* There shall be appointed by the president of the University of Hawaii, and to serve at his pleasure, a director who shall be in charge of the overseas operations program. The director may appoint such clerical, technical, and other assistants as may be necessary and as shall be provided under appropriations made for the program. The president of the University may assign other members of the University of Hawaii staff to work in connection with this program and shall make available such facilities and equipment as may be necessary for the accomplishment of the program.

"SEC. 44-47-2. *Director, contacts authorized.* The director is hereby authorized to contact representatives of international organizations, agencies of the United States Government, and such other private or public agencies as will aid in the formulation and effectuation of the overseas operations program.

"SEC. 44-47-3. *Program of Asian studies; director, appointment.* There is also established at the University of Hawaii a program of Asian studies for the encouragement of the study of and the conducting of research concerning Asia, including the integration into the program of Asian students seeking education in the United States. This program shall be in charge of a director appointed by the president of the University of Hawaii and to serve at his pleasure. The director may appoint such clerical, technical and other assistants as may be necessary and as shall be provided for under appropriations made to the program. The president of the University may assign other members of the University staff to work in connection with this program and shall make available facilities and equipment for this program.

"SEC. 44-47-4. *Programs for overseas operations and Asian studies, integration of.* The overseas operations program and the Asian studies program shall be integrated so as to constitute a combined curriculum of overseas operations and Asian studies."

SECTION 2. This Act shall take effect upon its approval.

Approved this 25th day of May 1959.

WILLIAM F. QUINN,
Governor of the Territory of Hawaii.

(b) H.J.R. No. 49

J.R. 26

JOINT RESOLUTION Requesting the Congress of the United States to provide funds for the construction and maintenance of the "Gateway House" at the University of Hawaii

Whereas the University of Hawaii, being a meeting place for numerous cultures and races, would be an ideal place at which to establish an orientation center, conference site, and study ground for both Asiatics and Americans under a number of Federal, foreign, and private programs; and

Whereas the University of Hawaii would be able to provide training in marine science, tropical agriculture, social work, public health programs in nursing, health education, dental hygiene, public health, engineering, and other educational subjects of great value to persons from Asia and to provide Foreign Service training for Americans interested in Asia; and

Whereas the University of Hawaii has formulated a plan which would provide a fresh approach in the field of American-Asiatic relations, the implementation of which is inhibited by the lack of adequate funds and facilities; and

ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII 19

Whereas the technical and service training under the plan envisioned by the University of Hawaii would constitute one of the most significant contributions the United States can make in the betterment of international understanding and the advancement of Asiatic countries, and hence should be a matter of national concern: Now, therefore, be it

Enacted by the Legislature of the Territory of Hawaii:

SECTION 1. The Congress of the United States is hereby respectfully requested to enact legislation providing funds in the amount of \$2,000,000 to be used for the construction of facilities which may be appropriately named "Gateway House" and the establishment of an orientation center at the University of Hawaii for the training of persons from Asia and the orientation of American personnel preparing for service in various programs of international assistance and development.

SECTION 2. Certified copies of this Joint Resolution shall be sent to the President of the Senate, and the Speaker of the House of Representatives of the Congress of the United States, to the Secretary of the Interior, to the Secretary of Health, Education, and Welfare, and to the Delegate to the Congress from the Territory.

SECTION 3. This Joint Resolution shall take effect upon its approval.

Approved this 1st day of June 1959.

WILLIAM F. QUINN,
Governor of the Territory of Hawaii.

APPENDIX 2c

(c) H.C.R. No. 50

LEGISLATURE OF HAWAII CONCURRENT RESOLUTION

Whereas during the first session of the Eighty-Sixth Congress of the United States the Johnson-Burns Act was passed; and

Whereas the purpose of this Act is to promote better relations and understanding between the United States of America and the nations of Asia and the Pacific—known as the East—through cooperative study and research by the establishment in the State of Hawaii of a Center for Cultural and Technical Interchange Between East and West; and

Whereas this center will be a place where scholars, students, and others in various fields from the nations of the East and the Western World may meet, study, exchange ideas and views, and conduct other activities in the promotion of good will and mutual understanding between the East and the West and thereby achieve the goal of international peace; and

Whereas the State of Hawaii will be benefited from the financial, political, and social aspects if this project becomes a reality, and should therefore receive the support of all of the people of Hawaii; and

Whereas the position of the United States of America as the leader in the cause for world peace will be greatly enhanced by the establishment of the aforementioned center in the State of Hawaii: Now, therefore, be it

Resolved by the House of Representatives of the First Legislature of the State of Hawaii, the Senate concurring, That this First Legislature of the State of Hawaii goes on record as being wholeheartedly in support of the establishment of the institution known as the Center for Cultural and Technical Interchange Between East and West as provided for by the Johnson-Burns Act of the Eighty-Sixth Congress; and be it further

Resolved, That the President of the United States, the United States Secretary of State, the Honorable Lyndon Johnson, the Honorable Sam Rayburn, the Honorable Hiram F. Fong, the Honorable Oren E. Long, the Honorable Daniel K. Inouye, and the Honorable William F. Quinn be and they are hereby requested to extend their good offices in expediting the establishment in the State of Hawaii of the aforementioned center; and be it further

Resolved, That duly authenticated copies of this concurrent resolution be transmitted to the President of the United States of America, the United States Secretary of State, the Honorable Sam Rayburn, the Honorable Lyndon Johnson, the Honorable Hiram F. Fong, the Honorable Oren E. Long, the Honorable Daniel K. Inouye, the Honorable William F. Quinn, and the Honorable John A. Burns.

Date: October 22, 1959.

20 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

APPENDIX 3

LETTER OF THE HON. WILLIAM F. QUINN, GOVERNOR OF HAWAII, TO THE U.S. SECRETARY OF STATE, DATED OCTOBER 19, 1959, WITH ACCOMPANIMENTS

(See separate volumes, not printed for exhibits A and B)

OCTOBER 19, 1959.

HON. CHRISTIAN A. HERTER,
Secretary of State,
Washington, D.C.

MY DEAR MR. SECRETARY: Chapter VI of the Mutual Security Act of 1959 requests that "the Secretary of State shall prepare and submit to the Congress on or before January 3, 1960, a plan and program for the establishment and operation in Hawaii of an educational institution to be known as the Center for Cultural and Technical Interchange Between East and West." The State of Hawaii enthusiastically supports the provisions of this congressional act. Such a center for interchange between the countries of Asia and the Occident would be a great step toward bringing together in mutual understanding the peoples of the world and would provide a method of fostering the technical skills of the peoples of underdeveloped countries. Military and economic aid to underdeveloped countries can be effectively bolstered by technical and educational assistance.

We believe that Hawaii with its location in the middle of the Pacific Ocean, its racial complex composed of both Asian and Occidental peoples, and its cultural inheritance, drawn from Asia, Polynesia, and the Occident, is a most suitable location for a program of interchange. In Hawaii no one would feel himself a foreigner. Scores of visitors, including Secretary of Interior Fred A. Seaton, Dr. Sarvepalli Radhakrishnan, and Dr. Daisetz T. Suzuki, have expressed the opinion that Hawaii is the ideal place for an attempt to bridge the gap between Asia and the world of Western culture.

We have assembled our ideas concerning the resources we have in Hawaii which can be utilized in a center for cultural and technical interchange. We are submitting herewith (1) our proposal for an international college at the University of Hawaii (exhibit A) which describes at some length the concept, staffing, and operation of such a college; and (2) an inventory of other governmental and private agencies which have in the past and are now making their facilities and resources available for the training of Asian technicians (exhibit B). We conceive of the college and the other community resources being centralized in a center for cultural and technical interchange responsible to the Department of State and under the administration of the University of Hawaii.

We envision two programs, one dealing with higher learning and the other dealing with technical training. The programs are mutually supporting and complementary; each serves a different range of needs and interests. We hope that exhibits A and B will serve as a basis for discussion with representatives of the Department of State coming to Hawaii to study the problem.

Generally we recommend that—

1. The University of Hawaii serve as the location for such a center, thus engaging its existing facilities such as personnel, libraries, classrooms, and laboratories.

2. The center be comprised of two principal units, maintained, staffed, and operated by the university:

- (a) An international college, which will award degrees and perform all the functions of an institution of higher learning.

- (b) An international agency which, through the facilities of the numerous agencies in Hawaii, will train students in technical skills.

3. The organization of the center have offices of a director of the center, of a dean of the international college, and of a director of the international agency. The director of the center would function on a vice presidential level and be responsible to the president of the University of Hawaii. The dean of the international college and the director of the international agency would function on the dean's level and be responsible to the director of the center.

ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII 21

4. The director of the center be appointed by the board of regents of the University of Hawaii with the approval of the Secretary of State. The director would submit periodic reports on the operation of the center to the Secretary of State. In addition, he would consult committees appointed or invited by the Secretary of State to advise the director on the program and curriculum of the center.

5. The center be called the International Center rather than the Center for Cultural and Technical Interchange Between East and West. Many people both in Hawaii and abroad feel that the title of the center as named in the Mutual Security Act is too long and that "East and West" are vague, ambiguous terms, used only in the West and not at all understood in Asia.

The recommendation that the international center be established and operated at the University of Hawaii rather than at another institution or independently was made by a committee which I named to study the proposal and to assemble data and suggestions which might be helpful to the Department of State. The committee believes that the experience, skills, interests, and facilities of the university would accommodate the addition of an international center most effectively and economically.

Exhibit A describes the available resources within the university which can be expanded for the operation of an international college, and the organization and curriculum of the college. Briefly, the proposal contemplates:

1. The establishment of a series of scholarships and fellowships for selected Asian and American students to study in the programs of the international college and in numerous other university programs.

2. The establishment of programs and services for—

(a) Developing the English Language Institute to assist in overcoming language barriers;

(b) Supporting a number of linguistic tutors and assistants for the same purpose;

(c) Establishing an orientation and counseling service to assure the general welfare of the visiting scholars and students;

(d) Establishing an institute for American studies;

(e) Developing curriculums in special areas, new short-term programs, conferences and study groups, and similar matters.

3. The creation of a resident and visiting faculty of distinguished scholars of both Asia and the Occident and a supporting staff to serve the programs of the international college, of an institute for advanced studies, and of a translation bureau, which will assist in scholarly research.

4. The construction and operation of dormitories, residences, food facilities, and library, classroom, laboratory, research, and administrative facilities for the operation of the programs of the international college.

Exhibit B enumerates the available resources and facilities available in the State of Hawaii for further development and expansion within an international agency. We have proposed that field training programs for Asian students be established both on an independent basis and in conjunction with instruction at the university. Among the large number of official and private agencies which will participate in the programs of the international agency are the State board of health, the department of public education, the department of public welfare, the Pacific and Asian Affairs Council, Hawaiian Sugar Planters Association, and the police department.

We are, as you know, Mr. Secretary, enthused about the role that Hawaii can take in the interest of the United States here in the Pacific world. Our people have a sense of mission about the help they can give the people of Asia. The proposed international center would give us an opportunity to serve our role and carry out our mission in a dramatic and effective way.

With best personal regards and aloha.

Sincerely,

WILLIAM F. QUINN,
Governor of Hawaii.

(Exhibits A and B referred to are omitted.)

22 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

COMMITTEES IN HAWAII ON PROPOSED INTERNATIONAL CENTER

Governor's Committee

- * Prof. Murray Turnbull
- * Mr. John A. Burns
- * Dr. John Stalker
- * Dr. Richard K. Lee
- * Mr. Morris Fox
- * Dr. Daniel Noda
- * Mr. Calvin Scollon
- * Dr. L. D. Baver
- * Mr. Dan Liu

University East-West Committee

- * Dr. Charles Bouslog
- * Dr. John Stalker
- * Prof. Arthur Kirkpatrick
- * Dr. Robert Stauffer
- * Dr. Robert Martin
- * Dean William Wachter
- * Dean Morton Rosenberg
- * Prof. Murray Turnbull, chairman
- * Prof. Y. Baron Goto
- * Mr. Calvin Scollon, liaison
- * Dr. Thomas Ige
- * Provost Willard Wilson, ex officio
- * Mr. Charles Engman
- * Mr. Kenneth Lau

Asian Studies Program

- * Dr. Thomas Ige, director
- * Mr. Harold Wright, graduate assistant

Oversea Operations Program

- * Dr. John Stalker, director
 - * Mr. William McIntire, graduate assistant
- Secretary for both programs, Frances Asato

Asian Studies Program Advisory Committee

- * Dr. C. K. Cheng
- * Prof. Norito Fujioka
- * Dr. Thomas Ige, ex officio
- Dr. Robert Jay
- Dr. C. A. Manchester
- * Dr. Charles A. Moore
- * Dr. Robert B. Stauffer
- * Dr. John N. Stalker, ex officio
- Dr. John A. White

Oversea Operations Program Advisory Committee

- * Dr. Robert B. Stauffer
- * Mr. Charles Engman
- * Mr. Y. Baron Goto
- Dean Virginia A. Jones
- Dr. Shelley Mark
- * Dr. Robert M. Martin
- * Dr. John N. Stalker, ex officio
- * Dr. Thomas Ige, ex officio

* Personally consulted.

APPENDIX 4: PROPOSAL FOR AN "INTERNATIONAL COLLEGE":
SUMMARY OF EXHIBIT A

A. PROPOSALS FOR AN INTERNATIONAL COLLEGE

A Proposed International College for the Center for Cultural and Technical Interchange Between East and West in Hawaii, University of Hawaii, 1959

(References are to the two volumes dated August 1959 and described as exhibit A, Governor's letter of October 19, 1959, which are omitted from this print)

SUMMARY OF RECOMMENDATIONS AND PROPOSALS

1. That an international college be established and maintained as a new college at the University of Hawaii in accordance with the general outline of its organization as presented herein.

2. That a series of scholarships and fellowships be established for selected students to study in the programs of the international college. In addition to provisions for Asian students, such scholarships will include American students undertaking Asian studies and other related programs.

3. That a series of programs and services be established to enable the college to fulfill its purposes.

4. That a resident and visiting faculty of distinguished scholars be established at the university to provide for instruction in the programs of the college and to participate in an institute for advanced studies.

5. That dormitories, cafeterias, and food services be constructed and operated to serve those participating in the program of the college, and that additional classroom, library, research, office, laboratory, and administrative units be built to accommodate the students and scholars.

All of these proposals should be concurrent and relevant to one another, organized within and administered by the college and the university as a basic and integral part of a Center for Cultural and Technical Interchange Between East and West in Hawaii. All programs outlined herein will be under the supervision and administration of a dean to be appointed by the university.

SPECIFIC PROPOSALS

1. The establishment and maintenance of an international college at the University of Hawaii: The University of Hawaii proposes to undertake a continuing program for the study of human affairs of international scope, with special emphasis on those affairs and subjects which are of great concern to the countries of Asia and the United States. This program, itself part of a Center for Cultural and Technical Interchange Between East and West in Hawaii, will be concentrated in a new college called the international college of the university, which will be designed to fulfill advanced educational needs of selected students from Asia and the United States. The college will administer a series of regular and special university programs, providing a center for the consideration by students and groups of distinguished scholars of the great and influential ideas of man and of great international issues and problems.

2. The establishment of a series of scholarships and fellowships for selected students to study in both regular and special programs of the international college and the university, including fellowships for both American students (from the mainland) and students from abroad. For cost estimates see appendix A.

3. The establishment of a series of programs and services to enable the college to fulfill its purposes.

The following are specifically suggested:

A. Expansion of English language institute and English language training (pp. 10 ff.). See appendixes D and E.

B. Development of high-level program on American civilization and institute of American studies (pp. 16 ff.).

C. Increase in the number and variety of Asian languages taught in the university both in themselves and for their contribution to the expanded program of Asian studies, with emphasis on linguistics aids and informants (pp. 14 ff.). See appendix J.

D. Development of "short-term" programs (2 years or less) for "special purposes" as contracted for by the Government or by other nongovernmental organizations and institutions (pp. 13 ff.). See appendix C for several proposals.

E. Multilingual orientation and counseling service (pp. 15 ff.).

24 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

F. Supervised summer study tours for full-time Asian students to U.S. mainland (pp. 17 ff.).

4. The creation of a resident and visiting faculty of distinguished scholars of both East and West and a supporting staff to serve the programs of the college and to participate in an institute for advanced studies and in continuing series of international conferences, and long-term studies of common problems, with translation bureau to facilitate discussion and publication (pp. 19 ff.). See appendix F.

5. To construct and operate dormitories, residences, and food facilities to serve students and visiting faculty members involved in the programs of the international college and to create library, classroom, laboratory, research, and administrative facilities for the operation of the programs of the college, with priority on housing facilities which would be essential to the success of these proposals (pp. 23 ff.)

B. ORIGINAL COST ESTIMATES, INTERNATIONAL COLLEGE

1. Unit cost of scholarships excluding travel (see app. A):¹

Summer school.....	\$664. 75
Academic year.....	1, 562. 00
Full year.....	2, 546. 00

2. Capital improvements and annual operating expenses (see app. G):

Summary by fiscal years

Fiscal year 1960:

Capital improvement.....	\$8, 300. 000
Operating expense.....	2, 612, 500
Total.....	10, 912, 500

Fiscal year 1961:

Capital improvement.....	4, 800, 000
Operating expense.....	4, 955, 500
Total.....	9, 755, 500

Fiscal year 1962:

Capital improvement.....	6, 800, 000
Operating expense.....	8, 679, 000
Total.....	15, 479, 000

Fiscal year 1963:

Capital improvement.....	5, 800, 000
Operating expense.....	11, 770, 000
Total.....	17, 570, 000

¹ Cost estimates above are taken from original university proposals which, in the absence of specific terms of reference at the time, were based on maximum estimates.

ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII 25

C. Revised cost figures prepared by University of Hawaii—summary of proposed operating budget, East-West Center, fiscal 1961, 1962, and 1963

	1961	1962	1963
Administration (see app. 4d).....	\$250,200	\$250,200	\$250,200
Asian student scholarships (100 1st year and 200 2d and 3d years).....	873,000	1,904,200	1,904,200
U.S. student scholarships (25 1st year and 50 2d and 3d years).....	218,250	436,500	436,500
Instruction and overhead.....	134,250	303,000	303,000
Asian scholars and conference planning.....	165,000	300,000	350,000
U.S. scholars, at \$13,500.....	135,000	270,000	270,000
English language institute.....	94,000	150,000	150,000
Linguistics (Asian languages).....	50,000	100,000	100,000
American studies program.....	50,000	100,000	100,000
Research.....	100,000	200,000	200,000
Publications and reproduction.....	50,000	100,000	100,000
Recreational, janitorial, and maintenance.....	50,000	100,000	100,000
Library resources and contingencies.....	237,000	450,500	400,000
Total.....	2,406,700	4,664,400	4,663,900

RECAPITULATION

1960-61.....	\$2,406,700
1961-62.....	4,664,400
1962-63.....	4,663,900
Grand total.....	11,735,000

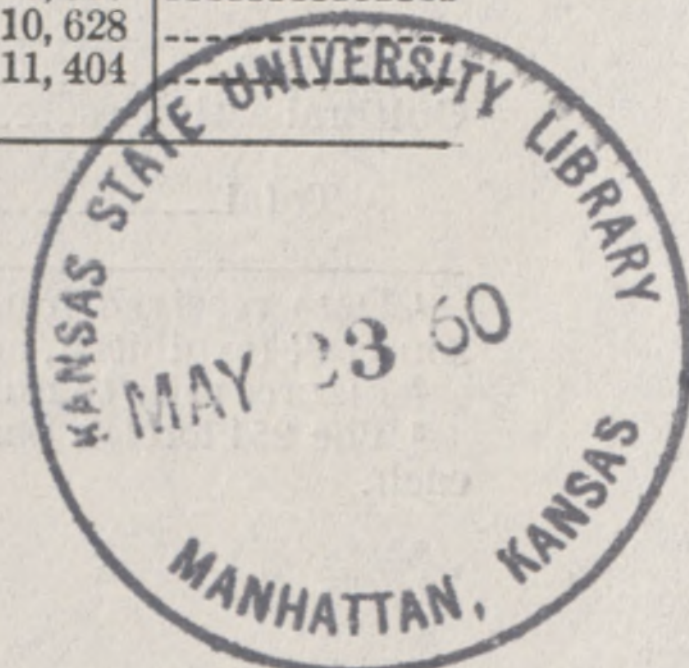
D. Revised budget center administrative costs—administration, preliminary studies and field surveys, student examinations and selection, faculty recruitment and appropriations

	1961	1962	1963
Office of the director, East-West Center, including dean of international college and director of international agency.....	\$101,700	\$101,700	\$101,700
Office of foreign student adviser, including counselors, stenographic and student help, dietitian.....	38,500	38,500	38,500
Staff travel to east coast, average 2 weeks in duration, includes per diem, 10 trips, at \$1,000.....	10,000	10,000	10,000
Staff travel to Asia, average 4 weeks' duration, includes per diem, 10 trips, at \$2,000.....	20,000	20,000	20,000
Staff to conduct preliminary studies and field surveys, personal services, equipment, and supplies.....	50,000	50,000	50,000
Student examination and selection, faculty recruitment and negotiations.....	30,000	30,000	30,000
Total.....	\$250,200	250,200	250,200

E. University of Hawaii projected daytime credit enrollment

School year	Regular university enrollment 1st semester	Inter-national college estimated additional enrollment
1959-60.....	¹ 6,923	-----
1960-61.....	7,518	100
1961-62.....	8,338	300
1962-63.....	9,172	400
1963-64.....	9,897	-----
1964-65.....	10,628	-----
1965-66.....	11,404	-----

¹ Actual enrollment.



26 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

F. UNIVERSITY OF HAWAII— "PRIORITY FIELDS" OF SPECIALIZATION IN RELATION TO PROPOSED "INTERNATIONAL COLLEGE" SCHOLARSHIP PROGRAM

GRADUATE STUDENTS

Tropical Agriculture		Science—Continued	
Field		Field	
Agricultural economics	4	Genetics	5
Agronomy and soil science	6	Subtotal	13
Agricultural biochemistry	3		
Animal science	2	American Studies	
Entomology	4	Field	
Foods and nutrition	1	Government	7
Food processing and utilization	3	History	8
Horticulture	3	Philosophy	5
Plant pathology	3	Social work	5
Plant physiology	3	Sociology	5
Poultry science	2	Subtotal	30
Vegetable crops	3		
Subtotal	37	Education	
Science		Field	
Field		Educational administration	10
Tropical meteorology	5	English (2d language for Asians)	
Marine biology	2	Field	
Home economics	1	2d language training	10
		Total	100

UNDERGRADUATES

Ten undergraduate students might be selected for study in the various curriculums of the university.

Other graduate programs not on the priorities list and number of students who could enroll in first year:

Anthropology	5	English	15
Art	5	Geography	4
Bacteriology	2	Asian and Pacific languages	5
Botany	3	Mathematics	1
Chemistry	10	Physics	4
Drama	5	Psychology	5
Economics and business	10	Speech	2

APPENDIX 5: PROGRAMS OF THE "INTERNATIONAL AGENCY"

A. INTERNATIONAL TRAINING AGENCY ¹

Hawaii's training resources

[Capacity compared to number trained in 1959 through ICC]

Area of training	Yearly capacity ²	Number trained (fiscal year 1959)	Percentage of usage
Agriculture	300	87	29.0
Community services	400	9	2.3
Education	400	28	7.0
Industry (including vocational education)	350	37	10.6
Public administration	500	19	3.8
Public health	500	49	9.8
Public safety	60	21	35.0
Social welfare	240	4	1.7
Cultural activities	(?)		
Total	2,750	³ 254	99.2

¹ Data received from International Cooperation Center, Honolulu. See also "Hawaii's Training Resources" (exhibit B, accompaniment to Governor's letter of Oct. 19, 1959).

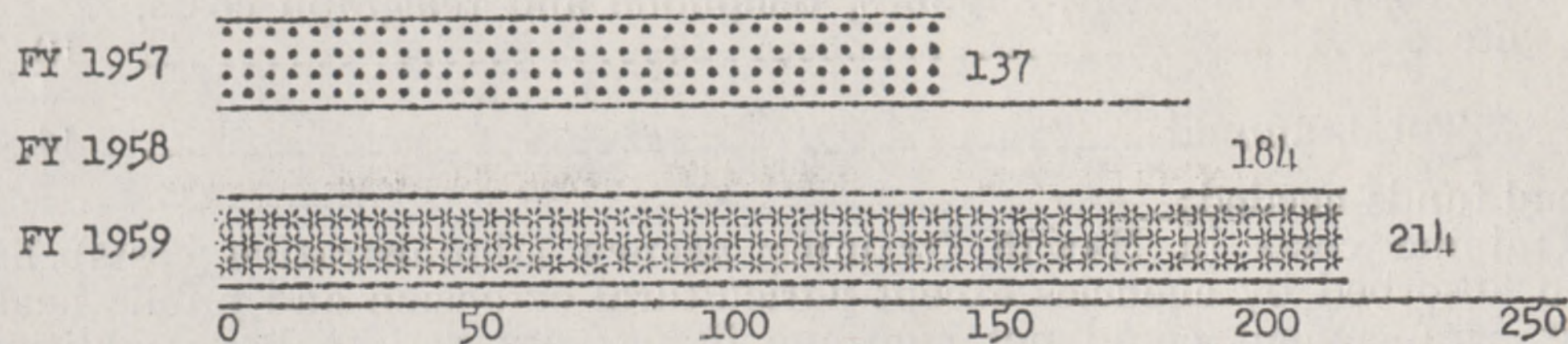
² Figures refer to number of participants.

³ The 254 foreign participants programed in Hawaii during fiscal year 1959 averaged 30 days of training each.

ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII 27

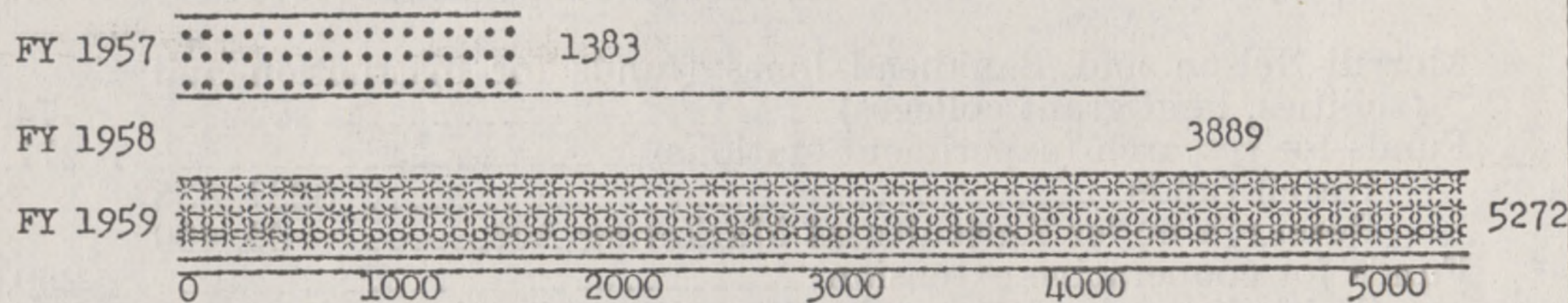
B. ICA PARTICIPANTS TRAINED IN HAWAII FY's: 1957, 1958, 1959

Chart 1: Total Number of Participants Trained



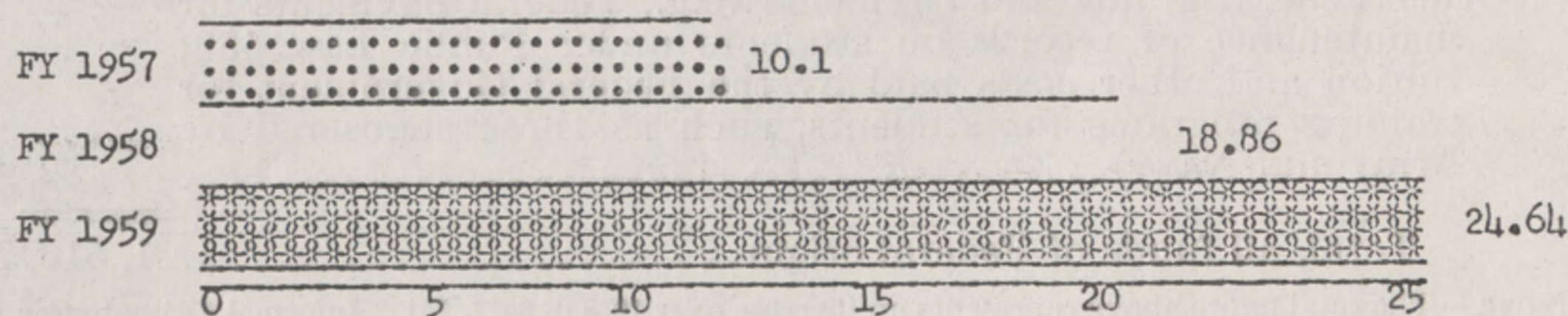
Note: Total number of participants trained in FY 1959 shows an increase of 16% over FY 1958 and 56% over FY 1957

Chart 2: Total Number of Training Days for All Participants



Note: Total number of training days for FY 1959 shows an increase of 52% over FY 1958 and 281% over FY 1957

Chart 3: Average Number of Training Days Per Participant



Note: Average number of training days per participant for FY 1959 shows an increase of 31% over FY 1958 and 144% over FY 1957

28 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

C. PROGRAMS OF THE INTERNATIONAL AGENCY

*Data on expenses*¹

Current administrative costs, International Cooperation Center:

1. Salaries of 4 staff members-----	\$34, 000
2. Other expenses, including local, national, and foreign travel, printing, retirement, supplies, telephone and telegraph costs, etc-----	10, 780

Total, annual----- 44, 780

Additional funds needed:

Training costs in Hawaii (training agency administrative costs) have been absorbed by agencies except agricultural extension and public health. This arrangement could not continue if agencies had to have additional personnel to take care of a substantially increased number of training program participants.

¹ Furnished by director of International Cooperation Center, Honolulu

APPENDIX 6

Federal expenditures at University of Hawaii, fiscal 1959

Federal appropriations-----	\$613, 126
Morrill-Nelson and Bankhead-Jones (funds for instruction and facilities, land-grant colleges)-----	74, 986
Funds for research (experiment stations)-----	277, 235
Hatch funds-----	\$237, 835
Research under Agricultural Marketing Act-----	39, 400
Funds for cooperative extension-----	260, 905
Smith-Level funds (act of 1914, as amended)-----	\$244, 359
Extension under Agricultural Marketing Act-----	16, 546
Other Federal funds (educational and general)-----	903, 589
Veterans' Administration (for services in connection with en- rollment of veterans)-----	4, 078
Federal research funds, not included above (e.g., income for research, both grants and contractual payments; presumably includes \$25,700 in research grants from the National Science Foundation)-----	817, 069
Other Federal grants and payments (e.g., Federal payments for maintenance of records on students under Public Law 550; tuition and other costs paid by the Federal Government for training programs for students, such as those sponsored by Army and Navy)-----	82, 462
Total, all funds of Federal origin-----	1, 516, 715

NOTE.—The total figure above represents an increase over 1958 of \$477, 741. Informal estimates for 1960 amount to \$1,886,461 or an increase over 1959 of \$368,746. These figures do not include the 2 loans from the Housing and Home Finance Agency for housing facilities. They do include (1) land-grant-college-type grants, (2) special administrative expenses as for the Veterans' Administration, (3) research grants, tuition, and related costs for participants in Government-sponsored interchange or training programs.

APPENDIX 7

COST ESTIMATES

Cost data supporting findings above are described in the following pages. They are based on analysis of the estimates drawn up by the university and by the International Cooperation Center of Hawaii relating to the establishment and operation of the proposed center. Those estimates are to be found in appendix 4b, c, and d ("cost estimates" relating to the establishment of an international college within the university; original and revised) and appendix 5c (cost data for the International Cooperation Center, Honolulu).

The cost estimates have been translated wherever possible into unit-cost factors. They may be summarized as follows:

<i>Condensed schedule of estimates for 3-year period</i>	
<i>Item</i>	<i>Cost</i>
Building costs (see table I) -----	\$3, 000, 000
Operational costs:	
Administrative (see table III) -----	\$577, 500
Supporting services (see table IV) -----	1, 263, 000
	1, 840, 500
Scholarships (see table V) -----	3, 000, 000
Grants for scholars, specialists, and other leaders (see table V) -----	405, 000
Project support (see table II) -----	54, 500
Total -----	8, 300, 000

These estimates have been based on the following principles and assumptions:

1. Funds for construction of a building for the center to provide housing and facilities for food services, other student services, and administrative offices should be made available by special contributions to accommodate students attracted to the center. Funds for buildings to provide instructional services to a growing group of students should be absorbed by the regular university budget as part of its general expansion.

2. There is a similar need for operational expenses during the initial period of operation of the center to insure adequate returns from the investment in building. The term "administrative costs" as used here means expenses which are chargeable entirely to the center. "Supporting services" (counseling, English teaching, library, translation work, etc.) represents a certain expansion resulting only in part from the establishment and operation of the center. Therefore, a grant toward the cost of "supporting services" should be limited to that part of the expansion of staff and facilities specifically required to handle the programs and clientele of the center.

3. Estimates of scholarship and other grants should include for each grantee educational expenses, personal and living expenses, and total travel costs. Each scholarship should cover costs for a 2-year period. Grants for scholars should be estimated on the basis of costs for 1 year but should be administered so as to provide for periods of less than 1 year when necessary or desirable.

The proposed funding figures assume a load on the center of at least 100 students and 10 specialists (at any one time) during the first year of operation and at least 200 students and 10 specialists (at any one time) during each of the following 2 years of operation. See appendix 4e.

30 ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII

TABLE I.—*Building cost estimates*

The following estimates are based on unit costs supplied by the University of Hawaii. The principal structure (excluding instructional facilities) would be a single building which would include dormitory-type accommodations, apartments, transient quarters, cafeteria and food services, lounges, seminar rooms, recreational facilities, auditorium, and office space. It would be identified as the building for the proposed center. Site planning and allocation of land would provide for expansion of facilities as the program grows.

Unit cost figures are as follows:

Dormitory-type housing including food service facilities, offices, lounges, study rooms, etc. (per student)-----	\$8, 725
Apartment-type (average 2-bedroom) accommodation (per unit)-----	20, 000
Transient-type room (per unit)-----	10, 000
Total instructional facilities including classrooms, library, laboratories, study rooms, etc. (per student)-----	4, 000

Expansion of unit costs to relate to proposals

Component	Proposed by University of Hawaii	Estimated as special contributions ¹
Dormitory component for Asian and U.S. students, at \$8,725 per student----	\$4, 362, 500	\$3, 053, 750
Apartment component for U.S. and Asian scholars, at \$20,000 per unit-----	800, 000	200, 000
Transient room component for short-term trainees and conferees, at \$10,000 per unit-----	600, 000	400, 000
5-acre land site-----	500, 000	500, 000
Total instructional facilities (classrooms, library, laboratories, etc.) at \$4,000 per student-----	2, 000, 000	1, 400, 000
Total-----	8, 262, 500	5, 553, 750
Pledged by State of Hawaii:		
Land-----	\$500, 000	
Approved bond issue-----	500, 000	—1, 000, 000
Balance-----	7, 262, 500	4, 553, 750
Proposed as contribution from local funds-----	—4, 262, 500	—1, 553, 750
Balance proposed as special contribution-----	3, 000, 000	3, 000, 000

¹ Special contribution as used here means financial support other than or in addition to that which would be supplied by the State and university for this purpose.

TABLE II.—*Estimates of cost of project support*

Costs for 3-year period:	
Travel-----	\$45, 000
Communication-----	2, 000
Supplies-----	3, 000
Secretarial service-----	4, 500
Total-----	54, 500

ESTABLISH CULTURAL AND TECHNICAL CENTER IN HAWAII 31

TABLE III.—*Operational costs: Administrative cost estimates based on administrative structure proposed in this report*

Salaries:	
Director of center	\$18, 000
Administrative assistant	12, 000
Dean of international college	15, 000
Director of training	15, 000
Business manager	10, 000
Project manager (3 at \$8,000)	24, 000
Secretarial and clerical	25, 000
Total salaries	119, 000
Travel:	
Mainland (10 trips average; 2 weeks each at \$1,000)	10, 000
Pacific and Asia (10 trips average; 4 weeks at \$2,000)	20, 000
Total travel	30, 000
Student help	7, 500
Janitorial and maintenance	20, 000
Retirement and other benefits	8, 500
Supplies	5, 000
Other costs (postage, telephone, telegraph, representation)	2, 500
Total	192, 500

TABLE IV.—*Operational costs: Estimates of cost of services supporting proposed program for the center*

[Based on additional student load of at least 100 students 1st year and 200 students in each of the 2 following years of operation]

	1960-61	1961-62	1962-63
Counseling and advisory services:			
Additional professional personnel	\$25, 000	\$41, 000	\$41, 000
Additional graduate and student help	7, 200	14, 400	14, 400
Additional clerical and secretarial	4, 000	8, 000	8, 000
Additional supplies	800	1, 600	1, 600
Total	37, 000	65, 000	65, 000
English language institute:			
Additional professional personnel	34, 000	68, 000	68, 000
Additional graduate and student help	8, 800	17, 600	17, 600
Additional clerical and secretarial	4, 500	9, 000	9, 000
Additional equipment	12, 000	5, 000	5, 000
Additional supplies	500	1, 000	1, 000
Total	59, 800	100, 600	100, 600
Library:			
Additional personnel	32, 000	64, 000	64, 000
Additional volumes	75, 000	50, 000	50, 000
Additional equipment	10, 000	10, 000	10, 000
Additional supplies	5, 000	7, 500	7, 500
Total	122, 000	131, 500	131, 500
Programs in fields of 11 Asian studies and 21 American studies and related research.	100, 000	100, 000	100, 000
Publication and translation	50, 000	50, 000	50, 000
Total	368, 800	447, 100	447, 100

TABLE V(a).—Cost estimates, Asian and U.S. scholarships
SUMMARY

	Total	Rounded
1960-61—100 scholarships, at \$9,045.....	\$904,500	\$1,000,000
1961-62—100 scholarships, at \$10,210.....	1,021,000	1,000,000
1962-63—100 scholarships, at \$8,930.....	893,000	1,000,000
Total, 3-year period.....	2,818,500	3,000,000

BREAKDOWN

	1960-61 ¹	1961-62 ²	1962-63 ³
Educational expenses:			
Tuition ⁴	\$1,750	\$2,000	\$2,000
Registration.....	40	40	40
Activities.....	40	40	40
Laboratory fee.....	70	80	80
Books and supplies.....	200	240	240
Total.....	2,100	2,400	2,400
Personal and living expenses:			
Room.....	1,000	1,200	1,000
Meals.....	2,400	2,880	1,800
Clothing and personal.....	650	740	740
Laundry and cleaning.....	190	220	220
Local transportation.....	145	170	170
Medical insurance.....	45	50	50
Miscellaneous.....	235	270	270
Total.....	4,665	5,530	4,250
Travel:			
To and from Hawaii..... \$1,000	500		
Interisland..... 80	80		
Field trips (mainland and Asia)..... 1,200	1,700		
Total.....	2,280	2,280	2,280
Grand total.....	9,045	10,210	8,930

¹ Expenses this year assume 20-month study grants with off-campus room and board facilities.
² Expenses this year assume 24-month study grants with off-campus room and board facilities.
³ Expenses this year assume 24-month study grants with on-campus room and board facilities.
⁴ Tuition charges reflect instructional overhead costs of \$580 per student per regular academic year and \$190 per student per summer session added to regular tuition charges of \$170 per academic year and \$60 per summer session.

TABLE V(b).—Estimates of costs of grants to attract distinguished scholars and scientists from Asian, Pacific, and American countries

Unit cost submitted by University of Hawaii to include salary, travel, and living expenses (per year).....	\$13,500
30 1-year fellowships for entire 3-year period, at \$13,500.....	405,000



