

**HISTORY OF THE DEPARTMENT OF
PSYCHOLOGY AT
THE UNIVERSITY OF HAWAI'I AT MĀNOA
2007**



Gartley Hall, University of Hawaii, 1922.

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Most of the material regarding the early history of the Department of Psychology was written 1989 by Dr. Herbert Weaver in honor of the Department's 50-year anniversary.

Thanks to James Cartwright, archivist at UHM Hamilton Library, for locating photos, Andrew Grant, Allison Love, and Vicky Keough for editorial comments and assistance, to many faculty members at the UHM Psychology Department for their constructive comments on earlier versions, and to Pat Couvillon for her frequent feedback, suggestions and information.

Cover Photo: Gartley Hall, 1922 from the collection of Carey D. Miller.
http://www.ilind.net/oldkine_images/uh1922/index.htm

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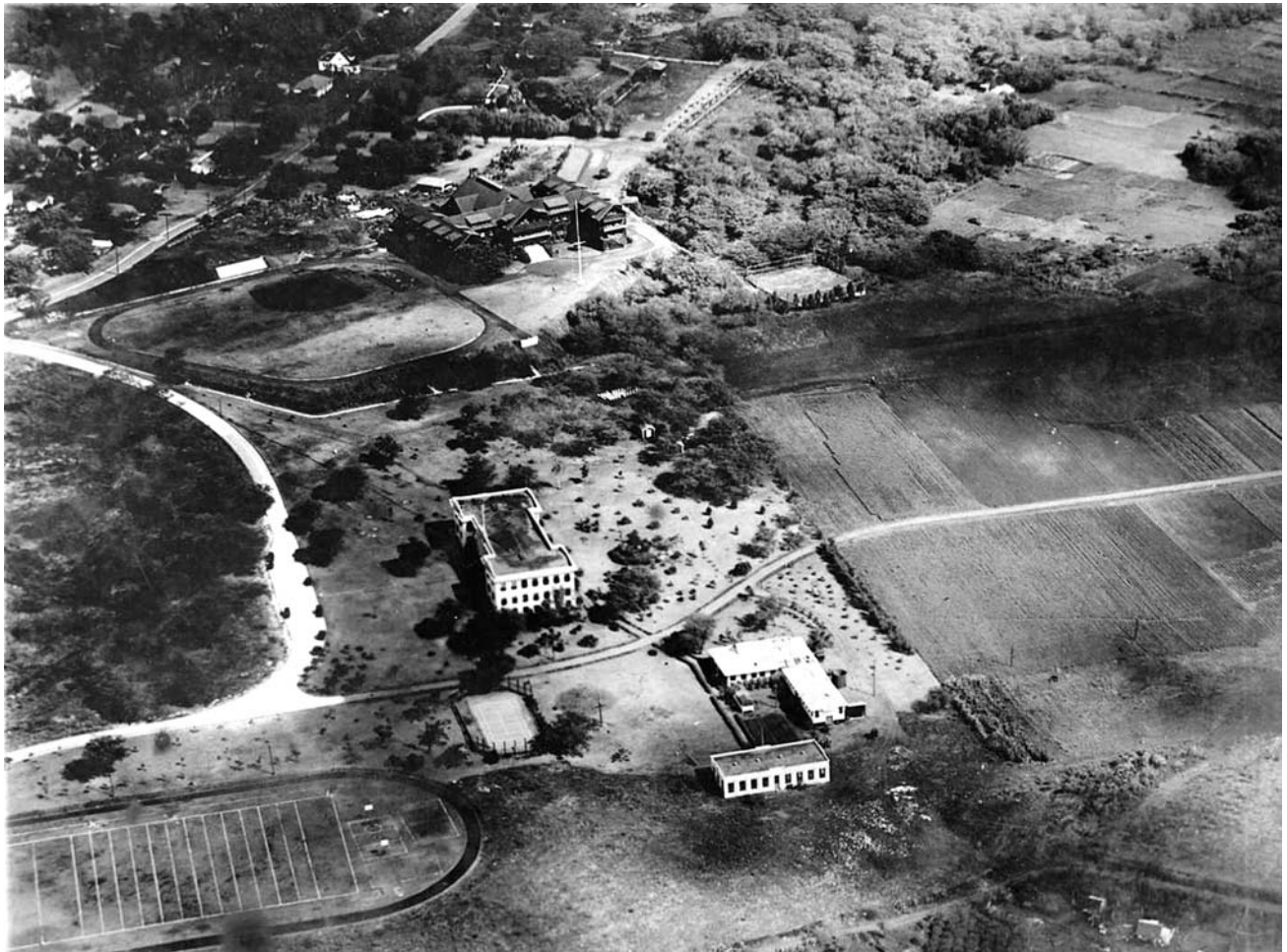
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Ppsychology was recognized as a subject of instruction at the very beginning of higher education in the Hawai'ian Islands, thirty years before the Department of Psychology emerged as an organized University unit.

In 1905, the Territorial Legislature adopted a concurrent Resolution authorizing the Commissioner of Public Instruction to investigate the establishment of a College of Agriculture and Mechanic Arts. The subsequent report to the Legislature led to the passage of Act 24 and Act 94, without opposition, thereby establishing the College of Agriculture and Mechanic Arts of the Territory of Hawai'i. Both acts were approved by Governor Walter Francis Frear in March and April, respectively, of 1907.



University of Hawai'i at Manoa campus, 1910 (Hawai'i Hall centered.)

Gartley Hall will be built 12 years later in the field to the left (across from the track and football field).

The Prospectus of the College, dated January 1, 1908, lists Psychology as a required subject of instruction in the fourth year of the Agricultural curriculum. Alonzo Gartley is listed as a member of the first Board of Regents.



Alonzo Gartley, (date unknown)

Alonzo Gartley was a navy officer who settled in Hawai'i in 1900. He was the manager of Hawai'ian Electric and, in 1910, he became Vice President of C. Brewer and Company. In 1907, he was appointed to the Board of Regents and became its first President. He was also a noted photographer of the islands. Gartley died in 1921.

The Second Annual Catalogue of the College, now known simply as the College of Hawai'i, records the following course description (dated May 1909), under the rubric "History and Economics" in the Department of Arts and Sciences:

- I. ***Psychology.*** The topics of sensation, affection, and attention are discussed in detail, and some time is devoted to the psychology of the abnormal (dreaming, hypnosis, and insanity) and to comparative psychology. This course includes lectures on the more complex mental processes, emotion, action, and association. Students who intend to enter upon this course are advised to take Physiology. Illustrated lectures, recitations, and laboratory practice. (1st semester, 3 credits).

Psychology is listed as a required course of study for the curricula of Mechanical Engineering, Civil Engineering, and Household Economics. Preliminary blueprints of the first permanent building on the University campus, Hawai'i Hall, included a "Psychology and Philosophy Lecture Room" on the second floor, and a spacious "Psychological Laboratory," complete with darkroom.

1911 – 1912

The course catalogue has the following entry for psychology during this school year:

PSYCHOLOGY.
I. <i>Elementary Psychology.</i> Lectures and recitations dealing with the phenomena of sensation, affection, and attention, supplemented by laboratory work in experimental psychology. Required of seniors in Household Economics and Engineering. (1st semester, 3 credits) - Professor Andrews-

The instructor, Arthur L. Andrews, M.L., Ph.D., was a Professor of English and a graduate of Cornell University. He is the first person on record to ever to teach a course in psychology at the University of Hawai'i. Andrews Amphitheater is named in his honor.

1918 - 1919

By 1918, the psychology offering had expanded, and appears under the rubric "Philosophy":

PHILOSOPHY.
1. <i>Introduction to General Psychology.</i> Lectures and recitations, supplemented by laboratory experiments. Texts: Titchener's <u>A Beginners' Psychology</u> , and the Seashore's <u>Elementary Experiments in Psychology</u> . (1st semester, 3 credits) (Alternate years. Given 1917-18.) -Professor Andrews-
2. <i>The Psychology of Backward and Exceptional Children.</i> Prerequisite: Psychology 1. Text: Terman's <u>The Measurement of Intelligence</u> . (1st semester, 3 credits) (Alternate years. May be given in 1918-19.) -Professor Andrews-
3. <i>Logic, Deductive and Inductive.</i> Practice in logical analysis, the use of the syllogism and inductive methods, and detection of fallacies. Text: Creighton's <u>An Introductory Logic</u> . (2nd semester, 3 credits) (Alternate years. To be given 1918-19.) -Professor Andrews-
4. <i>The History of Modern Philosophy.</i> An examination of modern philosophical systems from Descartes to William James. (2nd semester, 3 credits) (Alternate years. To be given 1917-18.) -Professor Andrews-

In addition to his teaching duties with the courses listed above, Professor Andrews was also responsible for all ten courses in English Studies!

After being classified under the rubric of "History and Economics," then "Philosophy," Psychology found a more stable home in "Education."



Construction of the "Laboratory Building" on Young Triangle, 1922

The Laboratory Building was renamed "Gartley Hall," in honor of Alonzo Gartley, the first president of the Board of Regents, who had died the previous year. The third permanent building on campus, it housed chemistry and physics classes. Architect of the "somewhat Grecian style" building was J. H. Craig.

The biennial period of 1919-1920 was a time of transition; *College of Hawai'i* became the *University of Hawai'i*, and the organizational restructuring considerably impacted the area of Psychology. Excerpts from the Report of Board of Regents to the Legislature of 1921 are pertinent:

REORGANIZATION

The outstanding feature of the last two years has accordance with the provisions of Act 203, Session Laws of 1919. This act repealed the laws previously enacted through which the College of Hawai'i was organized and maintained and provided for a University of Hawai'i to supersede the College of Hawai'i. The act was made effective July 1, 1920. The provisions require that there shall be a College of Applied Science and a College of Arts and Sciences to which may be added such other departments as the Board of Regents may from time to time think it wise to organize.

The College of Applied Science is defined in the Act as a college of agriculture and mechanic arts which means that it must include courses in agriculture and in engineering and is therefore substantially a continuation of the major part of the work and organization of the College of Hawai'i. The new College of Arts and Sciences naturally took over the less professional parts of the work of the College of Hawai'i and expanded into new fields.

Professor Arthur Andrews became the first Dean of the new College of Arts and Sciences, and Psychology was passed to a new faculty member and a new role. Its mission as a hand-maiden to Education is set forth in the 1921-1922 Catalogue:

EDUCATION AND PSYCHOLOGY

In view of the complex social situation, the peculiar vocational, economic, and political conditions, and the comparative isolation of this Territory, the importance of public education can hardly be overestimated. The purpose of the courses in education and psychology is to furnish a background of theory and practice which shall prepare the student for effective service in the educational, social, or economic field as teacher, welfare worker, or employment manager. Specifically it is intended to provide professional training for departmental teachers for intermediate and high schools, and administrators for elementary and secondary schools.

(continued)

In addition to meeting the special academic requirements of the subject to be taught, each prospective teacher will be expected to earn at least six units of credit in psychology and fifteen in education including the principles and practice of teaching and the principles of secondary education.

Teaching is thus recognized as a profession requiring more than the training provided by the Territorial Normal School which had been in operation since 1896, and the University is launched on the business of training for that profession. Psychology presumably would provide the theory, Education the practice.

Mr. Jesse K. Flanders was appointed Professor of Psychology and Education on the recommendations of Professor Kemp. Dr. Kemp had been here as a member of the Federal School Survey team. Because of his connections with the Departments of Education in California and Stanford, Dr. Flanders was considered to be a particularly good fit with the educational conditions in Hawai'i.

With a dual title Jesse K. Flanders, A.M. (Stanford, 1917) was given responsibility for instruction in all sixteen courses in Education (9) and in Psychology (7). The listing of the latter in the 1921-1922 Catalogue bespeaks their public instruction role:



Jesse Flanders, (date unknown)

Flanders served as Chair of the Department from 1920 – 1922.

-
1. *Introduction to Psychology.* A general survey of the field of psychology, its scope, nature, methods, and subdivision. The fundamental facts and functions of mental life will be considered with special reference to adult human behavior. An attempt will be made to develop scientific attitude so that the student may differentiate experimentally determined fact from belief based upon speculation. Not open to first-year students. Required of Sophomores in Arts and Sciences. (2nd semester, 3 credits)

-Professor Flanders-
(continued)

2. *Experimental Psychology*. Elective for those who have had or are taking Psychology 1. Second semester, hours and credit to be arranged. (Not offered 1921-22.)

3. *Educational Psychology*. Consideration will be given to original endowment, mental development, individual differences in relation to heredity and environment, the learning process, transfer of training, and fatigue. While educational aspects will be stressed, the course is fundamental for any branch of applied psychology. Prerequisite: Psychology 1 or its equivalent. (2nd semester, 3 credits) (Not offered 1921-22).

4. *Normal and Exceptional Intelligence*. A critical survey will be made of the literature dealing with the development and distribution of human intelligence. The nature of mental tests will be considered, also their use as an aid in providing for the individual differences of school-children and in discovering the gifted child as well as the defective and the potential delinquent. The class will be organized as a seminar for discussion and report upon assigned readings. Open only to advanced students and experienced teachers after consultation. Prerequisite: Educational Psychology. (1st semester, credit to be arranged)

-Professor Flanders-

5. *Measurement of Intelligence*. This is a continuation of Psychology 4 and is a practical course in the method of giving standardized individual and group tests. Each student will be expected to make a study involving the use of tests with the tabulation and interpretation of results. A knowledge of elementary statistical methods will be necessary and will be included as part of the semester assignment. (2nd semester, credit to be arranged)

-Professor Flanders-

6. *Directed Reading in Psychology*. Open only to those qualified to do independent work and show results. (Either semester, credit to be arranged)

-Professor Flanders-

7. *Research in Psychology*. An opportunity is offered for graduate students, and others properly qualified, to carry on special investigations. A thesis will be required. (Either semester, credit to be arranged)

-Professor Flanders-

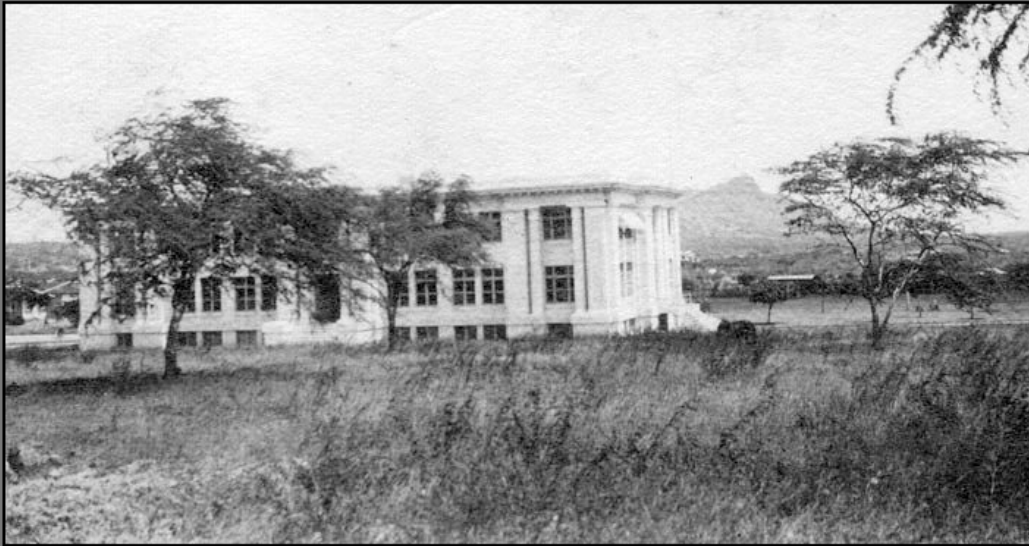
Clinical Psychology Comes to the Hawai'ian Islands

Almost immediately upon formalizing the relationship between Education and Psychology, Clinical Psychology was announced as a specialized branch (University of Hawai'i Quarterly Bulletin, Volume 1, Number 1, October 1921):

THE PSYCHOLOGICAL CLINIC

A psychological and psychopathic clinic will be organized in January to carry out the provisions of Act 140 of the 1921 Legislature. Dr. S. D. Porteus has been appointed Director and Professor of Clinical Psychology.

The first work of the Clinic will be the mental testing of persons referred to it by the various public institutions and the courts. In addition it is expected that research in certain fields of psychology will be carried on and a limited amount of instruction given to advanced students.



Gartley Hall, University of Hawaii, 1922.

Photo courtesy of Carey D. Miller,
http://www.ilind.net/oldkine_images/uH1922/index.htm

The Psychology Clinic represented a new technology, mental testing. It was to serve as an adjunct to the work of many institutions, the primary focus being on public schools.

From the 1922-1923 Catalogue:

PSYCHOLOGICAL AND PSYCHOPATHIC CLINIC

Dr. S. D. Porteus, Director

A Psychological Clinic, under the direction of Dr. S. D. Porteus, is now established in connection with the University. Its activities may be comprised under three heads—mental examinations, research, and training in certain fields of applied psychology.

Mental examinations will be conducted of cases referred to the Clinic by juvenile courts, industrial schools and other social welfare agencies. If requested mental surveys of schools and institutions will also be carried out.

Research activities will be concerned mainly with the development and adaptation of mental tests for use in the Territory. Data on various problems in racial psychology will at the same time be gathered and analyzed.

The Psychological Clinic will also provide facilities for properly qualified students to obtain practical training in methods of mental testing and psychological research. This training will be particularly applicable to students wishing to qualify themselves for work in the fields of psychology, sociology, and special education. Ordinarily credit will be given for this work under Psychology.

It was deemed to be good organization to give the Director of the Clinic, S.D. Porteus, the additional title of Professor of Clinical Psychology on the University faculty. His report in the Board of Regents Report to the 1923 Legislature (written in 1922) provides interesting paragraphs reflecting ideas of the time:

“The work of the Psychological Clinic began with my arrival in Honolulu in February of this year. For a time its activities were confined to organization and the examination of cases referred by parents, social workers and others. It at once became apparent that conditions in Hawai’i are so different from those of the Mainland that the standard tests worked out elsewhere cannot be safely applied either for mental diagnosis or classification. The factors of racial origin and heredity, varying environment, language difficulties, etc., have such marked effect that the problem of measuring intelligence here is practically a new one. I consulted with President Dean and we agreed that the best service I could render, to the University and the Territory, would be in the direction of adapting or devising new mental tests for special use in Hawai’i.”

(continued)

“If this research work is not done there will be grave danger of gross misconceptions as to the number and identity of the mentally defective in the Territory. Applying Mainland standards we would require, not an institution for so-called defectives, but one of the larger islands! It would, of course, be ridiculous to accept these standards.

Considering that, for fifteen years, an army of Mainland investigators has been at work on mental tests and that the work is by no means complete, it will be seen that our task here is no small one. Yet a knowledge of the mental status and grading of the various racial groups here is fundamental to an intelligent solution of every educational and social problem. Without this adaptation of the tests for gathering this knowledge the community is at the mercy of every psychological alarmist.....”

[See Appendix B for controversy about Dr. Porteus]



University of Hawai'i at Manoa campus, 1926

Gartley Hall is directly across from the track, facing George Hall, with Hawai'i Hall on the right. Many parts of the campus at this time were devoted to the University farms.



Thayne Livesay (date unknown), outside Hawai'i Hall
*Chair of Department of Psychology and Professor of Education
and Psychology, 1924-1955.*

The rapidly developing University established a Summer Session in 1927, which was designed primarily to accommodate Island schoolteachers. Psychology was prominent among the course offerings, and the Professor of Education and Psychology, Professor Livesay, was appointed Summer Session Director.

(From the Summer Session Catalog, 1927):

PSYCHOLOGY	
S250	<i>Psychology for Teachers.</i> The aim of this course will be to show what psychological principles are fundamental to modern classroom procedure. Consideration will be given to such topics as native endowment, individual differences, habit formation, the role of instincts in education, the influence of nurture, transfer of training, etc. (2 credits) -Professor Livesay-
S252	<i>Racial Psychology.</i> This course will deal primarily with comparisons of the educational, social, mental, and industrial status of the various racial groups in Hawai'i. The subject matter of these lectures will be taken from investigations already completed or in progress which relate to the reality and nature of racial differences as influenced by heredity and environment. (2 credits) -Dr. Weeber-

Tuition was \$15.00 for one course, \$25.00 for two or more. Board in the cafeteria plus room in the men's and women's dormitories was \$60.00 for the four-week session. From the very beginning, however, some canny mind surely saw beyond serving the local schoolteachers. The initial Announcement conveyed a tourist industry appeal.

ADVANTAGES OF A SUMMER SESSION IN HONOLULU

The location of the University of Hawai'i in Honolulu offers a unique opportunity to combine study and recreation. As compared with most places on the mainland the Summer temperature is very favorable for purposes of study, as the thermometer seldom reaches above 80 degrees, and the nights are cool and agreeable. Hawai'i is justly famous for its swimming and the situation of the University makes it possible by street car or automobile. The University also provides excellent recreational facilities in a swimming pool, tennis courts, etc. Week end excursions and picnics are easily arranged to scenic spots of world fame near Honolulu. In addition the opportunity is offered to hear lectures by men of International prominence who attend the Institute of Pacific Relations meeting in Honolulu in July.

The Matson Navigation Company was quick to see the potential for attracting mainland trade. Its page in the Summer Session catalogue conveys the social flavor of that period.

Summer Session
SPECIAL TOURS BY MATSON NAVIGATION COMPANY

Six Week Tours – Four Weeks in Hawaii

Tour 103	Group A	\$ 164.00
	Group B	\$ 172.00
	Group C	\$ 210.00
	Group D	\$ 303.00
	Group E	\$ 395.00

Eight Week Tours – Six Weeks in Hawaii

Tour 105	Group A	\$ 202.50
	Group B	\$ 215.00
	Group C	\$ 272.00
	Group D	\$ 410.00
	Group E	\$ 549.00

Seven Week Tours – Five Weeks in Hawaii

Tour 104	Group A	\$ 183.50
	Group B	\$ 192.50
	Group C	\$ 241.00
	Group D	\$ 356.50
	Group E	\$ 472.00

Nine Week Tours – Seven Weeks in Hawaii

Tour 106	Group A	\$ 219.00
	Group B	\$ 232.00
	Group C	\$ 298.00
	Group D	\$ 456.50
	Group E	\$ 615.00

These tours are divided into five groups: *Group A* tours will be housed at less pretentious hotels. It should be borne in mind however that these hotels are first class in every respect. *Group B* tours will use cottages, accommodating four, six, eight or ten people. Full hotel service meals will be rendered by native servants. The cuisine will be of an excellent quality. *Group C* tours will be accommodated at the Seaside Hotel and cottages. *Group D* tours will find the MOANA HOTEL worthy of the high reputation earned through many years of catering to thousands of distinguished guests. Members of *Group E* tours stay at the new ROYAL HAWAIIAN HOTEL, considered to be the finest in the world. This distinction between the various hotels used for the members of the tours is the only one that exists. In every other respect the accommodations are the same, regardless of the price paid. To obtain the full inclusive price of the tour add the price of the steamship fare (in most cases a minimum of \$110.00 each way) to the price quoted for the tours.

The 1929 Summer Session inaugurated the practice of inviting eminent scholars as visiting professors, an admirable policy which has continued to this day. The first psychologists invited were William F. Brook, Ph.D., Head of the Department and Professor of Psychology at Indiana University and Goodwin B. Watson, Assistant Professor of Educational Psychology, Teachers College, Columbia University.

Summer Session flourished, and in later years the University of Hawai'i became one of the largest and most popular institutions for summer study in the nation, and remains so to this day.



University of Hawai'i at Manoa campus, 1932

Gartley is the first building above the track, to the left of Dean Hall and across from George Hall.

The decades of the 1920's and the 1930's were a period of growth and development for the University. The campus sprouted new buildings. New policies and new organizational units emerged. Psychology continued its role as adjunct to Education. New courses evolved, new professors came and went, and new names appeared on the staff of the Psychological and Psychopathic Clinic.



Aerial photograph of the University of Hawai'i at Manoa campus, 1934

Percival Symonds, Ph.D., replaced Jesse Flanders as the Professor of Education and Psychology in 1922. Dr. Symonds, in turn, was succeeded by Thayne Livesay in 1924. That same year, (1922), Gartley Hall became the second permanent building on campus after Hawai'i Hall.

Percival Symonds (1899-1960), received his BA from Harvard in 1915, and his Ph.D. from Columbia University in 1923, where he was an assistant to E.L. Thorndike (from 1921-1923). A prolific researcher, Dr. Symonds wrote 21 books and over 200 articles on topics such as measurement, personality assessment, adolescence, and “psychology of the teacher.” His commitment to psychodynamic methods (such as projective tests and free association), particularly in the area of education, is reflected in some of his book titles, such as *The Ego and the Self* (1951) and *The Dynamics of Human Adjustment* (1946).

Following the first introductory course in psychology, in 1918, many new courses were introduced.

<i>Course Title</i>	<i>Year</i>
Experimental Psychology	1921
Educational Psychology	1921
Normal and Exceptional Intelligence	1921
Measurement of Intelligence	1921
Directed Readings in Psychology	1921
Research in Psychology	1921
Psychology of Elementary School Subjects	1923
Psychology of Secondary School Subjects	1923
Age, Sex and Individual Differences	1923
Clinical Psychology	1923
Racial Psychology	1926
Mental Measurements	1926
Mental Measurements Applied to Racial Differences	1926
Psychology for Teachers	1927
Psychology of Personal Efficiency	1929
Advanced Educational Psychology	1929
Psychology of Individual Differences	1929
Psychology of Character	1929
Introduction to Physiological and Experimental Psychology	1929
Mental Deficiency and Abnormality	1930
Psychology of Character Education	1931
Mental Hygiene	1931
Applied Psychology	1932
Psychology and Treatment of Exceptional Children	1932
Social Psychology	1932
History of Psychology	1932
Modern Viewpoints in Psychology	1932
Abnormal Psychology	1932
Experimental Psychology (with lab and lab fee)	1932
Experimental Child Study	1934
Psychology of Adolescence	1936
Dynamics of Character Formation	1938
Child Psychology	1939

Names of note and distinction appeared variously as temporary faculty, summer visiting professors, or clinic personnel:

<i>Name</i>	<i>Degree</i>	<i>University</i>
Stevenson Smith	Ph.D.	Pennsylvania
Robert Bernreuter	A.B.	College of the Pacific
Chauncey Louttit	Ph.D.	Yale
William F. Book	Ph.D.	Indiana University
Goodwin Watson	Ph.D.	Columbia
Lorele Weeber	Ph.D.	Columbia
E.Lowell Kelly	Ph.D.	Stanford
Marjorie Babcock	Ph.D.	Columbia
Sidney Pressey	Ph.D.	Harvard

President Crawford's report to the Board of Regents in January, 1930 contains passages of special significance presaging organizational developments important in the Department of Psychology. Some were soon to be realized, such as the Teachers College, the Adult Education Division, the Graduate Division, and notably, racial equality of admissions. Others were foreshadowed; for example, the professional schools of medicine, law, nursing, engineering, architecture, marine studies, public health, student services, community colleges, vocational training, and the problem of large classes.

The modern American University finds itself under obligations to perform more than the original function of educating a small fraction of the youth of the state. In the first place, that fraction has greatly increased until it begins to appear that higher education has become a part of the mass education program of the country, rather than the privilege of a few. And with this increase in numbers of students there has come the inevitable popularizing of the educational program.

To the "cultural" courses of the college and university of an earlier day there has now been added a wide curriculum of professional and vocational learning, absorbing much that the old system of apprenticeship used to take care of. Lawyers, doctors, dentists, engineers, architects and laboratory technicians of many kinds now come chiefly from the universities, which has required the development at very great expense of professional schools and colleges, usually as parts of the universities. And the end of this is not yet in sight, for new schools are being developed and more vocations and professions are being added to the list of those which are "taught" in our universities.

Moreover, it has apparently become necessary for the university to develop into a sort of employment agency, in order that its graduates may be "placed," and not become social misfits and public misfortunes.

Not content with sending to the university an ever increasing percentage of the youth and expecting for them more and more professional training and even placement service, the public has gone still further and is urging the

University to offer its educational facilities to the adult population as well as to the youth.

This is distinctly worth the expense and effort, for it is not only increasing the productive power of the nation but, what is surely as important, it is raising the cultural level of the country.

Lastly, we may note the addition of another function: research and the solving of problems troublesome to the public. Not only is the university, therefore, a repository and dispensary of knowledge but also a seeker for new knowledge and new technique.

Thus the American state university has become in a more or less real sense that "fourth arm of the state," augmenting the legislative, judicial and executive arms.

Hawai'i has not gone so far as the states in this broad development of its university, but it is on its way. Already this territory is attracting into higher education a surprisingly large percentage of its youth. Notwithstanding the fact that some people seem to view with alarm this "rising tide" of university attendance by certain racial groups, it is my firm conviction that herein is the surest road to a future of social and economic well being for Hawai'i. The only test which should be applied for admission and retention in the university is the individual's capacity to use profitably the privilege of higher education offered by the public.

The question is repeatedly raised: should there not be a further enlargement in the scope of the University, to include a college of medicine, a college of law, and a school of this or a college of that. It seems to me quite evident that there is no necessity for Hawai'i to add a medical college nor a law college to its university, for the expense involved is far too great in proportion to the results which could reasonably be expected. The same is true of a college of dentistry. A school of public health nursing has been proposed, but here again the cost would be out of proportion to the results obtainable. This could be said, also, of the navigation school which was proposed in the recent legislature.

On the other hand, however, it is quite probable that we should some day establish a College of agriculture at this university which would be merely an enlargement of our present agricultural department. Likewise, there should be a teachers' College embracing the Normal School. Certain other departments and groups of departments might well be developed gradually into Colleges or schools, but there is no need for haste in this.

The University of Hawai'i is passing through the difficult stage of transition from a small College of circumscribed outlook to an institution of much larger size and far wider horizon. The relations between student and instructor are necessarily less intimate and personal than in the earlier years when the enrollment was small. How to adjust ourselves to the large enrollment of students without losing too much of that personal relationship is a real problem.

The First (Known) Psychology Thesis

Education and Psychology were still combined in 1927 when Marjorie E. Babcock, an Assistant Psychologist at the Psychological Clinic at the University of Hawai'i, published her Master's Thesis, "Applications of Clinical Psychology in Hawai'i." This thesis, which addressed mental testing of delinquent, defective, and subnormal classes of persons, reflected racial stereotypes of the times. The thesis addressed intelligence, feeble-mindedness, delinquency, and personality traits such as dependability and planning capacity, across racial groups, as well as the role of immigration.

Dr. Babcock received her BA from Wells College, where she played women's basketball, was Phi Beta Kappa, and graduated *summa cum laude*. She could read Greek, Latin, French, German, and Italian. At the University of Hawai'i at Manoa, she worked with Dr. S. Porteus to design the Porteus Maze Test. After receiving her MA, she earned her Ph.D. from Columbia University in a mere nine months. Somewhat unconventional for her time, she preferred to drive her own car, smoked, and enjoyed playing cribbage, bridge, and chess. In 1937, she married William Robertson, a sugar plantation manager who had been injured in WWI.

Teachers College

In May, 1930 the School of Education was established as an organizational entity, thus replacing the loosely organized curriculum of courses in education and psychology. The faculty included two Professors of Education and Psychology, Thayne M. Livesay and E. Lowell Kelly. Professor Livesay was named Director of the School while retaining his title of Director of the Summer Session. Seven psychology courses were offered.

In 1931, acting on the recommendation of President Crawford, the Legislature merged the Territorial Normal School with the School of Education at the University, thereby creating a fully professional Teachers College headed by a Dean. But alas, it was the time of the Depression, and the new College was found to be overstaffed. Of the 51 staff members, 20 were notified that they would not be re-engaged in 1932, and six others were transferred elsewhere. As President Crawford reported:

This relatively great reduction required many difficult and trying readjustments on the part of those who could not be continued in employment, but, with few exceptions, they accepted the situation philosophically. In spite of unemployment difficulties, practically all have found new places for themselves.

The Teachers College became the third undergraduate College, after the College of Applied Science and the College of Arts and Sciences. The Teachers College Summer Session enrollment far exceeded that of the other Colleges, and the Deans of all three were gaining administrative strength.

The Great Depression

The Teachers College was not alone in being hit by hard times. The President's Report to the Board of Regents in December 1933 contains this doleful passage:

FACULTY SALARIES

Salaries of the instructional staff *now* stand at a level about 20 per cent lower than in 1931, for there was a cut of 10 per cent in 1932 and now an indirect reduction of another 10 per cent. This latter is not an outright cut, but a lengthening of the yearly term of service from nine months to eleven. Hereafter it will be expected of all faculty members that they serve in the summer session or in some other line of work for the University during the summer period without additional compensation. This is equivalent to a reduction of salary of at least 10 percent, if not more.

The faculty members are accepting this situation in a very good spirit, because they desire to cooperate with the Territory in meeting the difficult economic crisis through which it is passing. Like all others, however, they are looking upon the present situation as more or less temporary and expecting that if and when prosperity returns salaries will be restored to something like the level of 1931.

In comparison with present salaries of other comparable territorial employees, our faculty salaries are low, as is true, also, in a comparison with those paid by the business establishment of the Islands.

Even more significant, however, is the comparison with salaries paid by mainland universities and Colleges, for it is this which determines in the long run the quality of our teaching and research staffs. Thus far our schedule of salaries has been about equal to the average of the country as a whole and we have been able to maintain an adequately good staff, in spite of the handicap of geographical isolation which is viewed by scholars more seriously than by other types of people. Now we are confronted by the problem of holding our staff, for not all mainland universities have reduced salary schedules alike. Some have found it necessary to cut even lower than we have, but some of the better ones have not. And this makes our problem difficult, for already several of our stronger faculty members have been attracted away from us, because of the fear that remaining here they would face a relatively uncertain future.

Adult Education

Beginning in the mid -1920's the University had begun liberal arts outreach in the form of an Extension Division (as distinguished from the Cooperative Extension Service in Agriculture and Home Economics).

THE UNIVERSITY EXTENSION DIVISION

The University Extension Division offers a varied program of service whereby its educational facilities are available beyond the confines of the campus. These may be classified as follows: (1) special courses of instruction, both credit and non-credit, offered at such times and places as may be most convenient for the people thus served, (2) lecture service, (3) educational film service, (4) play loan service, (5) miscellaneous public service. Extension courses are offered, both on Oahu and on the other islands, for the benefit of those adult persons who cannot attend the regular courses.

An Evening Session was announced in 1934 to include late afternoon, evening and Saturday classes. In 1935 the Evening Session became the Adult Education Division.

ADULT EDUCATION DIVISION

The Adult Education Division comprises the evening session, off-campus courses, university lectures, radio education, visual education and play loan service.

The evening session offers courses in the afternoon, evening, and on Saturdays, primarily for the benefit of adults who cannot attend at other times. Regular members of the university faculty supplemented by a few other instructors in special fields comprise the teaching staff. All evening session courses give full residence credit. They should not be confused with non-credit courses or off-campus credit courses offered by the Adult Education Division. While each regular credit course carries general university credit, the acceptability of such credit toward a degree, *i.e.*, B.A., B.S., Ed.B., M.A., etc., depends on the policy and requirements of the particular College concerned or of the Committee on Graduate study.

Extension courses offering university credit are given in class centers throughout the Territory.

It is the policy of the Adult Education Division to offer educational advantages to all classes of society who are not interested in a College degree and to lend encouragement to every worthwhile program of adult education undertaken in the Territory in the interest of the public welfare. Non-credit courses, both on and off the campus, are announced from time to time. Any individual or group interested in this type of service may apply to the Director of the Adult Education Division.

Psychology courses were in high demand and were prominent among all the outreach curricular offerings. They were taught by the same professors as in the regular sessions--there were no others in the whole Territory.

Graduate Study

The President's Report to the Regents in January 1930, previously quoted, contains a statement worth repeating:

Lastly, we may denote the addition of another function: research and the solving of problems troublesome to the public. Not only is the university, therefore, a repository and dispensary of knowledge but also a seeker for new knowledge and new technique.

Here is an understanding of the basic functions of a University--teaching, research and service, and with research, a graduate division. From the same report:

The division of graduate study is progressing well. It should receive more attention, however, and needs further development by the addition of more graduate courses. This, of course, involves the building up of our faculty. As soon as this can be accomplished, we should establish formally a graduate school.

Graduate study was initially conducted in an informally organized division of the University, under the direction of a faculty committee. An administratively distinct unit of the division, the Graduate School of Tropical Agriculture alone awarded the Ph.D. The Master of Arts, the Master of Science, and the Master of Education degrees were awarded under the supervision of the faculty committee on Graduate Work and its constituent sub-committees. Psychology was not one of the early graduate fields of study, although by 1940 the graduate faculty listed Bruce White, Ph.D., and Madorah Smith, Ph.D., as specializing in Educational Psychology.

At least as early as the 1930's the East-West Center was clearly heralded. Will Durant (1885-1981, an American historian, philosopher, and educator who won a Pulitzer prize in 1968) commented before he boarded the Lurline, February 26, 1938:

“Three memories are the most vivid in my mind as I leave Hawai’i. First, the hospitality of the people, second, the unequalled beauty of the scenery, the climate, and the vegetation, third, the great audience of students that listened so tolerantly to my provincially Occidental discourse last Thursday morning. Never before, not even in China or Japan or India, had I so keenly felt the narrowness of my perspective and superficiality of my thinking. Behind those fine clear-eyed faces was another view of the world than mine, another conception of man, and morals, and human destiny.

I shall consider no man a mature scholar henceforth unless he unites in himself something of the culture of both East and West. I picture the University of Hawai’i as giving to all other American universities a lead in this work of mutual understanding, and I hope that the Occidental Institute of the University will soon be enabled to pursue this purpose with every facility and resource.

I hope that I may be permitted soon to come back to this enchanted garden to look into those varied faces again, so that I may remember that philosophy is total perspective, and that all men are brothers.”



Gartley, Dean, Hawai'i, Crawford, and George Halls, 1939

The first thirty years of Psychology at the University of Hawai'i may be considered as pioneering formative years. The academic year 1989 – 1990 was chosen as the 50th Jubilee Year because only in 1939 did Psychology gain the maturity of a full-fledged University Department, as defined by three criteria:

1. Psychology became a College of Arts and Sciences discipline in its own right, classified as a Social Science and independent of Teachers College
2. An organizational structure was announced with a designated Chairperson and a faculty of critical mass, listed by rank and highest degree
3. The title "Professor of Psychology" replaced "Professor of Education and Psychology"

The 1939 - 1940 General Catalogue displayed the mast-head and menu.

PSYCHOLOGY		
<i>Professors Thayne M. Livesay, Ph.D., Stanley D. Porteus, D.Sc., Assistant Professor Madorah E. Smith, Ph.D.</i>		
Professor Livesay, Chairman		
150	GENERAL PSYCHOLOGY First semester only, 3 credits. Introductory course surveying human behavior. Not open to freshmen. Desirable preparation: Zoology 150.	Mr. Livesay
151	APPLIED PSYCHOLOGY Second semester only, 3 credits Application of psychological principles to practical life situations. Special attention to industrial, business, legal, and medical fields. Prerequisite: Psychology 150 or equivalent.	Mr. Livesay
200	READING OR RESEARCH Credits by arrangement. Research problems or intensive reading in some field of individual interest. Prerequisite: consent of instructor concerned.	Staff
252	RACIAL PSYCHOLOGY Second semester only, 2 credits. The nature and importance of racial differences with special reference to racial research in Hawai'i. Prerequisite: Psychology 150 or equivalent.	Mr. Porteus

259	CHILD PSYCHOLOGY (For description, see <u>Teacher Education</u> , EDUCATION.)	Miss Smith
267	PSYCHOLOGY AND TREATMENT OF EXCEPTIONAL CHILDREN Second semester only, 2 credits. Psychological and educational aspects of problems presented by various types of exceptional children. Adjustments in curricula and methods desirable in work with such children.	Miss Smith
268	MENTAL HYGIENE (For description, see <u>Teacher Education</u> , EDUCATION.)	Miss Smith
280	SOCIAL PSYCHOLOGY First semester only, 2 credits. The psychology of human relations. Psychological factors that determine the behavior of an individual in his many social relationships. Prerequisite: Psychology 150 or equivalent.	Mr. Porteus
300	READING OR RESEARCH Year course, credit by arrangement. Research problems or intensive reading in some field of psychology. Prerequisites: graduate standing and consent of Department Chairman.	Staff
361	MENTAL DEFICIENCY AND ABNORMALITY (For description, see <u>Teacher Education</u> , EDUCATION.)	Miss Smith
371	EXPERIMENTAL CHILD STUDY (For description, see <u>Teacher Education</u> , EDUCATION.)	Miss Smith

The Chairperson, Professor Livesay, also served as Dean of the College of Arts and Sciences.

The University was thriving and expanding. Favorable tenure policies and sabbatical leave privileges were in place, attracting young faculty members. Bureaucracy was minimal, administration was benign, and Aloha spirit abounded. The New York World's Fair in that halcyon year of 1939 promised technological miracles, peace, and freedom. The future seemed exciting and bright.



Madorah Smith (1884–1965)

Smith was a faculty member at University of Hawai'i in the 1930's & 1940's. Her specialty was in Educational Psychology

Madorah Elizabeth Smith

[The following is excerpted from *Getting Here: A Short History of Speech Pathology in America Nineteenth Century*, by Judy Dunchan]

Madorah Smith was a researcher in the field of child development and bilingualism. She received her doctorate from Iowa Child Welfare Station at the University of Iowa in 1925. Her dissertation, published in 1926, reported on a method of analyzing free speech utterances. She took a position at the University of Hawai'i and continued to research the speech and language of children (Smith, 1939). She studied preschool children in Hawai'i from a variety of ethnic backgrounds, comparing them with the norms she had collected in her dissertation study. She concluded the simultaneous use of two languages contributed to a lag in speech development. Her widely cited studies were later found to be methodologically flawed. She paired poor immigrant children with middle-class, native-born Americans. Furthermore, she did not distinguish between fluent bilinguals and limited bilinguals whose command of one language or the other was poor.

Madorah Smith was born in Shanghai, China in 1884. Her parents were missionaries. Madorah was granted a scholarship in 1902 at Fargo College, a Congregational school located in Fargo, North Dakota. Beginning in 1907, she taught in rural schools in Iowa and Minnesota. She then went to China under the auspices of the Methodist Missionary Board. She taught there from 1913 – 1917.

She received her MA from Iowa State University and graduated from there in 1918. She taught in Colorado for the next three years, then returned to Iowa State for her Ph.D. work, graduating in 1925.

After teaching in Iowa City for two years following her Ph.D. work, she accepted a position at the Normal School in Honolulu and continued with that position when the school became a University. She remained there, teaching Psychology and Education courses and conducting research in bilingualism, retiring in 1943. She published widely in journals such as *Psychological Bulletin*, *Child Development*, and *Journal of Genetic Psychology*.

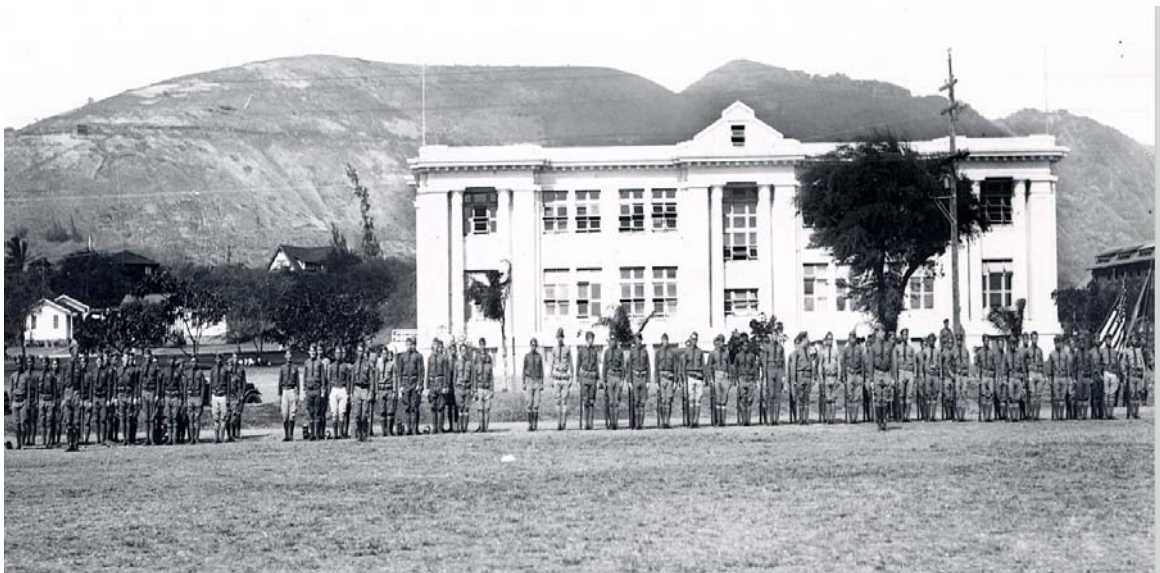
World War II

President Crawford's Report to the Board of Regents, dated December 1941 (but obviously written before December 7), made reference to "the disturbed world situation and the campaign of national preparation for war," resulting in loss of faculty, staff members, employees and students. President Sinclair's Report, dated December 1942, gave subsequent details:

THE UNIVERSITY AND THE WAR

In common with all institutions in the Territory, the University suffered severely from the effects of the Pearl Harbor attack. Our fall enrollment had been one of the largest in our history, by December 8, our students and faculty were absorbed in war activity or were thinking of life in terms of war. We held no classes from December 6 to February 2. The university functioned only as an agency of the military, some of our buildings were taken over, Hemenway Hall made a good evacuation center, the Gymnasium was prepared for evacuees, and later was occupied by the Hawai'i Territorial Guard as a barracks. The entire personnel of the Reserve Officers' Training Corps volunteered and were accepted for service in the Territorial Guard. The men and women on the faculty engaged in many activities, among others, in censorship, fingerprinting, chemical and bacteriological analyses of potable water, guard and police duty, lecturing. In brief, the Board of Regents and the faculty subscribed completely to an all-out war effort, whether such effort should demand their time, their abilities, or the physical plant.

As January passed, however, and the Military Governor gave permission for the schools of the Territory to reopen, it seemed advisable that the university resume its instructional character, too. (This war has provided precedent in China and in England for the continuation of universities even under bombings.) The Acting President and his advisors gave careful consideration to the curriculum and introduced as many "war" courses as possible. Though it showed a drop of 64 per cent from the September figures, the registration was most gratifying, totaling 861. In line with the tendency of mainland universities in accelerating the degree program, the Board of Regents placed the University on a twelve-months' basis, so that the diligent student may now earn his degree in three years. Our summer session is not the usual six weeks, it is a short "semester" of twelve weeks with longer daily sessions. Our professors are teaching without extra compensation, this is part of their contribution to the war effort.



Gartley Hall during World War II, (date unknown)

Two months after the Pearl Harbor attack, the University reopened and remained in full operation throughout the War, although mobilization plans had called for a military take-over of the campus. How it remained open and why the Punahou School campus was closed provides an interesting anecdote. On the night of December 7, a military convoy set out from Schofield Barracks to put mobilization plans into effect. In the blackout and on unfamiliar streets the convoy felt its way east along Wilder Avenue, encountered the gateway, wall, and campus of Punahou School, and decided it had reached its objective. The military moved in to occupy the school campus.

The mistake was soon realized, but by that time the buildings had been invaded, and the Army was entrenched and disinclined to relinquish its position. Martial law prevailed. Punahou School later arranged for its students to be accommodated at the University's Teachers College and elsewhere.

The University's operations were, of course, strongly affected by the fact that it was located in an active combat zone. Campus, curriculum, and research were variously devoted to the war effort. The many talents of the faculty were invaluable to the military, sometimes in novel ways. English professors, for example, were found useful in censoring the mail. The record makes no mention of the particular usefulness of psychologists. Perhaps this is because psychology was still a new discipline, because the military didn't quite know what to do with psychologists, or because its special uses were classified.



Gartley Hall during World War II, (date unknown)

The Post-War Forties

With the return of peace, the University, and the Department, shook off their wartime restraints and entered a new, flourishing era. As President Sinclair reported, "Hawai'i...has been shaken out of its provincialism by the war. A new world is in the making, a world as different from the old as the Renaissance was different from the Dark Ages."

It was the time of the "strong department, weak dean,"--an organizational plan begun in 1943, whereby fields of study reported directly to the Dean of Faculties rather than to their respective College deans. The latter presided over a roster of students and depended upon the departments to provide them with courses and curriculum. This arrangement continued until the 1960's, when the "strong dean, weak department" mode prevailed.



Gartley Hall (next to a small chemistry laboratory building), 1948

The undergraduate major-minor system emerged. Previously, students were graduated in one of four (later six) broad groupings of fields of study. Students who now elected to major in Psychology were required to take Introductory Zoology their freshman or sophomore year and introductory courses in Anthropology, Sociology, Economics, Philosophy and Psychology in their sophomore year. This, along with 21 semester hours of psychology, a minor of 12 semester hours in any other field, courses, and electives, fulfilled the requirements for the Bachelor of Arts degree. By 1949, 104 students were registered as Psychology majors, second only to Sociology which had 129 majors.

In 1949, one of the departments of the Social Sciences group, Business, was established as a separate College of Business Administration. New faculty names for the Department appeared in the annual catalogues:

<i>Name</i>	<i>Degree</i>	<i>University/Region</i>	<i>Year</i>
Colin J. Herrick	Ph.D.	Pennsylvania	1940
MacEldin Trawick	Ph.D.	Columbia	1940
Charles Honzik	Ph.D.	(unknown)	1941
Bruce White	Ph.D.	Washington	1942
Ethel Smith	Ph.D.	Northwestern	1944
Janet Smith	Ph.D.	Iowa State	1944
Theodore Forbes	Ph.D.	Ohio State	1945
Edgar Vinacke	Ph.D.	Columbia	1946
Helen Peixotto	Ph.D.	Fordham	1946
Alice Allen	Ph.D.	Michigan	1946
M. Duane Bown	Ph.D.	Columbia	1947
Sidney Halperin	Ph.D.	Ohio State	1948
Harold Bitner	M.A.	Duke	1948
Leslie Briggs	Ph.D.	Ohio State	1948
Doris Springer	Ph.D.	Duke	1948
Doris Nitta	M.A.	Columbia	1948
Otto Beyers	Ed.D.	Washington	1949
Joseph Morsh	Ph.D.	Johns Hopkins	1949

The Psychological and Psychopathic Clinic also had new names on its staff roster:

<i>Name</i>	<i>Degree</i>	<i>University/Region</i>	<i>Year</i>
Eleanor Bont	Ph.D.	Iowa	1942
Mildred Mendenhall	Ph.D.	North Carolina	1942
Lucille Erwin	B.A.	California	1942
Leona Chidester	Ph.D.	Kansas	1943
Henry Peters	Ph.D.	Chicago	1944

New course titles appeared on the Department menus:

<i>Course Title</i>	<i>Year</i>
Mental Hygiene for Public Health Nurses	1941
Mental Examination Methods	1943
Test Interpretation	1943
Developmental Psychology	1944
Statistical Techniques in Psychology	1944
Systematic Psychology	1944
Business and Industrial Psychology	1946
Psychological Measurements	1946
Physiological Psychology	1946
Psychology of Personality	1946

<i>Course Title, continued</i>	<i>Year</i>
Political Psychology	1946
Problems in Clinical Psychology	1946
Psychology of Effective Study	1948
Principles of Guidance	1948
Principles of Counseling	1948
Graduate Seminar	1948
Individual Intelligence Test Techniques	1948
Projective Techniques: Introductory	1948
Projective Techniques: Advanced	1948
Group Techniques of Guidance	1949
Psychology of Learning	1949
Seminar in Methods of Research	1949
General Seminar	1949

Master of Arts in Psychology

In 1948, the Department reached a milestone when it gained recognition as a graduate field of study for the conferring of the Master of Arts degree. In June of that year the M.A. was granted to Eunice A. Skinner, whose thesis was titled "A Comparative Study of the Memory Test Performance of Several National Ancestry Groups Represented in Hawai'i." In August, Preston S. Abbott was also granted an M.A. for his thesis entitled "A Study of the Taste Sensitivity of the *Bufo Marinus*." In subsequent years the numbers grew:

<i>Year</i>	<i>MAs Conferred</i>	<i>Year</i>	<i>MAs Conferred</i>	<i>Year</i>	<i>MAs Conferred</i>
1949	4	1952	4	1955	1
1950	2	1953	3	1956	2
1951	2	1954	1	1957	5

Hundreds more were granted in later decades when the M.A., no longer a terminal degree, became a stepping-stone to the Ph.D.

Interestingly, the Commencement Program for June, 1940 (the first commencement after Psychology became an independent Department) lists A. William Hire as the recipient of an M.A. in Psychology, eight years before it was recognized as a graduate field of study, with a thesis entitled "An Experimental Study of the Effect of Individual Guidance Upon Psychological Test Results." He later assumed a position at Boston University and co-authored *Casebook in Abnormal Psychology* with Henry Weinberg. No explanation for this early degree conferring could be found, but it may be presumed that this M.A. was earned while Psychology was still housed in the Department of Education, which *was* qualified to confer the Master of Arts.

The Department of Psychology thus finished its first decade with distinction. Its second would add greatly to the record.

Department personnel were prominent in the administration. Thayne Livesay was appointed as the first Dean of the Graduate Division. Colin Herrick succeeded Stanley Porteus as Director of the Psychological and Psychopathic Clinic.



Born in Australia, Dr. Porteus became the country's first Clinical Psychologist. He taught school in the Victorian Education Department before marrying wife, Francis Evans, and moving to Hawai'i. He established the University's Psychological and Psychopathological Clinic in 1919 and gained distinction during the 1920's for his development of the Porteus Maze. He resided in Honolulu until his death.

Stanley Porteus (1883 – 1972)

Harold Bitner, now a Ph.D., became Dean of Student Personnel; he developed The Bureau of Testing and Guidance as a kind of Personnel and Psychological Clinic for students and named Arthur Dole Director. The Bureau maintained a close association with the Department, and was later renamed The Counseling and Testing Center. Currently it is known as the Center for Student Development, although the degree of its relationship with the Department has lessened with time.

As in preceding decades, new names appeared in the Department mast-heads. Some were transitory, some were more permanent. Their number and their high professional standing reflect the richness of input from Universities throughout the mainland:

<i>Name</i>	<i>Degree</i>	<i>University/Region</i>	<i>Year</i>
Robert Bruce	Ph.D.	Ohio State	1950
Helena Klinkman	M.A.	Wayne	1950
Arthur Dole	M.A.	Ohio State	1951
Richard Husband	Ph.D.	Stanford	1951
Reuel Fick	Ed.D.	Stanford	1951
John Hellnick	Ph.D.	Stanford	1951
David Crowell	Ph.D.	Iowa	1951
Abe Arkoff	Ph.D.	Iowa	1951
John M. Digman	Ph.D.	Ohio State	1951
Herbert Weaver	Ph.D.	Pennsylvania	1952
William Lyon	M.A.	Hawai'i	1952
Fred La Fon	Ph.D.	Rochester	1954
Claude Ewind	Ph.D.	Northwestern	1955
Richard Kalish	M.A.	Maryland	1956
Otto Klineberg	Ph.D.	Columbia	1957
Kenneth Berrien	Ph.D.	Ohio State	1958
A. Leonard Diamond	Ph.D.	Columbia	1958
Robert Grinder	Ed.M.	Harvard	1959

The course menus became richer and showed spurts of growth, particularly in respect to advanced courses and graduate seminars, signaling a collective faculty desire to achieve higher professional status.

<i>Course Title</i>	<i>Year</i>
Psychology of Thinking	1951
Senior Seminar	1953
Advanced Statistical Techniques	1953
Psychology of Infancy and Childhood	1954
Psychology of Adolescence and Maturity	1954
Psychology for Industrial Education Teachers	1955
Psychology of Adjustment	1957
Advanced General Psychology	1957
Sensation and Perception	1957
Social Psychology Laboratory	1957
Psychology of Motivation	1957
Seminar in Problems of Psychology	1957
Problems of Exceptional Children	1957
Practicum in Counseling and Testing	1957
Experimental Methodology	1957
Advanced Social Psychology	1957

<i>Course Title, continued</i>	<i>Year</i>
Contemporary Theory	1957
Intermediate Experimental Psychology	1958
Advanced Experimental Psychology	1958
Problems in Industrial and Business Psychology	1959
Seminars: (1) General	1959
(2) History and Theory	
(3) Statistics and Measurement	
(4) Experimental	
(5) Physiological	
(6) Personality	
(7) Social	
(8) Developmental	
(9) Applied	
(10) Clinical	
(11) Counseling	
Psychological Appraisal (A,B, and C)	1959
Psychological Counseling (A and B)	1959

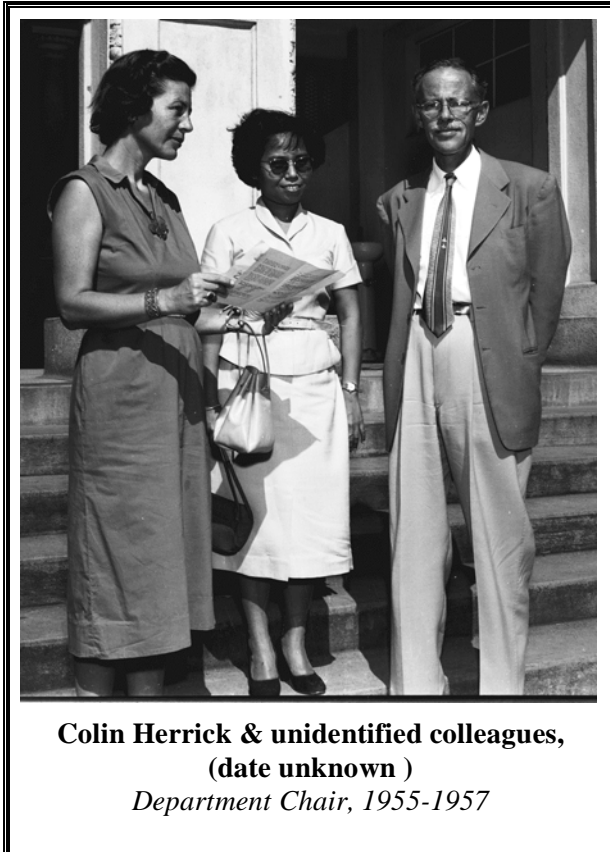
The teaching load was heavy: four three-credit courses each semester, often with very large class enrollments and little teaching assistance. This left scant room for the research productivity expected of a Department with a growing graduate program.

There were significant organizational changes and innovations. The University of Hawai'i, Hilo was announced in 1952, and by 1953, its faculty listed an Associate Professor of Psychology, Mildred Mendenhall, Ph.D. (North Carolina).

In 1955, the Psychological and Psychopathic Clinic was transferred from the University to the Mental Hygiene Division of the Territorial Department of Health. The transfer apparently resulted from the fact that the Department did not at that time have a Clinical Studies Program, and thus had no compelling need for closely affiliated training facilities for graduate students pursuing a doctoral program in Clinical Psychology. Some of the Clinic's professional staff (i.e., Abe Arkoff, David Crowell, and John Hellnick) elected to remain with the University as full-time faculty in the Department of Psychology.

In the early 1950's, a small group of academics (i.e., Abe Arkoff, Dave Crowell, Jack Digman, Thayne Livesay, Herb Weaver, Bruce White) were active in founding and fostering the Hawai'i Psychological Association (HPA). HPA rapidly gained momentum, and by 1956 its first published directory listed 42 names of psychologists and interested members of related professions. Its annual convention in June 1956 featured a celebration dinner at the Willows Restaurant; there, Dr. Madorah Smith was honored for her research contributions.

A very early endeavor of HPA was to campaign for professional recognition in the form of Territorial certification and eventual licensure, a movement then under way in many jurisdictions on the mainland. The HPA achieved its goal in 1968, when a licensing law was passed by the Legislature. Today, several hundred psychologists are currently licensed for the practice of psychology in the state of Hawai'i. As a consequence, the HPA, originally entirely academic, has become almost entirely professional in its membership.



**Colin Herrick & unidentified colleagues,
(date unknown)
*Department Chair, 1955-1957***

The University's Adult Education Division had grown so steadily that, in 1957, it was elevated to the status of the College of General Studies, later the College of General Studies and Community Service. Psychology remained one of the most sought after and widely enrolled fields of study offered by the new College, and the Department served it well.

In 1957 the University celebrated its 50th Anniversary, dating its origin to the College of Agriculture and Mechanic Arts in 1907. In the same year, the Psychological Research Center and the Hawai'i Sociological Research Laboratory were inaugurated (the latter was renamed The Romanzo Adams Social Research Laboratory the following year). Both were subsequently joined to form the Social Science Research Institute, each remaining as divisions within the Institute.

In 1958, the Department of Psychology was at last approved as a graduate field of study offering the Doctor of Philosophy degree. Previously, the Ph.D. had been authorized only for Marine Zoology and for sciences basic to tropical agriculture (Botany, Chemistry, Entomology, Genetics, and Soil Science). Psychology was the first of the Social Sciences, and of the Arts and the Humanities, to attain a doctoral program. It was a major breakthrough, and the Department was off and running towards first-class national status.



Gartley Hall, 1940 – 1950



**David Crowell,
(date unknown)**

*Crowell was Department Chair
from 1958 – 1961.*

The first Doctor of Philosophy in Psychology from the University was conferred on Loyda M. Shears at Commencement in June, 1961. Her dissertation in Social Psychology was titled "The Effect of Variation in Power Pattern on the Formation of Coalitions in Tetrads." Other candidates soon followed; a trickle at first, but increasing to the largest total number of doctorates in any graduate field of study at the University-- 220 by the Department's 50th anniversary in August 1989, and about 344 by the end of 2006.



Loyda Shears, receiving the first Ph.D. degree awarded in Psychology, 1961

*Pictured here with W. Edgar Vanacke
in the Regents Room of Hawai'i Hall*

With the advent of the doctoral program, curriculum revision and augmentation were called for. Prior to 1959, no course number exceeded 399. By 1969, course numbers extended to 800. The 300's and 400's became upper division undergraduate courses, with limited graduate credit allowed for 400-level courses. The 600 and 700 level courses were offered to graduate students only.

Seminars and multiple levels of specific topics proliferated. Many specialized courses appeared, tailored to the professional interests of new faculty. The beginning of a Clinical Studies Program at the end of the decade added Clinical topics. Courses cross-listed with other fields of study began to appear. A detailed listing of "new" courses during the decade, not counting those

redundant with earlier years, totaled 84!

	Lower Division 100 - 200	Upper Division 300 - 400	Graduate 600 - 700
1959 - 1969	2	3	79

There were many changes in the curriculum throughout the decade. Courses appeared and disappeared as faculty came and went. The new names in the mastheads of the sixties are impressive in number and the geographical diversity of their doctoral training. Some were visitors, some stayed only a short time, and others remained long-term. Of those who came and moved on, many distinguished themselves in their later careers at other universities. Those who remained distinguished the Department.

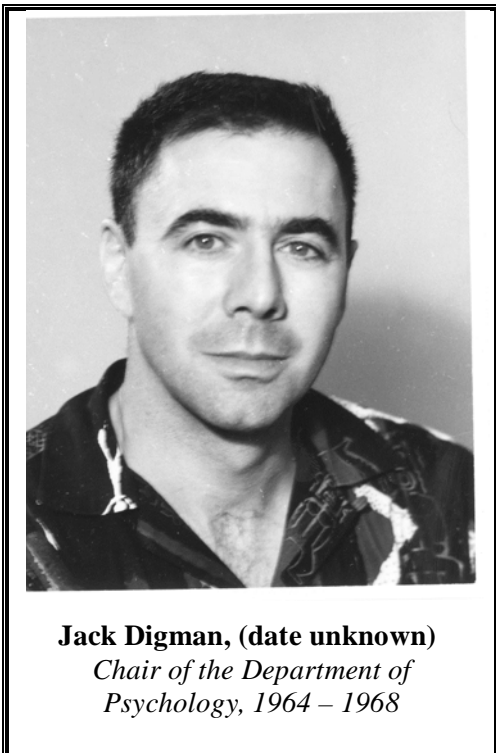
Name	Degree	University/Region	Year
Harry Harlow	Ph.D.	Stanford	1960
Warner Wilson	Ph.D.	Northwestern	1961
Ronald Johnson	Ph.D.	Minnesota	1962
William Oakes	Ph.D.	Minnesota	1962
Gerald Meredith	M.A.	California	1962
Chester Insko	Ph.D.	California	1964
Robert Blanchard	Ph.D.	Iowa	1965
Christopher Davis	B.A.	Indiana	1965
Donald Miklich	Ph.D.	Colorado	1966
Samuel Reed	Ph.D.	(unknown)	1966
James Townsend	Ph.D.	Stanford	1966
Arthur Staats	Ph.D.	CA: Los Angeles	1967
Louis Herman	Ph.D.	Penn State	1967
Richard Suinn	Ph.D.	Stanford	1967
Lawrence Ames	Ph.D.	Maryland	1967
John Carlson	Ph.D.	Minnesota	1967
William Griffitt	Ph.D.	Texas	1967
Helge Mansson	Ph.D.	New York	1967
Barbara Moely	Ph.D.	Minnesota	1967
Hiroshi Ono	Ph.D.	Stanford	1967
Hilda Groth	Ph.D.	CA: Los Angeles	1968
David Lewit	Ph.D.	Minnesota	1968
David Watson	Ph.D.	Yale	1968
Karl Minke	Ph.D.	Wisconsin	1968
Samual Shapiro	Ph.D.	Penn State	1968
Ronald Gallimore	Ph.D.	Northwestern	1969
Ronald Tharp	Ph.D.	Michigan	1969
Patricia Shapiro	Ph.D.	Penn State	1969
Richard Dubanoski	Ph.D.	Minnesota	1969
Gilfred Tanabe	Ph.D.	Purdue	1969

The 1968 instructional roster also listed twenty teaching assistants.

As in previous decades there were significant organizational developments. Teachers College, renamed the College of Education, was extending the scope and diversity of its curricular offerings. It was frustrated in developing courses which impinged on Psychology, however, by the fact that the Department had jurisdiction over Psychology 472, Educational Psychology, and Psychology 672, Advanced Educational Psychology. Turf was guarded and the Department owned the term "Psychology," even though there was little faculty interest in the education courses.

In contrast, the College of Education was eager to have a Department of Educational Psychology, and by 1961, it had assembled an impressive array of faculty and courses. After some delay, the Department of Psychology surrendered jurisdiction over its two courses in a handshake with the Education Associate Dean over a cup of coffee at the Atherton YMCA, to the great relief of both.

Soon after, the terms "counseling" and "guidance" also disappeared from the Department's menu and reappeared in the Department of Counseling Education in the College of Education. Henceforth, the Department of Psychology was headed toward a Clinical Studies Program and the College of Education owned counseling and guidance, on the rationale that the College was responsible for training school counselors. It was an academic treaty, to everyone's satisfaction.



Jack Digman, Department Chair from 1967 - 1968, was determined to institute a Clinical program based on scientific principles. Roland Tharp, then of the University of Arizona, was selected to lead it. With the full support of Dean David Contois and of Dr. Digman, several faculty positions and assistantships were allocated, and the first class of students was admitted for Fall 1970. Herb Weaver, succeeding Digman as Chair, continued the Departmental support for the new program. Practica were established in the Counseling Center, the Hawai'i State Hospital, and the State Department of Mental Health.

Within four years, the Department secured APA accreditation of the new Clinical program. The program garnered considerable attention, including a *Psychology Today* rating as "Outstanding Clinical/Behavioral Program." Gil Tanabe succeeded Roland Tharp as Clinical Director.

In 1962, David Crowell helped initiate the Newborn Psychology Research Laboratory, in conjunction with the Kapiolani Children's Hospital. Little was known about the psychophysiology of infants at that time. The Laboratory was therefore very much of a pioneering endeavor that, in large measure, defined the field. Methodology and assessment tools had to be designed, and this was one of the major contributions of the Laboratory.

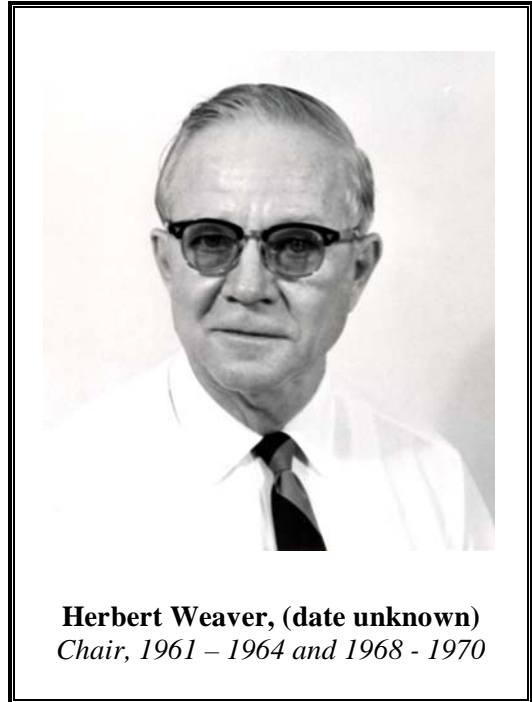
In Fall 1961, Zoology occupied Gartley Hall, and Psychology occupied both floors of the Ewa/Mauka corner of George Hall. When Zoology moved out of Gartley in 1963, the building was extensively renovated (at a cost of \$197,686 in 1964), into its present day configuration. Psychology faculty moved into the building in the summer of 1964.

In 1964, the State Legislature authorized the Community College system. This can be viewed as the logical succession in the historical sequence of "Extension Division" to

"Evening Courses" to "Adult Education Division" to "College of General Studies and Community Service" to "Community Colleges." It brought vocational education variously to all the major Hawai'ian islands, tempered generously with Liberal Arts and General Education. Psychology as always was a prominent component of the latter.

In 1966 the College of Health Sciences and Social Welfare was announced, including the Schools of Medicine, Public Health and Social Work. The Department found a tentative liaison with all three, although not with the Department of Psychiatry.

In that same year, (helped by the efforts of Len Diamond to attract von Békésy from Harvard University), the Laboratory of Sensory Sciences was established to conduct basic research on the sensory capabilities of man and other animals, as well as their associated nerve reactions. The Laboratory included scientists, students and equipment from the disciplines of Biophysics, Psychophysics, Electrophysiology, Neurology, and Behavior, all investigating the basic question of the nature of sensation. This interdisciplinary approach, plus the year-round availability of marine animals for study in Hawai'i, made the laboratory unique in the study of the sensory processes. It was later renamed the Békésy Laboratory of Neurobiology, in honor of the Nobel laureate who joined the early scientific staff, and developed a broad program of basic research in the Neurosciences and movement disorders.



Of international significance, the United States Congress established the Center for Cultural and Technical Interchange between East and West, abbreviated to East-West Center, in 1960. In a sense, this was the ultimate outreach from the earliest tentative campus extension efforts. The Department of Psychology had significant and fruitful relations with The East-West Center from its inception. Many East-West Center grantees have obtained their Doctor of Philosophy degrees and are now scattered throughout the Asia-Pacific Basin. The East-West Center is perhaps the embodiment of the inscriptions "Above All Nations is Humanity" and "Maluna Ae O Na Lahui Apau Ke Ola Ke Kanaka," engraved many years ago on the Founders Gates at the campus entrance.

The latter part of the decade saw considerable campus unrest against a national background of civil disturbance and the Vietnam War. This came to a head in May of 1968 when hundreds of students and faculty occupied Bachman Hall in protest over three principal issues: University governance, the Vietnam War, and more relevant education. Demonstrators crowded the lobby and corridors, camped in the courtyard, prepared food in the President's office for the campers, sang, and orated. Police were finally called in to

remove the students, but the whole ordeal remained entirely non-violent and the participants considered it a success.

The Department was sympathetic but did not play a prominent role in the events until May 6, 1970, when, upon the United States' invasion of Cambodia, its faculty issued a call for a general University strike in a manifesto read to an assembled throng on the lawn between Gartley and Hemenway Halls.

“We, the undersigned* members of the Psychology Department urge that a general strike of all formal University activities be called beginning Thursday, May 7, 7:30 a.m. and continuing one week in protest of the Federal Administration's unconstitutional and immoral invasion of Cambodia, and that all concerned citizens join us in devoting this period to non-violent activities designed to reverse the current trend of events in South East Asia, such as circulation of petitions, attending rallies of protest, and urging State and Federal lawmakers to assert their constitutional prerogatives.”

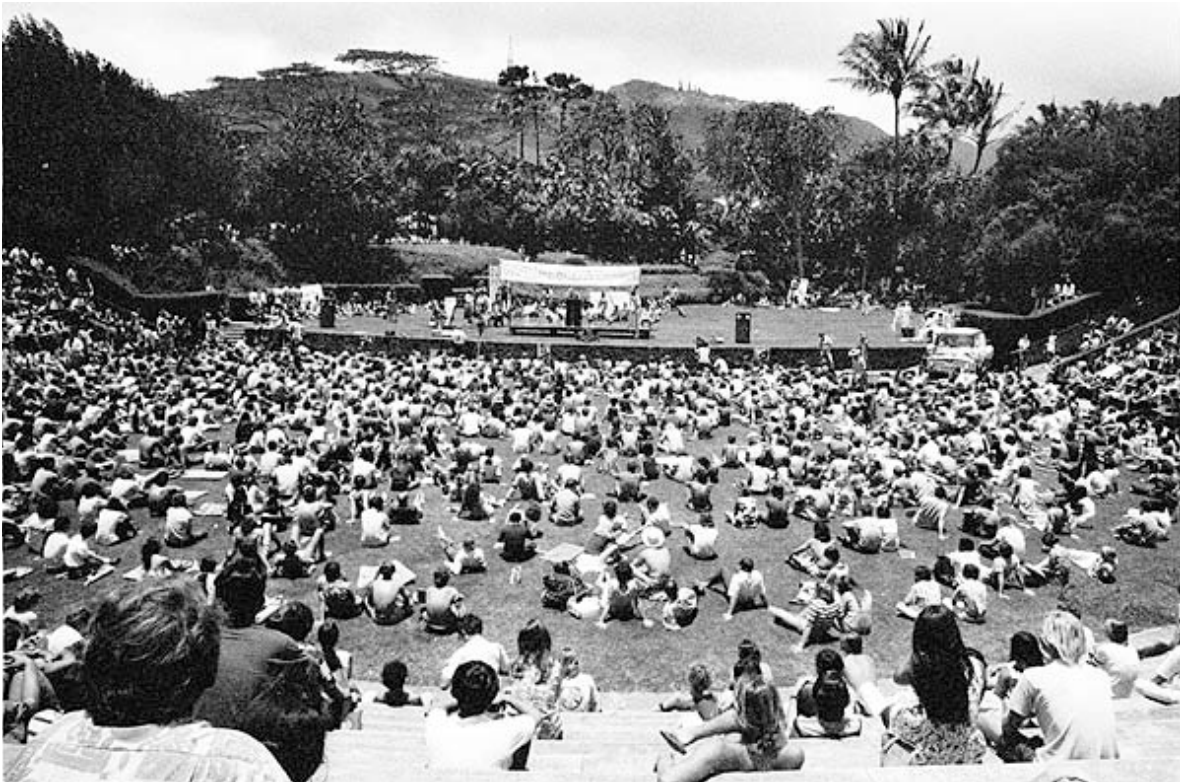
*Patricia L. Shapiro
Samuel Shapiro
Karl Minke
Ronald Gallimore*

*Herbert B. Weaver
Arthur W. Staats
Helge Hilding Mansson
Richard A. Dubanoski*

*David W. Lewit
David Watson
John Carlson
Barbara Moely*

*Ronald P. Tharp
W. Scott MacDonald
John M. Digman*

(*not a complete list)



Students, faculty, and staff gathered at the Andrews Amphitheater, May 7, 1970
University of Hawai'i President Harlan Cleveland called the strike a "cheerful protest."

Photo and quote courtesy of Ian Lind (www.iLind.net)

The ensuing Departmental response is summarized in a report to President Cleveland [see Appendix A]. Like the Bachman Hall sit-in, the strike was considered a success by all parties involved.

The latter part of the decade was also a period of self-examination on the part of the University. An Academic Development Plan was issued; the second of its kind in the University's history. The College of Arts and Sciences followed with its own plan in 1968, consonant with the University's and specific to the College's mission. In June of 1969, the Psychology Department took the lead within the college, being the first to put its goals and ideas for development on paper. Its preamble resolutely stated:

Purpose of the Plan

The Academic Development Plan of the Department of Psychology was designed to achieve uncompromised excellence on a national and international level, as well as in its local applications, within the framework of a program for undergraduate and graduate education and research having distinctly less than unlimited resources. Such excellence can be achieved by a bold and delineated focus in personnel, curriculum and facilities which utilizes (1) present and contemplated faculty strength, (2) a behavioral-learning framework, and (3) the unique geographical and social features of Hawai'i in the Pacific basin, (4) all within the general principles and concerns of the science of psychology.

New Faculty Hires, 1970 - 1979

Name	Degree	University/Region	Year
Robert Wahler	Ph.D.	Washington	1970
Michael Diamond	Ph.D.	Stanford	1970
Ian Evans	Ph.D.	London	1970
Anthony Marsella	Ph.D.	Penn State	1970
Michael Murray	Ph.D.	Washington	1970
Scott MacDonald	Ph.D.	UCLA	1971
Clifford O'Donnell	Ph.D.	Kentucky	1971
Mary Warner	Ph.D.	New Mexico	1971
Morton (Jeff) Bitterman	Ph.D.	Cornell	1972
Leon Jakobovits	Ph.D.	McGill	1972
Leonard Ullmann	Ph.D.	Stanford	1972
James Fawcett	Ph.D.	UC Berkeley	1973
Thomas Ciborowski	Ph.D.	UC Irvine	1973
Robert Cole	Ph.D.	Hawai'i	1974
Raymond Cattell	D.Sc.	London	1975
Walter Nunokawa	Ph.D.	Oregon	1977
Teruko Morton	Ph.D.	Utah	1977
Linda Brett	Ph.D.	UCLA	1979

Significant organizational changes within the Department emerged. During the 1960's, it had become increasingly clear that the Department was no longer one cohesive group. Professionally and politically, it was becoming quite complex; Departmental organization had become of critical importance. A committee system was instituted as a coping measure, and it found general acceptance. By the end of the 1960's, advisory committees had been constituted to make recommendations regarding (1) space allocation, (2) budget and equipment, (3) graduate studies, and (4) undergraduate studies, and four distinct graduate programs were recognized--Experimental, Developmental, Social Personality, and Clinical. The 1970's thus began with an organizational chart, a new Chairperson (Ron Johnson), and a newly authorized full-time administrative assistant to the Chair.

During the decade, the graduate programs began to assume a measure of autonomy in faculty, curriculum, graduate degree requirements, and graduate admissions. They called themselves "areas;" each maintained a roster of graduate students and each was managed by an "Area Coordinator" (except for Clinical, which had a Director). The areas tended to become sub-departments, yet they did exhibit fluidity in faculty affiliation and orientation. The number and names of areas varied over the years; as the areas individually coalesced, the Department elaborated its committee structure.

A very notable development was the granting of the franchise to student representatives on committees and in governance processes. This was something of a campus innovation. The Department also created over time an integrative manual of Governance Guidelines, which became recognized as having the force of by-laws. The Department had become “big-time.”

Instructional Innovations

Considerable curricular manipulation continued during the 1970's. Courses of common interest with other fields of study were cross-listed (e.g., Quantitative Methods with Social Work, Learning Theory with Educational Psychology, and Environmental Psychology with Architecture).

There were innovations of an instructional nature during the decade, of which two are notable. The first was a “Unit Mastery” system, devised by Karl Minke and Jac Carlson to handle the problems of very large enrollments in the Introductory course.

During the 1960's, enrollments had soared to the point that the introductory courses in a number of fields of study, including Psychology, were shifted off-campus to the Varsity Theater (a building that could accommodate 841). This arrangement was unsatisfactory to all concerned. Students finally took matters into their own hands and staged a “strike” with picket lines against the Psychology 100 class, attracting wide attention to the problem. Psychology met the challenge with the “Unit Mastery” system, a self-teaching, self-paced plan whereby students qualified for course credit without regular classroom meetings. It met with general approval and was eminently successful in handling the Introductory course (which accounted for as much as 46% of all course enrollments in a given semester), without undue burden on the faculty; a notable achievement and a master stroke indeed.

The second innovation of note was the “Freshman Seminar Program,” another response to large impersonal undergraduate lecture halls with no student-faculty interaction. Students met in groups of 8 to 10 members, led by well-qualified advanced students (under the general direction of a faculty member), and learned largely through discussion, exercises and projects. One principal purpose of this system was to create an intimate learning community for faculty and students who place a high value on the human dimension of education. The program spread to other fields of study, and Johnson Hall (a student residence hall) has become a special collegium.

Research Institutes

Two research laboratories instituted during the decade are of particular note, in that they focused on the unusual research opportunities afforded by the Hawai'ian Islands, and are therefore highly unique.

With the guidance of Ron Johnson, the Behavior Biology Laboratory was established in 1972 by joint agreement of the regents of the University of Hawai'i and of the University of Colorado. Its goal was to facilitate Hawai'i-based research for faculty and graduate students from Hawai'i and Colorado, and to provide opportunities for exchange between the two institutions.

Major areas of research for the Behavior Biology Laboratory included the assessment of individual and group differences in: cognition, normal personality, conscience and adjustment, altruism, attitudes toward and use of alcohol, lactose tolerance, marriage and patterns of marriage and divorce in Hawai'i. Nearly all studies involved the use of multi-ethnic samples in Hawai'i. Many reports also included data from subjects on the United States mainland and in Asia, Australia, Europe and Africa. The Laboratory was supported by Federal grants totaling millions of dollars, and produced many book chapters, refereed papers, and doctoral dissertations.



Ron Johnson, (date unknown)

Johnson first joined the faculty in 1962, served as Department Chair from 1970-1974 and 1980-1981, and helped establish the Behavior Biology Laboratory .

Lou Herman instituted another major research facility with special focus on Hawai'i; Kewalo Basin Marine Mammal Laboratory. This extensive installation engaged in pioneering laboratory research on the analysis of sensory and cognitive processes in dolphins and other toothed cetaceans, as well as field studies of humpback whales, which annually reside in Hawai'ian waters.

The Kewalo Basin Laboratory made monumental contributions to our understanding of dolphin communication and the language capability of these animals. The Marine Mammal program was a magnet for graduate students interested in ongoing laboratory studies and field studies of local populations of wild cetaceans. The facility gained world renown and stands as a model of creative exploitation of the

Hawai'ian environment.

Reflections on Chairing the Department



Bob Cole, (date unknown)

*By Bob Cole
[Chair, 1974 - 1980]*

1974: that was a long, long time ago, which after eleven years of joyous retirement, seems to have been lived by a person I hardly recognize today. I was a Ph.D. graduate of the Department (number three on the list of Ph.D.s, in fact), having entered the program in 1961 as an NDEA Fellow, teaching my first courses as an Assistant Professor in Gartley Hall in 1965-66, before going off to Simon Fraser University for my first real job in academia. I returned to Hawai'i in 1970 as director of Georg von Bekesy's Laboratory of Sensory Sciences. On his death and the Laboratory's demise, I was both surprised and honored to be invited by my former professors to serve as their Chair, even considering their aversion to

administrative service and the fact that my good friend and then Chair, Ron Johnson, might have twisted a few arms.

And so it all began! The Department Chair in those days was expected to be a man of steel ... well at least iron. But the Chair did it all, no Undergraduate or Graduate Chairs. In fact, Ron Johnson was the first Chair to have a Departmental Assistant. Steve Souza, who as DA for both Ron and me, served mostly as political manipulator, knowing every skeleton in every closet and thus able to keep us pretty much on our mission of advocating research, teaching, and service.

The main business of the Department was ruled to perfection by Utako Sakimoto, who outranked all, and operated openly as the Commander in Chief. Small in stature, the top of her head barely visible above the wall of file folders covering her desk, she ruled with an iron will and great efficiency. Utako was part of a University wide network of Japanese secretaries who were able, through daily luncheon meetings, phone calls and mutual trust, to cut through the massive UH bureaucracy and get the work done. With ready access to all essential information, no one, Chair or senior Professor of however many years, was able to break through Utako's resolve.

I recall an incident where a senior Professor approached her one day with a request to purchase a pallet of rat food. Without consulting budget or inventory files, she simply said, "No, you have enough rat food to last through the Fiscal year. Resubmit your order then!" And that was the end of it. You could rant and rave, and protest with the most well conceived logic, but she simply would not process the order. You could try an "end

run" to the Dean's office, but her secretarial colleagues were there to thwart your effort.

Just across the hall from the main office in Gartley, the relatively new and rapidly growing Clinical program pressed for greater autonomy, more space and ever bigger bites of the Departmental budget. Their secretary, Roberta Fong, a gentle woman of great patience and insight, was somehow able to mother and coddle these aggressive young Turks into a level of submission that made my job almost tolerable. Irene Sakoda was the workhorse of the Department being responsible for most of the typewritten material in these pre-word processing days---manuscripts, lectures, course outlines, theses, budget reports, etc., all coming to her in hand written scribbles with most requiring a second or even third draft. She never complained, never faltered. Having to serve almost every faculty member daily as they competed for her time, Irene developed great insight into the minds and methods of my colleagues and was thus able to guide me around any nefarious plots.

Having the advantage of six years experience as a graduate student in the Department, this fine staff, an excellent Dean in David Contois, and strong support from my faculty colleagues, I had high hopes of seeing the Department to new levels of academic excellence. Alas, while they say that memory washes clean the ambiguities and failures of the past leaving only moments of greatness to relish, I recall no great leap forward, no raising of the bar, no accolades or awards of recognition. In fact, I more often wondered if we weren't on a slippery slope from which even maintaining the status quo might be unlikely.

Oh, there were little things. The faculty were young and vigorous and, if goaded, tended to be feisty. They would fight over the smallest of issues, though then, as I expect, as now, the Department had few resources worth fighting for. None of my efforts to pacify were as successful as the inevitable slowing of metabolism, dimming of the senses and loss of energy brought on by the natural forces of aging.

Ah, but there is one major accomplishment as Chair for which I am unduly proud. And that is, that on a day that remains unnamed and uncommemorated but most probably occurred in the summer of 1967, I did accomplish, with great and nearly single handed effort, an event of such import that the lives of all people residing in Gartley Hall or nearby, or even those passing by, were immediately, irrevocably, and forever changed for the better! And that is, that I (am I being repetitive?), Robert E. Cole (not to be overly dramatic) did (mostly on my own)----- GET THE RATS OUT OF GARTLEY HALL! "Rats in Gartley Hall," you say? "Don't be silly, couldn't be, didn't happen!" Ah, but it did, in spades, and here's the story.

In 1963 Gartley Hall was vacated by the Zoology Department when it went to its newly constructed quarters in Snyder Hall. A year long renovation of Gartley Hall was begun under very detailed plans developed by Psychology faculty, then occupying the Ewa/Mauka corner of George Hall, under the direction of their new Chair, William Oakes. Research labs were to be located on the basement floor, administration and classrooms on the main floor and faculty and graduate student offices on the top floor. If a theoretical label was to be applied to this plan, we might think "Conditioned Response/Skinnerian/Behavioral" as the most relevant labels from that long gone era. Going back several decades further, the floor plan for the research area was a direct copy from Pavlov's famous laboratory. Hallways totally surround and isolate clusters of research rooms providing a wall of protection from traffic and other interference. The research labs in the Diamond Head end of the building were dedicated to Social Personality research, and those in the Ewa end, to animal behavior--the laboratory rat

being by far the animal of choice. A grand plan, indeed, but now comes the glitch.

There were few requirements governing the use of human subjects in those days, and certainly none requiring the comforts of air conditioning. However, the keeping of rats was controlled by Federal regulations requiring, among other things, some several exchanges of temperature and humidity controlled air each hour. How to accomplish this in an ancient building without the excessive costs of closing up the whole building and installing a central air conditioning system? A plan was struck. Install a drop ceiling covered with acoustic tiles perforated with tiny holes through which cold air injected into that drop-space would, through its greater density and weight, filter down into the lab space. Cheap! And the plan seemed to work to some degree and at least for the first few months. Then the unanticipated collateral event occurred.

Wild rats, which populate the campus, soon discovered this cool dark drop-space nirvana where they could live a life of splendor, freely urinating, defecating and shedding hair, lice and dander while venturing down into the domestic rat labs at night to share their lab chow and water bottles. As their droppings filtered down, the rat odor filtered up, out and all around. Gartley Hall reeked of a stench that was repellant to even the stout hearted while bringing tears, sniffles and respiratory allergies to the more sensitive. One faculty member whose career was built on rat research won a legal suit for damages against the University. He then switched to research using Marine animals, moved lab and office off campus and was seldom seen in Gartley Hall again. A strong trade wind helped matters some, but a Kona weather day was nearly unbearable. Our wild rat colony continued to grow. The stench became overwhelming. Faculty, students and staff suffered on, feeling helpless though complaining only meekly. Those who were able, abandoned Gartley Hall for off campus cites, Crawford and Snyder Halls, Bekesy Lab, wherever they could find escape from the their odorous home. The Psychology Department definitely had a crisis!

So what's a poor Chair to do ... especially one short on treachery and lacking in political skills? Steve Souza, DA, came to my rescue. Steve, who had an MA in Psychology and was especially strong in Classical Conditioning Theory, had those skills in spades and relished the task of devising a "no fail" plan for getting the RATS OUT OF GARTLEY HALL!

Here was the plan. I contacted each of the three Deans (Arts and Sciences, Graduate Division, Students) having the most direct influence over our destiny, plus Terry Rogers, Dean of the Medical School, who, while not in the line of command was a friend of the Department of long standing, served as a member of my Ph.D. Committee and shared my early background as a lumberman in the Pacific Northwest. I arranged for each, individually, to meet me in the Gartley Hall basement just outside the door to our RAT colony. With the visiting Dean positioned facing the door, I swung the door open with a vigorous motion, sucking a blast of fetid air directly into the Dean's face, while saying simply, "Take a whiff of that!" In each case, the Dean's response was immediate and dramatic! The head jerked back, the eyes bulged, the nostrils flared and the jaw dropped in a pre-vomitory response. Swallowing their saliva and gasping for breath, each shouted out the same question--as almost a curse, "WHAT THE HELL IS THAT?" giving me an accusatory glare. I calmly positioned myself in front of the Dean, and looking intently into his eyes, replied calmly, in a well modulated tone, "RATS!" I enunciated clearly.

Steve's plan worked to perfection. Each Dean demonstrated a strong and most dramatic one-trial, classically conditioned response. Pavlov would have been proud. And

I, a perceptionist by training and still in naive pursuit of pre-psychological causal chains of physical/physiological events, could vividly imagine those vile molecules of rat dander firing up the Deans' nostrils, embedding deeply into the mucous of the olfactory epithelium, causing a blast of neural impulses over the short course to the olfactory center. Here, one can only speculate on a state of diffuse, pulsating activity providing a receptive field awaiting whatever following event might occur, in this case my one spoken word 'RATS'. Ah, it was a thing of rare scientific beauty not often seen even in the most rigorous laboratory procedures.



But I digress. While the conditioning was immediate and dramatic, no administrative actions followed. Not a word was heard about moving the rats out of Gartley Hall. It wasn't until several weeks later that whisperings, rumors, speculations began to filter down regarding a series of small, but unusual, events and a bit of administrative pushing and tugging among our four Deans a hotly contested .25FTE was quietly resettled across college lines; a slight tweaking was noted in the distribution of Graduate tuition waivers; a long denied half-time secretarial position was quietly approved; promises were made to support each others' previously

denigrated pet projects at the next legislative session and so on. There was no pattern of events here, nothing to suggest action on our request, but we knew something was afoot.

The giant marshmallow that constitutes the UH Administration was being punched, small indentations were being made. Would these possibly be coordinated into a concrete action? Ah, yes! Finally the phone call came from our Dean, quietly saying "You can begin making plans to move those R-R- ... [slight gagging sound] ... animals out of Gartley to the fifth floor of Snyder Hall. There will, of course be papers to sign, budget commitments to be made, and perhaps future constraints on staffing but you can begin the move immediately." And so it ended. The rats were out of Gartley and all could now live in peace and harmony.

But wait just a minute. Maybe the laboratory rats were out of Gartley but the wild rats still occupied their "luxury penthouse" suites, and much of their stench remained. We hired an exterminator, never a match for the wily wild rat. We had the basement windows screened, making entry more difficult, though never impossible for a determined rodent. Traps, poison, whatever we could think of, were used. The years passed until finally, all evidence of wild rats was gone. Not admitting defeat, I would guess, but simply bored with life in Gartley and seeking more interesting quarters elsewhere. The odor gradually faded as the rat droppings lost their potency. Faculty began moving back to enticing empty spaces, replacing ceiling tiles, painting, carpeting with the help of their graduate students, often using funds from their own pockets. Today, the air in the Gartley basement is mostly clean and pure. The rat odor is gone and all can truly live in peace and harmony.

New Faculty Hires, 1980 - 1989

Name	Degree	Area	Year
Elaine Hatfield	Ph.D.	Social	1981
Elaine Heiby	Ph.D.	Clinical	1981
Janet Barnes-Farrell	Ph.D.	(unknown)	1983
Rebecca Chesire	Ph.D.	Behavioral Neuroscience	1983
Craig Twentyman	Ph.D.	Clinical	1987
Alison Adams	Ph.D.	Developmental	1987
Kelly Bemis	Ph.D.	Clinical	1987
Herbert Roitblat	Ph.D.	Cognitive	1987
Stephen Haynes	Ph.D.	Clinical	1988
Uichol Kim	Ph.D.	Community	1989
Daniel Blaine	Ph.D.	Educational	1989

By the beginning of its fifth decade, the Department had attained local, national and international recognition as a first-class, indeed world-class, university-level Department of Psychology. Realization was also increasing that the Atlantic-European era in American affairs was no longer predominant; the Pacific-Asian era was beginning. This placed the University of Hawai'i in a strategic position as the paramount research, training and cultural center of the Pacific Basin.

Graduate Programs

Organizationally, the Department reached a measure of stability in its fifth decade. Its committee structure and Governance Guidelines were fine-tuned. The Chair of Graduate Studies and the Chair of Undergraduate Studies assumed enlarged responsibilities and functions. The graduate "areas" were critically examined and reconstituted as "programs," (currently labeled as "concentrations," with the exception of the Clinical Studies Program) with considerably reduced autonomy. In 1989, there were six graduate programs: Behavioral Neuroscience, Clinical Studies, Community Studies, Developmental Psychology, Human and Animal Cognition, and Social-Personality. These programs had a combined total of 107 M.A. and Ph.D. candidates that year.

In the mid 1980's, the Clinical Studies Program began requiring new students to enter one of nine dual specializations: the six listed above, plus Behavioral-Clinical, Cross-Cultural-Clinical, and Health-Clinical.

Community and Cultural Becomes a Separate Concentration

The Community and Cultural concentration (originally called "Community Studies") originally evolved from the Department's APA-accredited Clinical Psychology Program. Community psychology and cultural issues were an important part of the Clinical Program from its beginning in 1969. With the growth of professional schools, licensing, and third-party payers, the field of Clinical Psychology changed throughout the 1970's and early 1980's. APA accreditation requirements and the interests of students focused more on individual and small group therapy. By the mid-1980's, several Clinical faculty members recognized the need for a separate graduate program that could focus on Community and Cultural Psychology, without the constraints imposed by the understandable desire to meet the Clinical Program's accreditation requirements.

Drs. Tharp, O'Donnell and Tanabe proposed (and the Department approved) a separate concentration in Community Psychology. The first Ph.D. students were admitted in 1989. The Community and Cultural Concentration now offers dual degree options in Law (J.D. - Ph.D.), Education (M.Ed. - Ph.D.) and Urban and Regional Planning (MURP -Ph.D.).



Department faculty and staff, 1981

First row, L-R: Abe Arkof; Leon Jakobovits; Jack Digman; Elaine Hatfield; David Crowell; Elaine Heiby

Second: Cliff O'Donnell; Teru Morton; Art Staats; Ron Johnson; Ray Cattell

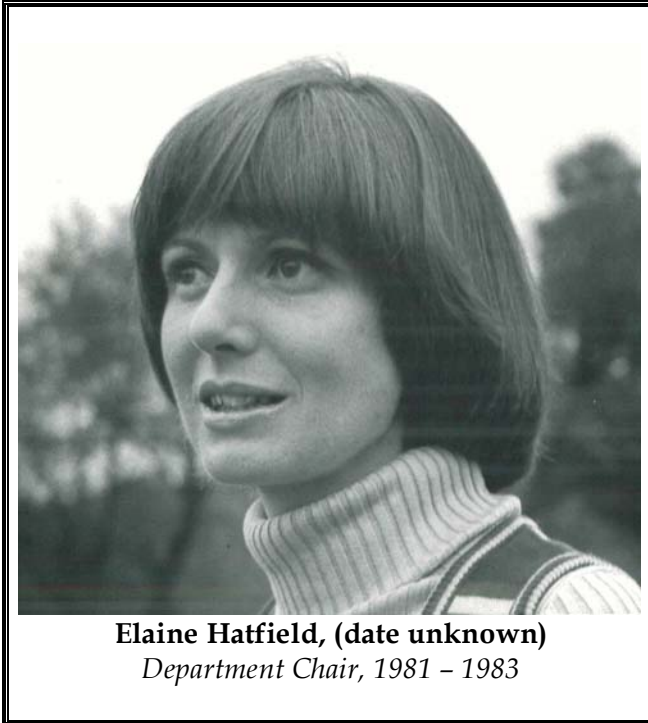
Third: Bob Blanchard; Ian Evans; Jac Carlson; Sam Shapiro; Karl Minke; Herb Weaver; Irene Sakoda; Roberta Fong; Lou Herman; Tom Ciborowski

Fourth: Jeff Bitterman; Stephen Souza; Dick Dubanoski; Walter Nunokawa
(Not pictured: Bob Cole; Tony Marsella; Gil Tanabe; Roland Tharp; David Watson)

Clinical Respecialization Program

In 1986, the Clinical Studies Program initiated a "Respecialization" program, designed to train psychologists who had received a Ph.D. in a basic area of psychology

(e.g., cognitive, learning, psychology), and wanted to function as Clinical Psychologists. The program involved two years of course work in Clinical Psychology, two years of practicum training, and an internship. Persons who have completed the respecialization since its inception are:



Rosemary C. Adam-Terem	1988
Jeanne Hoffman	1988
Charles Mueller	1988
Edward Kubany	1989
Douglas Gross	1990
Jac Carlson	1992
Edward Spain	1995
Amarillis Acevedo-Cruz	1997
Reginald Wood	2003
Mary Church	2005

Undergraduate Program

Psychology has always had one of the largest rosters of undergraduate majors. For many years Sociology and Psychology were alternately first and second; in very recent years, Communication (and sometimes Computer Science) surpassed both.

In 1989, there were 350 undergraduate majors in psychology. In prior years the number sometimes exceeded 500; the variation depended in part on changing major requirements. In earlier years, as few as 20 semester credits had sufficed, with minimum specifications. Currently, the number of semester credits required of a psychology major is 36, the highest in history, with complex specifications for insuring breadth as well as depth of scholarship. The required statistics course was often a sticking point in choosing a major.

In its early decades, the Department took pains to emphasize that psychology was a science. It demonstrated that point with a laboratory requirement for the Arts and Sciences introductory course, and justified its graduate assistants as necessary for laboratory sections. When enrollments became overwhelming, the required lab had to go due to lack of personnel and space.

The Evolution of Administrative Assistance

Prior to 1955 there was only a central 'steno pool' serving the entire campus, to which typing and duplicating tasks could be brought and retrieved. Changes came in 1956, when the Department was authorized a Civil Service office position, and, in 1970, an Administrative Assistant. Undergraduate student workers were hired in the 1980's.



Department faculty and staff, 1985

First row, L-R: Karl Minke; Elaine Hatfied; Jac Carlson; David Watson; Dick Dubanoski; Lou Herman

Second: Elaine Heiby; Leon Jakobovits; Roland Tharp; Ron Johnson; Tony Marsella

Third: Rebecca Chesire; Jack Digman; Art Staats; Jeff Bitterman

Fourth: Alison Adams, Craig Twentyman, Abe Arkoff, Sam Shapiro, Herb Weaver

Fifth: Walter Nunokawa, Herb Roitblat, Mike Kelley, Tom Ciborowski.

(Not pictured: Cliff O'Donnell, Dave Crowell, Bob Blanchard, Bob Cole)

50th Anniversary of the Department of Psychology



In 1989, the Department at University of Hawai'i at Manoa celebrated its 50th anniversary (1938 - 1989). Many faculty, alumni, and ex-professors reunited for speeches, dinner, and socializing.

(pictured, L-R: Tom Ciborowski, Jeff Bitterman, and Dan Blaine, at the 50th Anniversary Celebration, 1989)

Reflections on Chairing the Department



Jac Carlson, (1989)

*By Jac Carlson
[Chair, 1983 - 1989]*

Some of the aspects of being Chair that remain uppermost in my memory are, first and foremost, the tremendous support the Chair received from the faculty. Those were days in which attendance at faculty meetings was very high and there seemed to be strong endorsement of outcomes of votes on issues, many of which were unanimous or nearly so. Also, the faculty was, and I presume still is, highly productive and it was a source of considerable pride to be able to recite its many accomplishments and to seek recognition in various forms from the University. I also recall the many Departmental social events:

Department picnics at Ala Moana Park, various get-togethers for visiting faculty, holiday and other occasional fetes at our home, and the response that was typically very gratifying! I felt that camaraderie among the faculty had progressed to a high point by that time. While the College Dean and related administration was also very supportive, I believe that the Department would have benefited considerably had its initiatives received greater acknowledgement at higher levels in the University during that period. In short, it was a very great honor to serve in the role of Department Chair and the positive memories I have especially of my colleagues will always be with me.

New Faculty Hires, 1990 - 1999

Name	Degree	Area	Year
Mark Rapport	Ph.D.	Clinical	1990
Catherine Sophian	Ph.D.	Developmental	1991
Mike Wylie	Ph.D.	Clinical	1993
Bruce Chorpita	Ph.D.	Clinical	1997
Robert Randall	Ph.D.	Quantitative	1999
Patricia Couvillon	Ph.D.	Behavioral Neuroscience	1999

Areas of specialization, later referred to as "concentrations," offered graduate students varied in the 1990's, but eventually consisted of: Behavioral Neuroscience; Clinical Studies; Community (changed to Community - Culture in 1993); Developmental; Marine Mammal Behavior and Biology; Marine Mammal Sensory Systems; Experimental Psychopathology; Teaching, Learning and Cognition; Health Psychology; and Social-Personality. Course requirements remained relatively unchanged during that time.

The 1990's also began a period of increasing integration and cooperation with other Departments at UH Manoa, and with agencies in Hawai'i. The Department held a joint position with the Department of Veterans Affairs (DVA) in 1990. The position, originally held by Chalsa Loo, but later abandoned, involved a non-tenure track position paid 50% by UH and 50% by the DVA. The goal was to better integrate the Clinical Studies Program with the research and clinical activities at the DVA.

Dan Blaine, a faculty member in Educational Psychology, had a primary interest in Quantitative Methods. He retained his position in Educational Psychology but became heavily involved in teaching, research and consultation in the Department of Psychology until his retirement in 2005.

Beginning in the early 1990's, with Mike Wylie, several non-tenure track faculty members were hired in collaboration with the Adult Mental Health Division (AMHD) of Hawai'i Department of Health (DOH). The goal of these collaborative hires was to increase the quality of psychologists at DOH. The positions involved 20% assignment to the Department and 80% assignment to DOH. These faculty typically taught one course per year, served as members and Chairs of thesis and dissertation committees, provided clinical supervision, and involved graduate students in clinical research.

Subsequently a Psychosocial Rehabilitation Program was started at the Hawai'i State Hospital to integrate empirically supported treatments into the clinical milieu of the hospital. Later, these faculty were involved in a Service, Research and Evaluation (SR&E) component of DOH, helping to strengthen the program evaluation components of the ADMHD. Eventually, many graduate students from the Clinical Studies Program received research training and funding from the SR&E unit, supported by grants from the State AMHD. Additional faculty hired for the joint UH-AMHD positions included: James Hall, Debra Altschul, John Steffen, Keith Claypoole, Annette Crisanti.



Department faculty and staff, 1990

First row, L-R: Elaine Heiby; David Watson; Elaine Hatfield; Karl Minke; unknown graduate student

Second: Jac Carlson; Abe Arkoff; Leon James; Cliff O'Donnell; Bob Cole

Third: Dick Dubanoski; Sheryl Nohara; David Crowell; Jack Digman; Ron Johnson

Fourth: Tom Ciborowski; Herb Roitblat; Mark Rapport; Stephen Haynes; Sam Shapiro; Dan Blaine; Uchol Kim.

(Not pictured: Art Staats, Bob Blanchard, Herb Weaver, Lou Herman, Jeff Bitterman, Walter Nunokawa, Kelly Bemis, Tony Marsella, Gil Tanabe, Roland Tharp.)

Several faculty members from other units at UH also became involved in the Community and Culture Program, under the leadership of Cliff O'Donnell. These faculty members included Kathleen Wilson from Urban and Regional Planning, Peter Dowrick from the Center for Disability Studies, and Dharm Bhawuk, from the College of Business. All became members of the Psychology Graduate Faculty. Kathleen Wilson brought extensive experience working with community organizations and subsequently accepted a position at the University of South Carolina. Peter Dowrick developed highly successful community projects, funded by his numerous grants, and received the 2005 Award for Distinguished Contribution to Practice of Community Psychology by the Society for Community Research and Action (APA Division 27). Dharm Bhawuk is a prominent international scholar in cross-cultural psychology. He received the Distinguished Scholar Award from the College of Business Administration (2000), where he serves as Director of the PhD. program in International Management.

In 1998, the Clinical Studies Program opened the Center for Cognitive-Behavioral Therapy (CCBT) with two specialty clinics: the Child and Adolescent Anxiety Program and the Eating Disorder Program. Both offered Clinical Services at no cost to eligible members of the general and University communities, as well as providing training and research opportunities to Clinical Studies Program graduate students. The Clinic was staffed by faculty members Bruce Chorpita and Kelly Vitousek, along with 10-15 graduate students who worked in various clinical and support capacities. The program gained early support in the form of training stipends from Hawai'i Child and Adolescent Mental Health Division (CAMHD). As of October, 2006, 80 persons with eating disorders have received treatment and 20 graduate students have received training in the assessment and treatment of eating disorders.



Karl Minke and Steve Haynes
*performing a rap salute to the
marriage of Kelly Vitousek and
Frederick Manke.*

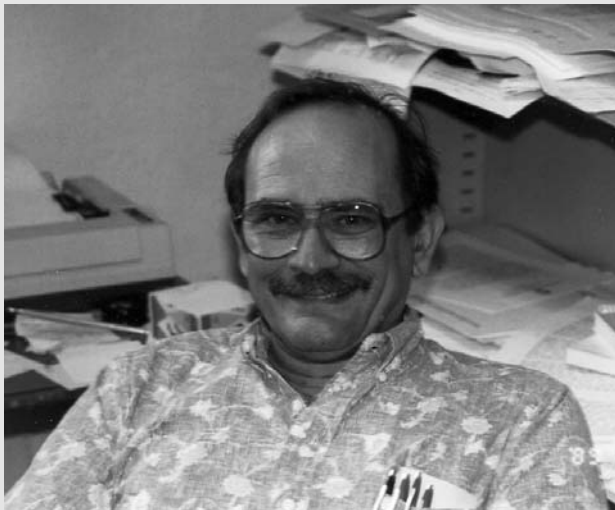


Ashley Maynard, Jason Schiffman, and Steve Haynes, 2004
*performing a rap salute to Karl Minke upon his retirement
 from the position of Department Chair*



Karl Minke, 1943

Reflections on Chairing the Department



Karl Minke, (date unknown)

*By Karl Minke
 [Chair, 1989 - 2004]*

Probably the most enjoyable activity of my years as Chair involved the recruitment and hiring of new faculty. There seems to be a special bond that develops between a Chair and the individuals he or she hires and mentors through the first few years in the Department, and I cherish the close friendships I have formed as new faculty joined our Department family.

New Faculty Hires, 2000 - 2007

<i>Name</i>	<i>Degree</i>	<i>Area</i>	<i>Year</i>
Lorey Takahaski	Ph.D.	Behavioral Neuroscience	2000
Ashley Maynard	Ph.D.	Developmental	2001
Keith Claypoole	Ph.D.	Clinical	2001
Deborah Altschul	Ph.D.	Clinical	2002
John Steffen	Ph.D.	Clinical	2002
Velma Kameoka	Ph.D.	Clinical	2002
Ed Chronicle	Ph.D.	Cognitive	2003
Jason Schiffman	Ph.D.	Clinical	2003
Debra Lieberman	Ph.D.	Social	2003
Robert Gerlai	Ph.D.	Behavioral Neuroscience	2003
Kentaro Hayaski	Ph.D.	Quantitative	2004
Charles Mueller	Ph.D.	Social/Clinical	2004
Yiyuan Xu	Ph.D.	Developmental	2004
Janet Latner	Ph.D.	Clinical	2006
Charlene Baker	Ph.D.	Community	2006
Charmaine Higa	Ph.D.	Clinical	2007

Following a period of contraction in the 1990's due to budgetary restrictions, the period of 2000 - 2007 was characterized by expansion in faculty and students. In Fall 2006, there were 685 undergraduate majors and 96 M.A. and Ph.D. students. There were 23 full-time faculty members, 2 faculty on leave with administrative appointments, 4 part-time faculty members (with appointments in the Department varying from 20% to 50%). Two additional faculty members are expected to join the Department in Fall 2007-- one in Behavioral Neuroscience and one in Cognitive/Quantitative Psychology.

Psychology in the College of Social Sciences

Throughout the first half of the first new millennium decade the Department of Psychology was the largest of 11 Departments in the College of Social Sciences. Other Departments and institutes in the College were Anthropology, Communication, Economics, Ethnic Studies, Geography, Journalism, Peace Studies, Political Science, Population Studies, Public Administration, Social Science Research Institute, Sociology, Urban and Regional Planning, and Women's Studies. New faculty members, Velma Kameoka and Charles Mueller, joined the Department from the School of Social Work.

The College of Social Sciences is one of four colleges in the Colleges of Arts and Sciences. Other Colleges in Arts and Sciences included Arts and Humanities, Languages, Linguistics and Literature, and Natural Science. Other Colleges and Schools at the University of Hawai'i at Manoa include Business Administration, Education, Engineering, Hawai'ian, Asian and Pacific Studies, Health Sciences and Social Welfare, Law, Medicine, Nursing and Dental Hygiene, Ocean and Earth Science and Technology, Outreach, Social Work, Travel Industry Management, and Tropical Agriculture and Human Resources. If the Department of Psychology were a College, it would be the fourth largest at UH Manoa.



Department faculty and staff, 2004

First row, L-R: Lou Herman; Debra Lieberman; Ashley Maynard; Elaine Hatfield; Elaine Hieby; Karl Minke; Yiyuan Xu

Second: Cliff O'Donnell, Abe Arkoff, Kelly Vitousek, Kentaro Hayashi, Bruce Chorpita, Pat Couvillon

Last: Jason Schiffman, Lorey Takahashi, Velma Kameoka (Director, Social Science Research Institute), Chuck Mueller, Leon James, Sam Shapiro, Bob Blanchard, Dan Blaine, Ed Chronicle, Steve Haynes, Dick Dubanoski.

(Not pictured: Catherine Sophian, Keith Claypoole, Deborah Altschul, John Steffen, Jeff Bitterman, Tony Marsella, Walter Nunokawa, Art Staats, Dave Crowell, Dave Watson, Jac Carlson, Bob Cole, Ron Johnson.)

Program Changes and Developments

Because of retirements and new hires, there were seven concentrations in the graduate program at the end of the 2005-2006 academic year: 1) Behavioral Neuroscience, 2) Clinical Studies, 3) Community and Culture, 4) Developmental Psychology, 5) Experimental Psychopathology, 6) Social-Personality, and 7) Cognition. With the retirements of Drs. Carlson and Herman, Health Psychology and the Marine Mammal concentrations were dropped. The number of applicants for graduate study each year

greatly exceeded the number who can be accepted, enabling selectivity of the most academically and professionally promising. By the end of 2006, the Department of Psychology had 675 undergraduate majors, 94 graduate students, and awarded 345 Ph.D.s [For a complete list of names of the latter, see Appendix E.]



Department administrative staff, 2004

First row, L-R: Enid Takazono (Education Specialist); Vicky Keough (Secretary)
Second: Lorey Takahashi (Chair of Undergraduate Studies); Bobbi Cadelinia (Secretary)
Third: Steve Haynes (Department Chair); Ed Chronicle (Chair of Graduate Studies)

factors on cohabitation and the division of household labor. Other students collaborated with Dr. Richard Rhapsom in the History Department on cross-cultural and historical factors shaping love, sexual desire, and sexual behavior. Students also worked with Dr. Mickey Diamond in the Department of Anatomy on the genetic basis for the expression of trans-sexuality and the factors involved in one's decision to seek sexual reassignment.

In 2000, the Clinical Studies Program was admitted to the Academy of Psychological Clinical Science. Academy membership is open to doctoral programs with strong commitments to, and established records of, successful Clinical Science training. The Academy reviews programs on the degree to which they foster the integration of science and Clinical Psychology. In 2005, the Community and Culture program received honorable mention from the American Psychological Association for their innovative doctoral training program.

Research collaborations between the Psychology Department and other units on and off campus continued to strengthen. Graduate students in Social/Personality collaborated with Dr. Krystyna Aune in the Speech Department on the influence of psychological and communication

The Clinical Studies Program began contributions to, and collaborations with, the State of Hawai'i's Department of Health, Child and Adolescent Mental Health Division. All three Child-Clinical faculty members (Drs. Mueller, Schiffman, and Chorpita) are involved with joint UH-CAMHD projects. Major efforts include student practicum training in assessment and treatment of childhood disorders, development of a system-wide infrastructure focused on identifying, disseminating and implementing empirically-based interventions, development of management tools designed to improve client and system functioning, advanced service-learning opportunities in program and systems research and evaluation, and collaboration on numerous basic and applied clinical research projects.

The Child and Adolescent Thought Disorders Program at the University of Hawai'i at Manoa was established in 2003 by then-new faculty member Jason Schiffman to provide comprehensive assessment and psychosocial interventions to youth with schizophrenia-spectrum disorders in Hawai'i. The program is also designed to increase the understanding of thought disorders in youth through systematic collection of information. As of October 2006, the child programs have collectively served over 1,300 families and funded and trained 6 postdoctoral staff, as well as over 35 graduate students. The program has received funding from the National Institute of Mental Health (NIMH), the Department of Health, the Department of Education, the National Alliance for Research on Schizophrenia and Depression, and the John D. and Catherine T. MacArthur Foundation, totaling over 6.5 million dollars.

Faculty members have been involved with other collaborative research efforts. Dr. Couvillon retained a 50% position with the Bekesy Laboratory of Neurobiology, the Pacific Biosciences Research Center (PBRC), to study learning in the honey bee. Drs. Takahashi and Blanchard are engaged in collaborative research with the John A. Burns School of Medicine.



Assistant professors lunching at Waioli Tea Room, 2005
Debra Lieberman, Ashley Maynard, Jason Schiffman, Yiyuan Xu, Kentaro Hayashi

Strike

On February 23, 2001, following weeks of failed negotiation between the State and the faculty union, the chief negotiator for the University of Hawai'i Professional Assembly (UHPA) filed paperwork at the Hawai'i Labor Relations Board indicating that a strike would commence on or after April 5, 2001. On April 5, 260 of 1,408 faculty members at UH Manoa were determined to be on strike. Most of the faculty in the Psychology Department participated in the strike and many walked picket lines at the entrances to the campus. The strike stretched for days without serious negotiations and rallies were held at the State capitol. A settlement between the state and UHPA ended the strike on April 17. The settlement covered six years, with significant salary increases in years five and six.



Gartley Hall, being tented, 2005

Varied Interests of the Faculty

Members of the Psychology Department pursue a variety of extra-curricular interests while maintaining one of the most research-productive departments at UH. Examples include running the Honolulu Marathon (Bruce Chorpita, Jason Schiffman), gourmet cooking (Cliff O'Donnell, Karl Minke), writing detective/mystery novels (Elaine Hatfield), wild bird rehabilitation (Pat Couvillon), constructing elaborate Lego cities (Kentaro Hayashi), scuba diving (Elaine Heiby, Steve Haynes, Bruce Chorpita), photography (Dan Blaine, Steve Haynes), opera singing (Janet Latner), golf (Velma Kameoka), jewelry making (Catherine Sophian), surfing (Bruce Chorpita), hula (Pat Couvillon), campus feral cat befriending (Kentaro Hayashi), hedge fund manipulation (Sam Shapiro), ebullient sports watching (Yiyuan Xu), triathlon (Bruce Chorpita), and foreign travel (Elaine Heiby, Elaine Hatfield, Bob Blanchard, Steve Haynes).



The first marriage ceremony held in the Gartley Hall Department Chair's office, August 2006
The happy couple is Stephen Haynes (Department Chair, 2004 – 2007) and Megumi Nagira

Psychology Department Faculty Family Arrivals

Beginning in the new Millennium, several Psychology Department faculty members added to the Department's extended family. Arrivals included:

Marie Chorpita	December, 2000
Nicholas Chorpita	May, 2003
Max Altschul	April, 2005
Jacob Schiffman	July, 2005
Iris Xu	September, 2006
Chloe Noel Schiffman	December, 2006



Nicholas & Maria Chorpita, Dec. 2006



Iris Xu, January 2007



Jacob Schiffman, Dec. 2006



Chloe Schiffman, Dec. 2006



Max Altschul, 2005

Notes from the Dean of the College of Social Sciences

*By Dick Dubanoski
[Dean, 1989 – present]*



Richard Dubanoski, (date unknown)

It has been my pleasure to be associated with the Department of Psychology for the past 38 years. During the early years, when I was an active member of the Department, I benefited greatly from the enriching experiences with my colleagues, students and staff. During the later years, as I assumed my responsibilities as Dean, I have become less involved in the day-to-day activities of the Department. I must say that I do miss the interactions with the undergraduate and graduate students. And, I miss my times with the old guard and regret not making closer contact with the new faculty who have added so much vitality and new perspectives. In my “deaning” years, I have seen the

Department strengthen its established programs and develop new areas to meet the future challenges of psychology. Finally, I miss the grand times . . . the lunches and meetings at Mānoa Garden. But, I’ve heard that the good times have gotten even better ... salsa lessons in the Chair’s office. Ah yes, I do miss my old home in the Department of Psychology.

Reflections on Chairing the Department

By Steve Haynes
[Chair, 2004 – 2007]

My ultimate and most prized professional achievement, to be selected as Chair of the Department of Psychology at the University of Hawai'i at Manoa, originated in third grade, when I perseveratively sought but was perseveratively voted "third," in the much coveted positions of "hallway line leader" and "eraser-clapper."

This historical background provides a partial context for my reflections on the Department and my experience as Chair, as I came to UH in 1988, again as third choice (out of three candidates), as Director of the Clinical Studies program. Although my last place selection initially elicited dormant but traumatic memories of my earlier third-place-failures, I am now at peace and have "worked through" my feelings about being rejected in 1988 by most of the current faculty members who voted at that time--and you know who you are!

Being Chair was frequently and mostly fun. I enjoyed representing the Department to the College and University. It helped my advocacy status (but not necessarily my skill) that we were one of the largest and best Departments in the College. We had lots of majors (675, largest in the UH system), brought in millions in external grants, and published hundreds of articles and books. Our work has been cited thousands of times, our retired faculty members have received numerous awards, and our regular faculty received research and teaching awards--and we did it all mostly in understaffed, under-equipped, not-always-positively-ambiened, sometimes flooded, intermittently infested, but usually friendly Gartley Hall. A qualitative survey of the entire Manoa Campus, by me, also revealed that the Psychology Department faculty members have the best personalities of any Department.

Mostly, I enjoyed my interactions with faculty, staff, and students—they were invariably supportive, collegial, friendly, and good-humored, even during challenging times and when they didn't understand my jokes. I was privileged to work with (or, sometimes under the supervision of) Enid, Bobbi, and Vicky (our Administrative Assistant and Secretaries, respectively). They knew what had to be done to run the Department, what I had to do, and made sure that I did it with as few errors as possible, with a sense of humor, and with admirable tolerance of my idiosyncrasies. Ed Chronicle supervised the Graduate Studies Program and Lorey Takahashi supervised the Undergraduate Studies Program. Between Lorey, Ed, Enid, Bobbi, Vicky, and frequent consultation with Karl Minke (the previous Chair) and Dick Dubanoski (the Dean), it seems that there should not have been much for me to do—why then, the excessive hair loss?

I enjoyed: (a) hiring new faculty – Cheryl Baker, Janet Latner, and Adrian Dunn; (b) arranging for the first marriage ceremony (Megumi Nagira and I) to be performed in Gartley Hall; (c) the first salsa dance lesson to be held in the Chair's office; (d) the frequent after hours wine socializing in the Chair's office; (e) Karl Minke's old but functional office furniture (it was 18 years old at the time I left the Department Chair position); (f) helping to acquire more funds for graduate assistants and design work for Gartley Hall (but the Dean was mostly responsible); (g) working on this history document; and (h) maintaining numerous refreshments in my mini-refrigerator for faculty and students.

In summary, it was often challenging, usually enjoyable, and I was honored to serve as Chair.



Gartley Hall, 2005

APPENDIX A

May 15, 1970

MEMORANDUM

TO: President Cleveland

FROM: Herbert B. Weaver, Chairman
Department of Psychology

SUBJECT: The Student Strike

Pursuant to your memorandum of May 12, 1970, I requested an individual report from all department faculty on the subject above. This memorandum is a general summary based on the faculty reports, and its numeration corresponds to the numeration of the central principles stated in your memorandum of May 7.

1. Class attendance was sharply down, with considerable variation, however, from class to class.
2. Most professors modified the subject matter of their classroom lectures, presentation or discussions to achieve full relevance to current social issues, especially the War. This was quite appropriate inasmuch as psychology is preeminently a social science. In many cases, the value of the courses to the student was probably enhanced, since the applicability of the subject matter to crucial current concerns was emphasized to the point of a one-to-one relationship.
3. Teaching and learning activity in the Department of Psychology seems to have accelerated during the period of the "strike," extending from the classroom to the campus at large and to the community in unprecedented fashion. No class was arbitrarily canceled, some were not held, by vote or agreement with the students, others were postponed in favor of subsequent make-up sessions. Professors often made themselves available in the classrooms even though only a few students appeared at the regularly scheduled times. Professors also adhered as much as possible to office hours. In general the faculty comported itself with full responsibility, not only in respect to formal classroom duties but also assuming a wide variety of extra-classroom educational roles. In many cases students seem to have perceived professors in a new and revealing light.
4. No threat of reprisal was imposed on any student for failure to attend class. This was achieved in many cases by a seemingly spontaneous policy of informing students that final examinations would not include classroom materials presented during the period of the "strike."

5. No student was penalized in respect to obtaining credits and grades in courses. Final examinations as of this date are proceeding in normal fashion.
6. No student appears to have been deprived of educational assistance by professors, either in relation to course work or in respect to other academic requirements for degrees.
7. There were no reports in this Department of any interference by a faculty member or by a student in the personal moral choices of another.
8. Faculty in this Department rose to the occasion of the situation of the past week in fully responsible and fully admirable fashion. Faculty and students seem to have been drawn together in constructive fashion and common cause in a manner unprecedented in my experience. Both by their own reports and by my observation, psychology faculty have been highly active in campus and community discussions, rallies, political activities, letter-writing to government officials, and a variety of other endeavors, all of them appropriate, commendable and constructive.

cc: Dean Contois
College of Arts and Sciences

APPENDIX B

University of Hawai'i
University Relations
Media & Publications
Honolulu, HI 96822

(808) 956-8856 Telephone
(808) 956-3441 Facsimile
ur@hawaii.edu E-Mail

For Immediate Release:

January 6, 1998

Contact: Interim Senior Vice President Dean O. Smith, 956-7486

Sylvia Yuen, Chair, ad hoc committee, 956-4132

UH committee to review student request to rename Porteus Hall

An ad hoc committee has been appointed to consider the issue of renaming Porteus Hall on the UH Manoa campus. The Associated Students of the University of Hawai'i (ASUH) unanimously passed a resolution in late October calling for the renaming because of allegedly racist beliefs attributed to the building's namesake. A committee recommendation is expected this spring.

Chairing the committee is Sylvia Yuen, a professor in the College of Tropical Agriculture and Human Resources and director of the University's Center on the Family. UHM community members who have agreed to serve on the committee are Robin Companiano, former UH regent and an officer in the UH Alumni Association, and Lawrence Foster, dean of the UHM School of Law, Sumner LaCroix, professor of economics, John Pincince, a student active in the Graduate Student Organization, Charlotte Trotter, an associate professor of nursing, and Alan Yang, dean of students.

The committee has been charged with studying the issue thoroughly, considering historical, social, legal, financial and other relevant matters, and providing a sound, well-reasoned recommendation to Dean O. Smith, interim UH senior vice president and UHM interim executive vice chancellor. Smith will forward his recommendation to UH President Kenneth P. Mortimer. Final authority on University building names rests with the Board of Regents.

Among the materials the committee is reviewing-which include original writings by Porteus and any other relevant documents-are written comments from students, faculty and community members solicited by President Mortimer in November and December. The president's office received a tremendous amount of mail and e-mail on the subject,

reflecting a wide range of comments both favoring and opposing a change in the name of the building that houses several departments in the social sciences. Among the comments are suggestions for alternate names, questions about legal and financial consequences and concerns about impact of the controversy on descendants of the late Stanley D. Porteus, for whom the building was named in 1974. Porteus was an internationally recognized psychologist who served on the faculty in the UHM Department of Psychology from 1922 to 1948. He died in 1972.

-UH-

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For Immediate Release:

April 16, 1998
Contact: Cheryl Ernst, UH, 956-8856

APRIL MEETING SUMMARY

Board of Regents Rename Porteus Hall, Create Outreach College

The University of Hawai'i Board of Regents today voted to rename Stanley David Porteus Hall at UH Manoa campus and to merge the campus' College of Continuing Education and Community Service (CCECS) with Summer Session into a single Outreach College.

Porteus Hall assumes the functional name of Social Sciences Building. The Associated Students of the University of Hawai'i requested the name change, claiming that the late Stanley Porteus espoused racist views. An ad-hoc committee of students and faculty members recommended the change after reviewing the historical record, Porteus's writings, comments from University and community members and legal and financial implications. In presenting the administration's concurrence, Senior Vice President Dean O. Smith, said he didn't find Porteus's methodologies or conclusions unusual for his times, nor did he consider Stanley Porteus a racist. Rather, Smith recommended the name change because the UH psychologist's writings on race, gender, intelligence and temperament did not stand the test of time and were now offensive to many people.

"By having his name on the building, the University is supporting his beliefs and values. I greatly recommend you do change the name," commented Pualeilani Fernandez, a non-voting student representative to the board. The board did so, but not before members expressed misgivings that the action would be construed as calling Stanley Porteus a racist, concern about precedent being set and a wish to know more thoroughly what was in the minds of the regents who approved the name in 1974 and upheld their decision in 1975. The board also called on the administration to review the process for naming buildings and report back next month.

APPENDIX C

Psychology Department Chairs

Jesse Flanders*	1920 - 1922
Pervical Symonds*	1922 - 1924
Thayne Livesay*	1924 - 1955
Colin J. Herrick	1955 - 1957
Herb Weaver	1957 - 1958
Dave Crowell	1958 - 1961
Herb Weaver	1961 - 1964
William Oakes	1964 - 1967
Jack Digman	1967 - 1968
Herb Weaver	1968 - 1970
Ron Johnson	1970 - 1974
Robert Cole	1974 - 1980
Ron Johnson	1980 - 1981
Elaine Hatfield	1981 - 1983
Jac Carlson	1983 - 1989
Karl Minke	1989 - 2004
Stephen Haynes	2004 - 2007
Ashley Maynard	2007 -

* These three men were all Professors of Education and Psychology. In the 1920s and 1930s Psychology and Education were combined, and appointed "Professors" had administrative responsibilities in addition to teaching almost all the courses. The faculty size in the 1920s was usually 1-2, with each faculty member teaching about 7 different courses.

APPENDIX D

Psychology Department Doctorate of Philosophy Recipients, 1961 - 2006

	<i>Name</i>	<i>Year</i>	<i>Advisor</i>		<i>Name</i>	<i>Year</i>	<i>Advisor</i>
1.	Loyda Shears	1961	Vinacke	37.	Michael Conners	1972	Tharp
2.	Howard Miller	1966	Diamond	38.	Michael Levine	1972	Johnson
3.	Robert Cole	1966	Diamond	39.	Barbara Sloggett	1972	Evans
4.	Paul Dixon	1966	Oakes	40.	Gisela Speidel	1972	Tharp
5.	Aldred Neufeldt	1966	Johnson	41.	Sim Granoff	1973	Staats
6.	Falak Thayer	1966	Oakes	42.	Ormon Hammond	1973	Staats
7.	William Woodard	1966	Oakes	43.	William Higa	1973	Staats
8.	Danny Steinberg	1966	Oakes	44.	Thomas Stevens	1973	Staats
9.	Harold Dent	1966	Dole	45.	Emogene Yoshimura	1973	Shapiro
10.	John Mordock	1967	Oakes	46.	Brian Young	1973	Watson
11.	Stanley Zdep	1967	Oakes	47.	Jeffrey Lohr	1973	Staats
12.	Kailash Khemka	1967	Oakes	48.	Dixie Blanchard	1974	Cole
13.	Kenneth David	1967	Oakes	49.	Jean DeLeon	1974	Tanabe
14.	Kenneth Hunter	1967	Weaver	50.	Mark Nataupsky	1974	Murray
15.	Ross Pepper	1969	Herman	51.	Gary Beck	1974	Marsella
16.	Richard Stalling	1969	Staats	52.	Lisa Hoshmand	1974	Tharp
17.	Gerald Meredith	1969	Weaver	53.	Craig Robinson	1974	Tharp
18.	Nancy Hedeman	1969	Digman	54.	Stanley Stephenson	1974	Mansson
19.	David Ryback	1969	Staats	55.	Leslie Weiss	1974	Evans
20.	Joseph O'Reilly	1969	Groth	56.	Charles Golden	1975	Marsella
21.	Frank Beach	1970	Herman	57.	David Lam	1975	Johnson
22.	Michael Brein	1970	Lewit	58.	Ferne Weiner	1975	Johnson
23.	Katarina Cernozubov	1970	Tharp	59.	Laura Baumann	1975	MacDonald
24.	Margaret Saville	1970	Lewit	60.	San Chin Choi	1975	Marsella
25.	Teddy Dielman	1970	Digman	61.	Suntaree Komin	1975	Mansson
26.	Richard Haag	1970	Digman	62.	Jong Young Park	1975	Johnson
27.	Carl Carlson	1970	Staats	63.	Walter Quijano	1975	Marsella
28.	Ronald Fial	1970	Blanchard	64.	Sylvia Schwitters	1975	Shapiro
29.	Peter Guay	1970	Staats	65.	Reginald Wood	1975	Johnson
30.	Jerry Johnson	1970	Staats	66.	Leland Yee	1975	Ciborowski
31.	Jack Annon	1971	Tharp	67.	Walter Fo	1975	O'Donnell
32.	Robert Pierce	1971	Blanchard	68.	Glen Gordon	1975	Weaver
33.	Arjan Jhangiani	1971	Mansson				
34.	Edward Kubany	1971	Gallimore				
35.	Elsie Ahern	1972	Johnson				
36.	Robert Fishman	1972	Tanabe				

	<i>Name</i>	<i>Year</i>	<i>Advisor</i>		<i>Name</i>	<i>Year</i>	<i>Advisor</i>
69.	Clark Martin	1975	Tanabe	105.	Don R. Warren	1978	Staats
70.	Alan Miley	1975	Evans	106.	Lucille L.	1978	Ullmann
71.	Norongsak Chunnual	1976	Marsella		Kidoguchi		
72.	Martha Collette-Harris	1976	Minke	107.	George Friedman	1978	Carlson
73.	Paul Nachtigall	1976	Bitterman	108.	Ellen Costello	1978	Marsella
74.	Roger Thompson	1976	Herman	109.	Patricia L. McKaughan	1979	Ciborowski
75.	David Weiss	1976	Evans	110.	Paul K. Ban	1979	Minke
76.	Kenneth Fukunaga	1976	Blanchard	111.	Keith R. Brower	1979	Crowell
77.	Michael Gamble	1976	Cole	112.	Howard N. Higginbotham	1979	Marsella
78.	Carolyn Madsen	1976	Herman	113.	Velma Kameoka	1979	Marsella
79.	Howard Weiner	1976	Dubanoski	114.	Danny Wedding	1979	Tanabe
80.	Annette Higuchi	1976	Dubanoski	115.	Theresia Presbrey	1979	Watson
81.	Kwang-Kuo Hwang	1976	Marsella	116.	Evelyn Yanagida	1979	Watson
82.	Sheila Forman	1976	Marsella	117.	Susan E. Brandon	1979	Cole
83.	William Bach	1976	MacDonald	118.	Robert E. Woliver	1979	Johnson
				119.	William S. Towne	1979	Tanabe
84.	Stephen Souza	1977	Johnson	120.	Vivan Kunimitsu	1979	Johnson
85.	Lois Murphy	1977	Johnson	121.	Gary M. Farkas	1979	Evans
86.	Peter Norris	1977	Fawcett	122.	Rosalie K. Tatsuguchi	1980	Johnson
87.	Kenneth Wilson	1977	Johnson	123.	Silke Vogelmann-Sine	1980	Ullmann
88.	Richard Wielkiewicz	1977	Carlson	124.	Thomas L. Hilgers	1980	Tharp
89.	Hoon K. Lee	1977	Marsella	125.	Maria Blanca Moctezuma	1980	Staats
90.	Richard N Roberts	1977	Ullmann				
91.	Kenneth Tokuno	1977	Ciborowski	126.	Frank M. Ahren	1980	Johnson
92.	Marian S. Mast	1978	Blanchard	127.	Mary E.H. Brandt	1980	Ciborowski
93.	Katherine Kocel	1978	Ullmann	128.	Roderick Calkins	1980	Tharp
94.	Junko Tanaka-Matsumi	1978	Marsella	129.	Christine Rummer	1980	Dubanoski
95.	Jerry M. Brennan	1978	Cattell	130.	Jean L. Nyland	1981	Ullmann
96.	Gary S. Dibb	1978	MacDonald	131.	Alan I. Yang	1981	Shapiro
97.	Steven Miyake	1978	Ullmann	132.	Diana Dahlgren	1981	Tanabe
98.	Stirling D. Larsen	1978	Johnson	133.	Grace Diamond	1981	Blanchard
99.	John K. Bowers	1978	Johnson	134.	Vincent Onorato	1981	Evans
100.	Lorraine M. Rasp	1978	Tharp	135.	Joseph Mark Rosenthal	1981	Shapiro
101.	Pamela K. Patrick	1978	Marsella	136.	Yvonne R. Wood	1981	O'Donnell
102.	Barbara J Newton	1978	Bitterman	137.	Brigitte I. Covey	1982	Weaver
103.	Ahmad Mirjafari	1978	Digman	138.	Frances H. Brown	1982	Tanabe
104.	Christine Winskowski	1978	Jakobovits	139.	Judith Driver	1982	Johnson
				140.	Thomas R. Cunningham	1982	Tharp

	<i>Name</i>	<i>Year</i>	<i>Advisor</i>		<i>Name</i>	<i>Year</i>	<i>Advisor</i>
141.	Patricia A.S. Couvillon	1982	Bitterman	177.	Brenda J. Wong	1985	Morton
142.	Jacqueline R. Finkboner	1982	Evans	178.	Alexander Wylie	1985	Dubanoski
143.	Kenneth E. Freedland	1982	Evans	179.	John F. Campbell	1986	Digman
144.	Frances E. Wilson	1982	Tanabe	180.	Joyce L. Feld	1986	Carlson
145.	Theodore Young	1982	Evans	181.	Christopher L. Melahn	1986	Tanabe
146.	John Sigurdson	1982	Bitterman	182.	Toshiaki Takahashi	1986	Marsella
147.	David N. Lipton	1982	Heiby	183.	Marlene C. Tufts	1986	Weaver
148.	Arlene Nakaido	1982	Crowell	184.	Margaret Watson	1986	Morton
149.	Kim G. Payton	1983	Weaver	185.	Carol J.H. Wood	1986	Johnson
150.	Mark E. Troy	1983	Marsella	186.	William Lydgate	1986	O'Donnell
151.	Peter R. Kaplan	1983	O'Donnell	187.	Helen F. Steenman	1986	Watson
152.	Sharon Murakami	1983	Marsella	188.	Sue E. Vanderslice-Beller	1986	Weaver
153.	Joseph E. Czekala	1983	Marsella	189.	Robert Anderson	1986	Marsella
154.	Kevin J. Flannelly	1983	Blanchard	190.	Gordon Bauer	1986	Herman
155.	John. M. Knox	1983	Marsella	191.	Cheryl Osato	1986	Morton
156.	Frances M. Lyons	1983	Johnson	192.	Dawn Pang	1986	Johnson
157.	Akira Shishimi	1983	Bitterman	193.	Sandra Paulsen	1986	Marsella
158.	Larry F. Sine	1983	Marsella	194.	Heide Schropfer-Kiyota	1986	O'Donnell
159.	Gail Debortali-Tregerthan	1984	Watson	195.	Lanette Shiruzu	1986	Hatfield
160.	Edward H. Spain	1984	Cole	196.	Vicki Stoddard	1986	Heiby
161.	Caleb E.S. Burns	1984	Tharp	197.	Pam Hays	1987	Marsella
162.	Nada Mangialetti	1984	Digman	198.	Jillian Inouye	1987	Johnson
163.	George D. Julnes	1984.	Tharp	199.	Shinken Naitoh	1987	Minke
164.	Joseph R. Mobley	1984	Herman	200.	Joan P. Dubanoski	1987	Johnson
165.	Craig Nagoshi	1984	Johnson	201.	Abe B. Tokjoka	1987	Crowell
166.	Jeanne S.Hoffman	1985	Dubanoski	202.	Roger S. Hamada	1987	Tanabe
167.	Richard W. Millard	1985	Heiby	203.	Linda Yamamoto	1987	Johnson
168.	Sasha B. Kariel	1985	Matson	204.	Hannah Herman	1988	Dubanoski
169.	Melissa Shyan	1985	Herman	205.	William C. Rezentes III	1988	Heiby
170.	Lawrence A. Welkowitz	1985	Tanabe	206.	Gordon D. Rose	1988	Staats
171.	Amanda Armstrong-Cassidy	1985	Johnson	207.	Andrew H. Stark	1988	Tharp
172.	Ellen Caringer	1985	Marsella	208.	Stave Sacks	1988	Johnson
173.	Marilyn Easton	1985	Hatfield	209.	Jeanne Salkin-Cynn	1988	Carlson
174.	Mona M. Ozaki	1985	Morton	210.	Earle Schmitz	1988	Hatfield
175.	Ruta Peroff-Summers	1985	Digman	211.	Marlene Lindberg	1988	Tharp
176.	Naomi Takemoto-Chock	1985	Marsella	212.	Paul Forestell	1988	Herman
				213.	Michel Inaba	1988	Johnson
				214.	Lida G. Chase	1989	Johnson

	<i>Name</i>	<i>Year</i>	<i>Advisor</i>		<i>Name</i>	<i>Year</i>	<i>Advisor</i>
215.	Susan Goldstein	1989	Johnson	254.	Miles Muraoka	1995	Carlson
216.	Robin Sato	1989	Heiby	255.	Sheenagh Burns	1995	Johnson
217.	Bobbie O. N. Sullivan	1989	Johnson	256.	William Doherty	1995	Hatfield
218.	Peter Campos	1989	Heiby	257.	Theodore Singelis	1995	Hatfield
219.	Beth Ann Kalal	1989	Marsella	258.	Shyh Shin Wong	1996	Heiby
220.	Earl Hishinuma	1990	Minke	259.	Sandra Loo	1996	Rapport
221.	Thomas J. Darvill	1990	Johnson	260.	Kim Meyer	1996	Minke
222.	Brian S. Goodyear	1990	Vitousek	261.	Jeffrey Nathan	1996	Marsella
223.	Amando Cablas	1990	Dubanoski	262.	Thomas Cleary	1996	Shapiro
224.	Sean Caibre McCann	1990	Heiby	263.	Maria chun	1996	Marsella
225.	Lynna-Marie Sycip	1990	Fawcett	264.	Carmen Ciofalo-Lagos	1996	Marsella
226.	Hale T. Akamine	1991	O'Donnell	265.	Philippe Gross	1996	Shapiro
227.	Kelly Ann Miyoshi Honbo	1991	Johnson	266.	Lisa Orimoto	1996	Vitousek
228.	Trudy A. Narikiyo	1991	Johnson	267.	Leon C. Pereira	1996	Minke
229.	George P. Danko	1991	Johnson	268.	Langley P. Frissell	1997	Heiby
230.	Deirdre D. Yim	1991	Adams	269.	Kathleen K. Peters	1997	Carlson
231.	Susan Hippensteele	1991	Adams	270.	Margaret Coberly	1997	Shapiro
232.	Helmut Riedel	1991	Heiby	271.	Collin B. Denney	1997	Rapport
233.	Colin Macdonald	1992	Shapiro	272.	Dale Fryxell	1997	O'Donnell
234.	Alice Scheuer	1992	Marsella	273.	Robin H. Miyamoto	1997	Johnson
235.	Karuna Joshi-Peters	1992	Heiby	274.	Errol B. Yudko	1997	Blanchard
236.	James Niino	1992	Dubanoski	275.	Dharmayati Bumbang Utoyo	1998	Marsella
237.	Satoko Takahashi	1992	Marsella	276.	Cheryl A. Downey	1998	Minke
238.	Linda Ewald	1993	Vitousek	277.	Eduardo Mercado III	1998	Herman
239.	David Helweg	1993	Roitblat	278.	Mary E. Perrien	1998	Vitousek
240.	Alben Sekimura	1993	Johnson	279.	Maria E. Tanabe	1999	Johnson
241.	Elise Swope	1993	Johnson		Pangilinan		
242.	Heidi Harley	1993	Roitblat	280.	David C.S. Richard	1999	Haynes
243.	Nadine Shigezawa	1993	Nunokawa	281.	Martin S. Shapiro	1999	Bitterman
244.	Tracy Treverrow	1993	Carlson	282.	Ann M. Yamada	1999	Marsella
245.	Lois Yamauchi	1993	Ciborow- ski	283.	Pamela Wu Holt	1999	Haynes
246.	Nancy Stockert	1993	Hatfield	284.	David Westlee Lemons	1999	Roitblat
247.	Rodney Todorovich	1993	Crowell	285.	Lisa Watkins- Victorino	1999	O'Donnell
250.	Dorothy Chin	1994	Kameoka	286.	Aaron Kaplan	1999	Marsella
251.	Adam Pack	1994	Herman	287.	Stephen Kopetskie	1999	Heiby
252.	Susan Pelowski	1994	Heiby	288.	Tamara L. Echter	2000	Marsella
253.	Panrapee Cholvanich	1994	Dubanoski	289.	Mary Beth Leisen	2000	Haynes
				290.	Jungsik Kim	2000	Marsella

	<i>Name</i>	<i>Year</i>	<i>Advisor</i>		<i>Name</i>	<i>Year</i>	<i>Advisor</i>
291.	Denise Lajoie	2000	Marsella	330.	Peter Mezo	2005	Heiby
292.	Benno Kronabel	2000	Marsella	331.	Chris Markham	2005	Blanchard
293.	Frederic P. Manke	2000	Marsella	332.	Sara Francis	2005	Chorpita
294.	Carol M. Plummer	2000	Vitousek	333.	Dianne Shumay	2005	Heiby
295.	Curtis Ikehara	2001	Cole	334.	Susan Watson	2005	Haynes
296.	Cheryl Ramos	2001	Tanabe	335.	Jennifer Yamashita	2005	Marsella
297.	Juan Rapadas	2001	Marsella				
298.	Patrick Uchigakiuchi	2001	Rapport	336.	Fung Ling Ho	2005	Heiby
299.	Steven Wong	2001	Johnson	337.	Marlow Davis	2006	Hatfield
300.	Jason DeViva	2001	Vitousek	338.	Judy Hogan	2006	Carlson
301.	Jill Oliveira-Berry	2001	Haynes	339.	Robin Nussbaum	2006	Hatfield
302.	Alison S. Craig	2001	Herman	340.	Gail Shore	2006	Schiffman
303.	Susan E.B. Helm	2002	Marsella	341.	Rachel Blaser	2006	Couvillon
304.	Kristine M. Kogan Stephan	2002	O'Donnell	342.	Andrew Williams	2006	Hayashi & Haynes
305.	Heather L. Riley	2002	Marsella	343.	Crystal Mueller	2006	Wylie
306.	Erin Noel Ring	2002	Marsella	344.	Paula Mobly	2006	Kameoka
307.	Edward Suarez	2002	Marsella	345.	Alissa Taylor	2006	Chorpita
308.	Kyong-Mee Chung	2002	Rapport				
309.	Robert Widoe	2002	O'Donnell				
310.	Kamana'opono M. Crabbe	2002	Rapport				
311.	Charlotte Sykora	2002	Kameoka				
312.	Noel Jordan	2003	Marsella				
313.	Karl Nelson	2003	Heiby				
314.	Sean Scanlan	2003	Rapport				
315.	Jeffrey Stern	2003	Haynes				
316.	Rosiana Azman	2003	Watson				
317.	Caroline Delong	2003	Roitblat				
318.	Joseph Kaholokula	2003	Haynes				
319.	Joie Acosta	2004	O'Donnell				
320.	Barbara Digman	2004	Marsella				
321.	Renee Galbavy	2004	O'Donnell				
322.	Grace Lee	2004	Hatfield				
323.	Julie Slay	2004	Vitousek				
324.	Letitia Yim	2004	Heiby				
325.	Ayda Austin	2004	Marsella				
326.	James Browning	2004	Staats				
327.	Chuan Chang	2004	Marsella				
328.	Vivian Gonzalez	2004	Vitousek				
329.	Brian Branstetter	2005	Nachtigall				

APPENDIX E

Honors to Psychology Department Members: 1979 - 2006

Honors and Awards from Professional Organizations and Other Distinguished Groups

2005	Jeff Bitterman (Emeritus)	<u>Ernest R. Hilgard Award for Distinguished Contributions to General Psychology</u> – American Psychological Association
2004	Bruce Chorpita	<u>Governor's Award Honoree</u> – awarded to the Child and Adolescent Mental Health Division's Evidence-Based Practice Team (of which Dr. Chorpita was a member)
2001	Jeff Bitterman	<u>D. O. Hebb Distinguished Scientific Contribution Award</u> – American Psychological Association
2001	Cliff O'Donnell	<u>Award for Outstanding Contributions to Education and Training in Community Research and Action</u> – Council of Program Directors in Community Research and Action (APA Division 27)
1999	Lou Herman	<u>F. A. Beach Comparative Psychology Award</u> – Behavioral Neuroscience and Comparative Psychology Division of the American Psychological Association
1999	Tony Marsella	<u>Honorary Doctorate Degree (<i>Doctoris Honoris Causas</i>):</u> University of Copenhagen, Denmark
1998	Elaine Hatfield	<u>Alfred C. Kinsey Award for Research in Human Sexuality</u> – Society for the Scientific Study of Sex
1997	Jeff Bitterman	<u>Howard Crosby Warren Medal</u> – Society of Experimental Psychologists
1996	Anthony Marsella	<u>Award for International Advancement of Psychology</u> – American Psychological Association
1995	Elaine Hatfield	<u>Distinguished Scientist Award</u> – Society for the Scientific Study of Sex
1994	Richard Dubanoski	<u>Scholarly Achievement Award</u> – Soka University, Tokyo Japan
1994	Elaine Hatfield	<u>Distinguished Scientist Award</u> – Society of Experimental Social Psychology
1994	Anthony Marsella	<u>Medal of Highest Honor Award: (For Advancing Peace and International Understanding</u> – Soka University, Tokyo, Japan

1981	Jeff Bitterman	<u>Humboldt Prize</u> – Federal Republic of Germany
1979	Elaine Hatfield	<u>National Media Award for Best Book in Psychology</u> – American Psychological Foundation

Awards from the Hawai'i Psychological Association (HPA)

2006	Kelly Vitousek	<u>Award for Significant Professional Contribution</u>
2004	Anthony Marsella	<u>Award for Lifetime Achievement</u>
2002	Bruce Chorpita	<u>Award for Significant Professional Contribution</u>
2001	Stephen Haynes	<u>Award for Significant Professional Contribution</u>
2001	Anthony Marsella	<u>Outstanding Teacher of Psychology Award</u>
1995	Velma Kameoka	<u>Outstanding Teacher of Psychology Award</u>
1998	Richard Dubanoski	<u>Award for Significant Professional Contribution</u>
1997	Karl Minke	<u>Award for Distinguished Service</u>
1996	Elaine Heiby	<u>Award for Distinguished Service</u>
1994	Anthony Marsella	<u>Award for Significant Professional Contributions</u>
1992	Lou Herman	<u>Award for Significant Professional Contributions</u>

Awards from the University of Hawai'i at Manoa

2006	Robert Blanchard	<u>Research Award</u> – College of Social Science
2006	Bruce Chorpita	<u>Research Award</u> – College of Social Science
2006	Art Staats	<u>Distinguished Retired Faculty Award</u> – College of Social Science
2006	Roland Tharp	<u>Distinguished Retired Faculty Award</u> – College of Social Science
2005	Abe Arkoff	<u>Distinguished Retired Faculty Award</u> – College of Social Science
2005	Bruce Chorpita	<u>Research Award</u> – College of Social Science
2005	David Crowell	<u>Distinguished Retired Faculty Award</u> – College of Social Science

1993	Elaine Hatfield	<u>Award for Excellence in Teaching</u>
1991	Kelly Vitousek	<u>Presidential Citation for Meritorious Teaching</u>
1989	Elaine Hatfield	<u>Senior Sciences Excellence in Research Award</u> – University of Hawai'i Regents
1989	Velma Kameoka	<u>Medal for Excellence in Teaching Award</u> – University of Hawai'i Regents

Elected and Selected Memberships and Positions of Distinction

2006	Ed Chronicle	<u>Fellow of the British Psychological Society</u>
2004 – 2005	Cliff O'Donnell	<u>President of the Society for Community Research and Action</u> – APA Division 27
1999 – 2007	Jac Carlson	<u>Editor</u> – <i>International Journal of Stress Management</i>
1999 – 2000	Cliff O'Donnell	<u>Chair of the Council of Program Directors in Community Research and Action</u> – APA Division 27
1998 – 1999	Elaine Hatfield	<u>President</u> – Society for the Scientific Study of Sex
1998 – 2002	Sam Shapiro	<u>Editor</u> – <i>International Journal of Transpersonal Studies</i> and this journal's <i>Voices of Russian Transpersonal Series</i>
1997 – 2003	Stephen Haynes	<u>Editor</u> – <i>Psychological Assessment</i>
1996	Cliff O'Donnell	<u>Fellow in the Society for Community Research and Action</u> - APA Division 27
1995 – 1996	Cliff O'Donnell	<u>Chair of the Council of Program Directors in Community Research and Action</u> – APA Division 27
1992 – 1994	Bob Blanchard	<u>President of the International Society for Research on Aggression</u>
1989 – 2000	Cliff O'Donnell	Gave 6 invited U.S. Congressional testimonies and briefings