

## Editorial

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*College of Education in 1965 with Wist Annex under construction. The foreground shows Building 3 of the Laboratory School (completed in 1957) and the roof of the Multipurpose building (completed in 1963) at the bottom. Building 1 (1943) and Building 2 (1948) are at the bottom left.*

This issue of *Educational Perspectives* takes the Sixties as its subject: a period which has had a huge and continuing impact on the College.

In composing these articles, the early issues of *Educational Perspectives* have been an invaluable resource. But we have also profited immensely from the recollections of faculty, most of whom are now retired, who were active in the College during this critical decade and who helped shape the events that the articles describe.

The editor is especially grateful to the following people for sharing their memories and stories and helping to uncover information: Andrew In, Ann Keppel, Art Wong, Alma Cirino, Victor Kobayashi, Geoffrey Kucera, Yoshimitsu Takei, Don Leton, Walt Wittich, Hubert Everly, Loretta Krause, Fred Bail, Gayle Peiler, Aiko Oda, Peter Dunn-Rankin, Iris Miyamura and Susan Omori. We also wish to thank Warren Nishimoto and the University of Hawai'i's Center for Oral History for generously providing access to their records. The profile of Hubert Everly, especially, drew heavily on interview transcripts from the Center.

Inevitably, the articles present a particular viewpoint and highlight the work of a few rather than the many people

who were involved. Important personalities are treated much more briefly than their efforts deserve. We apologize for these "missing pages."

The full story of this period remains to be told. It is part of an even bigger narrative that traces the shaping role that progressive education ideas have played in the history of the College and in Hawai'i: a topic that calls out for a more thorough, historical treatment.

The first article in this issue describes the three main trends in the College during the Sixties and assesses their impact. The second article profiles the careers of Hubert Victor Everly and Robert Walter Clopton, who both contributed greatly to the work and prestige of the College from the 40s through the 70s. In the third article, Art King takes a personal look at the beginning of the Curriculum Research and Development Group and identifies the factors that have contributed to its success and longevity as an institution. For my own contribution, I have drawn on the early articles of *Educational Perspectives* to present a portrait of the early years of the journal. The final article by Ralph Williams is a summary of the Stiles Report, which, more than any other, helped to redirect the College's mission and goals in the 60s.