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THE HISTORY OF THE
COLLEGE OF HAWAII

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PREFACE

Forty years ago Arthur Lyman Dean delivered the University of Hawaii's commencement address in which he described the institution's college era. His discourse, later published as the Historical Sketch of the University of Hawaii, remained the standard work on the College of Hawaii. Later accounts not only suffered from brevity and inaccuracy, but they also continued to portray the College without reference to the Island community.

This thesis attempts to place the College in proper perspective and provide a basis for future studies by filling in gaps and correcting errors found in the present state of University chronology.

The Minutes of the Board of Regents were my main source of information and I wish to thank Miss Melva Miyasato, secretary to the Board, for her kindness while I was perusing these records. Miss Janet Bell of the University Library's Hawaiian Collection and Miss Agnes Conrad of the State Archives gave me assistance and encouragement. I am indebted to Valentine Marcallino and William Meinecke, members of the College's second graduating class, for the many hours they spent recounting the early days of the College.

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CHAPTER I

BACKGROUND OF HIGHER EDUCATION IN HAWAII

Twenty years after the missionaries blanketed the Islands with schools, Hawaii's educational system appeared ready to be capped by an institution of higher learning. Oahu College stepped into this promising situation, existed fitfully, for a decade, and reverted to the role of a secondary school. Not until a half century later was higher education firmly established in Hawaii.

After reviewing the attempts during the nineteenth century to set up a Hawaiian college amidst forces which at first inhibited and later fostered higher education, this thesis will examine the inception of the College of Agriculture and Mechanic Arts and its growth during the early Territorial period.

The mission schools, by design and through lack of funds, were unable to give the Hawaiians little more than the ability to read. Since the missionaries wanted more education for their own children, they established Punahou School in 1842. Later, when the missionaries were faced with the problem of sending children away to the Mainland to college, the American Board of Commissioners for Foreign Missions decided to establish a college for the mission in the Hawaiian Islands. Although the missionaries were hesitant about this undertaking and favored a preparatory

school instead, the home office in Boston was adamant and finally decided to finance a college for two years.¹ Punahou School was rechartered as Oahu College in 1853. Richard Armstrong, Minister of Public Instruction, felt Oahu College would "Save the expense and risk of sending our youth who are in pursuit of a liberal education to one of the continents, and create a class of learned men here at home, amidst our Island institutions and associations, who will add vastly more to our national strength, honor and respectability, than the production of our own sugar, corn and coffee, valuable as these confessedly are."² However, since no students in the Islands at that time were capable of doing college work, it was not until 1856 that four freshmen were finally admitted.³ Unfortunately, ABCFM support also expired then and Oahu College was forced to close its doors.⁴

President George Beckwith of Oahu College failed to raise an endowment on a fund raising tour of the Mainland

¹ Mary Alexander and Charlotte Dodge, Punahou, 1841-1941 (Berkeley, 1941), p. 187.

² Ralph S. Kuykendall, The Hawaiian Kingdom, 1778-1854, (Honolulu, 1938), p. 367. citing Report of the Minister of Public Instruction, 1855, p. 8.

³ Alexander and Dodge, Punahou, p. 187.

⁴ Ibid., p. 211.

in 1857⁵ and only additional ABCFM money and a grant of lands on Maui and Kauai from the Hawaiian Kingdom⁶ made the college solvent. Oahu College reopened in 1858 with five students who later completed two years of work in 1860. Three of this group transferred to Yale and Williams as juniors. Nine others completed their work before collegiate level courses were finally discontinued at Oahu College in 1865.⁷

Oahu College failed because the Islands lacked a sizable body of students who were qualified by previous training to benefit from college study. There were too few of the better educated missionary children and the numerous Hawaiians were ill-prepared. With little need in the Islands for more nonfunctional reading and writing than already existed, the demoralized Hawaiians saw little need for anything more than a token education. Since missionary children could, if necessary, prepare for the ministry, law, or medicine elsewhere, there was no need for a similar curriculum in Hawaii. The missionary tradition of sending their children to the Mainland for

⁵ Report of the President of the Board of Education of the Hawaiian Legislature, 1858, p. 18.

⁶ Biennial Report of the President of the Board of Education to the Legislature, 1860, p. 20.

⁷ Alexander and Dodge, Punahou, p. 401.

advanced education was too strong for Oahu College to overcome.

Without a public high school for a feeder, the Islands remained unable to support a college. The inadequacy of public school college preparatory work was demonstrated in 1868 when the Hawaiian Legislature established a medical school in Honolulu for Hawaiian youths.⁸ However, the appropriation was transferred to another department when no applicants were found qualified to take the courses. Nonetheless, the Hawaiian Monarchy still entertained illusions about the prospects for higher education. On July 7, 1877, the Pacific Commercial Advertiser carried this editorial:

A kingdom without a university looks like an anomaly. Education in this Kingdom is unquestionably on a respectable footing. The foundation of a Hawaiian national university is consequently not a chimerical [sic]. The King and Country should feel proud at the thought of a Hawaiian University lifting its head beside all the other universities of the world. The curriculum, of course, would embrace the faculties of law, medicine, and divinity. A school of medicine is highly desirable here, as well as a law school and a regular school of divinity. How is the Kingdom to be supplied with lawyers, doctors, and divines?

Although the writer appreciated the role of a strong public school system in the development of a Hawaiian college, the editorial still reflected Kalakaua's penchant

⁸ George A. Odgers, "Education in Hawaii, 1820-1893" (unpublished doctoral dissertation, Stanford University, in the University of Hawaii Library, 1933), pp. 208-209.

for supplying his tiny kingdom with all the trappings of larger principalities.

The Reciprocity Treaty of 1875 which stimulated the Hawaiian sugar industry by allowing Island sugar to enter the United States duty free, set the stage for a Hawaiian college. In order to produce quantities of sugar, the planters began recruiting labor from without the Islands. These immigrants formed the nucleus of a middle class which began seeking educational opportunities for their children. In order to accomodate these new students, and strengthen its regular program the public school system required more highly trained teachers than the mission schools were able to provide. After recruiting teachers from the Mainland proved to be expensive, the Board of Education suggested there was a need for advanced training in the form of a normal school.⁹ Kalakaua, however, decided it was cheaper to utilize private and foreign schools for his Islands' advanced education requirements. Accordingly, he stepped up governmental subsidization of local private schools and in 1880 began sending promising students abroad for training.¹⁰ Charles E. King, later a composer of

⁹ Ibid., p. 202.

¹⁰ Ibid., p. 210.

Hawaiian music, received a scholarship to study at the teachers college in Oswego, New York. After becoming a Department of Public Instruction inspector on the island of Hawaii, he served as a senator in the 1919 and 1921 Territorial Legislatures and was instrumental in establishing the University of Hawaii. This practice of sending students abroad did not supply enough teachers and in 1896 the Legislature was forced to establish the Honolulu Normal and Training School. This was not a collegiate institution, however, and the lack of Island high school graduates forced the normal school to accept applicants with but a grammar school education.¹¹

In addition to forcing expansion of the public education system, large scale sugar production heralded a change in Hawaiian educational philosophy which provided a fertile climate for higher education. The mechanization of the plantations and advances in sugar technology required training that Hawaiian schools were unable to supply. New educational theory, coming on the heels of

¹¹ Benjamin O. Wist, A Century of Public Education in Hawaii (Honolulu, 1941), p. 205; It was because of the normal school's low standards that the later College of Hawaii resisted most of the normal school's attempts to affiliate with the College. In 1921, acting on the Federal Survey of Education's recommendations, the University of Hawaii established a teacher training department. After the Normal School reorganized in 1922 as a collegiate institution, it merged in 1931 with the University of Hawaii to form its Teachers College.

industrialization, stressed vocational rather than academic studies. The success of vocational schools on the Mainland led some people in Hawaii to consider providing similar training. The idea of vocational emphasis in education also fit in nicely with the educational concepts favored by the sugar planters. Although they were suspicious of a classical curriculum for plantation workers' children, the planters could see the advantages of vocational training to the sugar industry. The Department of Public Instruction consequently began emphasizing practical skills in agriculture and industry in order to prepare students for life in a sugar economy.¹²

The Kamehameha School for Boys, established in 1887 to provide vocational and agricultural education for Hawaiians, was the most successful practitioner of vocational education in Hawaii. In 1892 a letter by "Progress" in the Daily Bulletin indicated that a change had come about regarding the type of college most needed in the Islands.¹³ The writer suggested that the sugar industry plow back some of its profits in order to maintain its technical leadership in sugar by establishing

¹² Report of the Governor of the Territory of Hawaii to the Secretary of the Interior, 1902, p. 28. Hereafter cited as Report of the Governor.

¹³ Daily Bulletin, March 18, 1892.

an agricultural college, preferably at Kamehameha. A college of this sort, the anonymous writer proposed, could also serve as a central experiment station for the much duplicated research being performed at various plantations. Planters who at best were skeptical of even grammar school education for the children of plantation laborers, however, were hardly to be expected to provide a college for the Territory.¹⁴

The Hawaiian Kingdom made a last formal attempt to establish a college in 1892. On June 27 Representative Luther Kanealii of Maui introduced House Bill No. 85 to establish a college in the Kingdom.¹⁵ Although the House Committee on Education favored this bill, it was eventually tabled on the grounds that a college would be too expensive and that the time was not ripe for establishing this institution.¹⁶ The Legislature at that time was in the midst of divisive political maneuvering and within six months the Monarchy was overthrown.

During the next eight years, the Provisional Government and later the Republic of Hawaii readied the

¹⁴ The planters were interested in time-saving common research, however, and in 1895 they established the Hawaiian Sugar Planters Experiment Station, a cooperative research organization.

¹⁵ Pacific Commercial Advertiser, July 26, 1892.

¹⁶ Pacific Commercial Advertiser, July 26, 1892.

Islands for annexation to the United States. The groundwork was also being laid for an expanded and strengthened public school system. Official subsidization of private schools came to an end and in 1895 the first public high school, Honolulu High School, came into being.

Although the cause of higher education was hampered during this period by the sugar industry losing its favored position through the McKinley Tariff of 1890, some support for an Island public college was solicited from influential people. One of the planks in the American Union Party's platform of 1894 favored the "Enlargement of the scope of the free-school system to the end that a university course may be available to the youth of this country."¹⁷ The American Union Party was a successor to the Union Party which had enjoyed the support of the planters.¹⁸ The sugar industry seemed interested in a college which could dignify the workers' role on the plantations, thereby keeping the Islands oriented to a plantation way of life.

After Hawaii became a Territory in 1900, there were renewed efforts to establish a college. The Islands,

¹⁷ Pacific Commercial Advertiser, March 13, 1894.

¹⁸ Thomas Healey, "The Origins of the Republican Party in Hawaii" (unpublished Masters thesis in the University of Hawaii Library, 1963), p. 41.

as a part of the United States, seemed to qualify for aid under the provisions of the Morrill Act of 1862 which established the land grant system and the Second Morrill Act of 1890 which provided grants of up to \$25,000 a year for land grant colleges [see appendixes].

Although a number of people in Hawaii were aware that the Morrill acts subsidized colleges, few were familiar with the conditions set up by this Federal legislation. After residents of Molokai and North Kona petitioned the Legislature for a Territorial university,¹⁹ the 1901 Territorial Legislature responded with a poorly drawn bill which turned into a political football. Senator Daniel Kanuha of Oahu introduced Senate Bill No. 62, "An Act to Create, Establish, and Locate an Agricultural College and Model Farm Providing for the Management Thereof, and Appropriating Money for its Maintenance and Development." The bill contained a number of unusual provisions. Students were required to work three hours a day on the college farm during the academic year which ran from mid-November of one year to mid-November of the next. The president of the college was directed to provide free board and lodging to the institution's regents whenever they visited the college and to any other

¹⁹ Hawaii, Legislature, House, Journal, 1901, p. 165. Hereafter cited as House Journal.

residents of the Territory who visited the college for not more than 10 days a year.

The bill was drafted with the expectation that Federal money alone would bring the "needed institution home to our doors and within the reach of all citizens of this territory." The meager appropriation of \$20,000 originally included in the bill was later omitted on the grounds that the establishment act alone was sufficient to attract Federal funds. The legislators changed the location of this proposed college three times before the final version specified a 700 acre site near Olaa on the island of Hawaii.²⁰ Although the bill passed the Senate without opposition, it arrived in the House on the last day of the session and was never acted upon.²¹

The 1903 Legislature also tried to establish a Hawaiian College. On February 24, Representative David Kupihea of Oahu introduced House Bill No. 11 which was identical with Senate Bill No. 62 considered during the 1901 session.²² A squabble over the proposed college's location continued until at last Maui's Lahainaluna Seminary was agreed upon as the site in the bill which

²⁰ Hawaii, Legislature, Senate, Journal, 1901, p. 587. Hereafter cited as Senate Journal.

²¹ House Journal, 1901, p. 501.

²² House Journal, 1903, p. 59.

left the House on April 22.²³ The measure died in the Senate Committee on Health and Education.²⁴

The supposed availability of Federal funds and the resulting actions of the Territorial Legislatures aroused some sentiment for a Territorial college, but most of the residents were indifferent to such a proposal. There was not even general agreement that a college in Hawaii was the most suitable vehicle for the Islands' needs in higher education. The practice of sending students abroad had, by the twentieth century, become a matter of course for Hawaii. The 1901 and 1903 Legislatures had also debated bills to "Provide for and to regulate the Sending of Youths to the Mainland or Abroad to be Educated."²⁵ Under the terms of these bills, students would have received \$500 a year and traveling expenses for professional training in a number of fields including agriculture.²⁶ The 1901 legislative measure did not get out of committee²⁷ and the 1903 bill died in

²³ Ibid., p. 487.

²⁴ Senate Journal, 1903, p. 707.

²⁵ House Journal, 1901, p. 97; House Journal, 1903, p. 64; p. 80.

²⁶ House Journal, 1903, p. 290.

²⁷ House Journal, 1901, p. 280.

the Senate after passing the House.²⁸ There was no ground swell of popular opinion in favor of a Territorial college, but a few influential people were thinking seriously about a college for Hawaii.

²⁸ House Journal, 1903, p. 569.

CHAPTER II

ESTABLISHMENT OF THE COLLEGE OF AGRICULTURE AND MECHANIC ARTS

Wallace Rider Farrington, editor of the Evening Bulletin, was the champion of land grant college development in Hawaii. Having seen the Territorial Legislature twice reject hasty, ill-prepared bills aimed at providing the Territory with higher education this forceful young newspaperman set out to build support for a college. While his editorials persuaded the community that such an institution was necessary for the Territory and not an impossibility, Farrington prepared the legislative machinery for his proposals by his leadership in the Republican Party¹ and by such minor services as drafting bills on a number of topics for legislators.² Farrington also needed an official platform by which he could set standards for a college and beat down proposals for a sub-standard institution. He began by

¹ Ralph S. Kuykendall, "Wallace Rider Farrington", in Dictionary of American Biography, XXI, Supplement I.

² Thornton S. Hardy, Wallace Rider Farrington (Honolulu, 1935), p. 74.

first securing an appointment as a Commissioner of Public Instruction³ and then by maneuvering a resolution through the Territorial Legislature calling for the Commissioners of Public Instruction to make recommendations for a college.⁴ After the resolution passed, Farrington was given the responsibility for writing the report.⁵ Once this groundwork had been prepared, subsequent land grant legislation passed easily.

Alatau Tamchiboulac Atkinson, Superintendent of Public Instruction, also wanted a public college in Hawaii. Like W. R. Farrington, Atkinson was a man of strong convictions who operated from a position of influence. In addition to having been in charge of Hawaii's schools for nearly 15 years, he edited the Hawaiian Star and served in the 1898 Legislature of the Republic of Hawaii.⁶

The different educational backgrounds of these two men undoubtedly accounted for their varying concepts of an

³ Report of the Superintendent of Public Instruction to the Governor of the Territory of Hawaii, 1904-1906, p. 98. Hereafter cited as Report of the Superintendent of Public Instruction.

⁴ Report of the Department of Public Instruction on the Concurrent Resolution Adopted by the Legislature of the Territory of Hawaii, May 25, 1905, p. 1. Hereafter cited as Concurrent Resolution.

⁵ Ibid., p. 10.

⁶ Men of Hawaii (Honolulu, 1925), p. 59.

Island college. Atkinson was the product of schools in England while Farrington graduated from a land grant institution, the University of Maine. Atkinson envisioned the land grant funds merely as a windfall for his secondary school vocational program. He continually emphasized that Lahainaluna could be made over into a college at little expense to the Territory.⁷ As an alternative to this, Atkinson suggested combining a college with the Normal School. He also felt that the Board of Regents of such an institution "should be chosen from people on the island where the school might be situated."⁸ In 1902 William Torrey Harris, United States Commissioner of Education, advised Atkinson to drop his plans for an Island college unless this school could attract a million dollar endowment as well as a number of students from the mainland.⁹ Harris' attitude was undoubtedly influenced by the sorry record of the Territory's first Legislature.¹⁰ This first of Federal attempts to discourage a land grant institution in Hawaii had little effect on Atkinson's plans. His annual reports for 1902 and 1904 continued to press for

⁷ Atkinson to Dole, Sept. 19, 1902, Archives of Hawaii, Foreign Office & Executive. Hereafter cited as A.H., F.O. & Ex.

⁸ Ibid.

⁹ Harris to Atkinson, Sept. 17, 1902, A.H., F.O. & Ex.

¹⁰ Concurrent Resolution, p. 8.

college status for Lahainaluna.¹¹ Although the 1903 and 1905 Legislatures considered Atkinson's proposals, he was unable to generate real support for a Maui college.

Governor George Carter¹² was also instrumental in establishing a land grant institution. Infected by Farrington's enthusiasm, Carter even considered setting up a college by executive order. Since this was impossible, he toyed with the idea of setting aside college lands by proclamation, hoping to induce the 1907 Legislature into following his lead.¹³ After this scheme failed, Carter managed to take part in the legislative process. Before the 1907 session began, he asked Henry E. Cooper, Ralph Hosmer, and Charles Hemenway, advocates of higher education in the Islands and Carter's University Club friends, to draft bills establishing a college and making an appropriation for it.¹⁴

During the Spring of 1905 Farrington called a meeting of interested citizens to consider means of setting up a

¹¹ Report of the Superintendent of Public Instruction, 1902-1904, p. 4.

¹² Carter, a graduate of Yale University, was elected to the Territorial Senate and appointed Secretary of Hawaii before serving as governor from November 1903 to August 1907.

¹³ Carter to Pratt, July 25, 1906, A.H., F.O. & Ex.

¹⁴ Prospectus of the College of Agriculture and Mechanic Arts (Honolulu, 1908), p. 5.

land grant college.¹⁵ Following their discussions, he drafted a resolution requesting the Commissioners of Public Instruction to investigate the requirements for establishing an agricultural college and to report to the 1907 session of the Territorial Legislature. Farrington gave the resolution to Representative William J. Coelho of Maui who introduced it on May 8. The resolution was given the title, House Concurrent Resolution No. 1.¹⁶ It passed the House and was referred to the Senate Committee on Education where the chairman, Alfred Hayselden, suggested that the commissioners also look into the suitability of Lahainaluna as the site for such a college.¹⁷ A resident of Lahaina, Hayselden may have been influenced by Atkinson's plans for Lahainaluna. The Senate agreed to the change and on May 25 the House concurred with the amended version.¹⁸

In the commissioners' report which was presented to the 1907 Legislature, Farrington, as chairman of the fact-finding committee, established the guidelines for land grant college development in Hawaii. He warned

¹⁵ Karl C. Leebrick, "Early Legislative Backing" (unpublished manuscript in the University of Hawaii Library), p. 1.

¹⁶ House Journal, 1905, p. 1309.

¹⁷ Senate Journal, 1905, pp. 1190-1191.

¹⁸ House Journal, 1905, pp. 1384-1385.

against merely calling Lahainaluna an agricultural college in order for the Territory to qualify for Federal aid.¹⁹ He suggested instead that the Legislature create an institution with high standards and appropriate sufficient money for it before applying for land grant funds.²⁰

Legislators in the 1901, 1903, and 1905 sessions wanted the College on Hawaii or Maui on the theory that an agricultural school would require large amounts of land which were available on these islands. Farrington felt that quantities of adjacent land were unnecessary since agricultural colleges promoted intensive rather than extensive farming. He said it was more important that the College be situated near the center of wealth or culture because of the aids or auxiliaries it furnished.²¹

Once the rationale for the college had been established, Farrington clinched his needed political support by again persuading W. J. Coelho, "not a high brow, but just one of the boys",²² to introduce the bill. Senate leaders who were generally lukewarm to the proposal

¹⁹ Concurrent Resolution, pp. 5-7.

²⁰ Ibid., p. 9.

²¹ Ibid., p. 7.

²² Wallace R. Farrington, "Memo of Reminiscences, University of Hawaii, March 24" (unpublished Manuscript in the University of Hawaii Library), p. 2.

were willing to indulge "Wild Bill" Coelho's fancy. On March 1, 1907, Coelho introduced Senate Bill No. 38, "An Act to Establish the College of Agriculture and Mechanic Arts of the Territory of Hawaii, and to Provide for the Government and Support Thereof."²³ After making a few changes in wording, the Senate voted unanimously in favor of the measure on March 9.²⁴ A week later the House of Representatives passed Senate Bill No. 38 without any dissenting votes.²⁵ Governor Carter signed Act 24 of the 1907 Legislature on March 25 and the College of Agriculture and Mechanic Arts of the Territory of Hawaii came into existence. Of this legislative action Farrington later said, "The College of Hawaii could never have come into being if any considerable element of our people, even an active minority, had vigorously opposed it. Few seriously favored it, but few became actively excited against it."²⁶

Two days later Coelho presented the companion bill, Senate Bill No. 85 making "Special Appropriations for the Use of the College of Agriculture and Mechanic Arts of the Territory of Hawaii, During the Two Years which will

²³ Senate Journal 1907, p. 224.

²⁴ Ibid., p. 329.

²⁵ House Journal, 1907, p. 800.

²⁶ Farrington, "Memo of Reminiscences," p. 5.

End With the 30th Day of June, A. D. 1909." The only expressed legislative opposition to the college came during the Senate vote on the appropriation bill when Big Island Senators John T. Brown, George Hewett, and Palmer Woods voted against the measure. Eleven other senators voted for the bill, however, and it was sent to the House.²⁷ After the House Committee on Education doubted that money for the College could be appropriated from two distinct funds, loan and current, Territorial Attorney General Emil Peters issued opinion No. 481 that the bill was valid.²⁸ The House approved the measure by a vote of 28 to 0²⁹ and Governor Carter approved Act 94 on April 23.

Although the Legislature had created a college on paper, there remained the question of the applicability of Federal land grant legislation to the Territory of Hawaii. The Morrill Act of 1862 gave each state a grant of public lands, the income from the sale of which was to be used to endow a college of agriculture and mechanic arts. The College of Hawaii never received such a grant for two reasons. When the United States annexed

²⁷ Senate Journal, 1907, p. 694.

²⁸ House Journal, 1907, pp. 1190-1192.

²⁹ Ibid., p. 1219.

Hawaii in 1898, the Islands' public lands were ceded to the Federal Government. Since the United States public land laws, on which the Morrill Act was based, did not apply to Hawaii, the Federal government could not endow the College except by a special act of Congress. Although the public lands used for endowing a land grant college did not have to be located in the same state as the college, land grants were apportioned to the colleges on the basis of 30,000 acres for each of the state's members of Congress. The Territory of Hawaii had no United States Senators or Representatives as a basis for apportionment of these public lands. The Territory's arguments that the Morrill Act of 1862 specifically included territories and that Arizona, New Mexico, Oklahoma, Utah, and Wyoming all received full land grant benefits as Territories, fell on deaf ears in Washington.³⁰ Farrington noted this land difficulty, in his 1907 report to the Legislature and proposed that some other method of endowment be worked out. He felt that a Legislative grant of lands producing a yearly income of \$25,000 would put a college on a firm financial foundation.³¹

³⁰ Department of the Interior, Office of Education, Survey of Land Grant Colleges and Universities (Washington, 1930), pp. 10-11.

³¹ Concurrent Resolution, p. 5.

For a year after the institution's founding it was doubtful that the College of Hawaii would even qualify for the Second Morrill Act's yearly grant of \$25,000 which had originally spurred legislative interest in a college. Hawaii at this time was discovering that territorial status did not automatically guarantee inclusion in Federal appropriations. As early as 1905, in reply to the Commissioners of Public Instruction's request for land grant requirements, Frank L. Campbell, Acting Secretary of the Department of the Interior wrote, "No state or territory organized subsequently to August 30, 1890 is entitled to benefits" of the Second Morrill Act.³² He felt the Territory could obtain these benefits only through special legislation by Congress.³³ In spite of this discouragement, Farrington had convinced the 1907 Legislature that Federal aid would be forthcoming once a college was established.³⁴ In the meantime, during the Spring of 1907, Congress passed the Nelson Amendment which appropriated additional funds for land grant institutions at the rate of \$5,000 a year until the total

³² Campbell to Carter, July 13, 1905. Department of the Interior, Office of the Secretary, File No. 9 4 25.

³³ United States Commissioner of Education Elmer Ellsworth Brown also wrote on February 25, 1907, to Hawaiian Delegate to Congress Jonah Kuhio Kalaniana'ole that the benefits of the Second Morrill Act applied only to territories established prior to August 30, 1890.

³⁴ Concurrent Resolution, p. 9.

annual grant from 1890 and 1907 legislation totaled \$50,000. After the College of Hawaii was established the Federal Government withheld all of Hawaii's land grant funds. A trip by Governor Carter to Washington in May 1907 failed to extricate these land grant funds.³⁵

On August 15, 1907, Walter Francis Frear, Chief Justice of the Territorial Supreme Court, was appointed Governor. Because there seemed to be no valid reason for the Federal Government to deny Hawaii land grant funds, Frear tried to determine if there was a legal basis for these previous refusals. He wrote to Secretary of the Interior James R. Garfield asking if the Territory were eligible for funds under the land grant legislation of 1890 and 1907.³⁶ Frear asked specifically if the Nelson Amendment appropriations were confined solely to institutions which benefited from the two earlier Morrill acts. Since the Territorial Legislature of 1907 had not specifically mentioned the 1890 act in creating the college, the Governor also wondered if such express assent to these acts was also a prerequisite for obtaining these Federal funds. Acting Secretary of the Interior Frank Pierce

³⁵ Hawaii. University. Regents. Minutes. May 9, 1907. Hereafter cited as Regents, Minutes.

³⁶ Frear to Garfield, November 30, 1907, Department of the Interior, Office of the Secretary, File No. 9 4 25.

answered on February 28, 1908, that the 1890 and 1907 laws did indeed apply to Hawaii and that the assent of the 1907 Legislature, though not a material question, had technically been complied with by Act No. 24. Confronted by Frear's arguments, Pierce refuted Campbell's earlier letter by saying its tenor was "contrary to the precedents of the Department" and "certainly contrary to the law in this case."³⁷ After a Federal draft for \$30,000 arrived in Honolulu on April 2, 1908,³⁸ the College of Agriculture and Mechanic Arts of the Territory of Hawaii began work as a participating land grant institution.

³⁷ Pierce to Frear, February 28, 1908, Department of the Interior, Office of the Secretary, File No. 9 4 25.

³⁸ Regents, Minutes, April 2, 1908.

CHAPTER III

ORGANIZATION AND PHILSOPHY OF THE COLLEGE

Act 24 of the 1907 Territorial Legislature gave "general management and control of the affairs of the college" to the Board of Regents. The first Regents were Marston Campbell, civil engineer; Henry Ernest Cooper, Lawyer and holder of numerous Republic and Territorial executive offices; Charles Franklin Eckart, director of the Hawaiian Sugar Planters Association Experiment Station; Alonzo Gartley, Manager of the Hawaiian Electric Company; and Walter Gifford Smith, editor of the Pacific Commercial Advertiser. After the Board's organizational meeting in Governor Carter's office on May 7, 1907, when Cooper was elected chairman,¹ the Regents began looking for a campus and a president.

Although the Board agreed that the College should be on Oahu, they favored a Honolulu site instead of Farrington's proposed 200 acres in Waianae Valley.² After a Sunday morning's tour of Manoa Valley, the Regents decided to locate the school in the newly developed Highland Park tract and the crown lands of Puahia.³

¹ Regents, Minutes, May 7, 1907.

² Concurrent Resolution, p. 9.

³ Regents, Minutes, June 19, 1907.

Having chosen this site, the Board had difficulty obtaining contiguous blocks of land. Mills School (Mid Pacific Institute) refused to sell a tongue of land which projected into the College property⁴ and the Territorial Board of Health mistakenly approved some land in the middle of the campus for use as a cemetery.⁵ Kapiolani Trust Company, which leased the Pū^ahā lands from the Territory, was reluctant to cancel its sub-leases to some vegetable farmers.⁶ Faced with these problems and wishing to put the College into operation as soon as possible, the Regents decided to lease temporary quarters for the College until litigation could be completed and permanent buildings erected in Manoa. The Board persuaded Cecil Brown to lease his property on Young Street near Victoria for the College's provisional campus.⁷ On the mauka adjoining lot where the Department of Public Instruction was planning to build the new McKinley High School, was an old frame building which had once housed the Chinese consulate.⁸

⁴ Ibid., June 6, 1907.

⁵ Ibid., January 16, 1908.

⁶ Ibid., July 25, 1907.

⁷ Ibid., July 31, 1907.

⁸ Arthur Lyman Dean, Historical Sketch of the University of Hawaii (Honolulu, 1927), p. 7.; Polk-Husted Directory of Honolulu and the Territory of Hawaii 1907 (Honolulu, 1907), p. 234.

The Department of Public Instruction gave the building to the Regents⁹ who moved it to the back lot and had it remodeled by contractor John Lucas who was a member of the Honolulu Board of Supervisors.¹⁰ The first College structure contained an office, lecture room, two laboratories, and a library.¹¹ A year later, in 1908, a 15 room temporary wooden building housing classrooms, offices, laboratories and storerooms, was erected mauka of the original building at a cost of \$4,320.¹² The Regents obtained the services of a gang of prisoners for landscaping the grounds.¹³ After the original purchase of 16.23 acres of Highland Park land at a cost of \$20,000,¹⁴ the Regents secured the remainder of the tract, amounting to 26,47 acres for \$30,000 and still later,

⁹ Regents, Minutes, July 1, 1907.

¹⁰ Ibid., October 17, 1907.

¹¹ First Report to the Board of Regents of the College of Agriculture and Mechanic Arts (Honolulu, December 12, 1907), pp. 1-2.

¹² Regents, Minutes, August 21, 1908.

¹³ Report to the Honorable Board of Regents of the College of Agriculture and Mechanic Arts (Honolulu, January 30, 1908), p. 5.

¹⁴ Karl C. Leebrick, Builders of the University, 1907-1947 (Honolulu, 1947), p. 2.

16.5 acres of the adjacent Peterson tract for \$17,251.¹⁵
 On January 17, 1911, Governor Frear transferred the Puahia lands totaling 29 acres by executive order to the College.¹⁶

For assistance in recruiting a president and to aid in general planning, the Board secured the services of one of the foremost authorities in agricultural education, Eugene Hilgard of the University of California.¹⁷ After deciding that a man with experience in tropical agriculture would be best suited for the presidency,¹⁸ the Regents twice offered the position to Franklin Sumner Earle, Director of the Estacion Central Agronomica of Cuba.¹⁹ Earle declined both times. The regents bypassed two local applicants, Leopold Blackman, Librarian at the Bishop Museum,²⁰ and Marion Scott, principal of Honolulu High School,²¹ and settled on Hilgard's choice, J. E. Roadhouse of the University of California. Roadhouse accepted the

¹⁵ Ibid., p. 3; College of Hawaii, Report of the Board of Regents, 1909-1911 (Honolulu, 1911), p. 7. Hereafter cited as College of Hawaii, Report of the Regents.

¹⁶ Presidents Report, 1909-1910 (Honolulu, 1910) p. 2; Skorpen, Joseph, University of Hawaii Land (Honolulu, 1956), p. 1.

¹⁷ Regents, Minutes, May 9, 1907.

¹⁸ Pacific Commercial Advertiser, December 7, 1908.

¹⁹ Regents, Minutes, August 7, 1907; February 27, 1908.

²⁰ Ibid., June 6, 1907.

²¹ Ibid., July 1, 1907.

appointment, but died in November 1907, two months before he was to assume the presidency.²² Since preparatory classes were scheduled to begin in February 1908, the Regents hurriedly searched for someone in Hawaii to run the College on a temporary appointment. Both Ralph Hosmer, a newly appointed Regent, and ex-Governor Carter refused the Board's offer of a temporary deanship.²³ On December 6, 1907, Willis Pope, vice principal and agriculture instructor at the Honolulu Normal School, agreed to serve for one year as acting dean of the College.²⁴ Pope moved quickly. Within a week he submitted requisitions for \$1,400 worth of furniture and scientific supplies²⁵ and by January he had written and distributed 1,000 copies of a prospectus.²⁶

Although the Territory had provided a college, legislative fiat alone could not supply the students who were essential to the institution's existence. Until students were actually enrolled and attending classes, the Regents could not request land grant funds from the

²² Ibid., November 29, 1907.

²³ Ibid., November 25, 1907.

²⁴ Ibid., December 6, 1907.

²⁵ Ibid., December 12, 1907.

²⁶ Ibid., January 7, 1908.

United States Department of the Interior. It was mainly to qualify for Federal funds which would lapse at the end of the fiscal year that the Regents started classes in the middle of the school year.

The problem in drawing students to the new institution remained that of a lack of qualified students interested in attending college in the Islands. Wealthy families refused to send their children to an "agricultural school" when prestigious colleges were available on the mainland. Territorial public high schools were turning out graduates, but few were prepared for college. Although the Department of Public Instruction's emphasis on industrial and agricultural training had fostered an Island college, this same emphasis resulted in students being prepared as "bread winners and artisans"²⁷ who saw no reason to enroll in college for further training. The prohibitive cost of a mainland education and the corresponding lack of local higher education also deterred public school students from pursuing an academic line of coursework. Honolulu High School, in fact, was known as the "People's College" because it was for most people, the acme of public education in the Islands.²⁸

²⁷ Report of the Superintendent of Public Instruction, 1906-1908, p. 5.

²⁸ Ibid., 1904-1906, p. 14; 1910-12, p. 75.

The Board established a preparatory department in February 1908 in order to prepare interested but unqualified applicants for the College. When only five students from W. T. Pope's agriculture class at the Normal School²⁹ registered for the preparatory classes, the Regents decided to forgo a regular college faculty for the time being.³⁰ Accordingly, Pope and Rev. William Potwine, who was on a temporary appointment, conducted classes five days a week.³¹ John Donaghho, a mathematics teacher at Honolulu High School, joined the staff in June. Although the students continued studying six days a week throughout the summer, they did not qualify as freshmen in the Fall. The College, however, continued to accommodate them as well as five regular freshmen in September 1908.³² Finally in September 1909, two of the preparatory students were admitted as freshmen.³³

²⁹ B. Krauss, "Some O [sic] the Founders Reminisce", Hawaii Alumnus, (March 25, 1937), p. 12. Hereafter cited as Krauss, "Founders Reminisce."

³⁰ Report to the Honorable Board of Regents, January 30, 1908, p. 3.

³¹ Report, College of Agriculture and Mechanic Arts (Honolulu, February 20, 1908), pp. 1-2.

³² John Donaghho, "Reminiscences", Ka Palapala, (1920), p. 20.

³³ College of Hawaii, Catalogue, 1909-1910, p. 62.

The Regents, in the meantime, continued their search for a president, writing to President Sherman of Cornell University, at that time the leading agricultural institution in the nation.³⁴ Sherman suggested John Gilmore, a professor of agriculture at the State Agricultural College of Pennsylvania.³⁵ Gilmore, who held B. A. and M. A. degrees from Cornell, accepted Hosmer and Gartley's offer.³⁶ In addition to experience at agricultural schools and experiment stations in China and the Philippines, Gilmore had sandwiched in a year at the Honolulu Normal School as an instructor in nature study and agriculture.³⁷ The Regents postponed making most of their faculty appointments until after Gilmore was chosen so that the instructors could be left to his discretion.³⁸ Gilmore was empowered to recruit faculty members on the Mainland and bring them with him to Honolulu.³⁹

³⁴ By 1910 nearly a third of the College of Hawaii's faculty were graduates of Cornell.

³⁵ Regents, Minutes, April 2, 1908.

³⁶ Ibid., June 8, 1908.

³⁷ Willis Pope, "The College of Agriculture and Mechanic Arts of Hawaii", Paradise of the Pacific, XXI (Sept., 1908), p. 20.

³⁸ Report to the Honorable Board of Regents, January 30, 1908, p. 3.

³⁹ Regents, Minutes, August 3, 1908.

When the College opened on Monday, September 14, 1908, the faculty numbered 13. Also on the College staff were an assistant to the president, C. F. Reicks; a treasurer, Clarence H. Cooke; and a janitor.⁴⁰ In addition to his administrative duties, Gilmore taught several courses and held a faculty appointment as Professor of Rural Economy and Agronomy. Acting Dean W. T. Pope became a Professor of Botany and Horticulture for the remainder of his contract and J. S. Donaghho continued as Professor of Mathematics. Other faculty members were: Marius Armidus, French; Herman Babson, German; Minnie Chipman, ceramics; Carrie Green, Librarian; Agnes Hunt, domestic science; Jerome Morgan, chemistry and physics; Briggs Porter, animal husbandry; Warren Ross, Agronomy and Botany; Raymond Severance, assistant in chemistry and physics; and John Young, engineering.⁴¹ During its first year of operation the College was ridiculed because the faculty outnumbered the students by three to one. The Regents, however, felt that before the College could "gain a student body, it must have a competent faculty and have something to offer."⁴²

⁴⁰ Ibid., September 3, 1908; April 2, 1908; December 6, 1907. The janitor's position was the second College position authorized by the Regents.

⁴¹ Regent, Minutes, August 21, 1908; William Henry George, The University of Hawaii. A Short History (Honolulu, N.D.), p. 3.

⁴² Regents, Minutes, June 19, 1907.

Although a few students had been created, many more had to be drawn from the Island community. Gilmore opened the doors of the College wide to attract as many students as possible. He said, "It is our desire to make it possible for any student who may be old enough and sufficiently in earnest to derive some benefit from the College."⁴³ Gilmore and his faculty, most of whom had either graduated from, or taught in, other land grant colleges, were imbued with the land grant educational philosophy of serving the people. In practice this meant taking students at whatever level they could be found. This policy, however, was incompatible with the high standards that the fledgling college was under pressure to maintain. The special student category provided a way out of this dilemma. Special students attended a limited number of classes and were not candidates for a degree. Since they were not required to meet regular entrance standards, only the approval of the instructor and the president was necessary for admission.⁴⁴ During its first year the College of Hawaii enrolled 31 special students.⁴⁵

⁴³ College of Hawaii, Report of the Regents, 1909-1911, p. 6.

⁴⁴ Regents, Minutes, September 8, 1908.

⁴⁵ Ibid., Vol. 2, p. 225.

For the next four years the part-time students outnumbered the regularly enrolled students by a ratio of five to one.⁴⁶ Within a few years the public high schools became sufficiently articulated with the College to permit deemphasis of the special category. Gilmore tapped another source of prospective students by permitting the Normal School's graduates to enter the College of Hawaii as regular students without having to take the entrance examinations.⁴⁷

The Morrill Act of 1862 specified that land grant colleges were to teach agriculture, mechanic arts, and military tactics, while not excluding other scientific and classical studies. Since most of the states already had a classical college, the science oriented land grant institutions were an attempt to balance state higher education offerings. Fortunately for Hawaii the wording of the Morrill Act was rather vague. Since the Islands possessed no collegiate institution to begin with, the land grant system provided the Territory with an opportunity for scientific studies as well as with a minimal selection of humanistic courses. The Morrill Act equipped the College of Hawaii with the means to provide

⁴⁶ Ibid.

⁴⁷ Ibid., October 15, 1908.

education for all classes of Hawaiian society. This concept opposed the earlier idea of an educated Island minority constituting an aristocracy of learning and leadership. The land grant system was an experiment in the democratization of higher education and Hawaii's college was to provide a most notable confirmation of this effort.

In the Pacific Commercial Advertiser Regent W. G. Smith publicized the College of Hawaii and discussed what should be the institution's special philosophy of service. He felt it was the College's province to foster tropical diversified agriculture so that, "Hawaii will begin to appear as a place where the tide of common prosperity need not rise and fall with the sugar quotations."⁴⁸

⁴⁸ Pacific Commercial Advertiser, December 7, 1908.

CHAPTER IV

THE COLLEGE AT WORK

By the time the College of Agriculture and Mechanic Arts had opened its doors, mainland land grant institutions had developed a well defined program of general agricultural instruction. However, tropical agriculture was still a relatively unknown field and the new college in Honolulu consequently had little of popular relevance to teach, little to teach it with, and almost no one to teach it to. The College's instructors in agriculture were forced to create much of their own subject matter by observing, experimenting, and testing. This systematic work resulted in a body of scientific knowledge relating to Hawaiian agriculture which was later utilized in the classroom. Learning in this discipline was a joint affair, with instructor and students working things out together by trial and error. This form of teaching also led to a close rapport between students and faculty which characterized the early institution. The first agricultural students who received "practical" instruction in the form of preparing Manoa Valley lands for cultivation and by feeding livestock,¹ also helped cut expenses for the College

¹ Krauss, "Founders Reminisce", p. 20.

which was operating on a shoestring. The College of Hawaii benefited in another way from the intensive training its early students received. Leslie Clark, a member of the first graduating class, became so knowledgeable about Hawaiian agriculture that he remained as an instructor in agriculture for five years.² Alice Ball, George Barnhart, and Louise Gulick were other students who developed skills in tropical specialities and received faculty appointments after graduation.³

Despite the College's emphasis on agriculture, the engineering curriculum drew most of the students⁴ who saw in the Territory's demand for engineering skills a road off the plantation, not back to it. As compared with other courses, instruction in the mechanic arts was better supplied with laboratory equipment and taught by faculty who were reasonably well qualified professionally.

In the humanities where the content and method of instruction was standardized, the faculty had other problems. Since the Territory provided a minimum of financial support, the College's curriculum necessarily emphasized the applied sciences which were supported by

² College of Hawaii, Report of the Regents, 1913, p. 8.

³ Ibid.; College of Hawaii, Catalogue, 1914-1916, p. 8.

⁴ Regents, Minutes, Vol. 2, p. 226.

Federal funds. There was no money to fill the English, history, and political science positions during the first year and consequently these courses were offered only nominally by the College.⁵ Gilmore stretched his limited Territorial funds by hiring French and German instructors on a part-time basis. Since college teaching was of secondary importance to these language teachers,⁶ the institution lacked continuity of instruction in foreign languages. During its first six years, the College employed six different French instructors and five different German instructors. After Arthur L. Andrews was appointed Professor of English in 1910, he developed the humanities curriculum. Andrews' educational background at Cornell made him aware of the necessity to spark an interest in the classics at the heavily science oriented land grant colleges. Andrews began by tailoring his courses to Island weaknesses stressing the principles of the language rather than exactness, and the written rather than the spoken form.⁷

The College of Hawaii was fortunate that its first classes were well supplied with instructors. While trying

⁵ George, The University of Hawaii, p. 3; College of Hawaii, Report of the Regents, 1909, p. 3.

⁶ College of Hawaii, Report of the Regents, 1913, p. 14.

⁷ Ibid., pp. 15-16.

to prove that the rank and file of Hawaiian students were capable of doing college work, the professors found that many of the freshmen were poorly prepared for their studies. The faculty began spending too much class time reviewing material with which the students should have already been familiar.⁸ In order to keep freshmen in school and regular instruction at a sufficiently high level, the College faculty offered free tutoring after hours in order to help students make up deficiencies.⁹

Although the Morrill Act specified that land grant institutions offer instruction in "military tactics", Gilmore discovered that an enrollment of at least 150 students was necessary before military drill was required.¹⁰

The living room of the main building at Young Street served as the library. Although the first preparatory students were served only by a dictionary, atlas, and a 16 volume set of the Encyclopedia Americana,¹¹ the library's collection grew to 4,000 books and 7,000

⁸ College of Hawaii, Report of the Regents, 1913, p. 15.

⁹ Ibid., p. 14.

¹⁰ Regents, Minutes, September 30, 1908.

¹¹ First Report to the Board of Regents, Dec. 12, 1907, p. 2.

pamphlets by the end of the first year.¹² The library quickly ran out of space trying to shelve the numerous pamphlets and experiment station bulletins it received as a Federal documents depository.¹³ The book collection also reflected the College's technical bent since land grant funds could be used only for books which supported the scientific curriculum. Except for several gifts of Hawaiiana from the Hawaiian Historical Society and William D. Westervelt,¹⁴ systematic acquisitions in the humanities were generally neglected until 1912 when the English Department received a book allocation.¹⁵

The pressure to provide subject matter for presentation in class stimulated research in a very practical way. Gilmore said that although instruction was the primary purpose of the College, research was fostered in order to afford a basis for practical application to the community. For those who looked for

¹² College of Hawaii, Catalogue, 1908-1909, p. 9.

¹³ Krauss, "Founders Reminisce", p. 20.

¹⁴ Regents, Minutes, September 17, 1908; December 13, 1909.

¹⁵ College of Hawaii, Report of the Regents, 1913, p. 17. Librarian Carrie Green related in the March 25, 1937, issue of the Hawaii Alumnus that at the end of the 1907/1909 biennium, the College tried to avoid losing unspent Territorial funds by placing a blanket order for the entire stock of a Honolulu book store. Much of the purchase turned out to be children's books.

immediate benefits from the school's research program, Gilmore explained, "It must be understood that application can never run ahead of the knowledge to be applied, and that the only road to higher achievement in practical things is by the further development of pure science."¹⁶ Under the terms of land grant legislation, Federal money could be used for purchasing apparatus which promoted scientific research. Testing equipment was crowded into the College's engineering laboratory shed where it demonstrated scientific principles to students. The machinery also was used to test construction materials for Island industries, including the concrete for the Pearl Harbor drydock.¹⁷ The "150,000 lbs. Riehle Universal Testing Machine" which subjected various materials to stresses, had a popular appeal which not even the Regents could resist. They once delayed a meeting for an hour watching a piece of timber being tested.¹⁸

By the example of the faculty engaging in experimentation, students became familiar with current

¹⁶ College of Hawaii, Report of the Regents, 1909, p. 7.

¹⁷ College of Hawaii, Report of the Regents, 1913, p. 43.

¹⁸ Regents, Minutes, February 8, 1910.

research and were encouraged to set up their own projects. Graduate study at the College of Hawaii began in 1910 when the first graduate student, F. A. Clowes, was registered.¹⁹ By 1913 there were four graduate students and in 1915 Alice Ball received a Master of Science degree.²⁰

The third major function of the College was extension work, which Gilmore said, "Enabled the college to render service which is fully as important and praiseworthy as that of offering instruction to students who come to its buildings."²¹ For people who could not attend classes, the College transferred the work of the classroom and laboratory into the community through a number of programs. This direct, practical application of knowledge to the lives and interests of the people helped the tax-supported institution gain the confidence of the Territory.

The extension program began two weeks after preparatory classes started in February 1908. Fifty-one people signed up for 26 lectures in horticulture and botany which were given in the College library on Tuesday and Thursday evenings from February 18 to March 31.²²

²⁰ College of Hawaii, Register of Officers and Students, 1915-1916, p. 12.

²¹ Report of the Superintendent of Public Instruction, 1910-1912, p. 68.

²² Report, College of Agriculture and Mechanic Arts, (Honolulu, April 9, 1908), p. 3.

Pope and scientists from various Federal and Territorial agencies presented the series of lectures²³ which was repeated the following Spring.²⁴ In 1909 the faculty also offered semi-monthly agricultural seminars to interested residents.²⁵ Gilmore and J. M. Young traveled to Hilo and Wailuku in the summer of 1909 and gave lectures, demonstrations, and conferences on engineering and agriculture. Although this trip to the neighbor islands was well received, it was not repeated because of a lack of funds.²⁶ During the school's first two years Gilmore estimated that College extension services reached 600 people throughout the Territory.²⁷

In 1910 after Vaughan MacCaughey, vice principal of the Honolulu Normal School, became assistant professor of botany and horticulture and was put in charge of extension activities, the College expanded its public service program. In September 1910, the College offered seven correspondence courses in horticulture, botany, and zoology²⁸ and

²³ Ibid., p. 5.

²⁴ College of Hawaii, Catalogue, 1911-1912, p. 77.

²⁵ Ibid., p. 78.

²⁶ College of Hawaii, Report of the Regents, 1911, p. 5.

²⁷ College of Hawaii, Presidents Report, 1909-1910, p. 18.

²⁸ Regents, Minutes, April 11, 1910.

inaugurated a regular program of public exhibits and demonstrations.²⁹ One of the features of the College's improved extension program was a traveling library which was started in November 1912 in cooperation with the Department of Public Instruction.³⁰ Twenty-five agricultural and scientific books were packed in wooden boxes which were shipped to the principals of 14 rural schools on the major islands. The books were then loaned to teachers, older students, and adults before being shipped to the next school on the circuit. The College provided the books, boxes, and general direction while the Department of Public Instruction assumed responsibility for distribution and the transportation charges.³¹

Under the direction of MacCaughey, who became Superintendent of Public Instruction in 1919, the College attempted to provide some teacher education. In 1912 fifteen afternoon classes in nature study were presented to elementary school teachers.³² Two years later the College offered school teachers a series of 24 Saturday

²⁹ College of Hawaii, Catalogue, 1911-1912, p. 77.

³⁰ College of Hawaii, Report of the Regents, 1913, p. 9.

³¹ Report of the Superintendent of Public Instruction, 1910-1912, p. 178.

³² College of Hawaii, Catalogue, 1911-1912, p. 77.

morning classes in botany, zoology, and psychology.³³ The institution also tried to improve its relations with teachers by publishing the Hawaii Educational Review in 1913 in cooperation with the Department of Public Instruction.³⁴ Although this monthly, which enjoyed a circulation of 7,000, dealt mainly with school items MacCaughey edited a section which extolled the College. After two years the College withdrew its support because tightened financial conditions did not permit the expenditure of \$30 on each issue.³⁵ Other services which the College tried to promote through the extension program were the testing facilities of its engineering and chemistry laboratories,³⁶ the use of classrooms for meetings, the loan of library books and other instructional materials, and the services of faculty members as consultants in various areas.³⁷ Regent R. S. Hosmer pointed out that extension services would bring "to the

³³ Hawaii Education Review, II (Oct., 1914), 11.

³⁴ College of Hawaii, Catalogue, 1912-1913, p. 83.

³⁵ Regents, Minutes, January 3, 1913.

³⁶ College of Hawaii, Presidents Report, 1909-1910, p. 7.

³⁷ College of Hawaii, Catalogue, 1911-1912, p. 78.

attention of those who might be expected to be interested therein, information in regard to the opportunities which existed at this college for regular and special work. Any activity of the College that brings its work to the attention of those who have an active part in keeping the machinery moving in Hawaii is good."³⁸

The mere presence of a public, tuition-free³⁹ college had an effect on other schools in the Territory. The Normal School began revising its curriculum to comply with the College's entrance requirements⁴⁰ and by 1911 began to offer college level courses.⁴¹ The ties between the Normal School and the College were also strengthened by the transfers of Pope and MacCaughey. The public high schools responded by expanding their course offerings to prepare their graduates for entrance to the College of Hawaii. When it appeared that the new institution was offering an acceptable quality of instruction, more students enrolled. However, this confidence was not always complete as many students transferred to mainland schools

³⁸ Regents, Minutes, January 8, 1912.

³⁹ Prospectus of the College of Agriculture and Mechanic Arts, p. 12.

⁴⁰ Report of the Superintendent of Public Instruction, 1908-1910, pp. 35-36.

⁴¹ Ibid., 1910-1912, p. 76.

after a year or two.⁴² The College's first graduating class of four showed the community that the institution could produce trained graduates who could step into well paying positions. The example of a locally obtained utilitarian education leading to economic advancement was not lost on the closed society of early Territorial Hawaii.

Although land grant colleges were not generally known as dispensers of popular culture, this role of the Honolulu College did elicit a good response from the community in the form of special students. Most of the special students were housewives seeking some culture from the College's limited artistic offerings in the form of "Ceramic Design and Porcelain Decoration" and "millinery" courses.⁴³ The quality of instruction in Household Economics classes was quite poor at first. Miss Chipman was rehired for two years only on condition that her ceramic course not consist chiefly of "decorative china painting."⁴⁴

Meeting the needs of the non-academic oriented community was another matter. Most of the general population responded fitfully to the young College which

⁴² College of Hawaii, Report of the Regents, 1911, p. 4.

⁴³ College of Hawaii, Catalogue, 1912-1913, pp. 56-57.

⁴⁴ Regents, Minutes, June 17, 1909.

was trying desperately to make itself useful. Finding out which of its services were needed was done by trial and error, since Mainland interests and standards were not always applicable in Hawaii. Whenever the College offered theoretical concepts, which was generally more often than not, the community failed to respond. Correspondence courses which were designed for those living away from the campus, were of doubtful value because of their purely theoretical nature. Despite the school's widespread publicity for the correspondence courses, only 38 people enrolled during the two years of the program.⁴⁵ A survey to measure the effectiveness of these correspondence courses indicated that although students thanked the College for its efforts, the courses were not considered useful.⁴⁶ When poultry and beekeepers associations sought technical assistance from the College in December 1908, Gilmore merely presented a rehash of some earlier academic lectures which were ill-suited to the farmers' needs.⁴⁷ Professor B. E. Porter wrote a newspaper article on poultry raising in Hawaii and suggested a four year program at the College as ideal preparation for this work.⁴⁸

⁴⁵ College of Hawaii, Catalogue, 1912-1913, p. 92.

⁴⁶ Pacific Commercial Advertiser, April 9, 1914.

⁴⁷ Regents, Minutes, December 30, 1908.

⁴⁸ Pacific Commercial Advertiser, January 25, 1909.

Since Porter offered but one three credit course in poultry keeping, Island farmers saw little value in extended college training for agricultural pursuits.

When the College offered practical assistance, such as the engineering testing equipment provided, the community often responded in a very direct manner. Shortly before the arrival of Halley's Comet in 1910, Honolulu businessmen contributed money to house the College's six inch telescope and other astronomical equipment.⁴⁹ In addition to the \$1,434.50 collected to build the structure, the Kaimuki Land Company donated one of its lots on Telegraph Hill for the observatory.⁵⁰ Two years later the observatory was struck by lightning and partially destroyed.⁵¹ Many of the community's early gifts to the College, however, were of little use to their donors. Gilmore, for example, in a July 10, 1911, letter to the Board of Regents, gratefully noted the receipt, "from the fire department, one horse." The Hawaiian Electric Company and the Department of Public Works also donated old electrical machinery for teaching purposes.⁵²

⁴⁹ College of Hawaii, Report of the Regents, 1912-1913, pp. 8-9.

⁵⁰ Regents, Minutes, December 13, 1909.

⁵¹ Pacific Commercial Advertiser, December 6, 1914.

⁵² Regents, Minutes, December 13, 1909; July 10, 1911.

This machinery may not have reflected genuine community interest since Regents A. Gartley and Marston Campbell were heads of the electric company and the Territorial Public Works Department, respectively.

Although the College of Hawaii was not always certain of what direction its efforts should take, the school tried to present a good picture to the influential men in the legislature. The response of the legislature to some extent mirrored the feelings of the community at large. The faculty, aided by the editorials of W. R. Farrington and Regent W. G. Smith, publicized the College, explaining what it could do and suggesting what it might undertake. Although the school had not really found itself, the 1909 and 1911 Territorial Legislatures continued to support the College. Possibly impressed by the Regents' arguments that the institution could not produce results unless given a new campus, the 1911 Legislature appropriated \$75,000 for a permanent building in Manoa Valley.

The cramped Young Street campus did not permit the development of the College at a time when agricultural education theory was shifting from a dependence on lectures and laboratory work to the use of large tracts

of land.⁵³ Being situated in the back yard of the high school also did little to inspire faculty or community confidence in the College. The temporary buildings were soon crowded by students, faculty, books, and scientific equipment. Students at the first campus were also subjected to the inconvenience of having the high school janitor and his family living near the College. President Gilmore grumbled, "The presence of these people is not only unpleasant and inconvenient to the College, but it is also detrimental to its interests." He said that classes were being distracted by "garrulous parents" and their "Inadequately cared for dogs and children." Furthermore Gilmore complained that "One of our classrooms is occupied by ladies and because of the scenes that are visible from the window, I feel that the interests of the College are not conserved by the presence of these people." Since the janitor also did his cooking out of doors, Gilmore feared that the campus buildings might catch fire.⁵⁴

In order to provide expanded agricultural research facilities,⁵⁵ the College began clearing the kiawe and

⁵³ Alfred C. True, A History of Agricultural Education in the United States (Washington, 1929), p. 230.

⁵⁴ Regents, Minutes, December 13, 1909.

⁵⁵ College of Hawaii, Presidents Report, 1909-1910, p. 6.

panini dotted⁵⁶ Highland Park tract early in 1909. A shed for mules, feed, and implements "was constructed of whatever materials were found on the grounds."⁵⁷ In 1910 the Territory provided funds for a dairy barn and a poultry shed⁵⁸ which were stocked with the cattle and poultry Gilmore purchased on a buying trip to Palo Alto.⁵⁹ Although the agriculture lectures continued to be given at the Young Street classrooms, laboratory work was started in Manoa.⁶⁰ Before the College could utilize the disputed Puahia portion of the new campus, it had to remove over 5,000 cubic yard of stone which was later used in building construction and as ship ballast.⁶¹ Almost as difficult to remove from the farm area, a former taro patch,⁶² were seven groups of squatters who for some time resisted efforts to displace them. Gilmore complained of their "carousing and drinking" and "sanitary and moral conditions" which interfered with clearing the land.⁶³

⁵⁶ Harold St. John, Campus Plants, (Honolulu, N.D.) p. 1.

⁵⁷ Donaghho to Pinkham, April 15, 1914, A.H., F.O. & Ex.

⁵⁸ College of Hawaii, Report of the Regents, 1913, p. 32.

⁵⁹ Regents, Minutes, November 14, 1910.

⁶⁰ Krauss, "Founders Reminisce", p. 20.

⁶¹ Ibid., pp. 20-23.

⁶² St. John, Campus Plants, p. 1.

⁶³ Regents, Minutes, May 8, 1911.

Gilmore also had trouble with a Mr. Focke who, after selling some of his Manoa property to the College, claimed he reserved a right of way over his former land. When Focke kept crossing the campus, Gilmore put a lock on the fence and asked the Territory for a legal opinion on the matter. Frear soothed Gilmore's ruffled feelings and suggested instead that the problem be settled in a friendly manner.⁶⁴

Although Gilmore was an able administrator, minor annoyances irritated him and impaired his efficiency. A student, Edward Tracy, started the College's first newspaper, the Engineering Idler. The paper was a type-written sheet containing notices, gossip, and humor which was posted to a bulletin board every so often,⁶⁵ Gilmore abolished the newspaper because he considered some of its humor obscene.⁶⁶ Gilmore also was perturbed by having to submit formal requisitions for purchasing small items from Honolulu fish markets or fruit stands for use in the zoology, horticulture, or domestic science departments. He was eventually permitted to spend up to \$25 each month from his own pocket for small perishable items and later

⁶⁴ Frear to Gilmore, June 6, 1910, A.H., F.O. & Ex.

⁶⁵ Donaghho, "Reminiscences", pp. 20-21.

⁶⁶ Conversation with Valentine Marcallino, May 3, 1966.

to be reimbursed by the College.⁶⁷

The College had difficulties with the multi-purpose building which had been appropriated for the Manoa Campus by the 1911 Legislature. In order to cut planning costs, Professor John Young was assigned to design the structure. However, Young merely provided space estimates⁶⁸ while Honolulu architect Clinton Ripley actually drew the plans and claimed an architect's fee for his work. The Regents reluctantly paid Ripley \$3,942⁶⁹ for title to his plans through the means of a faculty appointment as a supervising architect.⁷⁰ Young was also president of the Pacific Engineering Company which submitted a bid for constructing the new building. Although the competing Lord-Young Engineering Company's bid was \$65,700 compared with Pacific's \$65,725, Regents Cooper and Gartley urged that Pacific be chosen.⁷¹ After much heated discussion the Regents awarded the contract to Lord-Young.⁷² As a result of Young's activities in connection with the building,

⁶⁷ Regents, Minutes, December 13, 1909.

⁶⁸ Ibid., July 10, 1911.

⁶⁹ College of Hawaii, Report of the Regents, 1913, p. 6.

⁷⁰ Regents, Minutes, May 16, 1911.

⁷¹ Ibid., October 2, 1911.

⁷² Ibid., November 13, 1911.

Gilmore recommended that he be fired.⁷³ Although Young was a very capable instructor, his preoccupation with outside engineering jobs while his College salary was being paid for "continous and undivided services", gave Gilmore cause for concern.⁷⁴ Young, however, weathered this criticism and remained with the College and University for many years.⁷⁵

Classes began at Manoa in the Fall of 1912 although the new building lacked some doors and a few plumbing and electrical connections.⁷⁶ Professor A. L. Andrews commented on the move which heartened students and faculty, "We are like the ragged who put on garments clean and whole, or the dweller in a squalid tenement, who, not having lost his self respect, finds himself moved to a respectable home of his own."⁷⁷

⁷³ Ibid., September 12, 1912.

⁷⁴ Ibid., May 17, 1911.

⁷⁵ Young was generally the Regents' choice whenever an acting president was needed for a short period. He served as acting dean in 1914 during the interim between Donaghho and Dean and as acting president while Dean was on the mainland during the summers of 1918 and 1919.

⁷⁶ Regents, Minutes, October 7, 1912.

⁷⁷ College of Hawaii, Report of the Regents, 1913, p. 13.

CHAPTER V

FINANCIAL DIFFICULTIES

Far from being a signal that the College of Hawaii was well established, the move to Manoa was marked by intensified financial difficulties that nearly wrecked the school. The Federal Government provided most of the College's support. Land grant support of the institution amounted to \$30,000 during the school's first year and by 1911 this yearly subsidization totaled \$50,000. The Territory, on the other hand, generally failed to give the institution adequate financial support. Not until 1919 did Territorial appropriations match Federal grants. During the College's first eight years, the Territory's financial contributions amounted to less than one-fifth of that of the United States Government. The intransigence of the Federal Government on the applicability of land grant legislation to the Territory, however, was the source of the institution's major financial troubles.

After the Manoa Campus had been opened up, the Regents devoted more attention to agricultural research at the College. In 1887 Congress passed the Hatch Act which established and appropriated yearly grants for experiment stations in each of the land grant colleges. The purpose of these stations was to specialize in research in order to free the regular college faculty for instruction. The

Adams Act of 1906 made additional payments for agricultural research. Although experiment stations were normally a part of the land grant colleges, the stations were also supervised by the Department of Agriculture's Office of Experiment Stations. After Hawaii became a territory, the Department of Agriculture felt there were sufficient Island agriculture problems to warrant experiment facilities in Honolulu. Since there was no land grant college in the Territory at that time, the station was placed under direct Federal control and given \$15,000 a year. In April 1901 Jared Smith set up the Hawaii Agricultural Experiment Station on a 154 acre site on the slopes of Tantalus.¹ Aided by Territorial appropriations, the station soon had a fifteen man staff which was conducting field experiments and laboratory investigations, publishing bulletins, and giving lectures.² The College of Hawaii which was founded six years later, was in no way affiliated with this Federal agency. During the College's first few years, the Regents were too concerned with other matters to press the issue of merging the two institutions. Gilmore attempted to cooperate with the Hawaii Agricultural Experiment

¹ Hawaii Agricultural Experiment Station, All About the Hawaii Experiment Station (Honolulu, 1906), p. 1.

² Ibid., p. 2.

Station but there was little help the College could offer with its restricted funds.³ In 1911 after the Territorial Legislature passed Act 44 indicating in part its desire to have the two agricultural institutions combined, the Regents demurred. They felt their position would be strengthened if they postponed requesting Hatch-Adams funds until the Manoa campus was sufficiently developed to utilize such funds.⁴ After the College had been at Manoa for several years, the community began asking to have the experiment station aligned with the College. The Pacific Commercial Advertiser editorial of May 19, 1914, saw "no good reason" why the two institutions should be separated. The Honolulu Chamber of Commerce sent a resolution to Washington asking that the College of Hawaii share in the benefits of the Hatch and Adams acts.⁵ Despite community interest in getting the experiment station out from Federal control and under Territorial jurisdiction, the Regents refused to apply for Hatch-Adams funds on the grounds that this might jeopardize existing congressional appropriations for the station. The Regents argued, "Our request for such funds might be regarded as equivalent to

³ Regents, Minutes, March 18, 1909.

⁴ Ibid., May 15, 1911; March 11, 1912.

⁵ Ibid., Vol. 2, p. 66.

saying that the College could run a better experiment station than the one now existing."⁶ The Regents were content to develop an instructional program and carry on limited agricultural research with its own meager funds. A year later the Regents did submit an application for Hatch-Adams funds. Although the Territory's right to these funds seemed explicit enough in the wording of these acts, it was impossible for Territorial officials to alter the status quo and the Treasury and Agriculture Departments refused to transfer the Hawaii Agricultural Experiment Station's appropriation to the College.⁷

The College of Hawaii also suffered an especially disappointing setback in its attempt to obtain extension funds through the 1914 Smith-Lever Act. Before the passage of this act, funds for the institution's limited extension activities came from the Territory. The Smith-Lever Act put extension work on a firm financial basis by giving land grant colleges \$10,000 a year. Once he found that the bill was being considered in Congress, Vaughan MacCaughey, the College's Director of Extension Activities, corresponded with Hawaii's Delegate to Congress, Jonah

⁶ College of Hawaii, Report of the Regents, 1915, p. 37.

⁷ Ibid., 1917, p. 23; Regents, Minutes, March 23, 1916.

Kuhio Kalaniana'ole, asking him to make sure that Hawaii would be mentioned specifically in the bill.⁸ Kalaniana'ole assured him that the Territory was included in both Senate and House versions of the bill.⁹ In the meantime MacCaughey began laying plans for spending the expected appropriation. The Honolulu Star-Bulletin hoped this legislation would put the College "In more intimate touch with not only the people who are naturally interested, but those who ought to be interested" in the school's agriculture programs.¹⁰ However, the bill which emerged from the conference committee and which was later signed into law, failed to include Hawaii as a beneficiary.¹¹ The May 18, 1914, Honolulu Star-Bulletin editorial blamed "inefficient representation coupled with misrepresentation of Hawaii at Washington" for this blow to the College's plans for expanded extension services. Later, as a sop to the Territory, Congress added \$5,000 to the experiment station's appropriation. This extra money was to be used specifically for extension purposes.¹² During its 1915 session the Territorial Legislature sent Senate Concurrent

⁸ Regents, Minutes, March 31, 1914; April 17, 1914.

⁹ Ibid., March 14, 1914.

¹⁰ Honolulu Star-Bulletin, April 1, 1914.

¹¹ Pacific Commercial Advertiser, March 30, 1914.

¹² College of Hawaii, Report of the Regents, 1915, p. 35.

Resolution No. 4 to Congress asking that the College share in the Smith-Lever benefits.¹³ The request went unheeded.

The straw that nearly broke the camel's back in this series of adverse Federal decisions was the Department of Education's refusal to pay for the first sabbatical leave granted by the College. Shortly after the school set up a program of sabbatical leave in 1913,¹⁴ Joseph Rock, Botanist, applied for and received a year's sabbatical to visit herbariums in the United States and Europe.¹⁵ After Rock left Honolulu in September 1913, United States Commissioner of Education Philander Claxton ruled that the College of Hawaii could not use Federal funds to pay Rock's salary while he was away from Hawaii for what Claxton termed "study".¹⁶ For several months the Regents corresponded with Claxton arguing their case. In an April 9, 1914, letter to Regent Chairman Cooper, Claxton reiterated that since Rock's trip was essentially for research and not instruction, his salary could not be paid from land grant funds. Claxton said that the Federal

¹³ Senate Journal, 1915, pp. 964-965.

¹⁴ David Kittelson, "University of Hawaii", in Sabbatical Leave in American Higher Education (Washington, 1962), p. 43.

¹⁵ Regents, Minutes, May 19, 1913.

¹⁶ Ibid., September 29, 1913.

Government was willing to pay for sabbatical leaves only if definite rules for such leaves had been set up by the institution. The Regents explained that they did indeed have a sabbatical leave policy which seemed to satisfy all of Claxton's requirements.¹⁷ The commissioner, however, remained unimpressed and the College was forced to pay Rock's sabbatical salary from their meager \$20,000 biennial appropriation. Rock was halfway around the world when he received a letter from the Regents explaining the situation and informing him that because of the school's limited funds, his salary would be stopped as of May 1, 1914. They added that if he would return to Honolulu to teach in the Fall, they would put him back on the payroll.¹⁸ Rock arrived in Honolulu on August 10.¹⁹ The unexpected expenditure of \$1,777.35 put a serious dent in the school's slender budget.²⁰

Although the United States Government provided the lion's share of the College's financial support, it was the Territorial support that was critical to the

¹⁷ Ibid., May 11, 1914.

¹⁸ Ibid., March 28, 1914.

¹⁹ College of Hawaii, Report of the Regents, 1915, p. 32.

²⁰ Ibid., pp. 43-44.

institution's existence. Federal grants provided generously for teaching agriculture, engineering, and the sciences, but there would be no college unless land, buildings, administration, and basic academic courses were provided by the Territory. The Islands seemed to be getting something for nothing by establishing a college to reap Federal monies. However, the Territory accepted a responsibility which went far beyond the few dollars it gave the institution every other year.

In 1913 the Island sugar industry, burdened with low sugar prices, lost its favored position because of the Underwood Tariff. The Hawaiian economy, which was tied to this single crop, suffered a general revenue loss of 50 per cent in 1913.²¹ The sudden change in Territorial finances caused newly appointed Governor Lucius Pinkham²² to order all Territorial agencies, including the College of Hawaii, to curtail their spending.²³ Pinkham permitted the College to spend but \$605.55 of a \$3,000 appropriation for improvements made by the 1913 Legislature.²⁴ He also

²¹ Report of the Governor, 1915, p. 16

²² Pinkham was a retired businessman who had lived in Hawaii for but a few years before acting as President of the Territorial Board of Health from 1904 to 1908. After an extending tour around the world, he served as governor from Nov. 1913 to June 1918.

²³ College of Hawaii, Report of the Regents, 1915, p. 4.

²⁴ Ibid., p. 13.

withdrew \$6,824.19 from a special Conservation Board allotment of \$9,000 made to the school.²⁵

Having its meager budget chopped was nothing new to the College of Hawaii. Although the institution's original 1907 appropriation amounted to \$25,000, Governor W. F. Frear later took \$5,058.68 from this sum to meet shortages in other Territorial departments.²⁶ Frear redeemed himself in 1910 by setting aside \$4,000 from the Conservation portion of the special income tax fund to construct dairy and poultry buildings in Manoa.²⁷ He also gave the College \$9,000 from the Conservation Fund for other agricultural buildings. However, it was from this grant that Pinkham later expropriated money.

The 1911 Legislature gave the school some financial relief by passing Act 44 which permitted the institution to retain the monies it received from the sale of farm produce and for various services instead of turning it over to the Territory.²⁸ The act also formally shortened the institution's name to the College of Hawaii in an effort to reduce confusion about the school's purposes and

²⁵ Pinkham to Donaghho, May 4, 1914, A.H., F.O. & Ex.

²⁶ College of Hawaii, Report of the Regents, 1909, p. 8.

²⁷ College of Hawaii, Report of the Regents, 1911, pp. 9, 15.

²⁸ Regents, Minutes, December 19, 1910.

to recognize the name generally in common usage. Legislators also felt that the name of Hawaii's college should be similar in phraseology to the names of other state institutions of higher education.²⁹

Since Hawaii's Territorial status did not qualify the College of Hawaii for a Federal grant of public land, the Regents tried to encourage the Territory to set up a similar endowment. Beginning in 1908, President Gilmore and the Regents continually, but unsuccessfully, sought legislative support for an endowment for the College.³⁰ On March 8, 1911, Senator George Fairchild of Kauai, at the request of the Regents, presented Senate Joint Resolution No. 1 asking Congress to set aside 8,575 acres of public land near Waialua, Kauai for the benefit of the College of Hawaii.³¹ The resolution was referred to the Senate Ways and Means Committee who recommended a substitute resolution to provide a yearly income for the College as well as Territorial education in general by placing 40,000 acres of homestead lands under a revenue producing commission. Fifty per cent of the land income would be for the public schools, 40 per cent for health purposes,

²⁹ House Journal, 1911, pp. 450-451

³⁰ Regents, Minutes, September 3, 1908; December 13, 1909; April 11, 1910.

³¹ Senate Journal, 1911, pp. 270-271.

and 10 per cent for the College of Hawaii. The College's share was estimated to be \$40,000 a year.³² After a heated public hearing on this matter, the political ramifications of utilizing homestead lands for educational purposes caused the Ways and Means Committee to replace the resolution with Senate Concurrent Resolution No. 10, a similar but less potent legislative device.³³ After the House amended the resolution somewhat, the Senate concurred on April 26, 1911.³⁴ Since a Concurrent Resolution was merely an expression of the Legislature's opinion, it did not carry the force of law and the College again failed to obtain an endowment. During the 1915 legislative session, the Regents again proposed a land grant for the institution, but nothing came of it.³⁵

³² Ibid., pp. 403-408.

³³ Ibid., pp. 854-858.

³⁴ Ibid., pp. 1033-1034.

³⁵ Regents, Minutes, February 3, 1915; February 10, 1915.

CHAPTER VI

LEGISLATIVE AND COMMUNITY DISENCHANTMENT

The financial reverses of the 1913-1915 biennium were compounded by growing community disenchantment with the College of Hawaii. These were crucial years of trial and privation during which the academic goals of the College were nearly diverted. W. R. Farrington characterized this period by saying, "The college was suffering from growing pains, not realized at the time. Most everyone thought it was rheumatism or something worse."¹

Governor Lucius Pinkham was the catalyst in this reaction to the College. A retired businessman, he was determined to apply the methods of the commercial world to the operation of the faltering Territory and its College. After having operated under the benign guidance of Governors Carter and Frear, the Regents were ill-prepared for the crusty old bachelor who was characterized as one "who doesn't think much of colleges and doesn't like the chairman Henry E. Cooper of the Regents."² Pinkham's animosity towards the institution was only partly evidenced by the slashes he made in the school's appropriations. Although Act 55 of the 1909 Legislature permitted the

¹ Farrington, "Memo of Reminiscences", p. 4.

² Ibid.

Territory to exchange public lands for private lands needed by the College in Manoa, Pinkham steadfastly refused to authorize an exchange of Territorial lands in Nuuanu Valley for two acres in Manoa which were owned by Mrs. W. E. Wall and completely surrounded by College property.³ Pinkham was unwilling to ask the Legislature for an endowment of lands for the school and forced the Regents to adopt a policy of working directly through the legislature for special requests.⁴

Pinkham also interfered with the orderly but limited pursuit of research at the College by taking up picayunish matters with the faculty. On April 2, 1914, Pinkham sent Frederick Krauss, Professor of Agronomy, a letter requesting the "best means of safely preparing, using and applying human excreta in agriculture." Krauss discussed the matter in a five page letter on April 6. The Governor later utilized portions of Krauss' letter in requesting the Territorial Board of Health to institute these suggested procedures. After his suggestions were turned down because of the difficulty in neutralizing some bacilli, Pinkham chided Krauss for his omissions of fact and suggested he undertake research to correct these

³ Regents, Minutes, May 25, 1914.

⁴ Ibid., February 10, 1915.

matters. Pinkham said, "It seems to me one of the practical objects that you might consider is the means by which this fertilizer could be made harmless and safely applied. It does not, so far as the public is concerned, require scientific presentation, but in as few words as possible tell what may safely and properly be done and how an ordinary individual may prepare and make the application."⁵

Krauss, who was busy superintending the College's farm operations, explained to Pinkham that although human excreta might be utilized in several ways, it was not a satisfactory fertilizer. Krauss pointed out that only countries with low standards used this fertilizer.⁶

Pinkham answered that on his trip around the world from 1909 to 1913, he observed this practice in China and that the College should find a solution to this problem.⁷

A few months later Pinkham suggested to the Regents that "The public has a right to expect from the College of Hawaii a few practical and economic demonstrations that will be of unquestionable value to the Territory." The Governor felt the institution's research activities should emphasize diversified crops and not major products such as "Sugar, pineapples, coffee, rice and tobacco

⁵ Pinkham to Krauss, April 9, 1914, A.H., F.O. & Ex.

⁶ Krauss to Pinkham, April 20, 1914, A.H., F.O. & Ex.

⁷ Pinkham to Krauss, April 21, 1914, A.H., F.O. & Ex.

[which] are in the hands of capital better able than the College of Hawaii to experiment." He also suggested that the College consult Thrum's Hawaiian Annual for suggested research topics. Pinkham also discussed the plans which had been submitted to him for remodeling the College dairy building which "was presumed to have been designed by those competent to teach. I purpose [sic] being sure that money is not wasted on ill-considered plans and installation." Pinkham said that the faculty should utilize Territorial and Federal experts before attempting to design buildings. Pinkham may have had some misgivings about his suggestions when he closed his letter saying that his statements "could not be considered presumptuous."⁸ After Pinkham received the revised plans on March 10, 1915, he continued to find fault with the plans. He questioned the necessity of having a foot scraper in front of the door and whether or not a six inch drain pipe was adequate. He wondered why the College asked for a cesspool instead of utilizing animal excreta as fertilizer. Pinkham disagreed with the detailed manner in which cost estimates were presented. He wanted "an intelligent, relatively correct estimate of costs to be supplied the [Conservation] Board in totals, as it is not competent to judge details."⁹ The Regents

⁸ Pinkham to Farrington, October 14, 1914, A.H., F.O. & Ex.

⁹ Pinkham to Farrington, March 12, 1915, A.H., F.O. & Ex.

replied that it was their policy to turn such technical matters as the Governor raised over to "men who have a reputation for being expert in their particular line." The Regents forwarded the Governor's letter to the College administration and noted that a reply would be forthcoming.¹⁰ Pinkham said he was looking forward to the reply saying, "I am after the fundamentals Hawaii must have, ready to accept the grace notes but not ready to believe them."¹¹ On March 19, 1915, Pinkham received the College's reply to his complaints. The report explained that the faculty based its ideas on scientific principles and that their experimentation proved that a six inch drain would prove adequate. The report bluntly said that if the Governor believed some features of the plan to be inadequate, the faculty felt them to be adequate.¹² Pinkham was impressed by the report and obtained \$16,000 from the Conservation Board's special funds for remodeling the building.¹³

Another example of Pinkham's testy attitude toward the College came in 1915 when the Governor's attention was called to the fact that, according to the College of

¹⁰ Farrington to Pinkham, March 12, 1915, A.H., F.O. & Ex.

¹¹ Pinkham to Farrington, March 17, A.H., F.O. & Ex.

¹² Dean to Farrington, March 19, 1915, A.H., F.O. & Ex.

¹³ Regents, Minutes, March 23, 1915.

Hawaii's records, the early acquisition of the Highland Park and Peterson tracts were not set aside by executive order and that title was in the name of the Territory. The Board of Regents asked Pinkham to formally give title of its lands to the College.¹⁴ Pinkham sent back a copy of Executive Order No. 34 dated July 29, 1915, setting aside these parcels of land and sarcastically remarking, "I trust that the College records will now be straightened out."¹⁵

Governor Pinkham's overbearing attitude toward the institution was probably fostered by the weakened College administration which resulted in a drifting policy for the school. Although A. Gartley, R. S. Hosmer, and H. E. Cooper provided some continuity on the Board of Regents, frequent changes in the Board's membership resulted in a lack of direction. From 1909 to 1910, there were five new appointments to the Board and three of the appointees, Morris Bissel, George Woodruff, and Arthur Wilder, served less than three months. Regent Hosmer felt that the Regents "must get into closer touch with affairs at the College than, I think, most of us have so far, before

¹⁴ Farrington to Pinkham, July 16, 1915, A.H., F.O. & Ex.

¹⁵ Pinkham to Farrington, July 30, 1915, A.H., F.O. & Ex.

being in a position to make many suggestions."¹⁶

By 1913 President Gilmore had been involved in several disputes with the Regents over the hiring and firing of faculty members,¹⁷ the most notable of which were his difficulties with John Young. In one instance Regent H. E. Cooper directly interfered with Gilmore's attempt to reprimand Young by ordering a notice to this effect withheld.¹⁸ Gilmore was also plagued with financial difficulties which made it impossible for him to carry out his plans for the institution. In January 1913 he submitted his resignation although he continued as president until August 31,¹⁹ when he left for the University of California to take a position as an agronomist.²⁰ After Gilmore resigned, the Regents began looking for a new president. Since there were so few satisfactory applicants, they decided to appoint a faculty member as acting dean and later either promote him to the presidency or find another person.²¹ A student, Clayton Cousens, prepared a

¹⁶ Regents, Minutes, January 8, 1912.

¹⁷ Ibid., June 14, 1912; September 12, 1912.

¹⁸ Ibid., May 17, 1911.

¹⁹ Ibid., February 2, 1913.

²⁰ Keller, The Early Days (Honolulu, N.D.), p. 8.

²¹ Regents, Minutes, April 27, 1913.

petition asking that his brother-in-law, A. L. Andrews, be appointed president. Nineteen women students signed the petition and it was sent to the Regents.²² A few days later the Regents received another petition protesting against the May 19, 1913, Pacific Commercial Advertiser account that "students were nearly unanimous in their support of Dr. Andrews." This second petition, which called on the Regents to disregard the Andrews petition, was signed by 14 male and two female students.²³ A segment of the faculty had encouraged student Edward Tracy to draft this petition.²⁴ At their May 22 meeting the Board received a third petition from other faculty members who were seeking Andrews' appointment. The Regents decided that although Andrews was a good faculty member, it would not be in the best interests of the College for him to be president.²⁵ The Regents eventually asked J. S. Donaghho to serve as acting dean effective June 1, 1913, with a corresponding salary increase from \$225 to \$300 a month.²⁶ As a condition of his acceptance, Donaghho was given a clerk-bookkeeper to relieve him of much of the

²² Ibid., May 17, 1913; Conversation with Valentine Marcallino, May 3, 1966.

²³ Regents, Minutes, May 19, 1913.

²⁴ Conversation with Valentine Marcallino, May 3, 1966.

²⁵ Regents, Minutes, May 22, 1913.

²⁶ Ibid., May 22, 1913.

administrative financial routine.²⁷ The choice of Donaghho was probably conditioned by the fact that in 1910 he, by virtue of his seniority of appointment, served as acting president for a few months while Gilmore was away on a cattle buying trip.²⁸ Donaghho, a quiet, well liked instructor who, while he evoked no strong feelings from the faculty, was their most acceptable choice. Hampered by a background of poor health, Donaghho was unable to cope with numerous difficulties which beset the College during his administration. Since the situation was a difficult one at best, Donaghho remained in a condition of lassitude and continually looked forward to being relieved of his responsibilities.²⁹ He was soon on "the verge of a nervous breakdown" and arranged to take an exchange position at the University of Washington immediately after the close of school on June 6, 1914.³⁰ Donaghho was burdened with a heavy teaching load at Washington and returned to Honolulu in the Fall to continue teaching, strengthened by being relieved of administrative duties.³¹

²⁷ Ibid., July 2, 1913.

²⁸ Ibid., September 19, 1910.

²⁹ College of Hawaii, Report of the Regents, 1915, p. 3.

³⁰ Regents, Minutes, April 11, 1914.

³¹ Ibid., January 12, 1917.

During his administration President Gilmore created the special student category in order to build up the College's enrollment quickly despite Island students' general lack of preparation and as a way of reaching as many people in the Territory as possible. Although the regular student body had been increasing by a half dozen students each year, the special category numbered 131 by the 1911/1912 school year and comprised 82 per cent of the entire College enrollment.³² That year the Regents became concerned about the ruinous effect the special students were having on regular students and the school's instructional standards as a whole.³³ A. L. Andrews complained of having to teach quantities of "specials" to the neglect of his regular students. He felt the special students were not only poorly prepared, "But under the stress of social or household duties, they do not hesitate at times to neglect their college work entirely."³⁴ He suggested reducing the number of these part-time students by requiring them to take entrance examinations. He also felt that special extension courses should be set up for

³² Ibid., Vol. 2, p. 225.

³³ Ibid., January 8, 1912.

³⁴ College of Hawaii, Report of the Regents, 1913, p. 15.

special students. The Regents, hoping to attract more students in order to allay legislative fears that the College was not teaching enough students, incorporated some of Andrews' ideas in a 1913 experiment with a new extension class of students who were neither regularly qualified nor working for credits as the special students were.³⁵ The problem became worse. Extension students soon constituted the largest portion of the student body. During the 1914/1915 school year, the College enrolled 21 undergraduates, 3 graduates, 41 specials, and 79 extension students.³⁶ Since the institution lacked funds to set up additional classes for extension students, they were accommodated in the regular classes. Two years of experimenting with extension students severely hindered the regular student body's development. Consequently, the Regents cracked down on the loosened standards which had spread throughout the College.³⁷ Not until the Spring of 1916 were the Regents finally able to get all of the students enrolled for credit and performing college level work again.³⁸ As a result of the Regents' decision

³⁵ College of Hawaii, Catalogue, 1914-1916, p. 14.

³⁶ College of Hawaii, Report of the Regents, 1917, p. 11.

³⁷ Ibid., 1915, p. 15.

³⁸ Regents, Minutes, June 30, 1916.

to concentrate on regularly enrolled students, the institution's inflated enrollment dropped to normal and legislators complained more loudly that the College was not doing its job.

From the College's first year there had been some doubt in the community that a science oriented institution could attract enough students unless it was aligned with another school. Regent Smith editorialized in the December 7, 1908, Pacific Commercial Advertiser that, "Eventually it [the College of Hawaii] should become . . . an institution which acting with Oahu College and the Mid-Pacific Institute, should be an important part of a Hawaiian University." The Regents felt that the College of Hawaii alone could not do a good job in the humanities, hampered as it was by limited Territorial funds for these disciplines. In 1911 the Regents, therefore, gave serious consideration to a proposal for cooperation between the College of Hawaii and Oahu College which would also have relieved the land grant institution's financial pressures. Representatives of the two institutions felt that "Higher education in the Territory of Hawaii should offer . . . the widest opportunity in training both for service and for culture. These needs can be most efficiently and economically met by cooperation between the College of Hawaii and Oahu College." The Regents and the Oahu College Trustees agreed that the College of Hawaii might offer

instruction in agriculture and mechanic arts while Oahu College's province would be the classics, humanities, and literature. The Trustees, however, were unwilling to make a definite commitment for offering these courses other than to hint vaguely, "as soon as possible". The Trustees did not relish losing control of Oahu College to a joint board administering "one institution united". Without a definite agreement from the Trustees to begin teaching humanities, the Regents were unwilling to risk losing altogether their meager Territorial appropriations for classical studies. The Regents insisted that unless the joint institution were under a joint ruling board which would "exercise the appointive and managerial functions", and set "collegiate standards of instruction", the new school might lose its Federal appropriations.³⁹ Gilmore and President Griffiths of Oahu College broke off merger discussions over the question of having one institution under a joint board or two separate colleges offering two different lines of work.⁴⁰

Two years later in 1913 Principal Edgar Wood of the Normal School offered a plan to the Regents which called for affiliating the two Territorial institutions. His

³⁹ Ibid., July 10, 1911.

⁴⁰ Ibid., August 28, 1911.

scheme called for five years of study at the Normal School followed by a year of general work at the College, for which two years of credit toward a Bachelor of Arts degree at the College of Hawaii would be given.⁴¹

At the same time Senator Henry B. Penhallow of Wailuku, Maui, proposed that the College undertake secondary education by reestablishing a preparatory department in order to relieve the congestion at the Normal School and at McKinley High School. The Regents felt this arrangement would enhance their activities. The Board agreed with Penhallow's scheme, provided that the College receive \$55,000 for additional rooms, equipment, and faculty. Gilmore drafted a report outlining a program by which the institution would offer four years of college preparatory, agriculture, or commerce, and two years of pedagogy to eighth grade graduates.⁴² On April 28, 1913, Penhallow presented a resolution to the Territorial Senate incorporating Gilmore's ideas. Senate Resolution No. 21 specifically asked for a holdover committee to investigate the possibility of the College's incorporating the Normal School as a preparatory department.⁴³ The resolution was

⁴¹ Ibid., April 14, 1913.

⁴² Ibid., April 21, 1913.

⁴³ Senate Journal, 1913, pp. 1364-1365.

approved on April 30 and Senators David Baker, James Cooke, and Penhallow were appointed to the Senate Holdover Committee on Education with instructions to report at the next session.⁴⁴ On March 5, 1915, the committee reported that the reorganization of the Department of Public Instruction made changes in the Normal School's program which did away with the need for any consolidation.⁴⁵ The committee noted that both the Superintendent of Public Instruction and the College President were against combining the two institutions at that time.⁴⁶ The committee recommended no action be taken on the report since the House was considering a plan for expanding the College's offering. The Territorial Senate which saw a strengthened program of preparatory education as the key to the College of Hawaii's small enrollment, looked to the College for the solution, not to the public secondary school system. The College was still looked upon as a stranger in the community and not as an integral part of the Territorial education system.

Legislators began wondering if there was something wrong with the College's course offerings when there were

⁴⁴ Ibid., p. 1454.

⁴⁵ Ibid., 1915, p. 123.

⁴⁶ Ibid., p. 130.

so few takers. The school's low attendance meant its student per capita cost was excessively high. During the 1914/1915 school year this figure was \$1,686.41 compared with the average cost of \$275 at other state universities.⁴⁷ On April 23, 1915, Representative Norman Lyman of Hilo introduced House Concurrent Resolution No. 26 which called for an investigation of the College's admission standards. Lyman felt that too few students were taking advantage of the school's facilities when the faculty was not teaching enough to earn their salaries. Lyman's solution would add two years to the regular program so that high school students could enter the College for the last two years of high school before entering the regular collegiate program. Lyman also wanted a boarding department for 100 neighbor island students who, if necessary, could work off their boarding fees.⁴⁸ The Honolulu Star-Bulletin welcomed the public attention focused on the College by the resolution, but cautioned that any solution to the problem must come about without degrading the institution.⁴⁹ The House Committee on Education agreed with the resolution's purpose of

⁴⁷ A Survey of Education in Hawaii (Washington, 1920), pp. 292-293.

⁴⁸ House Journal, 1915, pp. 1081-1082.

⁴⁹ Honolulu Star-Bulletin, April 24, 1915.

making higher education available to more Hawaii students. However, the committee felt that adding additional years would be too expensive and that secondary level agricultural education would be better off under the control of the Department of Public Instruction. The committee noted that since increased funds were being appropriated for the College that year, the school should have a chance to attract more students first.⁵⁰ Clarence Cooke, chairman of the committee, gave the real reason for refusing to endorse the resolution when he told the press that, "It was feared that reduction of the standards might jeopardize the federal appropriation."⁵¹

A year later in 1916 the Normal School's Principal Wood made another effort to tie in his school with the College of Hawaii. He proposed that Normal School graduates who had previously graduated from high school be given a year's credit toward a Bachelor of Science degree at the College. The Regents decided that although it was against their policy to accept work done at the Normal School in lieu of required work at the College, they would consider Normal School applicants for advanced

⁵⁰ House Journal, 1915, pp. 1117-1118.

⁵¹ Honolulu Star-Bulletin, April 28, 1915.

standing and give credit as each case might warrant.⁵²

In an age when "practical" was a key word in the vocabularies of Territorial administrators and businessmen, the College's research activities were generally looked upon with disdain by the community. Since the school lacked its own experiment station, the faculty concentrated on theoretical research for classroom use rather than on applied research for the community. This resulted in strong administrative pressure to come up with practical results in research. The Regents asked Professor of Entomology Henry Severin, who was working with the fruit fly, to restrict the hypothetical aspects of his work and concentrate instead on applying his findings to Island bananas.⁵³ Severin refused to abandon his research and the Board severed his connection with the College as of August 31, 1912.⁵⁴ Other professors who wrote on Hawaii-related academic topics were often forced to publish their papers elsewhere or by subscription because the school did not have a sufficient printing budget.⁵⁵ Rock's Palmyra Island was published as a College of

⁵² Regents, Minutes, February 18, 1916.

⁵³ Ibid., November 13, 1911.

⁵⁴ Ibid., June 14, 1912.

⁵⁵ College of Hawaii, Report of the Regents, 1915, p. 18.

Hawaii Bulletin only because Regent Cooper, who owned Palmyra, offered to print 500 copies if he could have 1,000 copies with plain covers for his own personal use.⁵⁶ The institution lost a great deal of prestige from the official connection it might have had with such publications as Rock's Indigenous Trees of Hawaii and William Bryan's Natural History of Hawaii. Of the 28 official College publications, only four were monographs concerned with original research. The rest were catalogues or Regents' reports. With its limited facilities and concomitant pressures to produce good students, the College met few research needs of the community that were not already being supplied by other well supported institutions. The College played second fiddle to the Hawaiian Sugar Planters Association Experiment Station, the Hawaii Agricultural Experiment Station, and the Territorial Board of Agriculture and Forestry, all of which were actively engaged in research and publishing.

The College presented a poor image to the community. "There is a manifest ignorance on the part of many persons of its existence and the character of its work. A considerable portion of the community has little or no

⁵⁶ Regents, Minutes, February 18, 1916.

conception of what a college is for or can do."⁵⁷ The Territory grew suspicious when the science oriented institution produced little in the way of practical application as proof of the benefits of the merger of science and agriculture. Before the community would send its children to the College they were going to have to be convinced of its usefulness and this was going to take some doing. There seemed to be "a general feeling of watchful waiting on the part of the community, a questioning attitude as to whether the college amounted to anything, or ever would."⁵⁸ While most of the community engaged in "watchful waiting", a few residents expressed their displeasure more positively. Allan Herbert, who in 1912 offered to build a laboratory next to the Aquarium for the College,⁵⁹ withdrew his proposal in 1915 after the Regents were unable to secure any land for the building.⁶⁰ In 1913 a prominent citizen was rumored to have drafted a bill abolishing the institution. The bill, however, was never introduced into the legislature.⁶¹

⁵⁷ Senate Journal, 1915, p. 139.

⁵⁸ Dean, Historical Sketch, p. 11.

⁵⁹ Regents, Minutes, April 30, 1912; College of Hawaii, Report of the Regents, 1913, p. 30.

⁶⁰ College of Hawaii, Report of the Regents, 1915, p. 38.

⁶¹ Dean, Historical Sketch, p. 11.

For evidence of the College's low estate, one had to look no further than the grounds of the campus. "The unattractive surroundings of the college tend to discourage attendance. The almost impassable roads and generally unkempt aspect of the grounds furnish so striking a contrast to the usual college campus as to discredit the institution and the Territory which it represents."⁶² After the new building was erected on the campus in 1911, no funds were appropriated for grounds improvement until 1915. In 1913 President Gilmore considered clearing the campus to be the greatest need of the College and asked the legislature for funds to clean up the brush, replant the grounds and build roads.⁶³ Except for a 75 foot wide strip of lawn in front of the main building which was generally kept trimmed by a wandering herd of cows from a neighboring dairy,⁶⁴ the campus was "over-grown with weeds, cactus and bushes, and more or less covered by rocks."⁶⁵ Campus roads which were little more than old paths covered with a load of gravel, turned into quagmires during the rainy season, during which the

⁶² Senate Journal, 1915, p. 139.

⁶³ College of Hawaii, Report of the Regents, 1913, p. 9.

⁶⁴ Dean, Historical Sketch, p. 11.

⁶⁵ College of Hawaii, Report of the Regents, 1915, p. 9.

College President in his horse and buggy delivered his faculty from off-campus to their classrooms.⁶⁶ The run-down condition of the campus also failed to give adequate protection to the institution's livestock and "Cats, dogs, and small boys made serious inroads" on the school's poultry flocks.⁶⁷

The fortunes of the College of Hawaii's athletic teams also reflected the general decline of the institution. In the fall of 1909 after the College first enrolled enough men to form a football team, students clad in blue denim jerseys began competing against teams from the newly formed Honolulu Interscholastic League. Professors Arthur Keller, Briggs Porter, and Raymond Severance were substitutes on the football team which won two games and lost two games.⁶⁸ During the next two years the College students played a regular schedule of games with Honolulu high schools. In 1911 a College track team entered Interscholastic competition. President Gilmore supported this extracurricular program because he felt that "reasonable activity" in sports would be helpful in attracting students to the institution. However, he did

⁶⁶ Ibid., p. 10.

⁶⁷ Ibid., p. 20.

⁶⁸ Hawaii Collegian (Honolulu, 1910), pp. 9-10.

not wish to have the College known solely for its athletic prowess.⁶⁹ On October 27, 1910, the student body organized into the Associated Students of the College of Hawaii in order to support the school's meager athletic program.⁷⁰ At the Manoa campus there was no cleared practice field available for athletics and the College was excluded from Interscholastic League competition as well.⁷¹ Unable to engage in competition, the students abandoned their sports program. Football was not started up again until 1915. "The absence of athletic and other extra curriculum [sic] activities detracts from the attractiveness of college life here."⁷²

⁶⁹ Regents, Minutes, October 15, 1909.

⁷⁰ Ka Leo O Hawaii, March 24, 1932; Conversation with Valentine Marcallino, May 3, 1966.

⁷¹ Pacific Commercial Advertiser, October 3, 1914.

⁷² Senate Journal, 1915, p. 139.

CHAPTER VII

RECOGNITION AND INSTITUTIONAL GROWTH

On May 21, 1914, Governor Lucius Pinkham named Mrs. Clarence Ashford, wife of the First Circuit Court Judge, to the Board of Regents. This appointment was notable not only because she was the first woman on the College's governing body, but also because Mrs. Ashford was not a business oriented person whom Pinkham preferred on the Board. Mrs. Ashford, who sent two of her children to the school and had been a special student herself in 1910, brought to her office a missionary zeal and definite ideas about how the physical appearance of the campus might be improved. Within a year she had persuaded Joseph Cooke, president of Alexander and Baldwin, to donate \$1,500 for constructing an athletic field on the campus.¹ This gift, coming as it did, gave a remarkable boost to the College's morale and dramatized the changes which were beginning to take place at the institution. The donation also marked the first move towards clearing the entire campus and identified influential people in the community favorably with the College.

The groundwork for the College's revitalized program was laid in December 1913 when Dr. Arthur Lyman Dean, an

¹ Regents, Minutes, March 13, 1915.

assistant professor of chemistry at the Sheffield Scientific School of Yale University, accepted the presidency of the College of Hawaii.² Regent Henry Cooper was traveling on the mainland in the Fall of 1913 and had been authorized by the Board to offer the presidency to whomever he deemed satisfactory.³ Cooper apprised Dean of the conditions in Hawaii and Dean accepted on the condition that the school's financial problems were cleared up.⁴ Dean technically became president a month and a half before he set foot on the campus. Since the institution was unable to pay Dean's traveling expenses, his appointment was made effective one month before he left New Haven in order to help him with moving expenses.⁵ Since Dean left on June 1, 1914, he actually became president on May 1. Dean encountered nothing but financial problems when he arrived in Honolulu in mid-June of 1914. The College had a balance of \$6,269.88 for its 1914/1915 school year expenses.⁶ Dean was informed that since administrative salaries could not be paid from Federal monies and since there were insufficient Territorial funds to pay his salary, he would

² Pacific Commercial Advertiser, December 23, 1913.

³ Regents, Minutes, September 29, 1913.

⁴ Farrington, "Memo of Reminiscences", p. 4.

⁵ Regents, Minutes, February 12, 1914; April 20, 1914.

⁶ Dean, Historical Sketch, p. 11.

have to teach several courses in order to qualify for land grant funds with which to pay the remainder of his \$5,000 salary. It was suggested that Dean teach juniors and seniors so that advanced work could keep his students busy if he had to be away from class for extended periods.⁷

The new president performed a masterful bit of juggling as he not only guided the faltering institution through the year, but also strengthened its program. Dean said that "Our college must be directed to fit the needs of the community and . . . its entire bearing must be on the community. We will pay especial attention to tropical and semi-tropical agriculture."⁸ W. R. Farrington attributed Dean's success in putting the institution back on its feet to his "high grade business common sense as well as keen educational acumen in sizing up in what manner this college will best serve the young men and women of the territory."⁹ Dean meant business and one of his first official actions was to suggest that the Regents follow a definite schedule of monthly meetings. Until that time the Board met at the pleasure of its chairman.¹⁰

⁷ Regents, Minutes, April 2, 1914; April 11, 1914.

⁸ Pacific Commercial Advertiser, June 19, 1914.

⁹ College of Hawaii, Report of the Regents, 1915, p. 4.

¹⁰ Regents, Minutes, June 24, 1914.

The change in the College's administrative leadership was accompanied and aided by a shift in the make up of the policy-forming Board of Regents. In 1914 Regents Henry Cooper, Ralph Hosmer and Charles Montague Cooke, Jr. were replaced by W. R. Farrington, Mrs. Clarence Ashford, and Frederick L. Waldron, President of F. L. Waldron, Ltd. Chairman Cooper had fallen into disfavor with Governor Pinkham and persuaded Farrington to seek an appointment as a Regent in order to keep the College from going under.¹¹ Except for Mrs. Ashford, all of the new Board's membership were identified with business interests. Formerly only Alonzo Gartley and Charles Hemenway had sugar connections. Cooper was a retired government official, Hosmer was a forester, and Cooke, a zoologist. The October 20, 1914, Pacific Commercial Advertiser commented on the make up of the new Board, "It is more important that the regents of this institution shall be businessmen and men of affairs than that they be prominent as educators. The problems to be solved are those of fathering this institution safely through the developmental and constructive period of its growth."

¹¹ Farrington, "Memo of Reminiscences", p. 4.

The new president and Regents began diagnosing the College's ills in an attempt to find the means to cure them. What would attract students, and how successfully, depended on tying the school in with the special demands of the Island economy. This meant that the institution had to reckon with the prevailing forces in the Territory, and not merely attempt to offer something for everyone in the community. The Regents recognized that a college only springs out of the minds and pocketbooks of the dominant people in the community. The dominant people in Hawaii at that time were the sugar planters and the College administration made a decision to cater to them. The obvious solution to the school's problems called for a strong sugar oriented program of studies. Dean reasoned that "The growing of sugar cane and the manufacture of sugar constitute by far the largest industry in this territory and it is in the sugar industry that there is the largest demand for trained men."¹²

Regent Hosmer first saw the necessity for a shift in course emphasis in 1912 when he wrote, "The college now has reached a stage where certain lines of study, as for example those courses leading to a knowledge of the fundamental principles of sugar production, ought to be given the preference over other lines, in themselves

¹² College of Hawaii, Report of the Regents, 1915, p. 17.

excellent but not of such immediate local importance."¹³

After the College moved to Manoa Valley, the Regents authorized Gilmore to secure a professor of sugar technology at a salary of \$3,500 which was 50 per cent more than the salaries other full professors were earning.¹⁴ Herbert Walker, a sugar mill chemist, was put in charge of this work.¹⁵ For two years this program, which consisted of two lecture courses and one research class emphasizing mill operations, attracted no sugar technology majors and little support from President Gilmore.¹⁶

Having decided that the vague wording of the Morrill Act permitted an emphasis on sugar technology for the support of the Territory's special needs, the new Board of Regents strengthened the College's anemic sugar program, setting up a four year course¹⁷ with two divisions, agriculture and engineering. Later the Regents approved a memorandum on the institution's agricultural policy which said in part, "Particular attention is to be devoted to the cultivation of sugar cane, its varieties,

¹³ Regents, Minutes, January 8, 1912.

¹⁴ Ibid., October 7, 1912.

¹⁵ College of Hawaii, Report of the Regents, 1913, p. 8.

¹⁶ College of Hawaii, Catalogue, 1912-1913, pp. 78-79.

¹⁷ Regents, Minutes, July 7, 1914.

and the handling of cane lands under Hawaiian conditions."¹⁸ The revitalized sugar technology program drew one student during the 1914/1915 school year, ten students in 1915/1916, and 12 students in 1916/1917.¹⁹ Sugar cane was also planted on a portion of the College's farm lands.²⁰ The College of Hawaii and the University of Louisiana were the only land grant colleges with a sugar program.²¹

The ascendancy of sugar technology on the campus caused a corresponding drop in the emphasis on diversified agriculture. Because of Hawaii's peculiar landholding system and the stress on sugar, it had proved difficult to teach farming when general farming, for all practical purposes, did not exist. W. R. Farrington wrote, "It has been assumed that the moral obligation of any institution endowed by funds of the Federal government should be to lead the student toward 'small farm' agriculture and away from the main corporation-controlled sugar industry of the Territory. Consequently there was, in the earlier days, indifference toward the sugar chemistry course, and special attention given to what

¹⁸ Ibid., February 10, 1915.

¹⁹ Ibid., Vol. 2, p. 226.

²⁰ College of Hawaii, Report of the Regents, 1917, p. 13.

²¹ Ibid., 1915, p. 17.

might be termed a diversified agriculture course."²² The pressure for diversified agriculture may have been more political or sociological in nature than economic. Leaders of the Territory generally felt that with the tremendous number of immigrants which the Territory had absorbed in the past quarter century, thorough Americanization of these people as well as economic stability required diversified agriculture and the independent farmer.²³

Diversified agriculture still had its advocates. Sanford B. Dole, President of the Provisional Government and the Republic of Hawaii as well as the first Territorial Governor, felt the College should emphasize diversified agriculture and short term vocational instruction, while making a special effort to reinstate the Hawaiians in small farming.²⁴

Governor Pinkham had been seeking a means of expanding the Islands' economic base and in 1915 asked the College, the Hawaii Agricultural Experiment Station, and the Territorial Board of Agriculture and Forestry to recommend agricultural products which could be developed into a

²² Ibid., p. 6.

²³ Ibid., p. 19.

²⁴ Sanford Dole, "How Shall the College Extend its Usefulness", Ka Palapala (1916), 8.

staple commercial industry for Hawaii. President Dean and Albert Waterhouse, president of the Board of Agriculture and Forestry, said extensive investigation indicated that only sugar and pineapple were feasible as an agricultural industry for the Territory to rely on. They cited the problems of Hawaii's distance from markets, high labor costs, and small land area. The two men felt that before rice, cotton, tobacco, coffee, and banana crops could become an economic factor, they would require a lot of time, money, and research. Dean commented that although the school previously tied in its teaching and research with the needs of a tropical environment, the Hawaiian environment was neither tropical nor temperate and consequently not well suited to the crops of either area.²⁵

Next to sugar, the College paid special attention to forage crops and swine, with high quality livestock being brought in from the mainland.²⁶ Dean, who felt the institution's farm should operate on a businesslike basis and become self sustaining, installed a new accounting system at the school.²⁷ The Regents appointed the former

²⁵ Dean and Waterhouse to Pinkham, April 8, 1915, A.H., F.O. & Ex.

²⁶ College of Hawaii, Report of the Regents, 1915, p. 20.

²⁷ Pacific Commercial Advertiser, August 14, 1914.

director of the Hawaii Agricultural Experiment Station, Jared Smith, as Professor of Agronomy and placed him in charge of the farm.²⁸ Smith found it difficult to operate under the new agriculture policy. He felt the farm could not operate on a profit basis and he disagreed with the emphasis on sugar and animal husbandry. Smith felt that crops other than sugar and pineapple should be experimented with.²⁹ In an effort to fulfill the directive to make the farm self-sufficient, he became reluctant to start projects which did not have an excellent chance of succeeding. Consequently the Regents fired Smith in the Spring of 1916 because they wanted the head of the agriculture department to be a "man of energy and initiative."³⁰

As the College of Hawaii shifted its emphasis from diversified agriculture, its fortunes with respect to legislative appropriations improved. Conversely, the Hawaii Agricultural Experiment Station continued to promote the development of small farming³¹ and fell into disfavor with the Territorial Legislature. For example, in 1913 the experiment station received a supplementary

²⁸ Regents, Minutes, November 9, 1914.

²⁹ Ibid., March 22, 1916.

³⁰ Ibid., March 23, 1916.

³¹ Hawaii Agricultural Experiment Station, Annual Report, 1915, p. 9.

appropriation of \$15,000 from the Legislature³² as compared with the College's meager \$20,000. Thereafter, the Territory decreased its financial support of the experiment station while increasing appropriations for the College. As the school's reputation in agricultural matters increased, the legislators were willing to see the Territorial monies go to a Territorial institution rather than to a Federal agency over which they had little control. The director of the experiment station saw this change when he noted, "Tendencies in the island [sic] seem to have been the nonencouragement rather than the encouragement of production of diversified crops."³³

The decision to emphasize sugar was not the only phase of College activity which was subjected to close scrutiny by the new administration. The electrical and mechanical engineering programs were dropped because of the "limited need and demand" for these courses as well as the high cost of equipment.³⁴ Shop instruction was discontinued and more theoretical work substituted after shop instructor John McTaggart died and no one was found to replace him.³⁵

³² Ibid., 1913, p. 7.

³³ Ibid., 1919, p. 7.

³⁴ Ibid., 1915, p. 16.

³⁵ Ibid., 1919, p. 11.

The decision to eliminate non-degree candidate extension students led to a considerable drop in the number of women attending school.³⁶ As sugar and forage crops occupied much of the College's farm acreage, the horticulture course was dropped because it required too many plantings³⁷ and because this work was being duplicated by the Hawaii Agricultural Experiment Station.³⁸ On the other hand, whenever students displayed poor preparation, the school took steps to improve instruction. For example, all freshmen who failed a physics entrance examination had to take "Special Freshmen Physics" before entering the regular College Physics program.³⁹ Since most of the agriculture students were from urban areas and had no general farm experience, a one credit introductory course was added to familiarize them with farm equipment and livestock.⁴⁰

When the College Librarian, Mrs. William A. Bryan, mentioned in her annual report that 221 books were

³⁶ Ibid., 1917, p. 17.

³⁷ Ibid., 1915, p. 16.

³⁸ Ibid., p. 21.

³⁹ Ibid., p. 27.

⁴⁰ Ibid., 1917, p. 12.

missing, the Regents felt the library's operations warranted further investigation.⁴¹ Mrs. Bryan, who also operated the College book store, explained that the losses dated from the opening of the Library on September 22, 1908, and that the figure included damaged books which were subsequently discarded. Only 98 books were actually unaccounted for. However, since the faculty often took books without properly charging them, Mrs. Bryan expected many of the unaccounted books would be returned by the end of the semester. Since the number of missing books was less than one fourth of one per cent of the total book collection of 21,778 volumes, the Regents were placated. Nonetheless they warned the librarian to exercise "greater care" in the future.⁴²

The College not only responded to the needs of the sugar industry, but also to the requirements of the business community. Next to sugar, the largest demand for educated people in the Territory was in commerce. Although high schools offered methods courses, there was a need for theoretical training. In the Fall of 1914 a commission investigating Hawaii County's government methods found officials weak in business and public

⁴¹ Regents, Minutes, April 20, 1917.

⁴² Ibid., May 18, 1917.

service theory. The commission suggested the College of Hawaii offer training in cost accounting, report making and Territorial law and those persons with a certificate from the institution in this field be given first preference in public employment.⁴³ Although the Regents agreed with the concept in principle, financial conditions did not warrant establishing such a program at the time.⁴⁴ Two years later a Mr. Morgan requested the Board of Regents to "give courses in business subjects to young men engaged in business houses in Honolulu."⁴⁵ This was followed by the action of the 1916 Civic Convention which was meeting in Hilo. They asked the legislature to provide money for the College to offer business courses after regular hours for "young men engaged in commercial work."⁴⁶ The Regents approved an outline of this course and asked the 1917 Legislature for money to offer a course in business administration.⁴⁷ In the Fall of 1917 work in commerce was offered at the school.⁴⁸

⁴³ Honolulu Star-Bulletin, October 9, 1914.

⁴⁴ Regents, Minutes, October 19, 1914.

⁴⁵ Ibid., May 18, 1916.

⁴⁶ Ibid., October 27, 1916.

⁴⁷ College of Hawaii, Report of the Regents, 1917, p. 4.

⁴⁸ College of Hawaii, Catalogue, 1919/1920, p. 54.

The College benefited from the "practical" research of several faculty members. In addition to testing construction materials, Professor of Civil Engineering A. R. Keller spearheaded several projects which displayed the faculty's competence to the community as well as providing material benefits to the institution. Keller was recognized as an outstanding civil engineer, having been sought on a divided time basis by the Territorial Department of Health since his arrival in 1909 before he finally consented to serve on the agency's governing board.⁴⁹ In order to build up the College roads, Keller suggested in late 1914 that the school lay an experimental road on campus in order to test different types of road material. This project was a cooperative enterprise. The City and County of Honolulu loaned its road-laying machinery, the College supplied the land and testing apparatus as well as data gathering facilities, and the Territory furnished \$5,000 for materials.⁵⁰ The experimental road was built during the winter of the

⁴⁹ College of Hawaii, Report of the Regents, 1913, p. 22.

⁵⁰ Ibid., 1915, pp. 10-12; Regents, Minutes, December 16, 1914.

1915/1916 school year⁵¹ utilizing six different types of pavement and two types of curbing on the 20 feet wide, 1,600 foot long road which connected Metcalf Street with Maile Way.⁵² The road proved all too successful.

Honolulu contractors used this short cut to haul supplies for their developments in Manoa Valley⁵³ and wore out the experimental sections much faster than was anticipated. The worn out sections were replaced by a permanent road constructed of the materials which had proved best suited, a reinforced concrete road on a foundation of adobe.⁵⁴ President Dean commented, "For the first time since moving to Manoa Valley, the College is readily accessible by automobile in all sorts of weather and a battery of foot-scrapers is not required at the front door."⁵⁵

In December 1916 the City and County of Honolulu decided to lay a storm sewer across the campus as well as to permit drainage from the new Seaview tract to cross the campus on the surface. The Regents were concerned about the prospect of flooding and asked the City and

⁵¹ College of Hawaii, Report of the Regents, 1919, p. 5.

⁵² Ibid., 1917, pp. 8, 15.

⁵³ Ibid., 1919, p. 5.

⁵⁴ Ibid., 1917, p. 8.

⁵⁵ Ibid., p. 9.

County officials to lay the pipe and reroute the Seaview drainage before other new buildings were added to the campus.⁵⁶ The Regents' fears were realized a week later when a heavy rain storm flooded the campus and water stood two feet high in the dairy building.⁵⁷ Three months later the City and County took up the matter. However, since the city engineers were busy, the College engineers were requested to draw up plans, specifications, and cost estimates for the project.⁵⁸ A. R. Keller and a corps of students laid the groundwork for the new drainage system on campus which was completed in the Spring of 1918.⁵⁹

A. L. Dean became interested in chemistry instructor Alice Ball's research on chaulmoogra oil. This oil from India was used by the Leprosy Investigation Station in Kalihi for treating lepers. Although chaulmoogra oil was effective, it was difficult to administer with a hypodermic syringe and painful to the patient because the oil had the consistency of butter. After Miss Ball died, Dean carried on this work and concentrated the curative agent in the

⁵⁶ Regents, Minutes, December 22, 1916.

⁵⁷ Ibid., December 29, 1916.

⁵⁸ Ibid., March 15, 1917.

⁵⁹ College of Hawaii, Report of the Regents, 1919, p. 5.

oil into smaller bulk and liquid form. The College manufactured this new form of oil which was easier to administer and more effective.⁶⁰ Dean received world-wide acclaim for his efforts and was rewarded by the Territory with a small salary increase.⁶¹

Community organizations expressed their confidence in the College's new role by establishing four \$100 scholarships at the institution within a year after Dean's arrival in 1914. The Honolulu Chamber of Commerce awarded two scholarships and the College Club and the Hilo Board of Trade, one each to a girl and a resident of East Hawaii, respectively.⁶²

As the number of public high school graduates increased steadily throughout this period, the College drew more students. Freed from the specter of impending disaster, the school employed unusual methods to attract some students. The Regents' Minutes of May 18, 1917, note that "two dances [were] given for the Seniors and Juniors of McKinley and Punahou." In the Fall of 1915 the institution's regular enrollment increased by 50 per cent over the previous year and the 44 regular students in

⁶⁰ Ibid., 1919, p. 13.

⁶¹ Farrington, "Memo of Reminiscences", p. 6.

⁶² Regents, Minutes, April 2, 1915; August 20, 1915.

1916/1917 was nearly double that of 1914/1915.⁶³

The development of the College was not lost on Governor Pinkham who felt the College's research facilities and faculty had sufficiently developed to enable the school along with the Territorial Board of Agriculture and Forestry, to assume the entire responsibility for the agricultural development of the Territory.⁶⁴ The Federal and HSPA experiment stations were relegated to lesser roles. The 1915 Territorial Legislature also expressed its confidence in the College by giving it twice as much money for salaries and improvements as the previous session had. In addition, the Legislators appropriated \$75,000 for a new science building. The 1917 Legislature followed with a 50 per cent increase in appropriations as well as money for another building. During the 1919/1921 biennium, the last years of the College, Territorial appropriations for the school totaled \$281,500. In contrast, during the College's first ten years, it had received a total of \$279,000 from the Territorial Legislature.

The campus' appearance improved accordingly. President Dean let a contract for removing the algaroba,

⁶³ Ibid., Vol. 2, p. 225.

⁶⁴ Report of the Governor, 1915, p. 47.

kou and lantana on campus, the high bidder being permitted to take away the fire wood.⁶⁵ After the campus had been graded and the rocks and bushes cleared, Botanist Joseph Rock planted the campus as a botanical garden with 500 different species,⁶⁶ including a number of rare plants which Mrs. Ashford persuaded the Outdoor Circle to donate.⁶⁷ After two fires occurred in the main building in the Spring and Summer of 1916,⁶⁸ the Regents decided to purchase \$100,000 worth of fire insurance for the campus buildings. The three year premium amounted to \$1,500 and since the school did not have the money available, the Castle and Cooke insurance agency felt the College was a good risk and gave the Regents a year's credit on the premium until the 1917 Legislature could make an appropriation.⁶⁹

On the eve of America's entry into the first World War, the College of Hawaii had weathered a sickly childhood and was laying plans for expanded service to its community.

⁶⁵ Pacific Commercial Advertiser, August 14, 1914.

⁶⁶ College of Hawaii, Report of the Regents, 1919, p. 5.

⁶⁷ Regents, Minutes, December 6, 1917.

⁶⁸ College of Hawaii, Report of the Regents, 1917, pp. 9-10.

⁶⁹ Regents, Minutes, August 24, 1916.

CHAPTER VIII

THE WAR YEARS

Although Hawaii was well removed from the major battles of the first World War, the Islands contributed men, money, and material to the Allies' efforts. In return, the war brought some benefits to the Territory and, by extension, to the College of Hawaii. In 1914 the Hawaiian sugar industry nearly lost its favored position because of the Underwood Tariff. The war, however, provided a tremendous market for the Islands' major crop as the price of sugar soared and remained high for several years after the war. Plantations kept production high until the Summer of 1918 when their work force was depleted by the mobilization of the Territorial Guard and increased draft calls. The College stepped into this situation and met the sugar industry's desperate need for trained technicians by providing short courses in sugar which were designed for those who could not remain away from work for long periods of time. Since the school's four year sugar technology program was not suited to the immediate needs of the industry, the Regents offered sugar technology courses in brief intensive installments.

Much of the College's success with sugar short courses resulted from its earlier efforts to utilize the HSPA Experiment Station's facilities in the school's

regular four year program. In the Fall of 1917 the Regents sought an arrangement with the HSPA whereby sugar technology students would receive experience in field work during their summer vacations.¹ President A. L. Dean wrote to the HSPA explaining the College's interest in a co-operative work-study program. He proposed that five students be employed at the experiment station during the summers, treated the same as other employees, and paid by the HSPA. Although students received good training at the College, they were not useful for several months after joining a sugar plantation unless they had practical field work.² On January 28, 1918, Hamilton Agee, Director of the HSPA Experiment Station, agreed to Dean's terms and two months later the Regents ratified the agreement.³

In May 1918 Regent Alonzo Gartley felt that Herbert Walker had not showed enough initiative in his sugar courses and that the progressive work along these lines had been done exclusively by Dean. The Board decided to reduce the sugar technology professor's high salary to the level paid other full professors.⁴ Walker countered

¹ Regents, Minutes, September 14, 1917.

² Ibid., October 18, 1917.

³ Ibid., January 28, 1918; March 28, 1918.

⁴ Ibid., May 10, 1918.

that it was he who had organized the sugar courses in 1912 and that he had seen the need for an apprenticeship system and had suggested to Dean on two separate occasions in 1915 and 1916 that the College enter into a work agreement with the HSPA.⁵ A few days later Walker applied for a sabbatical leave. The Regents turned down his request on the grounds that he had but five and a half years of service instead of the required six years.⁶

During the summer of 1918, while Dean was visiting on the East Coast, Walker suggested to the Board of Regents that since the sugar plantations were short of technical assistants, the College should offer six to eight weeks of intensive training in sugar laboratory practice so that trainees could be of immediate service to the mills. The Regents approved the course as outlined by Walker but with the stipulation that preference be given to men recommended by the plantations.⁷ Circulars advertising a "short course in sugar practice intended to prepare students for duties of assistant chemist in sugar factories" were distributed.⁸ The College emphasized

⁵ Ibid., June 19, 1918.

⁶ Ibid., June 21, 1918.

⁷ Ibid., July 29, 1918.

⁸ Ibid., August 5, 1918.

routine laboratory work and entrance requirements were waived.

A few weeks after Walker presented the short course proposal, he again asked for a sabbatical leave. This time he requested for a leave of absence without pay from October 15 to December 15 and following that, a sabbatical leave at full pay for the next six months. During his absence from the campus he planned to work at a sugar mill in order to relieve some of the shortage of trained mill managers. Walker explained that the short course would be over by October 15 and that no undergraduates were enrolled in the regular sugar technology program at that time.⁹ The Regents approved his request except that his sabbatical should start at the beginning of the second semester, not December 15.¹⁰ Walker's sugar short course program undoubtedly preserved his salary status as the Regents decided not to cut it.¹¹

Twelve men completed the sugar short course which started on September 3, 1918, and finished in time for the November sugar grinding.¹² The course was so

⁹ Ibid., August 24, 1918.

¹⁰ Ibid., September 3, 1918.

¹¹ Ibid.

¹² College of Hawaii, Catalogue, 1919-1920, p. 78.

successful that the following year the Hawaiian Sugar Planters Association collaborated with the College in offering a two week course for 64 men from sugar plantations throughout the Islands.¹³ Thereafter the course was given annually for a number of years. The on-campus sugar short course was the medium through which the school gained commercial and governmental support for its expansion into a university.

On April 7, 1919, Walker submitted his resignation, effective September 1919 and written on stationery bearing the letterhead, "Herbert S. Walker, Mill Superintendent, Pioneer Mill." He explained that he had originally intended to return after his sabbatical but that after working on Maui, "I have come to the conclusion that my efforts are of more value and better appreciated in practical sugar manufacture than they have been or would be at the College of Hawaii."¹⁴ After the Regents accepted Walker's resignation, they tried to hold up Walker's sabbatical pay through legal action.¹⁵ In opinion no. 845, Harry Irwin, Territorial Attorney General, ruled that since sabbatical leaves were granted on the assumption that a person would return and that Walker had indicated as much

¹³ Ibid., p. 83.

¹⁴ Ibid., April 7, 1919.

¹⁵ Ibid., April 15, 1919.

before he left, the College of Hawaii could refuse to pay his salary.¹⁶

In late 1917 the Regents, who had been concerned about rumors of the faculty's disloyalty to the United States, voted to have President Dean send a letter to the faculty asking specific questions about their loyalty.¹⁷ Dean wrote "Do you support in thought, in word and in so far as lies in your power, in deed, the purposes of the United States as stated by President Wilson in his message to Congress of December 4, 1917?" He also asked each professor to indicate his citizenship.¹⁸ Of the 21 replies Dean received, 19 agreed with the Wilson message and two were pacifistic.¹⁹ Elizabeth Matthews, Assistant Professor of Household Service, replied that although she was a loyal United States citizen, she opposed America's entering the war. However, she respected the majority's opinion and she did not attempt to promote her beliefs in the classroom.²⁰ Maria Huer, Assistant Professor of Modern

¹⁶ Irwin to Dean, May 28, 1919.

¹⁷ Regents, Minutes, December 6, 1917.

¹⁸ Ibid., December 11, 1917.

¹⁹ Ibid., December 14, 1917.

²⁰ Ibid., December 12, 1917.

Languages, wrote that although she was a German citizen, she was loyal only to her conscience and not to any government at war. She refused to answer Dean's question on loyalty except to say that she would never "teach ideas of war."²¹

President Dean and the Regents differed on the matter of loyalty. Since Huer had not renounced her German citizenship the Board regarded her as a potential enemy of the United States and not to be employed by the College. In the case of Matthews, the Regents felt her "lukewarm and individualist ideas" would ruin the patriotism of the students. Dean, on the other hand, felt Huer was sincere in her beliefs and that since the country was at war for justice, the Board would be hypocritical if they not adhere to the principles of justice and fair play in her case. He argued that although the College of Hawaii was a public institution, Huer was not merely a beneficiary since she gave a fair return for her salary. As far as Matthews was concerned, Dean had no doubt that she was sincere and concluded that her dismissal could only be regarded as persecution for one's ideas. At the conclusion of their December 14, 1917, meeting, the Regents voted unanimously to refuse to employ anyone

²¹ Ibid., December 13, 1917.

holding allegiance to a government at war with the United States.²² The next day C. R. Hemenway changed his mind about Huer and stated that since she had committed no harmful act against the United States, the Regents' vote should be reconsidered. Mrs. Ashford also experienced a change of heart in the matter. Chairman of the Board W. R. Farrington replied that since the country was at war, the usual freedom of opinion was not allowed. Before the Regents could fire Huer there remained the matter of legally breaking her three year contract.²³ Territorial Attorney General Ingram Stainback in opinion no. 900 ruled that the College was justified in breaking Huer's contract since by implication, she must teach loyalty and good citizenship. Stainback suggested that she might be released by paying her for the semester that remained in her contract.²⁴ At their December 20 meeting the Regents were unable to get a unanimous vote for firing Huer and Matthews. Finally the Board voted to leave the matter of dismissal up to Dean.²⁵ Frederick Waldron, who had been actively seeking the dismissal of the two,

²² Ibid., December 14, 1917.

²³ Ibid., December 15, 1917.

²⁴ Stainback to Dean, December 19, 1917.

²⁵ Regents, Minutes, December 20, 1917.

objected to this action and resigned from the Board on the spot.²⁶ A week later the Regents accepted Huer's resignation and paid her \$900 for the remainder of the school year.²⁷ Matthews, however, did not tender a letter of resignation and the Regents let the matter ride for the time being because while the situation was more ticklish, the implications were not as great as in Huer's case. Later, in the Spring of 1918, the Regents refused to renew Matthew's contract on the grounds that her views had caused criticism of the institution, it being a matter of policy for the College to avoid censure.²⁸ The Board discontinued offering German language courses.²⁹ Not until 1927 was German offered again.

With the advent of the war, the Board of Regents renewed their efforts to provide military instruction at the College of Hawaii.³⁰ By early 1918 the Regents'

²⁶ Ralph S. Kuykendall, Hawaii in the World War (Honolulu, 1928), p. 436. Waldron was an Englishman by birth. One of his sons was in France with the Canadian Army, the other son was in the U.S. Army. Waldron himself later served in France as a volunteer Red Cross worker.

²⁷ Regents, Minutes, December 28, 1917.

²⁸ Ibid., April 18, 1918.

²⁹ Ibid., March 28, 1918.

³⁰ Ibid., February 16, 1917.

plans had progressed to the point where President Dean wrote to General John P. Wisser of the Army's Hawaiian Department asking for 40 Krag rifles, ammunition, bayonets, and a non-commissioned officer as drillmaster. The College wanted to begin offering military instruction to 40 students beginning January 28, 1918.³¹ Although the school had been given permission to offer military instruction despite limited enrollment,³² the Army could not spare the equipment at the time and the College was unable to offer military instruction.

In early 1918 the War Department created the Students' Army Training Corps which utilized American colleges for the selection and training of officers.³³ Students were voluntarily inducted into the SATC, an active unit of the United States Army. While attending classes approved by the War Department as having direct military value, the students drew the pay of a private and were subject to regular military discipline under an army officer. The War Department provided uniforms, bedding, equipment, and military instruction and paid the colleges one dollar per day for each soldier-student. The colleges were

³¹ Ibid., January 22, 1918.

³² Kuykendall, Hawaii in the World War, p. 79.

³³ True, A History of Agricultural Education, pp. 298-299.

responsible for housing, feeding, and instructing these units.³⁴ After a short period of training, the student-soldiers remained in school for further schooling, advanced to Officers Candidate Schools, or were assigned to active duty.³⁵

The College of Hawaii secured permission to set up an SATC unit although it lacked the minimum of 100 male students.³⁶ Acting President John Young and Regent Chairman W. R. Farrington signed a contract with the War Department to provide for a 50 man SATC group at the College commencing October 1, 1918.³⁷ Although this SATC program in Hawaii provided military instruction and encouraged more students to enter and remain in college, the program's existence was a constant source of anxiety to the College administration. A radiogram arrived from the War Department on September 13, 1918, advising the Regents that an Army officer would arrive in Hawaii on September 16 to organize the SATC unit. That date passed without any officer having arrived. The College administration had no idea how to set up this program.

³⁴ Regents, Minutes, Vol. 3, pp. 42-43.

³⁵ Ka Palapala, 1919, p. 37.

³⁶ College of Hawaii, Report of the Regents, 1919, p. 9.

³⁷ Regents, Minutes, Vol. 3, pp. 42-43.

Added to this confusion was the fact that the Regents rushed into this agreement without finalizing much of their own plans. The major problem was that the College agreed to house these 50 students without having dormitories to accommodate them. Although the Hawaiian Department supplied tents on a temporary basis, the College was obligated to supply permanent barracks eventually. On September 21, 1918, J. M. Young wrote to Governor Charles McCarthy,³⁸ who was visiting in Hilo at the time, asking him to allot \$6,000 from his contingency fund to build a 2,500 square foot dormitory to house the SATC unit.³⁹ For several days the College received no answer to this letter and the Regents hurriedly dispatched a radiogram to McCarthy on September 25 asking for confirmation of the school's request. Several weeks later McCarthy finally authorized the Territorial Auditor to release \$6,000 to build a dormitory. In the meantime, since the War Department was unable to have an officer on campus in time, they placed Second Lieutenant George Barnhart, a 1914 graduate of the College and a newly commissioned officer from the Schofield Barracks regimental officers

³⁸ McCarthy served as Governor from June 1918 to July 1921. A businessman, he was Territorial Treasurer from 1914 to 1918.

³⁹ Young to McCarthy, September 21, 1918, A.H., F.O. & Ex.

school, in charge.⁴⁰ The SATC program was conducted on a quarter system rather than on a semester basis. Because the Fall term lasted from October 1 to December 21, the College accordingly delayed classes until October 1. On that day 54 male students were inducted into the SATC and the next morning they rode to Fort Shafter for a physical examination. Except for three students who had flat feet and one who was underweight, all passed the examination. Twelve tents were pitched on campus and the khaki clad student-soldiers began eating in the engineering laboratory which was converted into a mess hall.⁴¹

On November 11, 1918, the delay in receiving SATC payments from Washington caused the school to run out of money for financing the SATC mess. President A. L. Dean and W. R. Farrington, on behalf of the Regents, hurriedly signed a note from the Bank of Honolulu, Ltd., for \$572 with which to pay the October bill of the Hawaiian Department quartermaster.⁴² A severe rain storm hit the Islands on December 3, 1918 and blew down the tents. Since dormitory construction had not begun, the SATC unit, which had grown to 62 members, was bedded down in the

⁴⁰ Kuykendall, Hawaii in the World War, p. 80.

⁴¹ Ibid.; Ka Palapala, 1919, p. 38.

⁴² Regents, Minutes, November 22, 1918.

hallways of the main building.⁴³ After the Armistice, the War Department at first ordered SATC activities to continue, but later it ordered the units demobilized at the end of the term in mid-December. In addition to their regular pay, SATC members also received the \$60 bonus given to all men in service since April 6, 1917.⁴⁴ College of Hawaii students who received satisfactory grades in their military work which consisted of 11 hours of drill each week on Cooke Field,⁴⁵ a course in military paperwork,⁴⁶ and A. L. Dean's class on "war aims," were given four credits toward a degree.⁴⁷

The Regents embraced the SATC program not only as an opportunity for war service, but also as a means of extricating a dormitory from the Territory. However, with the war at an end, Governor McCarthy decided not to build the dormitory although bids had already been let.⁴⁸ The SATC unit kept the draft from seriously depleting the College's enrollment and actually helped increase enrollment during the war years. With the service unit

⁴³ Kuykendall, Hawaii in the World War, p. 80.

⁴⁴ Ibid., p. 81.

⁴⁵ Ka Palapala, 1919, p. 40.

⁴⁶ Kuykendall, Hawaii in the World War, p. 80.

⁴⁷ Regents, Minutes, December 20, 1918.

⁴⁸ Ibid., December 12, 1918; November 22, 1918.

on campus there was a 50 per cent increase over the previous year in the size of the freshman class.

The College contributed to Hawaii's war effort in other ways as well. President Dean served as the executive officer of the Territorial Food Commission during the Summer of 1917. The commission was set up by Governor Pinkham as a means of increasing the production of Island food and conserving the available food supply.⁴⁹ In conjunction with this program the school experimented with various Hawaiian food substitutes.⁵⁰ Before he returned to the College in the Fall of 1917, Dean performed a creditable job in organizing the commission's activities. His most important work for the commission was setting up a county agency system in co-operation with the Territorial Board of Agriculture and Forestry and the Hawaii Agricultural Experiment Station.⁵¹ All of the students belonged to a Red Cross unit which fabricated 2,632 items of clothing and adopted and provided for a French war orphan.⁵²

⁴⁹ Kuykendall, Hawaii in the World War, p. 340.

⁵⁰ Ibid., p. 380.

⁵¹ Ibid., p. 340.

⁵² Ka Palapala, 1919, p. 9.

CHAPTER IX

TRANSITION

For several years after the war while sugar prices remained high, the Hawaiian sugar industry and the Territory of Hawaii prospered. Many commercial organizations in Honolulu took advantage of this prosperity and planned for post-war expansion. William Kwai Fong Yap, an assistant cashier at the Bank of Hawaii and an officer of the Chinese Fort Street Church, felt the Territory should prepare for intellectual as well as material advancement by raising the College of Hawaii to university status. Yap's motivation was practical as well as idealistic. He wanted his eleven children to have a broader education than the science oriented College offered, without incurring the expense of sending them to the mainland. After Yap devised a plan to convert the institution into a university, he became discouraged by the general lack of support for his proposal.¹ W. R. Farrington encouraged Yap and suggested that he seek support for a university from among those "like himself who had large families and relatively limited means."²

¹ William Yap, The Birth and History of the University of Hawaii (Shanghai, 1933?), p. 2.

² Farrington to Yap, January 9, 1928.

College President A. L. Dean helped Yap draft a petition³ to the Territorial Legislature asking it "to create a University of Hawaii by elevating the College of Hawaii to the rank of a University."⁴ Yap secured 440 signatures on his petition and presented it to the 1919 Legislature.⁵

In the meantime the Board of Regents voted to draft a bill setting up a university as outlined in Yap's petition.⁶ Regent A. G. Smith, assisted by President Dean, drew up the bill⁷ and asked Senator Charles King to introduce the measure.⁸ King favored the bill and got promise of assistance from Governor Charles McCarthy.⁹ Regent Alonzo Gartley talked with McCarthy about the possibility of setting aside Territorial lands for the specific support of the university. Although the Governor seemed interested, this land grant proposal got no farther in the legislature.¹⁰ The Regents held their bill

³ Yap, University of Hawaii, p. 3.

⁴ Thomas Nickerson, The University of Hawaii, 1907-1957 (Honolulu, 1957), p. 12.

⁵ Senate Journal, 1919, p. 609.

⁶ Regents, Minutes, January 16, 1919.

⁷ Dean, Historical Sketch, p. 12.

⁸ Hardy, Farrington, p. 82.

⁹ King to Leebrick, May 9, 1947.

¹⁰ Regents, Minutes, January 16, 1919.

in readiness until after Yap's petition had been formally presented and the temper of the legislature and community determined.¹¹

On February 26, 1919, after the petition had been introduced, C. E. King introduced Senate Bill No. 76, "An Act to Establish a University of Hawaii."¹² The bill progressed smoothly except for some disagreement as to how to gradually metamorphose the College into a university. Although they generally favored the bill, legislators were concerned about the additional \$32,000 the transformation would require. A. L. Dean suggested to the Senate Ways and Means Committee that the establishment date be changed from July 1, 1919, to July 1, 1920, in order to spread out the expenditures as well as to give the College time to make adequate adjustments.¹³ After the Senate passed the amended version by a 13-0 vote,¹⁴ the House, with an eye to further reducing current expenditures moved the effective date forward to July 1, 1921, and passed this bill 26-0.¹⁵ Although a conference

¹¹ Dean to Yap, January 5, 1928.

¹² Senate Journal, 1919, p. 404.

¹³ Dean to Yap, January 5, 1928.

¹⁴ Senate Journal, 1919, p. 730.

¹⁵ House Journal, 1919, pp. 969-970.

committee got the two chambers to agree to the 1920 date, some minor differences in the phrasing of other sections of the bill cropped up.¹⁶ The measure was resubmitted to the conferees and the two houses unanimously accepted the committee's recommendations on April 29.¹⁷ The following day Governor McCarthy signed the bill into law as Act 203 of the 1919 Legislature.¹⁸

After establishing the University of Hawaii on paper, the Territory further committed itself to the support of higher education by generous grants of money. The 1919 Territorial appropriations represented a 120 per cent increase over the 1917 appropriations. The 1919 general appropriation act set aside \$104,000 for the institution's regular biennial expenses and \$35,000 for additional expenses incurred in the transition to university status.¹⁹ The College received \$142,000 for a physics, chemistry, and sugar technology building.²⁰

Although the school appeared ready to assume the responsibilities of a university, W.K.F. Yap found the

¹⁶ Ibid., p. 1341; Senate Journal, 1919, pp. 1560-1561.

¹⁷ Senate Journal, 1919, p. 1654; House Journal, p. 1395.

¹⁸ Territorial Laws, 1919, pp. 271-274.

¹⁹ Ibid., pp. 331-332.

²⁰ College of Hawaii, Report of the Regents, 1921, p. 11.

community was not entirely convinced of the need for a Territorial university. A few influential persons had even refused to sign the petition.²¹ An editorial in the February 26, 1919, edition of the Pacific Commercial Advertiser summed up the doubts about a university by saying, "Is a University of more importance to the Territory than other things we want and which there is so little money to provide? It would indeed be a matter of pride to have such an institution but there is no use in spending the money if we don't need it. Isn't it better to educate all of the youths of the Territory along practical lines rather than a very number in calculus, Ovid, and other branches of 'higher learning'?"

The Board of Regents, which should have been the most vocal advocate of a university, displayed more apathy toward educational expansion than did the general populace. When Yap first appeared before the Regents, they were lukewarm to his proposal and felt that only "If the time was ripe for such development we should give the movement our support."²² President Dean concurred, "We were scarcely in a position to urge the matter."²³ The hard-headed

²¹ Yap, University of Hawaii, p. 3.

²² Regents, Minutes, December 12, 1918.

²³ Dean to Yap, January 5, 1928.

businessmen at the helm of the College who had become cautious after the institution's near failure and the loyalty turmoil of the first world war, were resting on their oars. As early as 1917, the Regents refused to cooperate with the Hawaiian Sugar Planters Association, Hawaii Agricultural Experiment Station, and the Territorial Board of Agriculture and Forestry in asking the legislature for money for Territorial extension work.²⁴ The Board, which had campaigned so vigorously to obtain Smith-Lever extension funds in 1914, contended in 1917 that extension work was of doubtful value and that unless there was a strong demand from the community for these services, the College should not press for such funds.²⁵

The faculty became displeased with the Board's actions especially over the matter of salaries. After the war the professors petitioned the Regents for an increase in pay, stating that although prices had risen, faculty salaries remained static. The petition noted that the teachers in the Department of Public Instruction had been given a salary raise.²⁶ President Dean forwarded the faculty's request to Governor McCarthy but nothing came

²⁴ Regents, Minutes, January 12, 1917.

²⁵ Ibid., February 16, 1917.

²⁶ Ibid., November 25, 1918.

of it.²⁷ Although College of Hawaii faculty salaries averaged 50 per cent higher than those at other state universities,²⁸ the increased cost of living in the Islands since the war placed a heavy burden on the professors. In November 1919 when the Regents adopted a set of by-laws prepared by Dean,²⁹ the salary scale contained therein made no significant changes in faculty pay.³⁰ The Regents had also authorized a Faculty Governing Board, consisting of the President (who was also a member of the Board of Regents) and professors with tenure. This faculty group was to assist in developing College policies and make recommendations to the Regents on faculty appointments. No sooner had the faculty organization been established than A. L. Dean reminded the Board that they were not bound to accept the faculty's recommendations.³¹

The Regents' attitude toward university status changed after numerous programs were thrust upon the College in recognition of its concern with agriculture and research. On January 1, 1919, Governor McCarthy

²⁷ Dean to McCarthy, December 12, 1918, A.H., F.O. & Ex.

²⁸ Survey of Education, p. 277.

²⁹ Regents, Minutes, November 26, 1919.

³⁰ Ibid., January 13, 1920.

³¹ Ibid., April 28, 1919.

transferred the county agent system from the Territorial Food Commission to the College of Hawaii.³² The Regents thought better of their extension position of 1917 and accepted the challenge. The College worked closely with the Board of Agriculture and Forestry, the Hawaii Agricultural Experiment Station, and the HSPA Experiment Station in keeping the agents on each of the major islands in touch with developments in all phases of agriculture. The College supplemented the agents' activities by sending out faculty members as special lecturers.³³ Act 74 of the 1919 Legislature which made current deficiency appropriations, gave the school \$5,700 to cover salaries and expenses of the four agents to the end of the 1918/1919 fiscal year.³⁴

The 1919 Legislature also recognized the College's potential for marine research by transferring the Kapiolani Park Aquarium to the school. As early as 1910 President Gilmore had asked for a marine laboratory in order to assist the Territory with its fisheries problems.³⁵ Under the terms of its lease which expired in

³² McCarthy to Dole, December 16, 1918, A.H., F.O. & Ex.

³³ College of Hawaii, Report of the Regents, 1919, pp. 15-16.

³⁴ Session Laws, 1919, p. 96.

³⁵ College of Hawaii, Presidents Report, 1909-1910, pp. 14-15.

1919, the Aquarium, which had been built by Charles M. Cooke in 1904, would revert to the City and County of Honolulu. The Legislature, however, offered the Aquarium to the College on the condition that the Regents raise money for an additional research structure on the site. William Bryan, Professor of Zoology, wrote to Cooke's widow asking for a gift of \$10,000 to erect this laboratory.³⁶ The late C. M. Cooke was the father of C. M. Cooke, Jr., a former College Regent. Clarence Cooke, representing the C. M. Cooke Estate, donated the money provided that the Territory continue to maintain the laboratory and Aquarium.³⁷ In agreeing to this condition, the Legislature requested that the building be available for public exhibition as well as for marine biology research and classes.³⁸ The Regents had some difficulty when they began operating the Aquarium as a public facility on July 1, 1919. The Honolulu Rapid Transit Company which had previously been in charge of the Aquarium, used direct current from its streetcar circuits to operate the building's electrical facilities.³⁹ Rewiring the

³⁶ Regents, Minutes, January 28, 1919.

³⁷ Ibid., February 3, 1919.

³⁸ Session Laws, 1919, pp. 288-289.

³⁹ College of Hawaii, Report of the Regents, 1921, pp. 13-14.

circuits in order to use regular alternating current ran into considerable expense. Although visitors to the Aquarium were charged a fee, the legislature had stipulated that on one day of the week there should be free admission. This day had been Saturday, but Director Frederick Potter changed the day to Sunday. He argued that residents were more likely to take advantage of free admissions on Sunday and more tourists, who were able to pay for admission, arrived for stopovers on Saturdays.⁴⁰ After the Regents let servicemen in free,⁴¹ Honolulu Rapid Transit streetcar men were also given passes in order to encourage them to direct tourists to the Aquarium.⁴² The Regents abandoned this policy after other community organizations began asking that their members be admitted without charge.⁴³ The Aquarium was a profitable operation for the College. During the first year and a half of College and University operation, 50,000 paying visitors produced a net profit of \$2,500.⁴⁴

⁴⁰ Regents, Minutes, June 17, 1919.

⁴¹ Ibid., November 26, 1919.

⁴² Ibid., February 20, 1920.

⁴³ Ibid., March 4, 1920.

⁴⁴ College of Hawaii, Report of the Regents, 1921, p. 14.

Governor McCarthy assigned another Territorial function to the College of Hawaii. Since the school was more closely connected with farm extension work than the Board of Agriculture and Forestry, he transferred \$5,000 of Territorial funds from this agency to the College for a Federal-Territorial cooperative project involving the construction of farm buildings at the Haleakaia homestead tract on Maui.⁴⁵ The Regents still had misgivings, however, about some of their new alliances with other Territorial agencies. When the College was authorized to use the land, buildings, and equipment of the Territorial Fish and Game Commission, which was established in 1919,⁴⁶ the Board was reluctant to be tied in too closely with Territorial commissions and thereby held partially responsible for the acts and policies of these commissions.⁴⁷

Heartened by its new and largely unsought status in the Territory, the Regents began laying plans for future development. A campus development plan which had been submitted two years earlier was approved.⁴⁸ The Board was

⁴⁵ Judd to Westgate, December 4, 1919, A.H., F.O. & Ex.

⁴⁶ Session Laws, 1919, p. 164.

⁴⁷ Regents, Minutes, April 15, 1919.

⁴⁸ Regents, Minutes, November 22, 1919.

aided in its planning by the recommendations of the 1920 Federal Survey of Education which was made at the request of the Governor and Legislature.⁴⁹ Planning for the future was not limited to the University's Territorial role. The Regents laid plans for expanding the College's new commercial program in light of the institution's location in the Pacific.⁵⁰ The new College of Arts and Sciences was oriented toward Pacific and Asian studies. Emphasis was placed on the languages of the Pacific rim countries, namely, Chinese, Japanese, and Spanish.⁵¹

Although official university status was more than a year away, the Regents allowed freshmen to register for a Bachelor of Arts degree in the fall of 1919.⁵² The introduction of a liberal arts curriculum in the Fall of 1919 led to a 67 per cent increase in enrollment over the previous year.⁵³ Prior to 1919 the College attracted less than a third of the Territory's college-bound students. With a "home" university offering both a science

⁴⁹ Ibid., June 29, 1920.

⁵⁰ College of Hawaii, Report of the Regents, 1919, pp. 16-17.

⁵¹ Ibid., p. 21

⁵² Regents, Minutes, May 19, 1919.

⁵³ University of Hawaii, Catalogue, 1920/1921, p. 83.

and liberal arts curriculum, the number of Island high school students enrolled in college preparatory courses increased markedly.⁵⁴ The student shortage of earlier years appeared to have been a direct result of the College's unresponsiveness to community desires in education.

The school's perennial dormitory problem was resolved in 1920 when the Young Men's Christian Association offered to erect and maintain a dormitory near the campus.⁵⁵ The previous lack of dormitory facilities had resulted in the institution attracting less than a fifth of the neighbor island students attending college as compared to more than a third of Honolulu college students.⁵⁶

The increased enrollment stimulated the student body's interest in extra-curricular activities, especially in athletics.⁵⁷ The College's 1919 football team won the Territorial championship with a record of four wins and one tie against military and club teams.⁵⁸

During its last year the institution was busy making preparations for expanding into a University. New programs were being developed and new faculty hired. On

⁵⁴ Survey of Education, pp. 263-264.

⁵⁵ Regents, Minutes, May 6, 1920.

⁵⁶ Survey of Education, pp. 263-264.

⁵⁷ College of Hawaii, Report of the Regents, 1921, p. 21.

⁵⁸ Ka Palapala, 1920, pp. 55-56.

recommendation of the faculty, A. R. Keller and A. L. Andrews were appointed Deans of the new Colleges of Applied Sciences and Arts and Sciences, respectively.⁵⁹ On Thursday, July 1, 1920, the College of Hawaii passed out of existence and the University of Hawaii came into being.

⁵⁹ Regents, Minutes, March 4, 1920.

APPENDIX

Morrill Act of 1862

AN ACT donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled. That there be granted to the several States, for the purposes hereinafter mentioned, an amount of public land, to be apportioned to each State a quantity equal to thirty thousand acres for each Senator and Representative in Congress to which the States are respectively entitled by the apportionment under the census of eighteen hundred and sixty: Provided, That no mineral lands shall be selected or purchased under the provisions of this act.

Sec. 2. That the land aforesaid, after being surveyed, shall be apportioned to the several States in sections or subdivisions of sections, not less than one quarter of a section; and whenever there are public lands in a State subject to sale at private entry at one dollar and twenty-five cents per acre, the quantity to which said State shall be entitled shall be selected from such lands within the limits of such State, and the Secretary of the Interior is hereby directed to issue to each of the States in which there is not the quantity of public lands subject to sale at private entry at one dollar and twenty-five cents per acre, to which said State may be entitled under the provisions of this act, land scrip to the amount in acres for the deficiency of its distributive share; said scrip and purposes prescribed in this act and for no other use or purpose whatsoever: Provided, That in no case shall any State to which land scrip may thus be issued be allowed to locate the same within the limits of any other State, or of any Territory of the United States, but their assignees may thus locate said land scrip upon any of the unappropriated lands of the United States subject to sale at private entry at one dollar and twenty-five cents, or less, per acre: And provided further, That no more than one million acres shall be located by such assignees in any one of the States; And provided further, That no such location shall be made before one year from the passage of this act.

Sec. 3. That all the expenses of management, superintendence and taxes from date of selection of said lands, previous to their sales, and all expenses incurred in the management and disbursement of the moneys which may be received therefrom, shall be paid by the States to which they belong, out of the treasury of said States, so that the entire proceeds of the sale of said lands shall be applied without any diminution whatever to the purposes hereinafter mentioned.

Sec. 4. That all moneys derived from the sale of lands aforesaid by the States to which the lands are apportioned, and from the sales of land scrip hereinbefore provided for shall be invested in stocks of the United States, or of the States, or some other safe stocks, yielding not less than five per centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished (except so far as may be provided in section fifth of this act), and the interest of which shall be inviolably appropriated, by each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to Agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.

Sec. 5. That the grant of land and land scrip hereby authorized shall be made on the following conditions, to which, as well as to the provisions hereinbefore contained, the previous assent of the several States shall be signified by legislative acts:

First. If any portion of the fund invested, as provided by the foregoing section, or any portion of the interest thereon, shall, by any action or contingency, be diminished or lost, it shall be replaced by the State to which it belongs, so that the capital of the fund shall remain forever undiminished; and the annual interest shall be regularly applied without diminution to the purposes mentioned in the fourth section of this act, except that a sum, not exceeding ten per centum upon the amount received by any State under the provisions of this act, may be expended for the purchase of lands for sites or experimental farms, whenever authorized by the respective legislatures of said States.

Second. No portion of said fund, nor the interest thereon, shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repair of any building or buildings.

Third. Any state which may take and claim the benefit of the provisions of this act shall provide, within five years, at least not less than one college, as described in the fourth section of this act, or the grant to such state shall cease; and said state shall be bound to pay the United States the amount received of any lands previously sold, and the title to purchasers under the States shall be valid.

Fourth. An annual report shall be made regarding the progress of each college, recording any improvements and experiments made, with their cost and results and such other matters, including State industrial and economical statistics, as may be supposed useful, one copy of which shall be transmitted by mail free, by each, to all the other colleges which may be endowed under the provisions of this act, and also one copy of the Secretary of the Interior.

Fifth. When lands shall be selected from those which have been raised to double the minimum price, in consequence of railroad grants, they shall be computed to the State at the maximum price and the number of acres proportionately diminished.

Sixth. No State while in a condition of rebellion or insurrection against the government of the United States shall be entitled to the benefits of this act.

Seventh. No State shall be entitled to the benefits of this act unless it shall express its acceptance thereof by its legislature within two years from date of its approval by the President.

Sec. 6. That land scrip issued under the provisions of this act shall not be subject to location until after the first day of January, one thousand eight hundred and sixty-three.

Sec. 7. That the land officers shall receive the same fees for locating land scrip issued under the provisions of this act as is now allowed for the location of military bounty land warrants under existing law: Provided, Their maximum compensation shall not be thereby increased.

Sec. 8. That the governors of the several states to which scrip shall be issued under this act shall be required to report annually to Congress all sales made of such scrip until the whole shall be disposed of, the amount for the same, and what appropriation has been made of the proceeds.

APPENDIX

Second Morrill Act of 1890

AN ACT to apply a portion of the proceeds of the public lands to the more complete endowment and support of the colleges for the benefit of agricultural and the mechanic arts established under the provisions of an act of Congress approved July second, eighteen hundred and sixty-two.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there shall be and hereby is, annually appropriated, out of any money in the Treasury not otherwise appropriated, arising from the sales of public lands, to be paid as hereinafter provided, to each State and Territory for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts now established, or which may be hereafter established, in accordance with an act of Congress approved July second, eighteen hundred and sixty-two, the sum of fifteen thousand dollars for the year ending June thirtieth, eighteen hundred and ninety, and an annual increase of the amount of such appropriation thereafter for ten years by an additional sum of one thousand dollars over the preceding year, and the annual amount to be paid thereafter to each State and Territory shall be twenty-five thousand dollars, to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their applications in the industries of life and to the facilities for such instruction: Provided, That no money shall be paid out under this act to any State or Territory for the support and maintenance of a college where a distinction of race or color is made in the admission of students, but the establishment and maintenance of such separately for white and colored students shall be held to be a compliance with the provisions of this act if the funds received in such State or Territory be equitably divided as hereinafter set forth: Provided, That in any State in which there has been one college established in pursuance of the act of July second, eighteen hundred and sixty-two, and also in which an educational institution of like character has been established or may be hereafter established, and is now aided by such State from its own revenue, for the education of colored students in agriculture and the

mechanic arts, however named or styled, or whether or not it has received money heretofore under the act to which this is an amendment, the legislature of such state may propose and report to the Secretary of the Interior a just and equitable division of the fund to be received under this act, between one college for white students and one institution for colored students, established as aforesaid, which shall be divided into parts, and paid accordingly, and thereupon such institution for colored students shall be entitled to the benefits of this act and subject to its provisions, as much as it would have been if it had been included under the act of eighteen hundred and sixty-two, and the fulfillment of the foregoing provisions shall be taken as a compliance with the provisions in reference to separate colleges for white and colored students.

Sec. 2. That the sums hereby appropriated to the States and Territories for the further endowment and support of colleges shall be annually paid on or before the thirty-first day of July of each year, by the Secretary of the Treasury, upon the warrant of the Secretary of the Interior, out of the Treasury of the United States, to the State or Territorial treasurer, or to such officer as shall be designated by the laws of such State or Territory to receive the same, who shall, upon the order of the trustees of the colleges or the institution for colored students, immediately pay over said sums to the treasurers of the respective colleges or other institutions entitled to receive the same, and such treasurers shall be required to report to the Secretary of Agriculture and to the Secretary of the Interior, on or before the first day of September of each year, a detailed statement of the amount so received and of its disbursement. The grants of moneys authorized by this act are made subject to the legislative assent of the several States and Territories to the purpose of said grants: Provided, That payments of such installments of the appropriation herein made as shall become due to any State before the adjournment of the regular session of legislature meeting next after the passage of this act shall be made upon the assent of the governor thereof, duly certified by the Secretary of the Treasury.

Sec. 3. That if any portion of the moneys received by the designated officer of the State or Territory for the further and more complete endowment, support, and maintenance of colleges, or of institutions for colored students, as provided in this act, shall, by any action

or contingency, be diminished or lost, or be misapplied, it shall be replaced by the State or Territory to which it belongs, and until so replaced no subsequent appropriation shall be apportioned or paid to such State or Territory; and no portion of said moneys shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repair of any building or buildings. An annual report by the president of each of said colleges shall be made to the Secretary of Agriculture, as well as to the Secretary of the Interior, regarding the condition and progress of each college, including statistical information in relation to its receipts and expenditures, its library, the number of its students and professors, and also as to any improvements and experiments made under the direction of any experiment station attached to said colleges, with their cost and results, and such other industrial and economical statistics as may be regarded as useful, one copy of which shall be transmitted by mail free to all other colleges further endowed under this act.

Sec. 4. That on or before the first day of July in each year, after the passage of this act, the Secretary of the Interior shall ascertain and certify to the Secretary of the Treasury as to each State and Territory whether it is entitled to receive its share of the annual appropriation for colleges, or of institutions for colored students, under this act, and the amount which thereupon each is entitled, respectively, to receive. If the Secretary of the Interior shall withhold a certificate from any State or Territory of its appropriation the facts and reasons therefore shall be reported to the President, and the amount involved shall be kept separate in the Treasury until the close of the next Congress, in order that the State or Territory may, if it should so desire, appeal to Congress, from the determination of the Secretary of the Interior. If the next Congress shall not direct such sum to be paid it shall be covered into the Treasury. And the Secretary of the Interior is hereby charged with the proper administration of this law.

Sec. 5. That the Secretary of the Interior shall annually report to Congress the disbursements which have been made in all the States and Territories, and also whether the appropriation of any State or Territory has been withheld, and if so, the reasons therefore.

Sec. 6. Congress may at any time amend, suspend, or repeal any or all of the provisions of this act.

AN ACT TO ESTABLISH THE COLLEGE OF AGRICULTURE AND MECHANIC ARTS OF THE TERRITORY OF HAWAII, AND TO PROVIDE FOR THE GOVERNMENT AND SUPPORT THEREOF.

Be it Enacted by the Legislature of the Territory of Hawaii:

SECTION 1. The Governor shall nominate and by and with the advice and consent of the Senate shall appoint five persons who shall constitute the Board of Regents of the College of Agriculture and Mechanic Arts of the Territory of Hawaii, which is hereby established.

SECTION 2. The persons appointed in accordance with Section 1 of this Act shall be residents of the Territory of Hawaii and not less than 25 years of age. One member of the Board of Regents shall be appointed for the term of one year, two for two years and two for three years and their successors shall thereafter be appointed for the term of four years.

SECTION 3. The Board of Regents shall have the general management and control of the affairs of the College. They shall have power to purchase or otherwise acquire lands, buildings, appliances and other property for the purposes of the College and expend such sums of money as may be from time to time placed at the disposal of the College from whatever source. All lands, buildings, appliances and other property so purchased or acquired shall be and remain the property of the Territory of Hawaii to be used in perpetuity for the benefit of the College.

SECTION 4. The purposes of the College are to give thorough instruction in agriculture, mechanic arts and the natural sciences connected therewith, and such instruction in other branches of advanced learning as the Board of Regents may from time to time prescribe and to give such military instruction as the Federal Government may require. The standard of instruction in each course shall be equal to that given and required by similar colleges on the mainland and upon the successful completion of the prescribed course the Board of Regents are authorized to confer a corresponding degree upon all students who shall become entitled thereto.

SECTION 5. No person shall, because of age, sex, color or nationality, be deprived of the privileges of this institution.

SECTION 6. The Faculty of the College shall be under the direction of a President who shall be appointed by the Board of Regents. The members of the Faculty shall be likewise appointed.

SECTION 7. The official name of the Board of Regents shall be Board of Regents, College of Hawaii, and the Board shall adopt and use a common seal by which all official acts shall be authenticated.

SECTION 8. The Board of Regents shall have the authority to sue in its official name and shall be subject to be sued only in the manner provided for suits against the Territory of Hawaii.

SECTION 10. This Act shall take effect from and after the date of approval.

Approved this 25th day of March, A. D. 1907.

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