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## Andrew W. S. In

*Interviewed by Warren Nishimoto (1998)*

*Narrative edited by Warren Nishimoto*

**Andrew W. S. In** was professor in the University of Hawai'i's College of Education from 1951 to 1979. He was named acting dean of the college in 1979, succeeding Hubert V. Everly. The following year, he became the permanent dean and served until his retirement in 1984.

Born and raised in Honolulu, In attended Royal Elementary, Central Junior High, and McKinley High schools, graduating from McKinley in 1938. He then attended the University of Hawai'i Teachers College (later known as the College of Education). His undergraduate studies were interrupted by World War II. Following five years of military service, In completed his education degree in 1946. He enrolled in the master's and doctorate programs at New York University, earning his PhD in 1951.

In returned to Hawai'i and began his professional academic career as an assistant professor assigned to the University Laboratory School. In 1956, he became principal of the school. He later served as the first chair of what is known today as the Department of Curriculum Studies in the College of Education.

In's administrative career path continued as he became dean Hubert V. Everly's associate dean for curriculum and instruction. After Everly retired in 1979, In was named acting dean. A year later, he was named the college's permanent dean. He served until his retirement in 1984.

In married Stella Lau in 1942 and they raised four children—two sons and two daughters. Stella In died in 1979. In married Jennie Lee, a social worker, in 1982.

### Family and community

I was born in 1921 [at] 407 North Vineyard Street very near the Nu'uano Stream. My earliest recollection of that area where we lived was walking to church with my parents on Sunday mornings, which was located down on Beretania Street near Nu'uano [Avenue], very near where the old Tin Can Alley was. I don't know whether you ever heard of that term.

My mother, her name was Yan Ho Ching. Her father was also born in Hawai'i, also taken back to China when he was a young child, and educated in China. He was an imperial scholar having taken examinations in Beijing. When he returned to Hawai'i, his father was, at that time, the commercial agent for the Ching government. Today he would be about the rank of consul general. He had come to Hawai'i as a young man probably sometime around 1850 or thereabouts, and had grown up and worked in the businesses of his uncle. Later on, he became a leader in the Chinese community, was the first president of the United Chinese Society, and as I said, was the commercial agent for the Ching government. He had four wives (chuckles).

Socially, it was probably a fairly respected household because her father was a scholar, and in the community, he was a Chinese-language schoolteacher. He had students coming into the home and he taught them. But income-wise,

they were not in the merchant class. And so the income was very limited. But as I said, he was a scholar, and had beautiful calligraphy. So people in town, when they needed any kind of couplets painted on silk with calligraphy that would be used for weddings and opening up stores and so on, they would come to him. And I would help him rule the lines with the chalk string that he would hold, and then I would snap it for him and make the lines for him to square boxes, in which he would write his characters. So that was part of my upbringing.

My mother spoke very good English. Her English was better than her Chinese [i.e., Cantonese dialect]. So at home, she would speak to us in English, whereas my dad's English was not very good. So he spoke both languages and mostly Chinese at home. So that was how we learned our Chinese at home.

My father's name was Koon Ling In. He was born in Kahuku, [O'ahu] in 1895. His father had come from China with his wife. And my father had one sister. They both were taken back to China when they were very young. My father was seven years old, and the sister was two. And they returned to the village in the Chungshan district of Guangdong province, and he grew up there, going to language school and did not return to Hawai'i until 1912. And by that time, his father had died here in Hawai'i in 1903.

My grandfather came to Hawai'i as a storekeeper with his uncle, and they opened a store in Kahuku, where they sold [goods] to the [sugar] workers [of Kahuku Plantation Company]. That's about all we know about my [paternal] grandfather and great-grandfather.

My dad had a fairly good Chinese background in education. He returned to Hawai'i as a young man. He roomed with other Chinese young men in the tenements on Pauahi Street. My father learned his English at the night school at Beretania Mission taught by Elijah and Jessie MacKenzie. The Mission was near his boarding house. Later on, [Beretania Mission] became the Second Chinese Congregational Church. And that church played a very important part in my growing up because we spent a lot of time there, and my dad was very active in that church and served on the board.

The church was located in Chinatown. When I was about four years old, we moved up to where my grandfather lived on Leilehua Lane.<sup>1</sup> We [later] moved to another house right back of where my grandfather lived, but the address was on Lusitana Street. So most of my elementary school days were spent in that house on Lusitana Street.

That house was small, but somehow we accommodated lots of people there. It was one of several houses within a small compound. We were in the last house on this lane, and there were a lot of kids there, so we grew up playing all kinds of games like *peewee*.<sup>2</sup> That was one of the games we played in that lane there, and of course, we played softball and football. But that lane was a very narrow lane, you know, just enough for a car to come in. But that was our playground.

The stores that we patronized were Chinese-owned. There was a Ho family that ran a little grocery store there, and Ho Pui Kee was the bakery that we used to go down to. Back in those days, too, the one interesting activity that we were engaged in was passing out these campaign cards during election time. There used to be big rallies at that triangle park that was right across the street from where we used to live.

### Chinese-language school

When I was attending [Central] Junior High School,<sup>3</sup> beginning in the seventh grade, we would leave school in the afternoon and walk from Central down through Kukui Street to our church where our Chinese-language school was. Then Chinese-language school would start at three o'clock and ran to five every day. And then Saturdays, nine to twelve. The church served as a community center. Kids came from all over, Chinatown particularly. On Friday nights, we would get into our clubs. There were about six or seven of us, and we became the Galahad Knights. Actually, we started as the Beretania Knights, then we changed our name later on to the Galahad Knights. There must have been about six or seven of us, maybe eight, and we still meet today. There are five

of us left now. So the Galahad Knights have continued since 1934 (chuckles). Mostly socials, some service.

I loved Chinese-language school because I was a pretty good calligrapher from my background with my grandfather, having watched him and having done some of that under his tutelage. So I used to have beautiful calligraphy. Then our principal, Mr. Lau, also instituted an art class. So we used to do Chinese brush painting, pictures of birds and pictures of mountains and streams and rivers and stuff like that. I used to love that. And Mrs. Lau, who was one of the teachers in the school, was a great storyteller. I used to love listening to her stories of Chinese history and fiction, all in Chinese. She used to tell us stories about the monkey king and the whole series of stories during the three kingdoms period particularly. So my language school years were always a fun time as well as learning a lot of Chinese.

[The instruction] was more in terms of Christian ethics because of our relationship with the church, so the Ten Commandments was more basic to our learning. There were also some Chinese classics that dealt with human relationships and respect for your elders, respect for your parents, you know, that kind of [lesson]. But primarily, the morality that was given to us was mostly related to the church.

There are several classics that we used to memorize all the way through. One that I recall was made up of 1,000 Chinese characters, and those characters trace Chinese beginnings and history. So it was very interesting memorizing that and reciting that. Then of course, the writings of Confucius were difficult, but you didn't memorize, we just read them.

### Public school

I went to Royal School from the first grade to the sixth grade. First I went to the Castle Kindergarten down on Hotel Street. I spent either a year or two at that kindergarten because my dad had a paint shop right across the street from the kindergarten. And we used to go over there to the paint shop to wait for him after preschool. He [first] became a painter painting automobiles and then later on, started his own shop, located right where City Hall is right now.

At Royal School, one of the real ambitions I had was to make a [model] clipper ship, a Viking ship, or a Spanish galleon. At one time, when Royal School had eight grades, every young boy made either one of these models before he graduated. But Royal School became a sixth-grade school when they started Central [Junior High]. So I never satisfied that goal of building one of those model ships.

From seventh grade, eighth grade, I used to detest math. I took algebra and geometry at the same time. That was a nightmare. Luckily my uncle was living with us, the engineer—down at Printers Lane there, and he helped me with my math. I would do the problems in the afternoon and when he came home at night, would check them for me before I went to school the next day. But that was a nightmare

because algebra leads into geometry and I didn't have any background at all. But I finally made it through and went into college and never took math after that.

[At McKinley High School], ROTC [Reserved Officers Training Corps] was my life (chuckles), especially junior and senior years. Back in those days, you had to take either physical education or ROTC. I took three years of ROTC, and as a senior, I was appointed cadet lieutenant colonel. We had a huge unit in ROTC; we had what was known as a brigade then, instead of just a regiment. There were two regiments in a brigade at that time, and I headed one of the regiments.

The first year I was there, we started into what was known as the "core program."<sup>4</sup> It was a combination of English and social studies. All through my high school years, I drew teachers who did not emphasize grammar. We had a teacher from Oregon the first year, sophomore year. He was more a history and social studies kind of person; language arts was not emphasized. Second year, I drew Mrs. Walton Gordon.<sup>5</sup> He [i.e., Walton M. Gordon] was my principal at Central [Junior High School]. Mrs. Gordon was, again, more oriented towards the social studies area instead of language arts. My senior year definitely, Mrs. Ethel Spalding was a history major, not language arts. So the emphasis was not there, and so my grammatical ability was very poor in terms of being able to know what a verb and an adjective and a predicate or so on is. So from that standpoint, my language arts area suffered in college (chuckles).

[Much later], when we did a study of core programs [on O'ahu] and how they affected student [academic performance at the University [of Hawai'i]], we found that core programs didn't [negatively] affect [students] that much because the freshman classes at the university from four [O'ahu high] schools all scored just about the same grade point average. So I don't know whether you could knock the core program.

I had run to be senior class vice president. There was a fellow [running for president] by the name of Lum. He and I, and a gal running for secretary and a fellow running for treasurer, founded the first political party at McKinley High School. (Laughs) We ran as a party, you know. And we got defeated, so we lost the election.

And my senior year, my teacher, Ethel Spalding, was very key in my development because she was chair of the senior forum committee. I got elected as the chairman of the forum committee for the senior class. And that year was a tremendous year in activities for us in forum work because Ethel Spalding headed up the all-schools' forum committee. As chairman of the McKinley group, we were the leaders in trying to get the all-schools' forum work organized. During the fall of 1937 a group of [U.S.] congressmen came to Hawai'i to review this interest of statehood for Hawai'i. And it turned out that the senator from Iowa, Senator [Guy] Gil-

lette—Ethel Spalding invited him to McKinley High School to one of our forums on statehood. I was chairman of the forum that day presenting this big meeting to these visiting congressmen and senators. So forum work was a big thing and Ethel Spalding was very influential in getting me to go into teaching. She wanted me to be a history teacher. Well, I ended up in [University of Hawai'i] Teachers College in 1938.

## Student years at the University of Hawai'i Teachers College

I remember that freshman week was a terror for us. We were all required to wear a beanie. One fellow I remember, who was on the football team, an upperclassman, guy by the name of "Airedale" Macpherson. Friends of mine were lined up for supper on freshman week, and I don't know what happened, whether we cut in line or what. (Chuckles) He nabbed us and he started marching us down to the swimming pool and threatened to throw us in. We were on the quadrangle and we had to climb up on the greased pole to get the flag and all that kind of stuff. Freshman week was a scary time. My first two years in college were mostly study. I didn't really do much socializing.

I thought I was a big man on campus at McKinley when I was a lieutenant colonel in ROTC and forum chairman for the senior class. But when I got to Teachers College I was required to take remedial speech without credit. It wasn't until my second semester in Speech that I'd get one credit. All I remember is that all of us who entered the College of Ed[ucation] or at that time, it was called the Teachers College, were required to have speech. And we all went through a speech test, and on what basis they graded us, I don't know. I guess it depended on who you drew as a tester. So that was one of the blows to my ego, I guess. My grammar skills were about like the way I speak now. Maybe it was more stilted, you know, because in prepared talks at the high school level, we were more formal. But I think it was depending on the instructor's concept of sounds and things like that. The other blow was writing. I drew Dr. Willard Wilson, who was really a taskmaster at English 100 and English 101. The first semester, I received a D. Second semester I struggled to get it up to C. So again, that was a real blow. Here I was writing speeches at McKinley (chuckles), but my papers in college would come back red penciled with all kinds of comments on them. My freshman year, I think my grade point was 1.7. But later on, I did a study of the entering freshman class from all the high schools and I discovered that the average freshman grade was somewhere between 1.5 and 1.7, and so it was not that bad. But, you know, to us it was, "Gee, that's almost like a D-plus." So it was quite a blow and it took me a long time to bring it back up to a decent grade. And when I finished college, I guess it was only 2.7.

We would spend all four years in the Teachers College before [receiving] our bachelor's [BEd] degree. Whereas today, the students enter the university and they take their work in the College of Arts and Sciences for the first two years before they decide where they're going for their major. The very first semester, we had Education 100 with an old professor by the name of Dr. Tanner. Very kind gentleman. But there was very little work actually done in the Teachers College the first two years. I was mainly taking [courses] in the other departments over in the College of Arts and Sciences.

When we finally got into Teachers College kind of courses in the junior year, they were primarily methods courses. So we had courses in teaching music, for example, in which I received a D. (Chuckles) Mrs. [Dorothy] Kahananui taught us music methods. I didn't know one note from another when I first started, and furthermore I had a very difficult time with rhythm all through my social life. I never was a good dancer because I always danced to the first beat rather than the bass beat (laughs).

We were somehow grouped very early into elementary or secondary [student teaching], and many of us men in the group were placed in elementary education. I guess one of the reasons for that was they wanted men in elementary ed, and furthermore, at that time when I first started, there was only the elementary school and the preschool at the University Laboratory School. There was no secondary level. So most of us were channeled through that program. I was scheduled to teach music at the lab school on December 8, 1941.

I had already started [student] teaching a group of kids at the fifth-grade level. And I had another partner with me who was also male, and the two of us were assigned to student teaching for eight weeks. That was the extent of student teaching back in those days: eight weeks of student teaching. So we had started teaching two weeks prior to December 7. So December 8 would have been the beginning of our third week of student teaching. And we were to graduate the second week in February or thereabouts. But as of December 7 [because of the outbreak of World War II], they graduated our class, those of us who were mid-year graduates. So our diploma reads "December 7, 1941."

When my [first] wife [Stella H.S. Lau In] and I got married, it was wartime [1942], blackout. So our wedding had to take place at about one o'clock in the afternoon at our church. And after the wedding, we had a reception down at the basement of the church, where we had a gym. For our honeymoon, my teacher in the senior year at McKinley High School loaned us her home. So we spent three days at her home there, and she went to stay with her sister out in Wahiawa while we used her home for our honeymoon. You know, this is the kind of relationship that we had with her. And so these people were just tremendous in their relationship with others. So that kind of gave us a value system that

we tried to reciprocate in our relationships with students.

Prior to student teaching, we used to go out to the public schools to observe. I recall going to Kūhiō School. I was working with second graders and it was fun having those kids. You know, you go down there and they all gather around you as if you were somebody important. We had a good time observing those kids and working with them.

But when I started back into Teachers College after the war, I had decided I was not cut out to be an elementary school teacher. I went in to see Dean [Benjamin O.] Wist and said that I would like to become a secondary school teacher. He said that would be fine. He said, "But since you've not had student teaching, you need to pick up the student teaching program. And since you already have a bachelor's degree in education, we could allow you to begin your graduate work in the fifth year." So that semester I was on campus for the fifth year, I took some courses in methods of teaching social studies and basic courses in secondary education and then the rest were graduate courses in philosophy of education, tests and measurements, psychology, and things like that. At the same time, I was student teaching. I taught a seventh grade group at University Laboratory School English and social studies. They had actually [something] very much like the core program [at McKinley High School]. It was a program patterned after the lab school at the Ohio State [University]. It was a combination of English and social studies, so the student teacher who was involved in language arts would do the teaching in language arts, and those of us who were social studies majors would handle the social studies.

## Graduate school

I had already started thinking about going to the Mainland to get my advanced degree because I was already seeing that my classmates who had not gone into the [military] service, with five years ahead of me, were already into vice-principalships. So I figured, well, if I'm going to catch up, I got to get an advanced degree. So that spring, I had already started writing to schools for admissions.

The Ohio State [University] had accepted me, and I had wanted to go there because there was Dr. Harold B. Alberty, who was outstanding in curriculum. And also the fact that most of our faculty members at the University [of Hawai'i] College of Education had been graduates of Ohio State. But when their letter of acceptance came, there was a paragraph that admonished "foreign students" that when you come here, you must be financially able to take care of your problem. I was kind of shocked that they referred to us as foreign students. So that kind of ruled Ohio State out.

[University of] California was a choice, but I felt I wanted something different from the West Coast. At the University of Minnesota School of Education, our former principal from [McKinley] High School, Miles E. Cary, was there. The unfortunate part was that the letter of acceptance



to be admitted to the school and also to be a graduate assistant to Dr. Cary did not get to me until after I had been accepted to NYU. That letter, instead of coming straight to Hawai'i, had gone out to Guam somehow, and didn't get to Hawai'i until three weeks later from the date it was sent. So, one of those twists of fate.

So I ended up at New York University. The letter that came from them was such a warm, friendly letter, that I said, "Gee, this is the place to go." My three years in New York were very, very, great years; plus the fact that the faculty was just outstanding in their human relationships from the dean down. That was a very excellent experience, and I had three years of real great learning and happiness there. For my master's degree, I completed a major in secondary education. For the doctorate, I went into educational administration curriculum supervision.

After my graduation from NYU in June 1951, I had two job offers: one from the University of Hawai'i, and one from my professor of administration, who was an adjunct professor at NYU, but superintendent of schools up at White Plains, New York. He offered me a job in the White Plains school system at \$5,100 a year. UH offered me \$4,500. And after long consideration, I decided I'd come home.

### University of Hawai'i College of Education

The position I had was as an assistant professor with assignment to the University Laboratory School as a supervisor of student teachers [starting in 1951]. We were training teachers for the territory of Hawai'i. I don't remember the numbers we were turning out at that time, but it wasn't that large. At the secondary level, we had two groups of youngsters at each grade level in the lab school. That's six classes times two. So there were twelve classes of youngsters that could serve as the classes for the student teachers. And two student teachers were assigned to each of the groups. So I supervised two student teachers in what we called the general education class which was the sort of homeroom base and where the English and social studies classes were taught. So the total numbers would be two times twelve that we were turning out each semester. And I've forgotten what year it was now, but we went to the legislature and were able to convince them to double the output. So I think from two hundred students a year, we were then turning out about four hundred a year when I left the college [in 1984].

The criticism at that time was that our teachers were not well prepared in the subject fields, particularly the elementary teachers, who had very minor preparation in the subject areas. Most of the teaching that they were required to do had to represent many fields, so it was difficult for them to get in all the subject area concentrations. We had in place our professional diploma program which was a fifth year of training at the college, divided by one semester of academic work on campus, primarily graduate-level courses in educa-

tion such as advanced educational psychology, tests and measurements, and philosophy of education, with some work in the subject area, making a total of about fourteen credit hours plus the seminar. Then the second semester of the year was spent intern teaching. And this was out in the public schools. So our graduates then had both experience teaching in a laboratory school and then teaching in a public school. So we thought that was an excellent program.

We would work with the student [teachers] in planning. They had to have a lesson plan and a unit plan. In other words, they had to have the overall unit of study that they were going to teach for either the number of weeks that it was supposed to be for or the entire semester, depending on whether it was their subject major field. And then from the unit plan, they had to develop lesson plans. We would sit down with them on teaching how to develop lesson plans. After the plans were made, we had to observe them as they taught the lessons. Following the class session, we would again sit down with them and critique their experience.

So basically that's what the supervisor of student teachers did. In addition to that, we were supervising a group of pupils; they were our responsibility also. We had to work with their parents and counsel them when need arose. Similarly, we were helping the student teachers understand those kinds of functions and helping them with their counseling of the pupils. It was a gradual induction kind of thing for the student teachers. And attending PTAs [Parent-Teacher Association] for example, we would meet with the parents and the student teachers would be right along with us, getting to know the parents and understanding the role of the teacher in a parent-teacher conference. Developing report cards, all of those kinds of functions that a teacher would normally be expected to perform. That was our role, guiding these young people in getting the skills and the content for these kinds of activities. And then of course, the school would carry on athletic programs, social programs, and the supervisors were all involved in that also. We were the continuing thread, whereas the student teachers were there for one semester and they're gone. So the pupils of the classes looked to the supervisors as their counselors and guides throughout the years.

Then [in 1956], I was promoted to be principal of the University Laboratory School. The principal, as far as working with the student teachers was concerned, provided orientation. We had a seminar with all the student teachers. Every semester, the principal taught the seminar, which was conducted once a week where the principal worked with the student teachers in discussing general kinds of programs and activities dealing with school operation.

Now occasionally, when a supervisor had some difficulty with a student teacher, we would come in to try to resolve the problem. The pupils were a concern for us, the supervisors. We had to be assured that the pupils were learning. I think there was a balance there. I don't think we were

only concerned about the practice teachers, to the neglect of the pupils in the school. I think that the pupils received a good education. I think many of them learned in spite of the poor teaching that might have taken place sometimes (laughs).

We always joked about how the pupils were able to train these student teachers, because I think they were very helpful. In other words, they [pupils] knew that the [student teachers] needed help, and so they didn't really get out of line. Most of them were very cooperative kids. So I think the experience of the lab school was such that the student teachers had a much easier time than if they had been assigned right out to the public schools from the very beginning, which we had to do in our later years once we started expanding the college. We did not have enough room in the lab school to take care of the student teachers. So, half of them were sent out to the public schools.

In 1960, I moved over to be chairman of the Division of Secondary Education. It wasn't yet a department at that time. Following that year, the college was reorganizing to several departments. And the Division of Secondary Ed[ucation] became the Department of Secondary Ed[ucation]. I served as chairman of that department until 1965 or thereabouts. Then the Department of Elementary Ed[ucation] and the Department of Secondary Ed[ucation] were combined [in 1966] into one department called the Department of Curriculum and Instruction.<sup>6</sup> And I was the first chairman of that.

The legislators, I'm not sure what their motivation was [in calling for the merger of the elementary and secondary education programs], but they really attacked our elementary program. I remember the chairman of elementary ed at that time, Roselyn Porter and myself, being chairman of the secondary ed department, were called down to the legislative hearing of the senate education committee on higher education. She was on the stand for about three hours. I was there all afternoon waiting for my turn. Finally, they broke for dinner. After dinner we came back and she was on the stand for another period of time. Finally, when I was called, I was on the stand for about fifteen, twenty minutes. So right off, you could tell they were after the elementary program rather than the secondary program. So we had these two departments combined. She was relieved of the chairmanship, and I think she retired after that. So that was a very unpleasant situation there at the legislature. Oh, it was horrible, the way they grilled her.

I think the [merger] made an impact on the college in terms of separating some of the faculty. This led to some hard feelings because some of the people in the college did not hold doctorates. And these people were all put into a division called the Field Services Division. They were relegated to being supervisors of student teachers in the field rather than being professors in the college's instructional program. And the sort of self-joke on themselves, kind of a

not entirely happy joke, but they called themselves the "field hands." So you know, that kind of feeling was generated as a result of the departmentalization in a college.

Around this time, there was also created the Department of Educational Administration, a department of history and philosophy of education [i.e., Department of Educational Foundations], and a Department of Educational Psychology. I think those were the departments that we had. Then eventually there were two other departments added: one was the Department of Counseling and Guidance, which was a split-off from Ed Psych. And then there was a department called Communications and Technology [i.e., Department of Educational Technology]. So those became the eventual makeup of the College of Education. In addition to that, a Department of Special Education was added. So today we have those departments.

I don't remember much of that tenure because I was in that office just one year. Then I went on sabbatical. So my recollection of that experience is very little and very vague. Then when I came back, I didn't go back into that department.

I was due [for a sabbatical] and I wanted to learn the Chinese language more in depth. I was also interested in taking my children to get some Chinese culture. So we ended up in Taiwan and lived very close to the campus of The College of Chinese Culture, located above the hills of Taipei City in what is known as Yang Ming Shan, which is a kind of resort area. Two of my children went to the college. I enrolled in a couple of classes at the college; one class was studying Sun Yat-sen's three principles. After one semester I gave up because I didn't have that much depth in the written language. We also took a class in Chinese calligraphy and brush painting, which we enjoyed very much. But the two kids that went to the college didn't learn much because they were being pumped by the kids who wanted to learn English, instead of the other way around. And our youngest went to the American school where she had a ninth-grade education, which was an American education. So she didn't learn much Chinese either. But we had a good year there. I really had a good tutor who came in and worked with me for an hour each day. And I learned how to read the newspaper and really got a good review of Chinese history.

### **Dean of the University of Hawai'i College of Education**

[After returning from sabbatical], I was asked by Dean [Hubert V.] Everly to serve as assistant dean for curriculum and instruction. I was then promoted to associate dean. And in 1979, Dean Everly retired, and I was appointed as the acting dean.<sup>7</sup> I was hoping to follow Everly. He gave me a good education when I was his assistant. And I felt that I could do a good job for the college. [Everly] was always my mentor. I felt that his strengths were in working with the legislature.

I didn't have that kind of entree into the legislature. I always admired him in that relationship that he had. When I say he was my mentor, he gave me all kinds of opportunities. He didn't care to go to the mainland to meetings, so I was sent in his place to all the deans' meetings, annually. (Chuckles) I made twelve trips to Chicago in the dead of winter. But that was excellent entree into what was going on nationally with teacher's colleges and colleges of education. And getting to know some of those people and being friends with them all through my career was an experience and an opportunity.

Unfortunately, after I got appointed as acting dean, my wife became sick with cancer and died. So that year was a very traumatic one for me. I was undertaking a new position and at the same time going through a lot of problems, getting adjusted as a widower and trying to get adjusted to a new job where the buck stops at your desk. So those first two years, one as acting dean and as dean of the college, were very difficult years.

In 1980, I was named the dean of the College [of Education] by then chancellor Durwood Long. I was instrumental in developing the doctoral program for the college. I handled all the discussions with the several [COE] departments. And they were all contending for a piece of the action. I had to negotiate with the department heads in the college. We also had a lot of trying experiences with the Graduate Division in trying to get that doctorate of education program through.

First, we were trying to get a PhD, and that didn't work. So finally, we went for the EdD, a doctorate of education. It was an educating job then because the graduate school people did not understand what a doctorate of education was. So once we got it through, it was almost like my baby that I helped to develop and bring into life. So when I took over as [permanent] dean, that was one of the things that I wanted to see established.

We started the movement to get national accreditation. The cost at that time would have been between fifteen to twenty-five thousand dollars to bring in an evaluation team to study our system and make recommendations for accreditation. But we never could get that kind of money. We didn't know what mainland professors and administrators on that team to evaluate a teacher-training institution would think of us. The people who came from the mainland as visiting professors on our campus knew our program and we had a good reputation. Accreditation on a national scale was something that needed to be done for our college. As far as foreign students are concerned, they don't understand what state accreditation is or Western Association of Schools and Colleges [WASC] accreditation is. All they know is national accreditation. So when they decide to come to the U.S. to study, they look at which schools have what is known as NCATE accreditation, National Council for Accreditation of Teacher Education. So I think that it was important that our college have national accreditation.<sup>8</sup>

During the period of time that I was dean, our college was reviewed. This was going on throughout the University [of Hawai'i] and our college had decided that we would like to be evaluated. We were evaluated by a committee called the Task Force C. It was headed by people who were mainly in the College of Arts and Sciences. The review had to do with the number of students we had, the quality of students we had, the number of graduates we were producing, and the need for teachers in the state at that time. The review was made over a period of months. When it was finally reported to the college, both the senate of the college and I wrote rebuttals to the report, citing the information that we had which was contrary to the findings of the task force. Our reports, I think, totaled sixty pages or more, including a lot of statistics and information from the state Department of Education. But it was to no avail. Although the chancellor at that time, Marvin Anderson, had promised that we would have a hearing, it never did occur. He had made his recommendation to the [University of Hawai'i] president that the College of Education be cut by 50 percent, which was the task force's recommendation also.<sup>9</sup>

The state Department [of Education] administration supported our position: that although there was a list that showed there was a large waiting list for teaching [positions], many of those people were no longer seeking teaching positions and that the true number who were seeking was not an accurate one. So this was the position we took. But evidently, the chancellor's office and the president's office did not agree with that position.

At that point, I tried to see the president to convince him that this was a wrong move. But I felt that the recommendations was pretty much set. The university was looking for position counts that they could move to begin other kinds of endeavors at the university, particularly in the area of the computer sciences. So I felt that I needed to go to the [Board of] Regents. In order to do that, I felt that I had to resign my position [as dean] and be free then to go above the people who were my superiors, which I finally did. I approached the regents and the conclusion of all this was that the college was not cut by 50 percent. Evidently, the report finally was such that they accepted the position of the College of Education

And I think the college was vindicated five years after that. At the end of five years—this was about 1989, I guess it was--there was a tremendous shortage of teachers, due to the fact that administrators were retiring, and teachers were moving up to become administrators. So the state had to recruit from the mainland in order to get teachers. Even before this, the state still had to recruit teachers from the mainland. But had we been cut by 50 percent, the need for recruitment from the mainland would have been even greater. So I felt that what we had done, even though it had cost me my job in taking early retirement, was a correct move.

I felt that the only way I could really make an impact was to resign and then I was free to act. Once I retired I felt that I could go to the regents and lobby, which I did. And I'd like to think that my lobbying at that point helped to stop the action of the regents in accepting that report. There was no cut at all.

That's the ironic thing. We thought it would help the college to be evaluated so that they could begin to see the need for resources in the college. But it kind of boomeranged on me. I don't know where they got those findings [indicating an oversupply of teachers in Hawai'i], but they were all inaccurate. It was very easy for us to defend the college because we had the facts. But when the facts didn't make any difference, then I knew that going through discussions was fruitless. And drastic action had to be taken.

### Retirement and reflections

I was a full professor by that time and so at my retirement I became emeritus dean and professor of education. I retired [in 1984] at age sixty-three. [When Dean Everly] retired [in 1979], he left completely. He didn't stay around; the faculty had no problem with loyalties. So when I left, I did the same thing for the person who took over from me, so that no one should be having loyalties to me after I leave. So I did the same thing for Peter Dunn-Rankin who took over as acting dean, [followed by Dan Blaine], and then John Dolly, who finally became dean [in 1986].

After my retirement, I led several groups to China. I also did a lot of traveling on the [U.S.] mainland, visiting my family and getting elected to our national church's board for homeland ministries. In addition to that experience, I served as chairman of the C. K. and Soo Yong Huang Foundation. For years, we administered the estate of these donors, devoted to setting up scholarships and grants to institutions like Queen's [Medical Center], the art academy [i.e., Honolulu Academy of Arts], University of Cincinnati, and University of Hawai'i, that dealt with projects about China or Chinese culture and in particular, Beijing opera.

In addition to the arts, in the more recent years, that was expanded to include other fields of study. Education, law, American studies, library science, where Chinese students coming from China, Hong Kong, Taiwan, would be given scholarships to study at the University of Hawai'i or mainland universities to get training in these fields with the inten-

tion, our intention at least, that they would go back and help their country. So over the years, we had a hand in helping to train resources for China.

So that was how I spent my retirement, working with the United Church of Christ and the Huang Foundation. So we've been pretty busy.

I think my University of Hawai'i experience has been a very rich one. I had mostly happy years there. In my retirement, I regret that I didn't follow up on some things, particularly in the art field. I sometimes wish I had gone into the field of art. I'm still looking for the time when I can really sit down and paint and follow up on the talents that I had at one time, where I was very much interested in watercolor and oils all through my schooling.

I love teaching. Working with students was always a thing that I really enjoyed doing, primarily because when I was a student, I was always treated well. I had people who really were interested in me all through my schooling and career. From my very first grade, I had good teachers and really enjoyed classes. I still do a lot of reading. In fact, I guess I spend too much time reading instead of getting into these other things.

### ENDNOTES

<sup>1</sup> Leilehua Lane is located a few blocks from Chinatown and Downtown Honolulu.

<sup>2</sup> Childhood game played with a peg and a stick.

<sup>3</sup> Today it is known as Central Middle School.

<sup>4</sup> First introduced in 1931 by McKinley High School principal Miles E. Carey, the core program integrated English and social studies classes.

<sup>5</sup> Mrs. Gordon was the wife of Walton M. Gordon, the future superintendent of schools.

<sup>6</sup> Today it is known as the Department of Curriculum Studies.

<sup>7</sup> Hubert V. Everly served as dean of the College of Education from 1956 to 1979.

<sup>8</sup> The College of Education received accreditation from NCATE in October 2001, seventeen years after In's retirement as dean, and three years after this set of interviews was conducted.

<sup>9</sup> A major justification given by the task force was a statistical indication that the Hawai'i Department of Education was to experience an oversupply of teachers; therefore, fewer students and faculty were needed in the College of Education in coming years.