

The Department of Sociology and the Centennial Celebration of the University of Hawai‘i

The Department of Sociology has been involved in significant ways in the development of the College of Arts and Sciences and University of Hawai‘i from 1920 to the present time. It also will continue to participate actively in the fulfillment of University missions and priorities into the future. In passing through major periods of challenges, key appointments and active support in and around the campus and University have been critical in how the Department has participated and will do so in developing scholarly excellence in teaching, research, and service.

Active Involvement in the Founding of the College of Arts and Sciences. When the College of Agriculture and Mechanic Arts was founded in 1907, the arts and sciences was viewed a needed development. With the help of Native Hawaiian legislators -Representative J. W. Kali‘ikoa, Senator Daniel Kanuha, and Representative David Kupihea, the basis of a University was formed. The strong voice of Wallace Rider Farrington spoke against the interest of planters and leaders who wanted workers with minimal education and cost. Farrington spoke of the need for affordable quality education within a land grant college framework in behalf of indigenous and immigrant background children who could not afford private education. The broad aims of such a liberal arts study were noted by Willis T. Pole, appointed as Head of the college. The aim of such a college was to "teach such branches of learning to agriculture and mechanic arts (without excluding other scientific and classical studies) in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

With the establishment of the College of Arts and Sciences as part of the University of Hawai‘i in 1919, the comprehensive liberal arts education of the students from diverse indigenous and immigrant backgrounds began. Wallace Rider Farrington helped again to move the institution towards a broader higher education program. William Kwai Fong Yap, an assistant cashier with the Bank of Hawai‘i, joined in the effort by signing in men and women in the upper reaches of the larger community on a petition to found the College of Arts and Sciences. As Senator, Representative William Joseph Huelani Coelho, who had joined in founding the College of Hawai‘i in 1907, moved to fund the College of Arts and Sciences and the University of Hawai‘i. Native Hawaiian legislators continued to support the development of a comprehensive land grant university.

Admission to this land grant institution has always assumed an affordable program for indigenous and immigrant background children from the public schools. Such children should have pre-college preparation that matches that of the private schools. Charter understandings also emerged about bridge programs into the classic liberal arts through courses in the languages, societies, cultures, histories, and environments of indigenous and Asian and Pacific Island settings based on quality research and studies. To become proficient in the classical liberal arts, indigenous and immigrant background children from the public schools were offered such bridge offerings. By admitting such public school background youths to study and work together with the brightest and the best mainstream youths from the Hawai‘i, the mainland and Asia and the Pacific, the aim was to develop a flow of students who could openly relate to each other as ambassadors of open, inclusive, and supportive diversity beyond college. These missions and values about basic research and scholarship to foster academic excellence of local public school children remain as fundamental aims and challenges for this campus and the University as a whole.

With the appointment of Romanzo Adams as Professor of Economics and Sociology in 1920, Sociology emerged as part of the Social Sciences for quality teaching of less advantaged local children to join the mainstream of American higher education within a global, regional, and national framework. Under Adam's leadership) offerings and work in Sociology, Economics, Anthropology, and Social Work had their beginning in the College of Arts and Sciences. With a Ph. D. in Economics from the University of Chicago, and an M. A. in Sociology from the University of Michigan, Adams was fully exposed to sociology. He taught both economics and sociology by himself but moved away from economics to develop more fully sociology, anthropology, and social work. Adams also served in major ways in the development of graduate studies within the University of Hawai'i in a life time of institutional service.

Critical to the development of sociology in teaching, research, and service were key understandings and appointments in the Arts and Sciences as a whole. For Adams and for faculty and staff that he appointed into Sociology, Economics, Anthropology, and Social Work, the focus on Asia and Pacific Island studies led to significant research. The study of populations in Hawai'i in and around Hawai'i linked societies, cultures, histories, languages, environments, psychology, and physiology as interconnected in direct and indirect interactions and exchanges.

Major funding for the Institute of Oriental Studies and the School of Pacific and Oriental Affairs with support from the Carnegie and Rockefeller Foundations fostered field studies, allied research, and work which grounded the teaching which involved the study of Pacific and Asian origins and the points of destinations, including Hawai'i. Faculty in other departments -Geography, Economics, Psychology, Anthropology, Political Science, History, Religion, Education -joined in offerings and seminars to enrich the comparative study of human populations and settings.

Under Rockefeller Research Grant support, Adams set out to collate data on the conditions affecting the indigenous population and the immigrants to Hawai'i:

"In order to understand the behavior and attitudes of the various peoples of Hawai'i, it is necessary to know about their respective cultural backgrounds, but, for such historical information, dependence is placed on studies made elsewhere.

Data relative to immigration of Hawai'i and to the circumstances of life in Hawai'i and to the response of the various people are being collected. Consideration is given to economic activities, to political status and activity, to education, to birth rates and death rates. Migration to and from the Territory and within the Territory is studied.

Attention is given to dependency, to crime and other evidences of social disorganization. Much attention is given to the family systems and to the changes in process. Marriage and divorce are studied with special reference to miscegenation

Hawai'i, without intent on its own to be such, has become a human laboratory in which destiny is compounding races and merging cultures while mankind is looking on and wondering what the results will be." (*University of Hawai'i Bulletin, 1929-1930, President's Report, pp. 11-12*)

Adam's teaching and research covered the wide expanse described above in working papers, technical reports, and scholarly publications. In addition to the research on immigration to Hawai'i, Adams researched and wrote about 1) the sources and impact of the severe decimation of the Native Hawaiian population from time of Western contact into the 1900s; 2) the schooling of immigrant children and their academic, social, employment and deviant outlook and outcomes; 3) the social, cultural, a demographic influences in the rate of intermarriage among the diverse populations in Hawai'i; 4) the types of migration flows affecting the kinds of labor relations, community development, and conduct of the indigenous and settler populations.

Under Adam's gentle guidance, as a joint department, the courses in anthropology listed sociologists as well as anthropologists. Early work in anthropology involved faculty and researchers in the socio-biological aspects of racial differences in Hawai'i and the Pacific. With the retirement of Professor Adams, Professor of Anthropology Felix Keesing became chair of the joint Department of Anthropology and Sociology. With additions in both sociology and anthropology, the department remained as a joint Department of Anthropology and Sociology into the late 1940's. The fact that they shared offices in Crawford Hall led to major research and publications involving the pattern of consistency and change in physical, social, and cultural profiles in points of origins and destinations in response to similarities and differences in conditions. Studies of the differences in the physical stock of Japanese cohorts from Hiroshima selected by immigration policies for demanding field work in Hawai'i over those brothers and sisters who remained in Hiroshima reported significant physiological differences. Studies in Kumamoto, Japan by John and Ella Embree and adaptations of immigrants from Kumamoto in and around Kona, Hawai'i by Andrew Lind indicated continuities and changes in social and cultural practices. Similar research involved research on the Filipinos between origin and destination with the work by Felix Keesing in Anthropology.

At the same time, the offerings in Social Work began to cover "A General View of Social Work" and "Methods of Social Case Work." Adams and other sociologists covered courses until faculty more grounded in Social Work approaches and practice were hired and Social Work became a program and department of its own. The Department worked with Social Work faculty to develop research and course coverage into social and ethno-cultural similarities and differences in matters involving family, household, and community practices and understandings in coping with problems and challenges.

In the growth of each Department - Sociology, Economics, Anthropology, and Social Work, the fact of selection of able and eminent faculty, involvement of key visitors of eminence and close work on shared studies and services have led to continuing contributions to the Social Sciences and professional fields of study. The leadership of Adams in promoting eminent visitors and young scholars from the University of Chicago and in recruiting and appointing fresh faculty from its Department of Sociology left its mark on the quantity, quality, and focus of work in teaching, research, and service from 1920 to the late 1950's. Professor Robert E. Park and his colleagues and students served as the core of visitors and faculty up through the 1950s.

Comparative Studies of "Race Relations" and their Significance from 1920 through the 1950's. Based on the kind of social science and sociology fostered in and around the University of Chicago, much thinking and research went into field studies of how the process of indentured servitude and slavery of African-Americans and the pattern of sponsored and "free" immigration of Europeans led to different

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outcomes with each population under study in and around North and South America. Park himself sought to observe, take fulsome notes, and contemplate the significance of each setting and how certain types of contacts generated similar processes and outcomes within conditions involving the populations and settings. He insisted on seeking out how different participants constructed themselves and other in such contexts. He and others around him moved away from purely biological or psycho-biological influences but on socio-environmental and "ecological" processes which led to different adaptations and definitions of populations as "races." The same populations under differing conditions would be "superior" or "inferior" and be able to move into the "mainstream" or dominant culture and populations at different rates. In grounding the developments in sustained field observations and interactions over time, a framework of a "race relations cycle" emerged.

With Adam's retirement, Andrew W. Lind, one of Park's students, took charge and completed basic research and publications which pressed forward to assess ideas and methods from the Chicago "School" on empirical studies in and around Hawai'i and the Pacific. *An Island Community: Ecological Succession in Hawai'i* (University of Chicago Press, 1938, 337 pp.) provided a landmark work on how indigenous and immigrant populations came into contact with each other within the island archipelago. Other Chicago-trained sociologists followed with Clarence Glick on examining how the Chinese fared in this new land, Bernhard Hormann, on the German and European immigrants, the evolutions of accommodation of the Chinese and other Asians, on the health and education of Hawaiians and other Pacific Islanders, and George Yamamoto on the Japanese experience in the judicial and legal structure and the effects of experiences in the origins and destinations of the Japanese. The culmination of this team of scholar-teachers was a major international conference led by Andrew W. Lind in 1955 with publication of the conference papers.

A basic tension between value-free study and analysis over value-laden efforts to either support given developments or to redirect outcomes involving populations in contact emerged very early. Within a race relations framework, mutually beneficent and benevolent outcomes involving competition, conflict, accommodation, acculturation and assimilation seemed to be promoted. Adams himself made a strict distinction between his scholarly work and teaching as not to be confused with efforts "to do good" as a scholar and teacher. The role of domination, systematic and sustained oppression, exploitation, and discrimination seemed to be under stressed. Part of these tensions emerged in the 1955 on Race Relations in World Perspective under Professor Lind's direction on campus. The discussion from the floor raised deep concerns forcefully by some participants about oppressive treatment and experiences of the Chinese by the Japanese in Taiwan. These divergent stresses have affected the scholarly efforts in teaching, research, and service up through the present in sociology and the social sciences.

Overall, the long-term quantitative and qualitative research on initial migrants and later immigrants adapted to both local and global influences and processes reflected staying close to the truth way from public pressures and forces which promoted either a divisive, separatist outcomes or an assimilationist outcome which bodes well for migrants in the assumed "race relations cycle" proposed by Robert E. Park and his followers. Whether by Adams, Lind, Hormann, Yamamoto, or visitors and students from the "Chicago" school, the analyses indicated the status of the more dominant and more minority communities as adapting in ways and outcome in intermarriage, education, employment, housing and residential movement, religious developments, politics, and workable adaptations or troublesome outcomes in crimes and other "forms of disorganization," and adaptations involving loyalty and support for points of origin and for points

of destination, they reported outcomes which did not follow a predictable cycle towards "positive" acculturation and assimilation. The work the Robert C. Schmitt who directed the State Demographic Office work over an extended period complemented the drifts and trends in multiple domains covered by the faculty and their visitors and students.

The efforts by Adams, Lind, Hormann, Glick, and Yamamoto to document adaptations under specified conditions led all of them to make statements and to become involved in setting the record straight on "troublesome conduct" involving public issues and interests as viewed by dominant economic, political, military, and, cultural parties. The educational achievements and future plans of children who were looking away from employment needs of dominant economic interests who supported minimal education and training received attention by Adams, Lind, Glick, Hormann, and Yamamoto. The long-term evidence on the loyalty of Nisei or second generation Japanese-American youths who became part of the 100th Battalion, the 442nd regiment, and Military Intelligence Service were represented fully in diverse channels before and during World War II. The continuing denigration and exclusion of Native Hawaiians in the face on many negative forces within local, national, and global community settings were documented and noted. The impact of reinforcing arrangements in the political, legal, and law enforcement and judicial system in limiting fair and just treatment for apparent violence affecting members of the non-white or non-"haole" community were documented to seek redress and open and fair outcomes. The challenge of labor strikes with ethnic based movements and violence into labor-based interethnic movements including work by John Rademaker is to be noted. The under-stressing of gender-based exploitation and discrimination in employment and negative impacts on health and family life is to be noted, with observations and experiences of active co-participation and leadership involving non-white communities.

In retrospect, the local and comparative studies undertaken within the "Chicago School" came to focus and report on strong tendencies toward acculturation and assimilation were due to examining migrant and indigenous populations which were less subject to highly negative and sustained prejudice, discrimination, and oppression in Hawai'i and in comparative field studies undertaken elsewhere. The truth and facts in such research and analyses would be different from truths in the more oppressive contexts and settings.

Post-1950 Developments In and Around the Department. With the retirement of Adams, Lind, and Glick, the Department moved in directions and interests away from Hawai'i as a "social laboratory" towards a more quantitative, "scientific" approach and focus on East Asia and Asian emphasis. In 1964, with the closing of the Romanzo Adams Social Research Laboratory, which started with the research in and around Hawai'i started since the 1920's, with student papers being collated and selected papers published annually in *Social Process in Hawai'i* from 1935 to 1963 with overview papers by visitor within a Chicago background, with the founding of the Hawai'i War Research Laboratory which later became the Hawai'i Social Research Laboratory and renamed the Romanzo Adams Social Research Laboratory. Materials related to the social ecology of O'ahu and Honolulu, including detailed maps of ethnic communities and residences by race and class complemented direct observations and interviews by undergraduate and graduate students. These written reports and materials are now archived in Hamilton Library and have served in the work of visitors, faculty, and graduate students. In retrospect, the fundamental search for truth by various participants through detailed research and long-term comparative work within "conflicting" qualitative and quantitative, "social ecology" frameworks took new clothing. Such externals have continued

the basic tensions and concentrations which have aided in basic analysis, theory, and methods for systematic comparative analyses in Sociology and the Arts and Sciences.

The retirement of Andrew W. Lind led to direct interest and interventions by executive academic officers to move faculty drawn from the University of Chicago and to appoint and support faculty, staff, and programs away from seeming local studies to settings and populations within national, regional, and global populations and settings. With the appointment of Douglas S. Yamamura, trained by Chicago-oriented faculty, but completing Ph. D. work with Daniel Lundberg and others at the University of Washington, the basic framework of continuing appointments and priorities was set from the late 1950's to the present time. Yamamura himself, with a Ph. D., remained in the outlier Summer Session program with no tenure base. With faculty positions and program developments assigned on the basis of increases in the size of undergraduate student enrollments, the Yamamura and the Department was able to move from a small department to the second largest department into the 1980's at 21 full time positions which were filled to 19.5 Full Time Equivalents (FTE) in from the late 1970's. The students after World War II came from returning veterans, women, and "baby boomers" from both rural, plantation and urban areas filled with persons from diverse backgrounds, nationally and from Asia and the Pacific regions. This diversity itself enriched work and life around the Department in its Sociology Club as well as within the campus itself. Within the 19.5 FTE framework, under Yamamura's leadership and executive support, faculty selections included diverse sources with diverse interests and concentrations, with theory, methods, undergraduate and graduate study coverage, and program concentrations. Appointments came from Harvard, from Northwestern, University of Minnesota, the University of Wisconsin, State University of New York, University of Oregon, Stanford, Pittsburgh with support for scholarly work and research from and with the UH Mānoa Social Science Research Institute. There was turnover from time to time, largely due to younger faculty being drawn back to prime institutions nationally. Research support came for East Asian researchers from the Japan Foundation and other East Asian funding. Work on Law and Social Change on developments from the Hawaiian Kingdom through Statehood came from the National Endowment for the Humanities and the Law and Society Program of the National Science Foundation. Research support also was drawn from State of Hawai'i funds in law enforcement and judicial processes involving both adolescent and adult cases. Yamamura's work in social demography worked into programmatic and affiliated appointments in Population Studies at the East-West Center which included eminent visitors who aided in program development.

With the programmatic development and support for student training with the East-West Center, the department was able to educate a whole range of students from Asia and the Pacific Region to enable the students undertake major assignments and appointments in social and health programs in their countries of origin. These students also were able to experience work and travel within the United States itself to round out their exposure. The faculty also were able to undertake studies of health status and health risks of Native Hawaiians and other ethnic and racial populations in and around Hawai'i among other Pacific Islanders. Such work enabled Federal support for meeting such challenges in both systematic monitoring and preventive and corrective treatment in obesity, diabetes, blood pressure and heart risks, cancer, communicable diseases, and in long-term care issues. At the same time, an active corps of graduate students encouraged faculty to engage in active scholarly teaching, research, publication, and dissemination, and service with press for external and scheduled internal reviews. That effort conjoined with program reviews, both departmental, programmatic, and institutional to improve and enrich

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departmental and interdepartmental staffing to meet strategic plans and priorities. This effort has occurred with major shortfalls in institutional campus positions and resources outside of the control the department itself. At the undergraduate level, both a reduced number of majors and course enrollments have counted against requests for replacement and new positions. Given these contingencies, the department maintains major efforts involving the Sociology of Asia and the Pacific Region, the Sociology of Crime, Law and Deviance, and the Sociology of Medicine, Health and Aging with cooperative efforts where required with other departments and programs.

In developing its Theory and Methodology coverage, a working balance and tension between the "scientific-quantitative" and "humanistic-qualitative" training and sensitivities in examining works and research remains a continuing challenge. This effort is conditioned by shared challenges within the Social Sciences and the Arts and Humanities as whole.