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ABSTRACT

This hearing, one in a series, on the reauthorization of the Higher Education Act of 1965, was held on Maui, Hawaii, to hear public testimony from educators, students, parents and members of the public at large. The first panel consisted of professionals and administrators from local community colleges addressing the needs, clientele, and mission of local community colleges; regulations; processing; and requirements surrounding the administration of federal financial aid. A second panel included Michael Luxton, Alvin Tagmori, Walette Pellegrino, and Lois Greenwood-Audant, all of Maui Community College, with Rose Pfund of the University of Hawaii speaking on such issues as the continued need for and benefits of the Higher Education Act for low income individuals, cooperative education under Title VIII, the Visitor Industry Training and Education Center, and Sea Grant Programs. The final panel included Steven Miller of the Associated Students of the University of Hawaii; Jim Smith, citizen; Kelly VanBlarcom, Sheila Bruening, and Shelly Hao, students from Maui Community College; and Priscilla Mikell, a counselor. Their testimony addressed concerns of non-traditional students including their financial needs and the politics of education. Also included are additional prepared statements as well as relevant published material and correspondence. (JB)

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**OVERSIGHT HEARING ON THE REAUTHORIZATION
OF THE HIGHER EDUCATION ACT OF 1965:
MAUI, HAWAII**

HEARING
BEFORE THE
SUBCOMMITTEE ON POSTSECONDARY EDUCATION
OF THE
COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES
ONE HUNDRED SECOND CONGRESS
FIRST SESSION

HEARING HELD IN KAHULUI, MAUI, HI, JULY 2, 1991

Serial No. 102-68

Printed for the use of the Committee on Education and Labor

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OVERSIGHT HEARING ON THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965

TUESDAY, JULY 2, 1991

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION,
COMMITTEE ON EDUCATION AND LABOR,
Kahului, Maui, HI.

The subcommittee met, pursuant to call, at 10:30 a.m., in the Student Lounge, Building 232, Maui Community College, 310 Kaahumanu Avenue, Kahului, Maui, Hawaii, Hon. Patsy T. Mink presiding.

Members present: Representatives Mink, Washington, and Jefferson.

Staff present: Thomas R. Wolanin, staff director; Maureen Long, legislative associate; Bob Chun, administrative assistant; Laura Efurd, legislative director; and Joan Manke, executive assistant.

Mrs. MINK. Good morning everybody. I hope I can reach all of you in the audience. If you would come forward, maybe we will have an easier time. I am not sure exactly where the loud speakers are placed. We are okay? Oh, great.

The meeting of the Subcommittee on Postsecondary Education, U.S. House of Representatives, will come to order.

This is a continuation of hearings that began yesterday in Hilo at the University of Hawaii, Hilo Campus. We are very, very delighted to have this opportunity to continue our hearings and the taking of public testimony on the subject of the Higher Education Act, which needs to be reauthorized.

I am very grateful to the committee for making it possible for me to have these hearings and be able to take back to Washington, DC and to the members of the committee the ideas and criticisms and contributions of the people, not only in the higher education field, but also from students and parents and members of the public at large.

We have today our special honor to welcome as people of Maui, two of my colleagues from Washington, from the Congress, who serve on the Subcommittee on Postsecondary Education, of the House Education and Labor Committee, and I am very, very happy that they could be with me at these hearings.

On my right is Congressman Craig Washington from the great State of Texas, City of Houston. He, prior to coming to Congress, was a practicing attorney, and has been now in the Congress serv-

(1)

ing his second term. He serves on the Judiciary Committee as well as on the Education and Labor Committee.

At the end of the table is my colleague, William Jefferson, from New Orleans, Louisiana, and this is his first term on the committee.

Both gentlemen have long distinguished careers in public service in their respective communities, and I am really very, very happy that they could come and hear your testimony and to carry back to Washington your message.

We have two members of the committee staff with us. On my immediate left is Tom Wolanin, who is the chief counsel for the subcommittee and has been with the Committee on Education and Labor for 16 years. He is extremely knowledgeable, and if I get stuck on anything you ask me, I will rely on Tom to respond.

And accompanying him is Maureen Long, who is a member of the staff also. Maureen over there, with the glasses, at the end of the table.

We welcome both of the staff people who are helping us to conduct these hearings and to make it possible for us to have an accurate transcript.

Everything that is said here at the hearings will be noted down by our stenographer, who has also joined us from Washington, to make a verbatim record of the hearings, so at the end when our transcript is printed, we will have a complete record of everybody's thoughts and contributions regarding higher education.

I have several members of my own congressional staff here. In the middle there with the gorgeous pink-peach outfit is Laura Efurd, who is my legislative director, and she works on education matters for me in Washington, DC.

And in the blue outfit is Joan Manke, who works in my Honolulu office as my executive assistant there. And somewhere, way in the back, is Bob Chun, who is my chief of staff in the Washington, DC office.

If you have any problems not related to higher education, you can talk to Bob or to Joannie and we will certainly attend to those things later.

But now on with the committee hearing.

We have two panels and then an additional one or two witnesses who have asked to testify.

STATEMENTS OF CLYDE SAKAMOTO, PROVOST, MAUI COMMUNITY COLLEGE; DAVID IHA, PROVOST, KAUAI COMMUNITY COLLEGE; AND CLARA FOO, FINANCIAL AID ADMINISTRATOR, MAUI COMMUNITY COLLEGE

Mrs. MINK. The first speaker on this panel is Dr. Clyde Sakamoto, Provost of the Maui Community College. The second witness is Dr. David Iha, Provost, Kauai Community College. And third is Clara Foo, Financial Aid Administrator, Maui Community College, at Kahului, Maui.

Before we begin the panel, I wonder if my colleagues would like to make a comment before we open, or wait until after the panel? Congressman Washington.

Mr. WASHINGTON. I would like to say I am happy to be here and I thank you for inviting me. As you know, my predecessor, Congressman Mickey Leland had visited this island before, and on behalf of the people of Houston, I am happy to be here. I am happy to be here since this is the birthplace of my colleague and dear friend who chairs this committee.

Mrs. MINK. Okay, Dr. Sakamoto.

Mr. SAKAMOTO. Madam Chairwoman, members of the committee, Aloha.

Mrs. MINK. The record will reflect some gorgeous leis are being presented to our visitors, with the customary kiss—should I put that in the record?

Mr. SAKAMOTO. I am Clyde Sakamoto of Maui Community College. On behalf of the rural community college in Hawaii and especially faculty, staff and community of Maui Community College, we are deeply grateful for the opportunity to testify on the reauthorization of the Higher Education Act. And we are especially thankful you appear at Maui Community College.

In many respects, Maui Community College is typical of rural community colleges on the mainland. Our comprehensive curricula including general and technical education, relatively smaller size having served 2,337 students in fall, 1990, and comparatively low tuition to encourage access to higher education within the County of Maui represent characteristics of most rural community colleges in America. The college also enjoys strong working relationships with the private and public sectors through 14 education and training degree programs.

Maui Community College, however, is unusual in that it is the only community college in the State and probably one of the very few in the country that serves three separate islands, Maui, Molo-ka'i and Lana'i. As a community college on the periphery of western, eastern and polynesian civilizations, our college has a complex role in preparing our community and students to participate actively and effectively in the Pacific century.

To provide the committee with a sense of our tri-isle community's postsecondary education challenges, some of the following data might be helpful. With a 13 percent enrollment increase from Fall 1989, 2,074 students, to fall 1990, 2,337 students, Maui Community College is the fastest growing institution in the UHCC system.

At 63.8 percent women, Maui Community College has the highest proportion of females on any UHCC campus. At 30 years mean age, Maui Community College students are comparatively older than elsewhere in the system (26.7 years UHCC systemwide).

Of 700 applicants, or about one of three students, who attended Maui Community College, 514 received assistance: Pell, 125; SEOG, 62; Perkins Loan, 37; State Higher Ed Loan, 65; Hawaii State Incentive Grant-tuition waiver, 25; and University of Hawaii Tuition Waivers, 200; total federally supported financial aid amounted to over \$272,000 last year.

Additionally, Maui County has grown approximately 42 percent over the last decade from 71,000 to about 100,000.

To continue to address these higher education needs, Maui Community College has had an extremely aggressive track record with regard to accessing Federal resources to address our community's

postsecondary education requirements. As a result of our community's growing needs, our college has sought and received support for financial aid programs, Upward Bound and Educational Opportunity Center projects, and Title III strengthening developing institutions resources.

We have also recently applied for other programs related to improving our library technology and to expanding our Cooperative Education program. Let me just say, without these resources, we would not have been able to make the strides that we have within the county of Maui in terms of providing access to higher education at Maui Community College.

Without our Educational Opportunity Center that serves approximately a thousand students each year, without our Upward Bound project that is going on now, focusing on the high school students who are economically or academically disadvantaged, we would not have been able to make the kind of progress we have in expanding access to students, to families that are first generation college bound within the county of Maui.

There are a number of different areas and concerns which will be the focus of other testimonies including the need to preserve the Title III set-aside for community colleges, develop more equitable and broader criteria for establishing student eligibility, strengthen the college workplace education and connections through Cooperative Education programs, and creating special support services for students with special needs.

I strongly support all of these points. Without diminishing the needs of the urban institutions, I would particularly like to encourage the continuing inclusion of language that accompanies an appreciation for the unique requirements "rural" and "minority" institutions.

On Maui, we are a small campus. We don't have the administrative infrastructure to compete with some of the large institutions for Federal grants on a competitive basis with all of the support infrastructure that would be available to large colleges and universities.

Our administrative staff is very modest by comparison, and as a result, we pull our staff members, our faculty members in to generate these Federal grant applications. So some consideration, we feel, must be made to give the small rural minority institutions an opportunity to compete effectively albeit within a somewhat different context over consideration.

The geographic challenges of serving a tri-isle community in a rural Pacific setting are probably quite similar to those community colleges providing higher education programs to other parts of rural America. The major obstacles of serving first generation college bound students among Pacific Island families in particular, however, require expanding our TRIO programs. The Upward Bound Project and Educational Opportunity Center on Maui have provided invaluable support to encourage access among those students who are academically and economically disadvantaged or who have simply not been exposed to higher education prior to that work to integrate minorities and those who have not been enfranchised must be one of our Nation's first priorities.

Your leadership and Congress' leadership in supporting education and, in particular, 2-year community college programs, has never been more important. To bridge the realities between pure statistics and empowered and productive student and resident lives, strengthening public and higher education through the reauthorization of the Higher Education Act will be absolutely crucial.

Thank you, again, for the opportunity to testify.

[The prepared statement of Clyde Sakamoto follows:]

CONGRESSIONAL HEARING ON THE REAUTHORIZATION
OF THE HIGHER EDUCATION ACT

JULY 2, 1991
MAUI COMMUNITY COLLEGE STUDENT LOUNGE

HEARING CONDUCTED BY: Sub-committee on Post-Secondary Education,
House Committee on Education and Labor

Madam Chair and members of the Subcommittee, Aloha.

On behalf of the rural community colleges in Hawaii and especially faculty, staff and community of Maui Community College, we are deeply grateful for the opportunity to testify on the reauthorization of the Higher Education Act.

In many respects, Maui Community College is typical of rural community colleges on the mainland. Our comprehensive curricula including general and technical education, relatively smaller size having served 2,337 students in Fall, 1990, and comparatively low tuition to encourage access to higher education within the County of Maui represent characteristics of most rural community colleges in America. The College also enjoys strong working relationships with the private and public sectors through 14 education and training degree programs.

MCC, however, is unusual in that it is the only community college in the State and probably one of the very few in the country that serves three separate islands, Maui, Moloka'i, and Lana'i. As a community college on the periphery of western, eastern and polynesian civilizations, our College has a complex role in preparing our community and students to participate actively and effectively in the Pacific century. To provide the committee with a sense of our tri-isle community's post-secondary education challenges, some of the following data might be helpful:

- o With a 13 percent enrollment increase from Fall 1989, 2,074 students, to Fall 1990, 2,337 students, MCC is the fastest growing institution in the UHCC System
- o At 63.8 percent women, MCC has the highest proportion of females on any UHCC campus
- o At 30.0 years mean age, MCC students are comparatively older than elsewhere in the system (26.7 Years UHCC systemwide)
- o Of 700 applicants (or about one of three students) who requested financial assistance, 514 received assistance: Pell (125), SEOG (62), Perkins Loan (37), State Higher Ed Loan (65), Hawaii State Incentive Grant - tuition waiver (25), and University of Hawaii Tuition Waivers (200); total federally supported financial aid amounted to over \$272,000 last year.
- o Additionally, Maui County has grown approximately 42% over the last decade, from 71,000 to about 100,000.

To continue to address these needs, MCC has had an extremely aggressive track record with regard to accessing federal resources to address our community's post-secondary education requirements. As a result of our community's growing needs, the College has received sought and received support for financial aid programs, Upward Bound and Educational Opportunity Center projects, and Title III strengthening developing institutions resources. We have also recently applied for other programs related to improving our library technology and to expanding our Cooperative Education program.

There are a number of different areas and concerns which will be the focus of other testimonies including the need to preserve the Title III set aside for community colleges, develop more equitable and broader criteria for establishing student eligibility, strengthen the College-workplace education and connections through Cooperative Education programs, and creating special support services for students with special needs. I strongly support of all these points. Without diminishing the needs of the urban institutions, I would particularly like to encourage the continuing inclusion of language that includes an appreciation for the unique requirements "rural" and "minority" institutions.

The geographic challenges of serving a tri-isle community in a rural Pacific setting are probably quite similar to those community colleges providing higher education programs to other parts of rural America. The major obstacles of serving first generation college bound students among Pacific Island families in particular, however, require expanding our TRIO programs. The Upward Bound Project and Educational Opportunity Center on Maui have provided invaluable support to encourage access among those students who have are academically and economically disadvantage or who have simply not been exposed to higher education prior to contact with these programs. Continuing and expanding programs that work to integrate minorities and those who have not been enfranchised must be one of our nation's first priorities.

Congress' leadership in supporting education and in particular 2-year community college programs has never been more important. To bridge the realities between pure statistics and empowered and productive student and resident lives, strengthening public and higher education through the reauthorization of the Higher Education Act will be absolutely crucial.

Clyde M. Sakamoto
Provost
Maui Community College

Mrs. MINK. Thank you very much, Dr. Sakamoto.

We will next hear from Dr. David Iha from Kauai Community College.

May I note that all of your prepared testimony will be inserted in the record as though delivered, and you might consider summarizing your comments.

Mr. IHA. I prepared a summary of my testimony, so I am not too sure if you have it.

Mrs. MINK. All right.

Mr. JEFFERSON. Madam Chairwoman, may I move the summary be included in the record as well?

Mrs. MINK. Without objection, so ordered.

Mr. IHA. Madam Chairwoman, I am pleased to appear before this committee to bring to the attention of the committee our efforts in addressing the needs of our Native Hawaiian students and to recommend that Title III funds be set aside to meet the needs of our Native Hawaiian student population.

In my written testimony, I have described Kauai Community College's commitment to create a new momentum for our Native Hawaiian students through the creation and establishment of a Hawaiian Studies program at the college. I have attached a chart outlining the various program offerings which would be included in such a center which would integrate and build connections among several constituencies: the college, the community and the Department of Education.

My written testimony also shares some examples of our successful work with a very special group of Native Hawaiians, students from the Island of Niihau. Our students from the Island of Niihau use the Hawaiian language as their primary spoken and written language.

I am proud to have on the college staff the first native Niihauan to receive a bachelor's degree. Her education included attending the elementary school on Niihau, Kamehameha Schools on Oahu, Leeward Community College, and then successfully completing her baccalaureate degree in Hawaiian Studies from the University of Hawaii at Hilo.

Today, she is the first person from Niihau employed by the University of Hawaii serving as a counselor at Kauai Community College. She is an excellent role model for many of our Native Hawaiian students who may have lost their vision that they too can succeed in higher education.

Mrs. MINK. David, you may have to explain for the record what Niihau means.

Mr. IHA. An island up the coast of Hawaii, which is privately owned, and where all the inhabitants are native Hawaiians. We have a special elementary school where they try to maintain their Hawaiian culture by speaking Native Hawaiian. We have made special efforts to have those students not only maintain their own culture, but also their own native language.

I have included as part of the written testimony, an article from the Scientific American which describes a remarkable and significant longitudinal study called The Children of Kauai. In 1955, 698 infants on Kauai became participants in a 30 year study that has

shown how individuals triumph over physical disadvantages and deprived childhoods.

The life stories of the resilient individuals on the Garden Island taught researchers that competence, confidence, and caring can flourish even under adverse circumstances if young people encounter adults in their lives who provide them with a secure basis for the development of trust, autonomy and initiative.

One of the specific ways through which this can be accomplished is by providing a set-aside under Title III, part A of the Higher Education Act for institutions that serve a certain required minimum percentage of Native Hawaiian and Asian Pacific students. There is a set-aside under the current authorization, if amended, which can be used to assist our institutions in responding to the needs of Native Hawaiians, Asian Americans, or Pacific Islanders.

The current provision in Section 360(c)(2) states that the Secretary shall, for such fiscal year, A, allocate 25 percent of the excess, about the amount appropriated for part A for fiscal year 1986, among eligible institutions with the highest percentages of students who are Black Americans, Hispanic Americans, Native Americans, Asian Americans, Native Hawaiians, or Pacific Islanders, or any combination thereof.

It is requested that the language regarding this 25 percent set-aside be revised to allow institutions that serve the minority groups to compete for funds under this set-aside on the basis of competitive proposals judged by their peers rather than as currently awarded to institutions on the basis of the highest percentages of minority students enrolled in their institutions.

It would be ideal if the committee deems appropriate to provide a specific percentage set-aside for Native Hawaiian students as currently is the case under the Carl Perkins Vocational Education Act.

In addition, it is requested that the current set-aside for community and junior colleges under Part A of Title III be retained. This provision has enabled Kauai Community College and community colleges across the country to respond to new and emerging problems. In the case of Kauai Community College, we are fortunate to be the recipient of a 5 year dollars grant amounting to approximately \$2 million.

The college is using these grant funds to respond to emerging needs in telecommunications, computer applications, performing arts, foreign languages, culinary arts, and small business programs. Previous grants have enabled the college to develop and implement new programs in music, facilities engineering and electronics.

The college has been successful in responding to these emerging needs because we were able to successfully compete for a grant under the current Title III authorization without the "wait out" period. When the college's proposal was funded in 1989, there were 571 applications of which only 86 new awards were made.

It is requested that the current provision for a "wait out" period be eliminated to permit colleges to respond to new emerging problems on an ongoing basis rather than "wait out" for a number of years. Title III funds should be directed to those institutions who are positioned to deliver on the key issues facing our Nation and that have already demonstrated a record of performance. My un-

derstanding is that Part B institutions do not have a "wait out" period.

I have also submitted written testimony regarding Title VI of the Higher Education Act. I was pleased to serve on the Interassociation Task Force on HEA Title VI as one of the representatives from the American Association of Community and Junior Colleges. The task force representing six associations developed a consensus agreement on a detailed set of legislative amendments for both Title VI and Fulbright-Hayes.

In particular, I support the recommendations for the need for greater diversity in the undergraduate centers and programs. It is requested that the authorization level be increased for the undergraduate programs so that we can compete for funding to develop our efforts in international education.

At Kauai Community College, we are seeking to internationalize our curricula, student body, and faculty. We are seeking to create an international education program appropriate to the needs of our local community college. We are also constantly seeking ways in which we can cooperate and collaborate with other 2-year and 4-year institutions.

I was pleased to learn during the task force deliberations that the University of Hawaii at Manoa as the recipient of four major awards is one of the major beneficiaries of Title VI. Your continued support, especially for undergraduate programs, will enable the college and community colleges across the country to develop programs in international education.

I would be pleased to respond to any questions you may have regarding my testimony.

[The prepared statement of David Iha follows:]

**TESTIMONY PRESENTED BEFORE THE
HOUSE COMMITTEE ON EDUCATION AND LABOR
July 2, 1991**

on

Title III of the Higher Education Act

by

**David Iha
Provost, Kauai Community College
University of Hawaii**

Mr. Chairman:

I am pleased to appear before this committee to share with you our efforts at Kauai Community College to meet the post secondary needs of our Native Hawaiian students from the islands of Kauai and Niihau. I am here to suggest that we initiate a new momentum for our Native Hawaiian students. A crucial first step in this new momentum is take a careful look at what we have done, what has worked, and, most importantly, what obstacles still remain in our paths.

Kauai Community College, part of the public higher education system governed by the University Board of Regents, provides a two-year Associate in Arts undergraduate degree in general education and liberal arts and the Associate in Science degree and Certificates of Achievement and Completion in numerous vocational and technical fields.

Kauai Community College is the only public higher education institution on the island. The College provides the only access to educational opportunities for many of our

residents living in small/rural communities outside of the main metropolitan center of Honolulu.

Kauai Community College serves a substantial cross section of the population as a result of an "open admission" policy that permits any high school graduate or adult age 18 or older to enroll. This policy provides maximum educational opportunities to the residents of Kauai. The College enrolls 1,400 regular credit students and nearly 2,500 special students during a typical semester. The average student age is 30 years, two thirds of the students attend college parttime, with many working fulltime while attending classes. Women account for sixty percent of the total enrollment, and the ethnic diversity of the College generally reflects that of the community they serve except for the under-represented Native Hawaiians and Filipinos. The attached chart shows the under-represented Hawaiian/Filipino as a percentage of total enrollment in Hawaii's community colleges.

For these under-represented groups, we need a new momentum that provides more than access. Beyond the need for sustained and coherent support services, we must look at the teaching and learning process, the curriculum, and the campus climate. We must extend the traditional curriculum beyond western civilization to expose our students to the richness of our own multicultural heritage. We must look at the climate of our campuses to ensure that the atmosphere is one where we enhance and cherish our diversity. We must insure that the campus climate is one where our cultural events are routine and our students are welcomed with our version of Hawaiian hospitality.

We need a new momentum that focuses on "Building Communities". The American Association of Community and Junior Colleges (AACJC) recently issued a report prepared by the Commission on the Future of Community Colleges which proposes that the theme "Building Communities" become the new rallying point for the community college in America. The Commission, chaired by Dr. Ernest Boyer of the Carnegie Foundation, defines the term "community" not only as a region to be served, but also as a climate to be created. Community Colleges can inspire partnerships based upon shared values and common goals.

Strengthening our connections beyond the college--with schools, industry, business, social agencies and policy groups--will become a key strategy in the building of community. Through collaboration, we can reaffirm our mandate to respond to the needs of our under-represented groups. Kauai Community College, geographically separated by the Pacific Ocean, yet close to the people, can offer a convenient forum for thoughtful discourse; we can serve as a gathering place where persons of various constituencies can meet to explore common problems.

At Kauai Community College, we shall have an institutional commitment to strengthen our connections beyond the college. The attached chart shows the vision we have of enhancing our cultural heritage through the establishment of a Hawaiian Studies Center where we can provide activities focusing on building an educational community for our Native Hawaiian population. The creation and establishment of a Hawaiian Studies

program will enable the College to integrate the efforts of the community and many of our social agencies into a coherent program which enhances our Native Hawaiian culture. Through the establishment of this center, we can begin to offer a wide variety of activities unique to our island setting. Such offerings will include credit and non-credit offerings ranging from Hawaiian music to language and archeology. Workshops such as Interpret Hawaii and customized training focusing on our Hawaiian values will seek to tell the story of our islands. Our services provided through the program will reach out to our community with a host of cultural events. Our faculty and staff will reach out and serve as valuable resources to Punana Leo, a Hawaiian early education program, to the public schools in their Hawaiian Language immersion program, and most importantly to the families they serve in Hawaiian communities scattered throughout the islands.

Let me share with you how the connections established through Kauai Community College enabled the College to make a significant contribution in the lives of a very special group of Native Hawaiians, the people of Niihau. Niihau, sometimes called the Forbidden Island, is located off the coast of Kauai. The people of Niihau are all Native Hawaiians who use the Hawaiian language as their spoken and written language. Let me tell you the story of three of our recent graduates.

Our first graduate is James, the first male from Niihau who graduated from Kauai Community College. James was recruited into our auto-body repair program by a counselor funded through a grant made possible by the Alu Like Voc Ed Project under the Carl

Perkins Act. While in our auto-body program he also enrolled in an Adult Basic Skills program being offered by the Kamehameha Schools through a grant under the Carl Perkins Act. He later transferred into our welding program and graduated with a degree in welding. He came to the College as a welfare recipient and left with basic skills, a marketable vocational skill, and enhanced self esteem. He is currently employed as a welder with one of our sugar plantations. Many agencies provided support throughout his semesters at the College but the most crucial support was given through a caring faculty member who served as a mentor both in and out of the shop.

We are proud of our two women graduates from Niihau who graduated from our early education program. One woman is a single parent with five children. She is currently a bi-lingual teacher working in a public elementary school to implement the Kamehameha Elementary Education Program (KEEP), a model curriculum developed by the Kamehameha Elementary Demonstration School. The other woman is the director of a Hawaiian pre-school called Punana Leo, a family-based education center which receives support from the Education for Native Hawaiians programs.

Kauai Community College bears a special responsibility to assure that our institutions effectively address the needs of our minority students, in particular, our Native Hawaiian students. We need to actively advocate institutional behavior that will enhance the quality of services provided to Native Hawaiian students and other minorities. Today we are in danger of failing to meet our goals of providing a way out of economic and social

disadvantage for our Native Hawaiian students. We need a new momentum. The situation facing our Native Hawaiian students is not unlike the situation described by Dr. Frank Newman, Executive Director of the Education Commission of the States.

In the May 1988 report of the Commission on Minority Participation in Education and American Life, Dr. Newman wrote:

"We have underestimated the depth and complexity of the situation as well as the need for sustained institutional and governmental commitment. We also have found that some of the more difficult barriers to full participation by minority young people are not so obvious. An unacceptably large number conclude at an early age that education is not for them. Even among those who make it into four year colleges and universities, attrition rates are unacceptably high.

This calls for a new understanding and a more creative approach to the barriers to success faced by minority youth from kindergarten to graduate school."

How will the Native Hawaiian compete in this world? How will they be able to penetrate technological barriers? How will they be able to develop into productive citizens of our World? How will they be able to do any of these things if we fail to bring our Native Hawaiian students into the economic mainstream?

Some of the answers to the above questions can be found in a significant longitudinal study called the Kauai Longitudinal Study or The Children of the Garden Island. In 1955, 698 infants on Kauai became participants in a 30 year study that has shown how individuals triumph over physical disadvantages and deprived childhoods. The study reinforces the need

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for early-intervention programs such as the parent-education project. The researchers found that all children can be helped to become more resilient if adults in their lives encourage their independence, teach them appropriate communication and self help skills and model as well as reward acts of helpfulness and caring. The life stories of the resilient individuals on the Garden Island taught researchers that competence, confidence and caring can flourish even under adverse circumstances if young people encounter adults in their lives who provide them with a secure basis for the development of trust, autonomy, and initiative. Attached is an article from the Scientific American which summarizes their remarkable study.

Kauai Community College, at its best, can be a center for problem-solving in adult illiteracy. It can be a center for leadership training. It can bring together agencies to strengthen services to our Native Hawaiians. It can coordinate efforts to provide child care, transportation and financial aid. It can serve as a focal point to improving the quality of life for our Native Hawaiian students. It can be a center where we can raise the expectations of our young people for higher education.

The establishment of Native Hawaiian programs at Kauai Community College and at each of the seven community colleges who serve as the front line institutions serving our Native Hawaiian population will demonstrate the institutional and governmental commitment to improving the numbers of Native Hawaiians pursuing higher education. Kauai Community College has a pivotal role in getting Native Hawaiians into the pipeline.

On our campus, it will require the process of revising the campus agenda, changing individual priorities and habits, and willfully disrupting the status quo. With your help, we hope that we can take the leadership role in turning the tide of minority participation in higher education.

One of the specific ways through which this can be accomplished is through providing a set aside under Title III (Institutional Aid), Part A (Strengthening Institutions) of the Higher Education Act for institutions who serve a large percentage of Native Hawaiian and Pacific Island population. There is a provision under the current authorization in Section 360, (c),(2) in which "the Secretary shall, for such fiscal year---(A) allocated 25 percent of the excess (above the amount appropriated for part A for fiscal year 1986) among eligible institutions with the highest percentages of students who are Black Americans, Hispanic Americans, Native Americans, Asian Americans, Native Hawaiians, or Pacific Islanders, or any combination therefor; and (B) allocated 75 percent of such excess among other eligible institutions."

It is requested that the language regarding this 25 percent setaside be revised to allow institution who serve the minority groups cited in the paragraph above be permitted to compete for funds under this setaside on the basis of competitive proposals rather than as currently awarded to institutions on the basis of highest percentages of minority students. current practice.

In addition, it is requested that the current setaside for community and junior colleges under Part A of Title III in Section 360, (c), (1) be retained. This provision of Title III enabled Kauai Community College and community colleges across the country to respond to new and emerging problems. In the case of Kauai Community College, through our five year Title III grant, the College is responding to emerging needs in telecommunications and computer applications, performing arts, foreign languages, culinary arts and business education. Past grants has enable the college to respond to the needs for a music program, facilities engineering, and electronics program.

It is also requested that the current provision for a "wait out" period under Section 313, Duration of Grant be eliminated to permit colleges who are doing the developmental work under Title III to continue to respond to new and emerging problems on an ongoing basis rather than waiting out for a number of years. Title III funds should be directed to those institutions who are positioned to deliver on the key issues facing our nation and that have already demonstrated a record of performance.

We are pleased to be recipient of an award under Title III. I want to express my thanks to the committee for continuing this program which has resulted in significant institutional improvements at Kauai Community College.

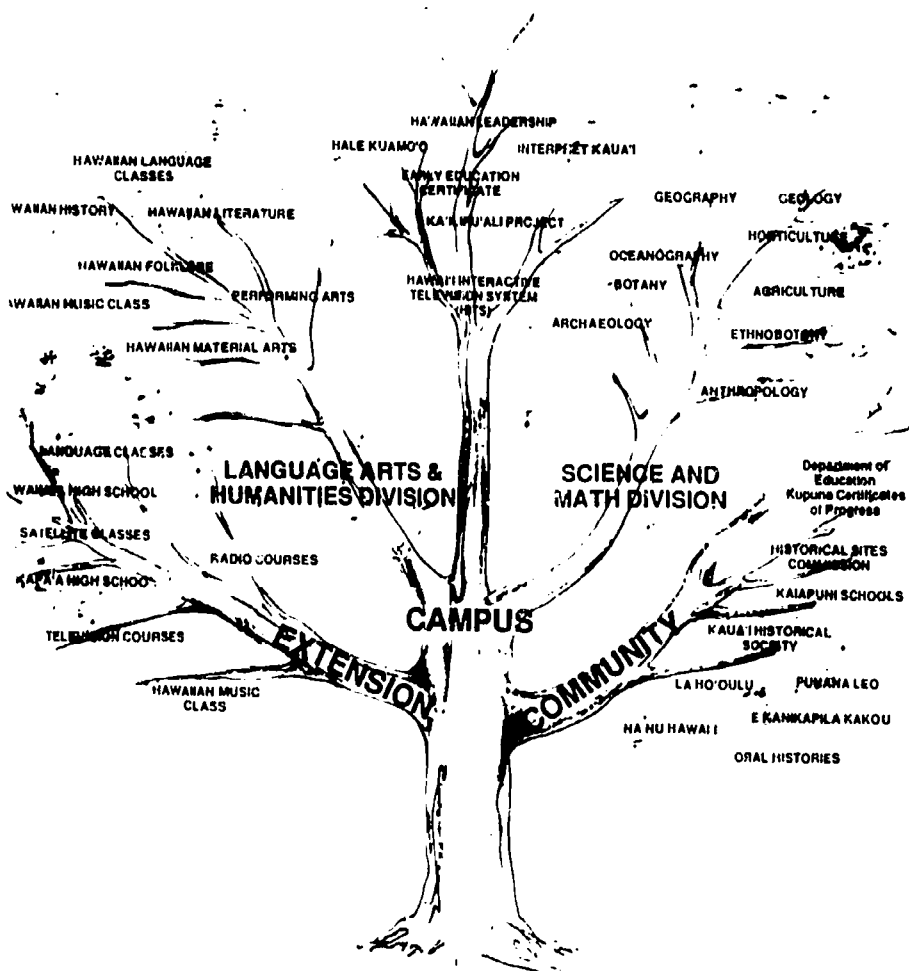
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KAPIOLANI	8.1	13.3	8.0	13.9	8.4	12.6	8.7	12.6
KAUAI	10.9	25.5	12.0	27.1	11.6	27.7	13.6	31.7
LEEWARD	10.1	17.6	9.5	19.1	9.5	18.9	9.9	18.9
MAUI	14.5	17.6	14.1	19.0	17.8	19.8	16.2	20.3
WINDWARD	16.7	3.3	16.4	3.2	17.5	2.6	12.5	2.9

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**KAUAI COMMUNITY COLLEGE
HAWAIIAN STUDIES CENTER:**
From its branches will bloom Cultural and
Educational Programs for Kaua'i

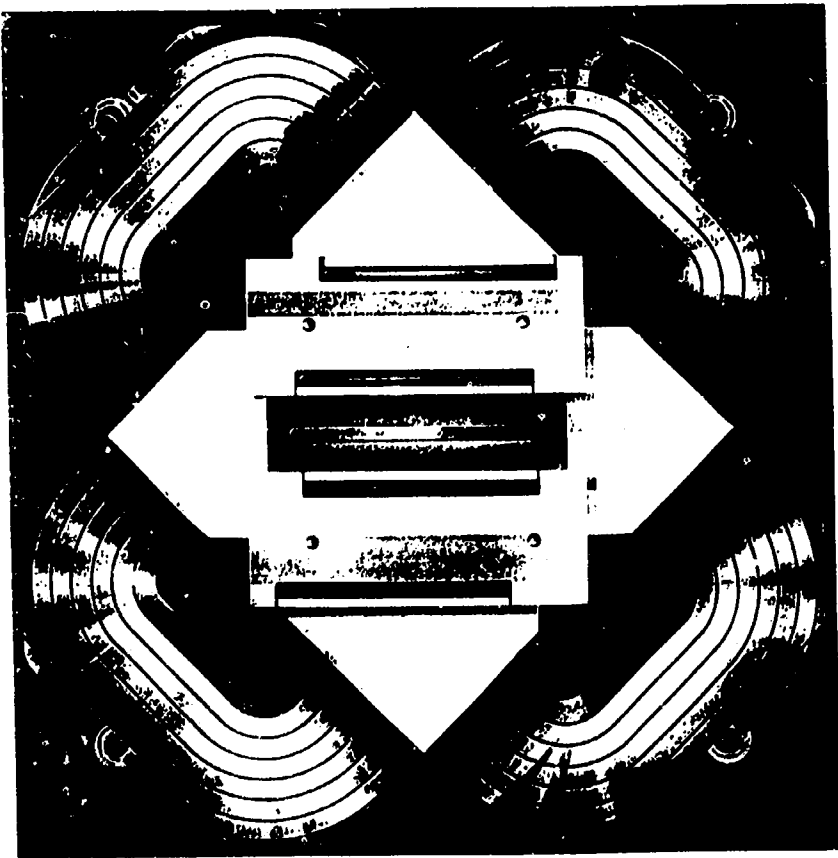
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APRIL 1989
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Is the greenhouse effect already warming our planet?

Starlike cells that help to shape the brain.

Why some children are resilient under stress.



Free-electron laser, seen end on, has potential applications ranging from surgery to fusion power and strategic defense.



SCHOOL CHILDREN ON KAUAI represent an ethnic mixture typical of the island's inhabitants. In addition to the Hawaiians of Polynesian descent, there are people of Japanese, Filipino, Portuguese, Chinese, Korean and northern European descent.

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Children of the Garden Island

In 1955, 698 infants on the Hawaiian island of Kauai became participants in a 30-year study that has shown how some individuals triumph over physical disadvantages and deprived childhoods

by Emmy E. Werner

Kauai, the Garden Island, lies at the northwest end of the Hawaiian chain, 100 miles and a half-hour flight from Honolulu. Its 555 square miles encompass mountains, cliffs, canyons, rain forests and sandy beaches washed by pounding surf. The first Polynesians who crossed the Pacific to settle there in the eighth century were charmed by its beauty, as were the generations of sojourners who visited there after Captain James Cook "discovered" the island in 1778.

The 45,000 inhabitants of Kauai are for the most part descendants of immigrants from Southeast Asia and Europe who came to the island to work on the sugar plantations with the hope of finding a better life for their children. Thanks to the islanders' unique spirit of cooperation, my colleagues Jessie M. Bierman and Fern E. French of the University of California at Berkeley, Ruth S. Smith, a clinical psychologist on Kauai, and I have been able to carry out a longitudinal study on Kauai that has lasted for more than three decades. The study has had two principal goals: to assess the long-term consequences of prenatal and perinatal stress and to document the effects of adverse early rearing conditions on children's physical, cognitive and psychosocial development.

The Kauai Longitudinal Study began at a time when the systematic exami-

nation of the development of children exposed to biological and psychosocial risk factors was still a bit of a rarity. Investigators attempted to reconstruct the events that led to physical or psychological problems by studying the history of individuals in whom such problems had already surfaced. This retrospective approach can create the impression that the outcome is inevitable, since it takes into account only the "casualties," not the "survivors." We hoped to avoid that impression by monitoring the development of all the children born in a given period in an entire community.

We began our study in 1954 with an assessment of the reproductive histories of all the women in the community. Altogether 2,203 pregnancies were reported by the women of Kauai in 1954, 1955 and 1956: there were 240 fetal deaths and 1,963 live births. We chose to study the cohort of 698 infants born on Kauai in 1955, and we followed the development of these individuals at one, two, 10, 18 and 31 or 32 years of age. The majority of the individuals in the birth cohort—422 in all—were born without complications, following uneventful pregnancies, and grew up in supportive environments.

But as our study progressed we began to take a special interest in certain "high risk" children who, in spite of exposure to reproductive stress, discordant and impoverished home lives and uneducated, alcoholic or mentally disturbed parents, went on to develop healthy personalities, stable careers and strong interpersonal relations. We decided to try to identify the protective factors that contributed to the resilience of these children.

Finding a community that is willing or able to cooperate in such an effort is not an easy task. We chose Kauai for a number of reasons, not the least of which was the receptivity of the island population to our endeavors. Coverage by medical, pub-

lic-health, educational and social services on the island was comparable to what one would find in communities of similar size on the U.S. mainland at that time. Furthermore, our study would take into account a variety of cultural influences on childbearing and child rearing, since the population of Kauai includes individuals of Japanese, Filipino, Portuguese, Chinese, Korean and northern European as well as of Hawaiian descent.

We also thought the population's low mobility would make it easier to keep track of the study's participants and their families. The promise of a stable sample proved to be justified. At the time of the two-year follow-up, 96 percent of the living children were still on Kauai and available for study. We were able to find 90 percent of the children who were still alive for the 10-year follow-up, and for the 18-year follow-up we found 88 percent of the cohort.

In order to elicit the cooperation of the island's residents, we needed to get to know them and to introduce our study as well. In doing so we relied on the skills of a number of dedicated professionals from the University of California's Berkeley and Davis campuses, from the University of Hawaii and from the island of Kauai itself. At the beginning of the study five nurses and one social worker, all residents of Kauai, took a census of all households on the island, listing the occupants of each dwelling and recording demographic information, including a reproductive history of all women 12 years old or older. The interviewers asked the women if they were pregnant; if a woman was not, a card with a postage-free envelope was left with the request that she mail it to the Kauai Department of Health as soon as she thought she was pregnant.

Local physicians were asked to submit a monthly list of the women who were coming to them for prenatal care. Community organizers spoke to wom-

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court. My collaborators and I also ad-
ministered a wide range of aptitude,
achievement and personality tests in
the elementary grades and in high
school. Last but not least, we gained
the perspectives of the young people
themselves by interviewing them at
the age of 18 and then again when
they were in their early 30's.

Of the 698 children in the 1955
cohort, 69 were exposed to
moderate prenatal or perinatal
stress, that is, complications during
pregnancy, labor or delivery. About 3
percent of the cohort—23 individu-
als in all—suffered severe prenatal or
perinatal stress; only 4 infants in this
group lived to the age of two. Indeed,
nine of the 12 children in our study
who died before reaching two years
of age had suffered severe perinatal
complications.

Some of the surviving children be-
came "casualties" of a kind in the next
two decades of life. One out of every
six children (116 children in all) had
physical or intellectual handicaps of
perinatal or neonatal origin that were
diagnosed between birth and the age
of two and that required long-term
specialized medical, educational or
custodial care. About one out of every
five children (142 in all) developed
serious learning or behavior problems
in the first decade of life that required
more than six months of remedial
work. By the time the children were
10 years old, twice as many children
needed some form of mental-health
service or remedial education (usu-
ally for problems associated with read-

ing) as were in need of medical care.

By the age of 18, 15 percent of the
young people had delinquency re-
cords and 10 percent had mental-
health problems requiring either in-
or outpatient care. There was some over-
lap among these groups. By the time
they were 10, all 25 of the children
with long-term mental-health prob-
lems had learning problems as well.
Of the 70 children who had mental-
health problems at 18, 15 also had a
record of repeated delinquencies.

As we followed these children from
birth to the age of 18 we noted two
trends: the impact of reproductive
stress diminished with time, and the
developmental outcome of virtually
every biological risk condition was de-
pendent on the quality of the rearing
environment. We did find some cor-
relation between moderate to severe
degrees of perinatal trauma and ma-
jor physical handicaps of the central
nervous system and of the musculo-
skeletal and sensory systems; perina-
tal trauma was also correlated with
mental retardation, serious learning
disabilities and chronic mental-health
problems such as schizophrenia that
arose in late adolescence and young
adulthood.

But overall rearing conditions were
more powerful determinants of out-
come than perinatal trauma. The bet-
ter the quality of the home environ-
ment was, the more competence the
children displayed. This could already
be seen when the children were just
two years old: toddlers who had ex-
perienced severe perinatal stress but
lived in middle-class homes or in sta-



ne Garden Island, lies at the northwest end of the
archipelago. The towns that participated in the Kauai

Longitudinal Study are shown in the inset. Lihue is the county
seat; it is about 100 miles from Honolulu, the capital of Hawaii.

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on an informal network of neighbors, peers and elders for counsel and support in times of crisis and transition. They seem to have made school a home away from home, a refuge from a disordered household. When we interviewed them at 18, many resilient youths mentioned a favorite teacher who had become a role model, friend and confidant and was particularly supportive at times when their own family was beset by discord or threatened with dissolution.

For others, emotional support came from a church group, a youth leader in the YMCA or YWCA or a favorite minister. Participation in extracurricular activities—such as 4-H, the school band or a cheerleading team, which allowed them to be part of a cooperative enterprise—was also an important source of emotional support for those children who succeeded against the odds.

With the help of these support networks, the resilient children developed a sense of meaning in their lives and a belief that they could control their fate. Their experience in effectively coping with and mastering stressful life events built an attitude of hopefulness that contrasted starkly with the feelings of

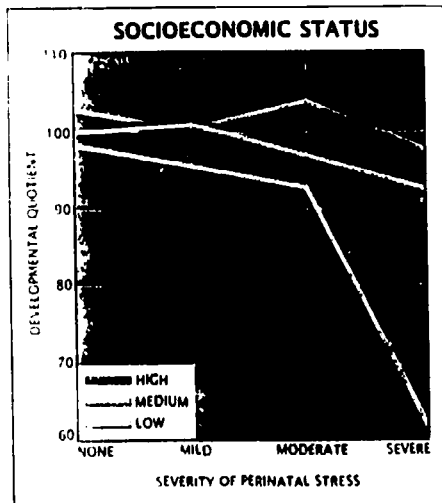
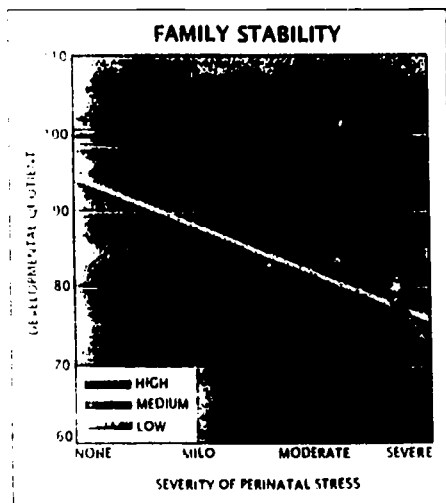
helplessness and futility that were expressed by their troubled peers.

In 1985, 12 years after the 1955 birth cohort had finished high school, we embarked on a search for the members of our study group. We managed to find 545 individuals—80 percent of the cohort—through parents or other relatives, friends, former classmates, local telephone books, city directories and circuit-court, voter-registration and motor-vehicle registration records and marriage certificates filed with the State Department of Health in Honolulu. Most of the young men and women still lived on Kauai, but 10 percent had moved to other islands and 10 percent lived on the mainland; 2 percent had gone abroad.

We found 62 of the 72 young people we had characterized as "resilient" at the age of 18. They had finished high school at the height of the energy crisis and joined the work force during the worst U.S. recession since the Great Depression. Yet these 30-year-old men and women seemed to be handling the demands of adulthood well. Three out of four (46 individuals) had received some college education and were satisfied with their performance in school. All but four worked full time, and three out of four said they were satisfied with their jobs.

Indeed, compared with their low-risk peers from the same cohort, a significantly higher proportion of high-risk resilient individuals described themselves as being happy with their current life circumstances (44 percent versus 10 percent). The resilient men and women did, however, report a significantly higher number of health problems than their peers in low-risk comparison groups (46 percent versus 15 percent). The men's problems seemed to be brought on by stress: back problems, dizziness and fainting spells, weight gain and ulcers. Women's health problems were largely related to pregnancy and childbirth. And although 82 percent of the women were married, only 48 percent of the men were. Those who were married had strong commitments to intimacy and sharing with their partners and children. Personal competence and determination, support from a spouse or mate and a strong religious faith were the shared qualities that we found characterized resilient children as adults.

We were also pleasantly surprised to find that many high-risk children who had problems in their teens were able to rebound in their twenties and early thirties. We were able to contact 26 (90 percent) of the teen-age mothers, 56



INFLUENCE OF ENVIRONMENTAL FACTORS such as family stability (left) or socioeconomic status (right) appears in infancy. The "developmental quotients" derived from tests given at 20 months show that the rearing environment can buffer

or worsen the stress of perinatal complications. Children who had suffered severe perinatal stress but lived in stable, middle-class families scored as well as or better than children in poor, unstable households who had not experienced such stress.

(80 percent) of the individuals with mental-health problems and 74 (75 percent) of the former delinquents who were still alive at the age of 30.

Almost all the teen-age mothers we interviewed were better off in their early thirties than they had been at 18. About 60 percent (16 individuals) had gone on to additional schooling and about 90 percent (24 individuals) were employed. Of the delinquent youths, three-fourths (56 individuals) managed to avoid arrest on reaching adulthood. Only a minority (12 individuals) of the troubled youths were still in need of mental-health services in their early thirties. Among the critical turning points in the lives of these individuals were entry into military service, marriage, parenthood and active participation in a church group. In adulthood, as in their youth, most of these individuals relied on informal rather than formal sources of support: kin and kin rather than mental-health professionals and social-service agencies.

Our findings appear to provide a more hopeful perspective than can be had from reading the extensive literature on "problem" children that come to the attention of therapists, special educators and social-service agencies. Risk factors and stressful environments do not inevitably lead to poor adaptation. It seems clear that, at each stage in an individual's development from birth to maturity, there is a shifting balance between stressful events that heighten vulnerability and protective factors that enhance resilience.

As long as the balance between stressful life events and protective factors is favorable, successful adaptation is possible. When stressful events outweigh the protective factors, however, even the most resilient child can have problems. It may be possible to shift the balance from vulnerability to resilience through intervention, either by decreasing exposure to risk factors or stressful events or by increasing the number of protective factors and sources of support that are available.

It seems clear from our identification of risk and protective factors that some of the most critical determinants of outcome are present when a child is very young. And it is obvious that there are large individual differences among high-risk children in their responses to both negative and positive circumstances in their caregiving environment. The very fact of individual variation among children

who live in adverse conditions suggests the need for greater assistance to some than to others.

If early intervention cannot be extended to every child at risk, priorities must be established for choosing who should receive help. Early-intervention programs need to focus on infants and young children who appear most vulnerable because they lack—permanently or temporarily—some of the essential social bonds that appear to buffer stress. Such children may be survivors of neonatal intensive care, hospitalized children who are separated from their families for extended periods of time, the young offspring of addicted or mentally ill parents, infants and toddlers whose mothers work full time and do not have access to stable child care, the babies of single or teen-age parents who have no other adult in the household and migrant and refugee children without permanent roots in a community.

Assessment and diagnosis, the initial steps in any early intervention, need to focus not only on the risk factors in the lives of the children but also on the protective factors. These include competencies and informal sources of support that already exist and that can be utilized to enlarge a young child's communication and problem-solving skills and to enhance his or her self-esteem. Our research on resilient children has shown that other people in a child's life—grandparents, older siblings, day-care providers or teachers—can play a supportive role if a parent is incapacitated or unavailable. In many situations it might make better sense and be less costly as well to strengthen such available informal ties to kin and community than it would to introduce additional layers of bureaucracy into delivery of services.

Finally, in order for any intervention program to be effective, a young child needs enough consistent nurturing to trust in its availability. The resilient children in our study had at least one person in their lives who accepted them unconditionally, regardless of temperamental idiosyncracies or physical or mental handicaps. All children can be helped to become more resilient if adults in their lives encourage their independence, teach them appropriate communication and self-help skills and model as well as reward acts of helpfulness and caring.

Thanks to the efforts of many people, several community-action and educational programs for high-risk children have been established on Kauai since our study began. Partly as a re-



GRANDPARENTS or other adults can provide a supportive, nurturing role for a child if a parent is absent or becomes ill.

sult of our findings, the legislature of the State of Hawaii has funded special mental-health teams to provide services for troubled children and youths. In addition the State Health Department established the Kauai Children's Services, a coordinated effort to provide services related to child development, disabilities, mental retardation and rehabilitation in a single facility.

The evaluation of such intervention programs can in turn illuminate the process by which a chain of protective factors is forged that affords vulnerable children an escape from adversity. The life stories of the resilient individuals on the Garden Island have taught us that competence, confidence and caring can flourish even under adverse circumstances if young children encounter people in their lives who provide them with a secure basis for the development of trust, autonomy and initiative.

FURTHER READING

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- VULNERABLE BUT INVINCIBLE: A LONGITUDINAL STUDY OF RESILIENT CHILDREN AND YOUTH. Emmy E. Werner and Ruth S. Smith. McGraw-Hill Book Company, 1982.
- LONGITUDINAL STUDIES IN CHILD PSYCHOLOGY AND PSYCHIATRY: PRACTICAL LESSONS FROM RESEARCH EXPERIENCE. Edited by A. R. Nichol. John Wiley & Sons, Inc., 1985.
- HIGH RISK CHILDREN IN YOUNG ADULTHOOD: A LONGITUDINAL STUDY FROM BIRTH TO 32 YEARS. Emmy E. Werner in *American Journal of Orthopsychiatry*, Vol. 59, No. 1, pages 72-81, January, 1989.

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RECOMMENDATIONS ON THE REAUTHORIZATION OF THE HIGHER EDUCATION ACT FOR TITLE VI, INTERNATIONAL EDUCATION AND FULBRIGHT-HAYS (102(b)(6))

EXECUTIVE SUMMARY

Overview

In January 1991 the Interassociation Task Force on HEA-Title VI/Fulbright-Hays (102(b)(6)) was formed to follow-up on a process begun last year by the National Association of State Universities and Land-Grant Colleges (NASULGC) to review Title VI for its reauthorization by the 102nd U.S. Congress. The Task Force consisted of campus representatives from six higher education associations, and was supplemented by the participation of the associations' governmental relations and international education staff. A detailed set of legislative amendments were developed for both HEA-Title VI and Fulbright-Hays (102(b)(6)).

The Task Force reaffirms support for these programs as vital to the national interest, and underscores the important Federal role in international education. This role stems from the direct relevance of international competence to the conduct of U.S. foreign policy, and the health and vitality of the U.S. economy in a global marketplace. The amendments recommended address from a higher education perspective the growing call for international capacity building in the U.S. in response to overseas challenges. The Task Force deplores the stagnating funding levels for these programs since the early 1970s, but is optimistic that the small increases for FY 1990 and FY 1991 began an upward trend. It is hoped that the challenges the U.S. faces in an increasingly complex international scene will move the U.S. Congress and the Administration to place a higher priority on strengthening the nation's international expertise.

HEA-Title VI/Fulbright-Hays (102(b)(6)) Programs and History

The international education programs of HEA-Title VI/Fulbright-Hays (102(b)(6)) have been the primary response of the federal government to meeting the nation's need for international expertise. Title VI programs were originally introduced as part of the National Defense Education Act of 1958, enacted at the high point of the Cold War. Federal investment in this program reached a peak in the late 1960s, resulting in a successful partnership between the government and United States higher education. Title VI funds played a key systemic role, inducing universities to create and support high-quality graduate training and research programs that produced well-trained specialists whose expertise spanned the globe. These foreign area experts who graduated from Title VI centers staffed government agencies, international organizations, and university centers; produced research that set new standards of quality and coverage; and trained a second generation of international experts to

continue the effort. The strategic use of Title VI funds established a foundation of knowledge and expertise that was the primary source of the United States' international competence during the Cold War period.

In order to expand and enhance the nation's capacity in international studies and foreign languages, Title VI also was authorized over time to support cost effective programs at the undergraduate level; a foreign periodicals program; summer language institutes; and business and international education programs and centers. Other activities were added over the years through regulations or the U.S. Department of Education's grant proposal priorities.

Several closely related overseas programs are supported under Fulbright-Hays (102(b)(6)), such as group projects abroad, research seminars abroad, faculty research abroad, and doctoral dissertation research abroad. This program was first authorized in 1964 under the Mutual Educational and Cultural Exchanges Act (Fulbright-Hays), and unlike the other Fulbright-Hays programs, is administered under an Executive Order by the U.S. Department of Education as an overseas program complementary to Title VI.

During the 1970s and 1980s, the federal investment in Title VI and Fulbright-Hays (102(b)(6)) programs steadily eroded through inflation, the devaluation of the dollar, and inadequate funding. Compared to the purchasing power available to these programs in the late 1960s, current funding levels are down 37% for Title VI and 51% for Fulbright-Hays (102(b)(6)). Indeed, in FY 1991, funding for HEA-Title VI and Fulbright-Hays (102(b)(6)) combined represented a mere .0017 of the total available funds for the U.S. Department of Education.

Major Legislative Proposals For HEA-Title VI

- The national resource center program should be enhanced with a set of optional funding packages the Secretary can make available to encourage outreach and dissemination activities in addition to the centers' core mission.
- The undergraduate area and language centers section should be amended to emphasize the need for greater diversity in programs.
- The national language resource center section should be amended to ensure that the centers are national in scope and few in number, with a more concentrated focus of limited resources.
- The unfunded second-tier fellowship (FLAS) program for advanced doctoral students should be amended to shift the administration to the national resource centers which administer the first-tier.
- The undergraduate section 604 should be revised to better address growing undergraduate demand for internationalization: subsection (a) should be turned

into a "seed" funding program, and the unfunded subsection (b) should be replaced with a well-defined program to help stabilize programs of demonstrated excellence.

- A new subsection should be added to the summer language institutes program, authorizing summer institutes for foreign area and other international studies, or combinations of fields.
- The research and studies section should be updated and revised to reflect emerging challenges in international education.
- The periodicals programs should be amended to allow the collection of research materials that may exist only in manuscript or other form.
- The equitable distribution of funds section should be amended to enhance funding for undergraduate programs.
- The national resource center, undergraduate, and two business programs should be amended to authorize linkages with overseas institutions of higher education and other organizations.
- Language should be added to the general provisions to ensure that new activities or programs are funded with only new appropriations above the FY 1992 level.
- The authorization levels for Title VI programs should be increased to total \$130 million for FY 1992 and such sums as may be necessary thereafter.

Legislative Proposals for Fulbright-Hays (102(b)(6))

- As a parallel activity to the Title VI reauthorization, it is recommended that Fulbright-Hays (102(b)(6)) be transferred from the Mutual Educational and Cultural Exchange Act to a new Part C of Title VI.
- Eligibility should be extended to persons whose careers will have an international dimension.
- New language should be added to promote advanced research overseas by consortia of institutions of higher education.

Other Recommendations

- The Congress is asked to request a study of the Center for International Education's staffing needs, and if deemed necessary, to provide the appropriate increases in administrative funds for hiring additional staff.

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PREFACE

The original programs that now form part of Title VI of the Higher Education Act were created in 1958 out of a sense of national crisis about our ignorance of other countries and cultures. Over the years, this sense of urgency diminished. The United States failed repeatedly to read clear signs about the internationalization of the economic order and the shifting balances of power worldwide. As a result, the federal investment in the creation and maintenance of vital international competence has dwindled to levels that seriously weaken our national ability to understand and adjust to the emerging international order.

Over the history of the reauthorizations of Title VI, many different groups involved in the creation and maintenance of international competence have come to the federal government to make their case. This usually has taken the form of small coalitions or separate voices arguing for their particular programs.

The following document is the result of a very different kind of process. It began when the new Division of International Affairs of the National Association of State Colleges and Land-Grant Universities sponsored a workshop on the reauthorization of Title VI in early 1990. From this effort and nine months of deliberations, emerged a NASULGC policy paper. At that point, the American Council on Education coordinated the creation of an interassociation task force to build on and broaden the effort. The task force involved campus-based representatives of six higher education associations in an attempt to develop a common set of positions on the reauthorization of Title VI, and on Section 102(b)(6) of the Mutual Educational and Cultural Exchange Act (Fulbright-Hays).

The process involved finding a common ground among the foreign language and area studies community, the land-grant universities, the state colleges and universities, the independent colleges and universities, the community and junior colleges, and the historically Black institutions of higher education. Through open and frank discussions, a set of quite substantive recommendations were developed and agreed upon.

In the following document, both detailed positions and general rationales are presented. The funding authorization proposals are realistic and modest, if we consider the scope of the challenges the United States faces. The proposed redesigns of the legislation are based on the accumulated knowledge the participants have from decades of experience with Title VI and Fulbright-Hays (102(b)(6)).

With a renewed sense of urgency about the United States' international competence, we offer this document in hopes that the U.S. Congress and the Administration will show their readiness to reverse the dangerous decline in our ability to operate with knowledge and understanding in the international arena.

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**INTERASSOCIATION TASK FORCE
ON
HEA-TITLE VI/FULBRIGHT-HAYS (102(b)(6))**

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INTRODUCTION

As the United States approaches the end of the 20th century, it finds itself part of an increasingly complex international scene. The nation faces new challenges and new opportunities: the restructuring of Europe following the collapse of communism and Soviet dominance; the need to enhance U.S. competitiveness in world markets; the rise of new regional trading blocks, such as a unified European economic community in 1992; threats to peace from mid-level military powers, resulting in regional aggressions such as the Falklands War and the Iraqi invasions of Iran and Kuwait; the enormous political and economic transformations occurring in our own Southern Hemisphere, Asia, and Africa; environmental problems of global scope that require international solutions; the approach of major transformations in world sources and supplies of energy; increasing contrasts between the wealth of industrial and newly industrializing countries, and increasing famine and poverty in other societies.

In less than two decades, such international challenges have taken on extraordinary salience for the United States. Twenty years ago most of the world's largest banks were American; today only two U.S. banks rank among the top twenty. In the same period the share of the U.S. gross national product resulting from international trade has tripled. In less than a decade foreign capital flows and a negative trade balance have transformed the U.S. from the largest creditor nation in the world to the largest debtor nation in history.

Most of the international security responsibilities of the United States remain in place at great cost. Even as the military threat posed by the Cold War recedes, regional instabilities underscore the need for international peace-keeping mechanisms. The relatively predictable world order that emerged following U.S. and Soviet victories in World War II has become uncertain. New approaches to economic and environmental cooperation, conflict resolution, and national security are required in a world marked by the increasing dispersion of economic and military power.

A healthy new element in the national equation is the rise of demand to internationalize U.S. institutions as a means of adding to the capabilities of both the private and the public sectors. The growing call for international capacity-building in response to overseas challenges will increase the demand for specialists in foreign language, area studies and other international fields, and further exacerbate the predicted shortfall in their production. Many in the public and private sectors have called for measures to internationalize undergraduate education across all levels of postsecondary institutions as a means to create a more informed citizenry; to add international dimensions to graduate training in professional fields with overseas applications, such as business, law, medicine, and engineering; and to utilize well-trained foreign area specialists in government, academia, and business.

The international education programs of HEA-Title VI have been the primary response of the federal government to meeting the nation's need for international expertise. Title

VI programs were originally introduced as part of the National Defense Education Act of 1958, enacted at the high point of the Cold War. Federal investment in this program reached a high point in the late 1960s, resulting in a highly successful partnership between the government and United States higher education. Title VI funds played a key systemic role, inducing universities to create and support high-quality graduate training and research programs that produced well-trained specialists whose expertise spanned the globe. These foreign area experts who graduated from Title VI centers staffed government agencies, international organizations, and university centers; produced research that set new standards of quality and coverage; and trained a second generation of international experts to continue the effort. The strategic use of Title VI funds established a foundation of knowledge and expertise that was the primary source of the United States' international competence during the Cold War period.

In order to expand and enhance the nation's capacity in international studies and foreign languages, Title VI also was authorized over time to support cost effective programs at the undergraduate level; a foreign periodicals program; summer language institutes; and business and international education programs and centers. Several closely related overseas programs are supported under Fulbright-Hays (102(b)(6)), such as group projects abroad, research seminars abroad, faculty research abroad, and doctoral dissertation research abroad.

During the 1970s and 1980s, however, the federal investment in Title VI and Fulbright-Hays (102(b)(6)) programs steadily eroded through inflation. This decline was paralleled by a drop in foundation support. The inadequate national investment was underscored as a problem even earlier than the 1979 report of the President's Commission on Foreign Language and International Studies, which stated:

We are profoundly alarmed by what we have found: a serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international military, political, and economic environment is making unprecedented demands on America's resources, intellectual capacity, and public sensitivity.⁽¹⁾

Given this diminished national investment, the general shortfall in the national production of Ph.D.s that is predicted to emerge during the decade will be even more intense for international education fields, which require extra foreign language and area preparation.⁽²⁾ The number of foreign language and area specialists in training has declined to the point that the nation will be unable to replace all the experts retiring in the 1990s.

The recommendations of the ACE Task Force that follow are designed to encourage a Congressional reauthorization of HEA-Title VI that will better focus the federal role in postsecondary international education. The outcomes of these recommendations are programs, knowledge, and people with international competence. Title VI is a program targeted to strengthen the United States' base of knowledge about foreign languages and areas, and other aspects of international studies, while providing cost-effective incentives to disseminate such knowledge across a broad spectrum of institutions.

SUMMARY OF RECOMMENDATIONS FOR HEA-TITLE VI AND FULBRIGHT-HAYS (102(b)(6))

The following summary outlines the recommendations of the Task Force on amendments to Title VI of the Higher Education Act and Section 102(b)(6) of the Mutual Educational and Cultural Exchange Act, and other related issues. The detailed legislative language recommended is outlined in the following section of this report.

Strengthening of Purpose Statement

The purpose statement to Title VI, Part A is amended in Section 601(b) to reinforce the key mission of Part A to develop a pool of international experts to meet national needs.

Emphasis on Diversity in Undergraduate Area and Language Centers

The need for greater diversity is emphasized in the undergraduate centers and programs of Section 602(a)(1)(B). As an increasing number of institutions seek to internationalize their curricula, student bodies and faculties, excellence in international programs will come in greater variety. This is to be welcomed and encouraged. The U.S. needs a national network of diverse programs at two-year, four-year, private, state, historically-black, and other institutions of higher learning to serve as models and resources for our more than 3,000 higher education institutions. *It is also recommended that committee report language be included to express these views.*

National Resource Centers Linkages with Institutions Abroad

The list of national resource center activities in Section 602(a)(2) is amended to include the establishment of linkages with overseas institutions which tie into the educational scope and objectives of Title VI. Formalized linkage agreements facilitate long-term opportunities for research and experience-based learning in another country, such as internships, study abroad, and curriculum and faculty development, all essential ingredients for developing foreign language, area, and other international competence.

It should be noted that while resources are provided for university linkages with overseas universities under certain USIA and USAID programs, these resources are limited in amount and scope, with objectives that relate to the federal agency's mission. The intention here is not to duplicate such programs, but to enable the Department of Education and the Title VI recipients to establish linkages which specifically tie into the educational scope and objectives of the Title VI mission. This is consistent with the purposes of Part A, as stated in Section 601(b).

Dissemination and Outreach Grants for the National Resource Centers

With only modest funding levels Title VI has created a small but competent system of centers producing specialized faculty, international research, and a corps of international experts. An additional grant program is authorized by adding a new paragraph (4) to Section 602(a) to encourage and enable the centers to engage in interactive linkage and outreach activities with a broad spectrum of professional schools, public and private agencies and institutions in the U.S. seeking to internationalize, or in need of international expertise.

For example, international competence in many professional fields is becoming more and more interdisciplinary in nature. The Task Force believes the time is at hand to infuse this expertise into professional and technical fields in which it has often been absent in the past; in a parallel fashion, an understanding of the international dimension evolving in the professional fields should be infused into foreign language, area and international studies. The new language is intended to enable the Secretary to encourage this interactive linkage through grants to the national resource centers for the development of cooperative programs with professional schools and colleges.

The need for public outreach is also increasing as the international scene becomes more complex and unpredictable. The recent crisis in the Persian Gulf this year stimulated a surge in outreach activity by the Middle East Centers. A U.S. Department of Education survey revealed the large extent to which these centers were called upon to provide background information, language assistance, and other expertise to federal, state, and local government agencies, private organizations, and all sectors of the media.

The Task Force views these linkage and outreach functions as an increasingly important role for the centers; it is a role which is in the national interest, and for which additional funding will be needed to carry out effectively.

Revision of Requirement for Fellowship Recipients

The requirement that Foreign Language and Area Studies (FLAS) fellowship recipients be engaged in a program of "competency-based language training" in Section 602(b)(1)(B) is revised to "an instructional program with stated performance goals for functional foreign language use." While the Task Force is in agreement with Congressional intent of current law to ensure that FLAS recipients are engaged in a language program aimed at developing competency, the Secretary's reference in regulations to "established national standards" is problematic for the less commonly taught languages (LCTLs). "Established national standards" limits the LCTLs to evaluation measures which exist for a handful of languages; these measures are still undergoing revision and are as yet inadequate for many LCTLs. Some of the difficulties include:

- 1) Many of the guidelines and instruments yet do not take into account certain cultural and linguistic capabilities an LCTL speaker must have, attributes that are very different from Western values and the commonly taught languages (e.g., French, Spanish, German);
- 2) Instructional materials (basic texts, a target reference grammar, and dictionary) to the advanced level do not exist for many of the LCTLs;
- 3) The numbers of students involved in many of the LCTLs are too small to render a national test statistically valid; and
- 4) Since the time it takes to master these languages is usually much longer than the commonly taught languages, this difference must be taken into account in any nationally applied metric.

Developed in concert with several national language associations, this technical amendment is designed to allow more flexibility for the LCTLs to develop innovative approaches to their curriculum, based on performance goals appropriate to the demands of each language and culture, and unrestricted by a set of national standards as yet inappropriate to the language. *It is also recommended that committee report language be included to express these views.*

Revision of Second-Tier FLAS Program

The unfunded second-tier FLAS program in Section 602(b)(2) is replaced with one less administratively complex. There has been much controversy over spending scarce FLAS funding on an administrative mechanism for a national competition that would be costly and potentially problematic. Since the need for fellowship assistance for advanced doctoral students is widely accepted, the concept of a second-tier FLAS is continued, but the administration is shifted to the national resource centers which currently administer the first-tier FLAS and are more knowledgeable about their students and their needs.

Focus of Language Resource Centers

Section 603(a), Language Resource Centers, is amended to provide that the centers be national in scope and limited in number, with a broad array of activities required for each one. In light of the national language teaching crisis, this section and the modest funds available should be better focused. Language pedagogy is one of the few international studies fields where a selected few centers can create and disseminate materials of use throughout the nation and the world. National centers should serve as the locations where advanced research on language pedagogy, the development of desperately needed materials, and the training of scholars from throughout the country take place. *It is also recommended that committee report language be included to express these views.*

Technical Amendment to the Language Resource Centers

Throughout the language resource center Section 603(a), the term "proficiency" is replaced with "performance." The use of the term "proficiency" in the statute has become problematic because of its common association with a particular national proficiency testing strategy. As noted in the above amendment to FLAS, the application of current national standards to many less commonly taught languages is as yet inappropriate. While the proposed substitution does not change Congressional intent, it does open up opportunities for the development of innovative approaches to the training of teachers and the testing of students appropriate to the unique cultural and linguistic attributes of many less commonly taught languages.

Redirection of Section 604(a) Undergraduate Programs

Section 604(a) undergraduate programs is redirected to provide "seed" funding for the creation of new programs or curricula in area studies, foreign languages, and other international fields. A 50% matching is required to encourage undergraduate institutions to demonstrate a commitment to internationalization. These revisions to Sec. 604(a) are proposed to conform to a new subsection (b) recommended below.

Linkages Among Different Postsecondary Institutions/Degree Programs

Paragraph (6) of the list of activities for undergraduate programs in Sec. 604(a) is modified to provide more flexibility for linking international programs among different types of postsecondary institutions and/or different levels of degree programs. The current language of paragraph (6) limits the integration of undergraduate education with only terminal Masters Degree programs. The new language would broaden this authority. For example, in linking activities between institutions, two-year colleges could tap the faculty expertise or library resources of four-year institutions. Linking different degree programs could involve better articulation between courses and requirements in the associate and baccalaureate degrees, or between baccalaureate and masters degrees.

Undergraduate Programs of Demonstrated Excellence

The unfunded Sec. 604(b) undergraduate programs is replaced with a new program which addresses the immediate challenges of internationalization at the undergraduate level. Congress designed the current subsection (b) to encourage an increase in language enrollments; this is no longer necessary as recent surveys completed by the Modern Language Association show an 8.5% increase in undergraduate language enrollments between 1980-1986. The 1986 survey revealed that for the first time in fourteen years, the total number of undergraduate enrollments exceeded one million.⁽³⁾

This amendment addresses three strategic objectives:

- 1) Preparing students for whom the undergraduate degree is the terminal degree to meet the challenges of operating within an increasingly globalized system;
- 2) Expanding the pool of competent undergraduates from which to develop post-graduate foreign language, area studies, and other international expertise; and
- 3) Strengthening undergraduate institutional capacity for developing quality undergraduate and eventually graduate level international programs where appropriate.

While the modest funding levels of Title VI cannot possibly address the needs of all U.S. undergraduate institutions, a strengthened Sec. 604 can provide start-up incentives through subsection (a) programs, and capacity-building grants to stabilize programs of demonstrated excellence, through subsection (b) programs. The proposal includes a list of activities believed to be essential for effective international programs. Since institutions throughout the nation vary in their level of progress and sophistication in these activities, this package should be offered as a menu of options from which an institution can choose to further strengthen and stabilize a program which has otherwise demonstrated excellence.

Included in the list of activities is study abroad. Educational experiences abroad are a significant factor in developing international expertise, but they have been limited for the most part to Western Europe and to the humanities. They have not attracted students in the sciences or pre-professional programs, and there has been minimal participation by low-income and minorities. It is intended that this new authority encourage the development of study and internship programs in the developing world and in new disciplines, and for a broader range of students.

Definition of Non-Federal Cost Sharing

A new subsection (d) is added to Section 604, defining the non-federal share of the cost of programs required in subsections (a) and (b) as proposed for revision. The non-federal share may be either in cash or in-kind assistance, and may consist of institutional and non-institutional funds, including state and private sector contributions.

Summer Institutes for Foreign Area and Other International Studies

A new subsection is added to the Section 605 intensive summer language institutes program to authorize summer institutes for foreign area and other international studies. Section 605 was enacted by Congress in the last reauthorization, but regrettably has never been funded. There are several underlying reasons summer institutes can play a pivotal role in international training:

- 1) Summer is a good time to organize a mass of students studying less commonly taught languages. Such students still tend to be few in numbers, so that a summer institute can enable a gathering from institutions throughout the nation;
- 2) Summer institutes provide large blocks of time for language immersion training, an effective language training technique difficult for a student to undertake when involved in a full-time degree program;
- 3) Summer as a break between academic years is a good opportunity for overseas institutes, thus facilitating language immersion programs; and
- 4) Extending the authority for institutes to area and international studies, or combinations thereof (including languages) is a good way to disseminate the research and knowledge developed at centers supported by Title VI to people of other institutions without such centers. In addition, these institutes will enable an intensive focus on interdisciplinary faculty training and the development of state of the art interdisciplinary and other curriculum materials that improve the production of international expertise.

Revision and Update of Research and Studies

Section 606, Research; Studies; Annual Report, is rewritten to reflect emerging challenges in foreign language, area studies, and other international fields. Growth and evolution in international education has occurred in recent years, but much needs to be accomplished, including an expansion in research and dissemination. This should be a higher priority for the U.S. Department of Education, in keeping with the federal role to promote education research and dissemination. The list of possible research studies is revised to include activities viewed as critical to the further development of foreign language, area studies, and other international fields. In addition, because this function is so important, the word "announce" is inserted in subsection (b) to encourage the Secretary to be fully proactive in making the results of research projects known and available to the education community. *It is also recommended that committee report language be included to express these views.*

Technical Amendment to Periodicals Program

Section 607 authorizing the collection of periodicals published outside the U.S. is amended to allow the collection of timely research materials that may exist only in manuscript or other form, and which would be vital to a world area collection. This is especially important in relation to developing nations, and less commonly taught areas of the world.

Authorization of Appropriations for Periodicals and Other Research Materials Published Outside the United States

The separate authorization of appropriations cap for the periodicals and other research materials programs in Section 607(a) is increased from \$1 million to \$8.5 million for FY

1992, and such sums as may be necessary thereafter. This section addresses a critical component of the Title VI mission to secure access to foreign research and information at a time of unprecedented change in the international order. Rising inflation and dollar devaluation has resulted in rapidly increasing publications costs. Concomitantly, many libraries are facing local budget crises. If funded, this program can play a pivotal role in ensuring both the survival of our national resource collections from around the world, and the ability to keep these collections current.

Distribution of Funds to Undergraduate Programs

Paragraph (a) of Section 609, the equitable distribution of funds, is amended to encourage the Secretary to enhance funding for the undergraduate programs in Section 604. While current Title VI funding is much too low to address the needs of over 3,000 U.S. undergraduate institutions, a greater proportion of new funds should be committed gradually to Section 604 in order to eventually reach a proportion of 20% of total funding for Part A. Section 604 is currently at about 10% of total Part A funds. This is important from the standpoint of building a base upon which graduate and post-graduate foreign language, area, and other international expertise may develop. It is also critical for those students whose careers will have an international dimension, such as in the technical and professional fields.

Authorization of Appropriations for Part A, International and Foreign Language Studies

The authorization of appropriations cap for Part A programs (other than Section 607, Periodicals) in Section 610 is increased from \$49 million to \$102 million for FY 1992, and such sums as may be necessary thereafter.

During the last two decades, the federal investment in Title VI has steadily eroded through inflation and inadequate funding. Appendices A, B and C illustrate the inflationary toll on both appropriation and authorization levels for Title VI since its first funding in FY 1959. Appendix A shows that the high point in funding as expressed in constant 1991 dollars occurred in FY 1967: \$63.5 million. By comparison, the FY 1991 level of \$40 million represents a 37% decrease in purchasing power. Indeed, this FY 1991 level for Title VI, combined with the appropriation for Fulbright-Hays (102(b)(6)), represents a mere .0017 of the total available funds for the U.S. Department of Education.

However, when analyzing the Title VI funding history, it is important to keep in mind that up until the early 1970s, Title VI programs included only the graduate and undergraduate language and area centers, FLAS, research and studies, and language institutes. As Appendix B illustrates, a comparison of FY 1991 funding for only these comparable programs with the FY 1967 funding level as expressed in constant 1991 dollars, reveals a 55% reduction in purchasing power.

Since its original enactment in 1958 under the National Defense Education Act (NDEA), several valuable new programs and activities have been added through statutory language and the U.S. Department of Education's grant proposal priorities. However, concomitant addition of funding did not follow, thus compounding the inflationary attrition of resources.

Appendix D illustrates that Title VI's highest statutory authorization cap, as expressed in constant 1991 dollars, was \$204 million in FY 1974. By comparison, the last statutory authorization cap was in FY 1987, at \$55 million. The time is at hand to reverse the inadequate level of support for Title VI, and to provide authorization levels which, if funded, would restore the purchasing power of the original programs' early years, and provide the amounts needed to meet the requirements of valuable additional programs and activities.

A \$102 million authorization level for Part A would allow:

- 1) An increase in the average grant award for the existing 105 national resource centers, so as to restore the purchasing power and capacity of the late 1960s and to enable the centers to adequately meet the additional demand in services outlined in these amendments for dissemination, outreach, and linkages overseas. The FY 1991 average grant of \$135,000 is 41% below the program's peak FY 1967 average grant of approximately \$230,000 to 106 centers, as expressed in constant 1991 dollars.
- 2) A restoration of FLAS grants from their FY 1991 estimated number of 994 to their FY 1967 peak level of 2300, plus an increase in stipends to the Title IX stipend level of \$10,000;
- 3) Funding of the second-tier FLAS program as proposed for amendment by this report;
- 4) A greater federal investment in enhancing the international capacity of two- and four-year undergraduate institutions through an increase in funding for Section 604, as proposed for amendment by this report; and
- 5) Funding of an expanded intensive summer institute program, and increased funding for the national language resource centers and an improved research program.

Technical Amendment to Centers for International Business Education

The list of programs and activities required of the centers for international business education in Section 612(c)(1)(C) is amended to ensure that intensive language programs are viewed as only one of a number of effective methods these centers can use to meet the foreign language needs of business.

Linkages with Overseas Institutions Authorized Under Part B, Business and International Education Programs

Section 612(c)(2) of the Centers for International Business Education, and Section 613(b) of the business and International Education Programs are amended to allow the

establishment of linkages with overseas institutions which tie into the educational scope and objectives of Title VI. This authority is consistent with the purposes of Part B, as stated in Section 611(b). Formalized linkage agreements facilitate long-term opportunities for research and experience-based learning in another country, such as internships, study abroad, and curriculum and faculty development. These are essential ingredients for developing foreign language, area, and other international competence.

Authorization of Appropriations for the Centers for International Business Education

The authorization of appropriations cap for the business centers is increased from \$7.5 million to \$12 million for FY 1992, and such sums as may be necessary thereafter. The program is underfunded relative to the wide variety of activities the statute requires the existing sixteen centers to undertake. A \$12 million authorization level envisions adequate funding of existing centers to effectively fulfill this mandate, and an additional five to seven centers which would truly provide a network of national and regional resources for improving the competitive economic position of the U.S.

Authorization of Appropriations for the International Business Education and Training Programs

The authorization of appropriations cap for the international business education programs in Section 614(b) is increased from \$5 million to \$7.5 million for FY 1992, and such sums as may be necessary thereafter. Open to two- and four-year institutions as well as university business programs, this section offers an important mechanism by which business schools can develop new initiatives in response to the increasingly competitive global business environment. Given the rising demand on campuses for active participation of business schools in new international ventures, such as interdisciplinary programs, and the increasing needs of business for innovative program and course offerings, a higher authorization level would allow an increase in the average size of the grants and in the number of institutions which could be funded.

Preservation of Pre-1992 Programs

A new Section 623 is added to Part C, General Provisions, intended to ensure that the Secretary does not fund new activities or programs at the expense of existing activities or programs. The modest funding history of Title VI and the inadequate support now provided to existing programs have been noted above. At the same time, we have recommended numerous additional activities and programs which we believe are necessary components to meeting the nation's growing need for international expertise, and to promoting the internationalization of the wide spectrum of U.S. institutions of higher education. It is our intention that these new activities and programs be funded through new appropriations above the FY 1992 level.

Transfer of Fulbright-Hays (102(b)(6)) to Title VI

The current Part C, General Provisions, is redesignated as Part D, and a new Part C is added to include Section 102(b)(6) of the Mutual Educational and Cultural Exchange Act (Fulbright-Hays). This program is administered by the U.S. Department of Education under an Executive Order as the overseas program complementary to Title VI. Activities include doctoral dissertation research abroad, faculty research abroad, group projects abroad, and special bilateral projects.

Appendix D illustrates that funding for this program as expressed in constant 1991 dollars has declined by over 50% since its high point in FY 1967. The program continues to diminish, and many well-qualified projects are turned down for lack of funds. Approximately 85 doctoral researchers are sent abroad today, whereas in the program's early years, 125-150 were sent. The FY 1991 appropriation enabled funding of only 40-50% of the program's total fundable applicant pool.¹⁴

Although this program is administered by the U.S. Department of Education and funded by the House and Senate Subcommittees on Labor, Health and Human Services and Education Appropriations, it falls under the oversight jurisdiction of the House Foreign Affairs and Senate Foreign Relations Committees. Though Title VI is reauthorized every five years, Section 102(b)(6) has a permanent authorization and therefore is rarely, if ever, reviewed. *The Task Force believes the time has come for this program to be transferred out of the Mutual Educational and Cultural Exchange Act and included as a new part of Title VI of the Higher Education Act.* This will enable the same authorizing committees which have oversight of Title VI to have review over its complementary overseas programs. It is especially important at a time of growth and evolution in international education that the two programs not only be administered together, but reviewed together as well.

In the transfer, the Task Force urges that provision be made to ensure a continued and improved coordination between the U.S. Department of Education and the J. William Fulbright Foreign Scholarship Board, the Fulbright Commissions abroad, and the U.S. Embassies. In addition, we intend that this transfer not be viewed by the Congressional Budget and Appropriations Committees and/or the Office of Management and Budget as a consolidation inviting a reduction in funding. It is our intention as well that Section 102(b)(6) should continue to have a permanent authorization and be treated as a separate but complementary overseas program, with a continued separate line in the budget and appropriations process.

Amendments to Fulbright-Hays (102(b)(6))

In addition to the transfer of this section to Title VI, two amendments are made to the existing statutory language:

- 1) The current language is unduly restricted to "teachers and prospective teachers." Adding the language "or other persons who have demonstrable need for an international dimension in their education" would open up funding opportunities for faculty and students who are not necessarily planning a career in education, but whose careers necessarily include an international dimension. This will enable the overseas program to conform to the current international needs of disciplines other than education, and to the changes proposed for Title VI.
- 2) New language is added to promote advanced research overseas by consortia of higher education institutions. Rising inflation in the less commonly taught areas of the world and the constant erosion of the dollar have resulted in escalating costs for conducting these programs overseas. The new language is intended to enable consortia of institutions of higher education to maximize the resources that a combined undertaking in this regard would generate, in ways which could also be utilized by other U.S. institutions of higher education.

Eligibility of American Postsecondary Education Institutions Abroad

The Task Force believes that the existing Title VI and Fulbright-Hays (102(b)(6)) statutes do not exclude from eligibility for funding overseas postsecondary education institutions chartered and accredited by recognized U.S. agencies and organizations. However, it is also believed that the main objective of these programs is to train U.S. students and faculty in the languages and cultures of other nations. Given the modest funding levels currently available for Title VI and Fulbright-Hays (102(b)(6)) programs, coupled with the growing demand for support from postsecondary education institutions based in the U.S., it is recommended that any participation of American postsecondary institutions abroad contribute directly to the main objective of the international training of U.S. students and faculty. For example, these institutions can contribute to this objective by providing programs, seminars, and summer institutes that immerse U.S. students in the nation's culture and languages. Their participation should occur in the form of a consortium arrangement with postsecondary institutions based in the U.S. *The Task Force recommends that committee report language express these views as the intent of Congress on this matter.*

Center for International Education Staffing

Implementation of the recommendations of this Task Force will require additional staff time at the U.S. Department of Education's Center for International Education (CIE), which is already understaffed. The Task Force recommends that the House and Senate Appropriations Committees direct that a review and study be undertaken of the CIE's staffing requirements, and that if deemed necessary, the appropriate increases in administrative funds for hiring additional staff be allocated.

ENDNOTES

- [1] Strength Through Wisdom: A Critique of U. S. Capability. A Report to the President from the President's Commission on Foreign Language and International Studies(Washington, D.C.: U. S. Government Printing Office, November, 1979), p. 1.
- [2] The Ph.D. Shortage: The Federal Role. (Washington, D. C.: The Association of American Universities, January 11, 1990.)
- [3] Richard I. Brod, "Foreign Language Enrollments in U.S. Institutions of Higher Education - Fall 1986," ADFL Bulletin, Vol. 19, No. 2 (New York: January 1988), p. 39.
- [4] Data obtained from the Center for International Education. U.S. Department of Education, March 1991.

TITLE VI HEA REAUTHORIZATION ACT

VI-1

CURRENT LAW

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

Sec 601 (a) The Congress finds that—
 (1) the well-being of the United States, its economy and long-range security, is dependent on the education and training of Americans in international and foreign language studies and on a strong research base in these areas;
 (2) knowledge of other countries and the ability to communicate in other languages is essential to the promotion of mutual understanding and cooperation among nations; and
 (3) present and future generations of Americans must be afforded the opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge.
 (b) It is the purpose of this part to assist in the development of knowledge, international study, resources and trained personnel, to stimulate the attainment of foreign language acquisition and fluency, and to coordinate the programs of the Federal Government in the areas of foreign language and international studies and research

Subsection (b) of section 601 is amended by inserting "to develop a pool of international experts to meet national needs," after "acquisition and fluency."

The title's purpose statement is amended to reinforce the key mission of Title VI and its link to national needs.

Subsection (a)(1)(B) of section 602 is amended by inserting "a diverse network of" after "and operating".

The need for greater diversity is emphasized in the undergraduate centers and programs under this section. As an increasing number of institutions seek to internationalize their curricula, student bodies and faculties, excellence in international programs will come in greater variety. The U.S. needs a national network of diverse programs at two-year, four-year, private, state, historically-black, and other institutions of higher learning to serve as models and resources for our more than 3,000 higher education institutions. It is also recommended that committee report language be included to express these views.

(2) Any such grant may be used to pay all or part of the cost of establishing or operating a center or program, including the cost of faculty, staff, and student travel in foreign areas, regions, or countries; the cost of teaching and research materials; the cost of curriculum planning and development; the cost of bringing visiting scholars and faculty to the center to teach or to conduct research; and the cost of training and improvement of the staff, for the purpose of, and subject to such conditions as the Secretary finds necessary for carrying out the objectives of this section.

Subsection (a)(2) of section 602 is amended by inserting the following after "to teach or to conduct research.": "the cost of establishing and maintaining linkages with overseas institutions of higher education and other organizations that may contribute to the educational objectives of this section for the purpose of contributing to the teaching and research of the center or program."

Consistent with the purposes stated in Sec. 601(b), the list of national resource center activities is amended to include the establishment of linkages with overseas institutions which tie into the educational scope and objectives of Title VI. Formalized linkage agreements facilitate long-term opportunities for research and experience-based learning in another country, such as internships, study abroad, and curriculum and faculty development. These are essential ingredients for developing foreign language, area, and other international competence. "Other organizations" must clearly relate to the educational mission of Sec. 602, such as educational associations, or governmental organizations.

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TITLE VI HEA REAUTHORIZATION ACT

VI-2

CURRENT LAW

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

Subsection (a) of section 602 is amended by adding the following new paragraph at the end thereof:

"(4) The Secretary may make additional grants to centers designated in paragraph (1)(A) for any one or combination of the following purposes:

"(A) Programs of linkage or outreach between foreign language, area studies, and other international fields and professional schools and colleges.

"(B) Programs of linkage or outreach with two- and four-year colleges and universities.

"(C) Programs of linkage or outreach with departments or agencies of state and federal governments.

"(D) Programs of linkage or outreach with the news media, business, professional, or trade associations."

The Secretary is authorized to make additional grants to the centers to engage in interactive linkage and outreach activities with a broad spectrum of professional schools, public and private agencies and institutions in the U.S. seeking to internationalize, or in need of international expertise. Disseminating their international expertise is becoming an increasingly important role for the centers, which is in the national interest and which will require additional funding to carry out effectively.

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TITLE VI HEA REAUTHORIZATION ACT

VI-3

CURRENT LAW

(b)(1)(A) The Secretary is authorized to make grants to institutions of higher education or combinations of such institutions for the purpose of paying stipends to individuals undergoing advanced training in any center or program approved by the Secretary under this part.

(B) Stipend recipients shall be individuals who are engaged in a program of competency-based language training, or in a program developing competency-based language training, in combination with area studies, international studies, or the international aspects of a professional studies program.

SUGGESTED AMENDMENT OR SUBSTITUTE

Subsection (b)(1) of section 602 is amended by striking out subparagraph (B) and inserting in lieu thereof the following:

"(B) Stipend recipients shall be individuals who are engaged in an instructional program with stated performance goals for functional foreign language use or in a program developing such performance goals, in combination with area studies, international studies, or the international aspects of a professional studies program."

RATIONALE/EXPLANATION

This is a technical amendment which alleviates a problem with existing use of the term "competency-based language training" for the less commonly taught languages (LCTLs). While we are in agreement with Congressional intent of current law to insure that FLAS recipients are engaged in a language program aimed at developing competency, the Secretary's reference in the regulations to "established national standards" (Sec. 637.5(f), 34 CFR Part 637) limits the LCTLs to evaluation measures for a handful of languages which are still undergoing revision and which are not yet adequate for many LCTLs. Some of the difficulties include: 1) Many guidelines and instruments do not take into account certain cultural and linguistic capabilities an LCTL speaker must have, attributes that are very different from Western values and the commonly taught languages; 2) Instructional materials (basic texts, a target reference grammar, and dictionary) to the advanced level do not exist for many LCTLs; 3) For many LCTLs, the numbers of students enrolled are too small to render a national test statistically valid; and 4) A nationally applied metric should take into account the longer time it takes to master an LCTL. The legislative changes proposed, developed in concert with several national language associations, will allow more flexibility for LCTLs to develop innovative approaches to their curriculum, based on performance goals appropriate to the demands of each language and culture, and unrestricted by a set of national standards as yet inappropriate to the language. It is also recommended that committee report language be included to express these views.

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TITLE VI HEA REAUTHORIZATION ACT

VI-4

CURRENT LAW

(2)(A) The Secretary is also authorized to award, on the basis of a national competition, stipends to students beginning their third year of graduate training.

(B) Stipend recipients shall be selected by a nationally recognized panel of scholars on the basis of exceptional performance (on a nationally referenced test, if available) in the specialty language and evidence of substantial multidisciplinary area training.

(C) Stipends may be held for up to a maximum 4 years contingent on periodic demonstration of a high level of language proficiency.

(D) Stipends may be used for continuation of studies at the institution where the recipient is currently enrolled and for the conduct of research and advanced language study abroad.

SUGGESTED AMENDMENT OR SUBSTITUTE

Subsection (b) of section 602 is amended by striking out paragraph (2) and inserting in lieu thereof the following:

"(2)(A) The Secretary is also authorized to make grants to institutions of higher education or combinations of such institutions for the purpose of paying stipends to students beginning with their third year of graduate training in any center or program approved by the Secretary under this part.

"(B) Stipend recipients shall be individuals engaged in completing advanced degree requirements in foreign language, foreign area studies, or other international fields.

"(C) Stipends shall be for the purpose of completing degree requirements, such as the pre-dissertation level studies, preparation for dissertation research including the study of less commonly taught languages, dissertation research abroad, and dissertation writing.

"(D) Stipends may be held for up to a maximum of four years contingent on satisfactory progress towards completion of the degree program."

Subsection (b)(3) of section 602 is amended by striking out "1985" and inserting in lieu thereof "1991".

RATIONALE/EXPLANATION

The unfunded second-tier FLAS program in current law is replaced with one less administratively complex. There has been much controversy over expanding scarce FLAS funding on an administrative mechanism for a national competition that would be costly and potentially problematic. Since the need for fellowship assistance for advanced doctoral students is widely accepted, the concept of a second-tier FLAS is continued, but the administration is shifted to the structure already in place, the national resource centers. The centers currently administer the first-tier FLAS and are more knowledgeable about their students and their needs. The fiscal year "trigger" for this subsection is updated to FY 91.

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TITLE VI HEA REAUTHORIZATION ACT

VI-5

CURRENT LAW

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

LANGUAGE RESOURCE CENTER

Sec. 603 (a) The Secretary is authorized to make grants to and enter into contracts with institutions of higher education, or combinations of such institutions, for the purpose of establishing, strengthening, and operating language training centers, which shall serve as resources to improve the capacity to teach and learn foreign languages effectively. Activities carried out by such centers may include--

- (1) the conduct of research on new and improved teaching methods, including the use of advanced educational technology;
- (2) the development of new teaching materials reflecting the use of such research in effective teaching strategies;
- (3) the development and application of proficiency testing appropriate to an educational setting for use as a standard and comparable measurement of skill levels in all languages;
- (4) the training of teachers in the administration and interpretation of proficiency tests, the use of effective teaching strategies, and the use of new technology;
- (5) the publication of instructional materials in the less commonly taught languages; and
- (6) the widespread dissemination of research results, teaching materials, and improved pedagogical strategies to others within the postsecondary education community.

Sec. 604 (a) The Secretary is authorized to make grants to institutions of higher education, or combinations of such institutions, to assist them in planning, developing, and carrying out a program to strengthen and improve undergraduate instruction in international studies and foreign languages. Grants made under this section may be for projects and activities which are an integral part of such a program, such as--

- (1) planning for the development and expansion of undergraduate programs in international studies;
- (2) teaching, research, curriculum development, and other related activities;
- (3) training of faculty members in foreign countries;
- (4) expansion of foreign language courses;
- (5) programs under which foreign teachers and scholars may visit institutions as visiting faculty;
- (6) programs designed to integrate undergraduate education with terminal Masters Degree programs having an international emphasis; and
- (7) the development of an international dimension in pre-service and in-service teacher training.

Subsection (a) of section 603 is amended by--

- (1) striking out "operating language training centers" and inserting in lieu thereof "operating a small number of national language resource and training centers";
- (2) striking out "may include" and inserting in lieu thereof "shall include"; and
- (3) striking out "proficiency testing" each place it appears and inserting in lieu thereof "performance testing".

Subsection (a) of section 604 is amended by--

- (1) striking out "strengthen and" after "carrying out a program to";
- (2) insert the following new sentence after the first sentence thereof: "These grants shall be awarded to institutions seeking to create new programs or curricula in area studies, foreign languages, and other international fields.";
- (3) striking out "may be for projects" and insert in lieu thereof "may be used to pay up to 50 percent of the cost of projects"; and

The language resource center section is amended to provide that the centers be national in scope and limited in number, with a broad array of activities required for each one. In light of the national language teaching crisis, this section and the modest funds available should be better focused. Language pedagogy is one of the few international studies fields where a selected few centers can create and disseminate materials of use throughout the nation and the world. National centers should serve as the locations where advanced research on language pedagogy, the development of desperately needed materials, and the training of scholars from throughout the country take place. It is also recommended that committee report language express these views. In the language resource center section the term "proficiency" is replaced with "performance." The use of the term "proficiency" in the statute has become problematic because of its common association with a particular national proficiency testing strategy. As noted in our amendment to Sec. 602(b)(1)(B), the application of current national standards to many less commonly taught languages is as yet inappropriate. While the proposed substitution does not change Congressional intent, it does open up opportunities for the development of innovative approaches to the training of teachers and the testing of students appropriate to the unique cultural and linguistic attributes of many less commonly taught languages.

This amendment would redirect Sec. 604(a) programs to provide "seed" funding for the creation of new programs in international studies and foreign languages at the undergraduate level. A 50% matching is required to encourage institutions to demonstrate a commitment to internationalization. These revisions to subsection (a) are proposed to conform to a new subsection (b) recommended below.

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TITLE VI HEA REAUTHORIZATION ACT

VI-6

CURRENT LAW

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

(4) striking out paragraph (6) and inserting in lieu thereof the following:

"(6) international education programs designed to develop or enhance linkages between two- and four-year institutions of higher education, or baccalaureate and post-baccalaureate programs or institutions; and".

This amendment would modify current law to provide more flexibility for linking international programs between different types of postsecondary institutions and different levels of degree programs. For example, in linking activities between institutions, two-year colleges can tap the faculty expertise of four-year institutions. Linking different degree programs can involve better articulation between courses and requirements in the associate and baccalaureate degrees, or between baccalaureate and masters degrees.

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TITLE VI IEA REAUTHORIZATION ACT

VI-7

CURRENT LAW

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

(b) (1) The Secretary is also authorized to make grants to institutions of higher education whose applications are approved under subsection (a) for the purpose of providing assistance in model programs designed to improve and expand foreign language studies at these institutions. Any institution of higher education desiring to receive a grant under this subsection shall submit an application to the Secretary at such time, in such form, and containing such information and assurances as the Secretary may require.

(2)(A) An institution of higher education shall not be eligible for a grant under this subsection for a fiscal year unless—

(i) the sum of the number of students enrolled at such institution in qualified postsecondary language courses on October 1 of that fiscal year exceeds 5 percent of the total number of students enrolled at such institution; and

(ii) such institution requires that each entering student have successfully completed at least 2 years of secondary school foreign language instruction or requires that each graduating student have earned 2 years of postsecondary credit in a foreign language (or have demonstrated equivalent competence in a foreign language).

(B) For the purpose of subparagraph (A)(i), the total number of students enrolled in an institution shall be considered to be equal to the sum of (i) the number of full-time degree candidate students enrolled at the institution, and (ii) the number of part-time degree candidate students who are enrolled at the institution for an academic workload which is at least half the full-time academic workload, as determined by the institution in accordance with standards prescribed by the Secretary.

(3) As a condition for the award of any grant under this subsection, the Secretary may establish criteria for evaluating programs awarded with funds under this subsection and require an annual report which evaluates the program and proficiency of students in such programs.

Section 604 is amended by striking out subsection (b) and inserting in lieu thereof the following:

"(b)(1) The Secretary is also authorized to make grants to institutions of higher education or combinations of such institutions for strengthening programs of demonstrated excellence in area studies, foreign languages, and other instructional fields in order to ensure their self-sustaining maintenance and growth. These grants shall enhance the capacity-building and dissemination functions of existing programs. Grants made under this subsection may be used to pay up to 50 percent of the cost of projects and activities which are an integral part of such a program, such as—

"(A) teaching, research, curriculum development, and other related activities;

"(B) strengthening undergraduate majors and minors directly related to the generation of instructional capacity;

"(C) developing new foreign language courses, especially in those languages previously not taught at the institutions, and improving the quality of existing foreign language programs;

"(D) expanding library and teaching resources;

"(E) establishing linkages overseas with institutions of higher education and organizations that contribute to the educational objectives of this subsection;

"(F) developing programs designed to integrate professional and technical education with area studies, foreign languages, and other instructional fields;

The unfunded subsection (b) is replaced with a new program which addresses the immediate challenges of internationalization at the undergraduate level. Congress designed the current subsection (b) to encourage an increase in language enrollments; this is no longer necessary as recent surveys completed by the Modern Languages Association show an 8.5% increase in undergraduate language enrollments between 1980-86.

This amendment addresses three strategic objectives: 1) Preparing students for whom the undergraduate degree is the terminal degree to meet the challenges of operating within an increasingly globalized system; 2) Expanding the pool of competent undergraduates from which to develop post-graduate foreign language, area studies, and other international expertise; and 3) Strengthening undergraduate institutional capacity for developing quality undergraduates and eventually graduate level international programs where appropriate.

While modest funding levels of Title VI cannot possibly address the needs of all U.S. undergraduate institutions, a strengthened Sec. 604 can provide start-up incentives through subsection (a) programs, and capacity-building grants to stabilize programs of demonstrated excellence, through subsection (b) programs. The proposal includes a list of activities believed to be essential for effective international programs. Since institutions throughout the nation vary in their level of progress and sophistication in these activities, this package should be offered as a menu of options from which an institution can choose to further strengthen and stabilize a program which has otherwise demonstrated excellence.

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TITLE VI HEA REAUTHORIZATION ACT

VI-8

CURRENT LAW

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

(c) The Secretary may also make grants to public and private nonprofit agencies and organizations, including professional and scholarly associations, whenever the Secretary determines such grants will make an especially significant contribution to attaining the objective of this section

"(G) disseminating curricular materials and program designs to other educational institutions;

"(H) integrating on-campus undergraduate curriculum with study abroad and exchange programs;

"(I) developing study and internship abroad programs in locations in which such study opportunities are not otherwise available or study abroad opportunities which serve students for which such opportunities are not otherwise available; and

"(J) training faculty and staff in area studies, foreign languages, and other international fields.

"(2) As a condition for the award of any grant under this subsection, the Secretary may establish criteria for evaluating programs and require an annual report which evaluates the progress and performance of students in such programs."

Section 604 is amended by adding the following new subsection at the end thereof:

"(d) The non-Federal share of the cost of programs funded under this section may be provided either in cash or in-kind assistance. Such assistance may be comprised of institutional and non-institutional funds, including gifts and private contributions."

Educational experiences abroad are a significant factor in developing international expertise, but they have been limited for the most part to Western Europe and to the humanities. They have not attracted students in the sciences or pre-professional programs, and there has been minimal participation by low-income and minorities. This section is designed to encourage the development of study and internship programs in the developing world and in new disciplines, and for a broader range of students.

This amendment defines the non-Federal share of the cost of programs required in subsections (a) and (b) as proposed, allowing cash or in-kind assistance, and institutional and non-institutional funds.

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TITLE VI HEA REAUTHORIZATION ACT

VI-9

CURRENT LAW

INTENSIVE SUMMER LANGUAGE INSTITUTES

Sec. 605 (a)(1) The Secretary is authorized to make grants to institutions of higher education, or combinations of such institutions, for the purpose of establishing and conducting intensive summer language institutes.

(2) Training authorized by this section shall be provided through--

(A) institutes designed to meet the needs for intensive language training by advanced foreign language students;

(B) institutes designed to provide professional development and improve language instruction through pre-service and in-service training for language teachers; or

(C) institutes that combine the purposes of subparagraphs (A) and (B).

(3) Grants made under this section may be used for--

(A) intensive training in languages critical to the national economic and political future;

(B) training in neglected languages; and

(C) stipends for students and faculty attending the institutes authorized by this section.

(4) Institutes supported under this section may provide instruction on a full-time or part-time basis to supplement instruction not fully available in courses supported under section 602.

(b) Grants made under this section shall be awarded on the basis of recommendations made by peer review panels composed of broadly representative professionals.

SUGGESTED AMENDMENT OR SUBSTITUTE

The heading for section 605 is amended by striking out "Language".

Section 605 is amended by adding the following new subsection at the end thereof:

"(c)(1) The Secretary is authorized to make grants to institutions of higher education, or combinations of such institutions, for the purpose of establishing and conducting intensive summer institutes providing training in area studies or other international fields, or in any combination of area studies, other international fields, and foreign languages.

"(2) Training authorized by this subsection shall be provided through--

"(A) institutes designed to provide professional development for current or potential college and university teachers;

"(B) institutes designed to assist faculty in professional and technical schools, colleges, or institutes to apply foreign language, area studies, or other international knowledge to their respective professional or technical fields; and

"(C) institutes designed to provide foreign language, area studies, or other international knowledge or skills to government personnel or private sector professionals involved in international activities."

RATIONALE/EXPLANATION

This amendment adds a new subsection to the summer language institutes program to authorize summer institutes for foreign area and other international studies. There are several underlying reasons summer institutes can play a pivotal role in international training: 1) Summer is a good time to organize the few number of students studying less commonly taught languages throughout the nation; 2) Summer institutes provide large blocks of time for language immersion training, an effective language training technique difficult for a student to undertake when involved in a full-time degree program; 3) Summer as a break between academic years is a good opportunity for overseas institutes, thus facilitating language immersion programs; 4) Extending the author. for institutes to area and other international studies is a good way to disseminate the research and knowledge developed in Title VI centers to people of other institutions without such centers. In addition, these institutes will enable an intensive focus on interdisciplinary faculty training and the development of state of the art interdisciplinary and other curriculum materials that improve the production of international expertise.

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TITLE VI HEA REAUTHORIZATION ACT

VI-10

CURRENT LAW

RESEARCH; STUDIES; ANNUAL REPORT

Sec. 606. (a) The Secretary may, directly or through grants or contracts, conduct research and studies which contribute to the purposes of this part. Such research and studies may include but are not limited to—

(1) studies and surveys to determine the need for increased or improved instruction in modern foreign languages and in other fields needed to provide a full understanding of the places in which such languages are commonly used;

(2) research on more effective methods of providing instruction and evaluating competency in such foreign languages and other fields;

(3) the application of proficiency tests and standards across all areas of foreign language instruction and classroom use; and

(4) the development and publication of specialized materials for use in providing such instruction and evaluation or for use in training individuals to provide such instruction and evaluation.

(b) The Secretary shall prepare and publish an annual report listing the tests and research materials produced with assistance under this title.

SUGGESTED AMENDMENT OR SUBSTITUTE

Subsection (a) of section 606 is amended to read as follows:

"Sec. 606. (a) The Secretary may, directly or through grants or contracts, conduct research and studies which contribute to the purposes of this part. Such research and studies may include but are not limited to—

RATIONALE/EXPLANATION

The research section is rewritten to reflect emerging challenges in foreign language, area studies, and other international fields.

Growth and evolution in international education has occurred in recent years, but much needs to be accomplished, including an expansion in research and dissemination. This should be a higher priority for the U.S. Department of Education, in keeping with the Federal role to promote education research and dissemination. The list of possible research studies is revised to include activities viewed as critical to the further development of foreign language,

TITLE VI HEA REAUTHORIZATION ACT

VI-11

CURRENT LAW

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

"(1) studies and surveys to determine needs for increased or improved instruction in foreign language, area studies, or other international fields, including the demand for foreign language, area, and other international specialists in government, education, and the private sector;

"(2) studies and surveys to assess the utilization of graduates of programs supported under this title by governmental, educational, and private sector organizations and other studies assessing the outcome and effectiveness of programs so supported;

"(3) comparative studies of the effectiveness of strategies to provide international capabilities at institutions of higher education;

"(4) research on more effective methods of providing instruction and achieving competency in foreign languages;

"(5) the development and publication of specialized materials for use in foreign language, area studies, and other international fields, or for training foreign language, area, and other international specialists; and

"(6) the application of performance tests and standards across all areas of foreign language instruction and classroom use."

area studies, and other international fields. In addition, because this function is so important, the word "announce" is inserted in subsection (6) to encourage the Secretary to be fully proactive in making the results of research projects known and available to the education community. It is also recommended that committee report language express these views.

Subsection (b) of section 606 is amended by striking out "prepare and publish" and inserting in lieu thereof "prepare, publish, and announce".

The heading for section 607 is amended by inserting "And Other Research Materials" after "Periodicals"

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TITLE VI HEA REAUTHORIZATION ACT

VI-12

CURRENT LAW

PERIODICALS PUBLISHED OUTSIDE THE UNITED STATES

Sec. 607 (a) In addition to the amount authorized to be appropriated by section 606, there are authorized to be appropriated \$1,000,000 for fiscal year 1987, and such sums as may be necessary for the 4 succeeding fiscal years to provide assistance for the acquisition of and provision of access to, periodicals published outside the United States.

(b) From the amount appropriated under subsection (a) for any fiscal year, the Secretary shall make grants to institutions of higher education or public or nonprofit private library institutions or consortia of such institutions for the following purposes:

- (1) to acquire periodicals published outside the United States which are not commonly held by American academic libraries and which are of scholarly or research importance;
- (2) to maintain current bibliographic information on periodicals thus acquired in machine-readable form and to enter such information into one or more of the widely available bibliographic data bases;
- (3) to preserve such periodicals; and
- (4) to make such periodicals available to researchers and scholars.

EQUITABLE DISTRIBUTION OF FUNDS

Sec. 604 (a) The Secretary shall make excellence the criterion for selection of grants awarded under section 602.

(b) To the extent practicable and consistent with the criterion of excellence, the Secretary shall award grants under this part (other than section 603) in such manner as will achieve an equitable distribution of funds throughout the Nation.

SUGGESTED AMENDMENT OR SUBSTITUTE

Section 607 is amended by inserting "and other research materials" after "periodicals" each place it appears.

Subsection (a) of section 607 is amended by striking out "\$1,000,000 for fiscal year 1987" and inserting in lieu thereof "\$8,500,000 for fiscal year 1992".

Section 604 is amended by--

(1) inserting "(1)" after the designation for subsection (a); and

(2) adding the following new paragraph at the end thereof:

"(2) The Secretary shall also award grants under this part in such manner as to ensure that an appropriate portion of funds are used to support undergraduate education."

RATIONALE/EXPLANATION

The periodicals program is amended to allow the collection of timely research materials that may exist only in manuscript or other form, and which would be vital to a world area collection. This is especially important in relation to developing nations, and less commonly taught areas of the world.

The authorization cap for the periodicals and other research materials program is increased. This section addresses a critical component of the Title VI mission to secure access to foreign research and information at a time of unprecedented change in the international order. Rising inflation and dollar devaluation has resulted in rapidly increasing publications costs. Concomitantly, many libraries are facing local budget crises. If funded, this program can play a pivotal role in ensuring both the survival of our national resource collections from around the world, and the ability to keep these collections current.

The equitable distribution of funds section is amended to encourage the Secretary to enhance funding for the undergraduate programs in Sec. 604. While current Title VI funding is much too low to address the needs of all U.S. undergraduate institutions, a greater proportion of new funds should be committed to Sec. 604. This is important from the standpoint of building a base upon which graduate and post-graduate foreign language, area, and other international expertise may develop. It is also critical for those students whose careers will have an international dimension, such as in the technical and professional fields.

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TITLE VI HEA REAUTHORIZATION ACT

VI-13

CURRENT LAW

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

Section 610 is amended by striking out "\$49,000,000 for fiscal year 1987" and inserting in lieu thereof "\$102,000,000 for fiscal year 1992".

This amendment increases the authorization cap for Part A programs other than Sec. 687 programs. During the last two decades, the Federal investment in Title VI steadily eroded through inflation and inadequate funding. The FY 1991 funding level of \$40 million is 30% below its peak level of the late 1960s as expressed in constant 1991 dollars. Furthermore, during this period, new programs and activities were added through statutory language or through the Department of Education's grant proposal priorities. However, concomitant additional funding did not follow, thus compounding the inflationary attrition of resources. The challenges of an increasingly complex and interdependent international arena call for renewed attention and investment in strengthening our nation's international competence.

A \$102 million authorization level for Part A would allow: 1) An increase in the average grant award for existing national resource centers (the U. S. Department of Education estimates the number of centers will be increased in FY 91 from 94 to 103), so as to restore the purchasing power and capacity of the late 1960s and early 1970s, and to enable the centers to adequately meet the additional demand in services outlined in these amendments for dissemination, outreach, and linkage services; 2) A restoration of FLAS grants from their FY 1991 estimated number of 1100 to their FY 1967 peak level of 2300, plus an increase in the stipend to the Title IX stipend level; 3) Funding of the second-tier FLAS program as proposed for amendment; 4) A greater Federal investment in enhancing the international capacity of two- and four-year undergraduate institutions through an increase in funding for Sec. 604, as proposed for amendment; and 5) Funding of an expanded intensive summer institute program, and increased funding for the national language resource centers and an improved research program.

(1) evening or summer programs, including, but not limited to, intensive language programs, available to members of the business community and other professionals which are designed to develop or enhance their international skills, awareness, and expertise;

Subsection (c)(1)(C) of section 612 is amended by striking "including, but not limited to," and inserting "such as," in lieu thereof

This is a technical amendment intended to ensure that intensive language programs are viewed as only one of a number of effective methods business centers can use to meet the foreign language needs of business.

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TITLE VI HEA REAUTHORIZATION ACT

VI-14

CURRENT LAW

(A) the establishment of overseas internship programs for students and faculty designed to provide training and experience in international business activities, except that no Federal funds provided under this section may be used to pay wages or stipends to any participant who is engaged in compensated employment as part of an internship program; and
 (B) other eligible activities prescribed by the Secretary.

SUGGESTED AMENDMENT OR SUBSTITUTE

Subsection (c)(2) of section 612 is amended by -

- (1) striking out "and" at the end of subparagraph (A);
- (2) striking out the period at the end of subparagraph (B) and inserting in lieu thereof "; and"; and
- (3) adding the following new subparagraph at the end thereof:

"(C) the establishment of linkages overseas with institutions of higher education and other organizations that contribute to the educational objectives of this section."

Subsection (b) of section 613 is amended by--

- (1) striking out "and" at the end of paragraph (9);
- (2) striking out the period at the end of paragraph (10) and inserting in lieu thereof "; and"; and
- (3) adding the following new paragraph at the end thereof:

"(11) the establishment of linkages overseas with institutions of higher education and organizations that contribute to the educational objectives of this section."

RATIONALE/EXPLANATION

Consistent with the purposes of Sec. 611(b), the list of activities for the Centers of International Business Education is amended to include the establishment of linkages with overseas institutions which tie into the educational scope and objectives of Title VI. Formalized linkage agreements facilitate long-term opportunities for research and experience-based learning in another country, such as internships, study abroad, and curriculum and faculty development. These are essential ingredients for developing foreign language, area, and other international competence. "Other organizations" must clearly relate to the educational mission of this section, such as governmental organizations, trade councils, or other private sector enterprises.

Consistent with the purposes of Sec. 611(b), the list of activities under the business education and training programs is amended to include the establishment of linkages with overseas institutions which tie into the educational scope and objectives of Title VI.

See rationale for Subsection (c)(2) of section 612 above.

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TITLE VI HEA REAUTHORIZATION ACT

VI-15

CURRENT LAW

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

Subsection (a) of section 614 is amended by striking out "\$5,000,000 for fiscal year 1990 and" and inserting in lieu thereof "\$12,000,000 for fiscal year 1992 and such sums as may be necessary".

This amendment increases the authorization level for the Centers for International Business Education beginning FY 1992, and allows such sums for each of the four succeeding fiscal years. The program is underfunded relative to the wide variety of activities the statute requires the existing sixteen centers to undertake. A \$12 million authorization level obviously adapts funding of existing centers to effectively fulfill this mandate, and an additional five to seven centers which would truly provide a network of national and regional resources for improving the competitive economic position of the U.S.

Subsection (b) of section 614 is amended by striking out "\$5,000,000 for fiscal year 1987" and inserting in lieu thereof "\$7,500,000 for fiscal year 1992".

This amendment increases the authorization cap to \$7.5 million for FY 1992 for the international business education and training programs. Open to two- and four-year institutions as well as university business programs, this section offers an important mechanism by which business schools can develop new initiatives in response to the increasingly competitive global business environment. Given the rising demand on campuses for active participation of business students in international ventures, such as interdisciplinary programs, and the increasing needs of business for innovative program and course offerings, a higher authorization level would allow an increase in the average size of the grants and in the number of institutions which could be funded.

Part C of title VI is amended by adding the following new section at the end thereof:

"PRESERVATION OF PRE-1992 PROGRAMS

"Sec. 623. Notwithstanding any other provision of law, amendments to this title establishing new programs or expanding existing programs enacted pursuant to the Higher Education Act Amendments of 1991 shall not be funded in fiscal year 1992, or the three succeeding fiscal years, unless and until Congress enacts appropriations for programs under this title enacted prior to such Act at a level no less than the level of funding in effect for such pre-existing programs for fiscal year 1992."

This amendment ensures that the Secretary does not fund new activities or programs at the expense of existing activities or programs. The modest funding history of Title VI and the inadequate support now provided to existing programs have been noted above. At the same time, we have recommended numerous additional activities and programs which we believe are necessary components to meeting the nation's growing need for international expertise, and to promoting the internationalization of the wide spectrum of U.S. institutions of higher education. It is our intention that these new activities and programs be funded through new appropriations above the FY 1992 level.

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TITLE VI HREA REAUTHORIZATION ACT

VI-16

CURRENT LAW

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

2 Mutual Educational and Cultural Exchange Act and Related Materials

Title VI is amended by adding the following new part after part B and redesignating part C as part D thereof:

*PART C -- FULBRIGHT-HAYS EDUCATIONAL AND CULTURAL EXCHANGES

*Sec. 616. (a) The President is authorized to provide for promoting modern foreign language training and area studies in United States schools, colleges, and universities by supporting visits and study in foreign countries by teachers and prospective teachers or other persons who have demonstrable need for an international dimension in their education in such schools, colleges, and universities for the purpose of improving their skill in languages and their knowledge of the culture of the people of those countries, and by financing visits by teachers from those countries to the United States for the purpose of participating in foreign language training and area studies in United States schools, colleges, and universities, and promoting advanced research, exchanges, and area studies overseas by consortia of institutions of higher education.

*(b) The activities carried out under this part shall be coordinated with the jurisdiction and activities of the J. William Fulbright Foreign Scholarship Board, the Fulbright Commissions, the U.S. embassies, and any other foreign educational or cultural exchange activities carried out under the Mutual Educational and Cultural Exchange Act.

*(c) Any personnel, liabilities, contracts, real property, personal property, assets, and records, employed, held, or used primarily in connection with a function carried out pursuant to section 102(b)(6) of the Mutual Educational and Cultural Exchange Act not located in the Department of Education on the date of enactment of the Higher Education Act Amendments of 1991, shall be transferred to the Secretary. Any personnel so transferred shall be transferred without reduction in classification or compensation for one year after transfer.

(6) promoting modern foreign language training and area studies in United States schools, colleges, and universities by supporting visits and study in foreign countries by teachers and prospective teachers in such schools, colleges, and universities for the purpose of improving their skill in languages and their knowledge of the culture of the people of those countries, and by financing visits by teachers from those countries to the United States for the purpose of participating in foreign language training and area studies in United States schools, colleges, and universities;

A new part D is added to Title VI to include Sec. 102 (b)(6) of the Mutual Educational and Cultural Exchange Act (Fulbright-Hays). This program is administered by the U.S. Department of Education under an Executive Order as the overseas program complementary to Title VI. Activities include doctoral dissertation research abroad, faculty research abroad, group projects abroad, and special bilateral projects.

Although this program is administered by the Department of Education and funded by the House and Senate Subcommittees on Labor/HHS/Education A, appropriation, it falls under the oversight jurisdiction of the House Foreign Affairs and Senate Foreign Relations Committees. Though Title VI is reauthorized every five years, this program has a permanent authorization and, therefore, is rarely, if ever, reviewed.

A transfer of this program into Title VI will enable the same authorizing committee which have oversight of Title VI to have review over its complementary overseas programs. It is especially important at a time of growth and evolution in international education that the two programs not only be administered together, but reviewed together as well.

In transfer, a provision should be included to ensure continued and improved coordination between the Department of Education and the J. William Fulbright Foreign Scholarship Board, the Fulbright Commissions and the U.S. Embassies abroad. Furthermore, the program should continue to have a permanent authorization and be treated as a separate but complementary overseas program, with a separate line in the budget and appropriations processes.

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TITLE VI IEA REAUTHORIZATION ACT

VI-17

CURRENT LAW

SUGGESTED AMENDMENT OR SUBSTITUTE

RATIONALE/EXPLANATION

"(4) All laws and regulations relating to section 102(b)(6) of the Mutual Educational and Cultural Exchange Act, insofar as such laws and regulations are appropriate and not inconsistent with the provisions of this title, remain in full force and effect and apply with respect to this part. All references in any other Federal law to section 102(b)(6) of the Mutual Educational and Cultural Exchange Act shall be deemed to refer to this part.

"(c) Any funds appropriated to carry out section 102(b)(2) of Mutual Educational and Cultural Exchange Act for fiscal year 1991 that are not expended or obligated on the date of enactment of the Higher Education Act Amendments of 1991 shall be paid to the Secretary within 10 days of the date. The Secretary shall be responsible for all obligations incurred under such section after such date."

Section 102 (b) of the Mutual Educational and Cultural Exchange Act is amended by striking out paragraph (6) thereof.

In addition to the transfer of Sec. 102(b)(6) into Title VI, two amendments are made to the existing statutory language:

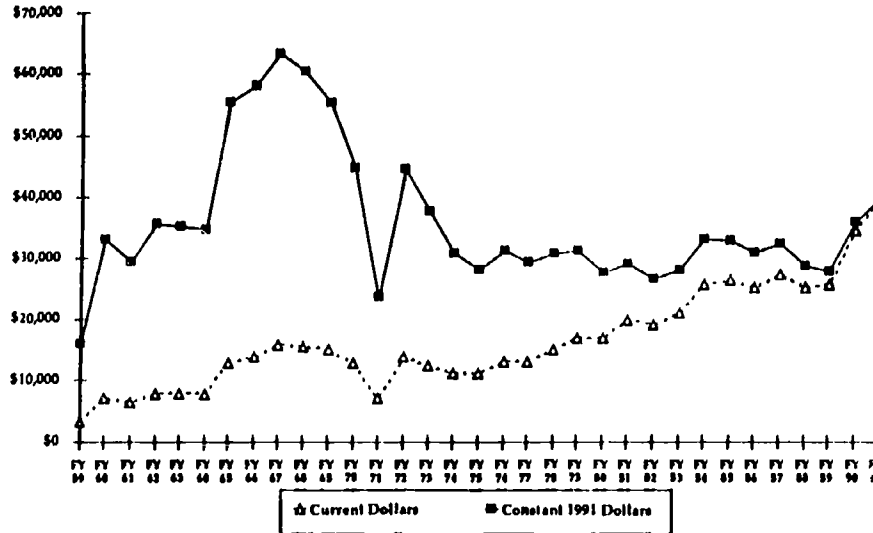
(1) The current language in Sec. 102(b)(6) is unduly restricted to "teachers and prospective teachers." The new language would open up funding opportunities for faculty and students who are not necessarily planning a career in education, but whose careers necessarily include an international dimension. This will enable the overseas program to conform to the current international needs of disciplines other than education, and to the changes proposed for Title VI.

(2) New language is added to promote advanced research overseas by consortia of higher education institutions. Rising inflation in the less commonly taught areas of the world and the constant erosion of the dollar have resulted in escalating costs for conducting these programs overseas. This new language is intended to enable consortia of institutions of higher education to maximize the resources that a combined undertaking in this regard would generate, in ways which could also be utilized by other U.S. institutions of higher education.

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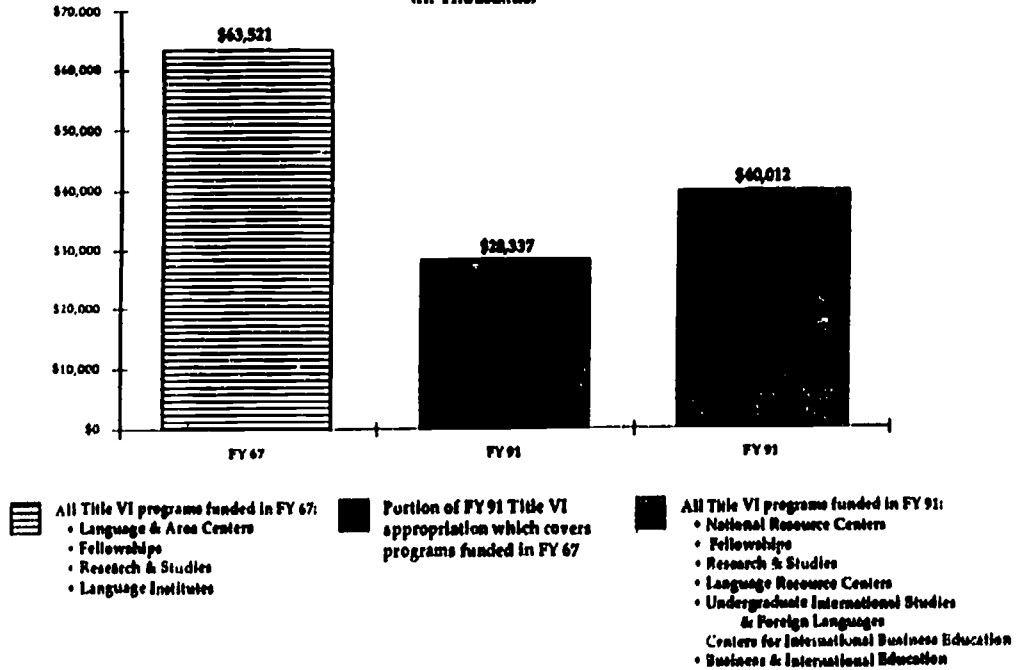
APPENDIX A
TITLE VI APPROPRIATIONS, FY 59 - FY 91
(In Thousands)



NOTES: Although in current dollars the current Title VI appropriation has increased modestly over a thirty-year period, it has failed to keep up with inflation. When expressed in constant 1991 dollars, it becomes clear that the FY 91 appropriation of \$40 million is 37% (\$23 million) below the purchasing power of the peak level of Title VI in FY 67 (\$63.5 million). This has occurred despite increased numbers of programs drawing on Title VI funds, and an increased need for international expertise to meet global challenges.

SOURCES: American Council on Education, Office of Legislative Analysis, based on data from the Statistical Abstract of the United States, Bureau of the Census, U.S. Department of Commerce, 1990; U.S. Department of Education appropriations documentation; and the Higher Education Act of 1965, as amended.

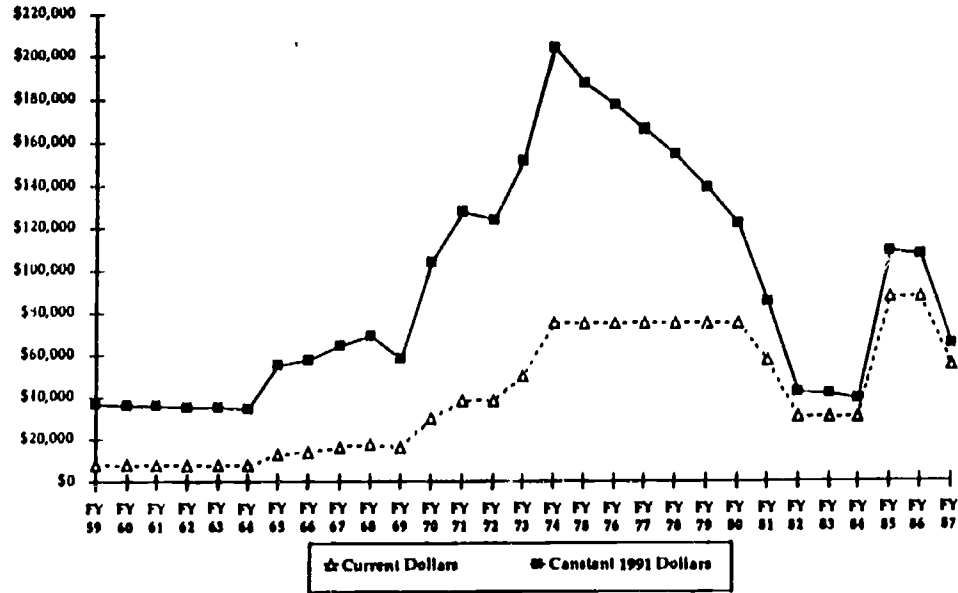
APPENDIX B
TITLE VI APPROPRIATION COMPARISON
FY 67 AND FY 91
-Constant 1991 Dollars-
(In Thousands)



NOTES: The FY 91 appropriation of \$40 million is 37% below the peak level of Title VI in FY 67, as expressed in constant 1991 dollars. However, when comparing funding for only the original Title VI programs, the FY 91 level of \$28 million is 55% below the FY 67 level.

SOURCES: American Council on Education, Office of Legislative Analysis, based on data from the Statistical Abstract of the United States, Bureau of the Census, U.S. Department of Commerce, 1990; U.S. Department of Education appropriations documentation; and the Higher Education Act of 1965, as amended.

APPE IX C
TITLE VI AUTHORIZATION, FY 59 - FY 87
(In Thousands)

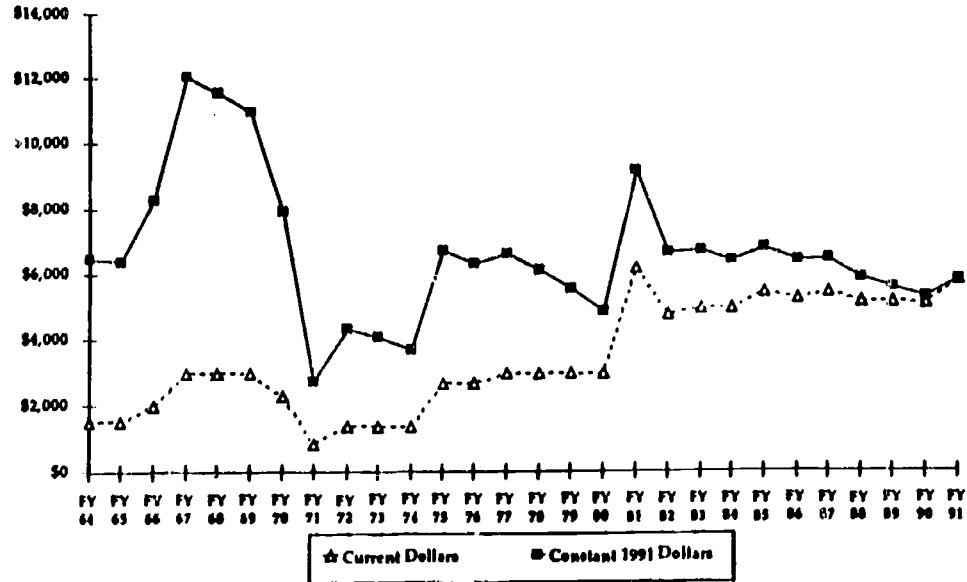


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NOTES: Although the Title VI authorization has increased over time in current dollars, it has failed to keep up with inflation. The last statutory authorization cap for Title VI of \$55 million in FY 87 is nearly 75% below the peak cap of \$204 million in FY 74, as expressed in constant 1991 dollars. This has occurred despite increased numbers of programs and activities added to the Title VI program since its inception.

SOURCES: American Council on Education, Office of Legislative Analysis, based on data from the Statistical Abstract of the United States, Bureau of the Census, U.S. Department of Commerce, 1990; U.S. Department of Education appropriations documentation; and the Higher Education Act of 1965, as amended.

APP DIX D
FULBRIGHT-HAYS APPROPRIATIONS, FY 64 - FY 91
(In Thousands)



NOTES: Fulbright-Hays 102(b)(6) has a permanent authorization and the statute sets no limits on the amount which may be appropriated. Although in current dollars the Fulbright-Hays 102(b)(6) appropriation has increased slightly over a 27 year period, it has failed to keep up with inflation. When expressed in constant 1991 dollars, it becomes clear that the FY 91 appropriation of \$5.855 million is 51% (\$6.2 million) below the purchasing power the program had at its peak funding level of \$12.061 million in FY 67.

SOURCES: American Council on Education, Office of Legislative Analysis, based on data from the Statistical Abstract of the United States, Bureau of the Census, U.S. Department of Commerce, 1990; U.S. Department of Education appropriations documentation; and the Mutual Educational and Cultural Exchange Act of 1961, as amended.

Mrs. MINK. Thank you very much, David.

And now Clara Foo, our third witness on this panel.

Ms. Foo. Good morning, Congressman Jefferson, Congressman Washington and Congresswoman Mink, staff members, parents, students, and honored guests.

My name is Clara Foo and I am the Financial Aid Administrator for Maui Community College.

Thank you very much for holding your hearings in Hawaii and particularly for presenting the neighbor islands with the opportunity to voice our concerns regarding the reauthorization of the Higher Education Act of 1965.

As a professional in the field of financial aid, I am caught up in a maze of forms and deadlines. In addition, there is the time consuming task of constantly being on top of any technical changes and keeping up with the frequently changing Federal legislation.

This is a good opportunity for all of us to reflect and remember that the goal of financial aid is to provide educational opportunity through access to postsecondary education, and give educations choice based on the most appropriate educational program and not based on its costs.

Two issues I would like to address today are, number one, the Ability to Benefit testing requirement and two, the treatment of home equity in the need analysis formula in determining a family's ability to contribute to a student's education.

The first issue which is of major concern that threatens educational access are the changes in the Ability to Benefit testing requirement as a result of the Omnibus Budget Reconciliation Act of 1990. Schools now must require any student without a high school diploma or GED to pass a Department of Education approved test in order to be admitted as a regular student.

Prior to this change, a student without a high school diploma or GED in addition to passing a test, also had the alternative to enroll in a remedial program that did not exceed one academic year. Students who did not meet the ability to benefit criteria had the option to meet with an academic counselor and have a remedial course work program developed for them. This legislative provision truly addressed the educational needs of the student.

Many non-traditional students choose to pursue their educational goals at a community college. We have many older returning adult learners and minority students. A student with no high school diploma or GED previously may not have had the most successful experiences with school but have come back because they realize the value of an education.

The new Ability to Benefit requirement will discourage access to education. We are telling these students that their educational goals depend on whether they pass a test. There are many facets to what determines a person's ability to benefit from an education: motivation, learning style, potential for learning and many more.

The previous legislation for Ability to Benefit, which includes a remedial program component, was much more flexible and more beneficial to the student's educational needs. Please reinstate the option to use a remedial program developed for the student which can be used to satisfy the ability to benefit requirement.

The second issue I would like to address is in regard to the treatment of home equity in the need analysis formula in determination of the family contribution toward the student's education.

I strongly support the College Scholarship Service's proposal that the ceiling cap on the Home Equity be put at three times the family's income that that be adopted.

At the present time, there is no such ceiling limit on home equity. It is not fair that a family who owns a home in Hawaii have their children's financial aid penalized because the average Hawaii home sales prices are the highest in the Nation.

This issue is also being supported by PACFAA, which is a professional organization of financial aid administrators in the Pacific Region. Please support the College Scholarship Service proposal and give Hawaiian students a fair chance at qualifying for financial aid.

In closing, once again, thank you very much for allowing our voices to be heard. An education fulfills the goals and dreams of our people. It is what makes our Nation technologically and economically strong. You have been entrusted with a difficult task and I wish you much success in choosing the best future for our students.

Thank you.

[The prepared statement of Clara Foo follows:]

**TESTIMONY BY CLARA FOO
FINANCIAL AID ADMINISTRATOR
MAUI COMMUNITY COLLEGE
REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965
HOUSE COMMITTEE ON EDUCATION AND LABOR
JULY 1, 1991**

Good morning Representative Mink, Representative Hayes, Representative Washington, Representative Jefferson, staff members, parents, students, and honored guests.

My name is Clara Foo and I am the Financial Aid Administrator for Maui Community College.

Thank you very much for holding your hearings in Hawaii and particularly for presenting the neighbor islands with the opportunity to voice our concerns regarding the Reauthorization of the Higher Education Act of 1965.

As a professional in the field of financial aid I am caught up in a maze of forms and deadlines. In addition, there is the time consuming task of constantly being on top of any technical changes and keeping up with the frequently changing Federal Legislation.

This is a good opportunity for all of us to reflect and remember that the goal of financial aid is to provide educational opportunity through access to post-secondary education, and give educational choice based on the most appropriate educational program and not based on its costs.

Two issues I would like to address today is:

1. The Ability to Benefit Testing Requirement
2. The Treatment of Home Equity in the Needs Analysis Formula in Determining a Family's Ability to Contribute to a student's education

The first issue which is of major concern that threatens educational access are the changes in the Ability to Benefit Testing requirement as result of the Omnibus Budget Reconciliation Act of 1990. Schools now must require any student without a high school diploma or G.E.D. to pass a Department of Education approved test in order to be admitted as a regular student. Prior to this change a student without a high school diploma or G.E.D. in addition to passing a test, also had the alternative to enroll in a remedial program that did not exceed one academic year. Students who did not meet the ability to benefit criteria had the option to meet with an academic counselor and have a remedial coursework program developed for them. This legislative provision truly addressed the educational needs of the student.

Many non-traditional students choose to pursue their educational goals at a community college. We have many older returning adult learners and minority students. A student with no high school diploma or G.E.D. previously may not have the most successful experiences with school but have come back because they realize the value of an education.

The new Ability to Benefit requirement will discourage access to education. We are telling these students that their educational goals depend on whether they pass a test. There are many facets to what determine's a person's ability to benefit from an education: motivation, learning style, potential for learning and many more. The previous legislation for Ability to Benefit which includes a remedial program component was much more flexible and more beneficial to the student's educational needs. Please re-instate the option to use a remedial program developed for the student which can be used to satisfy the ability to benefit requirement.

The Second Issue I would like to address is in regard to the treatment of home equity in the need analysis formula in determination of the family contribution toward the student's education.

I strongly support the College Scholarship Service's proposal that the ceiling cap on the Home Equity at three times the family's income be adopted.

At the present time there is no such ceiling limit on home equity. It is not fair that a family who owns a home in Hawaii have their children's financial aid penalized because the average Hawaii home sales prices are the highest in the nation.

Please support the College Scholarship Service Proposal and give Hawaii students a fair chance at qualifying for financial aid.

In closing, once again thank you very much for allowing our voices to be heard. An education fulfills the goals and dreams of our people. It is what makes our nation technologically and economically strong. You have been entrusted with a difficult task and I wish you much success in choosing the best future for our students. Thank you.

Mrs. MINK. Thank you very much. My colleague, Congressman Washington, do you have any questions?

Mr. WASHINGTON. Thank you, Madam Chairwoman, I have no questions.

Mrs. MINK. Congressman Jefferson.

Mr. JEFFERSON. Yes. I wanted to ask Ms. Foo, when you talk about reinstating the remedial program, were you completely satisfied with the way the opportunity exists before to use a remedial program, or would you have some prescriptions what the remedial program should involve?

Ms. Foo. The student would meet with a counselor, and it would be on an individual basis. The counselor would take an assessment of what the students' needs were and they would develop a special remedial program for them, instead of just passing the test.

Now, the new legislation has it if they don't pass the test, they can't be admitted as a regular student. Before we had the alternative of getting that student up to speed. I find the new ruling very restrictive and I am afraid that a lot of our students that would otherwise come to school will be held back because of this testing barrier.

Mr. JEFFERSON. This can be for you or Dr. Sakamoto, or for anyone.

If there could be some estimate of the number of students who would qualify for financial aid, but for the Home Equity requirement, how many people are being left out, if you could estimate, who want to go to school and who would otherwise qualify to attend, but have the Home Equity present a barrier for them?

Ms. Foo. I would say probably about a quarter of the students.

Mr. JEFFERSON. Twenty-five percent?

Ms. Foo. Yes. Anyone who owns a home in Hawaii, because the real estate values are so inflated, they get kicked out of the eligibility process, because they—it turns out they have no need because of this asset, which is overinflated. If there was a ceiling cap posed, then people in Hawaii would have a fair chance, compared to people across the Nation where homes are not quite as inflated.

Mr. JEFFERSON. Dr. Sakamoto, you talked about some proposal—which I didn't quite see explained in detail—about how you would want to see administrative costs handled for small and rural community colleges. You say you don't have the wherewithal to apply for grants and, therefore, you don't have access as other schools with more sources.

How would you like to see the Congress address that issue?

Mr. SAKAMOTO. I think the current language encourages applications from rural colleges. I note that in our initial Educational Opportunity Center application back in 1978 that part of the criteria and language in the application procedure contained an encouragement for rural colleges around the country to apply, as well as urban areas.

So when we first evaluated what the prospects of succeeding in our applications would be, different people told us that we would be wasting our time in applying for the Educational Opportunity Center Grant, primarily because the focus would be on urban areas.

But indeed the language did include reference to rural, remote areas of the country. What could be more remote than the county of Maui. So it was a long shot for us initially, but it was precisely that kind of language included in the procedures and legislation that assisted and encouraged a small college like our own to apply, and to ultimately succeed.

I think it is that sensitivity that gets integrated systematically into congressional thinking, and direction of rural settings around the country that would be very helpful.

Mr. JEFFERSON. Dr. Iha, you make a proposal here for how to deal with set-aside for Native Hawaiians under Title III. And it is quite a dramatic proposal because you do not have emphasis on the high percentage of minority students, you would cast that aside, and essentially open it up to competition.

There are reasons, of course, why it is like it is, and I question how can we accommodate what you have in mind without changing the system completely. I would like to do what you say you would like to have done here, but not perhaps in the way you would like to have it done.

Are they mutually exclusive? Can we not do what we need to do here to focus on the issue of schools where you have Native Hawaiians who make up a minority of the college, but who need the kind of support that Title III provides. We need to have a way to address that. I don't know if the way to do it is by disregarding the formula that is now for certain schools.

Mr. IHA. The 25 percent set-aside kicks in after a certain level of appropriation. But the amount of money in the 25 percent pool, is that allocated to institutions that apply for the set-aside strictly on the basis of percentages of minority institutions, rather than have a group of institutions that serve minorities compete for that particular pool on a competitive basis, based on proposals judged by their peers.

Mr. JEFFERSON. Maybe we could create something, because a lot of students are benefiting, as you can imagine, from this particular provision. It may not be necessary to reach the objective of what you have in mind. I am all for what you want to do. I think maybe we can carve out something that say is for rural, remote or under-served.

I want to find a way to do it. I don't have anything else.

Mrs. MINK. Thank you very much. Counsel just told me that with respect to the 25 percent set-aside provision that since the awards are based upon the highest percentage of minority students most of the money now goes to Puerto Rico, because the way the language reads.

He advises me that it is quite likely that it will be changed, so that the broad spectrum of minority groups can compete for the 25 percent, whereas the current language required the money to go to the highest percentage, and a hundred percent of the students in Puerto Rican institutions are minority.

So you have made a good point and I certainly appreciate it.

Another part of your testimony, I don't understand at all—maybe counsel can tell me later—but what is this wait-out period that you describe on page 4 of your testimony?

Mr. IHA. Currently a recipient of a 5-year grant, we can apply for a 3-year grant, 4-year, 5-year grant. For those institutions that receive a 4- and 5-year grant, then they are required to wait a period of 4 or 5 years after it is completed, whereas those institutions that apply for the 3-year grant need not have that wait-out period and can compete again for 3-year grants.

My understanding, also, those institutions under part B and part C of Title III do not have the wait-out period. So it actually puts an additional restriction on those institutions that have received 4- and 5-year grants.

Mrs. MINK. Maybe counsel can explain why, why we have that provision, since I wasn't there, he can't blame me.

Mr. WOLANIN. I think there are two reasons why we have that provision. I don't want to test the wisdom of the policy, but I will explain why it was put there. One reason was the feeling that Title III should not become a permanent source of support for institutions. Therefore, if you have a 4- or 5-year grant, some additional institutions ought to have a chance to compete for the funds. Those that received the support had to wait out for a period of time.

The second reason is the intensiveness of the competition for those funds. There is very intensive competition.

Mrs. MINK. But it didn't matter if you were for 3-years?

Mr. WOLANIN. Right.

Mrs. MINK. I wanted to also pursue with Dr. Iha the matter of your Native Hawaiian efforts here at the community college, which I certainly commend. Is your institution the only one of the seven community colleges that is emphasizing the program direction towards the Native Hawaiian students, or are all of them doing pretty much what you are also doing, so that if we target money to Native Hawaiians, will it only go to Kauai Community College, or is it going to be spread out to all the other seven as well?

Mr. IHA. I prepared my testimony based on my own college experience. There is a change a community college has established a Native Hawaiian Advisory Committee which tries to promote efforts on all seven community colleges in terms of the activities that we would want to push systemwide, and that committee meets with representatives from the community, faculty and students.

I thought we ought to highlight what we are doing at Kauai for our students. It includes support from our State legislature.

Mrs. MINK. How do you benefit from the Native Hawaiian program under Carl Perkins Vocational Educational Act?

Mr. IHA. Currently, we are using those funds allocated through Native Hawaiian organizations designated, and we hired an outreach counselor to work with students on an ongoing basis.

Mrs. MINK. That is being managed outside the community college system, not within? Managed by this private nonprofit group?

Mr. IHA. And we have to compete for funds.

Mr. SAKAMOTO. The outreach counseling services are provided within the community college environment in cooperation with Alulika.

Mrs. MINK. Just one point of clarification from Ms. Foo on the matter of the Niihauan taking the test, passing our State Department of Education test, if they come to your institution without a high school diploma or GED that test is required for enrollment in

the community college system or that test is required for the purposes of financial aid? Which is it?

Ms. FOO. I believe it is kind of in flux right now. Isn't there a restraining order?

Mrs. MINK. It is only for the purposes he said, for financial aid.

Ms. FOO. Right now.

Mrs. MINK. What do you mean by right now? Is there a proposal the State is going to require?

Ms. FOO. I believe they are trying to make it for all students.

Mrs. MINK. Who is "they?" Congress can certainly not make any requirements that would effect enrollments in public institutions in any of the States, I don't believe. They can put conditions for the receipt of Federal funds.

Ms. FOO. That is what it is for.

Mrs. MINK. Certainly not to establish criteria for entrance to your system. So I wondered about the testimony.

Ms. FOO. Excuse me. What it is, is as a condition for our school to remain as an eligible institutions.

Mr. WOLANIN. Let me just clarify what we did. Last year, we passed a provision in the Omnibus Legislation Act that called for a requirement of testing to be admitted to a school. We have quickly realized that that was a mistake. We passed some amendments early this year.

Now, the requirement goes only to the individual students, not the institution. It only is a criteria for individual students for financial aid. That, again, may be right or wrong, but it only applies to individual students and not institutions. And the policy became effective July 1.

Ms. FOO. They still have to pass the standardized test. They don't have an option—if they don't pass the test, they can't come and apply for the financial aid. But that is still very restrictive.

Mrs. MINK. Well, we will certainly take your comments and investigate it, but I wanted to clear up the matter whether we could set up—

Ms. FOO. Excuse me, there was a lot of legislation that went on. I was trying to research, and I wasn't quite sure where it ended up.

Mrs. MINK. It is for the purpose of financial aid.

If my colleagues have no further questions, thank you very much for your presence here and your testimony. It was very interesting, and we appreciate the work you put in in bringing your thoughts here.

Mr. IHA. Can I make a comment regarding the retention of the set-aside for community colleges. The chancellor called me yesterday to give the background for set-aside of community colleges. Prior to 1986, for 20 years, the community college has a ceiling under Title III for 24 percent. In the 1986 legislation, that ceiling became a floor of \$51 million. The recognition of the growth of community colleges. We are still trying to retain the floor for the set-aside.

Mrs. MINK. Counsel tells me that the community colleges now receive monies way beyond the floor, and so the community college system appears to be split in terms of whether to remove it or not remove it.

Some feel like a security blanket, it is good to have it around. Others feel it may be limiting among monies that go to community colleges because everybody is complaining about the 51 million there. I think there is kind of opposite views on it. But apparently, removing it or not removing it, doesn't, at least for this point, affect how much money you get, because it is way above that amount. It is only a floor, but we heard you loud and clear on the testimony yesterday.

Thank you very much.

STATEMENTS OF MICHAEL LUXTON, DIRECTOR, EDUCATIONAL OPPORTUNITIES PROGRAM, MAUI COMMUNITY COLLEGE; ALVIN TAGOMORI, COORDINATOR, COOPERATIVE EDUCATION PROGRAM, MAUI COMMUNITY COLLEGE; WALLETTTE PELLEGRINO, ASSISTANT COORDINATOR, COOPERATIVE EDUCATION PROGRAM, MAUI COMMUNITY COLLEGE; LOIS GREENWOOD-AUDANT, DIRECTOR, VISITOR INDUSTRY TRAINING AND EDUCATION CENTER, MAUI COMMUNITY COLLEGE; AND ROSE PFUND, ASSOCIATE DIRECTOR, SEA GRANT PROGRAM, UNIVERSITY OF HAWAII

Mrs. MINK. The second panel is made of a Mr. Michael Luxton, Director, Educational opportunities Program, Maui Community College; Mr. Alvin Tagomori, Coordinator, Cooperative Education Program, Maui Community College; Ms. Walette Pellegrino, Assistant Coordinator, Cooperative Education Program, Maui Community College; Dr. Lois Greenwood-Audant, Director, Visitor Industry Training and Education Center, Maui Community College; and Ms. Rose Pfund, Associate Direct, Sea Grant Program, University of Hawaii.

Thank you very much. We will hear first from Dr. Michael Luxton, Educational Opportunities Program, Maui Community College. Your entire testimony will be put into the record and you may summarize whatever way you want to.

Mr. LUXTON. Just for the record, it is not Doctor, I wish it were.

Honorable representatives, ladies and gentlemen, thank you for the opportunity to speak to you today regarding the refunding of the Higher Education Act. I do so with a good deal of commitment and enthusiasm, since funding for the "TRIO" programs, of which our Education Opportunity program is a part, is included in under the Act.

Rarely in my 22 years of work within the public sector have I had the pleasure to work with a program with such a demonstrated record of success.

As you are all aware, the major focus of the original Higher Education Act of 1965 was to assist low and moderate income students in pursuing postsecondary education. From our 13 years of serving both low income and first generational college students, I think that where Maui County is concerned, the Higher Education Act has succeeded in accomplishing this goal.

Further, I would suggest to the panel that if the total data from the Higher Education Act were scrutinized, you would find that not only has this Act succeeded in reaching its target population,

but that it has succeeded to a greater degree than many, if not all, of its Federal "sister" programs in doing so.

There are myriad benefits that accrue to our community through this enhanced commitment to higher education: lower welfare involvement, lower crime rates, a more stable family and home environment, and an increased commitment to their children's education, to name only a few.

The Higher Education Act is, in no small part, directly responsible for a high percentage of these people being able to return, or continue, in school. Without the Federal student aid and institutional funding provided by the Act, few if any of our clients would be able to pursue their dreams of higher education.

If I had to single out one aspect of the higher education phenomena that I would like to address here today, it would be what our clients tell us is their single greatest obstacle to pursuing continuing education: that of child care. The issue of child care, and the limitations that it places particularly on single parents wishing to return or to pursue further education, needs to be addressed by this committee; to many of these young people, the lack of affordable access to child care amounts to a continuing sentence of poverty and dependence on public assistance.

There is a general lack of child care provisions throughout the Maui County community that exacerbates the situation. It falls to the Federal Government, once again, to pioneer the way in this most important area. Funding of the Special Child Care Services for Disadvantaged College Students would be a "giant" step in meeting this particularly neglected population.

Such a program in child care could serve a multitude of purposes, from early education in substance abuse prevention, to early educational access for these most "at risk" children; a model child care program could augment existing child advocacy efforts, and would prove a valuable adjunct to existing social services.

Perhaps as important, it could serve as a non-threatening entree' to families with high risk potential to child abuse, neglect, and substance abuse.

I do, therefore, not only support reauthorization and funding of the Higher Education Act, but would ask this committee to send the signal to the rest of our Federal legislature that child care provisions such as those outlined in the Special Child Care Services program is imperative to the future and continued commitment and success of our prospective students and their families.

Again, I would like to thank the committee for this opportunity to speak on these important issues, and hope to participate in the development of a model child care program in the future.

Thank you.

[The prepared statement of Michael Luxton follows:]

TESTIMONY OF MICHAEL LUXTON, PROJECT DIRECTOR,
EDUCATIONAL OPPORTUNITY CENTER, MAUI COMMUNITY COLLEGE,
FOR PRESENTATION TO THE SUBCOMMITTEE ON POST SECONDARY EDUCATION,
MAUI COMMUNITY COLLEGE CAMPUS, 7/2/91

Honorable representatives, ladies and gentlemen, thank you for the opportunity to speak to you today regarding the refunding of the Higher Education Act; I do so with a good deal of commitment and enthusiasm, since funding for the "Trio" programs, of which our Educational Opportunity program is a part, is included in under the act. Rarely in my twenty-two years of work within the public sector have I had the pleasure to work with a program with such a demonstrated record of success.

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During our thirteen years of operation, the Educational Opportunity Center has provided approximately 13,000 residents of our Maui Community with financial aid and educational information; of these 13,000 clients, approximately 8,580 are identified as low income and first generation college students. Additionally, our EOC unit has provided in excess of 600 veterans with information regarding educational and scholastic opportunities.

During fiscal 1989-90, our Educational Opportunity Center served 1,080 clients, of which 752 were from low income/first generation college students. We were successful in securing over \$500,000 for our clients, and of those we were able to track, 97% actually enrolled in post secondary educational institutions. From our client surveys over the last three year grant cycle, 91% evaluated the services they received from EOC as excellent or satisfactory. This year, our fourteenth, we will provide an additional 1250 members of our Maui community with career and financial aid counseling.

From our work with both disadvantaged and first-generational college students, we estimate that at least three quarters of these students would never have had access to the necessary information and tools to pursue their higher educational goals and dreams. These men and women add materially more to our community and society as a result of these opportunities to pursue higher education; not only through the increased taxes they pay as a result of the better jobs they obtain through their studies, but in terms of their direct contributions to the community, such as serving on non-profit boards, their commitments to public-sector activities, and their involvement with community events.

There are myriad benefits that accrue to our community through this enhanced commitment to higher education: lower welfare involvement, lower crime rates, a more stable family and home environment, and an increased commitment to their children's education, to name only a few. The Higher Education Act is, in no small part, directly responsible for a high percentage of these people being able to return (or continue) to school. Without the Federal student aid and institutional funding provided by the Act, few if any of our clients would be able to pursue their dreams of higher education.

If I had to single out one aspect of the higher education phenomena that I would like to address here today, it would be what our clients tell us is their single greatest obstacle to pursuing continuing education: that of child care. The issue of child care, and the limitations that it places particularly on single parents wishing to return or to pursue further education, needs to be addressed by this committee; to many of these young people, the lack of affordable access to child care amounts to a continuing sentence of poverty and dependence on public assistance.

There is a general lack of child care provisions throughout the Maui county community that exacerbates the situation. It falls to the Federal government, once again, to pioneer the way in this most important area. Funding of the Special Child Care Services for Disadvantaged College Students would be a "giant" step in meeting this particularly neglected population.

Such a program in child care could serve a multitude of purposes, from early education in substance abuse prevention, to early educational access for these most "at risk" children; a model child care program could augment existing child advocacy efforts, and would prove a valuable adjunct to existing social services. Perhaps as important, it could serve as a non-threatening entree' to families with high risk potential to child abuse, neglect, and substance abuse.

I do, therefore, not only support reauthorization and funding of the Higher Education Act, but would ask this committee to send the signal to the rest of our Federal legislature that child care provisions such as those outlined in the Special Child Care Services program is imperative to the future and continued commitment and success of our prospective students and their families. Again, I would like to thank the committee for this opportunity to speak on these important issues, and hope to participate in the development of a model child care program in the future. Thank You.

Mrs. MINK. The next is Alvin Tagomori, accompanied by Wallyette Pellegrino.

Before you begin, Alvin, Counsel just noted that Section 420(b) of the current Higher Education Act has provisions for child care services for disadvantaged college students with a \$10 million appropriation for fiscal year 1987, and such sums as may be necessary.

But he also says this section has never been funded. The idea has been accepted, but no funds have been allocated to it. So our job is not there to fight for the concept, because we already accepted it, but to get money put into it.

Mr. LUXTON. Is there any possibility of securing enough money for some model program demonstration programs in these areas?

Mrs. MINK. Model programs?

Mr. LUXTON. Yes. To show that we, by providing child care services, we can provide materially increased access to disadvantaged and target populations.

Mrs. MINK. I don't think that that needs to be demonstrated. I think everybody accepts it. What we have to do is make funds available so that everybody can have at least an option of the use of funds to include child care services in their program activities.

I think what we need to do is find the money. A tight fiscal situation makes it very difficult. It is an important area and already in the law. We have to fight and grab for any money we can get to put into it.

Counsel also says the other difficulty in child care is that allocating the formula for the determination of need, when you try to decide how much financial aid the students should get, there is a ceiling of a thousand on child care expenses. That needs to be raised—from what he said, many people have testified to that. The committee will be looking at that aspect of child care, also.

Okay. I am sorry to interrupt, but I thought before I lost my thought, I would make those comments.

Mr. Tagomori.

Mr. TAGOMORI. Thank you for the opportunity to address the Members of the U.S. House of Representatives, House Subcommittee on Postsecondary Education.

My name is Alvin Tagomori and this is Wallyette Pellegrino. As the coordinators of the Maui Community College Cooperative Education Program, we would like to request for your continued and increased support for the Reauthorization of the Higher Education Act of 1965, as amended; specifically, Title VIII which addresses Cooperative Education.

Cooperative education, or co-op as it is commonly referred to, is an academic program which bridges the gap between the world of education and the world of work by placing college students in planned and supervised employer-paid work experiences related to their academic major or career interest.

Placements are made in business, industry, government, and human services. The program gives students an opportunity to apply academic theory and skills to real work situations, acquire career experience before graduating, enhance personal growth, and earn an income to help defray college expenses.

Nationwide more than 900 colleges and universities offer co-op to more than 250,000 students with approximately 50,000 employers involved. The Federal Government is one of the largest co-op employers although employers range from major corporations such as IBM and AT&T to small businesses which form the backbone of our economy.

Nationally, co-op students earn over \$1.5 billion annually on which they pay Federal and State taxes. Statewide, throughout the University of Hawaii system, 800 students earn over \$1 million annually. In 1989-90, 100 Maui Community College students earned over \$152,000 with more than 85 percent being retained as regular employees upon graduation.

Currently, more than 85 percent of the Title VIII funding supports the implementation of new co-op projects. These administrative funds are used to develop systems, identify job opportunities and guide students through the cooperative education experience.

As the various programs take hold, the college or university assumes a large percentage of the support, the remaining approximate 15 percent of the funds are used to demonstrate innovative ways of conducting co-op; to develop resource centers and provide training for practitioners; and to conduct research.

While the emphasis thus far on Maui has been in his business and vocational-technical programs, the Maui Community College program is developing and implementing plans to expand and enhance the scope of co-op by focusing on the needs of special populations.

These populations are identified as women, handicapped, and ethnic minorities, primarily Native Hawaiians and Filipinos because of their dominant numbers in Maui County and relative low enrollment and completion of higher education programs. In addition, the population will include those who are geographically isolated from the Maui Community College campus; Hana, Lanai and Molokai.

Relative to the mission of the college, co-op must expand its current operational base by placing a greater focus on those special populations whose needs extend beyond academics and include goal clarification, career exploration, and competency-based education.

The plan is to broaden the range of available educational opportunities to include not only vocational options but also liberal arts. Co-op will then become a campus-wide key to enhancing and strengthening access to higher education for special populations.

It will become a valuable tool for the transition for school to work as well as an incentive or retention technique. In addition, this will provide access to occupational levels that are more comprehensive than those currently attained or viewed as accessible by special populations. Title VIII seed money would play a pivotal role in assisting the college to achieve this goal.

There is no doubt of the tangible benefits that Maui Community College, the University of Hawaii system, the students and the community accrue through their participation in Cooperative Education. But it is also the intangible benefits which must be realized and those include increased relevance of education, preparation of a skilled workforce and development of responsible citizens.

Therefore, we ask for your support for the reauthorization of the Higher Education Act, specifically increased funding for Title VIII.

Thank you very much.

[The prepared statement of Alvin Tagomori follows:]

UNIVERSITY OF HAWAII • MAUI COMMUNITY COLLEGE

June 28, 1991

TO: The Honorable PATSY T. MINK, Member of Congress
U.S. House Of Representatives
House Subcommittee on Post Secondary Education

FROM: Alvin Tagomori *Alvin Tagomori*
Cooperative Education Coordinator

SUBJECT: Title VIII, Higher Education Act of 1965, as Amended.
Field Hearing on the Reauthorization of the Higher
Education Act, July 2, 1991.

Thank you for the opportunity to address the members of the U.S. House of Representatives, House Subcommittee on Post Secondary Education. As the Coordinator of the Maui Community College Cooperative Education Program, I would like to request for your continued and increased support of Title VIII in the Reauthorization of the Higher Education Act of 1965, as amended. Title VIII addresses Cooperative Education specifically.

DEFINITION OF COOPERATIVE EDUCATION

Cooperative education is an academic program which enables college students to enter employer-paid work experiences in business, industry, government, and human services as part of their academic training. The program gives students an opportunity to apply academic theory and skills to real work situations, acquire career experience, enhance personal growth, and earn an income to help defray college expenses. Co-op, as it is more commonly referred to, provides enhanced academic learning, more informed career selection, and results in better prepared professionals graduating from college. Co-op differs from the College Work-Study program because Co-op utilizes an established connection between a student's academic program and a work placement site under supervised conditions.

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Nationwide more than 900 colleges and universities offer Co-op to more than 250,000 students with approximately 50,000 employers involved. The federal government is one of the largest Co-op employers although employers range from major corporations such as IBM and AT&T to small businesses which form the backbone of our economy.

Currently, more than 85% of the Title VIII funding supports the implementation of new co-op projects. These administrative funds are used to develop systems, identify job opportunities and guide students through the cooperative education experience. As the various programs take hold, the college or university assumes a larger percentage of the support. The remaining approximately 15% of the funds are used to demonstrate innovative ways of conducting co-op; to develop resource centers and provide training for practitioners; and to conduct research.

BENEFITS

Co-op benefits various special student populations in these ways:

Low and middle income families: As restrictions for financial aid grow, co-op provides assistance especially for families who increasingly find themselves ineligible for federal financial aid programs and thus priced out of the college education market. Co-op is open to any student, regardless of financial status.

Minorities, women, disabled: Co-op is an effective method of introducing these high risk groups into the work force because of its related academic component and supervised work placements.

Veterans: Co-op helps many new veterans pay for their college education regardless of their eligibility for financial aid.

In addition, Co-op helps accrue benefits for its general student participants as follows: classroom learning is reinforced; students develop confidence and maturity and improve their career skills and awareness. Studies have shown, too, that co-ops complete more courses, semesters, and degrees, with better grades, than do non-co-ops. Finally, students with one or more semesters of co-op work experience receive solid job offers at a higher rate.

For the institution, co-op helps attract new students to the campus, increases student retention and graduation rates, strengthens the relationship between the community and the campus, and helps keep curricula current.

For the employer, co-op provides a cost-effective means of recruiting and training potential employees and a opportunity to participate in the educational process. For federal, state and county government, co-op provides financial assistance paid by employers, thus reducing the pressure on federal and state financial aid programs and the amount of money that students need to borrow for education expenses. Students contribute by paying income tax and social security; their earnings also filter into the local economy. The total estimated annual co-op earnings nationwide is more than \$1.5 billion. And because government is one of the largest co-op employers, it is able to target and attract students to fill its own employment needs.

While the cost effectiveness and value of the cooperative education program to students, institutions, employers and government is well documented, more than two-thirds of the nation's institutions do not currently participate. Thus,

for cooperative education to be available to more students, the federal government must continue to expand Title VIII funding which provides seed money to institutions to develop strong programs and increase outreach to traditionally underrepresented groups. It is critical that Congress continue its support as it has since Title VIII's initial funding.

MAUI COMMUNITY COLLEGE COOPERATIVE EDUCATION PROGRAM

At Maui Community College, the Cooperative Education program was implemented in 1974 with a full-time instructor position funded by the state and Carl Perkins Vocational Education Act. Currently, two permanent tenurable full-time instructor positions are fully state funded, evidence of the University of Hawaii's institutional commitment.

CAMPUS COOP ENROLLMENT

Co-op as it presently operates at MCC derives its enrollment primarily from those programs requiring it for a certificate or degree and thus enrollment has been fairly constant, averaging more than 100 placements per year. For example, within the business division, three of the five majors require one or more semesters of Co-op --- Food Service, Hotel Operations, and Office Administration and Technology. Co-op is strongly recommended as an exit elective for Accounting and Business Careers (Sales & Marketing, Small Business & Supervision) as well as programs in the Vocational-Technical and Nursing divisions. This is an indication that the value of Co-op is recognized academically (see Appendix for program enrollment 1974-1990 and letters of support for MCC Title VIII administration grant application). However, there is a need to strengthen its inclusion in the liberal arts program as a viable method of career selection and clarification.

Co-op's benefits are also widely acknowledged by the Maui business community through its wide-spread participation as work stations. For example, Maui's economic base is the visitor industry and in a cooperative effort to develop a qualified work force and to provide job opportunities with advancement possibilities, various resorts have established rotation programs which enable students to experience all aspects of hotel work by spending periods of time in each department related to their major. The same arrangement has been set up in local financial institutions. Most recently, Maui Community College was awarded a \$25,000 grant to establish Co-op in various departments of the County of Maui (refer to Appendix for list of 1990-91 participating employers and letters of support for MCC Title VIII administration grant application).

EXPANSION OF CO-OP

While the emphasis thus far has been in the business and vocational-technical programs, the MCC program is developing plans to expand and enhance the scope of Co-op by focusing on the needs of special populations. These populations are identified as women, handicapped, and ethnic minorities, primarily Native Hawaiians and Filipinos because of their dominant numbers in Maui County. In addition, the population will include those who are geographically isolated from the MCC campus (Hana, Lanai and Molokai).

Relative to the mission of the college, Co-op must expand its current operational base by placing a greater focus on those special populations whose needs extend beyond academics and include goal clarification, career exploration, and competency-based education. The plan is to broaden the range of available educational opportunities to include not only vocational options but also liberal arts. Co-op will then

become a campus-wide key to enhancing and strengthening access to higher education for special populations. It will become a valuable tool for the transition from school to work as well as an incentive or retention technique. In addition, this will provide access to occupational levels that are more comprehensive than those currently attained or viewed as accessible by special populations. Title VIII seed money would play a pivotal role in assisting the College to achieve this goal.

There is no doubt of the tangible benefits that Maui Community College, the University of Hawaii system, the students and the community accrue through their participation in Cooperative Education. For example, co-ops earned more than \$152,000 in the 1989-90 academic year and more than 85% were retained or hired by their co-op employer. But it is also the intangible benefits which must be realized and those include increased relevance of education, preparation of a skilled workforce and development of responsible citizens. Therefore, we ask for your support for the reauthorization of the Higher Education Act, specifically increased funding for Title VIII.

Thank you very much.

Amended 7/2/91

COOPERATIVE EDUCATION PROGRAM ENROLLMENT

HAUI COMMUNITY COLLEGE
 TABLE I
 COOPERATIVE EDUCATION PROGRAM ENROLLMENT
 APPENDIX Page 1

PROGRAM	1974-75**		1975-76**		1976-77		1977-78		1978-79		1979-80	
	Fall-Spring		Fall-Spring		Fall-Spring		Fall-Spring		Fall-Spring		Fall-Spring	
Accounting	--	--	--	--	6	8	1	3	1	2	3	10
Agriculture	--	--	--	--	3	2	5	6	5	4	3	3
Apparel Design	--	--	--	--	--	1	--	--	1	--	3	2
Auto Body Repair	--	--	--	--	--	--	1	--	--	--	--	--
Automotive Tech	--	--	--	--	5	4	6	2	4	3	3	8
Bldg. Maintenance	--	--	--	--	--	--	--	--	--	--	1	0
Carpentry	--	--	--	--	3	4	1	1	1	--	--	--
Distributive Ed	--	--	--	--	8	12	7	8	4	6	10	9
Drafting	--	--	--	--	--	1	--	2	--	1	1	--
Food Service	--	--	--	--	6	10	5	6	8	8	6	3
* Gen'l Office Training/ Secretarial Science	--	--	--	--	25	37	15	9	14	23	14	17
Hotel Operations	--	--	--	--	11	17	8	18	23	24	12	11
* Human Services	--	--	--	--	6	9	3	6	--	3	--	--
Nursing	--	--	--	--	--	--	--	--	--	--	--	1
* Police Science	--	--	--	--	--	--	2	5	--	1	1	2
Welding	--	--	--	--	1	1	--	1	--	1	--	--
<hr/>												
Subtotal:												
C.A.S.E.	12	24	38	24	23	22	10	8	2	3	2	5
C.V.E.*	45	50	23	54	74	106	54	64	61	76	57	66
<hr/>												
TOTAL	57	74	61	78	97	128	64	72	63	79	59	71

**Details/Records not available

COOPERATIVE EDUCATION PROGRAM ENROLLMENT

PROGRAM	1980-81		1981-82		1982-83		1983-84		1984-85		1985-86	
	Fall-Spring		Fall-Spring		Fall-Spring		Fall-Spring		Fall-Spring		Fall-Spring	
Accounting	5	6	3	6	10	9	5	6	3	5	5	4
Agriculture	30	26	2	19	12	10	9	5	3	4	3	5
Apparel Design	2	1	1	0	0	0	1	0	0	0	0	0
Auto Body Repair	--	--	1	0	0	0	1	0	0	0	0	0
Automotive Tech	6	7	4	1	2	2	0	0	2	0	1	1
Bldg. Maintenance	--	--	1	0	1	1	1	4	1	5	0	0
Carpentry	--	--	0	0	0	0	0	0	0	0	0	0
* Sales & Marketing	11	8	9	9	7	18	15	16	15	7	10	19
Drafting	--	--	1	0	0	0	0	0	0	0	--	--
Food Service	8	4	9	10	15	13	15	15	13	14	13	10
† Gen'l Office Training	11	14	9	7	12	15	8	3	10	11	4	5
Hotel Operations	21	22	25	23	12	20	21	25	27	33	27	32
† Police Science	1	1	0	2	1	1	0	0	0	0	0	0
† Secretarial Science	6	3	2	2	6	5	6	1	5	6	2	0
Welding	--	1	0	1	--	0	0	0	2	1	0	0
<hr/>												
Subtotal:												
C.A.S.E.	3	9	4	4	2	2	9	9	2	1	1	2
C.V.E.	101	93	67	80	78	94	82	76	81	87	65	76
<hr/>												
TOTAL	104	102	71	84	80	96	91	85	83	90	66	78

MAUI COMMUNITY COLLEGE
TABLE 1

COOPERATIVE EDUCATION
PROGRAM
ENROLLMENT

APPENDIX Page 2

COOPERATIVE EDUCATION PROGRAM ENROLLMENT

MAUI COMMUNITY COLLEGE
TABLE I

COOPERATIVE EDUCATION
PROGRAM
ENROLLMENT

APPENDIX Page 3

PROGRAM	1986-87		1987-88		1988-89		1989-90		1990-91		1991-92	
	Fall-Spring		Fall-Spring		Fall-Spring		Fall-Spring		Fall-Spring		Fall-Spring	
Accounting	2	2	1	2	2	6	3	5		5		
Agriculture	6	3	3	2	0	0	0					
Apparel Design	0	0	0	0	0	0	0	1		2		
Auto Body Repair	0	0	0	0	1	1	1			1		
Automotive Tech	1	0	0	1	3	0	0					
Bldg. Maintenance	1	0	2	1	0	0	0			1		
Carpentry	0	0	0	0	0	0	0					
* Sales & Marketing	13	7	10	14	6	10	2	1		3		
Food Service	7	3	6	7	11	8	13	8		6		
* Gen'l Office Training	4	3	4	5	7	7	3	4				
Hotel Operations	4	30	31	29	13	18	20	20		18		
* Police Science	0	0	0	0	0	0	0					
* Secretarial Science	0	1	2	1	--	4	8	1				
Welding	0	0	0	0	1	0	0					
* Office Administration & Technology								6		10		
* Business Careers										1		
<hr/>												
<u>Subtotal:</u>												
C.A.S.E.	2	0	0	0	0	1	1	1		4		
C.V.E.	38	49	59	62	45	54	50	45		47		
<hr/>												
TOTAL	40	49	59	62	45	55	51	46		51		

EXPLANATION OF TABLE I COOPERATIVE EDUCATION PROGRAM ENROLLMENT

1974-1990

1. Agriculture enrollments were high between 1980-1983 as MCC and the County of Maui made a joint effort to help Molokai diversify its ag base because of the impending shutdown of the pineapple company and the already high unemployment rate there.
2. After 1980 the Human Services Program included and administered its own Work Practicum.
3. After 1983 the Police Science Program (Administration of Justice) included and administered its own Internship.
4. The Drafting Program was discontinued as of the 1985-86 academic year.
5. Distributive Education was redesignated Sales and Marketing in 1980. In Fall 1990 Sales and Marketing was redesignated Business Careers which includes Small Business Management, Supervision, and Sales and Marketing as specialization areas.
6. In 1980 the combined Secretarial Science/General Office Training Program became separate entities in the Business division. In 1989 the program underwent another change. As a result of state-wide articulation, the overall program has been renamed Office Administration and Technology with two specialties: Office Administration and Technology (includes shorthand; was formerly Secretarial Science) and Clerical Specialist (non-shorthand; was formerly General Office Training).
7. While the Nursing Program includes its own clinical experience, faculty are currently encouraging pre-nursing students to consider Cooperative Education as an instructional experience to reinforce and develop their knowledge of nursing careers and opportunities.
8. C.A.S.E. refers to Cooperative Arts and Science Education.
9. C.V.E. refers to Cooperative Vocational Education.

MAUI COMMUNITY COLLEGE

APPENDIX Page 5

JOHN WAHNEE
GOVERNORDEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
HAWAII STATE EMPLOYMENT SERVICEMARIO R. RAMIL
DIRECTORSHARON Y. MITASHIRO
DEPUTY DIRECTORCLAUDETTE P. NARUAG
ADMINISTRATORAFFILIATED WITH
U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION

November 30, 1990

Mr. Alvin Tagomori
Cooperative Education Program Coordinator
University of Hawaii - Maui Community College
310 Kaahumanu Avenue
Kahului, Hawaii 96732

Dear Mr. Tagomori:

The MCC Cooperative Education Program continues to be an effective and valuable part in the total education of many students. The hands on experience the program provides makes for a much better prepared and skilled entrant into our labor force.

Also, as our population continues to grow rapidly with the arrival of new residents from other states as well as abroad, coop's role becomes even greater in providing these "new comers" the opportunity to explore, make or confirm career choices available in our local labor market.

The program also offers individuals such as immigrants and displaced home makers who may be intimidated and hesitant to enter our labor force the very best system available anywhere to help them in this difficult transition.

Over the past 12 years I have been associated with Coop, I have personally seen the benefits gained by students in the program. I continue to enthusiastically believe in and support the program.

Please let me know if I can be of any further assistance.

Sincerely,

Alvin S. Tanaka
Maui County Branch Manager

AST:do

** Member of the Cooperative Education Program Advisory Committee

LETTERS OF SUPPORT
 COMMUNITY
GENERAL CONTRACTOR

ADVISORY COMMITTEE
 1760 MILL STREET, BOX 8 WAILUKU, MAUI, HAWAII 96793
 TELEPHONE: 244-5561 OR 244-5562

Kuku Construction Inc.

November 9, 1990

Mr. Alvin Tagomori
 Cooperative Education Program Coordinator
 University of Hawaii-Maui Community College
 310 Kaahumanu Avenue
 Kanului, HI 96732

Dear Mr. Tagomori:

I am pleased to tell you that we have people like you, your staff and your program in the community helping our youngsters to prepare and pursue a better career thru your Cooperative Education Program.

Our company supports you and your efforts to expand the scope of your program and to secure a long-range funding. We believe that the community will greatly benefit from this and is a good resource for anyone entering the workforce. We have hired three people from Maui Community College during the last six months two of which are from your programs. We are very pleased with thier performance and two of them have since then given permanent and higher responsibilities.

We will continue to participate and support your program and will highly recommend it to our business friends.

Sincerely,

Nick L. Maguddayao
 Nick L. Maguddayao
 Administrative & Finance

** Member of the Cooperative Education Program Advisory Committee

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LETTERS OF SUPPORT
 COMMUNITY
GENERAL CONTRACTOR

ADVISORY COMMITTEE
 1760 MILL STREET MAIL BOX # WAILUKU MAUI HAWAII 96793
 TELEPHONES: 244-3581 OR 244-5982

Huku Construction
5/10/90

November 9, 1990

Mr. Alvin Tagomori
 Cooperative Education Program Coordinator
 University of Hawaii-Maui Community College
 310 Kaahumanu Avenue
 Kahului, HI 96732

Dear Mr. Tagomori:

I am pleased to tell you that we have people like you, your staff and your program in the community helping our youngsters to prepare and pursue a better career thru your Cooperative Education Program.

Our company supports you and your efforts to expand the scope of your program and to secure a long-range funding. We believe that the community will greatly benefit from this and is a good resource for anyone entering the workforce. We have hired three people from Maui Community College during the last six months two of which are from your programs. We are very pleased with thier performance and two of them have since then given permanent and higher responsibilities.

We will continue to participate and support your program and will highly recommend it to our business friends.

Sincerely,

Nick L. Maguddayao
 Nick L. Maguddayao
 Administrative & Finance

** Member of the Cooperative Education Program Advisory Committee

LETTERS OF SUPPORT
 FACULTY
 UNIVERSITY OF HAWAII • MAUI COMMUNITY COLLEGE

December 4, 1990

Dear Alvin:

As you know, Food Services students have always completed at least one semester of Cooperative Education as a requirement of our Associate in Science Degree. Cooperative Education has provided, for our students, a variety of experiences including, but not limited to, opportunities to:

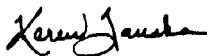
1. explore career options as well as to define career goals
2. develop, enhance and refine Food Service Program required skills and competencies
3. apply and relate concepts, principles and information learned in class to practical situations
4. develop self-confidence as they practice what they learn
5. affirm, validate, integrate and make relevant for the student what is taught in the classroom.

Additionally, Cooperative Education provides immediate feedback to the Food Services Program, regarding relevancy of its curriculum by industry.

As unemployment rates continue to plummet and the race to hire and keep "warm bodies" intensifies, our Cooperative Education Program must determinedly grow. It must aggressively intensify its efforts to work with industry and assure its students that work experiences designed to meet and exceed cooperatively-agreed-upon objectives will continue to be the prime responsibility of the Program.

We strongly believe in Cooperative Education for all of our students. We pledge our support to the continuation and expansion of this Program.

Sincerely,



Karen Tanaka, RD, CCE
 Food Services Program Coord.

per

AN EQUAL OPPORTUNITY EMPLOYER
 310 Kaahumanu Avenue • Kahului, Hawaii 96732 • Telephone 244-9181

LETTERS OF SUPPORT
 FACULTY
 UNIVERSITY OF HAWAII • MAUI COMMUNITY COLLEGE

November 1, 1990

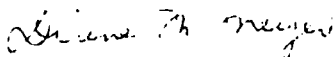
Mr. Alvin Tagomori
 Office of Cooperative Education
 Maui Community College
 310 Kaahumanu Avenue
 Kahului, HI 96732

Dear Mr. Tagomori:

This letter is in support of the cooperative education program at Maui Community College. I fully support the program for our accounting students. It enables them to gain the experience needed to compete for full time employment in the bookkeeping field. For many of our students, the job obtained through your program is their first experience in the bookkeeping field and gives them an indication of what the work is like.

It is essential that our students have a combination of book learning and on-the-job training to be successful bookkeepers. The cooperative education program offers them that opportunity in a controlled, effective manner.

Sincerely,



Diane M. Meyer
 Accounting Program Coordinator

AN EQUAL OPPORTUNITY EMPLOYER
 310 Kaahumanu Avenue • Kahului, Hawaii 96732 • Telephone 244-9181

LETTERS OF SUPPORT
 FACULTY
 UNIVERSITY OF HAWAII • MAUI COMMUNITY COLLEGE

MEMORANDUM

NOVEMBER 13, 1990

TO: ALVIN TAGOMORI, COORDINATOR
MCC COOPERATIVE EDUCATION OFFICEFROM: JOHN WILT, CHAIRPERSON *[Signature]*
SOCIAL SCIENCES/HUMANITIESSUBJECT: SUPPORT FOR COOPERATIVE EDUCATION
TITLE VIII GRANT PROPOSAL

Faculty, as well as their respective programs, within the Social Sciences/Humanities Division would be direct beneficiaries of an expanded campus cooperative education effort. As major focal areas within this division, Liberal Arts courses and public service concentrations would be highly adaptable to the cooperative education experience. This is especially true for our older, mature adult student who relishes an educational experience of finding solutions to real-world problems.

Cooperative Education has demonstrated its ability to address student needs that range from hotel operations to Office Administration and Technology. With a track record of success, Cooperative Education is deserving of favorable consideration of its grant request as it attempts to expand into Liberal Arts and Public Service. Traditional Cooperative Education services to non-traditional students on Maui, Moloka, and Lanai outreach locations will, if funded, be up-graded to allow wider access to MCC's cooperative educational opportunities.

Our Division appreciates this opportunity to comment on the merits of your Title VIII grant proposal, plus offer unqualified Social Science/Humanities support for your grant application. Please let us know if we can lend even further support to your efforts to receive Title VIII grant funding.

AN EQUAL OPPORTUNITY EMPLOYER

310 Kaahumanu Avenue • Kahului, Hawaii 96732 • Telephone 244-0101

MAUI COMMUNITY COLLEGE

APPENDIX Page 10

Maui Community College
University of Hawai'iLETTERS OF SUPPORT
FACULTYCounseling Services
310 Ka'ahumanu Avenue
Kahului, Maui, Hawai'i 96732
Telephone: (808) 242-1269
FAX: (808) 242-9618

Nov. 28, 1990

OFFICE OF STUDENT
SERVICESAdministration
(808) 242-1268Admissions and Records
(808) 242-1267Career Development
Center
(808) 242-1297Counseling Services
(808) 242-1269Educational Opportunity
Center
(808) 242-1286Financial Aid
(808) 242-1277Po'okela
(808) 242-1242Residential Life
(808) 242-6920Student Activities
(808) 242-1260Upward Bound
(808) 242-1299Women's Center
(808) 242-1272TO: Alvin Tagamori, Coordinator
Maui Community College Cooperative Education
Program

RE: Support For COOP

Maui Community College's Cooperative Education Program (COOP) continues to be a valuable educational opportunity and experience for students. Often students make career/educational choices based on perceptions and/or expectations that have not been tested. COOP provides students with the opportunity to validate or explore career choices while acquiring job skills and experiences.

For certain groups of students that I work with, namely the single parent/displaced homemaker and disadvantaged students, COOP is especially valuable. Access and entry to occupations/careers of their choice and interest are often limited for these students due to a variety of reasons including, lack of skills and training, lack of job seeking "know how" and information, low self-esteem and lack of awareness of different occupational/career options. COOP helps these students find on-the-job training, explore career options and develop job skills in a supportive learning environment while completing degree requirements and for most COOP students, earning money while they learn. Most importantly, COOP helps these students transition from education to successful job placement by providing them with the requisite skills and knowledge and opportunities to establish successful work experience/history in their chosen field.

I am especially glad that MCC's COOP now includes the Liberal Arts disciplines. It is as important for students contemplating careers in the professions to gain on-the-job training and experiences in order to validate career choices and/or to fully develop their educational experiences.

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LETTERS OF SUPPORT
FACULTY

I continue to be supportive and appreciative of your program's positive and effective efforts to expand the learning experiences of our students. Best wishes on your grant proposal.

Priscilla Mikell
Priscilla Mikell
Vocational Education Counselor

LETTERS OF SUPPORT
FACULTYPO'OKELA Program
November 28, 1990Alvin Tagamori
Coordinator
Cooperative Education Program
Maui Community College
Kahului, HI 96732re: Letter of Support for Expansion of
the Cooperative Education Program

Dear Alvin,

This is a letter of support for your efforts to expand the Cooperative Education Program. I understand that there will be a focus on increasing the number of minority students serviced in the Cooperative Education Program if your efforts are successful.

PO'OKELA works exclusively with Hawaiian students. Many of our students are majoring in vocational education and are of need of on the job experience that the Cooperative Education Program offers. This experience gives students invaluable work experience that makes the student more employable and helps them to get promoted more quickly when they are on the job.

This program expansion is particularly timely. Job Corps will be referring their graduates to Maui Community College starting with the Spring, 1991 semester for further vocational education training. The students this involves are minority students from Hawaii and Pacific Islanders from Micronesia.

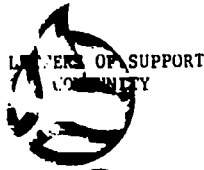
PO'OKELA is interested in continuing our networking and referral between our programs to further the vocational education of Hawaiian students.

Sincerely,

Noreen Erony
Program Director

MAUI COMMUNITY COLLEGE

APPENDIX Page 13



MAKENA RESORT
 MAUI PRINCE HOTEL

November 14, 1990

Mr. Alvin Tagomori
 Cooperative Education Coordinator
 Maui Community College
 310 Kaahamanu Avenue
 Kahului, Hawaii 96732

Dear Alvin,

In 1989, our organization made a commitment to provide work opportunities to the students of the Food Service, Hotel Operations and Business Careers programs.

The practical applications and exposure that the program requires truly prepares the students for long-term careers in their chosen professions.

Our experiences with the program have been tremendously rewarding. From the Cooperative Education Coordinators to the students themselves, this program is definitely "First-Class".

Our organization wholeheartedly supports and encourages continuation of the program, as well as further expansion of the program to a broader range of students.

Sincerely,

Sanford A. Nojima
 Director of Personnel

** The Maui Prince Hotel has hired a minimum of two students per semester since its initial participation in 1989.

1400 MAHINA ROAD, MAUI, HAWAII 96763
 TELEPHONE (808) 874-1111 TOLL FREE 800-327-MAUI TELEFAX 513-0006992 FACSIMILE (808) 879-8123

MAUI COMMUNITY COLLEGE

APPENDIX Page 14

Board Chairperson
Goro Horiama

Council Vice Chairperson
Howard S. Kihune

Council Member
John J. Kelly, Jr.
John Kawai
John Lee
John Medina
James M. Oby
John M. Santos
Lee S. Tanaka

LETTERS OF SUPPORT
GOVERNMENT

COUNTY COUNCIL

COUNTY OF MAUI
200 S. HIGH STREET
WAILUKU, MAUI, HAWAII 96793

November 19, 1990

John Toshimi Ohashi
Director of Council Services

U.S. Department of Education
c/o Mr. Alvin Tagomori
Maui Community College
310 Kaahumanu Avenue
Kahului, Hawaii 96732

Dear Sir:

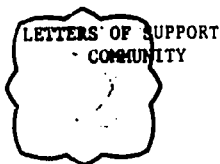
I strongly support the Maui Community College Cooperative Education Office five-year Title VIII grant proposal.

As the incoming chair of the Maui County Council Budget Committee, I am in the process of initiating a cooperative education pilot project within the county with Maui Community College. I believe this kind of project is an excellent way to get our youth and older students involved in the political process. This kind of opportunity would afford them invaluable experience as involved citizens and provide them the option of pursuing a career in government.

Your favorable consideration of the above mentioned request would be greatly appreciated.

Yours truly,

ALICE L. LEE



MAUI CHAMBER
OF COMMERCE

December 7, 1990

Mr. Alvin Tagomori
Coordinator-Cooperative Education Program
Maui Community College
310 Kaahumanu Avenue
Kahului, Hawaii 96732

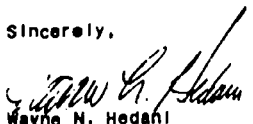
RE: Letter of Support for Proposal to the United States Department of Education, Office of Postsecondary Education, Title VIII of Higher Education Act of 1965.

The Maui Chamber of Commerce is submitting this letter in support of the MCC Title VIII administration grant proposal for the expansion and enhancement of the Cooperative Education Program. Cooperative Education has been an effective mechanism in providing trained people for the Maui work force and will continue to do so as Maui enters the 21st century.

Because of Maui County's overall low unemployment rate, it is imperative that we maximize the skills of the workers who are available and that we prepare them for the changing labor market such as is occurring on Lanai and Molokai. This is especially important for those groups who are traditionally underemployed or underrepresented in terms of education. We were pleased to see that the Coop project proposal is targeting the special populations of women, handicapped and ethnic minorities whom we know will contribute very positively as employees with adequate training. Coop will give them the opportunity to test these possible occupations in supportive yet "real world" settings. And employers will play a significant role in helping the program identify the types of skills and attitudes which business and industry require today.

The Maui Chamber of Commerce is in full support of the Proposal and the education subcommittee will be happy to provide input and assistance as project activities are implemented. We hope that the U.S. Department of Education considers the Coop proposal favorably in light of Maui County's unique geographic, ethnic, and economic needs.

Sincerely,


Wayne N. Hedani
President

b1

26 N. Puunene Avenue • P.O. Box 1677 • Kahului, Maui, HI 96732 • Phone: (808) 871-7711

RESOURCES

SAMPLE OF PROGRAM RELATED JOBS/EMPLOYERS

EMPLOYER	NUMBER OF STUDENTS	JOB TITLE	COLLEGE PROGRAM
Sullivan's House of Color	2	Sales & Mktg Mgr's Ass't	Sales & Mktg Accounting
Maui Small Business Center (Zippy Mail)	1	Ass't Manager	OAT
Standard Motors & Marine Supplies	1	Ass't Credit	LBART
Maui Beverage	1	Office Clerk	OAT
Maui Community College	1	Student Ass't	OAT
Medical Service Consultants	1	Secretary/ Receptionist	OAT
Maui Exotic Birds	1	Part-owner	Sales & Mktg
AMC Real Estate Appraisers	1	Clerk-typist	OAT
Chart House	1	Floor Manager	Sales & Mktg
Bacon Universal Co.	1	Food Service	Accounting
Nutri-Systems	1	General Clerk	OAT, Accounting
Wailuku Post Office	1	Receptionist/ Sales	Sales & Mktg
Hisamoto Body and Fender	1	Casual Clerk	Auto Body & Repair
Rojac Trucking	1	Body work	Accounting
Liberty House	1	General Office Clerk	Sales & Mktg
State of Hawaii Judiciary	1	Sales Associate	OAT
Papillon Helicopters	1	Program Serv. Aide	Sales & Mktg
County of Maui-Prosecutor's Office	1	Pilot	OAT
Kaiser Permanente	1	Clerk/Typist	OAT
Bodden Muraoka Attorneys	1	Chart Clerk	OAT
Southshores Charter	1	Secretary	OAT
Ron Kawahara CPA	1	Bookkeeper	Accounting
Stouffer Wailea Beach Resort	1	Full-charge bookkeeper	Accounting
Hyatt Regency Maui	2	Guest Room Service	Hotel Oper.
Maui Inter-Continental	3	Rotation	Hotel Oper.
Wailea Resort	1	Rotation	Food Service
Sheraton Maui Resort	1	Rotation	Accounting
Makena Resort-Maui	2	Rotation	Food Service
			Hotel Oper. Building Maintenance

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RESOURCES

JOBS/EMPLOYERS (continued)

Prince Hotel	1	Rotation	Food Service
	1	Accounts Payable	Accounting
Kaanapali Beach Hotel	1	Rotation	Hotel Oper.
International House of Pancakes	1	Cook	Food Service
Maui Tropical Plantation	1	Cashier	Hotel Oper.
Kihei Union 76 Station	1	Full-charge bookkeeper	Accounting
Maui Employment Service	1	Customer service rep	Liberal Arts (communications)
Law Offices of Lowell Chatburn, Esquire	1	Office clerk	(Liberal Arts (pre-law))
MCC Learning Center	1	Tutor-Japanese	Liberal Arts (education)
MCC Community Services Office	1	Program planner	Liberal Arts (communications)

Key: OAT=Office Administration and Technology (Secretarial Science, General Office Training). Rotation refers to the positions which are established and reserved specifically for MCC Coop students in hotel resorts; students rotate from one department to another for specified periods of time.



UNIVERSITY OF HAWAII • MAUI COMMUNITY COLLEGE

OFFICE OF
COOPERATIVE EDUCATION



A COOPERATIVE EDUCATION PROPOSAL

I. INTRODUCTION

Cooperative Education is the association of a cooperating employer and Maui Community College, merging resources to better prepare students for meaningful vocations and significant roles in society. Through the cooperative process, students spend part of their college life in on-the-job assignments related to their academic major.

The focus of this proposed program is to allow a student to work for a community employer for a period of one or two semesters. During that period of time, the student may work at one or more work stations each semester, depending on the employer's situation.

II. PURPOSE AND OBJECTIVES

The purpose of this program is to prepare students for employment by providing meaningful work experience combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes.

The program objectives are:

1. To assist students to find relevance in their studies.
2. To allow students to test their career choices.
3. To assist students in developing and refining work skills, abilities, attitudes and work habits necessary for individual maturity and job competencies.
4. To allow the employer to observe potential employees.
5. To enhance the image of the employer to potential employees.
6. To create interaction between educators and work supervisors, whereby the needs and problems of both (the college and business) are made known, thus making it possible for occupational curricula to be reflective of the current needs of the industry.

III. ADMINISTRATION

The program will be coordinated by the College's Cooperative Education Coordinator and the company's designee.

The coordination responsibilities are:

1. Identify appropriate work stations and supervisors for the students.
2. Screen and select appropriate students for the training program.
3. Orient supervisors and students to the program operation, expectations, timetable and other program requirements, as identified.
4. Insure that all Federal and State laws and regulations are followed.

AN EQUAL OPPORTUNITY EMPLOYER
310 Kaahumanu Avenue • Kahului, Hawaii 96732 • Telephone 244-8181

COOPERATIVE EDUCATION PROPOSAL

page 2

IV. WORK SUPERVISOR'S RESPONSIBILITIES

1. Supervise students on-the-job.
2. Provide a variety of job tasks, as feasible.
3. Meet with Co-op coordinator to discuss work performance of student.
4. Evaluate the student utilizing the college's evaluation form.
5. Consult with the program administrators on any concerns, questions or recommendations regarding the students and training program.

V. STUDENTS

The range of student trainees will vary considerably from second year students with a full year of academic training, to first year, second semester students with only a semester of academic training. Reflecting the diverse range of Hawaii's population, the College's students will vary in skill, abilities, and cultural and life experiences.

The certificate and degree programs generally associated with Co-op are:

Accounting	Diversified Occupations
Agriculture	Fashion Technology
Auto Body and Repair	Food Service
Automotive Technology	Hotel Operations
Building Maintenance	Office Administration and
Business Careers	Technology
(includes Sales and	Welding Technology
Marketing, Supervision,	
Small Business Management)	
Carpentry Technology	

Co-op placements may be developed for students in any major. Students in the Associate of Arts program are encouraged to participate in Cooperative Education in order to explore and define career options.

VI. STUDENT'S WORK SCHEDULE AND COMPENSATION

Students will follow a work schedule that is deemed most appropriate by the individual work supervisor. Work supervisors are asked not to schedule students for work during times which conflict with their class and examination schedules. Supervisors may schedule students for work after school, on week-ends, as well as College holidays and vacations. Students should occupy part-time positions, working 15-19 hours per week.

The rate of pay will be designated by the employer but should be no lower than the minimum wage.

The student will begin work at/or before the beginning of each semester and continue till the end of the semester (approximately 16 weeks). The student terminates at the end of each semester unless other arrangements between the employer and the student are made. The employer is not obligated to hire the student between semesters or after the student completes the Co-op requirement or graduates from MCC. If the time commitment is for two semesters, the student is again terminated at the end of the second semester. A new student would then be placed in the work station at the beginning of the next semester depending on the arrangement agreed upon by the employer and the Co-op coordinator.

This Co-op arrangement is not legal and binding to the degree that an employer must keep a student for the full semester regardless of any change in circumstances. The student may be terminated before the end of the semester if there are financial concerns within the company or performance problems with the Co-op student. However the company should discuss the situation with the Co-op Coordinator prior to releasing the student.

VII. STUDENT'S LEARNING OBJECTIVES

Students will be required to develop learning objectives for each of their assigned work stations. Because these objectives serve as a basis for work experiences and performance evaluation, it requires the input and mutual agreement of the work supervisor, Co-op Coordinator and student.

VIII. SITE VISITATIONS

The Co-op Coordinator or designated faculty advisor will assist the students in the development of learning objectives as well as help students gain insights and clarification of any concerns or questions which arise from the work experience.

The Coordinator or faculty advisor will schedule at least one site visitation per internship period with individual work supervisors to discuss and evaluate students. Telephone contact may also be utilized to supplement the visitations.

In addition, periodic group meetings involving all work supervisors and faculty may be called to discuss and assess the program in general and to make recommendations to improve the program.

COOPERATIVE EDUCATION PROPOSAL

page 4

IX. TIMETABLEFALL SEMESTER:

1. Summer
 - a. Develop operational plans.
2. Mid-August to Early September
 - a. Screen and select students.
 - b. Orient students, faculty, and work supervisors to program.
3. Mid-September
 - a. Students begin working.
4. Mid-December
 - a. End of Fall semester; students may stop working, depending on agreed upon plans and completion of required work hours.

SPRING SEMESTER:

1. Early January
 - a. Review operational plans and make necessary adjustments.
 - b. Orient new students and work supervisors.
2. Mid-January
 - a. Students begin working.
3. Early May
 - a. End of Spring semester; students may stop working, depending on agreed upon plans and completion of required work hours.

SUMMER:

1. Review operational plans and make necessary adjustments for Fall semester.
2. Send acknowledgement to participating work supervisors/employers.

X. NONDISCRIMINATION STATEMENT

It is the policy of the University of Hawaii to provide equity of opportunity in higher education. Maui Community College is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination on the basis of race, color, national origin, sex, or handicap.

XI. CONCLUSION

This document simply serves as the initial proposal. The actual program as it operates will differ slightly from company to company in order to accommodate for individual differences and needs.

Any questions, concerns and suggestions should be directed to:

Alvin Taçomori
Coordinator

Walette Garcia Pellegrino
Assistant Coordinator
Cooperative Education & Job Placement
Maui Community College
310 Kaahumanu Avenue
Kahului, HI 96732

Phone: 2-1261

Phone: 242-1239

Mrs. MINK. How much do you get on Title VIII?

Mr. TAGOMORI. Currently we haven't gotten anything from Title VIII. Co-op in Hawaii was primarily developed through Carl Perkins, which has been a great resource for us, but the Carl Perkins program restricts the use of Federal dollars for vocational occupational program. As we understand the Title VIII program, it is open to all options. So any work we do right now that would include liberal arts students, we cannot count or should not use if we are using Carl Perkins.

Mrs. MINK. How is it you don't get any?

Mr. TAGOMORI. We have submitted applications. We just haven't been judged as qualified for that. And I think part of the reason is through the limited funding.

Mrs. MINK. You have applied?

Mr. TAGOMORI. We have applied, right.

Mrs. MINK. Been turned down?

Mr. TAGOMORI. Right.

Mrs. MINK. How many times have you applied?

Mr. TAGOMORI. We applied one time and were turned down, and basically, just missed, as we understood it, and we reapplied this year.

Mrs. MINK. When you say you missed the cut-off, what was that? Do you recall, Walette?

Ms. PELLEGRINO. When we received the remarks from the United States Department of Education, I think the cut-off point was 89 and we were let's say about 85, so we were disappointed in a sense it was so close, and yet that was one of the incentives for us to re-apply. This time we are waiting to hear from them, because Title VIII could provide us an opportunity to expand the program.

Mrs. MINK. The next witness, Dr. Lois Greenwood-Audant.

Ms. GREENWOOD-AUDANT. Thank you so much for your interest and for coming here to Maui. We really appreciate you making that effort to do that. In some ways, VITEC may be a square peg in a round hole, particularly in the higher education area, but that has been our story since our inception 3 years ago.

We were able to get going because a developer came to Maui to build some hotels and felt that he would like to contribute something to the community. And he came to the college and he said he would like to do something and the former provost and other members of our staff proposed VITEC, Visitor Industry Training and Education Center.

And it is with that seed money from a private developer that we were able to get going. Of course, we are a partnership. The college participates in this partnership. And I think the way that we best connect with your concerns today is with reference to Title XI of the Higher Education Act.

We are a partnership between the college and visitor industry for economic development in Maui County. VITEC was developed to serve local community concerns that residents of Maui County have the training and education to compete effectively in the dominant visitor industry here on Maui Island.

As an island resort community, Maui may not qualify as urban, but it faces the same problem as many urban areas. That is signifi-

cant obstacles to job advancement for local residents in the businesses of the local community.

So for that reason, we were established and as you can see in the testimony, we have three major mission areas. Our primary mission is to assist the local residents to enter and upgrade their skills in the visitor industry, so they will advance.

Secondly, it is to provide customized training to visitor industry companies, to make training at a lower cost so they are not having to import training and curriculum from Honolulu and from the mainland, which has often been the case for the companies that are here on the island, particularly the major corporate companies that we work with like the Hyatts, the Marriotts, the Sheratons, and so on.

Finally, and importantly, it is to strengthen and promote Hawaiian cultural values of hospitality because we are training them in the hospitality industry and to create a better understanding of the multi-cultural diversity that exists here.

We do have an issue of managers coming from corporate companies, coming from the mainland and other parts of Western culture and facing a local resident population that has a significant makeup of Pacific Island and Asian cultural background and we face truly multi-cultural issues in this composition.

We have designed classes that are short-term, skill oriented, functional, practical, work-related. We have a central facility, but we also make an effort to deliver our training on-site in businesses. And we train in the Lahaina Kaanapali area, as well as the Kihei Wailea area and over classes, not only in the area, but also at business sites.

The need is evident. The visitor industry comprises 80 percent of Maui's economy, and therefore, exercises a significant influence on the quality of life in this country.

The visitor industry and the community for years identified that a key problem in the industry was the advancement of local residents into higher-paying and higher status jobs. Needs assessment that we conducted prior to opening VITEC, and the ones we continue to conduct, have indicated a need for many different kinds of training.

Front line supervision, communication skills and technical skills. And I have attached a brochure to the testimony that gives you a rank of the kinds of training areas that we focus on.

Again, we have found there is a strong need for the industry workers, both management and hourly staff of all cultural backgrounds to become sensitized to issues and problems that arise in cross-cultural differences in communication and behavioral styles in the workplace.

And I dare to go as far as to say that that is one major obstacle for advancement that we face here with our local residents, and I believe it is linked to this issue of cross-cultural misunderstandings at times in communication style and work style behavior.

We have developed seminars that we are delivering both to the management and to employees that begin to address this issue, but just begin.

As you will note, our students are working adults, they work usually more than one job, and so it is a major effort for them to

squeeze in a class here and there. But they do do that, but they want the classes to be very practical, very time efficient and low cost. Therefore, we are a bit in a bind because VITEC depends on its income from these classes to survive, and at the same time we have got to keep the classes low cost to make them accessible to our resident population.

We also face the dilemma here that we are at full employment, and so pretty much everyone works here on the island and they work more than one job. So what we find to be more effective is if we can get into the workplace and do the training at the workplace. Again, that requires greater output—greater commitment from the company and it is a more expensive proposition.

Since we opened in January 1989, we have been surprised to find that, though we had a need, we had an overwhelming response. Our first year of operation, we had 2,000 participants in our classes. Our second year of operation we doubled to 4,000. We are in our third year of operation, and we are continuing to grow and it looks like we will go past that doubling mark.

Every major company, visitor industry company has sent employees to our classes. We do see a commitment from the companies on the island as well.

Recently, we received a challenging assignment to work with the Department of Labor and Industrial Relations to work with the last 200 Dole Pineapple workers and transition them from pineapple to world class resort work in one month.

We were pleased to note that after one month half of them were hired at Manele Bay and are currently working there. We all recognize we need to continue an ongoing in-house training program in order to make them successful.

Just to indicate some of the training and education areas that we could develop if we had further support, because I really feel we are just scratching the surface here. As you can see, we are offering very short-term classes.

If we are really talking about advancement, we need a program that is progressively developmental. We need to get more solidly inside the workplace and conduct those programs in the workplace. And that requires a greater commitment of funds and resources.

We would like to have a career development program that would work very closely with our credit program that would be providing both non-credit and credit training. We see VITEC really as a window to credit training. We are introducing people to the notion that education is not so bad, just try it. You know, try it and see.

We work with people who have probably not been in a classroom for many years, but they are interested in job advancement. So in a sense, we are trying to provide a window into further educational opportunities by delivering flexible training in a way that makes it easy for them to see the practicality and the application of education.

We want to work—if we had more resources, we would like to work with classes that could qualify for a credit/non-credit option so students could enter but she could begin to see opting for credit would entice them into the idea of moving into credential and training programs.

We need to do more training of our trainers in effective state-of-the-art training methods for the adult learner. We need further staff development for ourselves so we can stay current with training trends, because we are working with international levels.

We need to continue to develop new curriculum and new video resources for those same reasons. We also need to work on functional remedial communication skills and English language training program.

Finally, we would like to focus on particular cultural groups that are predominantly here in the community and deserve attention for advancement in the industry and two of those groups are Hawaiians and Filipinos.

Thank you very much.

[The prepared statement of Lois Greenwood-Audant follows:]



VITEC
VISITOR
INDUSTRY
TRAINING
AND
EDUCATION
CENTER

Office of
Community Services
Maui Community College
University of Hawaii

107 Wahi Ho'olaha
Kahului, Hawaii 96732
808 / 242-8522

July 2, 1991

Congressional Testimony

To: Subcommittee on Post Secondary Education, Committee on Education and Labor, U.S. House of Representatives

Fr: Lois Greenwood-Audant, Ph.D., VITEC Director

Re: Needs for Visitor Industry Work-Place Training and Education

With reference to Title XI of the Higher Education Act, Maui Community College's Visitor Industry Training and Education Center (VITEC) represents a partnership between the college and the visitor industry for economic development in Maui County. VITEC was developed to serve local community concerns that residents of Maui County have the training and education to compete effectively in the dominate visitor industry on the island. As an island resort community, Maui may not qualify as urban but it faces the same problem as many urban areas, that is, significant obstacles to job advancement for local residents in the businesses of the community. VITEC was established in May 1988 as a college-visitor industry partnership to meet a long-time, urgent need to provide flexible, short-term, work-related training to better assist Maui County residents to enter and upgrade their employment status within the visitor industry. VITEC relies on a combination of funding that includes private industry donations, University support, grants, and income from its training programs.

VITEC'S MISSION

VITEC's mission is

- 1) to assist residents to enter and upgrade their skills for advancement in the visitor industry;
- 2) to provide customized training to visitor industry companies; and,
- 3) to strengthen and promote Hawaiian cultural values of hospitality and aloha; and, create a better understanding of Maui's multi-cultural diversity.

The Center strives to achieve this mission by providing industry-related research and curriculum development which translates into needs-based training and education.

VITEC'S PROGRAM

The programs take the form of short-term, open-enrollment, non-credit classes. The classes are offered in Central Maui at VITEC's training facility as well as in the two large visitor industry areas on the island-the Lahaina/Kaanapali and Kihei/Wailea areas. Classes are also offered on-site for companies and customized to the company's needs. VITEC gives a Certificate of Attendance which students often show their employers for tuition reimbursement and/or for their personnel files.



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NEED FOR SUPPORT OF VISITOR INDUSTRY TRAINING & EDUCATION:

•The visitor industry comprises eighty percent (80%) of Maui County's economy and therefore, has a substantial influence on the quality of life of Maui's residents.

•The visitor industry and the community for years have identified that a key problem in the industry is the advancement of local residents into the higher paying and higher ranking jobs.

•Needs assessments for training in the visitor industry conducted by VITEC have indicated a need for many different kinds of training in the areas of supervision, communication skills, guest service and technical skills. There is also a strong need for industry staff of all cultural backgrounds to become sensitized to issues and problems that arise in cross-cultural differences in communication and behavioral styles at the workplace.

•VITEC's students are working adults who take training to improve their work-related skills and advance their careers. In this respect, they tend to fall in the category of the "non-traditional" student. Because they are often struggling to work more than one job plus family responsibilities, they are interested in classes that are practical, functional, time-efficient and low-cost. Although VITEC depends on its income from classes for financial support, it must also keep the classes inexpensive in order to provide a true community service.

•Since the beginning of VITEC classes in January 1989, the program has met with an overwhelming response to training, demonstrating the interest and motivation of the community to avail themselves of practical, work-related training programs.

#In its first year of operation (1989), VITEC served over 2000 participants in its classes. In its second year of operation, VITEC's service level doubled to over 4000 participants. The response continues to grow in its current third year of operation.

#Every major visitor industry company and every major hotel in the county of Maui has sent employees to VITEC classes.

#Recently, VITEC received the challenging assignment of working with the Department of Labor and Industrial Relations to train the last 200 Dole pineapple workers on the island of Lana'i to become world-class resort workers in one month!

#Despite these demands, the staffing level of four at VITEC has remained the same since its inception: Director, Training Coordinator, Assistant Program Coordinator, and Registrar. Staff resources are strained but the staff remains dedicated to its mission of advancement of Maui residents.



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•Because of overcrowding on the Maui Community College campus, VITEC had to invest a substantial amount of its initial donated funds to renovate an old building in Central Maui as a training facility. Although everyone is pleased to have a facility for training, the building is old and dilapidated. Rainwater regularly leaks into the offices; termites support the building and major capital items like the air-conditioning system fail due to old age, causing budget emergencies. It may be a minimum of 5 years before the Center has an opportunity to move into a new building planned to be constructed on campus.

•Although VITEC is pleased to enjoy the financial support of the visitor industry with donations, the only major donor is a developer who provided a significant amount of funds to seed the development of VITEC. This developer-donor anticipated that others like himself would be forthcoming with contributions but he was unable to convince others to do the same. Consequently, VITEC has identified training programs for the community that it will be unable to realize fully without greater funding support.

TRAINING AND EDUCATION AREAS THAT NEED DEVELOPMENT:

•a career exploration and career development program that assists residents with a training plan of action that could include both credit and non-credit training; that would track and support career advancement through education; that would provide job retention and advancement counseling; and, that would provide job referral services to the industry;

•classes that qualify for a credit/non-credit option to entice the working adult into higher education through the workplace and work-related training;

•programs that "train the trainer" in more effective, state-of-the-art training methods for the adult learner;

•on-going upgrading of computer lab equipment to keep pace with new developments;

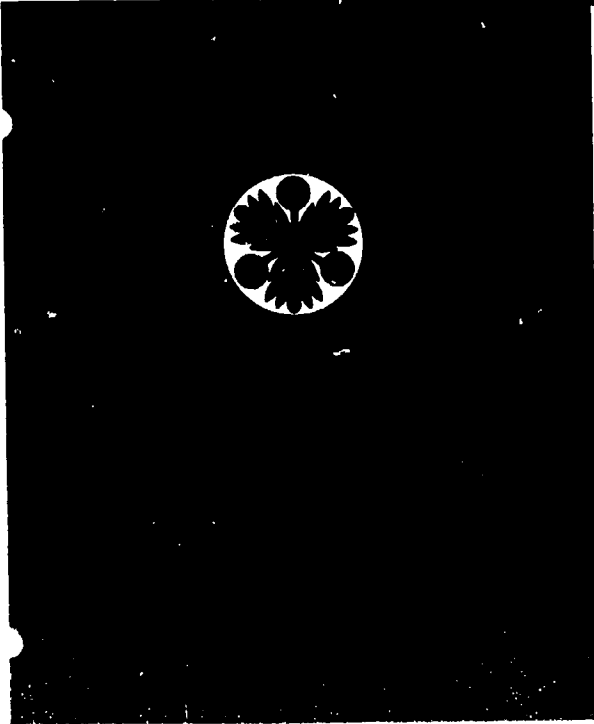
•staff development and training to keep VITEC staff knowledgeable about relevant training issues in the industry;

•maintenance and development of new training curricula and video resources to serve the special needs of Maui's industry;

•a functional, work-related remedial communication skills and English skills training program that is based on-site in visitor industry companies;

•focus on particular cultural groups such as Hawaiians and Filipinos with specialized training to assist them in career advancement in the industry;

(end, lga 7/91)



**JULY • AUGUST • SEPTEMBER
1991
TRAINING PROGRAM SCHEDULE**



**Hawaiian Language
and Culture**

Maul's History, Culture, and Places

This program is designed to give visitor industry personnel and residents an understanding of the many facets of Maui's history, culture, resources, and sites. Classes will focus on Maui's geographical areas, with emphasis on the cultural and physical topics of special significance to each area. Maui's history will also be discussed. (Note: These classes are an integrated series designed to be taken together. For the convenience of participants, the classes are scheduled in two sections with 4 weeks for each section. If necessary, the classes may be taken separately.)

**Section 1: Historical
Overview, Native Hawaiian
Culture, Religion, and Lifestyle.**

Sites: Hana, Ke'anehe, Leo Valley
(#773) Tuesdays
July 23 - August 13, 6 - 9 pm
Koa Room, VITEC
Hokulani Holt-Padilla, Kumu Hula
& Director, Punana Leo o Maui
\$45 (\$75 for both sections)

**Section 2: Missionaries,
Monarchy, Whaling, Sugar
Industry, Ranching, Explorers.**

**Sites: Lahaina, Central Maui,
Haleakala, Kihui, Māhō'olaue**
(#774) Tuesdays
August 20 - September 10, 6 - 9 pm
Koa Room, VITEC
Dorothy Pyle, MCC History Instructor
\$45 (\$75 for both sections)

Say It In Hawaiian

Hawaiian is a beautiful language—and you can speak it! This expanded version of "Say It In Hawaiian" will teach the rules for correct pronunciation to help you be 'akua! You'll learn phrases that express aloha, mahalo and other useful expressions, as well as words associated with Hawaiian history, culture, hula, values, philosophy, and food. You'll also learn to sing Hawai'i Aloha, Hawai'i Pono'i, and Ahi Like. (4 meetings)

(#775) Wednesdays
August 14 - September 4, 6 - 8 pm
Koa Room, VITEC
Hokulani Holt-Padilla, Kumu Hula
& Director, Punana Leo o Maui
\$40

see page 5 for more
Hawaiian Language and Culture

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☎ 242-8522

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Co-Sponsoring with BIDS

VITEC is pleased to co-sponsor a number of classes with Business Industry Development Services (BIDS), an affiliate program in MCC's Office of Community Services. These classes have the term "BIDS" noted after the course title.

Maintenance Engineering

The following seminars are co-sponsored with the Maui Maintenance Engineers Association (MMEA) as part of its ongoing bi-monthly training seminar series. The programs are offered as a professional service and are free to all MMEA members and their employees. To become a member, call Bill Ware (879-2222).

Electrical Troubleshooting Seminar, Part II

This follow-up seminar will focus on basic motor control, troubleshooting, and operational test. Use of meters and evaluations of site conditions will also be discussed. (1 meeting)

- (#778) Thursday
July 25, 12 - 3:30 pm
Ohia Room, VITEC
Mark Slattery, MCC Building
Maintenance Instructor
FREE for MMEA members
\$10 for non-members

Blueprint Reading Seminar

Seminar will focus on reading blue prints; particularly floor plans, elevations, and trade details. Symbols and abbreviations will also be discussed. (1 meeting)

- (#789) Thursday
September 26, 12 - 4 pm
Ohia Room, VITEC
Mark Slattery, MCC Building
Maintenance Instructor
FREE for MMEA members
\$10 for non-members

Travel Industry

Introduction to the Travel Industry

This class introduces the exciting and challenging world of travel, with a focus on the role of the travel agent within the travel industry. Participants will examine travel agency operations, airline computer systems, sales, and marketing. This is an opportunity to read travel publications, learn about international booking, codes, fares, and gateway cities. Participants will work with maps while planning detailed itineraries, and will write tickets. Travel education and career opportunities will also be discussed. (2 meetings)

- (#776) Wednesdays
August 14 & 21, 5:30 - 8:30 pm
Ohia Room, VITEC
Lynne Ross, Certified
Travel Counselor (CTC)
\$45

Tour Guide

Effective Tour Guide Techniques

Delight clients and increase your earnings as you learn a communication style designed to enhance your tour presentations. Learn to give tourists a unique view of Maui as it relates to the visitor. This course will give you the information and tips you need to provide an engaging tour service to your clients or off-island guests.

An author and former director at the Polynesian Cultural Center, Butch Richards has a wealth of knowledge and experience in Hawaiiana. (3 meetings)

- (#790) Saturdays
September 7-21, 9 am - noon
Ohia Room, VITEC
Butch Richards, Tour Guide Trainer
\$45

Early Registration BONUS

Deduct 10% when you pay your tuition

before July 31st



Health & Safety

Increase Your Productivity Through Stress Reduction

Learn to reduce the effects of tension and pressure at the workplace. Feel in control and enjoy your work. This class will introduce you to a two-step process for rising above stress in the workplace. First, you will learn to recognize stress and how it affects your thoughts, feelings, perceptions, actions, and health. Second, you will learn how to overcome the negative effects of stress by understanding how the mind and emotions work together. Dr. Rick Sword teaches a popular class in stress reduction for HMSA and State government employees and is the stress management facilitator for Maul Memorial Hospital. He is Director of Psychological Services for Maul County Airports and for the Rapid Deployment Team for Air Disasters. (3 meetings)

- (#782) Mondays
August 5-19, 5 - 6:30 pm
Koa Room, VITEC
Rick Sword, Ph.D.,
Stress Management Consultant
\$35

Housekeeping Management

The following is one of the classes that fulfill the 330-hour certification requirement of the National Executive Housekeepers Association Certification Program.

Oral Communication Skills

Course will demonstrate standard English in all spoken communications. Learn to prepare effective communications, practice listening techniques, and compose effective oral communications. (6 meetings)

- (#786) Tuesdays
July 23 - August 27, 6 - 9 pm
Kukul Room, VITEC
Cathy Quevedo, Treasurer, National Executive Housekeepers Assoc.
Pacific Southwest District
\$35

OSHA-Approved Basic First Aid (BIDS)

Federal regulations require that all businesses and organizational departments have a current, recognized first-aid training certificate (less than 3 years old). Organizations with 15 persons or less must have one employee who is certified; organizations with more than 15 persons must have at least two. This course is also excellent for parents who want to learn first aid skills. Topics necessary to gain an OSHA-approved basic first aid certificate (valid for three years) will be covered. Includes the ABC's of lifesaving, including CPR, wound recognition and care, burns, and medical emergency care. Bandaging, splinting, and other emergency care skills will be emphasized. (1 meeting)

- (#2198) Thursday
August 1, 8 am - 5 pm:
Kukul Room, VITEC
Pacific Medical Training and Services, Inc.
\$60

Hazardous Materials -- First Responder Awareness (BDS)

OSHA has set standards for training workers who may be called upon to handle hazardous emergency situations. The training is designed to protect employees who might be first responders-- individuals who are likely to witness or discover a hazardous substance release which might result from the handling, storing, or transporting of hazardous materials. This class helps workers to be alert to hazardous releases and provides training to initiate an emergency response process. A certificate of competency will be issued upon successful completion of the course. (4 meetings)

- (#2199) Tuesdays & Thursdays
July 22, 24, 29 & 31, 6:30 - 8:30 pm
Kukul Room, VITEC
Joseph O. Blackburn II,
Captain, Maul Fire Department and State-Certified Hazardous Materials Response Specialist
\$60

"VITEC has excellent programs and I highly recommend them, especially for a person in business who wishes to learn new information and skills in a short period of time."

- Shackley F. Raffetto
Vice President & Secretary, Jares & Raffetto

Grounds Maintenance

Tree Care for Improving Your Landscape

Class will focus on selection, planting, staking, and pruning commonly used trees in your landscape. Will discuss selection and pruning cuts based on tree size and environment. (1 meeting)

- (#787) Thursday
July 18, 6 - 8:30 pm
Ohia Room, VITEC
Ernie Rezents, MCC Agriculture Instructor
\$25

Office Skills

Secretarial Skills

Gain an understanding of professional-level office skills. Learn typing and proofing; writing business letters and memos; and the latest information on how to be a dynamic and successful secretary. Students will also learn how to set up a letter on the computer. (3 meetings)

- (#785) Saturdays
August 17-31, 9 am - noon
Sandalwood Computer Lab, VITEC
Kay Albetaki, MCC Business Lecturer
\$40



Hawaiian Language and Culture

continued from page 1

Experience Maui's Archaeological Heritage—a lecture with field trip
Appreciation of Maui's archaeological sites adds greatly to our understanding of the continuity of the Hawaiian culture. Learn what Maui's archaeological sites reveal about our culture through a slide presentation, lecture, and field trip with Elizabeth Anderson, Maui Historical Society archaeologist. Maui Historical Society archaeologist in Europe, Latin America, and Maui. Her knowledge of Hawaiian archaeology has come from the local Hawaiian as well as the academic community. A description and locations of accessible sites and their appropriate uses will be presented during the lecture. In addition, there will be a Saturday field trip to significant archaeological sites. (2 meetings)

- (#799) Thursday & Saturday
September 12, 7 - 8:30 pm
Koa Room, VITEC
Field trip September 14, 8 am - noon
Elizabeth Anderson
\$60

Customized Training

VITEC staff can work with your company to design and deliver training classes that meet your needs. These classes can be delivered at your company or at VITEC at times most convenient for your staff. All classes in this brochure can be customized for delivery to your company. Popular customized training classes are:

- Japanese Language for the Visitor Industry*
 - Serving the Japanese Guest*
 - Doing Business with the Japanese*
 - Understanding Maui's Multicultural Workforce*
 - Interpret Maui*
 - Dealing with Difficult Customers*
 - Your Professional Image*
- FOR MORE INFORMATION
CALL VITEC AT 242-8522

Communications

See Yourself on Video: Overcoming Fears of Speaking Up

This is a fun, supportive, confidence-building class for people who want to excel at presenting themselves and their ideas to others. Do you get stage fright at meetings? Do you feel shy when speaking to supervisors? Do you want to feel more at ease interacting with guests and visitors? This class will help you see yourself as others see you. Through the use of video and communications styling, you can learn to make yourself be seen and heard at your best. Aprylisa Snyder has an extensive background in dramatic arts. Recently, she has been applying this knowledge to visitor industry communication skills training as a VITEC teacher for Rock Resorts in Lana'i. She is also a Maui Comedy Sportz performer. (2 meetings)

- (#780) Thursdays
September 12 & 19, 5:30 - 7:30 pm
Ohia Room, VITEC
Aprylisa Snyder,
Communication Skills Trainer
\$35

Dealing with Difficult People

Learn to understand the behavior of angry or difficult people—whether they are members of the the public or your co-workers. Gain basic communication techniques that will help you in specific situations, and stay cool even when those around you aren't. Using exercises and role-playing, this seminar includes ways of resolving conflict. (2 meetings)

- (#781) Tuesdays
September 10 & 17, 9 am - noon
Koa Room, VITEC
Dawn Okazaki, VITEC Training Coordinator
\$40

Your Professional Image

Learn to create your own professional style through dressing to create a winning image. The class will focus on wardrobe planning, accessories, make-up, colors, and hairstyles. (1 meeting)

- (#778) Wednesday
September 4, 5:30 - 8:30 pm
Kukul Room, VITEC
Ray Aibetski, MCC Business Lecturer
\$25

Sales

Reservations

Sales Training for Hotels and Condominiums—Selling Over the Telephone

Maui has tremendous competition from around the globe for the visitor dollar. Learn to "upsell" your hotel or condominium properties and your company and its services. Learn to be a champion in sales from Phoenix Dupree, who has had a decade of sales experience in the Hawaii visitor industry. (1 meeting)

- (#784) Monday
August 5, 6 - 9 pm
Kukul Room, VITEC
Phoenix Dupree,
Sales Trainer and
Communications Coach
\$25

Creating Successful Exhibits

Learn how to get the best results and return from your investment of money, time, and effort. This class will take an in-depth look at trade and consumer shows, providing a step-by-step approach to plan an exhibit that maximizes your results. Topics will include picking the right show, controlling the cost, designing and promoting your exhibit, boothmanship, qualifying prospects, closing the sale, and following up. Tannis Grimes has 10 years experience in selling and managing trade shows. (1 meeting)

- (#783) Tuesday
September 10, 8:30 am - 12:30 pm
Ohia Room, VITEC
Tannis Grimes, former V.P.,
Trade Show Division,
H.I. Marketing Services
\$40



Communications

(continued)

Understanding Your Communication Style and Others' (BIDS)

This training approach consists of three self-contained classes that can be taken individually or as a series. Learn to understand your own communication style and the styles of others. Apply this knowledge to being more effective in communicating with others. See yourself on video and gain greater insight into how others see you. Nubra Floyd is an applied social psychologist who teaches at the University of California, Santa Cruz. Currently she is a lecturer at MCC.

- (#2202) Tues., Thurs. & Sat.
July 16, 18 & 20 (see details below)
\$20/class or \$50/all 3 classes.

Class 1: Assessing Your Communication Style

By taking an assessment test, you will learn about different behavior patterns that influence the way you talk and exchange ideas with others. You will also see how others may behave and communicate differently than you. These insights will be applied to the workplace setting. (1 meeting)

- (#2203) Tuesday
July 16, 5:30 - 8:30 pm
Koa Room, VITEC
\$20 (\$50 for all 3 classes)

Class 2: Matching Your Communication Style with Others

Through a series of structured exercises, you will exchange information with a partner, and learn how to identify and relate with another's communication style. (1 meeting)

- (#2204) Thursday
July 18, 5:30 - 8:30 pm
Koa Room, VITEC
\$20 (\$50 for all 3 classes)

Class 3: See Yourself as Others See You...On Video

You will be assisted in preparing an easy presentation about yourself that will help you understand your communication style and how to improve it. (1 meeting)

- (#2205) Saturday
July 20, 9 am - noon
Koa Room, VITEC
\$20 (\$50 for all 3 classes)

Telephone Skills Workshop

The lifeline of every business is the telephone. It is the most frequently used and misused tool in the visitor industry. This hands-on telephone courtesy workshop uses fun exercises, critiques of taped telephone conversations, problem and solution discussions, and a hilarious videotape to teach simple, effective ways of using the telephone to project professionalism and provide excellent customer service. (1 meeting)

- (#777) Thursday
August 15, 6 - 8:30 pm
Koa Room, VITEC
Anna Ribucan, President,
Maul Retail Services, Inc.
\$40

Write Right (BIDS)

This hands-on course will focus on the writer who needs to improve his or her writing skills. Learn basic elements of sentence construction and improve your grammar and punctuation skills. Learn to write concisely and quickly. Bring examples to the class of on-the-job documents you have written. (4 meetings)

- (#2195) Tuesdays & Thursdays
August 6, 8, 13 & 15, 6 - 8 pm
Hale 219, MCC
Sharon Counts, Writing Trainer
and Internationally Published Author
\$70

Advanced Writing Skills (BIDS)

Clear, concise writing is a crucial skill for managers, supervisors, and employees. You'll learn to refine and polish your writing and editing skills while you perfect your written presentations so they have power and impact. Bring examples to the class of on-the-job documents or reports you have written. (4 meetings)

- (#2196) Mondays & Wednesdays
Sept. 9, 11, 16 & 18, 8 - 8 pm
Kukul Room, VITEC
Sharon Counts, Writing Trainer
and Internationally Published Author
\$70

Announcing . . .
The Third Global Congress of
Heritage Interpretation International

JOINING HANDS FOR QUALITY TOURISM

*Interpretation, Preservation,
& the Travel Industry*

Shawton Waikiki Hotel
November 5-8, 1991

Scholarship funds from VITEC will be available to attend portions of this conference.

Management

Be Successful in the Workplace

Increase your effectiveness and success at work by learning to get control of your time, set goals, track your achievements, increase your energy, and resolve conflicts. Phoenix Dupree has a decade of experience at the front line of Maui's visitor industry. He enjoys helping others overcome stress and meet the challenge of high-pressure work by teaching effective methods and techniques that can be immediately applied to workday life. Recently, he has been applying his training skills as a VITEC teacher for Rock Resorts on Lana'i. (1 meeting)

- (#779) Wednesday
August 28, 6 - 9 pm
Ohia Room, VITEC
Phoenix Dupree, Visitor
Industry Trainer & Coach
\$25

Advanced Techniques in Supervision (BIDS)

Learn techniques which go beyond the basics in decision-making, motivation, organization structure, and dealing with change and conflict. This seminar provides an opportunity for first-line supervisors to gain skills to grow professionally and expand effectiveness. (4 meetings)

- (#2184) Wednesdays
September 4-25, 6 - 8:30 pm
Ohia Room, VITEC
Pat Howle, MCC Lecturer
\$100



Japanese Language and Culture

Each year hundreds of thousands of Japanese with traditional values and customs travel to Hawai'i. To successfully conduct business with the Japanese, it is crucial to understand their culture, traditions and language. These courses are designed to provide participants with useful and practical knowledge of Japan, the Japanese people and their language.

Basic Conversational Japanese. Level I

Speak and understand practical conversational Japanese. Topics include useful daily expressions, greetings, and money, and dialogues to use immediately for daily conversational enjoyment. If this is your first attempt at Japanese, this course is ideal for you. Level II follows this course at the same time and place so that you can continue to advance your skill. Taught by Kimiko Takamiya, VITEC's popular native Japanese language instructor. (6 meetings)

- (#791) Tuesdays
July 16 - August 20, 5 - 7 pm
Ohia Room, VITEC
Kimiko Takamiya, Japanese Lecturer
\$50

Basic Conversational Japanese. Level II

Interested in learning more Japanese? Learn how to give directions, special phrases used in phone conversations, and other practical topics, with a special emphasis placed on cultural aspects vital in understanding the Japanese. For your convenience, this class is scheduled to follow immediately after the Level I class. (4 meetings)

- (#792) Tuesdays
August 27 - September 17, 5 - 7 pm
Ohia Room, VITEC
Kimiko Takamiya, Japanese Lecturer
\$40

Basic Japanese for the Visitor Industry. Level I

Learn to communicate with the many Japanese tourists visiting our Island. The class will focus on practical expressions and useful phrases for immediate application in the work setting. Level II follows this course at the same time and place so that you can advance your skills. The Kihel class will be taught by Joshua Hirata, a Baldwin High School Japanese language instructor. The Lahaina class will be taught by Chieko Kaneki, a native Japanese speaker, who works in the visitor industry. (6 meetings)

- (#793) SECTION 1 - KIHEL
Mondays
July 15 - August 19, 5 - 7 pm
Lokelani Intermediate School
Joshua Hirata, Japanese Lecturer
- (#794) SECTION 2 - LAHAINA
Thursdays
July 18 - August 22, 5 - 7 pm
Lahaina Intermediate School
Chieko Kaneki, Japanese Lecturer
\$50

Basic Japanese for the Visitor Industry. Level II

This follow-up to the popular Level I class, requires some knowledge of basic Japanese pronunciation. Useful workplace phrases will continue to be introduced. For your convenience, the class immediately follows Level I. (4 meetings)

- (#795) SECTION 1 - KIHEL
Mondays
August 26 - September 23, 5 - 7 pm
Lokelani Intermediate School
Joshua Hirata, Japanese Lecturer
- (#796) SECTION 2 - LAHAINA
Thursdays
August 29 - September 19, 5 - 7 pm
Lahaina Intermediate School
Chieko Kaneki, Japanese Lecturer
\$40

Doing Business with Japanese Visitors

Learn how to work effectively with the Japanese visitor and build repeat business. This class will review what types of Japanese visit Hawaii and what they expect and buy. Common behavior patterns and personal characteristics will be discussed. Solutions to communication puzzles such as interpreting the Japanese "yes" will be suggested. The class will cover courtesies, buying decision motivators, tennis to use and avoid when selling; purchasing patterns; and aspects of service for the hotel guest, such as arrival protocol, room service, mini bar, and storage of valuables. Key Japanese words and phrases for selling and service situations will be introduced and practiced. Jack Marsh worked in Japan for 8 years and currently prepares executives of major U.S. corporations to work effectively in Japan. (2 meetings)

- (#797) Wednesdays
August 14 & 21, 5:30 - 8 pm
Kukul Room, VITEC
Jack Marsh, Marsh Consulting Svcs
\$38

Working with Japanese Real Estate Customers (BIDS)

This short class will introduce you to the kinds of expectations Japanese clients have when they are shopping for real estate. It will provide tips and suggestions for providing effective service to Japanese clients. Includes questions clients are likely to ask, courtesies they are likely to expect, ways to present yourself and your business, and ways to establish the agent/client relationship. Joshua Hirata is native Japanese. He has assisted Americans in doing business with the Japanese for the past 15 years on the mainland and on Maui. He holds a Hawaii Real Estate License and is a popular teacher of Japanese language for VITEC. (1 meeting)

- (#2201) Saturday
July 20, 9 am - noon
Ohia Room, VITEC
Joshua Hirata, President,
Japan Network USA, Inc.
\$50



Japanese

(continued)

Serving the Japanese Guest

Learn about types of Japanese that visit Maui, cultural values that influence Japanese attitudes toward service, differences between Eastern and Western approaches to service, and eleven key characteristics of service Japanese expect to receive and why. Attention to courtesies, details, plans, security, and appearance will also be covered. Time will be spent problem-solving some common dilemmas that occur when working with Japanese visitors. Both instructors have many years of experience teaching Americans how to better understand the Japanese. Lois Greenwood-Audant has lived in Japan and has recently taught this class at the Maui Prince Hotel and Diamond Resorts. Joshua Hirata is native Japanese and teaches Japanese language for VITEC. (1 meeting)

(#798) Wednesday

September 18, 5:30 - 8:30 pm

Koa Room, VITEC

Lois Greenwood-Audant, VITEC

Director; Joshua Hirata, VITEC

Japanese Language Lecturer

\$25

Japanese Language Tutorials

Would you rather have personalized instruction?

Do you need to learn Japanese that isn't covered in our class listings?

Do you want a more advanced level of language training?

We can arrange a time that meets your schedule and training that meets your needs. Private tutorials are available up to 5 people at \$30/hour. Call VITEC at 242-8522.

Computers

Software Tutoring

Special tutoring for software on the PC and Macintosh is available by appointment. If you desire personalized instruction on any software application, we can arrange a tutorial at your convenience. For word processing, spreadsheet, database, accounting, graphics, and desktop publishing tutorials or consultations call VITEC at 242-8522.

Choosing a Computer (BIDS)

Are you thinking about buying a computer for business or personal use? Are you confused? IBM? Macintosh? Software? Hard drive? Printers? This course will help you survive the confusion and hyperbole surrounding computers by giving you information on what computer and related software and equipment to buy for your needs. It will be tandem-taught by two professional computer users, one with experience in Macintosh and the other with a background in IBM-PC computers. Like the movie reviewers Siskel & Ebert, Waters and Mullinex will demonstrate and explain the benefits of their favorite systems in layman's terms. No computer experience is required. (4 meetings)

(#4131) Mondays & Wednesdays

July 15, 17, 22 & 24, 6 - 8 pm

Ohia Room, VITEC

Scott Waters has worked in marketing for Apple computers and specializes in small business and graphics systems.

James Mullinex has worked as a systems analyst and in mainframe operations for Alaska Pipeline,

Boeing Company, and Max Factor.

\$70

Quicken, Level I

In just three hours, you can learn this easy-to-use home and small business accounting package that automates all of your checkbook procedures, and more. (1 meeting)

(#739) SECTION 1 - Monday

July 22, 6:10 - 9 pm

Judy Starbuck, Computer Consultant

(#740) SECTION 2 - Friday

August 9, 6:10 - 9 pm

Steve Slater, Computer Consultant

(#741) SECTION 3 - Monday

September 9, 12:10 - 3 pm

Paul Standaert, Computer Consultant

Sandalwood Computer Lab, VITEC

\$45

Quicken, Level II

A continuation of Level I, this course covers advanced features of Quicken. Topics include subcategories, classes, customizing reports, working with wide reports, and more. (1 meeting)

(#742) SECTION 1 - Wednesday

July 24, 6:10 - 9 pm

Judy Starbuck

(#743) SECTION 2 - Saturday

August 10, 12:10 - 3 pm

Steve Slater

(#744) SECTION 3 - Wednesday

September 11, 12:10 - 3 pm

Paul Standaert

Sandalwood Computer Lab, VITEC

\$45

Quicken, Level III

Emphasis is on customizing Quicken for business use. Bring to class the tasks you wish to accomplish. (1 meeting)

(#745) Friday

September 13, 12:10 - 3 pm

Paul Standaert

Sandalwood Computer Lab, VITEC

\$45

continued



Computers

(continued)

Front Desk

Front Desk is designed for short-term vacation rental reservations. This software is menu-driven and easy to use. Learn about Front Desk's many time-saving features. (1 meeting)

- (#746) Wednesday
July 31, 12:10 - 3 pm
Paul Standaert
Sandalwood Computer Lab. VITEC
\$45

Lotus 1-2-3, Level I

Introduction to the principles of spreadsheets. Topics include basic commands: entering and editing data, formulas, functions, formatting and printing reports. This course will enable you to create, work, and print a basic spreadsheet. (2 meetings)

- (#723) SECTION 1 - Fri & Sat.
July 19, 6:10 - 9 pm
July 20, 12:10 - 3 pm
Steve Slater
- (#724) SECTION 2 - Mon & Wed
August 5 & 7, 6:10 - 9 pm
Judy Starbuck
- (#725) SECTION 3 - Tues & Thurs
September 10 & 12, 12:10 - 3 pm
Stuart Zinner, Computer Consultant
Sandalwood Computer Lab. VITEC
\$80

Lotus 1-2-3, Level II

Continuation of Level I, concentrating on practical, often-used functions: print options, and database commands. Includes a brief review of basics. (2 meetings)

- (#726) SECTION 1 - Fri & Sat.
July 26, 6:10 - 9 pm
July 27, 12:10 - 3 pm
Steve Slater
- (#727) SECTION 2 - Mon. & Wed
August 12 & 14, 6:10 - 9 pm
Judy Starbuck
- (#728) SECTION 3 - Tues. & Thurs
September 17 & 19, 12:10 - 3 pm
Stuart Zinner
Sandalwood Computer Lab. VITEC
\$80

Lotus 1-2-3: Macros

Introduction to the Lotus 1-2-3 Macro facility. Any task that Lotus can perform can be automated with macros. Topics include macro basics, documentation, and user prompts. Write, name, and execute basic macros. (1 meeting)

- (#729) Wednesday
September 25, 6:10 - 9 pm
Judy Starbuck
Sandalwood Computer Lab. VITEC
\$45

Introduction to DOS

First-level course on the use of the IBM PC Disk Operating System (DOS) in everyday applications. Reviews the proper use of the most common DOS commands for any beginning IBM PC (or compatible) user. (2 meetings)

- (#734) SECTION 1 - Tues. & Thurs.
July 23 & 25, 12:10 - 3 pm
Stuart Zinner
- (#735) SECTION 2 - Tues. & Thurs
August 20 & 22, 6:10 - 9 pm
Judy Starbuck
- (#736) SECTION 3 - Fri. & Sat
September 27, 6:10 - 9 pm
September 28, 12:10 - 3 pm
Steve Slater
Sandalwood Computer Lab. VITEC
\$80

Intermediate DOS

Second-level course on DOS which goes beyond the basics and shows how to create and use DOS batch files. Learn about the AUTOEXEC.BAT file, create a customized menu using DOS editor, EDITOR, write simple batch files using the COPY.COM command, and control your printer with batch files. A working knowledge of basic DOS commands necessary. (1 meeting)

- (#737) Tuesday
August 6, 6:10 - 9 pm
Christine Andrews,
Computer Consultant
Sandalwood Computer Lab. VITEC
\$45

Quatro Pro

Learn the basics of this electronic spreadsheet. Quatro Pro does everything that Lotus 1-2-3 can do, and more... for less! (2 meetings)

- (#730) Tuesday & Thursday
July 29 & 31, 6:10 - 9 pm
Michael Barnett,
Networking and
Computer Consultant
Sandalwood Computer Lab. VITEC
\$80

Introduction to Microcomputers

This introductory course is for computer novices and will be taught at a slow pace. The course will provide an introduction to computer terminology, the parts of a complete computer system, and applications such as word processing, spreadsheets, and data bases. One person per computer. No experience necessary. (1 meeting)

- (#731) SECTION 1 - Mon & Wed.
July 15 & 17, 12:10 - 3 pm
Stuart Zinner
- (#732) SECTION 2 - Tues. & Thurs
August 13 & 15, 6:10 - 9 pm
Charles Carletta,
Computer Consultant
- (#733) SECTION 3 - Fri. & Sat
September 20, 6:10 - 9 pm
September 21, 12:10 - 3 pm
Steve Slater
Sandalwood Computer Lab. VITEC
\$80

Hard Disk Management

A course on the installation, organization, use, and management of hard, fixed disks on the IBM PC and compatibles. Topics include formatting a hard disk, organizing a hard disk into subdirectories, and using the BACKUP and RESTORE commands. (1 meeting)

- (#738) Thursday
August 8, 6:10 - 9 pm
Christine Andrews
Sandalwood Computer Lab. VITEC
\$45



Computers

(continued)

One-Write Plus Accounting, Level I

This is the software version of the manual One-Write check writing system. Get to know this easy-to-use accounting software. Learn to use the General Ledger and Supertrack—a unique, customizable database that tracks important business data. (1 meeting)

- (#747) Monday
August 26, 12:10 - 3 pm
Paul Standaert
Sandalwood Computer Lab. VITEC
\$45

One-Write Plus Accounting, Level II

This class will focus on Accounts Payable and Accounts Receivable, and how Supertrack is used with these two modules to keep track of inventory and/or other data. (1 meeting)

- (#748) Wednesday
August 28, 12:10 - 3 pm
Paul Standaert
Sandalwood Computer Lab. VITEC
\$45

WordPerfect 5.1, Level I

Create, edit, and print documents. Covers fundamentals such as saving and retrieving files; setting margins and tabs; searching for, replacing, and moving text; and using the spell checker. Some computer experience helpful. (2 meetings)

- (#749) SECTION 1 • Mon. & Tues.
July 29 & 30, 12:10 - 3 pm
Stuart Zinner
- (#750) SECTION 2 • Fri. & Sat.
August 16, 6:10 - 9 pm
August 17, 12:10 - 3 pm
Steve Slater
- (#751) SECTION 3 • Tues. & Thurs.
September 3 & 5, 6:10 - 9 pm
Judy Starbuck
Sandalwood Computer Lab. VITEC
\$80

WordPerfect 5.1, Level II

A continuation of Level I, this class is for users who want to learn additional features of WordPerfect. Topics include file management, text columns, merge fundamentals including form letters and mailing labels, an introduction to macros, and more. (2 meetings)

- (#752) SECTION 1 • Thurs. & Fri.
August 1 & 2, 12:10 - 3 pm
Christine Andrews
- (#753) SECTION 2 • Fri. & Sat.
August 23, 6:10 - 9 pm
August 24, 12:10 - 3 pm
Steve Slater
- (#754) SECTION 3 • Tues. & Thurs.
September 10 & 12, 6:10 - 9 pm
Judy Starbuck
Sandalwood Computer Lab. VITEC
\$80

WordPerfect 5.1, Level III

This course will teach the WordPerfect user how to get the most out of the word processor. Customize default settings and keyboard layout; create macros and style sheets to increase productivity; assemble documents with Merge; automatically generate document references such as lists, tables of contents, and indexes. Prerequisite: WordPerfect Level II or equivalent experience. (2 meetings)

- (#755) Tuesday & Thursday
September 17 & 19, 6:10 - 9 pm
Christine Andrews
Sandalwood Computer Lab. VITEC
\$80

Desktop Publishing with WordPerfect 5.1

Learn to use this leading word processing program to create newsletters, brochures, and flyers. Basic desktop publishing features such as creating text boxes, importing graphics, newspaper-style columns, drawing lines between columns, and more will be covered. This will be a fast-paced class for the experienced WordPerfect user. (1 meeting)

- (#756) Tuesday
September 24, 12:10 - 3 pm
Christine Andrews
Sandalwood Computer Lab. VITEC
\$45

Microsoft Word 5.5, Level I

Learn word processing using Microsoft's state-of-the-art powerful program. Creating and saving documents; entering and editing text; selecting and moving blocks of text; using the help and tutorial subsystems; setting configuration options; using the spelling checker, thesaurus, hyphenation dictionary, named glossaries, and document retrieval system. The class also covers using windows to work with several documents at a time. (2 meetings)

- (#757) Monday & Wednesday
September 9 & 11, 6:10 - 9 pm
Chuck Carletta
Sandalwood Computer Lab. VITEC
\$80

Microsoft Word 5.5, Level II

Learn the more advanced operations of Microsoft Word needed to produce professional quality documents. Organizing files, merging files, mail-merge, running headers and footers, footnotes, printer options, pagination, tabs and tables, working with columns of text, search and replace, and using macros. Level I or experience using MS Word is required. (2 meetings)

- (#758) Monday & Wednesday
September 16 & 18, 6:10 - 9 pm
Chuck Carletta
Sandalwood Computer Lab. VITEC
\$80

Desktop Publishing with Microsoft Word

Word 5.0 contains advanced desktop publishing features that provide a low-cost yet powerful means of creating smartly designed newsletters, reports and promotional materials. Topics include importing and resizing graphic images, creating and editing multi-column layouts, applying borders and background shading to selected paragraphs, using the line drawing feature, applying special character formats and enhancements, and using style sheets. MS Word Level I and II or experience required. (1 meeting)

- (#759) Monday
September 23, 6:10 - 9 pm
Chuck Carletta
Sandalwood Computer Lab. VITEC
\$45



Introduction To Microsoft Works

An introduction to integrated software. Microsoft Works includes word processing, page layout, database, spreadsheet, drawing and communications applications in one program. Learn to use tools which will help you write, organize information, analyze numbers, and communicate with other computers. (2 meetings)

- (#760) Tuesday & Thursday
August 27 & 29, 6:10 - 9 pm
Chuck Carletta
Sandalwood Computer Lab, VITEC
\$80

Microsoft Works Database

A continuation of Microsoft Works with special emphasis on database management for general business purposes. Includes database design and creation, entering and editing records, sorting, searching, creating reports, and exporting data to other works modules. (1 meeting)

- (#761) Wednesday
September 4, 6:10 - 9 pm
Chuck Carletta
Sandalwood Computer Lab, VITEC
\$45

Introduction to Paradox

Learn the basics of the powerful, easy-to-use database program. Paradox is appropriate for handling large amounts of data. Create and edit files, move information to where it suits your needs, and generate reports. Prior computer experience is necessary. (2 meetings)

- (#762) Monday & Wednesday
August 19 & 21, 6:10 - 9 pm
Mitchell Silver, President,
Silver Software
Sandalwood Computer Lab, VITEC
\$80

Intermediate Paradox

For Paradox users and students who have taken the introductory class. Includes multi-table, record forms and reports, custom configurations, advanced queries, validity checking, graphs, and database structure theory. (2 meetings)

- (#763) Monday & Wednesday
August 26 & 28, 6:10 - 9 pm
Mitchell Silver
Sandalwood Computer Lab, VITEC
\$80

PC Telecommunications

Introduces several popular computer networks and explores the information resources accessible through them. Includes Peacenet/Econet, SeniorNet, Delphi, and various free "bulletin board" services. Learn the basics of accessing the networks with a PC, locating information, uploading and downloading files. (1 meeting)

- (#764) Wednesday
September 25, 6:10 - 9 pm
Chuck Carletta
Kukul Room, VITEC
\$45

Telecommunications Lab

Continues the PC Telecommunications class and allows each student to have hands-on experience with one or more of the networks covered. Learn how to sign onto the network, use the various menu systems to access conferences, send and receive E-mail, and explore the vast information resources that are available. Limited to four students. (1 meeting)

- (#765) Thursday
September 26, 6:10 - 9 pm
Chuck Carletta
SeniorNet Lab, VITEC
\$45

The Master Builder 5.0

A detailed overview of construction accounting; learn the benefits of computerized estimating, budgeting, and bids. This system integrates the job costing for full project management control. Includes scheduling, cash flow analysis, Gantt charts, CPM reports. Also covered will be financial reporting, payroll, and billing. No experience necessary. (1 meeting)

- (#766) Monday
August 5, 12:10 - 3 pm
Joelene Trenholm,
Computer Consultant
Sandalwood Room, VITEC
\$45

AutoCAD, Level I

Introductory course in Computer-Aided Design and Drawing (AutoCAD), the industry standard design and drafting program. This is a hands-on course using the most basic commands to draw and print a simple drawing. (2 meetings)

- (#767) Tuesdays
July 16 & 18, 6 - 9 pm
Bill Murphy, Computer Consultant
Center 132, MCC
\$100

AutoCAD, Level II

A continuation of Level I involving the most commonly used AutoCAD drawing and editing commands. Includes tips for increasing production. Prerequisite: AutoCAD I. (2 meetings)

- (#768) Tuesdays
July 23 & 25, 6 - 9 pm
Bill Murphy
Center 132, MCC
\$100

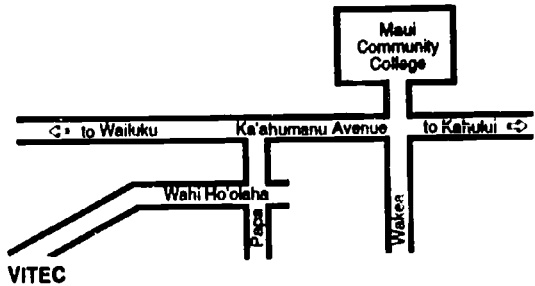
AutoCAD, Level III

A continuation of Level II, involving the more advanced AutoCAD features such as layers, blocks, and dimensions. Prerequisite: AutoCAD II. (2 meetings)

- (#362) Tuesdays
August 14 & 21, 6 - 9 pm
Bill Murphy
Center 132, MCC
\$100



The Visitor Industry Training and Education Center is located in the former Maui News Building, at 107 Wahi Ho'olaha. From MCC, take Ka'ahumanu Avenue towards Waikuku. Turn left on Papa, and then immediately right, up the hill on Wahi Ho'olaha.



For more information call 242-8522.

Mahalo to our Donors

VITEC's low-cost training is subsidized by private donors and government funds. The VITEC staff and instructors extend a hearty and sincere "mahalo" to our supporters!

University of Hawaii/ Maui Community College

♦ Maui Maintenance Engineers Association

- ♦ Private Industry donors
 - Embassy Suites
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 - Pacific Construction Company
 - Paulin Pacific Group
 - Hyatt Regency-Maui
- ♦ Tourism Training Council Grants (DLR)
- ♦ Maui Hotel Association

Register by phone using MasterCard or VISA 242-8522

You May Register By Mail By Phone In Person

REGISTRATION FORM

Social Security Number		Date	
Course #	Course Title	Section	
Name (Last, First, Middle Initial)			
Address (Street, City, State, Zip)			
Mailing Address (Post Office Box, City, State, Zip)			
Home Phone		Work Phone	
Employer			
Job Title			

You are registered when we receive your check.

REFUND POLICY: For classes with less than 5 sessions, refunds will be made only if withdrawal is made before the first session. For classes with more than 5 sessions, refunds will be made if request is made prior to the second session. Refund payments take 3-4 weeks to process. MCC-VITEC reserves the right to cancel any course if circumstances warrant.

TUITION ASSISTANCE: Many visitor industry companies and most major hotels have Tuition Reimbursement programs to help their employees upgrade their skills in job related areas. Policies vary from company to company. Your Personnel Department will have the proper procedures for your company.

Please send your check, made payable to MCC-VITEC to P.O. 107 Wahi Ho'olaha, Kahului, Hawaii 96732

☎ 242-8522

VITEC ☎ 242-8522

OF CLASSES

VITEC CALENDAR

JULY

- 15 Basic Japanese for the Visitor Industry, Level I
- 15 Choosing a Computer*
- 15 Introduction to Microcomputers
- 16 AutoCAD, Level I
- 16 Basic Conversational Japanese, I
- 16 Understanding Your Communication Style and Others*
- 16 Basic Japanese for the Visitor Industry, Level I
- 18 Tree Care for Improving Your Landscape
- 19 Lotus 1-2-3, Level I
- 20 Working with Japanese Real Estate Customers*
- 22 Hazardous Materials—First Responder Awareness*
- 22 Quicken, Level I
- 23 AutoCAD, Level II
- 23 Introduction to DOS
- 23 Oral Communication Skills
- 23 Maui's History, Culture, & Places
- 24 Quicken, Level II
- 25 Electrical Troubleshooting, Part II
- 26 Lotus 1-2-3, Level II
- 29 WordPerfect 5.1, Level I
- 29 Quattro Pro
- 31 Front Desk

AUGUST

- I OSHA-Approved Basic First Aid*
- I WordPerfect 5.1, Level II

- 5 Increase Your Productivity Through Stress Reduction
- 5 Lotus 1-2-3, Level I
- 5 The Master Builder 5.0
- 5 Reservations Sales Training for Hotels & Condominiums—Selling Over the Telephone
- 6 Intermediate DOS
- 6 Write Right*
- 8 Hard Disk Management
- 9 Quicken, Level I
- 10 Quicken, Level II
- 12 Lotus 1-2-3, Level II
- 13 Introduction to Microcomputers
- 14 AutoCAD, Level III
- 14 Doing Business with Japanese Visitors
- 14 Intro. to the Travel Industry
- 14 Say It in Hawaiian
- 15 Telephone Skills Workshop
- 16 WordPerfect 5.1, Level I
- 17 Secretarial Skills
- 19 Introduction to Paradox
- 20 Introduction to DOS
- 20 Maui's History, Culture, & Places
- 21 Intro. to the Travel Industry
- 23 WordPerfect 5.1, Level II
- 26 Basic Japanese for the Visitor Industry, Level II
- 26 Intermediate Paradox
- 26 One-Write Plus Accounting, Level I
- 27 Basic Conversational Japanese, II
- 27 Introduction to Microsoft Works
- 28 Be Successful in the Workplace
- 28 One-Write Plus Accounting, Level II
- 29 Basic Japanese for the Visitor Industry, Level II

SEPTEMBER

- 3 WordPerfect 5.1, Level I
- 4 Advanced Techniques in Supervision*
- 4 Microsoft Works Database
- 4 Your Professional Image
- 7 Effective Tour Guide Techniques
- 9 Advanced Writing Skills*
- 9 Microsoft Word 5.5, Level I
- 9 Quicken, Level I
- 10 Creating Successful Exhibits
- 10 Dealing with Difficult People
- 10 Lotus 1-2-3, Level I
- 10 WordPerfect 5.1, Level II
- 11 Quicken, Level II
- 12 Experience Maui's Archaeological Heritage (lecture & field trip)
- 12 See Yourself on Video: Overcoming Fears of Speaking Up
- 13 Quicken, Level III
- 16 Microsoft Word 5.5, Level II
- 17 Lotus 1-2-3, Level II
- 17 WordPerfect 5.1, Level III
- 18 Serving the Japanese Guest
- 20 Introduction to Microcomputers
- 23 Desktop Publishing with Microsoft Word
- 24 Desktop Publishing with WordPerfect 5.1
- 25 Lotus 1-2-3: Macros
- 25 PC Telecommunications
- 26 Blueprint Reading Seminar
- 26 Telecommunications Lab
- 27 Introduction to DOS

☆ Co-sponsored with BIDS

Early Registration Bonus: Deduct 10% when you pay your tuition before July 8th.



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Maui Community College
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Mrs. MINK. Did I understand you, Lois, to say you are interested in Title XI, that you could not qualify because Maui is not urban?

Ms. GREENWOOD-AUDANT. I am not sure.

Mrs. MINK. Counsel pointed out Title XI under part A, has no limitation as to urban or not. Part B is the urban economic development section, so you could qualify under part A.

Ms. GREENWOOD-AUDANT. Thank you for pointing that out.

Ms. PFUND. Madam Chairman, Congressman William Jefferson, and Congressman Craig Washington, I am Rose T. Pfund, Ph.D., Associate Director of the University of Hawaii Sea Grant College Program, School of Ocean and Earth Science and Technology. I am grateful for this opportunity to present testimony before this Post-secondary Education Subcommittee of the House Committee on Education and Labor on behalf of the University of Hawaii Sea Grant College Program which is one of a network of 28 Sea Grant Colleges located on the Great Lakes, the Gulf, and the East and West Coasts.

For the past two decades, Sea Grant Programs have contributed materially to the education of the public and the youth of the Nation as well as to the development and training of scientists through our research programs. Sea Grant Extension programs transfer both technical and general advisory information to the public-at-large as well as to targeted audiences like fishermen, marine businesses, and governmental agencies that manage marine resources.

And more directly related to the purpose of this hearing, Sea Grant Colleges and Programs have worked cooperatively with higher and lower educational systems to develop innovative ways to enhance the teaching of science.

Sea Grant Colleges and Programs were established under the Sea Grant Colleges and Programs Act of 1966, Public Law 89-688, as a unique partnership among governments, universities, and the private sector. The well-developed tradition of taking the talent and expertise of universities to the marketplace to address needs of society is common to all Sea Grant institutions.

We are, however, in a dormant state because we are a victim of the budget crunch in the seventies. I would like—and I am happy to hear you are entering into the record the white paper that was produced by a cooperative bunch of Sea Grant educators, and that in essence captures the thoughts of our programs on Marine-related education, but focuses on science and science education.

We see that, in this paper, that we need to not only focus our attention on the training of teachers, but also for the development of programs utilizing telecommunication systems as educational delivery channels to extend the classrooms far beyond to the far reaches of the world, and to enable real time student interaction with peers and scientists who may be in the next town or some foreign countries.

The Sea Grant Colleges and Programs launch a pre-college focus because enrollment in college science programs across the country—this is the seventies, continued to decline and it is still continuing to decline. In retrospect, it should not have been surprising that students lacked the required foundation in math and science

at the secondary level to enable them to succeed in college level science courses.

And that in domino effect, of course, the enrollment in secondary school science programs were also affected because there was really a lack of very basic and fundamentals in science education at the elementary school level.

Since the existence of this domino effect is common knowledge, it is not conceivable the educational program developers are not aware of it. The fact remains programs are almost always developed as seemingly implemented without consideration of the learner's developmental culture. I believe the culprit is more the lack of insufficient funding.

While funding constraints hamper the ability of educators to plan an articulated program, it begins in kindergarten and continues on to postsecondary levels, it is possible that the available resources may not necessarily be expended to implement an articulated program because of the discontinuity in the bureaucratic systems that fund and administer programs. Without the ability or the will to plan holistically, our educational institutions will continue to fail to alleviate the critical shortage of science and engineers needed if the United States is to maintain a leadership role in science and technology.

If present trends are not corrected, it has been predicted by the turn of the century we will have a deficit of 500,000 scientists and engineers.

And finally, the world is increasingly turning to science and technology to establish systems that affect all of our lives in such areas as communication, record keeping, operation of municipal amenities and services. Electronic devices are commonplace items in homes.

Along with the necessity for survival knowledge of new technology, we, as citizens, will be faced with ethical and moral questions of genetic engineering and extraordinary life support mechanisms that affect the very basic values that we hold. These issues as well as continued scientific and technological leadership require a Nation that is literate in science and technology. I hope this Post-secondary Subcommittee will begin the long uphill battle to reverse the erosion of our country's leadership in science and technology and to enable our educational systems at all levels to prepare the citizens of this Nation to make the tough choices that they must face in the 21st century.

Thank you very much.

Mrs. MINK. Thank you very much, Rose.

Mr. WASHINGTON. I have one question for Dr. Greenwood. Are you eligible for Job Training Partnership Funds, and if so, have you applied for them, and have you tried cooperative ventures with the visitor industry, such as perhaps to set up a challenge grant program since they are going to be the long-term beneficiaries? We don't have anything like that, but what we find is a lot of our young people coming out of high school don't have the fundamental equivalent of a high school degree and what employers are complaining to the Congress about and what they are doing is re-training them.

So it would be cheaper for them to do a cooperative venture with you, and to provide funds so you could do the work for them, because essentially they are going to be the beneficiaries of all the training you are putting in.

Ms. GREENWOOD-AUDANT. It is a very good point and well taken. I think if we were able to offer cooperative funds, we would get response from the companies here. There is one small sample of that at the State level where the Department of Business and Economic Development and Tourism has a Hawaiian value training program and it is matching funds, so it is—the State contributes 50 percent and the company contributes 50 percent and the hotels go buy into this program.

At this point, the hotels have to pay completely for our programs. The visiting industry is one of those very rapid up-and-coming kind businesses.

The first thing to do is training. If we were able to say we can come in with a share, I think we would find a significant interest because with our full employment here, they also know they have to work with the local residents and they know they have to upgrade because they are trying to compete at a world-class level.

They have to have that quality of service. So I think, yes, if we could do that, we would get a good response.

Second to the JTPA, the Lahaina project was a JTPA project. However, generally, I have had an interest in JTPA. I checked it out initially when we started VITEC.

One of the issues here in the county because we are full employment we don't necessarily have people that qualify for JTPA, so we can't usually squeeze under those JTPA qualifications. That is the problem.

Mr. WASHINGTON. Thank you very much.

Mrs. MINK. Steven Miller, ASUH Senator, Associated Students of the University of Hawaii, Manoa; Jim Smith, private citizen; Kelly Van Blarcom, Sheila Bruening, Shelly Hao, students at Maui Community College; and Priscilla Mikell, counselor at Maui Community College.

We will take Steven Miller first.

STATEMENTS OF STEVEN MILLER, ASUH SENATOR, ASSOCIATED STUDENTS OF THE UNIVERSITY OF HAWAII, MANOA; JIM SMITH, PRIVATE CITIZEN; KELLY VAN BLARCOM, SHEILA BRUENING, SHELLY HAO, STUDENTS, MAUI COMMUNITY COLLEGE; AND PRISCILLA MIKELL, COUNSELOR, MAUI COMMUNITY COLLEGE

Mr. MILLER. Thank you for the opportunity to testify before you on the Reauthorization of the Higher Education Act of 1965.

My name is Steve Miller. I am the Academic Affairs Chairperson of the Associated Students of the University of Hawaii at Manoa which is the undergraduate student government. I am also 33 years old, a single parent with an 8 year old son, and am a 10 year military veteran.

While the University of Hawaii at Manoa, with its 20,000-plus students, is the State of Hawaii's major provider of baccalaureate

and higher degree programs, our characteristics are similar to those all across mainland universities.

The average age of our student population has risen to over 26 years of age, over 56 percent of the students are women, the number of students with dependents is increasing, and the number of minority students is also increasing. These trends are nationwide and are projected to continue well into the future.

This means that the future and the very survival of the universities themselves lies with meeting the needs and special circumstances of the non-traditional student. These are non-traditional students who need to upgrade their skills to keep pace with the growing service economy skill requirements, these are the high school graduates who have graduated and now realize that in 1991 they must have a BA, at minimum, if they want to obtain any degree of financial security, like that of their parents, and also the high school dropout who has worked to get their G.E.D. and have attended a community college, are all looking to the 4-year accredited university to provide the increased skills needed.

I strongly support the passage of this reauthorization, but I have some concerns regarding several of the administration's proposals as outlined in the Secretary of Education's Summary of Changes sent to Congress.

Title I Part A, which was created to provide grants to institutions to assist them in establishing programs for the continuing education needs of the American work force and adults. The administration's rationale for the repealing of this section is that "postsecondary institutions have readily adapted to these needs without Federal assistance or guidance."

If the University of Hawaii is like other universities, this is not true.

At the University of Hawaii, our College of Continuing Education only offers one degree granting program, that is in psychology. The only reason that it is offered is because the professor who teaches the psychology courses has taken it upon himself to track a student's progress and act as an unofficial advisor.

And after his upcoming retirement, there will be nothing available. I have only been able to find three people who are making satisfactory progress towards a degree in the College of Continuing Education—two still have not graduated and it took the other person 8 years to get her diploma.

By assuming that non-traditional students' needs are being met just because they are a majority on campus makes one fatal flaw, that is that the student must still attend the university from 7:30 a.m. to 1:30 p.m. Monday through Friday.

People who have families to support, people who have mortgages on their houses and loans on their automobiles, and people who only want to upgrade their skills for advancement purposes at their current job, all cannot stop their lives to go to traditional daytime school. Therefore, the only alternative is to greatly expand continuing education programs that offer BA degrees and take advantage of evening and weekend hours. This program needs to be continued and greatly expanded.

If President Bush and the Nation's governors ever hope to achieve, or even come close to achieving the National Educational

Goal number five, which states that "by the year 2000 every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship", we must realize that it cannot be achieved by forcing non-traditional students through a traditional system. It is like forcing multi-shaped pegs through a singularly shaped hole—it doesn't work.

Next, the entire section of Title II, which was created to "enhance academic libraries and information technology systems" is recommended to be repealed, citing that the development, maintenance, and improvement is the responsibility of the institution. This is true, however, there are over a hundred libraries nationwide that are designated as Federal repositories. This designation places the added financial burden of personnel, operating, and capital improvements expenses onto the States and the institutions. In the case of our Hamilton Graduate Studies Library, this means an annual outlay of over \$200,000 in costs and the maintenance of approximately 1,000,000 volumes. These federally-mandated costs should not be the responsibility of the States nor the institutions.

Next in Title IV under the Guaranteed Student Loan System, the administration is proposing to add the requirement of a credit check and then if need be, a co-signer before a Guaranteed Student Loan can be obtained. While on the surface this seems like a good idea, we have to remember that non-traditional students may be coming to school already having debt obligations of a house, a car, medical expenses and other personal loans.

Even those people who, like myself, have gone through some tough times and have hurt their credit, are coming to school to raise their standard of living so they can meet their obligations in the future.

This also goes against the philosophy towards education which the Congress passed in 1974 which states that, "The Congress reaffirms as a matter of highest priority the Nation's goal of equal opportunity... that every citizen is entitled to an education to meet his or her full potential without financial barriers and limited only by the desire to learn and the ability to absorb such education."

In summary, the cold war era is over. In the future, the very survival of a nation and the individual will be dependent on a nation's economic productivity, flexibility and success that means that we must have a highly educated work force.

Thank you for this opportunity and I can answer any questions you may have.

Mrs. MINK. Thank you very much, Mr. Miller.

Mr. Smith.

Mr. SMITH. Chairperson Mink, members of this subcommittee, I really appreciate this opportunity to be here and present this testimony to you.

My name is Jim Smith. I am a resident of this beautiful county in this most wonderful and democratic State of Hawaii. I am a traditional postsecondary student and by that I mean I enjoy free use of Maui Community College library and the University of Hawaii's information resource. Policy decisions by the administration of this public institution may restrict and limit my use, so I am here today to present this testimony. In effect, the university system may

enact a policy which will effectively prevent citizen access to library staff, who currently search at no cost for a documented requested.

I am grateful for the opportunity and feel privileged to be able to participate in this decision-making process.

I believe this to be a political and not an economic circumstance.

It is my belief that in 1980, about the time the AIDS phenomenon erupted in our population, another kind of lethal virus entered our political system, when market strategists set in motion an effort to transfer government authority from law, an expression of the will of a majority of individuals, to the will of the individual. Individual will power being the authority underlying the principle of "supply and demand", was thought to be superior and sellable.

The big government platform of the Republican Party contained this objective. A most astonishing example of the weakness of our education system is the continued success of this strategy. Why was it successful? What aspect of this idea is so attractive, yet so deadly to our system?

To the first question I submit this answer. The best way to win an argument when your premise is faulty is to change the subject of debate without your opponent realizing the subject has been changed.

Voters and the Congress, members of both parties, have been caught up in just such a maneuver. The effect of this political maneuver, and the principle it hides must be debated if this form of government is to survive.

Maui County was infected by this idea, when voters elected a mayor in 1980 whose administration embraced the idea that government must submit to the rule of the market place, the rule of supply and demand. We are reeling from the effects.

Community plans enacted by our Council to control growth were dismissed in favor of stimulating and accommodating the buying and selling of land. Today we have inadequate water sources, roads and a deteriorating social conditions. Developers cannot build because of such inadequacies.

Other legislative directives were arbitrarily enforced, which, again, stimulated the economy, yet devastated confidence in the integrity of Government. Deregulation of this sort could no longer be tolerated. So it found expression in another form, with equally devastating consequences.

Market strategies attacked the language of law, words that contain authority, "shall" and "will" were replaced by "may." The effect was to shift authority from the legislative directive to the implementor of the legislation. Along with this tactic came the use of words which suggest politically acceptable ideas but mean something else.

The word "competitiveness" contained in Section 1011(d)(1) of Chapter 28, suggests that acquiring knowledge is like playing football. It is not. The word "competitive" changes the subject. It places the power to determine a policy of who gets what, how much and for what purpose in the hands of the Secretary of Education. This authority belongs to the Congress, but you have given it away.

And why does this power belong in the possession of the legislative branch of government? Because all men are created equal

which means the perception of human dignity as possessed in equal amounts requires fairness. My changes for fairness are better with a government whose authority resides in the collective expression of will power.

As the Bush Administration continues the process of transferring power from you, the process of destroying the goose that laid the gold egg—democracy which allows the existence of the perception of freedom, free enterprise—will continue.

We must agree that free enterprise is one of the many consequences of democracy, not the cause of democracy.

In preparation for this hearing, I reviewed a document entitled Educational Excellence for the Pacific Era—The Hawaii Plan, a study commissioned by the Hawaii Business Roundtable published in 1988. Two ideas underlie this study and are reflected by the use of the words "equity" and "Mandate." Equity is used in place of the word "equal" and the cause of the deficiencies in Hawaii's system of public education is attributed to the idea of mandate.

The report suggests that equal opportunity, the same opportunity is deemed inappropriate for the successful learning. And I believe this same idea has found expression in the law discussed here.

The following suggested changes to Chapter 28 address the concerns I have expressed in this testimony.

I request that the following amendments be considered by this subcommittee:

One, that Section 1011 Purpose (a)(2) be amended to read: (2) to help strengthen the capacity of postsecondary institutions to respond to the continuing education and information resource needs of adults, especially adults.

Two, that Section 1011 Purpose (b) be amended to include: (10) to insure equal opportunity and access for adults to benefits of public education resources.

Three, that Section 1011 Purpose (c)(2)(B) be amended to read: to pay stipend or provide direct financial assistance to any individual participating in the programs established under this section, except to provide free, equal access to academic library information resources for adult private citizens regardless of participation in programs established under this section.

Four, that Section 1021(a)(4) be amended to read college and university libraries in acquiring technological equipment; conducting research in information technology and provide free and equal access for adults to public information resources.

Five, that Section 1029(f) be amended to read: grants under this part may be used only for books, periodicals, documents, magnetic tapes, computer software, phonographic records, audiovisual materials, public use of typewriters and other related library services and materials—including necessary binding—and for the establishment and maintenance of networks for sharing library resources with other institutions of higher education and adult citizens.

Thank you very much for this opportunity to participate in this great democratic process.

[The prepared statement of Jim Smith follows:]

July 2, 1991

Congresswoman Patsy T. Mink and Members
of the Subcommittee on Postsecondary Programs
Committee on Education
United States Congress

Subject: Testimony related to Postsecondary programs for
Nontraditional Students for public hearing held at
Maui Community College, Kahului Maui.

Congresswoman Mink, Members of this Subcommittee,

My name is Jim Smith. I am a resident of this beautiful County in this most wonderful and Democratic state of Hawaii. I am a traditional post secondary student and by that I mean I enjoy free use of Maui Community College library and the University of Hawaii's information resource. Policy decisions by the administration of this public institution may restrict and limit my use, so I am here today to present this testimony.

I am grateful for the opportunity and feel privileged to be able to participate in this decision-making process.

This is a most serious time for anyone on Maui who believes that government and democracy are one and the same. That seriousness is compounded when Title 20, Chapter 28, Subchapter I - Postsecondary Programs for Nontraditional Student is considered in context of the political philosophy ripping this County and Nation apart.

I've organized this statement in three parts: Part one will provide you with a political context for consideration in terms of this testimony; part two will concern our education system in terms of this context and part three will contain suggested amendments to Title 20, Chapter 28, Subchapter I and Subchapter II.

Part One

In 1980, about the time the A.I.D.s phenomenon erupted in our population, another kind of lethal virus entered our political system, when market strategists set in motion an effort to transfer government authority from law, an expression of the will of a majority of individuals, to the will of the individual. Individual will power being the authority underlying the principle of "supply and demand", was thought to be superior and sellable.

The Big Government platform of the Republican Party contained this objective. (exhibit A) A most astonishing example of the weakness of our education system is the continued success of this strategy. Why? What is it about, what aspect of this idea is so attractive, yet so deadly to our system?

I submit this answer. The best way to win an argument when your premise is faulty is to change the subject of debate without your opponent realizing the subject has been changed.

Smith Testimony
page two

Voters and the Congress, members of both parties have been caught up in just such a maneuver.

We've been distracted from the underlying principle of Democracy, that all men are created equal, which places the same value on each of us. I call that value "human dignity". It's not subject to change, it is a religious value, moral at its center, as compared to value in the market place which is essentially "amoral" and subject to rapid change.

The effect of this political maneuver, and the principle it hides must be debated if this form of government is to survive.

Let me give you an example:

Maui County was infected by this idea, when voters elected a Mayor in 1980 whose administration embraced the idea that government must submit to the rule of the market place, the rule of supply and demand. We are reeling from the effects. Community Plans enacted by our Council to control growth were dismissed in favor of stimulating and accommodating the buying and selling of land. Today we have inadequate water sources, roads, and a deteriorating social condition. Developers cannot build because of such inadequacies.

Other legislative directives were arbitrarily enforced, which again stimulated the economy, yet devastated confidence in the integrity of Government. (Exhibit B)

Deregulation of this sort could no longer be tolerated. So it found expression in another form, with equally devastating consequences.

Market strategists attacked the language of law, words that contain authority, shall and will were replaced by "may". (Exhibit C) The effect was to shift authority from the legislative directive to the implementor of the legislation. Along with this tactic came the use of words which suggest political acceptable ideas but mean something else.

The word "competitiveness" contained in Section 1011, (d) (1) of Chapter 28, it suggests that acquiring knowledge is like playing football. It is not! The word "competitive" changes the subject, it places the power to determine a policy of who gets what, how much and for what purpose. This authority belongs to the Congress, but you've given it away.

And why does this power belong in the possession of the legislative branch of government? Because all men are created equal which means the perception of human dignity as possessed in equal amounts requires fairness. My chances for fairness are better with a government whose authority resides in the collective expression of will power.

As the Bush Administration continues the process of transferring power from you, the process of destroying the "Goose" that laid the "golden egg", (Democracy which allows the existence of the perception of freedom, free enterprise) will continue.

Smith Testimony
Page Three

We must agree that free enterprize is one of many consequences of Democracy, not the cause of democracy.

Part Two

In preparation for this hearing I reviewed a document entitled Educational Excellence for the Pacific Era - The Hawaii Plan a study commissioned by the Hawaii Business Roundtable published in 1988. Two ideas underlay this study and are reflected by the use of the words "equity" and "mandate". Equity is used in place of the word "equal" and the cause of the deficiencies in Hawaii's System of public education is attributed to the idea of "mandate". (Exhibit D)

The report suggests that equal opportunity, the "same" opportunity is deemed appropriate for the successful learning. And I believe this same idea has found expression in the law discussed here.

Part Three

The following suggested changes to Chapter 28 address the concerns I've expressed in this testimony.

I request that the following amendments be considered by this Subcommittee:

1. That Section 1011 Purpose (a) (2) be amended to read: (2) to help strengthen the capacity of postsecondary institutions to responded to the continuing education and information resource needs of adults, especially adults -
2. That Section 1011 Purpose (b) be amended to include: (1) to insure equal opportunity and access for adults to benefits of public education resources.
3. That Section 1011 Purpose (c) (2) (B) be amended to read: to pay stipends or provide direct financial assistance to any individual participating in the programs established under this section, except to provide free, equal access to academic library information resources for adult private citizens regardless of participation in programs established under this section.
4. That Section 1021 (a) (4) be amended to read college and university libraries in acquiring technological equipment; conducting research in information technology and provide free and equal access for adults to public information resources.

Testimony Smith
Page Four

5. That Section 1029 (f) be amended to read: Grants under this part may be used only for books periodicals, documents, magnetic tapes, computer software, phonographic records, audiovisual materials, public use of typewriters and other related library services and materials (including necessary binding) and for the establishment and maintenance of networks for sharing library resources with other institutions of higher education and adult citizens.

Sincerely submitted,



Jim Smith

rate reductions and spending restraint will restore the savings and investment needed to create new jobs, increase living standards, and restore our competitive position in the world.

And here are a few paragraphs from the 1980 Republican platform relating to Big Government.

It is time for change—time to de-emphasize big bureaucracies—time to shift the focus of national politics from expanding government's power to that of restoring the strength of smaller communities such as the family, the neighborhood, and the workplace.

Government's power to take and tax, to regulate and require, has already reached extravagant proportions. As government's power continues to grow, the consent of the governed will diminish. Republicans support an end to the growth of the federal government and pledge to return the decision-making process to the smaller communities of society.

The emergence of policies and programs which will revitalize the free enterprise system and reverse the trend toward regulation is essential. To sustain the implementation of such policy, it is necessary to raise the public awareness and understanding that our free enterprise system is the source of all income, government and private, and raise the individual's awareness of his or her vested interest in its growth and vitality . . .

Our states and localities have the talent, wisdom, and determination to respond to the variety of demands made upon them. Block grants and

Arthur Thomas S. Holt

Exhib. A

revenue sharing provide local government with the means and the flexibility to solve their own problems in ways most appropriate for each locale. Unlike categorical grants, they do not lock states and localities into priorities and needs perceived by Washington. They are also more efficient because block grants and revenue sharing relieve both local government and the federal government from the costly and complicated process of program application, implementation, and review associated with the categorical grant system . . .

When we mistakenly rely on government to solve all our problems we ignore the abilities of people to solve their own problems. We pledge to renew the dispersion of power from the federal government to the states and localities. But this will not be enough. We pledge to extend the process so that power can be transferred as well to non-governmental institutions.

There was really nothing very new in those statements, of course. What's new, however, was that in 1980 Americans finally gave the Republicans a mandate to put their philosophy into practice. The public's frustration with and disappointment in Big Government had finally reached the limit.

And this revolution at the voting booth came none too soon. In the half century through the 1970s, the government's role in the economy has grown from near zero into a monumental monstrosity. Between 1929 and 1979, to be specific, total federal purchases of goods and services skyrocketed from \$1.3 billion to \$167 billion—a factor of 128! Inflation contributed to the swelling figures, to be sure. But even on the same current-dollar basis, the nation's

Exhibit B

MAUI NEWS

LETTER TO REALTORS

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at**Policy keeps changing**

As a real estate professional for over 20 years, I am constantly amazed at the zeal and innovative ways in which the county attorneys interpret the existing building codes. Through three administrations their interpretations on agricultural land have gone from building guest houses, i.e. cottages, to no cottages but farm dwellings, to only one dwelling being permitted.

All these decisions have been administrative, quietly and without any community input. The codes haven't changed, just the interpretations.

It makes our job as a Realtor difficult and anyone who is thinking of purchasing property leery because guidelines seem to float, depending on the wind.

Donna P. Ting
Wailuku

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MAY 1990GLENN M. KOBARA
Corporation CounselPAUL L. MORIYAMA
First Deputy Corporation Counsel

JUN 5 11 28 AM '90

DEPARTMENT OF THE CORPORATION COUNSEL

County of Maui
200 SOUTH HIGH STREET
WAILUKU, MAUI, HAWAII 96793
TELEPHONE (808) 243-7740

June 4, 1990

MEMO TO: Council Chairman Goro Hokama
FROM: Guy A. Haywood, Deputy Corporation Counsel
SUBJECT: LIQUOR LICENSE FEES (COW 10)

In your May 7, 1990 letter you requested the following:

1) Whether under Rule 5-1(b) of the Rules and Regulations of the Liquor Control Commission a licensee is subject to a basic fee and a percentage fee or only one fee which was made up of the greater of the two.

2) An explanation of the impact on Rule 5-1(b) on large and small licensees.

3) Whether Rule 5-1(b) satisfies the intent of Hawaii Revised Statutes §281-17.5.

I. The rules and regulations of the Liquor Control Commission state a basic fee or a percentage fee must be assessed, but practical application of the rule requires they both be assessed

Rule 5-1(b) states:

Licensees...shall be subject to the basic fee or a percentage fee, whichever is greater.

The rule lists the basic fees for the different classes of licenses and provides a formula for computing the percentage fee. The percentage figure is calculated with the following formula:

$$\frac{EE - BF - C}{EGS} = \text{PERCENTAGE}$$

EE = Estimated Expenditures (current fiscal year)
 BF = Basic Fees (current fiscal year)
 C = Carryover (prior fiscal year)
 EGS = Estimated Gross Sales (current fiscal year)

exhibit c

BEST COPY AVAILABLE

Council Chairman Goro Hokama
June 4, 1990
Page 2

Once the percentage is established, the Department multiplies it by a licensee's gross sales for that year. This gives the percentage fee for each licensee.

Although the rule indicates the Department is required to charge one fee or the other, a literal application of the rule is unrealistic.

I reviewed the Department records for last year and applied the literal interpretation of the rule. If you take the basic fee or percentage fee the result was an operating deficit for the Department. The language seems to indicate one or two fees should be charged, but if you do so the formula does not raise enough money for the Department.

The Department has been charging all licensees both the basic fee and the percentage fee. The licensees whose questions caused this evaluation was treated the same as all others. The Department believes the basic fees are "credited" by subtracting them in the calculation of the percentage amount and there is no need to subtract them again.

Unfortunately, the literal application of the rule does not generate enough money for the Department. Also the deficit will be "made up" next year. It carries over to the coming year in the percentage calculation. The fees will increase to cover any loss from the previous year, and any deficit will balance out in favor of the Department.

I will advise the Commission to consider an interpretation of the rule which allows for a balanced budget, otherwise they are defeating the basic purpose of the rule, irrespective of its language. I will also advise them to change the language of the rule to avoid further confusion.

Rules of statutory construction require an interpretation that does not produce an absurd result. (See, Waikiki Resort Hotel, Inc. v. City and County of Honolulu, 63 Haw. 222, 1981.) The Commission should support an interpretation which sustains the purposes of the rule; to raise funds and not to create a deficit.

I will also recommend the Commission evaluate the formula for calculating the percentage fee. Subtraction of the basic fees from the operating budget lowers the percentage calculation and requires the addition of both fees. I do not have the background to evaluate the long-term effects of the formula, but it does not reflect a "true" percentage relationship between the department budget and the liquor receipts.

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Mrs. MINK. Thank you very much.

Ms. Blarcom.

Ms. BLARCOM. I am sorry you don't have my testimony.

I am here on behalf of the students, of course. I am currently a peer counselor at the Women's Center, downstairs, and will be working in Student Services for the summer.

I have come in contact with many students and our goal is to help women with barriers to academic success. One of these major barriers is financial aid. I have seen many women come in to the office, would love to come to school. I have the ability, I don't have the way. I have three kids. I am divorced. I don't have anywhere to start.

The problem is they say I own a home. Do I sell my home to return to school? And it seems a little ridiculous, but that is the bind women are in. They have to stay here and support their families.

Many times they are housewives, they don't have anywhere to go. They are in that vicious circle of welfare, they want to get off and go to school, but there is no financial aid for them because of their asset.

The tuition may seem small to residents, but when you think about the 20 hours they have to spend out of work, the job site, and come to school, it creates an even larger barrier for them.

They have to provide child care. And we are running into the problem where the community resources are running out. They are literally dependent upon MCC to provide them with child care and financial aid, which a lot of them are not receiving for one reason or another.

I am here today to speak for these women and other minorities that work with us. Retention is very difficult at this college. Women have a 60 percent dropout rate on its own, without the increased worry of financial aid. They want to go to school, but they find for one reason or another in the middle of the semester they have to drop out because they can no longer pay the rent.

Minorities are the same way. I have one student who dropped out three times. I called him up and tried to get him back. The problem is his parents can't name him on their income tax, but they will not fund his education.

Another lady who owns two homes and two kids and she wants to attend school and has a 4.0, and cannot come back. I would just like you to be aware of these things.

School is very non-traditional. The average age is 29 years. Many women are returning as well as minorities and have family, as I believe Mr. Miller does.

There is no way you can do it unless you have that financial aid and child care. I thank you very much for coming today.

Mrs. MINK. Thank you very much.

Sheila.

Ms. BRUENING. Hi. I am one of the non-traditional students at this college. I am 29, a single parent. I have a daughter 3 years old, and since my daughter was 6 months old, I have been trying to return to college.

I have had to drop out twice and each time it was because of financial reasons that I had to drop out. At this point I am going

into the nursing program and I am on DSSH right now, but I am trying to find a way to get out.

My major financial obligation is child care. It costs \$400 a month to put my daughter into child care. Three dollars an hour, which doesn't sound like much, but when you add it up and you include some time you have to study and you can't study with a two year old running around everywhere in your house. By the time you add it up, it is even more than rent if you are renting a room.

Ever since I have been back at this college, I have brought my daughter with me for three semesters. She has been in classes with me. This last semester I finally got a babysitter for her and I had to change babysitters three times, which can be rather traumatic in the middle of classes, middle of finals or mid-terms and your babysitter decides to go back to work and not babysit anymore.

And one of the main problems is there is nothing for children under 3 year olds and it is very hard to find any child care for anybody under 3 years old.

You are stuck in this system for at least 3 years and there are a lot of moms out there that want to get out. One of my best friends is a single parent and has four kids. She wants to return to school, but how can she? She is working all she can just to pay rent and put food in their mouths.

It has been said that yes, we need child care here, but I am asking you to please give some money to us so we can return to school. It would be a big load off DSSH, if you can get these ladies back in school, get a job so they can make enough money to survive.

Thank you very much.

Mrs. MINK. Thank you very much.

Ms. Hao.

Ms. HAO. I am a student here at Maui College. I am married. I have one 2 year old child. I am a financial aid recipient last year and without the financial aid, I don't think I would have been able to attend college, because one of my big problems was to find child care. It was very expensive and as Maureen said, there is nothing for 3 year olds.

And I would be able to finance part of it, but I had to deplete my whole savings. If it keeps continuing that way, I am afraid I won't be able to continue college. So I feel that financially it is very important.

Mrs. MINK. Thank you very much.

Priscilla Mikell, the counselor at Maui Community College.

Ms. MIKELL. Good afternoon, Honorable Chairperson Patsy Mink and other distinguished members of the committee.

As I stated, I am Priscilla Mikell and I am a counselor at Maui Community College.

Before I go on with my impromptu comments, I would like to acknowledge and thank these three young ladies who, on the spur of the moment, were willing to come forward and speak before this distinguished body.

I think they did a fantastic job without any advanced preparation. I, too, apologize for not having prepared testimony and I really appreciate the opportunity to come at this last moment and speak to you in support of the reauthorization.

You have already heard several speakers talk about the importance of this act—especially from a student perspective. You have heard about other kinds of administrative issues that need to be addressed and I would like to strongly echo the need for financial aid, the importance for financial aid for the non-traditional students that are now really, as you have heard before, becoming our traditional students, the need for financial aid to enable them to come back to school, improve their own, as well as oftentimes their family future's well-being.

As you have heard, the average age here at Maui Community College is approximately 29, and I think an average of 56 percent female students. So, again, you can hear the consistency and the demographics of our new traditional student population.

For that reason there are two issues I would like to address which I think are really important regarding eligibility for financial aid. One of them is the need for the administration to take a look at one of the restrictions on eligibility for financial aid. My understanding is that students who have a first bachelor degree are not eligible specifically for the Pell Grant and the National Defense student loan. I understand they are eligible for the Stafford loan, which at this time is approximately \$2,600 maximum for full time students in college.

When you take a look, as they stated, they are re-entrants. Mr. Miller stated family obligations, family debts. When you look at \$2,600 as an only source of aid that they will be eligible for, I think it is important to re-think the eligibility for other types of aid. In particular, I work with many nursing students, and in that field, in particular, we are experiencing many adults that are coming back and beginning second careers.

They have already earned a first bachelor's degree, have established careers and have decided that they would like to venture off into another area, for various reasons, and these students have experienced difficulty. The only aid that they are eligible for is Stafford and that is very minimal.

Our nursing students have extraordinary time and work obligations as compared to our general student population so they are not able to work as many part-time hours, or even full-time as maybe other students might be able to. So that is one area I have— from working with students in the trenches—observed and heard from students and I would like to encourage you to take a look at.

The other area is related to re-entry adults. My understanding, eligibility for financial aid is based on what is known as base year income, which is the previous year income. Again, with regard to re-entry adults, many of them, before making that important decision to come back to school, even part time, have established jobs. Many of them are working two jobs just to support themselves and make a living in this high economy.

And so for them to be able to come back to school means they will have to quit a job or reduce their work hours. When you look at the previous year income, they would have the makings of substantially more income in the previous year which makes them ineligible for financial aid and for them to come to school they will experience a reduction in their income.

I know there is a clause called "professional judgment." Unfortunately, though, I think that many students, although the financial aid office does attempt to inform students of this provision, many students are either, don't really understand it or they feel discouraged, they feel intimidated to pursue that process.

They get the student aid report, which is a letter that comes to them telling them whether they are eligible or ineligible and many times we see students who get the letter telling them they are not eligible for Pell, but they don't understand that.

They think they are not eligible, period, and they stop. They do not pursue it.

These are two areas I would encourage you to take a look at. I would encourage any kind of modifications or adjustments that can be made to take into consideration the special needs and conditions of the re-entry adults.

Thank you.

Mrs. MINK. Thank you very much, Priscilla.

I wanted to inform my colleagues, Priscilla, that you are the recipient of the State's award for the most outstanding counselor of the year. I just had the pleasure of presenting my own personal award to you for your services. I can see why you have distinguished yourself in your profession, and it is demonstrated by your presence here and by bringing your students you have shown how much you care about how they are doing in their particular efforts to improve themselves.

My colleagues have any questions?

Mr. JEFFERSON. I don't have any questions, Madam Chairwoman.

I want to take this moment, though, which I suppose is the closing moment, or one of the closing moments of this presentation today, to thank you once again for your leadership in bringing the hearings to Hawaii and to the neighboring islands.

I have heard the islands described, neighboring to the homeland of Honolulu. I think it says a lot about your attitude towards reaching out and serving everyone who is in need of service.

I am very proud to be a part of what you are doing and I hope that our efforts here will yield the results that are prayed for by the witnesses who have come before us today.

I particularly want to thank this panel for the work they did to prepare themselves. The work we do in Washington—as we said yesterday, it is for the students.

I am pleased to hear that you are benefiting from what we have done over the years. I am also pleased to hear your criticism so we can put into position and benefit more. Mr. Smith has shown his great faith in this system. I want to tell him you encourage each of us, I am sure, to continue in our efforts the deliberation and effort that it takes to vindicate the hope you have expressed here in our democracy and in our way of getting things done.

We are here to listen to you, which is the first step of being a good representative and then to go back and try to do something about what you did.

Thank you and thank all the citizens who participated today. It makes a big difference to all of us.

I have not had the occasion to visit Hawaii before. My wife is here with me. It is a wonderful opportunity. We have had to work

throughout the time we have been here which has been a mixture of exhilaration and a disappointment at the same time. Disappointment because we don't have enough time to take advantage of all it has to offer.

Thank you very much for letting me participate in the life of this community and I really want to thank our chairwoman again for what she has done to serve our Nation.

Thank you very much.

Mr. WASHINGTON. If I may, I would like to associate myself with the remarks of the gentleman from Louisiana, Mr. Jefferson, and in particular, to join in thanking you for giving me this opportunity to have my eyes opened even more.

Sometimes we look at things in too narrow a focus, I think, and I certainly know—that is, try to know of the needs in my community. It is both disheartening and frustrating and reassuring to know the people in your community feel the same way and suffer the same problems. The law is not working for the benefit of the people.

I think that demonstrates the wisdom and foresight you have, Madam Chairwoman, in bringing us here and giving us this opportunity. I do feel something significantly positive will come from the opportunity that we have had, not only to see the beautiful land and beautiful people, but to hear about the problems that affect your constituents as they do the rest of us.

Let me say to all of those who have testified, I think there is a thread that permeates the testimony I heard here, together with the testimony we heard on the island of Hawaii yesterday. Just using the persons on this panel as an example, I find at least a common thread in what Mr. Miller had to say in pointing out some areas and recommendations he wanted to make—and a good deal of common sense.

I could not, frankly, disagree with any of the recommendations Mr. Smith and Mr. Miller wanted to make with respect to changes in the law. That really is what democracy is.

Thomas Jefferson envisioned democracy in which a representative government, everyone was represented by someone.

Not necessarily the person in whose geographical area you have to live, but someone. Patsy Mink represents true and well her constituents. She is a fighter for human rights and fighter for human dignity. I would say that in Houston, Texas. I am not just saying that because I am here with her constituents.

I would say that to any group of people. You don't know me, but I hope over my service in Congress you will come to know I speak what is on my mind, without fear or favor. Let me say I share your frustrations. I see and feel those frustrations.

We are close. The system is set up to be for you. Each of you have testified in his or her own way beginning with the first panel and going through the last counselor.

There are things that need to be changed about it. There are things that don't make sense. When you are trying to get from here to there and trying to serve people and you find rather than a highway being built for them, you find stumbling blocks put in their way, it seems very frustrating to keep sight of the goal that this is supposed to be for you.

It is supposed to provide you with an opportunity to get an education and when you can't get child care, it—that is a greater stumbling block as not being able to graduate from high school, to get in at all.

I am not going to say we will change these things tomorrow, but I will say on behalf of these colleagues and I expect Congresswoman Mink will be in the Congress a long time, I expect Congressman Jefferson will be in the Congress a long time—I don't know whether I will be there long or not. That doesn't matter.

It seems to me we ought to do something about this problem. You know this is a very difficult and arduous process. It ought not to be, but it is.

It seems to me we ought to be able to find a way to touch the hearts of the men and women, as you have frankly touched mine here today. We have to find a way. If this is a government of the people, for the people, and by the people, then by God, the Congress of the United States, as a representation of you, must be able to find a way to deal with these problems.

We all came to where we are in different boats. That does not matter. We are all in the same boat now. It does not matter where you came from or who you are. This is America and America promises its people certain things, and when it fails to deliver the government has not done what it is supposed to do.

As three people who represent you in the Congress of the United States, I promise you here today if you will not despair—and not get up—it will not happen tomorrow, but I will never forget the emotional testimony I heard here today. Every time the subject comes up, I have the opportunity to do something about taking those stumbling blocks and making stepping stones out of them.

I will remember the fact it does not make sense you can't get day care for your child so you can get education. You mentioned the young lady who has a 4.0, it makes you want to scream. Here is somebody with all the potential looking for an opportunity, an opportunity that is supposed to be written in the law that we say and we think sometimes maybe the law is good, but it is interpretation of the law is wrong.

If you will do this for me, if you will not give up on this end, and not despair, give out sometimes, but not give up. I promise you I will not give up. And I will continue working with other men and women in the subcommittee and full committee and in the full Congress.

We will make your story told so wherever we find these roadblocks that stand in your way and stand in the way of your friends and neighbors that want to get an education, that want to take advantage of opportunities, one day before too long I promise you we will remove the stumbling blocks and all the other people that would be—you have the courage to go ahead and do it anyway.

I know each one of you knows 10 or 20 or 30 or 100s of people like yourselves. The cold war is over. The money we used to be spending on bombs and missiles we ought to be spending on people.

We borrowed from your future and your parent's future for the last 20 years. We don't need to guard ourselves against this enemy, they aren't there anymore.

They promised then we were going to take these resources and build a strong defense. We don't need a strong defense anymore. It is like taking the money I ought to take to send my children to school to build a fence.

When I don't need the fence anymore, I don't have any justification of taking the life bread from my children. You are my children. You watch on C-Span and you will see how difficult it is—and it won't be easy—but I promise you we are going to turn around that military budget like Patsy Mink was doing before it was popular to do it and we will put the money where it belongs, in educating our people, because that is the strength of America.

Thank you.

Mrs. MINK. Thank you so much, Congressman Washington.

You can see why I feel so fortunate to have had these two gentlemen coming here to participate in these hearings. We were told yesterday that this is the very first congressional hearings that have come to the State of Hawaii on the subject matter of higher education.

So your presence here today has made a great difference. You have triggered out this fantastic statement from Congressman Washington, and I know that he means every bit of it and we are all going back to our work and committee and try to translate your feelings and thoughts to our other colleagues who were not as fortunate to be able to join with us on this trip. Everything you have said, all the words that you have put down in this testimony will be taken back to Washington and we will get to work to see that it can be translated into a new philosophy, a new outreach to our students and make the higher education bill a living document which finally guarantees to our people all across the country the educational opportunity that we all believe our country not only owes it to our people but was required to make possible.

That is what America means to me and why I am so happy to be back in the Congress and on the committee that I started with years ago, because this is the future and you are the future. And so we are going to work together to make that possible.

Before I conclude the hearings, I want to insert for the record, with my colleagues' permission, a statement prepared especially for this Maui meeting by Senator Inouye, so with your approval, the statement will be inserted in this record at this point.

My thanks again to Congressman Jefferson and Congressman Washington and the two staff people for coming to this hearing and making it possible, and my special thanks to Dr. Clyde Sakamoto, provost of Maui Community College for making all the arrangements to make this hearing possible.

Thank you very much. The meeting is adjourned.

[Whereupon, at 1 p.m. the subcommittee adjourned subject to the call of the Chair.]



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