

The Evolution of Summer Sessions for Teachers in Hawai'i

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Summers in America have been the time when teachers were free from their full-time duties and therefore the appropriate period for them to upgrade their understanding of subjects they taught, learn new approaches to teaching and gain new insights into the students they worked with. Summer sessions in Hawai'i began many years before 1907, when the College of Hawai'i, the predecessor of the University of Hawai'i, was established by the Territorial Legislature of Hawai'i.

The first summer programs for teachers in the Kingdom of Hawai'i can be traced to the summer conventions conducted under the administration of the Reverend Richard Armstrong, minister of public instruction from 1848 to 1855. At some time during that era, teachers conventions were held to provide "intensive inservice training" for teachers.¹ They lapsed after the death of Armstrong but were revived when H Rexford Hitchcock became inspector general of schools in 1870.² The conventions did not seem to be held regularly; a government report in 1920 included a section on "Teachers' conventions were revived in 1888."

These were held sometimes on each island and once a year a general convention was held in Honolulu. Teachers' traveling expenses to and from Honolulu were paid at two of these general meetings. The general convention called by Mr [Alatau T] Atkinson, Inspector General, in 1888 and continued for more than a decade, developed into the Summer School of 1900, and has become an annual event with few interruptions up to the present time.³

Summer School for Teachers in the 1890s⁴

Hawai'i's first summer schools for teachers were the creation of one man, Henry Schuler Townsend, an educational pioneer whose influence and farsighted creativity have been very much forgotten. Because his summer programs brought Hawai'i into the mainstream of progressive teacher education, a large proportion of this

essay will be devoted to his work. Townsend was the person who brought to the summer schools for teachers such educational reformers as John Dewey and Colonel Francis Parker.

A man far ahead of his time, Townsend (1856-1937) came to Hawai'i in 1880 as a teacher and taught at the Royal School in Honolulu and at Lahainaluna on Maui (1881-1882), on Kaua'i (1883-1886) and at the Hilo Boarding School (1886-1888). In 1888 he was appointed vice-principal of the Kamehameha School and named principal of Lahainaluna in 1890. He was elected to the Kingdom of Hawai'i's House of Nobles in 1887 and served until 1890.

While at Lahainaluna, he and his wife took a correspondence course offered by Jerome Allen, dean of the School of Pedagogy at the University of the City of New York — which later became the School of Education, New York University. Excited by his learnings, he sought to share his knowledge and enthusiasm with other teachers in Hawai'i. Finding some old type in what had been the Lahainaluna printshop, he proceeded to print a journal for teachers. Because the type font set that he wanted to use for the title of the journal had only one "I" and no "N," he could not use the title "Progressive Education" and had to settle for *The Progressive Educator* as the journal's name — thus failing to preempt the title of the famous journal of 1924 to 1957 that was the major voice for the American progressive education movement. He sent the type to a printer in Honolulu and, at his own expense, had 500 copies printed in 1892 — enough for all the teachers in the kingdom *plus* members of the Board of Education and political leaders, including HRH Queen Lili'uokalani.

The four-page journal recommended some of the books he had encountered in his course with dean Allen, including Col Francis W Parker's *Talks on Teaching*, Lelia E Patridge's *Quincy Methods Illustrated*, Wilhelm Rein's *Pedagogics*, Charles DeGarmo's *Essentials of Method*, and "all the books and booklets of the three McMurrys." Parker was principal of Cook County Normal School in Chicago and America's leading lecturer on education.

It was through observing Parker's school that John Dewey developed much of his educational theory. Patridge's book describes some of the educational innovations Parker had championed while serving as superintendent of the Quincy, Massachusetts schools. Rein, DeGarmo, and Charles, Frank and Lida McMurry were leading exponents of the popular Herbartian movement which, after being introduced from Germany, became the great educational fad of the 1880s and 1890s in the United States.

An educational reformer, Townsend wanted to turn Lahainaluna into a normal school and recruited James L. Dumas, a graduate of Oswego Normal School, to join him as teacher of the normal class at Lahainaluna. Unfortunately, the Board of Education thought Dumas was too inexperienced to be a teacher of teachers and instead assigned him to be principal of Waihe'e School on Maui.

Dumas was later hired by Kamehameha Schools to head their first normal department. He left after a year to join Marion Scott, principal of Honolulu High School, where he became teacher of the normal class.

Townsend meanwhile had become inspector general of schools, and, in that role, was able to separate the normal department from the high school, creating in 1896 the Honolulu Normal School, which became the Territorial Normal and Training School, and finally merged in 1931 with the University's education department to become the Teachers College of the University of Hawai'i.

When Townsend was appointed inspector general in January 1896, he took an active part in creating "Teacher Reading Circles," based on the books recommended in *The Progressive Educator*. He also tried to establish a school of advanced pedagogy as another effort to provide inservice development for teachers. The idea apparently died when he left office.

Townsend's greatest accomplishment was the summer schools for teachers held in the late 1890s. They began almost by chance. During the summer of 1895, he met professor Elmer E. Brown, then head of the department of education at the University of California. Brown was later US commissioner of education and still later chancellor of New York University. Brown addressed a group of teachers in Hawai'i — and his talk became the impetus for the summer schools that followed in the next four years.

Summer School 1896

Townsend persuaded the Board of Education to allow him to announce plans for a three-week summer session for the summer of 1896. The announcement attracted the

opposition of Alatau T. Atkinson, editor of *The Honolulu Star* and Townsend's predecessor as inspector general of schools. The two men had very different philosophies of education — with Townsend describing Atkinson as an "extreme formalist" for his strict adherence to the textbook and conventional course content, while calling himself a "realist" for relating learning to the life and experiences of the pupils. Townsend expressed his "child-centered" progressivism in a lecture to the 1896 summer school:

May we escape from the bondage of teaching reading and writing and arithmetic into the freedom of teaching boys and girls. That implies a relatively small place for formal studies.

This difference in educational philosophies plagued Townsend throughout his term as inspector general as Atkinson used his newspaper to attack many of Townsend's innovations.

Atkinson editorialized against having "well educated teachers" spending "any part of their summer vacation in study." He was also concerned that teachers might be coerced into attending the summer school. Townsend, however, claimed that "no form of compulsion could be used. . . . The Summer School was for those only who desired to attend."

Townsend went ahead with his plans. In his visits to schools as inspector general, he had been selecting a teaching force for the summer school from among the better teachers. He also invited Elmer Brown to be the featured guest lecturer but Brown responded that he could neither come himself nor spare anyone from his department at the University of California; instead, he proposed inviting Dr. F. B. Dresslar of the Los Angeles State Normal School, now UCLA. Dresslar was to join Brown's staff at Berkeley in the fall of 1896.

I strongly recommended the acceptance of the substitute. This was approved, and I naturally featured the letter of Dr. Brown in the local press. Just as naturally that drew fire from the opposition, in the form of reiterate advice to the well qualified country teachers not to come to Honolulu to spend any part of their vacation at work, but to seek a more salubrious climate in which to recuperate. The city teachers were also advised, as far as practicable, to seek a more favorable place to spend their vacation, in the interest of their health and efficiency for the coming year.

The breadth of Townsend's curriculum is apparent from the list of teachers and their subjects which included not only courses in pedagogy and methods but also a review of the subjects taught in the common schools.

The teachers chosen from the local teaching forces were carefully selected for their demonstrated excellence in the lines of work to which they were assigned. Other things being equal, however, those having regular normal training were preferred as it was thought they would have a certain advantage in knowing how to get at their work, especially in methods. . . . As it happened, five of them were graduates of Oswego State Normal School.

Oswego was the preeminent teacher education institution in the United States at that time, and its graduates were leaders in normal schools and university pedagogy departments throughout the nation. In addition to James Dumas, Oswego graduates included 1891 Kamehameha School graduates Samuel Keli'inoi and Charles E King, who had been sent to Oswego under the "Hawaiian Youth Abroad" government scholarships inaugurated during the reign of King Kalakaua.

At the summer school, although the subject areas covered the full range of classes taught in the common schools, stress was placed on the lower grades, and, as most of the faculty of the summer school were also teachers in the schools, Townsend assumed that many would want to take classes when they were not teaching.

Atkinson's advice to teachers to avoid the humid Honolulu summers was clearly ignored by most of the teachers, who appeared to be sincerely interested in increasing their knowledge and upgrading their skills.

On the opening day, the morning was given to organizing the schedule until 11:15, when Miss Bessie Foster French, a drawing teacher from the elementary department of O'ahu College, now Punahou School, "had the honor of giving the first lesson in the Summer School." At one in the afternoon, Townsend, "in lieu of Dr Dresslar," conducted a class in *Literature in Elementary Schools* in which he argued

the ability to read is scarcely to be deemed a part of education, since it may be either a curse or a blessing. All depends on what one reads, and when, and how. It is our task to make good men and women, as well as intelligent citizens. This was to be beautifully supported by Dr Dresslar when he got to work with us.

Having recently received his PhD from Clark University where pioneer child psychologist G Stanley Hall was president, Dresslar was a specialist in child-study and experimental psychology.

After one of his talks on child-study, in the concrete, one of our teachers of a scientific turn of mind, after detailing to him our average weakness in scholarship and utter lack of training in scientific observation, asked what he supposed

our studies would be worth to science. Standing at full height before us (and that means a good deal), with his well known earnest look on his countenance, he waved his long right arm and open hand in a repelling gesture and replied in stentorian tones, "Science to the winds! It's Johnie we're after."

When the term came to an end, examinations were held for teachers who lacked certificates. The results of the exams "gave immediate and tangible proofs of the benefits derived from the intensive work of the past three weeks. Other benefits to be derived were less tangible and less measurable." However, according to Townsend, the summer school had a great impact, especially Dresslar's "most powerful lecture" on *The Educational Value of Ideals*.

This, and his previous emphasis on the importance of personal ideals of the teacher, together with the contemplation of the lives of certain of the heroes of the profession, such as Pestalozzi, Froebel, and Horace Mann, plus the reading of such books as were recommended, especially Page's *Theory and Practice of Teaching*, certainly produced results worth much more than the cost of the Summer School, even including the cost paid by the teachers themselves.

Townsend also had high praise for Dr Lyons, a chemist who had no formal training in geology but had taken his classes on field trips.

In a word, he was just such a geologist as I would have the ideal teacher of Hawaii to be. Although his time was much restricted, he found it possible to lead geological excursions into the rich fields in and around Honolulu, and to teach the members of his class, in the most practical way possible, how to identify and how to interpret formations such as were to be observed in nearly every district of Hawaii.

Townsend claimed that "more than two-thirds of the Republic of Hawai'i's public school teachers had listened to Dr Dresslar, and only a few less had listened to Dr Lyons and the Director."

Summer School 1897

Dr Elmer E Brown himself was the leading figure in the 1897 Summer School. For the opening session, minister of public instruction Henry E Cooper called the meeting to order.

He welcomed the teachers and expressed official approval of their self-denying efforts to advance the noble cause of education in Hawaii. Classes were arranged and work was fully underway long before noon, so that I did not lose one of

my precious fifteen days. No more did Dr Brown, for he was given time in the afternoons. . . . His first lecture, entitled "The Fine Art of Teaching," was a keystone speech for his whole course. . . . While on the subject of ideals and their possible realization, there appeared on his desk a laboratory jar half filled with what appeared to be water, with mud settled at the bottom. Beside the jar was a package wrapped up in a newspaper. Dipping his hand into the jar, he exhibited nothing but mad and muddy water dripping from his hand. He explained that it was nothing but mud, dipped up from the lotos [sic] pond on the school grounds. Then he unrolled the package and behold! a beautiful lotos! produced from this disgusting mud, nothing more. Suppose you have to do with children sprung from disgusting, perhaps filthy, surroundings, who knows but one of God's beautiful characters may spring from those surroundings? What contribution on your part is due these children of the lowly and the ignorant? What is good enough for them? Pausing, as if to give all time to ponder, he slowly and seriously pronounced, "Only the best is good enough." Later I saw that motto decorating the walls of a very large percentage of the schoolrooms which I visited.

In an 1898 article in *The Forum*, Townsend wrote that "nearly one-half of the teachers of both public and private schools" attended the 1896 and 1897 summer sessions, "thus testifying eloquently and forcefully to the zeal of the Island teachers."

Summer School 1898

When it was announced that Colonel Francis Parker would be the guest lecturer at the 1898 summer school, enthusiasm was so great among both teachers and the public that even the newly opened Progress Hall could not accommodate the crowd wanting to hear Parker, who was joined on the faculty by his wife, a graduate of the Boston School of Oratory, and by Miss Annie E Allen, a leading Chicago kindergarten teacher.

Platform guests at the opening session included Republic of Hawai'i president Sanford Dole, minister of public instruction Cooper, and all the members of the Board of Education.

The gathering was called to order by the President, who, after brief remarks indicating appreciation of recent advances in human knowledge along our line, introduced Colonel Parker, Mrs Parker, and Miss Allen.

Colonel Parker lectured every afternoon and evening on each of the fifteen days of the session, covering such topics as reading, arithmetic, geography, industrial education, and psychology. Mrs Parker lectured on expression,

character, good grammar, dress, and child study.

Miss Allen talked on child care and conducted a model kindergarten class. Townsend commented that her "lectures . . . were unusually clear, but a little heavy for our primary teachers, except for the fact that they were pretty fully illustrated in the classroom."

Summer School 1899

Townsend decided to concentrate on the practical application of Parker's principles in the 1899 summer school.

Colonel Parker had often expressed a wish that he had some of his primary teachers in Honolulu, to show us what could be done in the application of the principles he was advocating. Having learned, now, that two such teachers, Miss Flora J Cooke and Zonia Baber, were on leaves of absence from their work for a year, intending to make a circuit of the world, I proposed that we make them an offer to come to us for the three weeks. My proposal was approved, the offer was made, and it was accepted.

Miss Baber, a professor of the teaching of geography, found O'ahu a delightful place in which to illustrate her methods. . . .

Miss Cooke was a primary teacher who had already gained much renown as such, and who was later to add to her laurels as principal of Francis W Parker Primary School in Chicago. . . .

The work of Cooke and Baber of the University of Chicago Primary School (The Dewey School) "attracted a large number of Normal School girls and other ambitious primary teachers."

In one of his lectures to a summer school general session, Townsend recommended John Dewey's book, *My Pedagogical Creed*.

I took occasion to say that I regarded the author as the greatest educational thinker then living. I had never met professor Dewey and had no definite expectation of doing so. A few days later, however, I had the surprise and the very great pleasure of an introduction to him in Honolulu. On my invitation he visited our school a few days later and addressed the teachers in general assembly.

Dewey not only gave a number of lectures, but he also participated in the daily discussions at the summer school. One series was on "The Life of the Child" and another on "The Development of Thought in the Nineteenth Century." Townsend later wrote that Dewey "was our Great High Priest, and what he said had a tendency to be accepted without further consideration."

Another guest lecturer at the 1899 summer school was

professor A A Bickmore, head of the department of public instruction of the American Museum of Natural History in New York City.

Townsend Resigns!

A liberal, progressive schoolman, Townsend was unacceptable to the Territory's ruling sugar plutocracy and was forced to resign in 1900 when Alatau T Atkinson became superintendent of public instruction of the new Territory of Hawai'i.

In his *A Century of Public Education in Hawaii*, Benjamin Wist called Townsend "Hawai'i's first Progressive educator."

Townsend apparently looked forward to continuance in office after the Territorial government was established. In view of the enthusiasm he had engendered among the teachers and the attention he had given to improvements in the public school program, he had every reason to expect appointment as Superintendent of Public Instruction. That his service was discontinued was due probably to the fact that his educational philosophy was too advanced for his board to control. Then, too, his predecessor, who had a very considerable following among the non-teacher group and who was in a strategic position to decry the Townsend program through his paper, the "Honolulu Star," was eager to receive the appointment.

Power politics won over progressive education.

After a year as "organizing principal of Ka'ahumanu School, one of the largest elementary schools of Honolulu," he left Hawai'i for the Philippines. He retired in Hilo in 1933, where he wrote his unpublished autobiography, "Recollections and Reflections."

The 1900 Summer School

Alatau T Atkinson, who became minister of public instruction in 1900, was hostile to Townsend's summer programs, resulting in a significant change in the format of the 1900 session. Although the length of the session was more than doubled, it was conducted by the faculty of the Territorial Normal School. As Atkinson reported:

A new departure was made in the Summer School this year. A term of eight weeks was held in the Normal School conducted by the regular staff of that institution, and the usual course of instruction was followed. The training school was in session for six weeks of the time, and the teachers in attendance had the benefit of observing the best methods of instruction, and also of preparing and teaching

lessons under supervision. On the whole this was one of the most successful Summer Schools.⁵

The next year, summer schools were dropped.

Summer Sessions Revived: 1910-21

Under inspector general Thomas H Gibson, the summer sessions were started again in 1910. That summer, in response to requests from many uncertified teachers for "an opportunity to make some preparation previous to the regular examinations required for teachers' certificates," a six-week session was held at the Normal School, again with the faculty of the School conducting the courses.

Since there had been no legislative appropriation for the session, it was funded by \$1200 raised by subscription. Attendance averaged about 150 persons, "most of whom were without certificates, but had been teaching for the Department for some time previous."

Scores on the examination determined the type of certificate earned. At the close of the summer school, the three-day examination was held. Somewhat to the embarrassment of the Department of Public Instruction (DPI), 112 passed the exam, 54 earning first-class certificates, 34 second-class, 16 third-class primary certificates, and eight grammar grade certificates. Teachers with certificates were paid five dollars a month more than those without, and it was discovered that the extra pay for the newly certified teachers would take over \$5000 more than remained in the DPI appropriation.

It was evident that salaries could not be raised on these certificates this year if all the schools should be kept open. Most of the teachers cheerfully accepted this explanation and . . . are still teaching at the salaries they were getting previously. . . .⁶

Another six-week session in 1911 attracted 212, with 29 taking work required for grammar-grade certificates and 83 for primary certificates. A four-week session in 1912 was attended by 104 teachers. Both sessions were conducted by the DPI.⁷ The legislature appropriated \$5000 for the 1913 and 1914 summer schools. Appropriations ranging from \$1400 to \$6000 were placed in the DPI budget for the next several biennia.

The 1914 Biennial Report commented that "uncertified teachers who attended the summer school" were paid \$35 a month, while those "who failed to take advantage of the summer school," were paid only \$30 a month. Teachers with a normal school certificate were paid from \$600 to \$960 a year.⁸

The salary differential accounts in part for the high enrollments at the summer schools, but those in attendance apparently were expected to work hard to deserve the increase that came with certification.

The 1916 report, while looking hopefully to the future, recognized the importance of the summer schools as the only avenue for preparing teachers for many rural schools in the Territory.

This institution serves in the main to qualify . . . teachers for the less desirable positions in the service. The existence of many places of such a remote or otherwise undesirable nature that it is impossible to secure normal trained teachers for them . . . has made it necessary to employ . . . teachers who secure their entire . . . training through attendance at Summer School sessions. . . . Some of the best teachers entered the service through this humble gate — but the time must be looked forward to when it will be possible to dispense with the Summer School in its present form, when it should be employed mainly in the manner of an institute offering additional training to already qualified teachers.⁹

Although the Summer School had been held in Honolulu, in 1919 it was moved to the Kilauea Military Camp on the island of Hawai'i. The intention was to continue holding it there, but in 1920 the Summer School returned to Honolulu's McKinley High School because the Army had removed some equipment at the Kilauea facility. A feature of the 1919 meeting was the field trips around the volcano, and the hope was that future sessions would be held there "on account of the beneficial change of climate and the interest attached to the locality, which may attract not only students from all parts of the Territory, but, possibly, also from the mainland."¹⁰

In 1921, Edgar Wood, who had been principal of the Normal School since 1896 was removed and reassigned as a teacher of science at McKinley High School. The Board of Education had determined that the Normal School had to be transformed into something more than a low-grade, two-year secondary school. His successor was Benjamin Wist, a school principal on Hawai'i and Maui during the decade between 1910 and 1920. Wist described these summer schools at which students were drilled on the subjects taught in the primary grades in order to pass the examination leading to certification.

These summer schools, which annually were attended by 150-200 "teachers," were in reality "cram" schools. There was little of the professional emphasis in the courses pursued, these, for the most part, being review courses of elementary school subject matter materials. These summer schools continued to 1922, when the appropriation was turned over to the Normal School, and the first collegiate summer session in Hawaii was established.¹¹

Normal School Summer Sessions: 1922-1930

In 1922 the DPI turned the Summer School appropriation over to the Normal School, which had just come under the leadership of Benjamin Othello Wist as principal. Wist set about upgrading the Summer Session just as he did the Normal School during the regular academic year. In his report to the Superintendent in 1922 he wrote:

The old Summer School virtually amounted to a coaching school for persons seeking a short-cut to the teaching profession. At one time, there was a definite need for such an institution. But that time has now passed and the money is far better spent in giving teachers in service an opportunity to study the new things in education. The Normal School is better fitted to render this service than any other institution in the Territory. Aside from getting in touch with the latest developments in education, the teacher can obtain credits towards higher certification.¹²

Wist reported that the success of the program as part of the Normal School was "demonstrated last summer by the increased enrollment and character of work done."¹³

Wist continued to develop the Normal School Summer Session as inservice training rather than as preparing for certification, and enrollments grew. There were 261 students in the 1922 session, 356 in 1923 and 595 in 1924. Of these, 538 were female and only 57 male. By ancestry, the 212 Hawaiians and part-Hawaiians far outnumbered the rest: 109 Anglo-Saxons, 52 Portuguese, 134 Chinese, 75 Japanese, and 11 "others." By scholastic standing, 443 were "collegiate" and 152 "sub-collegiate." The students came from all the islands, including one each from Ni'ihau and Lana'i. There were also 20 mainland residents in attendance.

The Summer Session of 1926 was the first to provide courses for high school teachers. The Normal School prepared only elementary teachers, leaving to the University of Hawai'i the preparation of secondary school teachers. The University, however, did not have a summer session. Special arrangements were made with the University to assure that students participating in the Normal School Summer Session would receive upper-division credit for those courses.¹⁴

The 1928 session reached a high point in enrollment with 1,001 students. Only Oklahoma of all the states had a larger percentage of its teachers taking summer work.

The next two years saw a decline in enrollment to 891 in 1929 and 793 in 1930, which Wist attributed to the fact that the University began holding summer sessions in 1927 and its enrollment was growing and the fact that the Normal School could not confer degrees. Also more Hawai'i teachers were attending mainland summer sessions.¹⁵

Summer Sessions for Teachers at the University of Hawaii

In 1931 the Normal School and the University's department of education were merged to create the Teachers College, thus upgrading normal school education to university status. Normal School principal Benjamin Wist became the first dean of the college. Before this merging of the two institutions, however, the University had already begun to hold its own summer sessions in 1927. The 1927 special supplement of the *UH Quarterly Bulletin* announced this first University summer session:

For a number of years there has been an increasing demand for a Summer Session at the University of Hawaii, especially for teachers in the Territory who desire to improve themselves by advanced study. . . .¹⁶

The tuition fee was \$25 for the session or \$15 for those students taking only one course. The policy of funding the Summer Session through tuition fees became permanent, continuing to the present.

That first summer session attracted 236 students, and over the next decade, that number grew slowly but steadily under the directorship of Dr Thayne M Livesay. By annual growth, the enrollments were: 1928, 319; 1929, 312; 1930, 520; 1931, 594; 1932, 973; 1933, 842; 1934, 1126; 1935, 1037; 1936, 1160; 1937, 1322, and 1938, 1278.¹⁷ The sharp jump in 1932 was probably the result of the merger of the University and the Normal School the year before.

From 1927 to 1937, the summer program was limited to one six-week term; in 1938, a three-week "post session" was added.

During World War II, the Summer Session was extended to 12 weeks "as a war measure in the interest of an acceleration of student progress in degree programs."

The session is planned as a short semester, enabling the student to earn 12-14 credits. Several courses are six weeks in length for the convenience of teachers. . . . who may not wish to attend for the full period. Tuition for the summer session is \$50 for a credit load of 10 or more semester hours. For fewer than 10 hours a charge of \$5 per point of credit is charged.¹⁸

In the summer of 1944, the Summer Session was nine weeks in length and students were limited to ten credit hours, except for freshmen and sophomores, who were permitted to add the required one-credit course in health and physical education.¹⁹

In 1957, two five-week terms were instituted for the offering of foreign language and certain required lower-division courses; these were in addition to the six-week

main term and the three-week post-session. In 1965, the five-week terms were returned to the six-week length, with two terms per summer; the three-week post-session was retained as part of the second six-week session. Both sessions drew well in 1965, "indicating that the late summer term was meeting a rather considerable need."²⁰

The Summer Session had already taken on new roles beyond teacher inservice. In 1936 there was a five-week Seminar-Conference on Education in Pacific Countries, jointly sponsored by Yale and the University of Hawai'i;²¹ in 1938, the Progressive Education Association sponsored a regional conference of the New Education Fellowship at the University, and in 1939, the Summer Session hosted a Seminar-Conference on Comparative Philosophy.²²

Post-World War II Growth of the UH Summer Session

After World War II, summer sessions continued to grow under the directorship of Dr Paul S Bachman, who had that as only one of his various responsibilities. Courses for inservice teachers were an important part of the Summer Session. In 1955, Bachman became UH president and history professor Shunzo Sakamaki was named dean of the Summer Session. Sakamaki was an effective administrator and a vigorous entrepreneur, expanding and developing the Summer Session rapidly. Between 1937 and 1947, enrollment had grown only to 1,490. In 1957, Sakamaki had promoted the program and already boosted the enrollment to 5,356. He was attracting many mainland as well as local students. In 1965, he reported that the 8,000 students registered included 2,500 from the mainland, representing all 49 other states plus the District of Columbia. Growth continued slowly until 1965, when the enrollment jumped from 10,882 in 1964 to 15,508, making the UH Summer Session the third largest in the nation. (The University of Minnesota had 23,651 and Indiana University 22,182.) For the next several years Sakamaki was able to boast that the University of Hawai'i was one of the top three summer sessions in the nation.²³

In 1965, Dean Sakamaki drew up "an amplified statement of the role of summer session:"

The purpose of the summer session is:

- 1 to maximize the year-round utilization of University facilities;
- 2 to give students the opportunity to accelerate progress toward degrees or certificates or to lighten their course loads during the academic year;
- 3 to provide opportunities for continued guided research

- and course work at the graduate level;
- 4 to give school teachers and others the opportunity to take courses in the summer;
 - 5 to bring outstanding scholars and experts to Hawai'i to teach their specialties;
 - 6 to pioneer in the offering of new courses and institutes;
 - 7 to give special courses to meet particular needs of the community;
 - 8 to sponsor or support scholarly conferences, such as the East-West Philosophers' Conference;
 - 9 to contribute to the intellectual and cultural life of the community with public lectures, symposia, concerts, recitals, exhibitions, etc.;
 - 10 to aid in achieving the goals and objectives of the University of Hawai'i.²⁴

Peak enrollment was reached in 1968: 20,638. Part of this growth was due to the attraction of many mainland students, an aspect of the Summer Session that was greatly romanticized by the popular press.

Every summer, hundreds upon hundreds of mainland coeds persuade their daddies that they simply must go to the University of Hawai'i to take summer courses in ukulele, swimming, orchid growing and hula. The University offers 215 courses in 39 fields of study. And since *everybody who is anybody* is going, and the enrollment of 6,000 to 7,000 students indicates just that, daddy gives in.²⁵

In a summary of the 1963-67 era, Sakamaki reported that the enrollment had risen from 9,385 in 1963 to 19,086 in 1967. The average number of credits taken by a student in that era was 3.8.

Beginning in 1969, enrollments in the Summer Session began to decline, with a sharp drop in the mid-1970s. Perhaps one factor was the fact that almost all teachers had become certified and many had earned master's degrees, thus reducing the number of teachers registering. Another was the sharply rising cost of living in Hawai'i and the rising cost of transportation from the Mainland, so that the "flood" of coeds was waning.

Dean Sakamaki retired from the University in 1972. For the next three years professors Douglas Yamamura and Takeshi Moriwaki served as acting deans. In 1975, history professor Robert Sakai became dean and served until 1987, when professor of education Victor Kobayashi assumed the deanship. Under Kobayashi, the Summer Session has seen a revival by including many cultural activities as well as new and innovative programs.

Summer school for teachers had indeed come a long way from its beginnings as a cram session for teachers reviewing the elementary school subjects in order to pass the teacher's certification examination.

FOOTNOTES

The Biennial Reports of the Superintendent of Public Instruction appear under a number of slightly different titles. For this article they are referred to by the shortened title of *Biennial Report* and the date of the second year.

- 1 Benjamin O Wist. *A Century of Public Education in Hawaii: 1840-1940*, Honolulu: Hawai'i Educational Review, 1940, 63.
- 2 *Ibid*, 78.
- 3 *Biennial Report* 1920, 20.
- 4 The major sources for this section are Henry Townsend's personal accounts. Most of the quotations are from an unpublished two-volume typescript autobiography, indexed in the University of Hawai'i Collection as "Recollections and Reflections." It was written shortly before his death in 1937. A second major source is another unpublished article which Townsend wrote at the request of Benjamin Wist. With some editing and footnotes by Wist, it is indexed in the University of Hawai'i Hawaiian Collection as "Education in the 90s." One brief statement was taken from Townsend's article in *The Forum*, vol 24, January 1899, 616. The Wist quotation is taken from *A Century of Public Education in Hawai'i*, 138-9. Corroborating information was gleaned from numerous editions of the *Pacific Commercial Advertiser* corresponding to the dates of the summer schools.
- 5 *Biennial Report* 1900, 37.
- 6 *Biennial Report* 1910, 14-16.
- 7 *Biennial Report* 1912, 29.
- 8 *Biennial Report* 1914, 52.
- 9 *Biennial Report* 1916, 11-12.
- 10 *Biennial Report* 1920, 21.
- 11 Wist, *op cit*, 150-151. See Footnote 1.
- 12 *Biennial Report* 1922, 75-78.
- 13 *Ibid*, 192.
- 14 *Biennial Report* 1926, 93.
- 15 *Ibid*, 30.
- 16 *University of Hawai'i Quarterly Bulletin*, vol VI, no 2, Summer Session Announcement 1927, 6.
- 17 *Ka 'Elele Hawai'i*, vol VIII, no 1, 1 July 1938, 1.
- 18 *University of Hawai'i Bulletin*, General Catalog 1942-43, 31.
- 19 *University of Hawai'i Bulletin*, General Catalog 1944-45, 30.
- 20 Shunzo Sakamaki, an untitled manuscript in the Hamilton Library Hawaiian Collection, [1967?], 3-4.
- 21 *Summer Session Bulletin*, vol I, no 4, 20 July 1936, 1.
- 22 Wist, *op cit*, 215-16. See Footnote 1.
- 23 *University of Hawai'i Bulletin*, General Catalog 1940-41.
- 24 *Ibid*, 23.
- 25 *Ibid*.

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