Two Progressives: Profiles of Robert Walter Clopton and Hubert Victor Everly

Robert E Potter and Ralph Williams

The College of Education, unlike other colleges at the University of Hawai‘i, was formed by the amalgamation of two separate institutions with quite distinct missions: the University’s Education Department and the Territorial Normal School. The merger was one of the recommendations of the infamous Prosser Report of 1930 and led to a legislative mandate, enacted in 1931 by the Territorial Legislature, to roll the two institutions into one and place them together in one location. The formation of a new Teachers College, however, did little at the time to reconcile their two different functions: academic study and teacher preparation.

Although this may seem atypical of the evolution of the University’s colleges and professional schools, it follows a familiar enough pattern for the emergence of colleges of education across the nation—a pattern that has left a peculiarly divided sense of mission to faculties of education. On the one hand, colleges retain a professional allegiance to the universities’ scholarly communities and the ideals of academic rigor and teaching excellence; on the other hand, an entrenched vocational imperative often pulls faculty in the other direction, away from academic study for its own sake. Thus, a sense of the practical realities and politics of professional preparation and teacher education prevail over scholarly concerns.

These twin missions, though not entirely irreconcilable, often tug in different directions, produce competing allegiances among faculty and set off an often acrimonious competition for resources. Generally speaking, the results are unproductive, but they have also provided faculty with two avenues to succeed in the College.

The careers of Robert Clopton and Hubert Everly, the two educators profiled in this article, illustrate how these two missions accommodated two distinct career paths in two educators who have left important legacies to the College.

Lawrence Fuchs (1961) has described as “the godparents of Modern Hawai‘i” (p 282). Both were part of the large influx of mainland teachers that came to Hawai‘i in the 1920s and 30s: a group that remained socially distinct from the ruling ha‘ole elite, and who expressed a deep opposition to the educational philosophy of the oligarchy, and hostility to the private schools and the plantation system (Fuchs, p 282).

Progressive Philosopher: Robert Clopton

Robert Walter Clopton was born on November 2, 1906 in Huntsville, Alabama. After receiving his baccalaureate degree from Maryville College, in Tennessee in 1926, he moved to Hawai‘i where he taught biology and algebra at Mid-Pacific Institute. It was there that Clopton was exposed to the progressive education ideals and practices of the school’s headmaster, Dr John Hopwood. Hopwood was a noted liberal and progressive educator whose aim was to prepare Mid-Pacific students for leadership roles in society. The school had “no racial quotas and was heavily Oriental” (Fuchs, p 291). During Clopton’s two years, there, the school was engaged in an ongoing battle with kama‘aina oligarchy families, who wanted to turn Mid-Pacific into a vocational school.

In 1928, Clopton returned to Alabama to work for the State Department of Agriculture and Industry. However, he was not comfortable in the segregated South, and in 1930, he returned to Hawai‘i with the intention of making it his permanent home. From 1930 to 1936, Clopton taught at Kaua‘i High School. Teachers’ salaries in the post-Depression years were very low, and he had to supplement his meagre income during the summer months working in the pineapple canneries. From 1936 to 1941, he served in a number of administrative positions with the Department of Public Instruction, first as the principal of Ka’a‘awa Elementary School, then at Waia‘ele Boys School, and finally at Helemano Elementary in Waipahu. After a year’s leave of absence, in
Illinois, to work on his doctorate, he was appointed, in 1942, as principal of Stevenson Intermediate School. Throughout his years of school teaching and later as a university teacher, he was a staunch proponent of Progressive Education and a leader in the profession. He was active in the Hawaii Education Association (HEA) and was among those who fought to abolish the English Standard School system. On one occasion, when Clopton spoke in favor of an HEA resolution calling for an end to the segregated system, another teacher charged him with being a traitor to his class. Clopton, characteristically, was proud of being thus accused and showed no remorse for his act of “treachery.”

Clopton earned a master’s degree from the University of Hawai‘i in 1941 and a PhD from Northwestern University in 1946. His dissertation, completed under the direction of ET McSwain, was a philosophical essay on the relationship between cultural anthropology and education.

In the summer of 1943, with the university operating under wartime conditions, Clopton was hired as a lecturer to teach in the extended summer session for teachers and fifth year interns who were trying to complete their degrees. In the following fall semester, he was appointed by President Gregg Sinclair as an assistant professor of education.

In 1945, he became acting principal of Teacher’s College Intermediate School, and in 1947, he was promoted to associate professor and appointed Chair of the Education Department. He continued as Chair until the reorganization of the College in 1962, when he became the first chairman of the Department of History and Philosophy of Education.

Clopton was promoted to full professor in 1952, and finally, in 1962, he was honored with a Senior Professor appointment, a rank conferred on few faculty members and a tribute to his campus-wide standing as a scholar and leader.

Clopton was widely regarded as one of the intellectual leaders of the Mānoa campus. He was a member of a university-wide group of faculty committed to elevating the intellectual climate of the campus. Few people had a neutral opinion of him: he was greatly respected and admired by many and deeply feared and disliked by perhaps an equal number. He had little tolerance for sloppy thinking or writing and no hesitancy about stating his views. On the other hand, he was quick to praise those whom he believed were deserving of respect and eager to help those who demonstrated their commitment to democratic values. He encouraged many of his brighter students—Shiro Amioka, Royal Fruehling, Victor Kobayashi, and others—to pursue their graduate studies at mainland universities, and several later returned to join the University of Hawai‘i faculty.

As a lifelong student of the works of John Dewey, Clopton was a fierce defender of progressive theory and practices. He supported the rights of the less-privileged and was a vocal critic of antidemocratic decision making and elitist biases in education and politics. He contributed to a tradition of Progressive Education in Hawai‘i that began in 1896 when Henry Townsend became Inspector General of Schools and continued with the work of Miles Cary (a close friend of Clopton) at McKinley High School and George Axtelle at Kawanakaoa Experimental School. The growth of a large school population of students whose native languages were not English led to a receptivity to the new educational currents that, about that time, were generated by the work of John Dewey at the University of Chicago. Clopton found himself championing Dewey’s ideas on democracy and education at a time, during the 30s, when they were becoming increasingly under attack from powerful interests who were concerned that too many of Hawai‘i’s youth were being “educated away from the plantation” (Prosser Survey, 1931).

The concept of culture was central to Clopton’s thinking. He defended the idea that cultural transmission and individual growth are not conflicting educational aims. Instead, he takes the Deweyan position that “the problem is not one of choice between the two aims, but rather one of determination and refinement of method by which the heritage may be used as a means to the development of creative personality” (Clopton, 1950, p 163). In relating his ideas to the situation in Hawai‘i, Clopton’s research investigated the nature of culture conflict, the title of his dissertation. His work analyzed the processes of cultural imperialism and Westernization. He recognized the importance of teaching teachers to become conversant with the value systems of minority groups: “to acquaint them with the values-systems which dictate the behavior and attitudes of pupils who either ignore or reject the value systems into which their teachers have been inducted” (unpublished manuscript).

Though Clopton was never a student of Dewey, he came to know him during one of the philosopher’s three trips to Hawai‘i. In January 1951, Dewey spent several weeks in Honolulu with his second wife, Roberta Grant Dewey, whom he married in 1946. Bets Lawrence, Clopton’s daughter, recalls accompanying her father on a visit to the Halekulani Hotel, where the Deweys were in residence in one of the hotel’s cottages. Dewey, apparently was enormously amused by the Halekulani’s claim that its clientele were composed of either the “newly wed or the nearly dead” as he qualified on both counts. After Dewey’s death in 1952, Clopton maintained a correspondence with his widow, and she provided access to Dewey’s papers when he later came to edit Dewey’s lectures in China.

Clopton was an inspiring teacher. Art Wong, who was in the very first class of returning World War II veterans to attend the College, recalls that though his first impression of Clopton was negative (he ‘hummed and hawed’ a lot), Wong quickly came to recognize that Clopton had great depth of thought. He helped future teachers shape a vision of...
education as a force for social, political, and economic change. Clopton's technique was forensic. He did not lecture, preferring instead to engage his students in dialogue. Several students recall that though his reputation for rigor of thought was intimidating, the experience of studying with him was exhilarating. “He made me realize that my mission was to make children think, to wake up dormant minds” (interview with Alma Cirino). Clopton's teaching techniques was challenging to those who were reluctant to speak out in class, but it was also a transforming experience for many of them: “He strengthened my commitment to teaching and helped me lay down a philosophy and approach that I have sustained throughout my career in education” (interview with Art Wong).

Clopton left his position as Department Chair in 1965 to take up a Senior Specialist appointment at the East-West Center during which time he edited for publication John Dewey’s 1919-1921 lectures in China. The lectures had been translated into Chinese, as Dewey spoke, “from the lectern.” Clopton had discovered, on visiting Roberta Dewey in December 1964, and after a careful examination of Dewey’s papers that no record of the English notes for the lectures had survived. Clopton collaborated with the Chinese scholar, Tsin-Chen Ou, in editing a translated version of the lectures, which were published by the University of Hawai‘i Press in 1973.

In 1966, Clopton served as the Administrative Director of the University of Hawai‘i Peace Corps Training Center at Hilo. During his time there, someone suggested at an administrative staff meeting that the trainees who were scheduled to be in Hawai‘i for their three-month training program in the summer months should be assigned to Kona rather than Hilo. Trainees, who were in teaching projects during the normal school year, had two to three weeks of student teaching in the Hilo schools. Kona School District, however, at that time, had a different school schedule than the rest of the state. They remained in school during the summer months and had their “vacation” in the Fall when families needed the children to help harvest coffee beans. The problem would be for the staff to find accommodation for over sixty Peace Corps trainees. Two weeks in hotels would be financially prohibitive. Could they be housed with local families and simulate overseas living/working conditions? Most of the staff at that meeting very quickly concluded that “local” families would not be willing to house young strangers for two weeks. Clopton disagreed. He thought that it was an excellent idea, and that the educational benefits justified the effort. He was convinced that the people of Kona would be glad to help if they were approached in “the right way.” He challenged the rest of the administrative staff to do their best, and he, too, would walk the coffee fields and small villages of Kona, in spite of his own poor health. It all came to pass. Clopton and his assistant, Aiko Oda, made their headquarters at the Manago Hotel for a week, went door-to-door bearing pastries, talked-story, and drank lots of Kona coffee in lots of kitchens and parlors (Clopton, per-verse­ly, was in the habit of drinking his coffee with a sprinkle of salt). By the end of the week, enough housing was promised for all the trainees.

Clopton continued to direct the Far East Training Center Project on the Big Island until his retirement in June 30, 1967. Robert Kamins, the Dean for Academic Development, paid him the following tribute: “The University of Hawai‘i without Bob Clopton will take some getting used to. If the University awarded hash marks for service to it and to the community, you’d need a pair of sleeves trailing to the ground to carry them all.”

In retirement, Clopton continued to teach as a lecturer in the Honors Program. He and President Emeritus Laurence Snyder were invited by the Office of Academic Affairs to help junior faculty members improve their teaching strategies. The program was voluntary. Clopton mentored the assistant professors of English, the social sciences, humanities and foreign languages; Snyder helped those in the sciences and math. Their duties involved meeting with his proteges on a regular basis, visiting their classes, and offering suggestions to improve their teaching.

Clopton was persuaded to come out of retirement in 1970, his health having greatly improved, to assist the Liberal Studies Program with the students being transferred from the discontinued New College. Upon his second retirement in 1973, Clopton was made an Emeritus Professor of Education. In an unprecedented move, he was once more invited to come out of retirement in 1976 to teach in the new EdD program.

Clopton gathered many honors at the University of Hawai‘i. He was the first recipient of the Willard Wilson Award for Service to the University in 1974. He was active in the Democratic party and on one occasion was invited to make the keynote speech to the state Democratic party convention. From May 1946 until August 1953, he wrote daily editorials (approximately 2000, in all) for the Hawaii Hochi, a bilingual Honolulu newspaper. Finally, in recognition of his own record of community service, the University established the Robert W Clopton Award for community service which is awarded to faculty members who have provided exemplary service to the community. He died at his home in Kalihi Valley on September 13, 1981.

The Progressive Politician: Hubert V Everly

Hubert Victor Everly was the third Dean of the College of Education. He succeeded to the position in 1956 after Bruce White, his predecessor, accepted the post of Dean of Faculties
in Bachman Hall. Everly’s term of office as Dean spanned a remarkable 23 years: three years longer than his father-in-law, Benjamin Wist, who was Dean from 1931 to 1951.

Hubert Everly was born in Los Angeles on March 27, 1915. In 1916 his parents moved to San Diego and then to La Jolla where he lived until he was 18. Everly’s mother had been a schoolteacher in a “continuation school”—a school designed to bridge the gap between high school and employment. She had two years of college and taught home economics and certain job skills to girls. His parents divorced when he was quite young, and he has no recollections of his father. In fact, he spent most of his childhood being shuttled between the home of his grandparents and his mother.

Everly describes himself as “occasionally obstreperous” and as a “troublesome child” who was disruptive in school and frequently misbehaved in class. He was also “bored with school and resentful of authority.” Because of his rebellious streak, he was placed in a “military academy” which focused more on discipline than academics. In spite of these shaky beginnings, however, Everly applied himself and completed his high school education, developing, in the meantime, a keen interest in track and football. In 1933, he won an athletic scholarship to the University of Southern California, but he revised his plans during a trip to Hawai’i. His initial aim in coming to Hawai’i had been to study volcanology. He enrolled in a summer session course on volcanoes that was held on the Big Island, but, as it turned out, the course was的设计 for teachers, and he found himself taking education classes, as well.

During his summer on the Big Island, Everly met Dr Benjamin Wist, Dean of Teachers College. About the same time, Everly made the acquaintance of Wist’s daughter, Zoe who was working as the summer session librarian. These acquaintanceships convinced him that he should abandon his track and football scholarship at USC and remain in Hawai’i, where, at Wist’s urging (Wist was eager to recruit more men into the teaching profession), he decided to pursue a program of teacher training and dedicate himself to a career in public education.

These were the years of the Depression, and Everly had to work to make ends meet and pay for his schooling. Fortunately, even with the Depression, there were menial jobs available. His first job in Hawai’i was at Dole Pineapple, where he worked as a platform trucker, pulling wooden boxes of pineapples off flatbed trucks, loading them on a hand truck, and running them down the platform to the machines that would peel the pineapples before they were sent to the trim tables inside the plant. For this, he was paid twenty cents an hour. At that time, tuition was seventy-five dollars per semester. Later, he was a dishwasher and housekeeper in Atherton House, which used to be a dormitory. He received a BEd from the University of Hawai’i in 1937 and an MEd in 1939.

From 1937 to 1940, Everly taught on the island of Hawai’i; first as a substitute teacher at Konawaena and then as a social studies and mathematics teacher at Honoka’a, where his wife, Zoe, whom he married in 1937, served as school librarian. During these years, Everly experienced at first hand the hostility of the plantation managers, who rigidly opposed any effort to extend educational opportunities to the children of plantation workers. This period might be said to represent Hubert Everly’s introduction to the politics of education in Hawai’i and to the pragmatics of power. It helped to shape his commitment to the public schools and to the teaching profession—a commitment that he has sustained throughout his professional life and into retirement. Everly was influenced at this stage by the democratic philosophy and progressive educational thinking of John Dewey, in contrast to the authoritarian practices of the plantation owners. Everly was especially influenced by George Counts’ work, Dare the School Build a New Social Order? (1932) and A Call to the Teachers of the Nation (1933) (Nishimoto, 1997). Counts appealed to schools and teachers to become agents of change during the difficult years of the Depression. Everly and other teachers at Honoka’a heeded the call. They showed students how to vote, how to put a bill together, and how to see it through the legislature.

In 1940 Everly was transferred to Kalakaua Intermediate School on O’ahu as an interim vice principal. He did not enjoy the experience. His duties required him to address disciplinary problems, which were dealt with at the time by means of corporal punishment—a practice that he was obliged to continue, in spite of his detestation of it. Eager to escape this kind of work after one year, he took a leave of absence and traveled to Ohio State University, shortly before the outbreak of war, to work on his doctorate. A few years earlier, while studying for his masters degree, Everly had taken a class from Harold Alberty, who was on sabbatical leave from Ohio State. Alberty, a well-known progressive educator, became Everly’s advisor during his spell in Columbus.

The war delayed Everly’s plans to complete his doctoral studies. He applied to the army but was rejected for poor eyesight. He then went to work at the Curtis-Wright aircraft factory in Columbus, Ohio making navy dive bombers, and studying in his spare time in order to complete his doctoral...
studies. In 1943, his draft number came up, and he returned to Hawai‘i to join the US Army in the Armed Forces Institute: a job that drew on his skills as an educator, as it involved organizing correspondence courses for officers who wished to continue their college education. He left the army in 1945 and returned to Ohio to work on his dissertation, a survey on the roles of laboratory schools with special reference to the University of Hawai‘i lab schools.

After receiving his doctorate in 1946, Everly was offered the post of principal of the Teachers College Intermediate School at the University of Hawai‘i. In his dissertation, he had made the case that the University of Hawai‘i lab school should be expanded to include a senior high school. In 1947, Dean Wist assigned him the responsibility of creating a new, laboratory high school for the Teachers College. Space was limited and new buildings urgently needed. Everly solved the shortage in an enterprising way. He was able to buy a war surplus theater at Kipapa Gulch for one dollar and have it transported to the College, where the "barn," as it was familiarly referred to, served as the high school gym and auditorium. It was located on the site of the basketball court on the ewa side of the College. When the school needed room for the new music department, Everly purchased a surplus mess hall from the army, also for one dollar, and had it transported and set down on the site currently held by the KHET studio, at the corner of Dole and University.

In 1956, the position of Dean became vacant, and as Director of Secondary Education, a position he had held since 1950, Everly happened to find himself in the right position at the right time. He was first appointed Acting Dean and later, when Paul Bachman was succeeded by Laurence Snyder as President, the appointment became permanent. As Everly is keen to point out, Wist had nothing to do with the appointment as he had died in 1951. Everly does concede, however, that his father-in-law had been very helpful in showing him how the job was done. "I certainly had a rare opportunity to see how the educational establishment functioned in these islands, see how the university functioned, see how the political system functioned—because Wist was very political" (Public Education in Hawaii, p 297).

Everly characterizes himself as an ardent and lifelong supporter of public school teachers and of the school system. Even as Dean, and at the risk of imprisonment, he walked the line with teachers during the 1971 teachers' strike. His position as Dean, as an office holder in the Hawaii Education Association, and his many years on the Board of the State Retirement System were simultaneously dedicated to improving the lot of public school teachers in the state. These three jobs, in combination, placed him in an advantageous position to influence educational policy and decision making. In his own words, "There's no way to do anything in Hawai‘i, structured the way we are, on a single-district statewide basis, without involving yourself in the legislature and politicians" (Public Education in Hawaii, p 316).

The source of Everly's views on the realpolitik of educational change is his understanding, learned from Wist, of the political forces that shaped educational change in Hawai‘i. In addition, Everly attributes his skill in lobbying to the guidance of James McDonough, President of HEA in the 30s and 40s. Everly was closely aligned with the postwar Democrats that were now remaking government and decision making in Hawai‘i. As Dean, he was able to maneuver himself into a position of influence that he was able to sustain for many years. The role of College Dean placed him in an advantageous position to be elected as head of the teachers' union (HEA), and as head of the teachers' union, he was eligible for stand for the union seat on the board of the State Retirement System. These three positions, when combined, provided him with a persuasive bargaining hand in the legislature for it placed him in three important strategic positions: as Dean, he controlled an important entry-point into the teaching profession; as head of the union, he represented the teachers in their negotiations and as chair of the Retirement Board, he helped oversee a system that was connected to every district in Hawai‘i. He was also supported by other well-connected educators in the College such as Teruo Ihara, the Director of the Office of Foreign Contracts. These connections gave him the power to get things done and to support the educational mission of the College. His standing with the legislature was thus enhanced, and he was frequently able to seek legislative support for College projects over other university priorities.

The College in the Sixties was ripe for reform. The old normal school model was increasingly viewed as inadequate and lacking in academic rigor. Several groups, including faculty in the College of Arts and Sciences, legislators, and union leaders were agitating for changes. These pressures mounted over the period and led to considerable structural changes in the College.

Everly was responsible for organizing the College into separate departments—a process that continued throughout the 60s. Departments of History and Philosophy of Education, Educational Administration, and Educational Psychology were among the first. Later, the Department of Educational Communications (later Technology) was spun off from Educational Psychology, under the chairmanship of Walter Wittich who was recruited from the University of Wisconsin. Everly used his influence in the legislature to lobby for positions so that Wittich could hire the necessary specialists.

Although these structural changes had begun early in Everly's years as Dean, the whole process of reorganizing the College and its programs came to a head with the Stiles
Report (1966). In Everly’s view the Stiles Report began as a punitive attack on the College instigated by David Trask, the chair of the Senate Education Committee. The Report, authorized by the third legislature of the State of Hawai‘i, requested a comprehensive review of the College’s teacher education programs. The University of Hawai‘i President, Thomas Hamilton, set up a study group and acquired the services of Lindley Stiles as a consultant to the group. Arthur Conant, their first choice, was unavailable. Stiles was dean of the College of Education at the University of Wisconsin, Madison. The study group were unaware that Everly and Stiles were personal friends and that they had exchanged jobs for a brief time in 1957. Stiles’ message to Everly was that the College had to cut back on the number of education credits that it was awarding. In effect, the College was required to give up a four year program (five if the internship is included) for a two year program. The College of Arts and Sciences would take over the freshman and sophomore years that were now lost to the College.

Philosophically, Everly thought the “publish or perish” policy of the university was shortsighted and that it discriminated against ‘able’ people who support the College’s teacher education program. “Frankly, I did not want people spending a lot of time ... with their noses in a research project. I wanted them looking at the problems of the DOE” (Public Education in Hawai‘i p 304). It was useful to the College programs to recruit people who had risen through the DOE ranks. This policy helped to secure a much greater ethnic diversity among the college faculty than at other colleges in the university. Nevertheless, it was important for faculty to publish in order to get promoted. One of the main reasons for starting Educational Perspectives was to use it as an outlet for the professional writing of the college faculty.

In terms of recruiting students to the College, Everly took an open door approach. He did not make a special effort to recruit under-represented minorities, nor did he attempt to discourage the enrollment of those groups who were over-represented. As a result, a large number of nisei were admitted into the College during his tenure as dean (Nishimoto, 1997). His position was that there was no need to control the numbers as long as enough students applied to produce 1,200 good standard graduates a year, whether they could be placed in teaching jobs or not. He felt that the College provided an excellent education that offered many graduates a good start in life, even if they were unable to find work in teaching. He did not believe that educational opportunity should be controlled by social demands and applied the argument to the education received in teacher education.

Setting up a Student Services Division was an important step in gaining College control over admissions. Prior to 1962, all admissions were centralized and limits imposed externally on the College. Everly wanted unrestricted admission. His strategy for accomplishing this reveals a lot about his approach. He knew that he would be barking up the wrong tree if he tried to work with the university administration with such a proposal, so he took his case directly to the legislature and convinced them that by giving the College control over admissions they would be taking a positive step that would bring more people into the profession.

A policy of unrestricted admissions was unproblematic in the Sixties but when the teacher shortage quickly turned into a surplus in the Seventies, pressure was placed on the College to limit admissions. These were difficult times for the College and its graduates. For many, there was nowhere to go but outside the profession and many took jobs in industry or in other professions. Some became lawyers and managers, but many more became clerks and stockboys. In spite of the difficulties, Everly was able to use his political clout to retain faculty and to redirect college resources to professional development efforts, including DOE workshops.

One of Everly’s enduring legacies to the College was the creation of Wist Annex Two. Although the Annex was not a University priority, Everly was instrumental in getting the funds ($453,000) from the legislature. The title “Annex” came about as a result of one of these peculiarities that often require administrators to adapt regulations to meet their ends. The legislature would be more easily persuaded to make changes to an existing building (Wist Hall) than to fund a completely new building. In the end, Everly got his new “annex,” though the buildings really are not connected, as anyone who has tried to find their way to the Annex from Wist Hall will eventually discover.

During his tenure as Dean, Everly was twice elected president of the Hawaii Education Association, when it was the local teachers’ union. This connection with HEA gave him an important link to the legislature, which he saw as the true source of power over education in Hawai‘i - both over the schools and the university. HEA also helped Everly establish links with other unions and their leadership, and maintain contact with politicians and community leaders.

During the period between the late 60s and early 70s, Everly served as a state representative on the National Education Association during the period when teacher organizations were debating the merits of unionization. With unionization came the realization that administrators and teachers could not be on the same side for bargaining purposes. This led, in Hawai‘i, to the separation of the HEA in 1973 into three unions: one for teachers (The Hawaii State Teachers Association), one for principals (The Hawaii Government Employees Association) and one for higher education (The University of Hawaii Professional Assembly). After the breakup into three new unions, HEA hoped to retain a role as a sort of umbrella organization; however, this
did not work out. Everly has, however, been instrumental in finding a new role for HEA as an organization that represents the interests of retired educators at all levels.

Everly led the HEA Retirement Committee in the successful drive to establish the State Employees Retirement System and served with the Hawaii Employees' Retirement Board from 1956 to 1979. His position on the board put him in a good position to gain insight and understanding into the power structure of the state as the Retirement System was an important source of funding for many state schemes. It also put him in a position to help other union members in the state, such as the police, firefighters, and the Hawaii Government Employees Association (HGEA) membership. This, in turn, allowed them to help him when the time came. This access to power and decision making in the state was, in Everly's view, vital to the interests of the College and the operation of an effective educational role for the College and its faculty. It was important to have support in the legislature. In fact it was important to get around the people between the Dean and the legislature. In Everly's view the university establishment - the regents, and administrators selected by them - did not offer the College the kind of support it needed. For example, when the College needed new office space: "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 ... that's why our campus looks so hodgepodge because the buildings were put up one at a time" (Public Education in Hawaii p 285).

The term of office of a College Dean is often no more than a few years. Everly's 23 years of service as Dean is therefore a remarkable achievement, especially as it covers a period of considerable tension and change. When he took over as Dean in 1956, the College and the lab schools were still tied to the old normal school system; when he left office in 1976, the College had become transformed into a modern education institution focusing on research and graduate education in addition to teacher preparation. The College, in addition, possessed seven departments, each with its own graduate specializations, and awarded two doctoral degrees.

Everly also helped to expand the role of the College in the Pacific region. As a member of the Trust Territory Advisory Committees for the Departments of Navy and Interior, he had visited Micronesia in 1947 and 1949 to survey the public school system and make recommendations for reorganization. He was Staff Representative for the Special U S Senate Investigating Committee for American Samoa in 1960 and participated in the 1963 and 1964 Educational Training Conferences held by the U S Army in Japan.

The University of Hawai'i at Mānoa, in recognition of his many years of service to the University and College, conferred on him the degree of Doctor of Humane Letters in 1991. In May 1997, the University of Hawai'i Alumni Founders Group awarded him its Distinguished Lifetime Achievement Award. Likewise, in 1998, the College of Education Alumni Association presented him with the Distinguished Alumnus Award.

References


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.


Public Education in Hawai'i, Oral Histories. Hubert Everly Transcripts, Volume 1, pp 248-234. Center for Oral History, Social Science Research Institute, University of Hawai'i at Mānoa, September 1991.