

BIOGRAPHICAL SUMMARY: Hubert V. Everly

"So the [UH Teachers] College was a unique college. It served a unique purpose in these islands, and it made us very conscious of the problems here of the social structure and the feudalistic economic system we had here in the islands. So that we became far more than educators, we became what we considered the social revolutionaries. That's what we thought of ourselves. The book we liked to read in those days was Dare the Schools Create a New Social Order? That was our bible. Boy, yes we dare create a new social order, and we're going to do it through public education. So we weren't just trying to get kids jobs, we were trying to get them jobs and hoping, then, they would transform society after they got out into it. And they did."

Hubert V. Everly, son of Hubert and Nest Everly, was born March 27, 1915 in Los Angeles, California. About a year and a half later, the family moved to La Jolla. Following his parents' divorce, Everly spent his childhood in the care of his mother and grandparents. He attended public school and a private military academy.

He came to Hawai'i in summer, 1933 to study volcanology. Encouraged by Dr. Benjamin Wist, Everly entered the University of Hawai'i Teachers College, where he received his B.Ed. and M.Ed. He continued his studies at Ohio State University where he earned a Ph.D. in 1946.

He was a teacher and vice-principal in island schools 1937-1941, principal at University High School 1946-1950, director of secondary education at the UH 1950-1955, and department chair in the UH Teachers College, 1955-1956. In 1956 Everly was named dean of the Teachers College, which became the College of Education and was reorganized into separate departments in 1959. He retired as dean in 1980.

Everly was elected to the board of the Hawai'i State Employees Retirement System for four six-year terms. He is actively involved with the Hawai'i Education Association and various retiree organizations.

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ORAL HISTORY INTERVIEW

with

Hubert V. Everly (HE)

April 19, 1991

Honolulu, O'ahu

BY: Michiko Kodama-Nishimoto (MK) and Warren Nishimoto (WN)

MK: This is an interview with Dr. Hubert Everly on April 19, 1991, at the offices of the HEA [Hawai'i Education Association] in Honolulu, O'ahu. The interviewers are Michiko Kodama-Nishimoto and Warren Nishimoto. This is for the DOE [Department of Education] project.

I guess we could start off with the simplest question, when and where were you born?

HE: I was born March 27, 1915, in Los Angeles, California. My parents tell me they moved to San Diego about a year and a half later, so the first I recall was living in La Jolla actually, which is a suburb of San Diego. And I lived there until I was eighteen, and then I came to Hawai'i. And I've been here ever since.

MK: You know, I was wondering about your family background. Tell us something about your mom and your dad.

HE: I never knew my father. They were divorced before I knew anything about fathers. I was raised by my mother part of the time, but she remarried and the relationship between her second husband and myself wasn't good, so I was put in the care of a grandmother and grandfather. And so I was with them a good part of my younger days. But I was a troublesome child in school so I kept being transferred back and forth between my mother's household and my grandmother's household, depending on whether I was recently expelled or picked up by the police or whatever was happening at the time. So it seemed to be that when one got too weary, why, the other took over for a while. So I was really a very troublesome child.

MK: And I know that your mother was a schoolteacher. What do you know about your family's educational background?

HE: Well, she was a teacher in what was called a continuation school in those days. It was a school that was kind of a bridge between high school and employment, and the children usually took a part-time job. So it wasn't a school where they used fully certified teachers. She had only two years of college, and she taught home economics, in addition to job skills, to girls. My grandmother was not employed. My grandfather worked in a department store as a department store clerk.

WN: Did you have brothers and sisters?

HE: My brother---I have one brother from her first marriage, and for some reason or another he seemed to get along better. He stayed with the family, so I didn't see a great deal of my brother.

WN: This is from your mother's first marriage.

HE: My mother's first marriage. Her second marriage she had two more children, a boy and a girl. And of course, since---again, since I wasn't living with the family, I didn't see much of them either. So it's kind of an unusual family background, and it's one that leaves you deficient in some ways, because you're not sure, for example, how a father is supposed to act if you never had one. And yet, here I am a father, so. . . . My half-brother is in the oil business and lives in Calgary, Canada. My half-sister is married to an oil man who's retired, and they live in Kapoho on the Big Island, a property that I located for them. So I do see her occasionally. My own brother died, oh, maybe fifteen years ago from cancer. So only very slight family relationships. When I came to Hawai'i I lost track, really, of virtually everyone in the family. My mother, by that time, had moved to Alaska. She was very fond of Alaska and was unable to persuade me to come to that state, so fortunately I stayed in Hawai'i. So I have an occasional cousin here and there, but I really have lost all touch with family. I have very little in the way of family background to report to you. So it's not very interesting. Sorry.

(Laughter)

WN: Well, you were talking about some problems that you had growing up. What can you tell us about it?

HE: I don't know what the problem was. I recall feeling very bored in school and very resentful of authority. Those were two things that were troublesome to me, so I was always outspoken and misbehaving. I was first expelled in the first grade, if you can believe it, for disrupting the class, and they said I wasn't ready for first grade so I was sent home. And then when I did enter, we skipped first grade and went into second. And then I was expelled again in the fourth grade. I think I was disrupting a school play or something at that time. And again in the seventh grade. Again, misbehavior in class. And then I was put into a military academy in an attempt to discipline me, and I was expelled from there in the eighth grade. And then I went to a little country school out in the desert of California and came back to---the academy took me back in the ninth grade, and I managed to get through. Although I was demoted to private shortly before I graduated, so it wasn't a happy existence there, either.

But I came to Hawai'i to---I was interested in becoming a national park ranger, and I came to Hawai'i---to your national park---to study volcanology in the summer of 1933. I had an athletic scholarship to USC [University of Southern California], so I was supposed to return to perform that function, but I liked Hawai'i so well I stayed. Of course, there were no jobs in volcanology except the one that Thomas Jagger had. I ran into Ben Wist over there. He was teaching that same summer session and persuaded me that I ought to try to become a teacher. I was really more interested in his daughter [Zoe Wist] than I was the prospect of being a teacher.

(Laughter)

WN: We can get into that eventually.

HE: So that's how I happened to stay in Hawai'i, and I never went back to California.

MK: You know, moving back a bit, you were saying that you were bored with school and you were not happy with authority.

HE: Yeah.

MK: I was wondering, how would you characterize the teaching that you experienced as a child?

HE: Well, everything seemed to move very slowly and to be very routine. And they tended to teach everyone at the same pace and the same thing at the same time. Well, an example would be this first-grade experience. The teacher had printed some words on the board. And we had a bunch of letters, and we were supposed to make those same [words] on our desk, you know. Well, a very simple thing. We were all done, so a friend next to me and I began to invent our own words and change them around. And I suppose some of them were not nice words. And as we began to giggle over the words we were doing, while, the rest of the class was still doing their function. Well, we were disruptive. So then we were sent to the principal's office, and the principal said, "Well, you want to laugh? Go ahead and laugh."

So of course I did, "Ha, ha, ha," right in her face.

"Home!"

So my memory of that was it was a stupid exercise, unnecessary. We were prepared to create our own words, not copy words off a board. And many things in school seemed to be that way to us. So when you're---when it's not necessary to pay attention, why, then you begin to create mischief, and I think that was the problem. So I spent an awful lot of time in the principal's office---they used to just let me sit in the office, rather than disrupt the classroom---until I finally quit going to the office and just went off, around the neighborhood, whatever. They really didn't have the hands to supervise people like that, and they were kind of relieved that you didn't come.

MK: You know, you mentioned that you were sent to a military academy later . . .

HE: Yeah.

MK: . . . primarily for disciplining or, in a sense, kind of taming you. How was discipline dealt with in those days.

HE: Well, the military academy, of course, had all kinds of routine punishments---marching in full uniform with a rifle by the hour or demerits and that type of thing. I found the military school a good experience because I got into athletics in this school. It was a small school, and we were playing against all the large public schools in the area. Private schools in California don't have the aura that they do here in Hawai'i. They're not as large or well funded, either.

So we were a very small school and we got beaten frequently, so it was a good opportunity for somebody with modest skills to succeed. I think my interest in athletics probably cleared up things more than anything else. So I would say that probably helps. That's one of the issues we have here in Hawai'i, whether you let kids who are in trouble or not doing well in school get into athletics. I would say athletics can be very helpful to people, and we ought to try to get them into it rather than take them out of it. But that's not the sort of thing you think about at that time. I didn't really like the school because they used a lot of authority, which I resented, and I'm not fond of the army. I did serve in the army during the war, and the same thing that you find objectionable in the military school is true in the army, that wisdom is judged by rank rather than by merit. And I find that infuriating.

MK: During your time as a student, were there any exceptional teachers that had any influence on you?

HE: I don't recall any. I really don't. I'm sorry to say that, and it often is true, apparently. There may have been some in higher education, but I certainly don't recall any in—I think the quality of teaching in this academy was very poor actually. A lot of 'em were just retired military officers who wanted a chance to wear their uniforms to class and didn't worry about the kids. The school was full of broken-home children, like me, and the children were just sort of put there in cold storage for the convenience of family. So there were a lot of troublesome kids in that school, which means that you seemed to learn to become very combative yourself, of course.

MK: So in looking back on those days, what was your estimation of, say, teaching as a profession?

HE: I never would have thought of going into such a profession. I thought school was primarily a waste of time and a bore, and I never thought about getting into it for myself. I loved the outdoors, and I spent a lot of time and summers in national parks, and I really wanted to be an outdoor person. I still love to hike and still love the outdoors and still have that very great interest, which is what brought me to Hawai'i. But, you have the necessity then of earning a living if you don't want to go back into a social order that you found very unpleasant. If you want to stay in Hawai'i, then you've got to find something to do in Hawai'i.

My first job in Hawai'i was in the pineapple cannery at Dole Pineapple. And this was during the depression that I came here, and despite that, there were lots of jobs that were of the menial sort. You know, yardwork, dishwashing. I worked my way through school because I had cut myself off from my family and I had no source of income except that which I could earn for myself.

WN: When you were at USC [University of Southern California], what were your plans?

HE: I never got there.

WN: Oh, you never got there.

HE: Yeah.

WN: Oh, I see. You were ticketed to go there.

HE: Yes, I was an all-city football player, despite being in a small losing school, because I apparently was very aggressive. So I was a lineman. I was not big enough to be a lineman in today's game, but I was big enough in those days. And I also was pretty good in track. I could run the half mile in two minutes, which is not very good nowadays, but it was pretty good for a high school kid in those days. So they wanted me both for football and for track. USC, at that time, was a football power and also a track power. But I don't think I would have been good enough to be that outstanding, and I really wasn't interested in it. It was a way to get into school free. My mother, you remember now, had only this low-paying job, and she had four children, and we really were not well off at all. So if we're going to go to college, it's going to be on your own. But it looked to me—and Ben Wist told me he was sure I could find jobs. And I think he did help me find my first job, which was to be a dishwasher and housekeeper in the Atherton House. I don't know if you remember, Atherton House used to be a dormitory. So that's what I did at Atherton House. So I didn't get into athletics at the UH [University of Hawai'i] because I didn't have time. You don't have time when you're working yourself through school. You've got to work after school, you can't be running around the track.

WN: So you were ready to go to USC, you were ready to play sports at a prestigious school, and then you decided to drop all of that and come to Hawai'i.

HE: Oh, Hawai'i was—I was so enchanted with Hawai'i. I can't tell you how enchanted I was, immediately, with Hawai'i. I just. . . . It was just wonderful, that's all.

WN: What did you hear about Hawai'i before?

HE: I thought it was probably like a jungle with monkeys and snakes. I had no idea. I wasn't interested in Hawai'i as a social order, I was interested in your volcanoes. I came to see the volcanoes. You had active volcanoes, as you still do, and it's a wonderful laboratory for somebody who loves the outdoors and wants to get into something unique.

WN: And had you heard of Dr. Jagger prior . . .

HE: Yes, I had. And I had heard about the summer session. It was held on the Big Island and in the Volcano House, the old Volcano House. And it just happened that the summer session was primarily put together for teachers in service, and most of the courses were education courses. And they were people who were normal school graduates or working their way through normal school—now, into the new Teachers College at UH, which took—remember, it moved in '31. This was '33. So here I was. Instead of dealing with what I had hoped, which was primarily a course in the outdoors, it was a group of teachers trying to upgrade themselves. But it was an interesting experience as well, nonetheless. It was a terrific experience. Oh, that was a wonderful summer session.

MK: When you came here as—I guess, as a poor student . . .

HE: Yeah.

MK: . . . you had to work your way through college. But you're *Haole*, coming into Hawai'i. Now, how did people view you back then?

HE: They all thought I was an exchange student. The University of Hawai'i had an exchange program at that time with some small liberal arts colleges in Southern California—Pomona, Whittier, Redlands, Occidental, the like. And one of my roommates was one of those. But they were juniors, the exchange program was juniors, and we sent local kids up to these same schools. It was so unusual for a *Haole* to go to University of Hawai'i of his own volition. Especially coming all the way from California to come here, when the desire here was to go to California, rather than the reverse. Yeah, I guess I was considered unique all right. In looking back on the enrollment of my freshmen class at that time, the whole school was primarily Americans of Asian ancestry who were trying their best to use the university to climb up the economic ladder. So the number of---there couldn't have been even 10 percent *Haoles* in my class—in my graduating class—at UH. It was primarily Japanese and Chinese.

MK: And based on what you saw as a college student, how did you view society here in Hawai'i?

HE: Well, that was the most fascinating thing about it. You remember, San Diego also was a multicultural community. It has many people of Latin ancestry because it was close to the border, but it also had a very large Japanese community. In fact, the place where I lived in La Jolla was next to a large acreage of tomato farms that were owned by Japanese farmers. Their children were going to school the same time I was. There were some Blacks, but not as many as there were of these other two ethnic groups. So I'm no stranger to Japanese. I had learned to admire and like them. I went to Japan at the end of my freshmen year at UH to a Japanese-American student conference. I spent two months in Japan on my own just traveling around. So I had an early introduction to things Japanese, which has proved very useful to working in Hawai'i, where we have a large ethnic minority of Asians. But I didn't come here with the idea of liberating any ethnic group. I came here to look at a natural phenomenon which was unique in our country. There is no place else where there's live volcanoes going on.

WN: What did you do in the cannery?

HE: I was a trucker, platform trucker. Did you work there?

WN: Well, I'm familiar with it.

HE: Yeah, they used to bring in the pineapples in wooden boxes—stacks of wooden boxes—on flatbed trucks and you need somebody with a handtruck to pull off those stacks and run 'em down the platform to the Ginaca machines, where they take the peel off before they go in to the trim tables inside. Did you ever work there?

MK: For a couple days.

HE: Oh, really? Where'd you work? Trim table?

MK: I couldn't hack it. I couldn't pack well.

(Laughter)

HE: Oh, you were a packer, huh? That's a terrible job, isn't it?

MK: They wouldn't even let me try to trim.

(Laughter)

HE: They only paid twenty cents an hour in those days, but you could buy a whole meal for twenty cents. You could save enough—tuition was seventy-five dollars, at that time, per semester, so you could save enough during the summer to pay your tuition.

WN: Was this Hawaiian Pineapple [Company]?

HE: Yeah. Dole it was called then. And then you could get part-time jobs, enough to provide your lodging and your food. There always were jobs around. People say they can't get through school nowadays. I have no patience for that kind of attitude. There were no scholarships in those days, there were no loan funds in those days. You either had cash or you didn't go. And yet it was easily possible. There's no excuse for people not going to school because of financial hardship. It is possible, but you have to be willing to do anything. And many of our young people do. How many teachers do you know who were maids before they became teachers? You don't worry about taking menial jobs because you know your future is not going to be a menial one. This is just a stepping-stone to something that's really going to be great. So you're willing and able to do everything.

MK: So you had a sense that even though you took a menial job now, things would get better?

HE: Oh, yeah. I don't mind menial jobs. I never mind menial jobs. Remember, I come from a family background of people who were not professionals. I'm the first person in my family ever to graduate from college. And we were what you would call, I guess, lower-middle class at the best, maybe lower than that.

WN: Let's talk about meeting Dr. Ben Wist. How did you first meet him?

HE: I was very fortunate in the encounter. You've asked earlier about people who had an influence on my life. Well, I have to say he was certainly one who had a great influence, partly because he provided me with my wife, and also, he directed me into this profession. And having gotten me into it, I think guided me very carefully, so that I probably had more wisdom about how to function in Hawai'i than I would have had if I had just been on my own entirely.

WN: So you were still interested in volcanology when you met Dr. Wist?

HE: Yes, yes. He was teaching in that summer session. That's how I met him. I didn't take his course. I took a course in botany and one in volcanology. But his daughter was the librarian for the summer session, and I met her, being in the library. And the first thing you know, we're going on walks down the volcano paths, and that was really the attraction. And eventually we were married four years later, after I graduated.

MK: What did Ben Wist say to you to get you involved in teaching, besides the lack of jobs in volcanology?

HE: That was primarily it. It wasn't till I got into the Teachers College that I realized there weren't jobs in teaching either. This was the middle of the depression, and they were letting teachers go. In fact, they had a new rule that teaching couples, one of 'em had to drop out—usually the wife, of course—because they needed to save the jobs for other people. The Teachers College at that time was rigidly controlled as far as entry was concerned, so they took in no more than they expected to fill the vacancies that were available in the DOE [DPI, Department of Public Instruction]. It was a very closed system. If they had a quota of sixty, they kept sixty, and number sixty-one was transferred to arts and sciences. If they had a quota of thirty, they kept thirty and that was it. So it wasn't true that there were a lot of jobs, but I learned later, of course, that Ben Wist was having trouble attracting students to his college because he—first of all, it had just been created as a college at UH. The [Territorial] Normal [and Training] School was now closed. And everybody was aware that there had been a 20 percent cut in teachers' salaries by the Republican-controlled legislature of the day, and that jobs were hard to come by [for] the people who graduate. Even with this careful quota, there still were not enough jobs for those who were looking for them.

So I don't know why he wanted me, really. I'm surprised that he did. He had an idea that he needed more men. He was getting only women that were coming in. He also was trying to get racial mix. He was concerned that if he had only women and only Asian women, that this would reflect badly on the public schools and the movement toward private schools would be increased. And so he was trying very hard, in those days, to have a racial mix, but doing it very quietly and surreptitiously. In fact, you will find nothing in the records to substantiate what I am now saying. And I was very unhappy, personally, with that, and that's one of the first things I did away with when I became dean. As the result of that is the large influx of Asian Americans into teaching, so that to this very day, the DOE is being accused of being careless about trying to get the racial balance in their teaching force. I frankly still don't consider that a problem. I think we should be looking for able Americans, regardless of race or sex. But I thought you might be interested in that little sideline. He got himself in trouble actually. *Hawai'i Hochi* jumped on him at one time for excluding able young Japanese students because he felt he had enough. They accused him of racial bias, and it was very wounding to him.

WN: Were there other non-Asian males, besides yourself, who he included?

HE: Hawaiians. He always was trying to find enough Hawaiians. And as a result, I think we got some very weak people in because he was willing to overlook poor academic quality in order to get the racial mix. He was just hipped on this idea. Now, of course, in a way he was correct about this foreboding of the influence of private schools, because private schools, at that time, were primarily Caucasian but were increasingly becoming heterogeneous. The English standard school was still in its heyday as an effort to make public schools segregated by race, but it's not only the students who go to a school which make parents upset, it's the teachers. And so if you've got *Haoles* who want to send their children to a public school, even though it's an English standard school, if you've got a Japanese teacher there, they're going to say, "Wait a minute, what's this? What's this? I think I shouldn't send him to Roosevelt, the English standard school. I should send him to Punahou [School], down the block," where the teachers were all *Haoles*, and most of the students. He wanted to avoid that. And I applaud his motive, but I don't applaud the method. I think the method was wrong.

MK: What did he offer these students to recruit them, what incentives?

HE: Jobs. Remember, this was the depression, now. Jobs were scarce in all walks of life in those days, unless they were the most low-paid menial thing you can think of on a part-time basis. I'm thinking of dishwashing, yardwork, babysitting, cannery—in season. Cannery is not a full-time job, as you know, for most people.

MK: So when you entered Teachers College, what did they teach you?

HE: Well . . .

MK: How did they train you?

HE: The curriculum at that time was still very much like the normal school. Now, if you're familiar with the normal school curriculum, the normal schools of the country tend to try to teach everything within their own campus, that means subject matter as well as psychology and methods and the rest. So they're trying to give you a college education at the same time they're trying to prepare you for the skills for a profession. The result of that is, though, that the subject matter offerings of a normal school are usually inferior to those of a multi-college university and inferior, of course, to a liberal arts college where you have departments. A number of the people teaching in the Teachers College at that time were just transfers from the normal school, and many of them were inadequately trained. They were paid less, of course, than the university. And so there was some pretty poor teaching going on, frankly, in that school.

Gradually he was beginning to get them into the subject matter of the liberal arts college across the street, but there has always been a problem at UH between the Teachers College and the rest of the campus. I suppose partly because of our history, but we're still looked down on, even today. We're on the wrong side of University Avenue, and there's a constant struggle for recognition and resources between the majority of the liberal arts faculties and their administrators and the professional schools, and in particular, the Teachers College. Most liberal arts people feel that it wasn't necessary for them to be trained to be fine professors so they don't think anyone else should have to be. What they really need is a good, sound grounding in their subject. Even if they're going to teach kindergarten, that's what they should have. So you have this constant struggle—policy struggle—and I had it all during my career, and I'm sure they're still having it this very day.

We always had trouble getting buildings, for example. This is what led me to be so active in politics, and so active with the teachers' union, and so active with the Department of Education, because I was looking for allies in order to bolster our right to exist and our right to be provided resources necessary to do the job. But we'll get into that later. I mean, that's---my whole career has been built on not only the university but the closeness to the teachers that we trained and the administrators and the system that employed and operates them, and the union, which protects the teachers.

And serving them in that regard, my work on the retirement system—I was on the retirement system board for twenty-four years. And unless you know how a retirement system operates and what it's like, you don't see the significance of that. But I tell you, it is a very significant

connection. So as you begin to try to interview me to see how things function, that's the way I function, to be very close to the people who have been going through our school and who are now employed and who are now in position to bring new people into our college of good quality, and also, then, in the position to help the schools succeed. Public schools, now, because we felt we were always in a contest with private schools, and I think we are, still to this day.

WN: Back then, was teaching considered more of a trade than a profession?

HE: It wasn't considered—it wasn't looked down upon by non-*Haoles*. *Haoles* looked down on it just as they do in most of the United States. But it was a step up in the world for non-*Haoles* in Hawai'i who were coming out of immigrant status. These are now the children of immigrants in the main. These were our nisei—of many races, of course, not only Japanese but Chinese. In fact, Chinese were more largely represented than Japanese in those days in Teachers College and in the university, in terms of their numbers in the state, in the territory. They looked up to education. And you find many people in our community today who came through the old Teachers College—and the normal school, for that matter—they used that as a stepping-stone into other things. You find 'em all through the state. Many of 'em went into law or medicine, politics. So I don't think people who were in it looked down on it. It's those who thought they were above that. This is why I never went to look for *Haoles* to come into the Teachers College. The hell with 'em.

(Laughter)

WN: So the *Haole* attitude is more, good teachers are born and not made?

HE: Yeah, yeah. Don't you think that? You both were graduates of the liberal arts branch of UH, aren't you?

WN: Yeah, well . . .

HE: Yeah, what college were you in? Arts and science, huh?

WN: Right.

HE: And what department?

WN: History.

HE: And you?

MK: The same.

HE: History, yeah. Well, I know Don Johnson and so do you. And [Charles] Hunter, and [William] George, and, well, the whole crew over there. They're all friends of mine. They're all friendly on a social basis, but when it comes to a policy basis, they're opposed to us. They think the best way to train every social studies teacher is to have 'em get a major in history, right? And they're just wasting their time taking those Mickey Mouse courses over there in

the Teachers College. And every department feels the same way. If you'd been in the English department you would have found the same attitude. And I can give you the same names of the people who had those attitudes. We have constantly had that problem, of satisfying the liberal arts faculty and people in the community who look up to those people that we're doing an adequate job of preparing them in academics. And I can tell you later what steps we took to make that happen.

There was never a problem getting our people able to get a good academic background because they were superior students. We were getting the very best students in the university into the Teachers College. So when our English majors went into the English department, they can outperform the English majors, they can outperform the history majors. Except in social studies, because you need a broad background. They rarely became a history major, also they had to have political science, economics, and sociology. So they tended to be only minors in your field, [i.e., history]. But in an area like English, the best students in the English department were from the College of Ed[ucation]. There was no problem. They could have taken all English and managed to do it. We just felt they needed to know more than that. And a guy who knows all about Chaucer doesn't necessarily know how to teach a second grader how to read.

MK: So back in your days, when you were being trained as a teacher, you took subject matter as well as methodology?

HE: Yeah, all within the Teachers College.

MK: And so . . .

HE: Only gradually were we getting into the academic departments of the other side. Now, Wist was trying to do that. I don't want to fault him for that. That's one reason he wanted to merge with the university, because he was having to do it all down there in the normal school under the DOE. See, the DOE ran the normal school. He wanted to be in the university. The university had a small department of education that Thayne Livesay headed—he was a psychologist—and they did train some high school teachers. But primarily, teachers of the territory were being trained by the normal school, and it was up to him [i.e., Wist], then, to get his students into the other departments. But he did not have as outstanding a body of students in those days as we came to have later because of his insistence on taking mediocre students in order to get a racial mix. I really hate to say some of these things because I don't think anyone's aware of that and I'm not sure it's. . . . I want to emphasize that he had a very fine motive for doing it. He was not a racially biased person. He wasn't particularly looking for a lot of *Haoles* either. He was looking for men. He was willing to take what I considered mediocre men in order to get a balance. I think that's unnecessary. I don't know if men are any bit better teachers than women or necessarily any different even. I think that's just a fallacy.

MK: So in your case, what subject matter did you concentrate on?

HE: Oh, I went into English and social studies, with a minor in speech and dramatics. And those were the subjects I taught when I first went out.

MK: And then in terms of, say, methodology, what was the prevailing methodology that teachers were . . .

HE: Oh, memorization, memorization. Large lectures. You must have had that yourselves? You know, History 101 is what, 300 kids? And all sitting there taking notes and giving 'em back on an exam, which is very easy to do for somebody who is intelligent. Memorizing things has never been a problem for me, and I found it very simple.

WN: Now, was there practice teaching done at the normal school?

HE: Yes, they had their own lab school at that time, and they moved the lab school up. The lab school for the normal school was the old Fort Street School. You remember, teacher education started at McKinley, as a department of McKinley High School—Honolulu High School, actually, it was called then. And then became—the normal school separated from McKinley in 1900 after we became part of the United States. And the old Fort Street School was an elementary school which was taken over by the college to be its practice school. And then when they moved up on [Lunalilo] Street—there's an old folks home up there now, in that site—they moved the lab school up there. It was an elementary school. And then when they moved into—when they were merged with the University, they built an elementary school. The wooden elementary school and the original Wist Hall were the two buildings that were put up at that time. And so they brought their school their lab school with them.

Now, it's when I became dean that I transformed that lab school into an experimental center and put all the practice teaching out into the public schools, mostly to free up the school for curriculum experimentation and innovation, but partly to give students a more typical experience as practice teachers.

MK: So in your days, when you were student teaching you student taught at . . .

HE: At the lab school right there in Wist Hall, that first classroom as you come into Wist Hall from University Avenue. It was the ninth grade, and I did my practice teaching in the ninth grade there. And you only did it for half a semester. You took courses half a semester and practice taught half a semester.

MK: After practice teaching, did you ever have any doubts about continuing in teaching?

HE: The only problem I had in practice teaching was doing all the lesson planning. I was very poor at lesson planning. I liked to be very free and open in the way I handled the class, depending on their reaction, and so my lesson plans were very sketchy, and they always found that a problem. In that day, they wanted your lesson plans to be very elaborate, and I just didn't believe in following it. If I had 'em, I didn't follow 'em. So I usually had trouble with my supervisor over that. But otherwise, teaching was really fun. It's just fun to work with people and the way they react. I really . . .

WN: Who were some of your supervisors?

HE: Spencer Tinker was. He became the aquarium director, you may recall. Spencer Tinker. He's been retired ten years. I guess you guys were too young to remember Spencer Tinker. I'm

trying to think of somebody you might know. Ida Caro. . . .

WN: Now, were these all university faculty?

HE: They were—yeah. By edict they were university faculty, but they had been brought up from the normal school and so they were not even second-class citizens. They were third-class citizens on campus.

WN: What were their credentials?

HE: Well, they all had degrees.

WN: Bachelor degrees?

HE: Yeah. Let's see, were there any doctors? Thayne Livesay, who was already at the university in psychology, had a doctorate degree. Wist, himself, didn't have a doctorate's degree. He got his doctorate after he became dean of the Teachers College. This *Century of Public Education* that he wrote is actually his doctoral dissertation. He wrote that at Yale. No, most of 'em did not have doctorate's degrees.

END OF SIDE ONE

SIDE TWO

HE: Well, you have to realize that TC [Teachers College] in that day was the law and medical school of UH. It was the place where immigrant children could look forward to becoming of professional status. You couldn't do it in the liberal arts college because there were no jobs for history majors. What's a history major of Japanese ancestry going to do in Hawai'i, in those days? So we were a sought after profession, eventually, when people began to realize the significance.

We have never placed in teaching more than half of our graduates. Even to this day we don't. Even the days when he was trying so carefully to graduate only just enough to fill the jobs, they still were getting into other activities, using teaching as a way of getting out. So the college was a unique college. It served a unique purpose in these islands, and it made us very conscious of the problems here of the social structure and the feudalistic economic system we had here in the islands. So that we became far more than educators, we became what we considered the social revolutionaries. That's what we thought of ourselves. The book we liked to read in those days was written by George Count called *Dare the Schools Create a New Social Order?* That was our bible. Boy, yes we dare create a new social order, and we're going to do it through public education. So we weren't just trying to get kids jobs, we were trying to get them jobs and hoping, then, they would transform society after they got out into it. And they did.

MK: When you were in Teachers College, what was the prevailing philosophy? Ben Wist's philosophy of how teachers should teach, what they should teach, and what is the aim of

education?

HE: Yeah. Well, my recollection of it—now, you're trying to get me to say what I think of it as a student. I didn't have that kind of missionary zeal at that point, and my main job was to get myself through school and then support myself. And school was very easy. It was merely a matter of going through certain ritual dances and performances, and it was—there was no problem getting A's in everything if you wanted to, if you could just control your boredom and your disdain for some of the stuff you did. So a lot of it was just performing in order to get through.

But gradually you become aware of this hostile society toward what you're doing. You know, society was really—organized society at that time was controlled by the Big Five, and they saw schools as actually a threat to their social order, school beyond the rudimentary reading, writing, and arithmetic at the elementary level. They only very reluctantly were persuaded to permit high schools to be established all over.

And my first job in my first high school—those schools were brand-new. They were just established. We graduated the first graduating class in Honoka'a. So you soon got a sense of, wait, this is more than just learning social studies. This was learning democracy and how it's going to take effect in Hawai'i. And I can't remember when the transition came, but it came very soon. And this is one reason I got so quickly into teachers' unions. Because we were not in control, that's all. We were being controlled by the Big Five and their legislature and their funding. Remember, we had a centralized system then, too. But the system was controlled by that Big Five crowd, and the funding for the schools was controlled, the rules for the schools were controlled, the school board was controlled. It was a terrible situation.

MK: Would you consider yourself a very unusual type of teacher to have this sort of view or was it a view that you think other teachers had in that time?

HE: That's a good question. That is a real penetrating question. Well, the trouble with a question like that is that all of us tend to see ourselves as the center of the stage. We all are vain about our own accomplishments. A lot of things happen while we're alive, and we attribute falsely the fact that we made them happen, when we may have had very little influence on them. So I apologize for that. This tape is going to sound very self-centered, I realize.

(Laughter)

WN: You're a retired—you know, you've spent all your professional life in education, and you were dean of the College of Education. You were at that cutting edge of the profession, and here we are asking you questions about how you felt back as a student.

MK: Way back, yeah.

HE: Yeah, yeah.

WN: And that's difficult, and we know it's difficult.

HE: I've never tried to think, when did the transition come? Some of it came before I got out of

the Teachers College, because, you must remember now, I was dating on a full-time basis. Ben Wist's oldest daughter, Zoe Wist, who was also in the Teachers College, two years ahead of me. She was older than I. And so I saw a lot of Ben Wist and his family as a result of that personal relationship. And he would talk to me about things.

One of the things that we were all concerned about at that time was a *Survey of Schools and Industry* [by the Governor's Advisory Committee on Education] of 1931. I don't know how familiar you are with that. I'm sure you must have heard that by now, because I constantly refer to it. It was an attempt by the ruling oligarchy of the day to suppress public education and to control its costs. And they imported a Mainlander to come down here and tell us we were overeducating our immigrant children and to knock it off. And that was when they set up—the legislature, controlled by this oligarchy, set up quotas for how many could go on to high school. You'd be amused to know that Mamoru Yamasaki, who is now chairman of the senate ways and means committee, was one who was denied continuation in school because of that, and he still remembers it. And you can imagine what an influence that has on his thinking nowadays. They also set up tuition charges, made students buy their own books, and had fees for certain courses.

So the whole thrust was to suppress education and to deny them funding, because the attitude was, we pay the taxes, we can decide where the dollars are going to be spent. They're not going to be spent on overeducating a bunch of immigrant children who ought to be staying on the plantation anyway because that's their only real source of employment. The future of Hawai'i is in agriculture, they preached. And the survey of that day said the main job of public schools is to teach children to accept their lot in life and not to aspire falsely to higher status. I was furious about that, even as a student. And of course Ben Wist was furious about it and fought it. And he and others like him of that day—Miles Cary being one of them—did our very best to fight it.

And so I can recall feeling this way long before I ever got out of the Teachers College. But when I got out of the Teachers College, my first job was in Kona, where you had a coffee oligarchy. My second job was in Honoka'a at one of the sugar plantations, where they were hostile toward that school, which was just being established there. And when you go out, dewy-eyed, full of enthusiasm to create a new social order, and you find the social order you're placed into is suppressive, you are furious.

MK: I was wondering, okay . . .

HE: And determined.

MK: You were furious and determined. How about your peers in Teachers College? As they went out to teach, were they also that way?

HE: I really got to think about that. Now, there were some—I want to say for sure there were others like me. I'm not a unique person. I had unique opportunities, because I rose to head the teachers' union, to head the Teachers College, to be a big influence in the DOE. So I was in a position to do a lot of the things I thought needed doing. I'm very fortunate that way. But you couldn't do it by yourself, there obviously were others. But the other *Haoles* of that day tended to be the wives of plantation officials, and they saw themselves as doing good. They

wanted to do good for these children of the plantation laborers, but they didn't expect them to leave and become professionals in their own right. That was not what they thought the job of the schools was at that time. So you did not have the school—Honoka'a School, as a school, did not see itself as a mission to liberate the serfs. They did not see that as their mission any way.

WN: Ben Wist's emphasis on getting a broad cross section of the population itself . . .

HE: Yeah.

WN: . . . to become teachers. It seems to me that that was sort of his statement on what you're saying.

HE: Yeah, yeah. That's why I do not want him to be recorded historically as being a racially biased person. I think he was in error in taking in mediocre people just to get a racial mix. But maybe he was right and I'm wrong. I don't know. Because I've created problems for Hawai'i by having the DOE so overwhelmingly represented by Asian Americans. It's a problem to this very day, so that even now you're beginning to see them take, I think, mediocre people of other racial ancestries in order to satisfy the need for so many Filipinos, so many Samoans, and so many this, so many that. It's a mistake to do that, I think. The reason we have so many Asian Americans in the system is because they respected education, or their parents did, and they sacrificed to send their children there, and they sent their best children there. And if they were the best, there's no reason why they shouldn't graduate and rise in the hierarchy. It would be an indication of racial bias if they didn't.

WN: Were there other options for these second-generation . . .

HE: Not in the professional. Not in the professional end. There was a small social work program, small nursing program, but what else was there, really? You wouldn't be training them to be farmers. They had a home ec[onomics] department, but that's to train you to be wives. If you wanted to strike out on your own and become a professional, teaching was it, for both men and women for that matter, but primarily for women.

WN: It seems to me that there was a true adversarial relationship between Ben Wist and the Big Five.

HE: Oh, there was. Yes, there was, but he was far more clever than I. He realized that you had to temporize and compromise and work with them. And he's far more skillful than I was at that, and we had many conversations where I found myself at bitter disagreement with him over his compromises. But he was right, I'm sure. One of his close friends of that day was Oren Long. He later became governor and a senator, but he was, for thirteen years, superintendent of public [instruction]. And it's from that relationship that I learned the importance of my own keeping close to the DOE. Because Oren Long and Ben Wist were a team, really, and yet Oren Long also compromised with the Big Five. He never would have been appointed to begin with or stayed in for thirteen years if he hadn't learned to compromise. And I think, to some extent, it took longer to accomplish what we accomplished because of those compromises, but he was probably right to do it.

WN: Do you have any examples of compromises?

HE: Yes, they supported—they continued their support of the English standard schools. And many of us were furious about that. We saw that as a subterfuge for racial segregation. Originally, if the *Haoles* were wealthy enough, they could afford to send their children to the private schools. But increasingly you had a new middle-class of *Haoles* who found the high fees troublesome, and also the matter of space. And I suppose probably the ruling oligarchy didn't want every kind of *Haole* going to their schools anyway, so they tried to set up, then, a system of public schools which were English standard oriented, figuring that only *Haoles* would be able to pass these English standards. And this was done in 1925. Now, this was done before I got here. Well, not that long before I got here, but it was in full flower at that time. And the DOE did their best to make it work, and I'm sure Oren Long tried his best to gradually transform these schools into heterogeneous schools. And he was successful. By the time Roosevelt stopped being an English standard school, it was one of the most heterogeneous schools in the state. Whereas, a school like Farrington was not heterogeneous at all because of the social mix around it. Or McKinley. McKinley used to be called Japanese High.

WN: Was there a relationship between Ben Wist and Miles Cary?

HE: Yes, but they were not really close. They were not friends because Miles would not compromise as much as Ben felt was necessary. He was very outspoken, and I'm sure Wist and Long protected him. He wasn't fired, but he was constantly being criticized by editorials in the papers of those days. I don't know if you've gone through the papers of those days, but Cary was always being criticized. And his core program that he developed, that we brought back from Ohio State [University] where it was initiated, was an attempt to relate subject matter to social issues. And of course, the social issues as we saw were far different from those of the oligarchy of that day, and so we were—well, for example, they were teaching about social security and the oligarchy was opposed to social security. That type of thing.

We believed in democracy. We ran little—out in Honoka'a we were running little legislatures in the classroom, showing them how you vote, how you put a bill together, how you pass a bill. "This was the way you do it." It's not in any of the books. We were doing it as kind of like a game. "This is how you do it." And you can imagine the attitude of the sugar plantation officials at that kind of malarkey going on. We should be teaching history and memorizing all those dates and learning the capitals of all those states and that kind of stuff.

MK: You were talking a minute ago about English standard schools. I was wondering, was there any sort of precedent for that kind of system to exist from the Mainland?

HE: No, not that I am aware of.

MK: So it's a uniquely Hawai'i creation?

HE: I think so. I may be mistaken, but I never heard of such a thing anywhere else.

WN: Were you ready to talk about Kona?

MK: Oh, just one more question. You know, you talked about sugar plantations saying that history should be taught with memorization and . . .

HE: Yeah.

MK: . . . concentration on certain things. How much did the sugar plantations really know about what was going on?

HE: Not too much, really, not too much. Fortunately, it was not too much, and neither did the DOE hierarchy either. Now, I realize, the DOE hierarchy are also compromising with these people, these district superintendents who were supposed to come out. The whole time I was in Honoka'a—I was there about four years, I guess, before I got transferred to O'ahu—I think I had the district superintendent in my class once, and his only comment was that my room needed painting. He didn't know what I was doing. I could be fomenting communism for all he knew, and he wouldn't know it. They really didn't have a good system. They thought they had because they passed out these textbooks and workbooks and so on, which we largely ignored. And you could do almost anything you wanted to in these classes. And these kids were so hungry for information on the outside world. You have to remember that Honoka'a in those days was a remote agricultural community. It took you all day just to go to Hilo and back, and when you got there, what is Hilo? And their expectations were limited by the plantation community. That's really what they thought in those days. It was only a rare few that could be inspired to think that the world exists out there. "You can compete with the rest of this world." That's why we got 'em into oratorical contests and into athletic contests. Anything to let 'em compete with the outside and show how good they are. And it worked. It really worked. But the DOE, while I think they were not opposed to children becoming interested in democracy, they certainly had to be careful how they went about it.

MK: So in those days, would it be true to say that the teachers and the principals at any particular school could kind of run it as they see fit?

HE: Yeah, I think they could, because they're so far away. How could somebody from Hilo get all the way out to Honoka'a to see what's going on? And he probably wouldn't have any particular ideas about things anyway when he got there. So it was an inefficient supervisory system, fortunately, at least in the rural areas.

WN: So Honoka'a was part of the Hilo, East Hawai'i district?

HE: Yeah, right, right. And West Hawai'i had their own superintendent [i.e., supervising principal]. Cecil Dotts was the district superintendent in Kona. Did he tell you that? Yeah.

WN: But there were also supervising principals at that time?

HE: That's what they were called. That's the same thing.

WN: Oh, that's the same thing.

HE: They were called supervising principals. Now we call them district superintendents, and there are fewer of them because transportation has improved. But I don't think the DOE is that

carefully controlled, even now. I've always told teachers, "Don't worry about people telling you can't do this and you can't do that. They haven't got the manpower to enforce their own regulations, fortunately."

WN: Was there a real adversarial relationship between College of Ed[ucation] and the DOE?

HE: Not in my time.

WN: Was it always harmonious, or was there . . .

HE: I don't feel that there has been a true adversarial relationship. I constantly say we're in bed together. Now, you do have jealousies and egos. You know, we have this lab school preparing English curriculum, and DOE has their English specialists, and if you don't consult 'em, you know, this sort of thing. Art King [director, UH Curriculum Research and Development Group]—I don't know if you've interviewed Art King yet, but Art King is a constant thorn under the saddle of the DOE because he's always criticizing them, and correctly. And they're criticizing him for being arrogant and doing things on his own and not knowing their field as well as they do and this thing of proposing impractical things. Yeah, that's kind of give and take. My goodness, you have this between the history department and the political science department, don't you, in liberal arts. This is just family squabbles. Basically, we're together, for self-preservation if for no other [reason]. And this is why we both, then, had to get involved in the teachers' union. It's Ben Wist who pointed the way for me to get involved in the teachers' union. The very first thing I did when I got to be a teacher was to join the Hilo Teachers' Union—that's what it was called in those days—and the Hawai'i Education Association, 1937. I'm still the president of the Hawai'i Education Association to this day, and keeping it alive.

(Laughter)

WN: So you graduated in 1938, and your first teaching job . . .

HE: Thirty-seven.

WN: Thirty-seven. And your first teaching job was over in Kona.

HE: Yeah, I had a substitute job in Kona before I became a regular teacher.

WN: How did you ever get there?

HE: Those days they were on a Kona coffee schedule. They stopped school in the fall when the coffee ripened and sent the children in the schools out to pick the coffee. There's the Big Five for you. So they had to give 'em time off in the fall to do that, so they went to school in the summer. The teachers couldn't, then, upgrade themselves, because the summer session courses were all in the summer. So they allowed a certain proportion to come to Teachers College in the summer, and that created openings for people to be substitutes. And I'm sure Ben Wist had a hand in getting me a substitute job. So that's where I had my first job, and then from there I was transferred. My first teaching job as an intern was in Honoka'a. That's where there was an opening. My wife was a librarian there. She was, remember, two years

ahead of me, was already employed there. And then there was no job at the end of that internship, so I stayed there because my wife was there and substitute taught. Then the following year I got a regular job.

MK: Going back to Kona, what were your first impressions there?

HE: Lovely place, wonderful place and wonderful people. I'm just crazy about Kona, and I still live in Kona a good part of my time. I've lived down in Nāpō'opo'o, where I used to go visit my children who were in my classes there. And it's still a lovely and wonderful place. And so are the people.

MK: So you taught at Nāpō'opo'o Elementary School?

HE: No, I taught at Konawaena, which is up on the Belt Road. It's still where it was then. English and social studies.

MK: And how was that school in terms of the other teachers, what you did there?

HE: Kona was a little different from other parts of rural Hawai'i because its agricultural commodity was coffee rather than sugar. There were three large *Haole* families that really ran Kona. And they were not part of the Big Five, but they controlled Kona with an iron hand. I guess I won't mention their names.

(Laughter)

HE: I don't know why. Well, all right.

MK: You can.

WN: We probably know the names anyway.

(Laughter)

HE: The Greenwells, the Hinds, and Paris. You don't hear the name Paris much anymore, but they were big in those days. Lincoln McCandless also lived there and there's one other estate that doesn't come to mind at the moment—big, too. Anyway, the controls in Kona were affected by short-term leases on the small leasehold holdings. Not only Bishop Estate, now, but the Greenwells and the Hinds and the others also owned vast acreage there. And they had very short-term leases, so they could control them, their political activity and their social activity. Yet, children, their parents were sending them to this high school, even though it looked like the only prospect for them was to pick coffee or do other menial jobs. That was what the preaching of the day was. They were still coming to that school, and many of 'em were walking for miles to get there. Because they were living on these little coffee farms way up *mauka*, above the school. And in the rain—rain or shine they were walking to school and walking to home. And I tell you, it makes you very humble as a teacher when you know somebody has sacrificed that much to get to your class. It makes you want to do a good job for 'em. But I remember feeling that school also was a beacon, it was a haven, it was an opening to the future. I didn't stay there long enough, unfortunately, to get involved with that,

because I couldn't get a job there.

So I got involved in a similar situation in the sugar plantations, which I saw as very similar. But plantations, you remember, were large corporations at that day, and they had even more effective controls. Because people were not landowners then, they were just indentured servants, many of them in debt to the plantations through the necessity to patronize the plantation store and use plantation doctors, depend on plantation fuel and housing. They really were like indentured servants is what they were. They weren't free to get away. So in a sense, they were worse off than the people in Kona. They at least had a lease on something. They could develop their own place and make it feel that it was theirs to some extent then. But I'm sure we all felt the schools were most important to that society that we saw out there. And I'm sure I'm not the only one.

WN: So Honoka'a was a new school?

HE: Yes, it was a new school. It had been there a long time as an elementary school. They just celebrated their 100th anniversary. And Governor [John] Waihee, I'm proud to say, graduated from that school. And one of my students who was a lieutenant governor, Nelson Doi, was student body president, the first student body president there. And I found a ready audience in people like Nelson—Kiyoshi his name was then. Because he also felt he wasn't going to stay on the Big Island, and there were others like him we could preach to. And he was right.

MK: Before Honoka'a High School existed, where did the kids go?

HE: That was the trouble, you see. They had to go to Hilo. How can anybody go to Hilo and go to high school? There's no way you can go to Hilo. If you lived in Kohala, you might as well have been on another island. You couldn't possibly go to high school. People in Kohala that day were being sent to Honolulu to go to Honolulu [i.e., McKinley] High School and live with relatives in Honolulu. And same thing, people out in Hāmākua were being sent to Hilo to live with relatives so they could go to Hilo High. It was terrible, terrible. And yet, you had one on each island. You had one Kaua'i High in Līhu'e. Well, how in the world would people get all the way around Kaua'i to go to Līhu'e? Disgraceful, really.

MK: So how did Honoka'a High get started?

HE: Well, we got started because of the *Survey of [Education in Hawaii]* of 1920, the federal [i.e., U.S. Bureau of Education] survey. After we had been a territory for twenty years, they came down to take a look. And they discovered this, that only 3 percent of school-aged children were going to high school. Three percent! That was terrible. The most repressive autocracy in the world doesn't have such a low amount of people going to high school as that.

WN: That's a territorial figure?

HE: Yeah, that's the—3 percent. And so they criticized Hawai'i for that. It's a long survey, and I'm only giving you this particular element of it. But they, first of all, wanted junior high schools established. There were no junior high schools, either. School ended with eighth grade, that was it. And sooner, if possible. And so first you had to start junior high schools, and after that you added then on. So that's why you had so many twelve-year schools. They

were adding first junior high and then senior high to an existing elementary school. And so this is the way Honoka'a got started. So in ten years, from 1920 to 1930, you had this explosion. You had a 117 percent increase in secondary school enrollments, with the concomitant cost, and that's what triggered the *Survey of Schools and Industry* of 1931.

Ten years later they said, "Wait a minute, wait a minute. What have we started here? We got to put the lid on this." It wasn't until the depression was well under way into the late thirties, which was about the time I'm graduating, that they began to realize that this was a way of keeping their labor on the plantation, because their labor was leaving in order to find that high school education. And so it was Oren Long and Ben Wist who tried to show the ruling oligarchy this, and that's what helped persuade them to let it happen and to gradually dismantle the restrictions on attendance in high school that were put on by that survey of schools and industry in the legislature of that day. So they compromised and yet they gradually succeeded in opening up education to larger numbers. And they deserve a lot of credit for doing that. I don't think Oren Long gets near enough credit for what he accomplished in his time, because his career is overshadowed by being a senator and a governor. But his main contributions was not as a senator or a governor but as keeping public education alive and gradually growing out of its restrictive state.

WN: So children---while you were there, Honoka'a became a senior high school, and children who otherwise would not go to high school or would have been forced to go to Hilo could go to high school.

HE: Yeah, or to Honolulu, depending on where you had relatives. You know how Hawai'i relatives are. If they happen to be an aunty or somebody living somewhere, that's where you would go. If aunt would be at Maui, you'd go to Maui.

WN: Was there rivalry between Hilo and Honoka'a?

HE: Yes, oh yes. I helped develop it. Because I wanted the Honoka'a people to feel worthy. They felt dominated by Hilo. Hilo is a big town, my god, and Honolulu was like another world. The Mainland is impossible, like another planet. So our idea was, we got to show these kids they're just as good as the ones in Hilo, and we're going to compete with Hilo, we're going to show 'em that. I've been trying to tell those Hilo kids, during this 150th celebration of public education, "You don't realize what a key school you were." The kids, you know, they look at you, "Oh gee, well . . ."

I said, "You guys were Mecca for the whole island, and you take yourselves cheap now. You don't realize what a historical importance Hilo High was and how much we hated you and wanted to compete with you and beat you in everything. It didn't matter what it was, basketball, oratory, raising the best cows, and whatever." I think it worked.

(Laughter)

WN: Was the Honoka'a curriculum pretty overwhelmingly agricultural?

HE: No, they all had agricultural elements, and that was forced on us by the, again, the agricultural people in control of the state. They saw agriculture as a way of keeping children

in agriculture and not hoping for—gathering false hopes for other kinds of activity. And this is why they also fostered vocational education later on and in the technical schools and expected a very small percentage to go into academics, which they thought was wasteful. This is why you had such a drastic reaction of the ILWU [International Longshoremen's & Warehousemen's Union] during Dave Thompson's time against vocational education. I don't know if you gotten into this, but I had a heck of a time with Dave Thompson. He wanted everybody to have a Punahou education. Well, he was right. We should all have a right to an academic education, not necessarily a Punahou one.

(Laughter)

HE: But there were a lot of people who will want to be working and being in either agriculture or in trades, and you shouldn't consider that an act of discrimination to allow them to go into those fields. And if they want to go in those fields, they should be allowed and helped. I had a heck of a time with Dave about that, but he practically ran the tech schools (chuckles) when he got into power in the legislature.

Well, I'm getting off the subject. I'm sorry about that.

MK: It's related, though.

HE: It is related, because having come from the Mainland—even though I hadn't been there and hadn't come from Honolulu, I knew there was another world out there and that these kids could very easily compete in it if they only had the chance. And they shouldn't be expected to stay on that plantation community. And we ought to help them. If nobody else is going to help 'em, we should help 'em, and persuade them that there is a chance.

MK: So when you went to Honoka'a it was a beginning new high school and . . .

HE: Yeah.

MK: What were your positions there in the school?

HE: Oh, I was just a teacher. But I started clubs. I started a social dancing club. They didn't have any dances. They didn't even know how to dance. I taught 'em how to dance. And all we had was records to play, but. . . . And they didn't have any sports. They had no teams, they had no school colors, no school song, no school teams. What a wonderful opportunity. I could go into a school . . .

WN: Yeah.

HE: We had a contest for choosing their colors and choosing their symbol, and we plagiarized songs and wrote Honoka'a High into it . . .

(Laughter)

HE: . . . and got it all going.

WN: Exciting times, huh.

HE: Yeah, and then got their teams organized, and went in and got beat by Hilo, but we came back, and eventually we could beat Hilo.

WN: Did they choose themselves their nickname, the Dragons?

HE: Yes, they did. They chose Dragons. First they chose green and gold. I don't know why they wanted green and gold. So then I said, "Well, green and gold. You got to think of something that's green and gold."

So then, "Oh, Dragons."

(Laughter)

HE: That's how they got the name Dragons. I'm sure nobody is alive that remembers that, how it happened. But that was great fun. And to get 'em into intermural athletics, for those who couldn't be on the teams, so there was something to do besides just go home to their plantation house. "Stay in school. Don't go home, stay. Come on, we're gonna play this, we're gonna play that." So we had all kinds of clubs going on. And we started student government. And as I said, Kiyoshi Doi was our first student body president. Sumio Nakashima—don't know if you know him, he became a judge—was our vice-president. Again, it was a matter of teaching. We wanted them to learn about how a democracy operates, how a government operates, and you can vote and decide things. And it wasn't always easy, because school principals hadn't changed that much. They were really not that interested in having students start changing policies or criticizing them, but it's necessary if you're going to give them something worthwhile to do. And they had their—they made their own little rules, about smoking and that kind of stuff.

MK: With your encouraging students to stay at school after school and be involved in extracurricular activities, what impact did that have on, say, the parents?

HE: Well, some of 'em were impatient about it because they wanted their kids to come home and help around. And the bus drivers were angry because they wanted to get the buses going and taking 'em to the faraway places. There were buses in those days. Anybody over five miles got a bus ride. You can imagine them five miles to school, each way. Ridiculous isn't it?

WN: How far down the Hāmākua Coast did the Honoka'a district cover?

HE: Laupāhoehoe was the next school, and they weren't there when I first started. It was---Hilo was the next one.

WN: So it sort of halved the districts?

HE: Yeah, and they put Laupāhoehoe in between, because it was still too far to go from Laupāhoehoe to Honoka'a or from Pāpa'aloa to Hilo. You know, that's---the roads were not like they are today and people didn't have transportation. I didn't own a car myself until I had been teaching three years. We all rode those big buses up and down the Hāmākua Coast. So

parents didn't have cars. Cars were an expensive luxury.

But there were a number of children and parents in that day who felt we were wrong, and they did not want us to encourage their children to leave. They wanted their children to stay home. The plantation obviously did not want them to leave. One of my students is a waitress in Dick's Coffee Shop in Hilo now. I see her all the time. And she tells me she remembers me well and tells me why she had to leave school, that she left when she was fourteen because the plantation wanted her to *hō hana* and they threatened her father the loss of his job if he didn't make her quit school and come to work. Now, that's where her schooling ended, at age fourteen. I didn't know about her case at the time, but I was aware of the practice at that time, because we kept lecturing parents as well as students, "Stay in school, stay in school, stay in school. They won't fire you. They don't dare fire you. They haven't got enough help now, so don't worry about being fired."

WN: Who was the principal?

HE: Herman Larsgaard.

MK: Was he supportive of your efforts?

HE: He certainly didn't hold us back. I don't think he saw the school as a source for social change, but he certainly was quite willing for us—for me to do all these various things that I was doing. Some of it was a nuisance to him. I mean, we needed to get all the chairs out of the auditorium so we could have social dancing. And those kids would show up by the hundreds to go have social dancing. You couldn't believe it.

(Laughter)

HE: We had a long line, and the boys and girls were so nervous about being together. All the girls were on one side, all the boys on one side. We'd line 'em up. "Now you come forward and back, forward and back. And when the music stops you must grab a (tape inaudible)." And now they all go run and sit down.

(Laughter)

HE: But eventually we got dances started in the evening, and that meant that kids were out in the evening. Parents were nervous about that. And we had to have transportation. Yeah, it was troublesome, but it was worthwhile. Wouldn't you think it would be worthwhile?

MK: I was wondering if maybe the plantations or the DOE or someone ever put pressure on the principal or on the teachers?

HE: I was wondering about that, too, as far as the principal goes. I was invited to plantation manager's home for dinner one night when I first got there, along with some other people in the school, and we received along with our dinner a lecture on the evils of our school and how we were educating people away from the plantation and how we were giving them false hopes and how we were wasting good tax dollars on overeducating these people. And I was just stunned, really. I just couldn't believe it. I'm just fresh out of school, and I thought, boy,

I've come out here and I'm going to do good. This guy invited me to dinner. He's probably grateful I'm here helping. Instead of that, he saw me as a problem. I never got over that. He did his group a big disservice that night, I can tell you. It's funny when you talk to somebody like Cecil Dotts now. He remembers the plantation as being supportive of his school. Have you talked to Cecil?

WN: Yes, I have.

HE: In fact, he says so in his book. He taught at another plantation in Pāhala. I guess, gosh, all accounts of that manager down there, he was one of the most anti-education people around. So you mustn't generalize in whatever you're gonna do with all this stuff about my experience. I apparently reacted differently and maybe was on a different kind of plantation. We had children in the school who were half plantation managers that he had fathered. Disgraceful behavior.

That's as much as I want to do about that one.

WN: Were your peers CE [College of Education] graduates or normal school graduates, generally?

HE: Normal school, I guess.

WN: Were there ever conflicts?

HE: I certainly was the youngest one at that school.

WN: Were there any philosophical differences between your background and theirs?

HE: Well, I don't think so. We really didn't talk that much about it. I certainly didn't go to teachers' meetings and say, "Now we gotta free the slaves out here!" I didn't do that.

(Laughter)

MK: I know that the principal there was *Haole*.

HE: Yeah, and most of the teachers.

MK: And most of the teachers there were *Haole*.

HE: Yes.

MK: And so they came mostly from the Mainland?

HE: Or they were plantation wives of the plantation managers up and down, because they put their wives into school for extra income, I guess.

MK: Were they trained in any way as teachers?

HE: Mostly not. They probably had the same kind of training you did, a bachelor's degree in

history.

(Laughter)

WN: Was there a licensing kind of thing?

HE: Well, they had temporary . . .

WN: Was there like a certification?

HE: Yeah, they had licensing in those days.

WN: Well, what did you need to teach?

HE: You needed a . . . Wist took advantage of the depression and the shortage of jobs to keep his people in TC an extra year. So he had not only a regular certificate, you had a fifth-year certificate, which gave you an extra ten dollars a month. And so Hawai'i, during the time that I was here, went to a five-year program. And they can exist on it because of the shortage of jobs. You might want to get into that some other time.

I'm helping the UH Alumni Association, among other things, so I've got to go out and run that meeting next.

WN: Okay.

HE: It's the oldtimers' group, not the new one.

MK: This would be a good time to stop, and then we can continue.

HE: I'm sorry I'm talking so much. I really. . . .

WN: No, no, no.

MK: This is exactly what we want. And we don't mind if sometimes you go ahead. It's related.

HE: It's related to me. Yes, it is.

END OF INTERVIEW

Tape No. 21-23-2-91

ORAL HISTORY INTERVIEW

with

Hubert V. Everly (HE)

April 26, 1991

Honolulu, O'ahu

BY: Michiko Kodama-Nishimoto (MK) and Warren Nishimoto (WN)

MK: This is an interview with Hubert Everly on April 26, 1991, with Warren Nishimoto and Michiko Kodama-Nishimoto at the HEA office.

The last time we were interviewing you we were focusing mostly on your early life and your Big Island experiences. For today, we're going to pick up with your move to Honolulu and your career after that, probably interspersed with some of your philosophy during our discussion. I was wondering, why is it that you moved from the Big Island to Honolulu?

HE: Well, I had a chance to get promoted, that was the reason. The vice principal of Kalākaua Intermediate [School] had a nervous breakdown and they needed somebody to fill in. And so I was invited to fill in. I had passed the principalship exam the year before, but there were no openings so I wasn't able to get employed as a principal. I was hoping to get employed in a small Kona school. 'Ala'ē is where I really wanted to go, or Ho'okena, someplace like that. Instead, I got this very large, very turbulent junior high school in Kalihi. And that was quite an experience, I can tell you. I saw why the guy had a nervous breakdown. I'm sorry I ever did it, because it was not a pleasant experience. The job of a vice principal was primarily to be the disciplinarian for the school. And their idea of discipline involved corporal punishment, and that's what I was being asked to do. The whole time I was there we spanked kids in the cloakroom. And I really didn't feel that's what I wanted to do with my life, so I got out of that and went to Ohio State, then, to work on my doctorate instead of staying with the DOE [Department of Education].

MK: You mentioned that you took a principalship exam. At that time, what did the Department of Education see as qualifications needed to be a principal for a school?

HE: I suppose successful teaching. But the exam itself was, well, quite rigorous. It was both written and oral. They had, as I recall, about a six-man board which interviewed you, and there were several areas they got into—administration, finance, personnel management, this sort of thing. And then you were graded on a scale of one to five, one being high and five being low. And if you had a high enough score, why, then you were said to have passed. I think I would have stayed back in Hawai'i if I could have been assured that I would get out of the Kalākaua scene, but Oren Long told me, no, there were no vacancies anywhere, and the only thing I could do was be vice principal and continue spanking kids for another year at

Kalākaua. And I just said, "Well, I'm going to go to school then."

MK: In those days . . .

HE: So I took a leave.

MK: In those days, how was a person prepared for a principalship? Were there courses?

HE: There weren't. This is something that I tried to do when I organized the College of Education. There was no department of school administration until I—I'm jumping ahead now, but when I became dean, there was only one department in the college, the education department. You had one department chairman and one dean. And the dean, who was Bruce White, sat over in Bachman Hall, and I sat in Wist Hall. And really, we were not preparing anything but teachers, and only conventional teachers for elementary and secondary, all kind of intermingled. So I began to reorganize the college into departments, and one of the new departments was the department of school administration. Meanwhile, the DOE was beginning to have trouble because they were appointing principals on what I used to call a "fair-haired boy" principle. If you had good connections and good political connections and were somebody's friend, you could become an administrator. And they were beginning to get a lot of criticism for this. Also, they began to put in some pretty weak people. Remember I told you earlier that the attempt to get men into the system resulted in getting some very mediocre people, I think, who were notable for their masculinity rather than their ability to be good school people. Yet, the same bias toward men really resulted in their being picked to become the principals. And so what I offered the DOE was to systematically screen applicants by a series of tests and put 'em through a course and then make recommendations of them to appoint. And we did that for, I think, perhaps fifteen years, at least right up to the point when I had left. I understand since then the DOE has gone back to doing it themselves, but they at least do it with some system now.

But I don't know how much you want to get into this. This is, you know, this is a whole subject in itself—what we used as methods, and who got turned down, and who didn't, and what political pressures were put on us to alter the results, or what the DOE did with the results. We had internships, just like we had internships for teachers, so they had to prove themselves. But always, in Hawai'i there's the impact of political pressures to help their constituents or members of their family, and you're constantly trying to resist that within reason.

WN: So we're talking about fair-haired boy, principals.

HE: Yeah, yeah.

WN: Is that, what, connections within the upper echelon of DOE or higher than that?

HE: Higher than that.

MK: In the old days you mentioned that there was a six-member board.

HE: Yeah. Well, it was an examining board, yeah. I think they were deputy superintendents and

perhaps a principal or two. I can't recall now who all they were. I'm trying to remember whose faces were there and what posts they held at that time. I think they were---they all were administrators, no teachers.

MK: I asked that question because I was wondering how much politics came into play back then and who was on that deciding board.

HE: Yeah. They were all---it was an internal group, but to what extent they were influenced beyond their groups, I'm not able to say at that time. Remember, I was quite young then and I wasn't as aware of things in those early days as I became later on.

MK: And then I was wondering, in those days, who was the principal accountable to in terms of how he ran a school?

HE: Well, we had a system of what was---they're now called district superintendents. In those days they were called supervising principals. You haven't interviewed Cecil Dotts yet, have you?

WN: I have.

HE: You have. Well, he was a supervising principal and must have told you something about what his duties were. There were more supervising principals in the early days than there are district superintendents now because the transportation and communication wasn't as good. We had three, for example, on the Big Island, where now we only have one.

WN: Did that work out for the better?

HE: I think I had mentioned in my first interview with you that I felt the supervising principal was inadequate to the task. The only time I saw him was one visit in four years, and then all he was interested in was the physical appearance of my room, something about it needed painting. So I felt quite free to do as I wished. Now, I don't know whether my principal was unique or whether Larsgaard was typical, but he also very rarely came in. I did my internship out there, and he was supposed to be supervising me to see whether or not I could pass probation and be given a probationary contract when a vacancy came up. He never came to my room. And when he was asked how I was doing, "Oh, he's doing just as well as all the rest of the teachers." He had no basis for saying what I was doing. But of course, I was doing a lot of things which I volunteered to do. As I told you before, I had a great opportunity to have a new school which had all these deficiencies just asking to be---great opportunity, really.

WN: I know you only spent one year at Kalākaua, but was there that kind of freedom? Did the principal have that kind of freedom similar to what you had in Honoka'a?

HE: That's a good question. My impression was that it was not as free as it was there. But Kalākaua---to be fair to the principal of that day and to the atmosphere there, Kalākaua was in a real troubled period in Kalihi. This was just before the war [i.e., World War II], 1940-41, and the---well we, I guess, didn't think we were going to be getting into a war the way we did. Kalihi was being impacted by large numbers of defense workers who were moving in, and Kalihi is close to Pearl Harbor. And so you had this mix of Mainland *Haole* tradespeople

in with Kalihi, which had no *Haoles* in that day. And their children beginning to go to Kalākaua School and the inevitable conflict between locals and these coast *Haoles*. The coast *Haoles* calling the locals gooks and the gooks calling—well, you can imagine. So we had constant fights and turmoil between the parents, and the school being surrounded with a barbed-wire fence, if you can believe it, to keep them in so they wouldn't run off during the day and so they wouldn't go across to eat around there instead of eating in the cafeteria. And my main job was to punish children who misbehaved in the school by administering corporal punishment. And I had a regular penal code of corporal punishment then. You know, tardy was one swat, cut classes two swats, smoking is three swats, certain gambling is five swats, and, you know, like that.

WN: What did you swat with?

HE: They had wooden paddles. They also had an arsenal of rubber bludgeons, which I never used. But the first day I came there the principal said, "Now, I want to show you what your job is." He had some poor little trembling kid, and he said, "You're supposed to give him two swats because he cut class. Here is your paddle. Let me see you. . . ." So I gave a kind of a half-hearted swat on this kid, whereupon the principal said, "No, no, not like that." He grabbed that paddle and he whacked that poor kid. (Chuckles) What an introduction to his school. Can you imagine that? And they spanked girls as well as boys. There was no difference. Incredible, really.

MK: You had mentioned that there was this code. Was there a code just for Kalākaua or a code that was uniform?

HE: Yeah, I think it was a code for just Kalākaua. But teachers expected you to do it. I mean, they were very candid with me. I kept saying, "You know, you've got to do some of this disciplining yourself. You ought to try to find out what's causing this in your classroom and try to work with it."

And then, "You got to back up the teachers now. We expect you to back up the teachers. If we send 'em down there, we want 'em"—you know, like that. The other job was chasing truants, and I chased 'em all over Kalihi. I know all the streets in Kalihi, because . . .

(Laughter)

HE: Going to their parents trying to find where their children were and running Downtown to the theaters or to the golf courses where they used to caddie. Bring them back to school only to see 'em jump the fence, barbed-wire fence and all, and be gone within hours. It was a most discouraging time, really.

Now, my aim was to try to, first of all, involve the faculty more. One person can't do it. We had 2200 children there. One person, I don't care how you swat 'em, you're not going to solve that problem. And to try to get the vice principal's office seen as something other than a center for punishment. So I realized part of the problem and part of the fighting during the noon hour was because they had nothing else to do. They were locked in there, just like in a concentration camp, so I began to pass out volleyballs, footballs, baseballs, bats, and so on and give 'em something to do and make them feel, you know, we were kind of encouraging

recreation and so on. So I suppose eventually it could have been turned around, but really the whole effort was at suppression of conflict. The police were regular visitors there, and parents were not often helpful because parents very often didn't know themselves where their children were. I mean, they were truant from home as well as school. But it certainly brought me down to earth in terms of an experience. Now remember, I was juvenile delinquent myself. I described that in our first interview, so none of these things shocked me or even surprised me. I understood what juvenile delinquency felt like and why it was created. A lot of it was caused by bad home conditions and poverty. Not all of it by interracial conflict because of the influx of these Mainlanders. But it was discouraging, really, because they didn't have the resources to do what needed to be done. I was supposed to be a counselor, also. It's impossible to be a counselor and be swatting kids. I swatted 300 kids. I kept a record of how many I swatted. I physically punished 300 children that year and that's terrible.

WN: Did anything in your education leading up to Kalākaua prepare you at all for discipline?

HE: No, not that way. Remember now, I had already gotten some progressive ideology, and if you know the progressives, their theory is the reason children are bored in school is because school is not related to their needs and desires. You need to focus on---you need to discover what they are and then focus your learning on that. You must have noticed that if you went to our [University] Lab School, that we tried to do some of that. Not always successfully, but at least that was what our effort was. So the idea that you get obedience and attendance to school by physically punishing people was the last thing you would want. We didn't even believe in rewards that were unrelated to learning. The M&M experiment, where you would reward children by giving an M&M for every answer they give correct. Intrinsic versus extrinsic rewards, that was the big issue in that day. And we always believed in intrinsic rewards of learning, because learning is related to your problems and then your problems would be solved and then you'd see the true meaning of learning. Whereas, the M&M has no connection with the correct answer over here.

WN: But you know, wouldn't you think a place like Kalākaua is like the ultimate laboratory to try and put forth theories that you'd been experimenting with?

HE: Yeah, really, and I felt thoroughly discouraged, I must say. I just felt overwhelmed by the task. Because what are you doing? You're chasing around Kalihi streets and going into homes trying to—"Where's your children?"—trying to find people, with the police and the truant officers helping you. Incidentally, Mrs. Anita Moepono, who later became an alumni association director and also a colleague on the retirement system board, was a truant officer at that time. She was also a former classmate of mine at the Teachers College. She didn't go into teaching, she went into social work instead and became a truant officer. So I've known her many years. She used to help me try to find these truants and the police would help find them. You're not even in the school to help improve things. When you're in the school, then you've got this backlog of children to be spanked. And they had a detention after school, where if you misbehaved—you know, you talked in class or chewed gum in class or spoke back to the teacher—well, you got so many demerits, and those could also be spanked off. If you didn't want to spend an hour, you could get one swat for each half hour and then you could go home. So here you had a line of children wanting to be spanked (laughs) so they could go home, after being out all afternoon chasing truants. My god, what kind of job is that?

(Laughter)

WN: Plus, they knew you were spanking, so they thought, "Oh, Everly's a soft touch."

(Laughter)

WN: Did you see the supervising principal at all?

HE: Never.

WN: More than you did the . . .

HE: I never saw—I don't even know who it was for sure.

MK: With yourself and teachers of that period having gone through the College of Ed[ucation] with these progressive thoughts, can I assume that they couldn't apply these progressive thoughts, then, once they started?

HE: Certainly not in that scene. I think we did pretty well in Honoka'a, because there you had children who were more normal in their behavior. They were not brilliant kids, but they weren't running away from school either. They thought school was an opportunity and so did their families, so there you had a chance to do something with your populace. But the Kalihi scene was so socially disorganized, and the families they came from were so broken up themselves. Well, for example, I talked to a mother in public housing, right next to Kalākaua. Instead of being apologetic for her daughter not being in school, she was scolding me for contributing to her delinquency and becoming pregnant. Because we taught science and in science they learned about procreation, so that gave her the idea of doing a little procreating herself. And so she wasn't coming to school because she was pregnant, and you were to blame for it, you know, that kind of an experience. Well, she was a single mother. I mean, lord knows where the husband was. And she was at her wits' end about this situation. There was so much of that social disorganization in that community that I found it very discouraging. And I guess I'm cowardly for having left, but I just didn't feel that spanking kids was what I wanted to do.

WN: A hypothetical question, but if you were named principal . . .

HE: Would I have stopped it? Yeah, I would have stopped it. Yes, I certainly would have. I certainly would have insisted the faculty take more responsibility. And I don't want to give the impression that all the faculty was like this. John Reinecke was a member of that faculty. In fact, I became acquainted with his notoriety when the FBI came around to interview me about him. Of course, I didn't know anything about him. But he was trying, I think, very hard to teach social studies in the context of the improvement of society, but he had as many people coming to the office for misbehavior as any other teacher.

(Laughter)

HE: Which must have been discouraging for him, too. It was too bad, really. Awful lot of fights. I tried to solve that by insisting that they come in and fight in the gym, but remove the

audience. A lot of the fights were related to peer support from people around, and so they would schedule these fights after school. They'd have these big gangs of people around the fights. So I tried to get the fights scheduled before school was out in the gym, with boxing gloves in a civilized way. I don't know if it helped any.

(Laughter)

WN: Were there any complaints from parents or teachers or administrators about Dr. Reinecke and his teaching?

HE: No, not at all. I wasn't aware that anybody was concerned about him until the FBI came in. I suppose he was a member of the Communist party and that's how he got on their list. And this was just before the war [i.e., World War II]. But he seemed like a very decent sort of person, and the little contact I had with him, I liked him.

MK: Were you ever criticized by your principal or the teachers for your more progressive attitudes and methods?

HE: Yeah, I was criticized because I didn't want to spank children all the time. And the teachers felt I wasn't backing them up, because then the children would go smirking back to class and feel that, well, you know, they got away with this and it didn't correct their behavior. So there was a lot of disciplinary work to be done there with the faculty to convince them that they had to take some responsibility, and they had to change what was going on in their classrooms if they wanted this behavior to change. And they had to be concerned about the social disorganization in the Kalihi community which was causing all of these problems in the school, and not try to solve it by continuance of the strict discipline and suppression. That's my own attitude toward it, but I must say I felt thoroughly discouraged in my efforts to change things.

MK: I know that you only spent one year at Kalākaua, but could you make comparisons between plantation schools in general as opposed to O'ahu city schools?

HE: Yeah. Yeah, the plantation school was a joy and so was the Konawaena experience, compared to this Kalihi adventure. But I wouldn't want to generalize about the city schools. Remember now, we had the English standard school system at that time, so you tended to skim off your most able if you were in the public sector. And beyond that you skimmed off the even more able and they were in the private schools, as you do now. When you skim off 20 percent of your most able and put 'em in private schools and then skim off another 20 percent and put 'em in English standard schools, what in the world do you expect to have left in the rest of the schools? And they not only skimmed off for intellectual ability but for behavioral factors as well. So it's not surprising you had this bad situation.

WN: Did we talk about English standard and Dr. Wist's view of it?

MK: Not yet.

WN: While we're on the subject . . .

HE: Well, I described . . .

WN: What was the progressive attitude towards it?

HE: I described both he and Long as having to compromise on that and not fight it.

WN: That's right. Yeah.

HE: You asked---I decided to make the offhand remark that, while they were very intent on expanding educational opportunities, they had to compromise with the power structure of the day in order to stay in business. And Long did stay in business. He has had the longest tenure [as superintendent, 1934-46] of anyone. But I didn't want you to be left with the impression that Long started the English standard schools. He didn't. It was started by [Willard] Givens in 1925. He later became head of the National Education Association. And I had the chance, later, to meet him when I became Hawai'i's representative on the NEA board of directors and he was still executive secretary. I asked him about that and so on and he admitted it was a mistake, but that he felt pressured to do it and he thought it could work out for the best if they made sure it wasn't done on strictly a racial ground but on truly English performance standards. So I think he intended to do the best he could with it, as did Long and Wist.

But my complaint about it is that that was not the basic intent. It was not---you don't learn bad English by being associated with pidgin English speakers. That's not the way you learn it. The rotten apple in the barrel theory doesn't apply when it comes to that. That's absolutely the wrong approach. If you want to encourage better English, you put 'em in touch with people who are speaking good English and give them a model, not put 'em in with all the other poor English speakers so you have no model either in the home or in the school. But nobody wanted to hear that kind of an argument because that was not the true reason for having it. Okay.

MK: Okay, you were at Kalākaua for one year . . .

HE: Yeah.

MK: . . . then went out to Ohio State [University]. And again, we're wondering why did you go to Ohio State and not . . .

HE: And the reason---I can explain, because I had met the visiting professors while I was an underclassman in Teachers College, and I wanted to follow them back to Ohio State because I liked what I heard from them.

MK: And you mentioned to us in our---when we were not having the tape on that Ohio State and Columbia, at that time, were considered the two centers of progressive education.

HE: Yes, they were progressive education centers. And since I knew these people, why, that's where I went. My wife was Ben Wist's oldest daughter. So we were married in '37. I worked on---while I was in Honoka'a---my master's degree part-time and I got that in '39. And then after the discouraging experience at Kalākaua, I went to Ohio State in '41. But you may recall, the war broke out in '41, so I tried to enlist at that time because I was horrified by

what had happened to Hawai'i. There was no way to get back to Hawai'i at that time. And I was unable to get into the service because I had very poor eyesight. I had 20/200 vision at that time.

So I went to work in an aircraft factory. They started building bombers in Columbus, Ohio in a—for Curtis Wright. They were navy dive bombers. And so I worked full-time there and went to school full-time. And then finally my draft number came up in 1943. I was registered in Honoka'a. They must have run out of people, so I was drafted. And so I—then, instead of being drafted in Ohio, I made every effort to get back home and be drafted here. So I came home with a naval convoy, with the old *Permanente*, in 1943 and went into the service then.

Following my two-year service here, then I went back to Ohio State to finish my degree. I had, during that time I was working and going to school, finished my course work, and I had only the dissertation to do, which I did in the one semester that I had from December of '45, when I got out, to June of '46, when I graduated. And then I came back and began work here.

WN: Where were you—what stage were you at in your life which prompted you to go, or see the need of a Ph.D. in your career?

HE: Well, I think I had normal ambitions of a young man. I wasn't that happy to be out in the rural area because I saw Honolulu as the area of opportunity and promotion. It was a common attitude in those days. The people worked their way back to O'ahu by seniority, and I had enough seniority. I had passed the principalship exam and was apparently able to get into this very undesirable administrative position (laughs)—unbeknownst.

WN: Were you . . .

HE: So I think that was the reason. I was ambitious and yet I wanted to stay in the public sector. I was interviewed for the Mid-Pacific [Institute] headmastership, which was a private school, but I had a bad feeling toward private schools already, and I, fortunately, did not get that post.

WN: What kind of bad feeling?

HE: I just felt that they were a handicap to public schools. I still feel that way. I acknowledge the need for the existence of the alternative of private schools, but I think we have too many private schools and they have a bad influence on the support that we get for public schools. First, by skimming off the most able people, and secondly, for catering to those with the most economic sufficiency. So that you're constantly having criticisms of public schools and the wish to somehow punish them for non-performance by cutting their budgets, as though that were going to be helpful. But you don't want to get me started on this.

(Laughter)

WN: Well, did you feel you needed a Ph.D. to do what you wanted to?

HE: Yes, I felt it was kind of a union card to advancement. I still really wanted to be an

administrator in the public schools, because I saw the public schools as a mechanism for improving the society that I saw here. But I was offered the chance to be an administrator of the [University] Laboratory Junior High School, Teachers College junior high school. It was only three grades and one class of each. So here we were. Dai Ho Chun and one other and myself were the three. We were our supervisors, and in addition to being supervisor I was the principal of this little school.

WN: So you came back in '46 to . . .

HE: Yeah, but the job I had was to try to expand this school and to make it into a senior high school. And I knew that I was going to be assigned that at the time I did my dissertation, so that's what I did. My dissertation is a survey of lab schools and the use made of them in an effort to change the nature—first of all, to expand into a senior high, and then change its nature from a practice teaching center to a research center which would then work with the DOE in improving curriculum and teaching methods and export those as a way of improving the public schools generally. That's what I did my dissertation on, and that's one dissertation that was actually put into practice. Most of 'em only gather dust.

MK: You know, that idea of transforming a teachers' training school into a curriculum research and development center, was that a very new idea?

HE: Yeah, it was at that time, but I don't want to give you the idea that this is something I created out of inspiration. Ohio State had a lab school, and they were beginning to experiment with trying to do both. And they weren't having that much success with it. It's difficult to do both. You're asking the most inexperienced type of teacher to engage in experimentation of the most sophisticated type and to be able to evaluate results and make modifications, when actually what you're looking for is master teachers to be doing this, not beginning teachers.

And secondly, the beginning teachers, then, are not getting a typical experience, which they need to deal with the Honoka'as, Konawaenas, and Kalākauas of the day. And so I think I felt it was necessary to separate the two functions. It took a while to do it, though. And you may recall, at that time we had an intern system. In addition to practice teaching, we had a full semester of internship. Now, Wist is to be congratulated, I think, for having established that although he did it as an outgrowth of the shortage of teacher jobs during the depression. You had people who couldn't get employed, even though he had limited the access to the college. He apparently overestimated, or the impact of the depression was greater than had been anticipated, so he had unemployed graduates. So what he did was to establish a fifth year and make that a—half of it an internship and half of it graduate coursework, as a way of kind of keeping 'em on ice until they could be placed. And then, because of his close association with the DPI, as it was called in those days, he was able to get them to employ only fifth-year graduates and not to employ the four-year graduates, as a way of funneling more of them into the fifth-year program. So that became a standard for employment. This was in the thirties, now. Even now it's not fully accepted as a norm. But I think it was an excellent program, and I'm sorry we lost it during my administration. But we'll get to that later if you want to get into it.

WN: So prior to your arriving at [University] Lab School, the major goal of it was to train teachers?

HE: Yes, it was.

WN: So the idea of being a curriculum center was more or less from your time on?

HE: I think so.

WN: The transition.

HE: Yes. And that's why I began to try to change the curriculum of the lab school into a core program. Remember now, I'm thoroughly indoctrinated to the value of modifying subject matter to impact the issues of the day. And whereas people tend to think of a core program as a merging of English and social studies, that wasn't the focus at all. The focus was to use those two subject matters to focus on issues of the day and to have the units, then, developed to attack those problems that you see in society, and use both English and social studies as a way of approaching those. So it was necessary, then, to change the curriculum of the lab school to mirror what we hoped they would see while they were still practice teachers. Although as soon as we could, we got them out. We already had them out as sophomores because we were part of what was called an OP program—Observation Participation—which was a part-time kind of experience to give them some experience outside. And we gradually got them out full-time as practice teachers and interns. But it took a while to do, because the intern program took money to fund. You had to have supervisors, and these were off-ratio people. Otherwise, they're just regular teachers and all you're doing is repeating practice teaching. And so gradually we managed to get that. And that's a long story, and I know you don't have time on the tape for all how we managed that, but we did manage it during my time. We had about seventy-five additional positions of supervisors, each of them handling two interns. And the interns, initially, were paid only twenty-five dollars, and then gradually half pay, and then final, full pay. But the result of the Stiles study, which took place in '65 and attacked us for giving away too many education credits, forced us to close the credit portion of that program down and retitle it the Beginning Teacher Development Program, to be applied to all new teachers. But without the credit, you gradually lost the supervisors, and you gradually lost your ability to control the program, and it finally collapsed.

MK: So when did that finally end, having student teachers at the lab school?

HE: I'm not able to remember that, but I would say probably within—you have to remember, it took me four years to get the thing expanded to high school. I had to lobby that through the legislature. And I had to find the funds. I had to lobby for the buildings. The university gave me absolutely no help. In fact, they were opposed to it. We got our buildings by using local pork barrel. The system in those days was that every legislator had a certain amount of money for pork barrel, and I think I mentioned the other day that that's why our campus looks so hodgepodge, because the buildings were put up one at a time because the pork wasn't very big for our representative in Mānoa Valley or in St. Louis Heights. So the initial effort was to use war surplus, local pork barrel, lobbying on my own—with the help of the teachers' union, which I am active in by now, not with the help of the university. Actually, at the opposition of the university. So I would guess it must have been at least five years, maybe longer, before I got student teachers out of there. It could have been longer, because I had to hire Dave Ryans to set up my research center in the college. We had no research arm, either, in those days. After we divided the curriculum up into various departments, then I established

a college research center. They, in turn, hired Art King, and I put him in to run the lab school. Before that I had Dan Noda. And Dan just wasn't getting the job done, so we put him in charge of something else, the Beginning Teacher Development Program, and put King in there to start transforming the lab school into . . .

WN: I think that was later then.

HE: So it must have been later. Yeah.

WN: Because I remember Art King coming along around 1966.

HE: Yeah, could have been.

WN: That's about when I was going to graduate. And all through my elementary and high school I remember practice teachers.

HE: Yeah, so I think it took longer, too. I think you're right. Yeah.

WN: But in my experience, I remember it being both a training ground for teachers and experimental in terms of curriculum so . . .

HE: Yeah. Must have taken me longer than I remembered. But the aim was always this other. But the Stiles report, although it was intended as a punitive attack on the college—and it was—we managed to capitalize on the attention given the college by getting them to, at that time, rearrange the purpose of the lab schools in one fell swoop. I guess that's why you remembered it being 1965, because that's when the Stiles report came out.

Now, [Lindley] Stiles was the dean of education at the University of Wisconsin and unbeknownst to the powers that be at that day, a personal friend of mine. And he had been critical of the NEA—that's a long story I won't get into, but he was envisioned as being an antiestablishment dean, and so—they tried to get Conant, first, from Harvard. He wasn't available so they turned to Stiles. I didn't recommend Stiles, they just happened to pick him out. But I had already traded jobs with Stiles one summer, and so I knew Wisconsin and he knew Hawai'i. And he was, actually, doing his best to make sure we didn't get clobbered too badly. But he told me, frankly, "You've got to cut back on your education credits." That's the way the uninformed evaluated our program. Not the fact that we had very bright kids who could compete with anybody in the university in subject matter, just the fact that total number of credits was too high. You gave sixteen credits for practice teaching, sixteen more for internship. There's thirty-two credits in five years right there. It looked terrible. So that's why we had to chop the sixteen credits out for internship and eventually lost the program as a result. More than you want to know about it, I'm sure.

END OF SIDE ONE

SIDE TWO

WN: Well, let's talk a little bit about the physical layout of the lab school and what was there and what had to be put in. And we were talking before—I turned on the tape before you came—about the “barn,” which was our gym down there. And if you can tell us something about how those buildings came about.

HE: Well, remember my assignment now was to build that rudimentary school, which had been moved up there with the normal school, to a senior high school so we could take over the training of high school teachers as well as the lower grades. And hopefully, eventually to have it be a model school which would impact on the social improvement of the other schools, educational improvement of the public schools. But this was not something the university itself wanted to do, and we were always on the wrong side of the street of the university campus. And we still are, as you may notice. All the rest of the university is on the other side of University Avenue.

(Laughter)

HE: And it is to this day. So in order to accomplish this, you had to figure out other ways to get it done than to go through the university hierarchy. The University of Hawai'i at that time was dominated by the liberal arts college, as to some extent it still is. There were very little in the way of professional schools, even at that time. It was primarily an offshoot of the old agriculture/mechanics college that it started as, with the forced addition—I don't think the university really wanted the normal school there, but the legislature put it on them because they saw a way to save money—merge the two institutions. Wist, I think, saw a way of improving his college, because remember now, he was teaching all of the subject matter in addition to the method courses, and was still doing that when I became a student there.

So, to get back to the “barn,” the only way we could get an auditorium, for example, was for me to get out—because the war ended about that time—and I was able to get a theater in Kīpapa Gulch for a dollar, provided we would bring it in. And the university did agree to bring it in and set it up. So that was our gym and our auditorium. We also got the music building. The university did not have a music department at that time. The only music training going on was going on in the normal school, where Mrs. [Dorothy] Kahananui was the music. And Wist brought in Norman Rian, who came from the same part of the country he did, in the Midwest, and he was the beginnings of the music department. But he had no department, no building, so I found a mess hall and brought a mess hall in—for a dollar, also—and put that where the ETV [Educational Television] is right now. And remember that got torn down when we got the nice music department, and we put the ETV there. I was able to put that there because I had lobbied it through, and so I had a choice as to where it was going to go. And they wanted to put it in the quarry and I wanted it right next to the college, because I wanted them to integrate what ETV was doing for the public schools with my training program for educational communication. By that time we had set it up. We brought people in from Wisconsin. Incidentally, Stiles gave me Walter [A.] Wittich, the guy who helped lobby that program through and get it established.

Again, I've jumped ahead and I apologize for that, but the. . . We could get rid of the barn then, because—there is a connection. In order to persuade the legislature to buy ETV I had to persuade them there would be economic savings. In that day, you had to show something other than just improvement in education. And so we told them that there are some subjects

that could be taught to 300 people at one time, not fifteen or thirty, and if you'll give us an auditorium, we will demonstrate how you could have large group instruction through educational television. So that's why you have now what is a cafeteria and auditorium backed up against the ETV station. They were all put together there for a purpose and that was the purpose. Then we could knock that barn down and did. The rest of the campus was put together gradually by local pork barrel, because, again, the University of Hawai'i has never, after the first additional legislature appropriation, has never willingly added anything to the College of Education campus. I say that without equivocation. And I notice in 1991 that they are now struggling to try to get a rebuilding of the education complex, and I wonder if they're going to get it. The legislature is over in the next few days, and I notice they're talking about the sports center and other things on campus, which makes me wonder if they aren't going to be left with the same hodgepodge I had to pass on to them.

WN: Who were some of the sympathetic legislators that you worked with?

HE: Um, I'm going to have to think about that, because I don't recall. At the time they were house of representatives.

(Taping stops, then resumes.)

WN: We were talking about—I think my last question was about the legislators.

HE: Yeah, I don't recall the names offhand, but they were representatives in the area. Obviously they felt that if they gave something to my college it would help them get elected, and it did, we did speak well of them. And this is how we got our buildings.

MK: There was quite a few Republicans coming out from Mānoa.

HE: Yeah, but lower Mānoa was not. I couldn't get any help from Republicans. I probably should tell you, for the record, that I do not belong to either party and never have. I would find it difficult to join the Republicans because I had always viewed them as part of the oppressors. The Democrats didn't seem to want me. I'm a *Haole*, I guess, maybe was one of the early problems, and later I felt that I wanted my independence more than I wanted to be controlled by any party. My party was education rather than any particular party. I probably made a mistake in that judgement, but that will be for somebody else to judge. (Chuckles)

At any rate, St. Louis Heights and lower Makiki, those were not Republican strongholds. Mō'ili'ili was certainly strongly Democratic.

WN: How did you sell the idea of the lab school? Were you questioned at all, "Why isn't the DPI doing this?"

HE: That was the attitude of the university, yes. This is why they wouldn't support it. But we didn't ask for their support, we just went. If you looked at my career at all, you discovered that I have primarily allied myself—sought for allies—with the educational establishment, the DOE, and with the legislature, and with the teachers' union. Those were the allies of the College of Education. The teachers' union, after all, was composed primarily of my graduates. The DOE is comprised primarily of my graduates. And I am constantly feeding them in and

they're feeding back to me and we're supporting one another. And the legislature, many of them are graduates, some of them of the college itself, but certainly of the university. And they also respond well to the need for public education, particularly when the Democrats came into power, which they did the same time I did, so that we found a ready audience and a willing supporter of things out of the College of Education which had not been approved by the university itself. Now, the university at that time did not have any rule, as they do now, against individual deans going down and feathering their own nest. They have such a rule now, and they tried to impose it on me in later years, but there are many ways to get into the legislature. The university does not dare forbid you to go if they've asked you to come. So all you have to do is find somebody to ask you to come and give 'em the answers about something, and there's no way they can prevent you from doing your own lobbying. And if you have other irons in the fire—why, if you're down there lobbying for the retirement system, it doesn't take very much imagination to mention things related to your college at the same time.

Again, I've gotten off the subject and I apologize, but that's how the lab school was put together and that's how the University High School was put together. It was the request of the DOE, which initially said, "We need a practice teaching center. And we don't have it and so we want the college to have this." That's how we got the University High established. And I was the first principal.

MK: We've talked about how the physical facilities were set up, how the school was established, and how it was being expanded. And I was wondering, how did you get the students, the next element?

HE: That was hard. You know, nowadays, of course, everyone wants to get their kids in the lab school, and probably it was that way when you went there. Warren, wasn't it? Weren't they trying to get in?

WN: When I was going? I have no idea. I'd have to ask my . . .

HE: I think by that time I had gotten the thing turned around so that people thought it was a desirable school. When I first got there, they didn't want to go because, "This little school?" you know, "My goodness." We actually were out trying to beg children to come into the school. Well, how do we do it? We just said, "We're small classes, and we have university professors helping, not just beginning teachers, and you're going to get an education equivalent to Punahou at no expense."

(Laughter)

WN: Wow!

(Laughter)

HE: And it worked like a charm. It wasn't long before we were under political pressure and pressure from regents to get their children into our school. So it became, then—well, it was a political asset rather than a liability to have the ability. Now, later on it became a problem, because it's only natural when you have your choice of a large number of students to take the

best ones, so that we had children with too high a quality. You must have been an example of a high-quality student, and there were probably many like you. And so we had to begin to deliberately look for mediocre and numskulls.

(Laughter)

WN: Oh, now I know why you were complimenting me. Okay, okay.

Well, let me ask you---maybe, I don't know if you can answer this or not, but, you know, I did notice there were a lot of politicians' children going to this school.

HE: Yeah, yeah.

WN: Now, was that a direct result of your lobbying effort? Was it part of the lobbying effort?

HE: I'm sorry, I have to admit that I did take advantage of that situation in the early days. Later, I tried to get away from it. But in the early days, well, you do what you have to do. I know it was wrong, but on the other hand, there sits University High School over the University of Hawai'i's dead body. They didn't give me any buildings, they didn't give me any staff, they didn't give me any budget, they didn't give me any permission. It was done through the DOE. It was DOE asking me to do it. And I set up what was called the Teacher Education Coordinating Committee, which was made up of a mixture of DOE and College of Ed people, and we used that for all kinds of joint activities. And it was standard practice for us to exchange our legislative testimony and plan our legislative strategies. And as I said the last time you interviewed me, we have always been in bed together. There might be some squabbling going on, but it's squabbling in the family.

WN: So getting somebody's child in your school was like a---well, it was like your. . . .

(Laughter)

WN: Well, what is it? How should I put it? Trade-off or . . .

HE: Well, I recall once the chairman of the house finance committee was giving me a bad time with my budget. I won't tell you who he is. Well, why not. At any rate, he said, "Goddamn you Everly! I tried to get my kid in your lab school and you wouldn't take me." And he says, "Now I'm chairman of the house finance committee and you're going to pay."

I said, "Goddamn it! How did I know you were going to become chairman of the house finance committee."

He looked at me and he laughed, "Goddamn it, you're right! Okay."

(Laughter)

HE: Well, he was just an obscure little legislator from the Windward side at one time. He had no connection. Well, why should I help him? But I was wrong. Yeah, I did some of that, I'm sorry to say. But we did have a problem. We tried to keep an ethnic balance. The very thing I

criticized Wist for doing in his selection of prospective teachers. But there's a difference. There was a different motive here, you see. We needed what I thought was a typical population for practice teachers and also to try out new curriculum. There's no use getting a bunch of Punahou-level kids in there, and then trying out a curriculum on them and finding, oh, it works just fine. Take it out to Honoka'a and it doesn't work at all. So we had to have a typical population, despite the other pressures. And gradually I managed to get away from this favoritism. I know it was wrong and yet I did it.

WN: Were there institutional pressures to get a representative sampling of the population for the lab school? I mean, were there—I mean, you've done studies of other lab schools.

HE: No, it was—I think it was my own feeling and the feeling of the DOE. Because as I tried to convince them to adopt things that we had developed, they began to use the excuse, "Well, you've got that special population up there. We don't know if this is going to work." Remember, the DOE also has their own division of curriculum and they have their own specialists. This is part of the family squabbling I spoke of. So here's Art King working up stuff over here and here's [the DOE] social studies specialist. And here come the two, and if she hasn't been involved she's going to think well of her ideas and not of the others. So you can't develop it up here and just throw it over the wall, you got to develop them in common. And that's what the Teacher Education Coordinating Committee was supposed to accomplish. Later we had to bring in liberal arts representatives. After the impact of the Stiles study, we set up a curriculum made of the three components: the College of Ed, DOE, and liberal arts [i.e., University of Hawai'i College of Arts and Sciences]. So, when we're working up the social studies curriculum, why, we've got to get somebody from history, geography, political science, so forth. English, there's somebody from the English department along with DOE and with us. If you notice, we had 'em outnumbered two to one always.

WN: I know another component in terms of student population were a lot of professors' . . .

HE: Yeah, I had a lot of that, too.

WN: . . . children. Now, was there a reason for that?

HE: Well, it was just handy for them, I guess, and I wasn't aware of how it was warping my population out of shape to allow that to happen. At one time I was still trying to get along with the rest of the university and hoping this would be one method of doing it. Also, [members of the UH Board of] Regents were constantly on us to get either their friends—it's not only politicians wanting their own children in, they want to get their constituents' children in, and so do regents and so do faculty. When you had something that is very much desired, why, it's hard to ward it off. We finally managed to insulate ourselves, to some extent—I'm jumping way ahead now—by requiring the DOE principals to recommend a slate of people from which we would select. Now, of course all it did was remove the politicking one step, so the principals had it on their desks instead of Art King on his or me on mine. So we'd just say, "Well, you know, you gotta go see so-and-so or so-and-so. We'll take their recommendation." But I think they have succeeded in getting a more typical population now. But it's still highly competitive. We have people registering there at birth. As soon as the baby is born, they're registering them to get in that preschool.

WN: Were there problems with student teachers there who were unable to implement in their classrooms some of the new curriculum ideas?

HE: Well, I suppose there were, but I don't recall being personally involved in any of them. If you're asking about the incidence of success and failure of practice teachers generally, this was a problem. Because every so often you'd get an outstanding scholar who just was an absolute flop in the classroom—couldn't deal with the personalities, and couldn't control children, couldn't organize learning for them. We'd usually try to give that type of person a different experience midway through the term to make sure it wasn't a problem unique to that group or that supervisor. Sometimes we'd also try to get them into a different experience the following semester if they did not succeed. But I think the incidence of failure wasn't more than 10 percent, because the OP experience tended to weed out some of those ahead of time—if they had a decent OP experience. Unfortunately, some teachers didn't give 'em enough chance to try their wings handling a class. They just sat in the back and let 'em watch. All O and no P. But that was the purpose of the OP, to try to get some idea early on that you weren't suited for group management.

Now, whether our school was uniquely different from the public schools, there was probably less chance for failure there than it would be in a larger class and less protected class, say, at Washington Intermediate or Kawānanakoa or somewhere. That'd be my guess.

MK: You mentioned earlier that in Dr. Wist's day, he tried to get different ethnicities into the school. Even if it meant having a mediocre student, he would try to get that student in.

HE: Yes.

MK: In your days, what was your philosophy and how did that get played out? Were there certain entrance requirements. . . . Or how did you do it?

HE: I'm glad you gave me a chance to comment on that remark about Wist. I've been thinking about that during the past week and realizing that it may sound to the listener some day that we overlooked some very good people from the Hawaiian and Filipino and *Haole* ethnic groups and were actively looking for the Asian Americans. We were not. What Wist was trying to do was to find the best people of each of these groups, but—and we did succeed in finding. After all, Dan Akaka, who is now our U.S. Senator, was a student in the college of education. And Alfred Laureta, who is Filipino and later became a judge. Claudio Suyat, who is high up in the hierarchy, now is head of the College of Ed alumni association. There are a whole raft of outstanding examples from those ethnic groups, and I certainly don't want the listeners to assume that I consider these ethnic groups less able than Asian Americans to be good teachers. It's just that the traditions of those ethnic groups did not push them in the direction of becoming teachers as the Asian Americans were pushed. And we had the examples I think we mentioned of the Japanese families who were unable to afford to send everyone to college, choosing from among their children. Some were selected to work and help support the other one through college. And I think you probably know examples of that in your own experience, don't you?

Now, my feeling about that was that we should let the market forces control both numbers and ethnicity. I may have been mistaken about this. I mean, this was for somebody else to

judge also. It's true, I did not make an effort to go out and beat the bushes and try to find Filipinos, Hawaiians, and *Haoles*, who were underrepresented, nor did I in any way attempt to discourage Asian Americans because you were overrepresented. I felt that there were no need to control the numbers as long as I could find enough to graduate 1200 a year who were of good standard. I was going to graduate 1200 a year whether the DOE had 1200 jobs or not, and they rarely did. So the historical placement of our graduates is not more than 50 percent. But legislators tend to review this event with alarm. Why, I can't imagine. They don't get alarmed about you historians graduating with no job prospects, but for some reason or another they think a social studies major who graduates [from the College of Ed] and doesn't have a job immediately is somehow a threat to social order.

(Laughter)

HE: You can tell I've fought this battle before. (Chuckles) But as a result of that, I have kept very careful records during all the time that I was dean of what happened to all my graduates. Nobody else knew as well as I did what happened to every single one of my graduates. No other college on campus can say that. So any time the threat came up we could tell 'em where everybody went. They didn't get a teaching job but—Calvin Say is an example. He's now well up in the hierarchy in the house [of representatives]. He's a graduate of College of Ed and got no job and ended up a busboy.

WN: Right.

HE: And yet he managed. And when I first went before him with some of my budgetary concerns, I was, oh, boy, what's going to happen? He couldn't have been more supportive. He said, "You gave me a good education, you gave me my start in life. I have not a thing to complain about. And I'm glad you're graduating everybody who's coming to graduate from the college." Now, that's what I like to hear.

So I think my policy was an advantage. I don't ever like the idea—you've noticed this in my philosophy—of trying to control educational opportunity by what you perceive as the demands of society. See, that was the whole excuse for the survey of schools and industry. We don't want more than 10 percent high school educated because society doesn't need them. I don't think anybody should make that kind of a judgement. People should be allowed to go as far as they can go based on their ability. Now, you can ask me, okay, what were my measurements? Well, grades, recommendations of teachers. We had established Future Teachers of America chapters in all the high schools. Remember, we were working hand and glove with the DOE now—DPI it was called then—so we had recommendations from those people. If they were those, we looked favorably on that. Speech ability. You may not recall, but there was a great hue and cry at one time about poor speech on the part of teachers of other than Caucasian background. Same attitude that led to the English standard schools. And less important, but important, was if they were active in extracurricular activities or if they were members of large families with lots of siblings. We had done some research and discovered that those tended to be better teachers than those who came from—people who were from groups where they had no siblings or few and they spent all their time hitting the books and were not active in extracurricular activities. We did a study with Ford Foundation money once. It was follow-up study on what characteristics enabled you to predict success in teaching. Those were two that most people don't think of.

WN: Well, since you're talking about the Ford Foundation, were there attempts to get some federal funding in those early days at the [University] Lab School?

HE: No, not in the early days, because there wasn't federal funding in the early days. It wasn't until Lyndon Johnson's time that federal funding began to be important. And that was in the sixties, huh?

WN: Mm hmm.

HE: And that's about the time [1962] Patsy Mink went to Congress, and Patsy Mink was most helpful in getting federal funds for the lab school from that time on. And she's the one who got me the money for the Hawai'i English Project, HEP, and later SEP. She wasn't trying to do me a favor, she was trying to do the DOE a favor. And she was very active in getting this and very firm in her insistence that we do something about taking advantage of this. And it was really very helpful.

Remember now, the DOE is not all that anxious to change their English program, too. They've got all these textbooks out there and all these English specialists in their own hierarchy, and here comes [Art] King with this new federal money, and we're trying to get them in here to help devise HEP. So HEP, to some extent, was almost forced on the DOE, and Patsy Mink helped us do it by talking to them at their level. "I've got you all this money. You're not taking advantage of it. Why aren't you doing it?" kind of attitude.

So yes, it was very important. And we got funds, then, for other fields—math, music, foreign language. We got a lot of help from federal funds, and we needed them, because remember, we're in a hostile climate on campus. The campus does not believe we should be running a secondary school or an elementary school. They really feel this is an institute of higher education. The DOE ought to be running their own program. And we keep insisting it's part of our teacher training program. We need it. It's like a laboratory for—the science programs have a laboratory, this is our laboratory. That's how we had justified it. But it was always a problem, always a struggle. And you got it primarily from your allies—the teachers' union, the DOE, and legislators who were subject to their influence.

WN: I just got a few more questions about the [University] Lab School then we can move on.

MK: Okay.

WN: What was the . . .

HE: I'm glad you went to that lab school. It really helps a lot, you know.

WN: Well, I feel like I'm, you know, seeing the history of my own education . . .

HE: Yeah.

WN: . . . right here, you know. But I'm just wondering about—I know you were involved in starting Honoka'a. You were there and you helped getting . . .

HE: Yeah.

WN: . . . the name and the colors. Was that the same kind of thing at the lab school?

HE: Yeah, sure, 'cause we didn't have any of those things either. Yeah. I tried to keep them out of athletics, though, quite the opposite of what I did in Honoka'a. Honoka'a, those kids needed self-confidence and a feeling of self-worth, and many children get that through athletic endeavors. And if they can beat Hilo or Kohala High or somebody like that, why, it makes them feel better. But the lab school—first of all, we had too small a group to be really truly successful. And we didn't want to go out—I didn't, at least, want to go out and recruit athletes. I'm trying to recruit a typical population for experimental. . . . So while I thought they needed school colors and that kind of thing, I really didn't feel the need for this other. By that time, the school had become so desirable—everybody feeling, oh boy, I've arrived because I got in the lab school—that it wasn't necessary for these other kinds of things, in my opinion. Now, Art King doesn't agree with me on that, and I used to tangle with him about that when I was still dean and he was still running that because he was determined to get a good athletic program. Were you there during his attempts to get that?

WN: Mm hmm.

HE: Well, he's clever, that guy. He said, "All right, we're going to have a physical ed curriculum, and we need some physical ed stars so we can really experiment." (Laughs)

WN: Well, personally, I really think that we were—I think there was an identity crisis at that school. Were we public, were we private? Were we closer to Punahou or were we closer to McKinley, you know?

HE: I wanted to be closer to McKinley. That was my aim. And King, on the other hand, put you in the private school league [i.e., Interscholastic League of Honolulu].

WN: Oh, yeah, yeah.

HE: Talk about identity. I thought I'd flip when I heard that. "Well," he says, "they're all small schools of our caliber." Well, I admit he's right about that. (Chuckles) So, probably another mistake on my part. I should have paid more attention to that aspect of it. But I had other motives, you see, and I was focusing on them.

WN: So from '46 you were principal of the lab school. When did you actually relinquish that?

HE: I don't recall. I thought you seem to have my vita there. What does it say?

WN: I don't have a year here, but then you transferred into the College of Ed as instructor and department head.

HE: Yeah, remember I told you they had one department in the [College] of Education. Which is really—how can you have one department for. . . . You're either a department or you're a college. Well, deans had certain prerogatives and department chairmen had certain prerogatives.

MK: And you became dean in '56.

HE: Yeah.

WN: So what were the circumstances of you leaving as principal?

HE: What year did I become department chairman? Does it say?

WN: I don't know. I just have somewhere between '46 and '56.

HE: Yeah. Well, it must have been. . . . Certainly it was after I got the high school all established and running. I guess this other opportunity arose. Wist resigned in 1949, didn't he? Then Bruce White took over as dean in '49.

WN: And I think the first graduating class was '48, I think, at the lab school.

HE: Yeah, so it's possible that I moved over when White became dean. That's possible that's when that happened. And he was dean for about seven years, I think. And he got promoted to dean of faculties, and so that meant I got promoted as acting dean under [Paul] Bachman in '56. And then there was some effort at becoming university president, which did not pan out, and so I was given my consolation prize of becoming dean of the Teachers College. And then I shortly after that [1959] changed the name and began to reshape the college itself, under [Laurence] Snyder.

MK: Okay, before we get . . .

HE: Sorry, but I'm moving ahead too rapidly here.

MK: Before we get heavily into your tenureship as dean of the College of Ed, I was wondering if we could have you talk more about Ben Wist, because he died, right?

HE: Yes, he died shortly after he retired. He had heart trouble and he was afraid he was going to die in service. If you know how the retirement system works, there was a large sum of money that the state puts in—or the territory puts in—and he wanted his widow to be sure and have that. And so he took early retirement, and he was correct. He died about two years later, I think, in '51. He became a regent, however, and he also became a member of con-con [i.e., 1950 constitutional convention], the first con-con. Harold Loper at that time was superintendent. Long had moved on and Harold Loper was superintendent, and he also was elected to con-con. The two of them had a lot to do with what's in the constitution of the state of Hawai'i regarding education. As you may recall, they pretty much put the present system of that day into the system of—they believed in a centralized system and an appointed school board. It was later [that] the Democrats got the elected school board. So that's the reason he got out.

People always asked if he was the one who got me in my deanship, not realizing that Bruce White was in there for seven years. Poor Wist had been in his grave [five] years before I became acting dean. I don't think there's any way that he could have had any influence on it, except that I think it's churlish of me not to acknowledge that he had a lot to do with helping me know what a dean should be like and what he should do. I certainly had a rare opportunity

to see how the educational establishment functioned in these islands, see how the university functions, see how the political system functioned—because Wist was very political. Although he didn't belong to either party either, and a lot of this must have rubbed off on me. I think I was interested, and he saw me as somebody who was interested and spent the time to talk to me about it. Interesting that when I first started dating his daughter, he wasn't too charmed of the prospect, and I wasn't interested in him whatsoever, as I told you. I didn't come to Hawai'i to become a teacher. I came to Hawai'i to become a park ranger. But he thought he wanted to see what sort of a fellow I was, so he gave me a set of examinations that were apparently given to graduating seniors in the Teachers College that time, to see how I would do on them. Now remember, I never had the courses and I'm only an entering freshman. And to his astonishment, I passed all the courses, by taking those exams for exams of courses that I've never had. So he assumed from that, "My god, this guy must be really smart." When actually, I think the trouble was the exams were very inadequate. Anytime you can pass an exam for a course that you've never taken, there's something wrong with the exam. At any rate, that's when he started getting interested in me and trying to persuade me to become a teacher, really teaching me what education was all about. And I appreciated that. And I had a very long and happy marriage with his daughter. We were married for forty-three years before she died of cancer in 1981. She was a school librarian.

WN: Shall we continue next time with the deanship?

MK: I think that's a good cut-off point.

WN: Would that be okay with you? Stop here and we'll get into your dean—your career as dean, and also we can talk about [the Hawai'i State Employees] Retirement System . . .

HE: Well, as I told you earlier—when I tell you what my alliances were in order to have my way with the development of the college and the program, the retirement system was a service that I rendered to the teachers. They are the ones who elected me to that board. So what I was doing was helping them by securing an adequate retirement for them.

WN: Right. The teachers' union, you keep bringing that up as an ally.

HE: Yeah. Well, I'm still active with the union. As you can see, this building is the union building. These assets are the union assets. And these programs are, to some extent, the programs that we established in that day. And we are the ones who lobbied collective bargaining through in 1972. But it did create a vacancy between the three unions who were established at that time, the administrators' union, teachers' union, and higher ed union. Those three all . . .

WN: UHPA, HEA, and HSTA.

HE: Yeah, the HSEOA—the educational ones—they went with the HGEA, because at that time the problems with NEA, AFT—and the UH, of course, wanted nothing to do with the public school sector. But we'll get into that later.

END OF INTERVIEW

Tape No. 21-25-3-91

ORAL HISTORY INTERVIEW

with

Hubert V. Everly (HE)

May 3, 1991

Honolulu, O'ahu

BY: Michiko Kodama-Nishimoto (MK) and Warren Nishimoto (WN)

WN: This is an interview with Hubert Everly, on May 3, 1991. We're at the office of the Hawai'i Education Association.

MK: I guess we can start today's interview with your tenure as dean of the [University of Hawai'i] College of Education. And maybe we can find out how you got into that position.

HE: Oh, just lucky I guess. (Chuckles) Well, I think, probably, I just happened to be at the right place at the right time. Really, it was an element of luck, to some extent. The person who was in the position, got promoted to dean of faculties, Bruce White. And I was chairman of the education department, we only had one department at that time. So, I was sort of in the right position to be considered and was put in on an acting basis [in 1956] by Paul Bachman. Paul Bachman, you may recall, didn't last long as president [1955-1957]. He died in about year and a half after he became president. I think his intention was to look around and try to find somebody better qualified and more seasoned, I was pretty young at that time. That's why I was only an acting, but, with his death, Laurence Snyder came in from the Mainland, and decided to make the decision permanent. I guess he had other things on his mind as well.

(Laughter)

WN: There was no national search.

HE: Yeah, there was no national search, and there's no particular competition, even locally, for it. So, I think it was more luck than anything else. But, once I got in, I was very difficult to dislodge. If you read my vitae, I was dean for more than twenty-three years [1956-80], which is some kind of a record, I think. Typically, deans only last about five years, after which they either get fired or promoted. And, I'm not sure why that was the case either, but it was an unusually long tenure and yet it was a very key position.

There are only a few top education jobs in Hawai'i. President of the University [of Hawai'i] would be one. The superintendent of public instruction would be another one. And I think the dean of the College of Education is certainly right up there. The other two, both also were plagued by short tenure. Typically, the superintendent would last less than five years. The average is less. The president of the university also tends to run about five years or less. No

matter how well he performs. So, while I would've been happy to hold either one of those positions, it turned out to be very fortunate for me and my career, that I landed in the other one, which had a much better period of service, although that's not typical.

MK: At the time you became dean, what was the status or condition of the College of Ed?

HE: Well, I think in our previous interview, I described the college at the time I was a student there as still being essentially like the [Territorial] Normal [and Training] School. Normal school, of course, had to teach all subject matter, because they were a very solitary institution. So they were teaching subject matter as well as the professional skills to be a teacher. I think there had been some move away from that, but we still had begun to differentiate the different roles in the profession in order to relate closely enough to the DOE [Department of Education]. Bruce White was an educational psychologist who had been brought in from the state of Washington and he did not have the close contacts with the DOE that Ben Wist had, or that later I developed. So, I think there was a period there where we were not in close harmony with the DOE, but not in conflict either. Of course, the degree of the harmony I've been describing is controversial. Some people feel we are too dominated by the practitioners in the system, and those who criticize the state of teacher education think that we should be more influenced by the liberal arts faculty than by the education profession. But, that's another story.

At any rate, during Bruce White's regime, we suddenly developed a shortage of teachers. I described earlier how Wist kept the enrollments in the college limited to the anticipated need. There was a feeling that there was something wrong about training more people than you could see ahead were apt to be employed. Your comments about Ann Keppel before we started this taping reflect, of course, my own attitude toward that. I felt all along that to deny people a chance to enter the profession because of the current job market is wrong. As it is wrong for any of the professions. But in particular for the teacher education profession, because there are so many adjuncts in a career to a training of that sort which are very useful that I see no reason to prevent people from going into it and smack too much of the effort to control the amount of education people had, generally, in Hawai'i. However, Bruce White was forced to begin what was called ATTP, the Alternative Teacher Training Program. And what we were doing was picking up recent liberal arts graduates and retreading them in a hastily put together program, in order to get them into the schools. But also, we began to hire from the Mainland, because we weren't ready.

So, one of my first priorities was to try to open up the system when I became dean. And in order to do that, I set up my own student services division. I did not rely on the department chairmen, who were almost nonexistent, at that time, to do the recruiting and to do the screening of the people we would take in. And we set up our own student services division. We did not rely on the university's student services division, which was inadequately staffed. We had more counselors in the College [of Education] alone than the whole university.

Then, we began to specialize by departments in an effort to provide trained personnel for all the kinds of jobs that the DOE needs. If you take a look at the DOE, they don't just need teachers, they need all kinds of teachers and they need all kinds of other educational personnel. So, the college, then, soon became a multi-department college. And then we began to recruit people for those specialties.

An example is, we decided that educational television needed to come to Hawai'i because it was a kind of technology that we didn't have here and that we could see was going to be needed, so we recruited somebody from the University of Wisconsin, Walter Wittich, who we knew was good at this. Made him department chairman and told him to go out and find others. Meanwhile, my business is to go down to the legislature and lobby for the positions in the college so that he could hire the specialists and then eventually to lobby for the hardware and the system that would then be finally placed on our campus. See, ETV was started as a public education tool to improve public education and I think I described to you earlier how we went about that. That's one example of how we had to lobby, then, for all these specializations. We had no specialization, for example, for special education for the handicapped, or for the education of the gifted. We needed to specialize, then. Now, this is before the federal people began to require this kind of specialization. We tended to look at everybody—there tended to be a feeling that we didn't want to discriminate against anybody by calling some dumb and some smart, and we wanted to kind of put 'em all in the same class and treat 'em all the same. And I'm afraid I had that same attitude myself, at one time, but the extremes are so great, it's almost impossible to handle them without specialization, both organizationally and in terms of training and curriculum.

We found that the psychology department was doing a poor job of giving psychological background to our teachers, so we decided to start our own ed psych [educational psychology] department and did. We decided we had to train our own counselors, and so we started that department. So we had all those in addition to the traditional elementary, secondary, philosophy, history.

Then we discovered that the DOE was having trouble choosing their leadership. I think I told you about the fair-haired boy policy that they used to use to pick principals. So, we persuaded them to let us select and train their administrators, in cooperation with them and we started a department of educational administration.

Then, we had nothing in the area of vocational, and so we began to train vocational educators as well. This is how I got into my controversies with Dave Thompson, you remember I described earlier. But, I also put us into touch, then, with the technical schools. We had two kinds of vocational programs, one post-secondary and one during secondary. So, we had divisions of vocational education as well.

WN: Is that still in existence?

HE: Yes, it is. I think they call it industrial education now.

Home economics, I transferred to the home ec department, finally. We still provided the education courses and the practicum for them, for a long time, but I had felt they'd get better service over there. And the same thing with agriculture. Agriculture was in Teachers College, at one time, too. I took some of those courses myself, because I wanted to be a school administrator, and I wanted to know about that part of the school curriculum, which was very important at one time.

WN: With the idea being that a teacher in a school, say, if you're going to get assigned to Honoka'a, should have some background in agriculture.

HE: If I was going to be principal of Honoka'a School, I should know something about agriculture. If I was going to be a teacher there, then, no, I wouldn't have to. So, I took it with a view to become an administrator someday.

WN: So, your decision to take agriculture out of the College of Ed was based on, what, the changing curriculum?

HE: I thought that the experience I had was not—I didn't think it was very worthwhile. They had a little school garden back there by the elementary school and about all we learned to do was hoe the weeds, and plant the seeds, and water and fertilize them. I didn't think that was adequate. I knew that the agricultural college had much more sophisticated courses.

The trouble with moving it over there was that they were not particularly interested in that phase of their responsibilities. The subject of this interview is not the College of [Tropical] Agriculture [and Human Resources], but let me tell you, they have their problems, too. They're split between the research-oriented people and the service-oriented people. So, you have your extension agents and they're the second-class citizens. You have your researchers and neither of them really are very much interested in training ag teachers for the DOE. So it hasn't always worked out. We have a chronic shortage of ag teachers, as a result of them falling between the cracks in that college. I'm sorry to get into this so much. There's a whole story about that and their salary schedule and the rest of it, which we all got involved in, eventually.

Same thing with music. We started the music program. Remember I told you we hired Dorothy Kahananui out of the normal school. We hired Norm Rian and authorized him to begin to hire others so the music program of the university was in the Teachers College. It was only subsequently, after we got their headquarters for them, even though it was on our campus, that we persuaded the university, then, to take it on as one of the departments of the liberal arts college [i.e., College of Arts and Sciences] and then it began to develop and flourish. So, again, rather than try to teach music in the College of Education to prospective music teachers, we put them into the music department. Again, we had problems, though. Once you put people into subject-matter departments, despite their best promises and their initial enthusiasm, it's difficult to keep them really caring about the program. I'm sorry to say that, but I want to say it for the record, here, that this has been one of our problems.

It's the same reason we don't believe the English department can train English teachers better than we could, because, I think, the English department itself is fractured between many sub-disciplines and they really are not knowledgeable about the public schools. They don't really have any expertise in preparing people to serve at the elementary level, for example. And I think this is true of many of the subjects that are offered which I did not hand over to the liberal arts college. On the other hand, we did try to consult with them about what the subjects would be.

In your field of history, we didn't want our social studies people to be only historians, because they needed a broader base if they're going to do the kind of social studies teaching that's done in the elementary and even the secondary school. But, once you get into that, then you immediately find yourself into a war in that department of the liberal arts, between the geographers, the political scientists, the economists, the sociologists, as well as the historians. So finally, we had to kind of be the referee of that fight.

Same thing in the English department. You get into a war between the poets and the writers, the grammarians, the linguists. All consider their sub-discipline as the most important. So, we used DOE people on these committees and we used the subject matter specialists from the departments the best we could, and we used our own judgment.

So, those are some of the things we began to do. Began to shift the subject matter into the subject-matter departments, while retaining control of what was going to be taken, working with the DOE then, who controlled licensing to help shape the kinds of licenses. I know this sounds like some kind of a giant conspiracy, and I suppose it is to some extent. But, we don't just sit passively up at the Mānoa campus and wait to see what the school board or the DOE is going to do about licensing. We're in there suggesting and lobbying for what they should do, and serving on the subcommittees that come up with these plans.

WN: Given your somewhat tenuous position within the university, by farming out or—I don't know what's a better word for farming out—these, for example, the music education to the music department, isn't that sort of some kind of an altruistic suicide? You know, because in a way, by coming into the university the way you did, wasn't it to your advantage to maintain as much control as possible of certain departments, like music?

HE: Well, I felt that my long-term goal should be to try to integrate with the university and not be just that college on the wrong side of University Avenue. Despite my failures, I always tried to cooperate with the rest of the university and be a part of the university and be concerned about all the university. My concern for educational opportunity and equality didn't end at the twelfth grade, I had the same feelings about the university and I was concerned about all of the university, not just my part of it. And I think that we would get better service if we were integrated with the university, properly, than we would if we maintained a separated institutional status. The reason that I had to stay so close to the DOE, and to the legislature, and to the teachers' union, which we haven't talked about yet, was that I needed allies, so my position wouldn't be as tenuous.

Now, frankly, the university, of that day, was well set apart from the community. It was more of an ivory tower then than it is now. If you'll look at the catalogs of that day, you'll find the student body were primarily non-Caucasian and the faculty were almost entirely Caucasian. And they were not local Caucasian, they were Mainlanders, who had been brought in here with their fancy degrees and their—the expectation that they would be superior people and give our people a better education. The trouble was, they were apart from the community. They did not have close relationships with the legislature. They didn't even believe in legislatures or unions or lobbying. This was a handicap. It was a handicap for faculty benefits. It was handicap for the support of education.

Now, after the Democratic revolution [beginning in 1954], they got all the help they wanted, but during the period of the Republican years—remember, I'm neither a Republican or a Democrat—their policy was to educate only the number of people they could see were needed for the kind of society that Hawai'i was, which was, in their view, primarily an agrarian society. And they never were able to see that Hawai'i was going to be anything other than an agrarian society at that time. So, how many engineers do you need?

That attitude, of course, has helped suppress teacher education as well and burden them with

the same idea that you had to prove there was going to be opportunity for them. For some reason or other, we didn't have that problem with the history department, you could train anybody who you wanted and nobody ever asked what happened to you after you got out (chuckles). We, on the other hand, felt it necessary to follow our people up through our student services division, so we could tell you where everybody went. Whether they were being busboys, or whether they were being teachers, or whether they had gone to the Mainland, or whether they had become bank tellers, or whatever. And, the fact that nobody else could tell what happened to theirs, I think was an asset to our keeping the college fully funded.

But, my feeling was that our College of Education, which was also staffed primarily by *Haoles*, and yet almost no *Haoles* [students] in the school, needed to get people who had risen through the ranks and come back into that college. So, you'll find the College of Education, now, has got a better ethnic representation than most of the university, although the university, generally, has improved.

MK: How did you encourage that? We know, like, Mr.—Dr. [Teruo] Ihara, "Dot" [Dorothy] Hazama—how did you encourage these local people to get into the College of Ed and go on for further degrees?

HE: Well, I just put out the word that I needed somebody in this position, or I need somebody in that position. Remember, I'm very close to people in the DOE, now. I'm very close to people in the union [Hawai'i Education Association], which means almost all educators. In those days, the union included everyone, not just teachers, it included administrators as well, so. I was the president of the union at the same time I was dean of the college, and then cooperating with the DOE. So, when you have a leg in all three camps, it's not hard to get the word out that you need somebody in educational psychology. Or you need somebody in school administration, or you need somebody in research, or. . . . They're out there, they're there, all they need is the opportunity. And many of them you know from your own experience.

MK: So, when it came to employing people, instead of asking for a Ph.D., you would settle for a M.A. or a B.Ed., and then help, or encourage the person to go on for further degrees?

HE: Some of that. And yet, we also were able to find some doctorates, too. But yes, some of that. And I, frankly, was not interested in their publication record. The "publish or perish" policy of the university has always struck me as shortsighted, particularly at a land grant college which is supposed to be dealing with a broad sector of the community. And, I've always been looking for people who were oriented toward working with practitioners in the field of in-service assistance. And, we were interested in the professional skills which are needed to enable people to be successful. Most of the stuff that's written by—in my discipline, and a lot of others for that matter, is of poor quality, I think.

But, it soon became obvious to me, I couldn't get my people promoted unless I had an outlet for their publications. The University [of Hawaii] Press was controlled by the liberal arts and science faculties, so I couldn't get anything published there. So, I had to start my own journal. I don't know if you're aware that the College of Education has a journal, called *Educational Perspectives*, which is our own professional journal. And I didn't ask anybody

for permission to do it, because I knew I'd never get it, I just used money that had been allocated for supplies and equipment to that. I gave free time for the editor from his teaching load, and we just started it, that's all. And, as I understand, it's only been recently that it's finally been legitimized. But, it's run without advertising, and it's an outlet for the professional writing of my people, as well as others. And it, I think, serves a useful purpose. Also helped me get people promoted. But, some of them had to write books, like Dot [Hazama], you know. We just talked it out, "Listen Dot. The system is, you gotta write something, damn it. Get going!"

(Laughter)

WN: She did it, too.

HE: She did it, too, and I got her promoted, too. So, that's the system, but I, frankly, did not want people spending a lot of time up there—with their noses in a research project. I want them looking at the problems of the DOE, and relating to that and making themselves a part of it, so they would know what they're talking about when they're talking about it. One of the criticism of methods courses is that people teaching them never taught out there, or taught there many years ago and don't really know what the score is out there. And, we wanted to get people who were fresh practitioners, who knew what they were talking about and would be respected. And, of course, the other thing we did was to emphasize the lab experience, the practice teaching in the public schools and the intern teaching. Following that, paid internships. So, they had a full year of supervised teaching and, before that, it used to be a year of observation and participation at the sophomore level.

MK: Do they still do the paid internship, though?

HE: No, I lost that as a result of having to cut back on education credits to satisfy the critics, that we were giving too many education credits. And so, that was lost as a result of the Styles study in 1965.

MK: You know, earlier you had mentioned that, when you became involved with the College of Ed, you got involved in the selection and training of individuals for administration.

HE: Yes.

MK: How did you—I was wondering, when you said select, is that really selecting, or. . .

HE: Yes, that too. Yes, we developed a battery of tests which would be an objective measure of people's intelligence and of their character and their psychological problems. We used the Miller Analogies Test for intelligence. We used the Rorschach, initially, and later the Minnesota Multi-phasic to see why people wanted to become administrators. We used tests to see where they'll land on the masculine-feminine scale, on the authority and domination versus submission scale. And so it was a very elaborate—we wanted to know why you want to become—some people want to become an administrator because they want to boss people around, or because they're hostile (chuckles), and you don't discover that sometimes until after you've got them in there, and then you have a problem getting them out.

MK: Is this system still intact?

HE: Yes. It's been modified some, I've been told, but, yes, it's still intact. The trouble with getting the DOE to do it was that they were under pressure always from the politicians to put in its constituents, or relatives, or they sometimes wanted to put in their own relatives or their own friends. And they had no objective way of deciding who it was going to be—"Who would be a good principal?"

"What about old Joe?"

"Sure Joe, I know Joe."

(Laughter)

HE: And, the attempt to have an ethnic spread on that level seemed as though they were trying to even select new teachers also. So, you got some very poor administrators out of that system. And, finally, the DOE themselves had to admit that they had to get away from that and they couldn't trust themselves to do it, so they asked me to do it. And we did. Now, later . . .

WN: Was there a change in the degree that you needed to be an administrator?

HE: Yeah, we had to get a new licensing system, which we helped them develop, and it relied on a certain number of credits which only we offered. And, on an internship which only we provided, but in the public schools. But, we were, then, in charge of the selection, so that they were not threatened. I remember anecdotes I could tell you, but I probably shouldn't. But, it did cause hard feelings because—I had told you how we were under pressure from politicians to take people in [University] Lab[oratory] School, I'm under the same kinds of pressure to take them in the College of Education, because we had now suddenly become very restrictive on who we would take into certain programs.

We always have had high standards for admission to the college, even though we were going to open it up only up to a certain level. And the mediocrity we were going to end up in the liberal arts college and we were going to take only the cream of the crop, which is why we never had any problem getting our English majors to compete with the rest of the English majors, or the history majors to compete with you folks. Because we had bright kids, we had no problem competing with you. I'm off the subject, now to get back to the administration.

Eventually, the DOE decided they wanted to be more involved and they were, preferably so. And we had panels of interviewers, who would interview them and they'd look over their records, of course, and their recommendations and all that sort of thing. But, since we controlled internship and the courses, we really had the last word. Now, I'm told, since I left, that the DOE has, more and more, taken that over, although in reading something quite recently—this is the *Schools in the Twenty-first Century, Toward Excellence in Education*, House of Representatives, Hawai'i state legislature, January 1991. There's a description here, maybe you're not familiar with this, there's a description here of the "cohort" administration training program, which sounds very similar to the one I had just described to you, and apparently is jointly now functioning between the College of Ed and the DOE. I find that very encouraging.

MK: What is it nowadays, the board of ed has the final say on approval of these principals, vice principals. . . .

HE: Yes.

MK: And that was the case back then, too?

HE: Yes.

MK: Did they really have a say, or was it just approving?

HE: I'd say, typically, it was perfunctory, at least for teachers. Occasionally, somebody had somebody they want to get in a certain school and a school board person would interfere and try to get somebody from the community they knew, hired to be in Kona Waena, rather than enter the general pool. Yeah, I think we were more interested in the administrative positions, because there are fewer of them, and more visible. My recollection is, though, that most school boards pretty much went by the advice they got from the DOE and from the College of Education. That's my recollection of it.

MK: So, it became a little bit less—became less political?

HE: Yes, it did become less political. And, politicians themselves finally liked to get out of this game. I didn't tell you the end of this business of getting kids in the lab school. Finally, the politicians, this very one that chided me for not taking his child in when he was a beginning freshman, and was going to get even with me when he became chairman of the house finance committee, and laughed it off when I told him I had no idea he was going to rise so fast.

(Laughter)

HE: But I went on to say, "You know, it would really be helpful if you guys would knock this off. You know, you're causing a problem for yourselves as well as for me. Your constituents know that you have this ability to get someone in there and so they're bothering you and you're bothering me. And here I am, trying to respond to this on a hierarchical basis, and I listen to you because you're [chairman] of the house finance committee and not listen to a freshman person, that's not good for your organization any more than it is mine."

He says, "You know, you're right. We gotta do something about that."

So, he came to me not long after that and said, "You know, we're going to make a deal with you. We're not gonna come to you anymore and if somebody does, you let me know, and we're going to get after him."

And you know, they worked, things worked (chuckles). They stopped asking, and I stopped having to give. Because it got to be a problem for them. You have to realize that not all politicians welcome this constituent-stroking because there isn't enough loot out there to make them all happy, and eventually, they're making many of them unhappy, because you're giving some and not others. They'd like to be able to say, we can't touch those sons-of-bitches up there, they won't listen to us. I'm sorry. I'd do it if I could. I don't mind speaking to 'em,

but. . . .

(Chuckles) That's the way it worked.

MK: So, you were kind of relieved, too, then?

HE: I was relieved, yeah. Because I'm trying to get a typical student body up there. I can't very well sell my new curriculum that's coming out of there if it's a bunch of politicians and faculty kids or if it's kids who are skewed so much toward high IQ's that only the brilliant are being experimented on. We needed a typical population. So, I had to be free from faculty pressures, regent pressures, political pressures. And for that matter, the natural tendency of the faculty to select the best-looking kids that came along.

You know, you have to go out and tell Washington Intermediate, "We need three seventh graders, and they've gotta be below average in intelligence."

(Laughter)

WN: Of course, you didn't write that point up.

HE: Oh, it's hard to say that to somebody, you know.

(Laughter)

MK: Okay, let's see, so we've talked about status of the College of Ed when you first came on.

HE: Yeah.

MK: The major changes that were effected and I guess we could get a characterization of your role as dean.

HE: Well, I want to tell my listeners, who listen to this tape sometime in the future, that you have to realize that everyone has a tendency to put themselves in the center of the stage and see yourself as a part of almost everything that happens, when the truth of the matter is a lot of things happen and you just happen to be there when they happen. They would've happened anyway. And so, I want to, with that warning (laughs), say that, naturally I see myself as having a major role in a lot of these things that happened. And I tried to organize myself in such a way in the community that I was able to be of influence. So, I think I was of uncommon influence but I certainly did not do it alone. I could not have done any of these things without the cooperation of the people in the profession, the people in the college, the cooperation of the teachers' union. Those things were all important. And the cooperation of legislators, who themselves were interested in better schools.

WN: Were you approached at all to help give input on selection of the superintendent or the board?

HE: Superintendent, yes. You may have noticed that—many of the superintendents came out of the College of Education and out of the University [of Hawai'i]. Some of them, I think, were very good, too. Shiro Amioka is one that comes to mind. I think he was an excellent superintendent.

Unfortunately, he has passed on, now. Cancer got him, too. But, there were others, Ralph Kiyosaki is still around [Kiyosaki died in 1992]. He was on our faculty, I think he was a good superintendent.

WN: And so, Burl Yarberry came . . .

HE: Burl Yarberry was from the University [of Hawai'i at Hilo], but not from the College of Ed. Who else? Jackson?

WN: Lowell Jackson.

HE: Lowell Jackson. I'm sure I'm overlooking some.

WN: I mean, you were actually asked to give your opinion?

HE: Informally. I can't say that the school board came around and said, why don't you come down, talk to us about this, I don't think that's the way it worked.

You talked to individuals and you're influenced that way, not in a formal sense. But, generally, I didn't try to involve myself too much in that. I don't think it would have been proper, really.

WN: Were you approached at all?

HE: I was interested in being superintendent at one time, and I didn't make it and I was fortunate.

(Laughter)

HE: They chose Walton Gordon [1958-62] instead of me, and poor Walt was fired in five years and I was still there [as dean]. He's a man who came up through the ranks. He was principal of Farrington High School before he had that job.

WN: What are your criteria for what would make a good superintendent?

HE: Well, I guess my first would be that he has to be dedicated to the proposition that everybody in our island deserves to be educated as far as he wants to go. There should not be any artificial barriers to him progressing and you should adjust the curriculum—and the schools for the different needs and abilities, so that you can keep people in as long as possible. Just the opposite of what policies were for many years. So, I would start off with that basic philosophy. You owe it to your people to do the best you can for all the kids in the Islands.

Following that, he ought, I think, to be a professional educator in the sense that he knows how a school functions and how teaching takes place. We sometimes hear that education is too important to be left to the educationists and we should (chuckles) get somebody who doesn't know anything about the education profession and put them in there. Like a businessman. I don't know if you've ever read the survey of the history of education in Hawai'i, but during the early period of the Territorial days, it was very common to put in somebody, a non-educator, in as superintendent. One time, they put in the editor of the

Honolulu Star, which later became the [*Honolulu*] *Star-Bulletin*, because he was a leading critic of the schools of that day.

Or, they put in businessmen—"We're going to run these schools like a business."

Or, they put in people who were taken out of the university, who had never been in the public schools, locally, and knew very little about them and come from the Mainland. These people were all monumental failures as superintendents. The best ones tended to be people who knew something about the profession or were educators themselves, and who had a sound philosophy of what it was they were trying to do.

But, they also had to have some skill in dealing with the funding source. Hawai'i is unique in that the money all comes from one place, and that's the legislature. There's no other state like it, and so the true source of power is the legislature. And in education, it's more powerful than the school board, superintendent, and the same thing is true of the university. The university itself is dependent on the legislature, not the board of regents. This is what got me into the teacher union business very early in my career, because I realized that if you're going to do things for teachers and for education, both, you have to have access to the funding source. And you can't do it by just begging and pleading, you've got to organize and force your way.

MK: Now that we've kind of gotten into the legislature, you can tell us about your lobbying activities and the connection between, say, your being on the [Hawai'i State Employees] Retirement [System] board, your being in HEA [Hawai'i Education Association] and how that all came to work as a lobbyist on behalf of education.

HE: I got started with the teachers' union while I was still a teacher on the Big Island. At that time, the Hawai'i Education Association was kind of a loose confederation of local associations. And the Hilo Teachers Union—it was called a union—of that day, was really one of the more active organizations. I got involved because they started charging rent for teachers' cottages, which is a long story (chuckles). But at any rate, I only made twenty-five dollars a month, and I was going to be charged five dollars a month for my cottage, which sounds like a very token amount nowadays, but, you know, it was a quarter of your salary, yeah?

(Laughter)

WN: Let me turn the tape.

END OF SIDE ONE

SIDE TWO

WN: Okay.

HE: Well, so I was in my first year in Honoka'a, and many were frightened to do anything about

it, because, remember this is now in the mid-thirties and people were frightened of the power structure and didn't really want to complain about it too strongly. And the kinds of people who were supervising principals were appointed by the board of education, who was part of that power structure, or they wouldn't be on the board. So, it was only young, foolhardy people like myself, who were willing to come out and appear before the board of supervisors—which now would be the county council—and protest this, and tell them we were gonna leave the Big Island and go to Maui to teach or something, if they did this to us. And, of course, they just laughed at us and did it anyway. But, at least we tried.

And, another thing I discovered about the union at the time was that they were not really into improving the schools or improving the openness of the schools. They were not going to get into issues like having quotas for high school, for example. They didn't want to get into those kinds of things, and I thought we should be protesting that kind of thing and the union should be used as an effort to get after the legislature, even though they were hostile to our point of view. So that somebody was heard on that subject. So, that's how I got started in it, and it just seemed important to me.

I became a very good friend of the executive secretary of the Hawai'i Education Association, James McDonough, who was a lobbyist for many years. Gradually I became also acquainted with the executive directors of the other unions. Because, if you're going to lobby, you can't lobby with one union alone, you have to lobby in the public sector, generally. So, I had to be lobbying with Charles Kendall, of HGEA [Hawai'i Government Employees Association], and Henry Epstein of UPW [United Public Workers], and Captain [Yoshio] Hasegawa of the [Honolulu] Police [Department], as well as with McDonough of the HEA. Now, remember I'm from the university, but when I was still a teacher, I was active, at that time, and helped them, as a teacher. When I left teaching and went to the university, then I helped them as one who's interested in the fate of teachers and, through what happened to them, the welfare of the schools. So, you don't lobby just for schools or for teachers in isolation. You're arguing for a lower pupil-teacher ratio, that's not just a fringe benefit for teachers, that's a benefit for children, also. You need additional support in there to make that happen. And, in order to do that, you have to then become politically involved and be willing to name your friends and supporters and condemn your enemies and detractors. And you have to get out and help people get elected, and that's what we did.

Now, the university itself didn't do this, only the College of Education did this. Remember, the [board of] regents of the university, now, were also appointed by this same power structure and they didn't go down and lobby for the university. And the university didn't go down and lobby for the university. So, I gradually found myself representing the entire faculty of the university to try to get salary schedules through. We had a salary schedule, which was common to all colleges, and I was able to get support from the Hawai'i Education Association, which had virtually no representation from the university, except the College of Education, and from HGEA, which later became the representative of many of the faculty, and for UPW, which represented, later, the blue-collar people at the UH. If you have the backing of those three organizations, you have a powerhouse down there. But you have to be willing to get your hands dirty, you know. And, if you're going to do that, you have to truly participate in the activities of the union, including teacher strikes, which I must say I helped with.

MK: So, you helped to get collective bargaining . . .

HE: Yes, we did. At the same time I was involved in the local unions, I became Hawai'i's representative to the National Education Association. Each state has a director, some more because they're larger. We had one. So, I was elected by the union to be their director at the NEA.

So, for a decade, I sat on the National Education Association in the late-sixties, early-seventies, during the period when they were trying to decide whether to become a union, or not. You remember the AFT began to organize teachers, American Federation of Teachers, which is an AFL-CIO [American Federation of Labor-Congress of Industrial Organizations] subdivision. And, for a long time, and I must admit I was part of this, we hoped to prevent the teachers from becoming an out-and-out trade union, because we thought there was things to be lost by that. And so we talked about professional negotiations, rather than collective bargaining, and we Mickey-Moused our way all over the landscape and gradually lost ground to the [American] Federation of Teachers, and finally just threw up our hands and said, "The hell with it, we're going to become unionized, too."

I was on the NEA board at that time when that decision was made, but part of that decision was we're going to have to separate ourselves from the administrators and from higher education. So, people like myself, who were deans, were suspect, not only because we're administrators, but we're higher education. And the principals are all on the opposite sides of the fence, how can you collective bargain? You have to bargain against your former friends. So, we lobbied, locally, then, with Dan Tuttle, who, by that time, had replaced McDonough [in 1966], to separate the Hawai'i Education Association into three unions [in 1971]—the higher ed union, which they didn't even know we were doing it, until it was done.

WN: This UHPA [University of Hawai'i Professional Assembly]?

HE: Yeah, this is UHPA. Dan Tuttle put them in. He and I talked about it, we decided we might as well put 'em in, no use going up there and asking about it, because they probably will say, "No, no, no," they don't believe in unions.

And so, we just included them (chuckles), that's all. I think Dan will tell you that's about the way it happened. And [Senator] Sakae Takahashi, who he was working with at the time.

The principals' union were separated off and encouraged to go to HGEA. And the teachers, then, became the HSTA [Hawai'i State Teachers Association]. We already had a division of classroom teachers in HEA, and that division became HSTA.

At the time, we hoped to somehow keep in contact with all three unions, and kind of provided an umbrella of services, like insurance and that sort of thing, and a headquarters building and so forth. But, it didn't work out that way at all, because I was no longer eligible to be in any of these unions, being a—I couldn't be in any of them, even though I helped to produce all three of them. I got out of HEA, got off the NEA board, went back to my knitting at the university. And . . .

WN: Now, this is when?

HE: Well, this would be, I guess in the mid-seventies, maybe early-seventies. About the time Dan Tuttle had left here. Dan Tuttle also left at that time [1970] and I eventually hired him [in 1974]. I had to find a place for him in my college [as a specialist in educational administration], which I did. (Laughs) Let's put it that way.

(Laughter)

HE: Well, he was a very useful asset. I mean, you know, even though he's a political scientist by training, he had learned a lot about education in this job, and so he became a political theorist in education. So, when it came time to find somebody to rehabilitate this organization [HEA], where we're sitting today, he was about to retire [from the University of Hawai'i], and I reached out and got him and put him back in here [as Executive Director of HEA, in 1989]. So, we're now putting this thing back together, and we're making its mission now to represent retired educators of all levels and not try to interfere in any way with the collective bargaining scene, which we think still should be separated in order to make it work, I believe. But we see no reason to keep these people separate once they've retired. Retired teachers don't have to bargain with retired administrators or they don't have to feel aloof from higher educators, so we're trying to bring the three back together.

Nobody is representing retired educators in Hawai'i because in the system of collective bargaining, people now pay to be represented and serviced and they feel their first allegiance is to those who are paying the three or four hundred dollars a year in service fees. Retirees don't pay anything, and so they get kinda cast adrift. And this is true whether it's blue-collar, policemen, firemen, or what have you. So we have put together, now, a coalition of government retirees, including blue-collar, HGEA, university, DOE, policemen, firemen, and so forth. They're about 20,000 of them and we've invited them to headquarter themselves here in this building. And the leadership of that new coalition, which is now lobbying for retirees, is made up primarily of people who are active in this organization and in retired teachers. [Teruo] "Terry" Ihara is chief lobbyist, he's also treasurer of HEA, past-president of ORTA, which is O'ahu Retired Teachers [Association], and retiree from the College of Education. So, he does it all. He has a nephew who's a legislator, and that's our beachhead.

WN: So, here you are, you know, you're dean of College of Ed, you're essentially—you're management, actually, and then at the same time, you're encouraging those under you to get organized. Now, how does that—how did you justify that?

HE: Oh, I don't find anything inconsistent about that at all. My own colleague, poor Shiro Amioka, had now become superintendent [1971-74], he was on leave from my college, I was going to bring him back as soon as he's finished down there. And I'm also on the board of trustees of the Hawai'i Education Association, which was in the process of becoming HSTA, and we were ready to have a statewide strike because we can't have our way with the legislature. And so, I'm sitting down here, right in that room, voting for a strike same time my colleague down here, poor thing, is going to be managing it.

(Laughter)

HE: And then I discovered Shiro's gonna try to use my practice teachers around the public schools as strikebreakers, so I had to call them all back into the college and set up all-day seminars

for them to keep them out of harm's way.

(Laughter)

WN: That was that strike back in ['71]?

HE: Yeah, yeah. So, I don't see anything inconsistent about that.

WN: Would it have been inconsistent if it were an UHPA strike?

HE: No, I would've felt the same way about that. I'm trying to help the public schools, and I've been trying to help the teachers in those schools. And my opposition is not Shiro or some board or—it's the legislature, who control the money. And the only way to get after them is to create a problem for them to the point where they will yield and do something. And we tried to do it on a statewide basis. We didn't do it properly because we were inexperienced and didn't follow the ninety-day cooling off period, and all that kind of stuff that is now standard. And so, we almost got put in jail, I almost went to jail myself. Judge Masato Doi told me if I didn't get those teachers back within two weeks, we were going to jail, and we were ready to go (chuckles). But . . .

WN: Did you get any heat from the UH administration?

HE: No, I didn't. I don't know why. Generally, the UH administration tended to leave the College [of Education] alone, I had no trouble going down and lobbying for my part of the program, even to get buildings, which were not on their CIP [Capital Improvement]. They sometimes tried to, in conference committees, get reallocation in favor of something on the other side of University Avenue, but nobody ever told me I was going to get fired if I didn't stop doing that. It's pointless to do that anyway, because legislators don't like to be denied access to people, and all you have to do is tell them, "You know, I'd like to talk to you about this, but I'm told I can't talk to you. If you want to invite me down, well then I'll come," and get a formal invitation, then you can come easily.

Or, you can be down there on other business, like union business, or retirement system business. Now, why was I on the retirement system board? Because teachers elected me. Teachers have one seat guaranteed to them. And I ran and I was elected. And I was reelected and reelected and reelected. So I was on that board for four six-year terms, until my retirement. Now, that put me in a position, then, to be very knowledgeable about the power structure of the territory and state. If you've read the book, *Land, Power and Politics*, by [George] Cooper and [Gavan] Daws . . .

WN: Oh, *Land and Power in Hawai'i*.

HE: Yeah.

WN: They don't put "politics" in the title.

HE: They don't put it in the title, do they?

(Laughter)

WN: Land and power, that's it. You put that in.

(Laughter)

HE: I put that in, yeah, and it's there. And another thing that's missing there is that they didn't try to find out what the source of funding was for all of these various schemes that they're talking about in there. The source of funding in many of those was the retirement system. I don't know why they never thought to come around and talk to me about that. Or even look into it, or ask the question, "Where do you think the money came from for all these schemes?" It's not enough just to have a scheme, you have to have the funding to make it happen. And the banks were not gonna help them. We gradually began to help the small banks. I remember we had an agenda for the retirement system, too. This was the biggest single chunk of uncontrolled money from the powers that be of that day. And so, we were in a position then to begin to lend money to small businesses. Lend money to our own members, without having to have them go through these Big Five-controlled banks. We were also in a position of keeping our deposits in small emerging banks, to help them come out and become banks, by keeping our deposits in there. So, it was a very useful connection.

The fact that I'm in a position now to improve the retirement system, which I was able to do, and I could help not only my teacher group, but I could also help the policemen, firemen and blue-collar, the HGEA, win their gratitude, so when I'm talking about other issues than retirement, well, they owe me one. You know how it is?

WN: Whose decision was it to make the retirement system non-contributory?

HE: That was done by HGEA after I left there. I think it was a mistake, I believe I talked to you people about that before.

WN: Because eventually then, it's gonna [go down] . . .

HE: It's already beginning, yes, yes, it is. It's already happening. Two things are happening, the cost of the system are rising and they're not being recognized so that the unfunded liability of the system, which was very small when I left, is increasing, every year, without being recognized, it's being hidden.

The other threat is that the profits of the system are inadequate to cover the kinds of guarantees that are being made without any contribution being made by present employees.

Thirdly, the expectation that people are going to use this disposable income which is no longer being put into the system, in their own IRA account, is not happening. Maybe it's happening with you people, but you're the exception.

WN: No, it's not.

(Laughter)

MK: No, it's not.

HE: If it's not happening with you, who in the world is it happening to? They're expecting that a third of your disposable income is going to go into IRAs [Individual Retirement Accounts] or your own personal investment program, so that you can live on one-third pay when you finally retire. I know that's not happening and they ought to know it's not happening. So, people really ought to have a look at that, because there's gonna come a day of reckoning and you're going to be right back where you were when I first got on that board.

When I got on that board in 1956, the system was not making enough money to even pay the actuarial guarantees. They had a very large unfunded liability and the benefits were only one-third of pay, so that people, literally, could not afford to retire, so they kept wanting to stay longer and longer and longer, so they wouldn't starve to death. People can't live on one-third pay. So, we had—we haven't got time in this [interview] for me to tell you how I reorganized and changed the retirement system, with the help of others, but we did a very substantial root overhaul with that system, which I think has proven to be very beneficial to the members of the system, and for that matter, to the economy of the state. Because we have broadened the base of economic self-sufficiency in the state, and we've also provided a source of current extra revenue, which the legislature is tapping for all manner of benefits, including your salary increases. But, that's a whole other story, and I know you don't have time, it doesn't sound like it's part of the College of Education, but it is.

(Laughter)

MK: No, that's important for us to get in, because that describes how you could have enough influence with the legislature . . .

HE: Yeah.

MK: . . . for the College of Ed and for education in general.

HE: Yeah, because I was not getting any particular support from the university. It never occurred to me to go to the regents and ask for help. First, I wouldn't have gotten it, and second, that's not where their primary interests were. At one time, when Wist moved up to the [University of Hawai'i] campus with his [Territorial] Normal [and Training] School, he managed to get the laws changed so that the superintendent [of schools] was an ex-officio regent. But that was changed, you may recall, in one of the amendments to the constitution, after statehood, and he was dropped as an ex-officio member. The idea was that the superintendent was supposed to look after us in this "hostile" environment up there. And he did. But, we had nobody on the regents that you could count on automatically to be somebody who would be helpful to you.

So, you constantly turned your attention in the other direction, and to win the support of other unions, you had to do something for them. I was able to help them with their retirement system. Because, while they fought about everything else, and they were bitter foes, [Charles] Kendall, [Henry] Epstein and [James] McDonough could rarely speak to one another, they were so hostile toward each other, but with a go-between on a cause that was common to all three, it was a powerhouse in the legislature, because they were all singing the same tune. We

were just orchestrating our testimony for retirement benefit improvements. And then that led, then, to influence in other matters. So, it was worth doing, not only for the sake of my own teachers, whose benefit I ardently support as the main way to improve schools, but it was just good practice all around to have that system improved. And the revenues in it, being used in a socially responsible manner. Sorry, we don't have time to get into it more, because I'm full of that and that's a story, probably, that's never going to be told.

MK: I think what we might do is append part of our earlier interview with you for the politics project to this interview so that it will be a fuller discussion of politics and the retirement system.

HE: I don't remember too well about that interview. It took place quite a while ago, but, really, I'm not a politician in the sense that I belong to a party or run for office or even do a lot of campaigning. I'm not a politician—I'm trying to lobby and relate to politicians all the time, even now, in retirement, so I don't know how it fits into your scheme of politics. You probably are trying in that enterprise to find prominent politicians and see how they function, weren't you?

WN: No, no, no, no.

HE: You weren't, huh?

MK: The study of politics with a small "p."

HE: Yeah.

WN: Yeah, right, good way of putting it.

HE: See, there's no way to do anything for education in Hawai'i, structured the way we are, on a single-district statewide basis, without involving yourself in the legislature and politicians. There's just no way to do it. You can talk about school/community-based management, and all the rest of that until you're blue in the face, the final answer in terms of resources is down there in the 'Iolani Palace [HE means Hawai'i State Capitol].

MK: Maybe what we can talk about is what you see as the role of schools. What you see as the role of student, role of the family, role of the community. Start with the role of the schools.

HE: Well, it's changed during my time. I've been here long enough to see it change in my own lifetime. I think this tape contains my reactions to the situation that I found when I first came here, which was an attempt to limit education to the needs of that agrarian society. And to some extent, to limit it to the elite of the day and not to have it be a burden, either on the financial structure of the powers-that-be at that time, or to unnecessarily educate people beyond their expectations. That's the situation when I came, it was beginning to be fractured, and that's what caused the *Survey of Schools and Industry*, which is an attempt to re-cement that limited horizon for education. And so, my whole aim at that time was to not allow that to happen, in any way that I had anything to do with it. And the union was a good part of that activity, because the union was the one area which had some influence on the legislature, which was, that time, Republican-controlled. By Republican you meant Big Five-controlled.

This is now long before the war here. We're talking about the thirties, before World War II.

So, that was the mission, then, was to open up the schools so that everybody had a chance, first of all, to get education of any kind. We weren't talking about quality, then, you know. We were talking about just getting it, just getting into the school and getting a chance. And not allowing ourselves to be tracked into vocational—agriculture in particular. One program that the powers-that-be favored was agriculture, the Smith-Hughes program, which was a federally-funded program. Why, because, well, they thought that was going to help them be happy to stay on the plantation and continue being low-paid plantation labor. So, when [the ILWU's] Dave Thompson [was] opposed to that on philosophic grounds, he has a historical reason for being opposed, and I'm opposed to it, too. So, we want 'em in school, but we didn't want 'em tracked into ag only, either. Or into shop.

Then, later, we began to break down the ideas that we're going to have insufficient schools. On the Big Island, you had only Hilo High, you couldn't go to school anywhere unless you're in Hilo, living with your parents or relatives. They even had unofficial dormitories in Hilo, for people from other parts of the Big Island to go to. When they began to persuade—and Oren Long did a good job on this—persuaded the plantations that you're going to lose your labor to the cities if you don't start schools in the rural communities. That's how Honoka'a [High School] got started and that's how many of the other rural high schools got started, Laupāhoehoe and the ones on Kaua'i. Where are you folks from? Are you from . . .

WN: Honolulu.

MK: Honolulu.

HE: So you haven't had the neighbor island experience, too bad.

WN: Well, Laurence Capellas was talking about a federal-funded program called, "The Live-in Program," where kids from Miloli'i, in order to go to school in Kona Waena, had, you know, like you were saying, set up some kind of informal dormitory, where they, Monday morning they came, they stayed the whole week, and then, Friday, they left for home.

HE: Mmm, mmm. Well, the *Survey of Schools and Industry* [1930], which was a reaction to the federal survey of schools in 1920, found our schools so deficient in providing opportunity. The decade between '20 and '30 was a period of rapid growth, but then there was a period of stagnation, partly because of the depression, but also partly because of the effort of the controlling forces to limit educational opportunity. Then, after the war, the power of that Big Five was broken, and the emergence of unions, generally, in Hawai'i, became successful. And, our union, as well, became fashionable. Then you began to be concerned about, well, what's happening to them once they get there? And we had all kinds of schemes that are still being talked about today. The tracking, the vocational—the tracking by mental ability. . . .

Farrington—you went to Farrington—that's a good example. You remember how you used to identify your sections there? "Wallace Rider Farrington High School." Those were the—you used the initials to define those sections and you did them reversed so that Wallace—"W"s were the worst groups and "S" were the best groups, right?

MK: There were initials, I forget what they . . .

WN: Wow. I bet you thought it was something really complicated, huh?

MK: Yeah, I did. Now I know the code! You know, I didn't know the code. Oh!

HE: Well, we thought if we started with the "W" being the best, you'd get on to it, so we just reversed it. But, "school" became the best, and "W" became the worst.

MK: No, we knew there were sections, we knew there was some sort of codes, you know. But I never really . . .

HE: That's what the initials were, Wallace Rider Farrington High School.

MK: Hey, now I know.

(Laughter)

HE: Anyway, we tried that all through the schools, and the trouble was that we were still trying to fight off the English standard schools. Remember, I told you about that earlier, because we saw those as an attempt to racially segregate, but there was also a feeling, later, when we began to work away from that, there ought to be some way to segregate by ability, school ability, not try to get them to all be in the same buildings in one school. You still hear talk about that, this "magnet school"—that's the latest lingo for that phenomenon. And, you're also seeing in the Berman report, the suggestion of tracking at the tenth-grade level. Well, that's a throwback to the old days and it's part of the English system, where, at the end of certain form, form four I think it is, you start moving some toward higher ed, others toward vocational, and right away, we see red flags when we see that. Maybe they don't mean that, but we're skeptical of that.

At any rate, the need, then, to adjust the curriculum. Remember, if you're going to try to allow everybody to go to school, then you're going to have to try to adjust the curriculum so you do some good for each of those, and that's been the push in recent times. The flight to the private schools, however, by—not only *Haoles* now—but by all ethnic groups who are economically secure and consider themselves a cut above the rest of the populace, has had a detrimental effect on the public schools, in my opinion.

We have a much higher percentage of private school enrollments here, and they are a particular type of private school enrollment, which is not typical of all the other states, so that you have a skimming off effect here. And, the more you do that skimming, the more pronounced the urge to be among those skimmed off. So that we find people who philosophically are opposed to this, like teachers in the public schools, are actually doing it. And maybe you're going to do it, too. I don't know whether you are or not. Your philosophy tells you that you should work with the public schools and try to improve them for everybody. But as parents, responsibly you feel, well, that I can afford to do this for my child and I should do it or I'm not being a good parent. That's harmful to the public schools, I think.

WN: In your opinion, why does Hawai'i have the highest percentage of private school-public school ratio?

HE: I think it's a carryover from the days when we had this type of segregation in Hawai'i, and you had it from the very beginning. We're celebrating the 150th anniversary of public ed, but the people who were farsighted enough to start it, didn't put their own children in it. They started the Punahous and the 'Iolanis, and put their children in those schools, even at the elementary level. Royal School was originally a segregated school, not only for royalty, but for. . . . And Hanahau'oli, and the other private schools, you have tradition of an attempt by those who controlled the islands.

Now, additionally, those happen to be mostly Caucasian, but we now have people who are economically secure in all ethnic groups, but they're reacting just like the *Haoles*. You *buddhaheads* are behaving just like the *Haoles*, and shame on you!

(Laughter)

HE: And, so you have this tradition, then, of elitism and this looking up to the private schools as being somehow better and, in many cases, they are better. They're certainly going to have a better clientele, because they can pick and choose who they take. They don't take the dumbbells. Even at Kamehameha, which is supposed to look after all Hawaiians, is looking for the smart, well-behaved Hawaiians, and shoving the dumb, misbehaved ones down to Farrington, unless they happen to be good athletes. Right? Yeah, so that's the syndrome throughout the state.

WN: Okay, so historically that's one reason.

HE: That's one reason.

WN: What about public perception of public education?

HE: Yes, I think it's been damaged by that. I think it's damaged to this very day. And, it alarms me. Because I don't think the private schools, given the same clientele and resources are any better than many of the public schools, and I'm not even sure, with all of their superior resources, and clientele—the smartest kids now—they have really produced the leaders in this community. I ask you to look around you and tell me who are the leaders in Hawai'i and where did they go to school? Where are the Punahou graduates? Are they running this state? They may be in the boardrooms of the Big Five corporations, but they aren't running this state, are they? Not anymore. So, I can't believe that public schools are doing that badly.

But, when you want to measure them on something as inadequate as SAT [Scholastic Aptitude Test] scores, and you've skimmed off 16-1/2 percent of the most able, and then you test the rest, and you find they're below the national average, what do you expect to have? What would you expect to see?

On top of that, Hawai'i has a better holding power, because we believe so strongly in education in these islands, that our children don't quit. They stay in there and struggle on, beyond the time.

When I read this book here on all the alternatives for improving the scores in the DOE, the best way to improve it is to kick out the dumbbells. Make the private schools handle some of them, instead of letting them pick off the cream of the crop and then brag about what a great job they've done. I'd love to see the Punahou faculty go out and teach at Wai'anae, and let the Wai'anae faculty come in and teach at Punahou, and I think you'd be surprised at the result. So, why is Wai'anae not having the reputation that Punahou does? Because it got poor teachers out there? It has to do with the social order out there, doesn't it? It has to do with that community.

You know before school ever opens where the low test scores are going to be. They're going to be in Waimānalo, Kahuku, Wai'anae, aren't they? Why? Because those are economically and socially depressed areas, aren't they? And I can name the same ones on any other island, so can you. It has nothing to do with the quality of education. It has to do with the quality of the social order out of which they come, in which the school happens to be placed, that they're trying to deal with. And unless you're willing to face up to that kind of an issue, all this other stuff is Mickey Mouse.

WN: Seems like the basic issue, then, is private enterprise versus public responsibility, you know, and they're trying to compete with each other. And, in terms of flexibility, private enterprise will always win out.

HE: Yeah, because we believe in a capitalistic competitor's society, and that's what leads us to feel that it's moral for us to give our children a better advantage than other people's children, so they can compete, right? You want your child to go to Punahou because they're going to make good contacts with other leaders around there, aren't you? And they're going to be associating with other smart kids. And they're not going to be out with as many problem cases, because Punahou will fire their problem cases out, and let them go to Roosevelt. So, that's where you want your child, right? I think this is a problem in Hawai'i that is more extreme than it is in most places.

WN: So what's—what are some solutions?

MK: Yeah, how do you turn it around?

HE: Yes, yes, fine. Well, first of all, I think you need to recognize what the true nature of the problem is, and quit harping on low SAT scores and poor teachers or poor curriculum. That's not the reason.

First of all, the SAT scores don't even measure what you're trying to do with the children. You look in these lists of objectives, you have a long list of objectives, talking about creative thinking, and problem solving, and cooperating with others, all these social values. What does SAT measure? Ability to compute and to know something about grammar. Isn't that what it's about? Which is only one of sixteen different issues. Okay, I wouldn't pay any attention to SAT scores. Frankly, I think it's fallacious to do that, unless you're going to factor in all the private school population and look upon the entire group. When you do that, Hawai'i ends up about average. Somebody's done that. Did you know that? They've taken all the private school and public school SAT [scores], put 'em together and find they were about at the national average. Well, I think that's pretty good, given a multi-ethnic community like this,

with the number of immigrants that we have here and the level of the economy here. I think that's about what we can expect, but you can't expect the entire nation to be above average. It's statistically impossible.

(Laughter)

HE: Okay, I think we need to spend more money on education in Hawai'i. We are below the national average in the amount of money we spend. We're well below it, as a matter of fact, we're forty-seventh out of fifty in the amount of money spent per capita on education. Isn't that astonishing? We're so favorable to education in Hawai'i, but we don't put our money where our mouths are. Teachers' salaries have been improved recently, thanks to the union activity. We're fourteenth in the nation there. But, you obviously need to get other aspects of education increased. The pupil-teacher ratio needs to be reduced. You need to have more specialists to deal with the kinds of problems that you're facing, instead of trying to deal with all the problems in one class that's too large and too diverse for anybody to handle, other than on a custodial basis. I think this move toward A-plus [Program] and the Berman support for early childhood education is excellent, because this gets at some of the economic and social conditions in certain communities. You begin to get people out of those and into, at least, some institution, and the early childhood education of Upward Bound has proven that that is temporarily effective, at least.

But, of course, you need also to improve a lot of these communities, and this is where everybody pulls back. If you say you've got to get into that Hawaiian homestead area in Waimānalo and do something about that community out there, and their values, on a broad scale, not just look at the school, but look at the whole community, this is when people start saying, "Wait a minute, wait a minute, this is going too far," and they won't do it.

So, failing that, then, you have to expect that you're going to have a difference between these communities and you need to address those. Because, I think most people in the DOE would say they're spending more money for education in Wai'anae than they're spending in any other district, per capita. The do-gooders are out there, stepping on each other's feet, trying to help that situation. Because you have political power structure out of there, now. Both on the board and in the legislature with Peter Apo in there. And his mother [Margaret Apo] in the school board. And you've got Darrow Aiona and others, so they are getting attention now, but you haven't done anything about changing the social structure, or the economic structure in that area. And, you haven't changed the family values to value . . .

WN: Now, is that the school's job?

HE: Well, to some extent, yes, I think it is. It's not only the school's job, but it's part of it. And that's something I have always seen public education doing in Hawai'i. I think public education has had a social conscience. We've been trying to create a new society and to a considerable extent, we have. But, we can't do it all. Some of it is a family responsibility. Perhaps you're puzzled about how Vietnamese can come into this country and outperform the Latins and the Blacks and the Hawaiians, overnight. Why is that? Are they smarter than those? No, it's not a matter of ethnic difference, it's a matter of family values, isn't it? And that's the reason for it, and that's what we need to change. So, someone needs to get in, work with the families. Now, the school can't do it alone, but I think that's a very interesting

phenomenon, don't you?

WN: Yes. Well, you know, you have the situation where parents are blaming the schools and a lot of teachers are turning around blaming parents. So, what is the gist of this argument?

HE: Certainly they need to get together, don't they, instead of blaming each other. And I like that school/community-based management approach for that reason, if it will succeed, but you mustn't imagine this as something that both parents and teachers are yearning to have happen. Many parents are now working. We have more—over half of both parents are now working in Hawai'i. They haven't got time to go to school meetings and help them put the curriculum together. They really expect teachers to earn their salary and do it for them.

WN: Sure, the parents will say, "Look, teach my child."

HE: Right.

WN: "My tax dollars are going to pay for this, go ahead. You know, from eight to five, he's yours."

HE: Right, right.

WN: And at the same time, the teachers are saying, "Well, this child definitely has a discipline problem. It's not my job to discipline him, my job is to teach. He should be learning that at home."

MK: And then you've got teachers who don't want parents to be involved.

HE: Yeah, that's right.

MK: Really, sometimes they don't want parents to come in and tell them, "Do it this way or another way, we don't like the way you're doing it."

HE: Yeah. My own experience on that score is that parents are usually far less trouble than a teacher would imagine. It's difficult, really, to get parents to come. Who comes to the PTAs [Parent-Teacher Association]? The PTAs are a struggling effort to bridge that gap. And the ones who come are not the ones that you ought to be really getting after. It's like the preacher scolding the ones who come to church for the ones who didn't come, the ones who ought to come. The sinners didn't come. (Laughs) But, I think we have to continue to work on that and see that as an objective and as a need. Parents have got to get over this idea that somebody else can do it for them. You know, children watch TV more hours than they are in school. And, with the large classes you have, many of them never open their mouths.

END OF SIDE TWO

TAPE NO. 21-26-3-91; SIDE ONE

MK: We were talking about the state of education now and what the future looks like, in general terms.

HE: Oh. I'm optimistic about the future because I think that, by and large, the majority opinion of this state is favorable to the need for education for all. And I think we will surmount the problems that we've been describing, because we're going to have basic political and public support. But, there are a lot of things that need to be done to improve it on the way to that result. I think generally, you will always find support for education in the present political scene, if they can be convinced that what's being proposed is really going to be of help. And that's what they need. They've had so many disappointments that they tend to be very cynical and skeptical of many of the approaches. I think one of the bum raps that the DOE gets always that because it's a big bureaucracy and it's unresponsive, and they don't try new things, is untrue.

One of the problems is they're always trying something new. They're constantly trying things that are untested and responding to small pressure groups for this, that, and the other type of program, so that you don't have a focused effort of improvement. They know about the problem with parents in certain communities, but the efforts to deal with it are so marginal that it's not being dealt with in a sufficiently major way to have proper impact. Also, the concern over ethnic slurs and the political repercussions of those prevents them from calling a spade a spade and getting in there and doing something about it.

This little conversation we were having during the intermission about why is it the Vietnamese can come here and, in one generation, not even knowing the language, learn the language, excel in school. Our answer is not that they're inherently more intelligent, but that the family values support the importance of education and that they discipline and assist the children in getting a good education and sticking with it. And this, of course, is why the immigrants of Japanese and Chinese ancestry in Hawai'i have done so well in the state, generally. It's not that somebody has been biased against other ethnic groups, it's because they haven't taken advantage of the resources that were there and moved ahead.

Now, as I told you in the earlier part of my interview, one of the failings of my own efforts in this field was not to get out and try to do what we now call affirmative action and try to encourage these minority groups that are not well represented in education and are not themselves educated well or don't have respect for it. I personally didn't get out and do it. I was interested in opening up the system and servicing those who wanted to be a part of it, and that happened to be primarily the Asian-Americans, which is why we have such a predominance of them in the school system now.

(Visitor arrives. Taping interrupted, then resumes.)

WN: You know, when you first started, in the early days, the powers-that-be had difficulty accepting the importance of, say, the Teachers College, for example. And then, now, today it's just such a motherhood issue today. Anything pro-education seems to make the headlines, you have the Berman report coming out and so forth. And then, today, even in the legislature, you have capital improvements, educationally—you know, the Wist Hall renovation or the [University] Lab School. You know, did you ever envision that kind of public/legislative support in those early days?

HE: Yes, I had the support in the legislature. To get around the people between me and the legislature was the problem. I never was able to get the university structure to put the needs of my college ahead of some of the others. And neither from the regents, nor from the administrators, who were selected by those regents, did we have that kind of support. At one time I wanted to become university president, because I wanted to open up things, not only for my own college, but for the professional school in general, which at that time were dominated by this belief in the values for everyone of liberal arts to the exclusion of the other opportunities. I'm sorry to say this to a couple of liberal art graduates, but (chuckles) that wasn't to be, and so I've had to circumvent that.

I'm not sure whether the College of Education has gotten anything substantive yet. I just saw the CIP on the screen last night, and I noticed that your athletic facility got the money, but I didn't see anything about the College of Education getting any money. I saw the community colleges getting money because every legislator's got a community college now near his constituency, and so they're, politically, darlings of the day and should be. The DOE got some money to fix up their falling-down schools. The university got a new building for—what was it—Sea Grant studies [i.e., School of Ocean and Earth Science and Technology]? Yeah. I didn't see anything for College of Education.

WN: I always thought—I thought the lab school was going to get a new building, or something.

HE: Well, they were in there all right, for a new—and a new education building, generally. However, as history will tell, this is May 3, 1991, maybe we'll find out something else on May 6, 1991.

WN: That's true.

MK: Shall we end it here?

WN: Okay, well thank you very much.

MK: Thank you.

END OF INTERVIEW

PUBLIC EDUCATION IN HAWAI'I

Oral Histories

Volume I

**Center for Oral History
Social Science Research Institute
University of Hawai'i at Mānoa**

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"On Wings of Discovery"
Ka Ho'ike Ma 'Iolani