The College of Education in the Sixties

Robert E Potter, Ralph K Stueber and Andrew W S In

In April 2001, the College of Education will celebrate its 70th anniversary. During its seven decades of existence, the College has undergone many changes in its structure as programs have come and gone and as a number of sometimes radical organizational changes have occurred. No period, however, has been so critical to the evolution of the College as the 1960s. The institutional structures that are familiar to us today such as the departmental structure, the undergraduate program and the administrative arrangements in the Dean’s Office with its division of functions among the Dean, Associate Dean, Assistant Dean of Student Services and Director of Finance took on their present form in that period. The Sixties also saw the birth of several important units of the College. Some, like the various departments and the Curriculum Research and Development Group, are still with us. Others, like the Educational Research and Development Center (EDRAD), and the Division of Field Services have disappeared from view, though their traces are still evident in other units and programs.

The Sixties were, of course, a period of major growth in higher education throughout the nation, and benefiting from this climate of expansion, the College of Education thrived and emerged transformed with a new organizational structure and a correspondingly diverse set of institutional aims and functions. These changes were parallel to reforms at the national level, and though they fell somewhat behind developments in other states, they represented a period of catching up with the mainland. The mood of the College in the Sixties, and in the University as a whole, was inspired with a growing sense of optimism about its future role in the Pacific. The College was beginning to adopt a greater role as a research institution with added responsibilities for international education and curriculum design. In addition to its traditional role in the preparation of teachers, a new emphasis was placed on graduate education, on the preparation of administrators and other educational professionals, as well as on the professional development of qualified teachers. A large expansion in the number of faculty, particularly with doctoral degrees, accompanied these changes.

The Sixties, therefore, may be viewed as a critical stage in the evolution of the College as an institution. It was a period that has been referred to as a “Golden Age” for the University (Alm, 1962), which was emerging as a major research institution with a redefined sense of purpose and direction. Hawai’i had only recently achieved statehood and new voices in state government were demanding new solutions to educational problems. They looked to educational research to find answers.

The early Sixties also saw a burgeoning growth in Federal and State funding for higher education, and money came pouring into the College to support international projects, educational research and curriculum development. Thomas Hale Hamilton, arguably the University’s greatest president, was charting a new course for the university. There was a building boom on campus with the construction of more than 14 buildings including Hamilton Library, Kuykendall Hall, and the Hawai‘i Institute of Geophysics Building. The East-West Center was also under construction. A more modest program of building and expansion was evident in the College with the Lab School’s Multi-Purpose Building completed in 1963, and the new Wist Annex 2 added in 1966. How did these forces, both external and internal, contribute to the restructuring and redirection of the College of Education? What were the models for these changes? In many ways the College was simply catching up with developments that were already well underway at comparable institutions on the mainland. Nevertheless, the uniqueness of the situation in Hawai‘i was also a factor, and changes here may also be seen as a response to local circumstances as well as national ones.

College Reorganization

Departmentalization

The diversification of College functions is most evident in the transformation of the organizational structure of the College in the ten-year period between 1956 and 1966. When Hubert Everly took over from Bruce White as College Dean in 1956, the College was simply organized around the university education department and the lab schools’ teacher preparation programs. The College’s education department was chaired by Robert Clopton. Roseamonde Porter served as director of the Division of Elementary Education and Robert Martin was Director of the Division of Secondary Programs.

When the Territorial Normal School merged with the University in 1931, with Benjamin Wist as Dean, the new unit became known as “Teachers’ College,” which it remained until 1959. It was President Snyder who suggested that since
the College was producing more than teachers, the name really ought to be changed to "College of Education" to reflect its more expanded role. The College was also beginning to organize into distinct units ordered into departments—a move that reflected the mainland trend of increasing departmentalization around distinct areas of specialization.

The role of Dean, at this time, was more limited than it is now and focused on the management of finances and the administration of the lab schools. Bruce White, for example, performed his administrative duties as Dean from an office, symbolically remote, in Bachman Hall.

Hubert Everly (1946) describes these administrative arrangements as follows:

The University of Hawai‘i has a somewhat unique organization in the fact that departments are university-wide in scope and are entirely separate from colleges which, under this system, have no instructional staff... A college consists of a dean, curricula, and students; a department consists of a chairman, faculty, and courses...This organization separates the education department from Teachers College... The Dean of Teachers College is responsible for the administrative and curriculum aspects of the laboratory schools...On the other hand, the instructional personnel of the laboratory schools are members of the education department and therefore come under the supervision of the chairman of the education department...

Furthermore, practice teaching as such is an education course and is therefore the responsibility of the chairman of the department (pp 187,188).

This situation was to change dramatically as the job of the dean became more complex. President Snyder, too, favored the idea of a "strong dean" with expanded powers, which would include control over personnel. In addition, the responsibilities of the Dean were also changing. The Dean was increasingly required to work in close association with the State Department of Public Instruction and maintain a good relationship with the legislature.

The first major change came in 1962 as part of a broad campus reorganization. As stated above, the demands placed on the Dean’s office had grown considerably with the expansion of College programs. In addition, the Dean was compelled to work in the political arena with an often fractious legislature.

A new position of Assistant Dean was created in 1960, with Otto Beyers appointed to the post, largely to handle the College’s finances and deal with internal administrative affairs; thus freeing the Dean to work on external relations. Beyers’ position was upgraded to Associate Dean in 1961. It was not until the late 70s, that the financial management of the College was transferred to a Director of Finances and the Associate Dean’s position split between the Associate Dean for Curriculum and the Associate Dean for Research.

Fred Haehnlen was appointed as the new Director of Student Services in 1962. This came about as a result of Hubert Everly’s move to gain control over College freshman admissions, rather than leaving things up to the unified admissions’ procedures of the Colleges of Arts and Sciences.

In 1962, with his administrative team in place, Hubert Everly created six new departments. The Divisions of Secondary Education and Elementary Education became departments, with Andrew In as chair of the former and Roseamonde Porter as chair of the latter. In addition, three new departments were created out of the Department of Education. Robert Clopton became chair of the Department of History and Philosophy of Education; John Crossley chaired the new Department of Educational Administration; and Gil Sax took over as chair of Educational Psychology. Health and Physical Education (HPE) joined the College by a novel route—as a result of the reorganization of the College of Applied Sciences, where it was originally located. Applied Sciences was in the process of splitting into three separate units: the College of Engineering, Tropical Agriculture and Home Economics. HPE had the option of joining one of these units, but faculty elected instead to join the College of Education.

In 1965-66, the Department of Curriculum and Instruction (C&I) and the Division of Field Services were formed as a result of the amalgamation of the Secondary and Elementary Education Departments. Those with doctorates were assigned to C&I; those without, to Field Services. This was largely a move designed to satisfy the Graduate School which was pressing the College to ensure that faculty possessed doctoral degrees. Pressure from the education profession, especially public school principals and administrators, who were canvassing for a doctoral program, also played a key role in bringing about these changes. The moves were sanctified, rather than initiated, by the Stiles Report (1966). Not surprisingly, there was some bitterness among the faculty toward this move. Seven non-doctoral faculty were affected. They were assigned to take over responsibility for the supervision of students’ field experiences, such as “Observation/Participation” and student teaching. They ironically labeled themselves “the field hands,” a measure of their resentfulness at the imposed changes. Andrew In was the first chair of C&I, and he was followed by Dick Alm in 1967. Torlef Nelson was the first Director of the Division of Field Services.

The responsibilities of the Field Services faculty grew quickly. By 1969, 586 students were engaged in the field and
plans were in place to build the numbers to 1,000 by 1972. In addition to supervising student teachers, Field Service faculty were responsible for the College’s role in the Beginning Teacher Development Program (BTDP). This program also came into existence as a result of the Stiles Report which had recommended that the 5th year internship should be abolished. In its place, Stiles suggested that the University and the Department of Education jointly develop a program to provide “supervisory help on a noncredit basis to new public school teachers” (Yamashita, 1969, p 15). The Division of Field Services and the DOE Personnel Department started planning in April 1966 with statewide implementation occurring in September of the same year.

In 1968-69 there were 656 beginning teachers in the State of Hawai‘i, 507 of whom were enrolled in the BTDP. Of this total, 56% were from Hawai‘i, while the rest came from 44 mainland states, Canada, the Philippines, and Fiji.

By 1966, the College had taken on a departmental look similar to the one it has today, and faculty were increasingly taking on expanded responsibilities including teaching courses in one of several graduate programs as well as the undergraduate or “regular” program.

Program Changes

The “regular” teacher education or BEd program came into existence as a result of two studies directed to reforming the College’s undergraduate program.

The first effort began in 1960 with a Ford Foundation-funded experiment. Project A, as it was referred to, was designed to demonstrate the feasibility of a program of teacher education with a reduced and modified professional education core and with a correspondingly increased concentration in liberal arts courses.

The second study, Preparation of Teachers and Other Educational Personnel in Hawai‘i, which came to be known as the “Stiles Report” after its Chairman, Lindley Stiles, Dean of the School of Education at the University of Wisconsin, was authorized by the Third Legislature in 1965. Like the Ford Project before it, Stiles operated on the assumption that “teacher education is too important to be left solely to the educators” (p 3). The Stiles Report is often portrayed as a decisive event that helped to bring about reforms that propelled the College forwards. In reality, it was a catalyst that hastened reforms and conferred legitimacy on changes that were already underway.

In the fall of 1965, following the graduation in June of the first generation of students of Project A, Hubert Everly submitted a proposed set of guidelines for combining both the experimental and established College teacher education programs. As a result, on January 13, 1966, just 4 days prior to publication of the Stiles Report, the College Senate recommended that the program in teacher education should make full use of the freshman and sophomore years to establish a general education base, require academic majors for all prospective teachers, provide a professional sequence of educational coursework and a student teaching period, and provide a 5th year of study embodying an internship and coursework. Thus, changes were already in the pipeline. In effect, the faculty had seen the writing on the wall and had taken steps to make the necessary accommodations, rather than have changes forced upon them.

Change was a necessary concession to mounting discontent with the self-contained, teacher education program. Not only did Project A demonstrate the feasibility of a more liberal arts approach, but the trend, nationally, was in the direction of the kinds of reforms that Stiles recommended. To make matters more urgent, alternative programs such as Teacher Corps were establishing a toehold in Hawai‘i. Teacher Corps was a federally funded program designed to recruit college graduates outside of the field of education to work in schools in low-income areas. It was started in 1966 and reflected a strong belief among some members of Congress that teacher education institutions were failing to prepare students for “disadvantaged” students. Clearly, the College had to act to satisfy its critics.

The proposed changes to the “regular” program also helped bring the College into closer compliance with national standards. Indeed, as In (1969) reports, the “regular” program compared favorably with the American Council for Colleges of Teacher Education standards in both general core requirements and in professional studies.

The Honolulu Project

The Honolulu Project represented an early attempt to create a field-centered alternative to the College’s “regular” program: a precursor, in a sense, to the teacher education reforms that took place in the 90s, such as the Master of Education in Teaching Program and Elementary Cohort Program. The Honolulu Project was designed to provide more diversity in the College’s teacher education models, relate theory more closely to practice in the first year of the program, and further cooperation and coordination among the various departments and divisions of the College. In effect, it established “a program that would cut across department lines” (Fruehling, 1973, p 3). The Project began accepting students in fall 1969. Each student was assigned to one of three public elementary schools (Pauoa, Ala Wai, and Ali‘iolani) in groups of 35. Later, two more schools were added (Fern and Kalili Kai). In the first year, the program catered to 105 junior year O/P students. They were supported by 65 participating teachers and three faculty from the College. The program, unfortunately, ended in 1975.
Teachers were no longer willing to accept large numbers of students at their schools; and students, struggling with the prospect of unemployment in a period of oversupply of teachers, grew increasingly reluctant to make the financial sacrifices required to devote large amounts of time to field work.

The Laboratory Schools and the Curriculum Development Center

The Sixties also brought major changes to the College’s lab schools. As early as 1960 the Division of Secondary Education and the Division of Elementary Education were placing the majority of their student teachers in Department of Education (DOE) schools because the University High School could not accommodate all the students during their student teaching semester. Indeed, most of the College’s programs—the Ford Program, the Alternative Teacher Education Program and the Honolulu Project all involved placement in the public schools. Thus, the lab school required a new rationale to justify its existence. The happy coincidence of Title III funds for the state from the Elementary and Secondary Education Act of 1965 (ESEA), the recommendations of the Stiles Report, and the presence of a theoretical framework and trained faculty made it possible to re-conceptualize the lab schools as Stiles had recommended, as sites for the development of curriculum.

Teacher Shortages

Another factor that forced changes in the College was the shortage of teachers in critical areas such as Special Education. Qualified staff were also needed to teach in the new community colleges. The College responded with two new programs funded by grants from the Educational Professions Development Act (EPDA) of 1969. First, the faculty established a “fast track” program designed to meet the critical shortage of special education teachers in the state. It was estimated that in 1969, there were 18,522 students in Hawai‘i with special needs and only 4,457 being served. One thousand, two hundred and fifty-six personnel were needed and only 501 employed. EPDA funds supported a “bare bones” approach designed to meet the critical needs of the DOE for special education teachers. Graduates received Class II provisional certification on the understanding that they would continue on their own to complete the necessary coursework to obtain full, Class III certification.

The EPDA also funded a joint program between the Department of Curriculum and Instruction and the Community Colleges for the preparation of community college teachers. The creation of the first Hawaii community colleges had been authorized by the 1964 legislature. In July 1965, the four state-owned technical schools became the first four community colleges (Hawai‘i CC, Kapiolani CC, Kaua‘i CC, and Maui CC). Leeward CC opened in the fall of 1968 and the Hawaii Technical School in 1969. In the span of 5 years these colleges had doubled and in some cases even tripled their enrollments. The College program began with ten, two-year fellowships that required a combination of study in various fields of specialization such as history, English, special education, field studies and education courses.

Later Departmental Developments

The Departments of Educational Communications and Technology (now Educational Technology), Special Education and Counseling and Guidance were more recent creations. Initially, programs and faculty in these areas of specialization were housed in the Educational Psychology Department. Educational Psychology had come into existence with the departmental reforms of 1962. The Department had undergone considerable growth, especially with the influx of Center for Education Research and Development (EDRAD) researchers who held tenure in Educational Psychology, but also through the growth of new professional programs to prepare special education teachers and school counselors. Thus, although it appeared to be a single department, faculty groups within it were organized around four different areas and programs with degrees in educational psychology and certificates in special education, counseling and guidance, and educational technology. These internal divisions within Educational Psychology formed the seed from which the next group of departments were to emerge.

The Department of Educational Communications (renamed Communications and Technology in 1975 and Educational Technology in 1986) was the first to split off from its “parent” under the leadership of Walter A Wittich who had come to the University of Hawai‘i after twenty years as Director of the Bureau of Audio-Visual Education at the University of Wisconsin. Wittich was appointed Director of the Communications Center in 1962 which was influential in developing Educational TV in Hawai‘i. The Center, created in 1965, formed the basic unit for the new department.

On July 1, 1975, the graduate field of Educational Psychology was split into three separate units: Educational Psychology, Special Education, and Counseling and Guidance. Dean Everly argued that this action would make for more efficient administration of missions and programs and lead to a higher degree of student welfare and faculty morale. Three new chairs were appointed by Hilmer Frank, Dean of Graduate Division and Research Administration. Educational Psychology (Learning, Measurement, and Research Methods) was chaired by Peter Dunn-Rankin;
Special Education by James Apfel and Counseling and Guidance by John Michel. Special Education had received Board of Regents approval for its establishment on November 24, 1970, to become effective on January 1, 1971. However, the University was not free to approve these changes alone. Due to Department of Budget and Finance rules and delays in obtaining final approval from the Governor’s office, the Department did not achieve official recognition until 1975. The changes also prompted Graduate Division to take a long, hard look at the proposals for dividing Educational Psychology into three departments, and they placed a moratorium on admissions to the PhD program, pending a review and assessment of Educational Psychology’s ability to maintain the doctoral program, which had received initial approval in January, 1966.

During the Sixties, the College also set up programs in vocational education, agriculture and home economics. The Industrial Arts Program was started in the early 70s with courses in carpentry and metal work conducted in the University High School workshops. Later, in the 80s, this evolved into a cooperative program with Honolulu Community College. The Music Department, which grew out of the program directed by Dorothy Kahananui of the Normal School, and chaired by Norm Rian, got its beginning as a program in the College though it was subsequently transferred to the College of Arts and Sciences.

Expansion of Educational Research

The Sixties saw a huge increase in federal support for educational research, which grew from $2 million in 1962 to $100 million in 1966. The trend towards research in colleges of education grew with the passage of PL 83-531 (Stiles, 1966). Universities began to organize research centers or “bureaus of research” headed by research specialists responsible for the administration of all research activities conducted by the faculty. This agenda lay behind the creation of EDRAD in the College of Education.

Initially, the United States Office of Education was given authority and funding to support the creation of such centers of educational research and development. This largesse provided for the rapid growth of research and the redirection of faculty energy towards research and educational innovation. As Ralph Tyler commented at the time: “Constructive innovation is not only essential to do better the educational job with which we have long been concerned; it is imperative to enable us to accomplish the new tasks which we now confront” (1966, p 24).

From Bureau of Research to Educational Research and Development Center

In 1963, the second state legislature provided funds for establishing a “Bureau of Research” at the College of Education at the University of Hāwai‘i. Otto Beyers, Assistant Dean of the College, invited Don Leton to serve as the Director for the Research Bureau.

Leton had recently been appointed to a faculty position in Educational Psychology. He considered the offer briefly, but declined. He preferred, instead, to continue in an academic-research appointment. He did, however, agree to serve as Acting Director until the College could recruit and appoint a full-time Director with research administration qualifications. Leton recommended that the “Bureau” should be called the Education Research Center, and Beyers agreed. One of the Acting Director’s first tasks was to set up an advisory committee with members from each Department. The purpose of the committee was to discuss the role and function of a Research Center in the College, for basic and applied research. Inevitably, several competing visions surfaced regarding the role and function of the Center. Some of the committee members felt that it should be entirely independent of the departments; others felt that it should provide direct services to departmental faculty. For example, several faculty suggested that the Center should perform library research and reference services for studies on the efficacy of curricula, for individual faculty.

During the Spring semester of 1964, David Ryans was recruited and offered the Directorship of the Center. Ryans was Human Factor Senior Scientist and Head of the Center for Research and Project Development with the Systems Development Corporation. He was author of numerous articles and his 1960 research study, Characteristics of Teachers: Their Description, Comparison and Appraisal was regarded as a classic in the field. He immediately discontinued the advisory committee and renamed the Center as the Center for Education Research and Development. He also extended the purpose of the Center beyond its basic and applied research functions to include evaluation studies and projects of educational development.

The philosophy of the Center was motivated by the belief that research was fundamental to the effective functioning of educational agencies (Ryans, 1966). The general objectives of the Center included a broad range of research work such as field testing instructional strategies and curricula, investigation of human learning, growth and development, design of educational systems and explanation of educational theories and practices. It was also intended that the Center should maintain a close working relationship with the school system, particularly the University laboratory schools, which would offer a “specialized environment with maximum flexibility and availability for ‘first trials’ and demonstrations.”

David Ryans set about the task of creating a first class research center by recruiting some internationally renowned researchers. Dorothy Adkins, who had come to the College...
as a visiting professor in 1964, was a noted psychometrician and chairperson of the psychology department at the University of North Carolina at Chapel Hill. She was the first female editor of *Psychometrika*, had served as President of the Psychometric Society and President of the Evaluation and Measurement Division of the American Psychological Association. Her book, *Test Construction*, was a highly-regarded text on the subject of psychometrics. Peter Dunn-Rankin, from Florida State University, joined the faculty in 1964, contributing an expertise in research statistics and methodology. Gil Sax, who was chairman of the Educational Psychology Department, and other College faculty such as Art King, Agnes Niyekawa, and Bob Fuchigami were appointed as affiliates of the Center.

In 1968, EDRAD expanded its faculty to include a number of new researchers including Fred Bail, J Michael O’Malley and T Antionette Ryan. A number of others, such as Vidya Bushan, Bonnie Bailiff and Frank D Payne joined the Center for shorter terms of one or two years.

EDRAD was responsible for a number of important research projects during its eight years of operation. It also brought a considerable amount of extramural funding into the College.

When David Ryans came to Hawai‘i, he was in the process of concluding the Teacher Characteristics Study for the Grant Foundation. In 1964, the State Legislature passed a resolution for the College to conduct a study to evaluate the Spalding Method of Teaching Reading, which provided the initial budget for the Center. Most research and development projects, however, were funded by Federal grants. Research faculty members in EDRAD were also consulted on the statistical analyses of various project data. For example, Dorothy Adkins worked on early childhood development research; Agnes Niyekawa, on bilingualism and psycholinguistic studies; Antionette Ryan, on career development and on a study of women’s prisons; Frank Payne, on values scaling and Vidya Bhushan, on educational correlation studies of student achievement, ability levels and readiness.

EDRAD faculty frequently consulted with various faculty in the College and other University Departments on research and evaluation studies, such as the DOE’s 3-on-2 project, in which three teachers served two primary classes in one large classroom. They conducted evaluations of Title 1 programs, the Model Cities project, several testing and measurement projects in Samoa, the Micronesia teacher evaluation project, a Community College of Micronesia National Science Foundation project, and a Hawai‘i DOE values education program. EDRAD also played a leading role in a number of College reforms, including the Stiles Report, which had a significant impact on the direction and organization of the College.

Unfortunately, the good times were not to last. In 1971-72, EDRAD came under scrutiny from the legislature. It was a period of state government cutbacks and an austerity mentality prevailed. In spite of a favorable report by a College advisory council, and with apparent indifference to the external funding that the Center attracted to the College and University, pressure built quickly to close the Center. Finally, during the Spring semester of 1972, the legislature cut funding completely and the Center’s existence came abruptly to an end.

Other Research Developments in the College

During the Sixties, innovations in the field of curriculum were viewed as particularly important work for colleges of education to undertake (Tyler, 1966, p 26). This was especially the case in mathematics, science, foreign languages, English and some of the social studies (Tyler, 1966, p 26). The focus on curriculum development and the availability of Title III funds from the 1965 Elementary and Secondary Education Act, led to the creation of the Hawaii Curriculum Center (later the Curriculum Research and Development Group) which began operations in 1966.

These developments, at the national and state level, placed pressure on the College to crack the whip on research. However, the changes did not occur without pain: they produced a considerable upheaval among the faculty and displaced many people, especially women without doctorates, who had been brought up in the normal school tradition. Clinical faculty were rehoused in non-research divisions and efforts were made to recruit new research-oriented faculty from prestigious graduate schools on the mainland. The University of Wisconsin at Madison, where Stiles was Dean, provided several faculty new to Hawai‘i (Anne Keppel, Ralph Stueber, Walt Wittich). Ohio State University, Hubert Everly’s alma mater, was also a favored institution, especially among several faculty who had begun their careers in the Normal school (Teruo Ihara, Daniel Noda and Morris Pang). The presence of faculty who were trained researchers produced a new atmosphere in the College that led to changes in its academic culture and to the redistribution of faculty duties and alterations in personnel procedures. Pressure also built to bring about changes in programs, especially in the development of new graduate level degrees to complement the work of the new departments. Initial planning for the PhD in Educational Psychology (approved in 1966) and, the College EdD Program (approved in 1972), were made in this period.

Growth of International Programs

The Federal government played an important role in channelling resources to various international programs...
during the Sixties, and this had the effect of redirecting the efforts of the College from its traditional role in teacher preparation to a more expanded role that recruited College faculty to take part in teacher education and vocational programs in other countries.

Foreign Contracts

Hubert Everly (1968) observed that it might seem strange for a state university to devote resources to "educational problems beyond the boundaries of its tax paying constituency" (p 2). Nevertheless, the College was, by this time, deeply involved in a number of educational development contracts in Micronesia, American Samoa, and Asia. An Office of Foreign Contracts was established by executive order of Dean Everly in the fall of 1965 and placed under the Directorship of Teruo Ihara.

Three major Asian contracts operated throughout the Sixties with the direct involvement of College faculty. The Pakistan Contract ran from 1961 to 1968, the Thailand Contract from 1958 to 1965, and the Laos Contract from 1965 to 1968. Each was supported by federal funds from the United States Agency for International Development (USAID). These new initiatives arose from President Kennedy's "new foreign aid proposals and the actions which he and Secretary of State Dean Rusk have taken to elevate and accent the role of education and cultural affairs as a component of US foreign policy" (Coombs, 1962, p 3). The Foreign Assistance Act of 1961 aimed to foster economic development, encourage the growth of democratic institutions, and counter the growth of communism in SE Asia. Philip Coombs (1962), the Assistant Secretary of State for Educational and Cultural Affairs in the Kennedy administration, reported that, in 1962, United States institutions of higher learning were hosting 53,000 foreign students from almost every country in the world. He spoke of "advancing a new frontier" and pointed to the increasing demand for overseas activities that would "draw heavily" on the talent of colleges and universities (p 3).

Each of the College contracts was established as a tripartite agreement between the USAID, the University of Hawai‘i, and the respective governments of the countries receiving aid. The College contract was led by a "Party Chief" who was responsible for the general oversight of the College's contribution and a number of College faculty (the Thailand Contract, for example, made use of 11 faculty over the 6 years) who were able to lend their expertise in relevant areas of specialization. In general, the aim of each contract was designed to address the shortages of skilled labor in each of these countries by creating vocational schools, retraining personnel, developing curriculum, and procuring equipment. In addition to these programs, the College's Office of Foreign Contracts was also responsible for three training programs in Micronesia: one focusing on teacher training, one on administrator training, and the other on communication skills (TESL). These programs were supported by funds from the US Department of the Interior. The College also contracted with the government of American Samoa to provide upper division course work to prepare Samoan teachers beyond the associate of arts level.

The Department of Educational Administration provided training for international students in educational leadership. The program, developed in cooperation with the East-West Center, was established in 1967 with a contract to train eight Micronesian elementary school teachers in educational administration. By 1968 it had expanded to eighteen teachers. Trainees visited a number of schools on O‘ahu and Neighbor Islands and engaged in seminars and field studies.

The East-West Center

The East-West Center (EWC) was a powerful engine for growth in the College. Ground breaking for the Center took place in May 1961. By 1964, as many as one-fifth (20) of all the senior specialists who had come to the EWC and more than 200 students were there to study education (Ezer, 1965). The Institute for Student Interchange, one of the three institutes of the EWC, had a particularly big impact on the College, and Dr Dai Ho Chun, Director of the Institute, played a key role in guiding many of the grantees to College courses and to field observations in the lab schools. Large numbers of Asian students pursued studies in the field of education with a significant portion pursuing their studies in TESL (Hendrickson, 1965).

As of June 1964, ninety-four teachers had come to the EWC to pursue degrees in education, advance their knowledge of teaching English as a second language, and participate in the Academic Year Institute—a one-year, non-degree program for Asian secondary school teachers of math and science. Thirty-six grantees had been awarded degrees in TESL and twenty-six in either secondary or elementary education.

The second of the EWC education programs, the Institute for Technical Exchange, sponsored short-term, non-degree programs in technical development and was directly involved with "the retraining of Asian teachers of English in spoken English." The program enrolled teachers, especially from Japan, who had been educated under the "old grammar translation method," in new techniques that emphasized spoken English and language use.

As the word "interchange" implies, not all EWC grantees came from Asia. In 1963-64, 18 Americans and 18 Asians (from Japan, Taiwan, Korea, and Indonesia) participated in the program. While the Asian students focused on methods
of improving the teaching of English and learning about contemporary American society, the Americans took courses in Asian studies and explored the language, history, sociology, and economics of Asia. They also attended joint seminars on comparative education in the first semester and one on American studies in the second. The culminating event was a trip to the mainland for the Asian grantees and a similar tour of Japan for the Americans.

The Senior Specialists' Program of the Institute of Advanced Projects provided awards to professionals in Asian and American institutions of higher learning and government agencies to pursue individual research interests with the "goal of promoting mutual understanding and the betterment of mankind through the further development of an international community of scholars." From February 1961 through May 1965, a total of 108 individuals had been residents at the Center—a little over 60 from Asian and Pacific states and the remainder from the US. Twenty of the Senior Specialists were pursuing research in the field of education, including Robert Clopton, whose research focused on translating Dewey's lectures from Chinese transcripts—the original lecture notes having been lost.

**Educational Television**

Educational television (ETV) also had a large impact on the College during the Sixties. Interestingly, the claims made at the time about the potential of ETV as a teaching tool appear to mirror current ambitions for the transformative educational influence of the Internet.

Federal and State funding earmarked $1,283,038.00 to give Hawai‘i's children "some of the most remarkable educational advantages of the electronic age" (Wall, 1964, p 3). The expansion of educational opportunities made possible by ETV was geared to meet the needs of rural and urban students during a period of rapid expansion of the school and university population.

Public schools that served the 145,234 youngsters in 1960 are expected to serve 171,410 in 1970. The University of Hawai‘i, with an enrollment of 9,300 in 1960, looks towards an enrollment of 18,000 in 1970 (Wall, p 3).

The plan was to build, in three stages, a broadcasting station on the UH campus with rebroadcast facilities on the Neighbor Islands. The program called for a system that would provide an ETV receiver to three or four elementary schools and at least one for each secondary school. Fifteen production and transmission staff would be hired in the first year, growing to 23 in the second, as the system expanded. Eight in-school teaching and utilization staff would also be hired. President Hamilton praised ETV as one of the "most effective and efficient methods through which the resources of the university can be extended to the people of the state" (Wall, p 4). A similar project was underway in American Samoa.

Vernon Bronson (1964), Director of Research and Development at the National Association of Educational Broadcasters, declared that "the use of television offered the best hope for rapid educational development in American Samoa" where considerable effort was under way to build the necessary infrastructure. The aim was to "(1) improve instruction, (2) enlarge educational opportunities for all Samoan people, and (3) to upgrade the Samoan teachers in the schools and assist them in becoming qualified and competent in their special areas of education" (p 6).

By December 1964, a Closed-Circuit TV system had recently been completed in the College and was housed in the multipurpose building on its makai side. Composed of two control rooms and a backstage area with a small television broadcast studio and control complex, the CCTV system was to be used for five major purposes:

1. research and experimentation in ETV;
2. direct observation of classroom activities in the laboratory school;
3. instruction in the use of educational television;
4. supplementary instruction in certain college classes and
5. recording of certain descriptive television programs reporting on current educational activities to the public (Everly, 1964, p 14).

Within the College of Education the potential of television was being explored by a growing number of faculty. The CCTV system was used: "primarily by the Department of Educational Communications," (Kucera, 1968, p ). Increasingly, faculty from other departments were beginning to make use of the facility in ways that permitted them to explore the medium for learner research and classroom observation and direct teaching of small units (Anthony Picard, for example, had produced a series of short programs to illustrate how to teach certain mathematical concepts). The facility was also used for micro-teaching: recordings of "scaled down teaching encounters" that were played back to student teachers for critical reflection on their performance. In addition, the potential for using recordings for direct instruction was also being tried out and tested. Thelma McIntosh, produced a series of 24 instructional films for the Foundation course in Educational Psychology.

Public television came to Hawai‘i in 1966 with KHET beginning to broadcast in April and KMEB in September. By 1968 it was thriving and capable of reaching about 90% of the state's residents. The Hawaii Educational Television Network was a cooperative service of the University of Hawai‘i and the state Department of Education that operated under the broad policy guidelines of a Council composed of the university president, DOE superintendent, and a repre-
sentative of the public appointed by the governor (Reed, 1968). Housed in temporary quarters in the College, the CCTV studio in the rear of the multipurpose building) public television, as it had come to be known, provided in-school instruction for students from 8:30 to 2:30, and teacher inservice training between 2:30 and 5:00. Various cultural and public information programs were also offered for adults and children from 6:00 to 10:00. In its two first years, the use of television in Hawai‘i was double that of the mainland, though teacher participation for the purposes of inservice training was disappointingly small.

Conclusion

The transformation of the College in the Sixties, viewed under the three headings above, represents from the perspective of the present day, a profound shift in thinking and a thorough reconsideration of the College’s mission and role. It is the period in which the present era of the College was born and in which it still lives.

Endnotes

Everly, Hubert V. (1946). Criteria for Evaluating and Developing Laboratory School Programs, with Special Reference to the Campus Secondary School of the University of Hawaii. Doctoral Dissertation. The Ohio State University.

Andrew W S In is dean emeritus of the College of Education at the University of Hawai‘i at Mānoa.

Robert E Potter is professor emeritus of History of Education at the University of Hawai‘i at Mānoa.

Ralph Stueber is professor emeritus of History of Education at the University of Hawai‘i at Mānoa.