SUMMER SESSION ANNOUNCEMENT

June 29—August 9
1932

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CALENDAR

1932

Registration..........................Wednesday, June 29, 8 a.m. to 4 p.m.
Instruction begins....................Thursday, June 30
Independence Day (holiday)..........Monday, July 4
Instruction ends.......................Tuesday, August 9

UNIVERSITY ADMINISTRATION

President, David L. Crawford, M.A.
Vice-President, and Dean of the College of Applied Science,
    Arthur R. Keller, C.E., M.S.
Director of the Summer Session, Thayne M. Livesay, Ph.D.
Dean of the Faculties, Arthur L. Andrews, Ph.D., L.H.D.
Dean of the College of Arts and Sciences, William H. George,
    Ph.D.
Dean of Teachers College, Benjamin O. Wist, M.A.
Director of Graduate Study, Harold S. Palmer, Ph.D.
Dean of Women, Leonora Neuffer Bilger, Ph.D.
Director of Admissions, E. Lowell Kelly, Ph.D.
Director of the Extension Division, Francis E. Peterson, Ph.D.
Treasurer, Gerald R. Kinnear, M.B.A.
Registrar, Helen B. MacNeil, B.A.
University Librarian, Mary P. Pringle
SUMMER SESSION FACULTY

VISITING INSTRUCTORS
(Mainland and Abroad)

HENRY F. GRADY, Ph.D., Dean of the School of Commerce, University of California.


ARTHUR N. HOLCOMBE, Ph.D., Professor of Government, Harvard University.

THOMAS A. JAGGAR, Ph.D., Chief of Section of Volcanology, U. S. Geological Survey.

ARTHUR J. JONES, Ph.D., Professor of Secondary Education, University of Pennsylvania.

CHARLES E. MARTIN, Ph.D., Chairman, Political Science Department, University of Washington.

KOKICHI MORIMOTO, Ph.D., Professor of Economics and Social Studies, Tokyo Imperial University.

WILLIAM B. MUNRO, Ph.D., Professor of History and Government, California Institute of Technology.

CHESTER H. ROWELL, Ph.B., Journalist, and Lecturer at Stanford University.

KENNETH J. SAUNDERS, Litt.D., Lecturer and Publicist, formerly Professor of History of Religion, Pacific School of Religion, Berkeley, California.

CLAIR E. TURNER, Dr. P.H., Professor of Biology and Public Health, Massachusetts Institute of Technology.

CHARLES H. WILLIAMS, B.A., Director of University Extension, University of Missouri, and Secretary of the W. F. E. A.

LESTER M. WILSON, Ph.D., International Institute, Teachers College, Columbia University.

VIRGINIA V. WOODBRIDGE, B.E., Associate in Fine Arts, University of California at Los Angeles.

RESIDENT INSTRUCTORS

ROMANZO ADAMS, Ph.D., Professor of Sociology.

PAUL S. BACHMAN, Ph.D., Assistant Professor of Political Science.

REBECCA BANKS, M.A., Instructor in Science.

ROSS S. BEAN, B.S., Assistant Professor of Botany.

N. B. BECK, M.A., Assistant Professor of English.

ABBIE C. BEHRNS, M.A., Instructor in Art.

HELENE B. BIGGS, B.A., Instructor in French.

WILLIS B. COALE, Ph.D., Assistant Professor of English.

ANNA B. DAHL, Assistant Professor of Textiles and Design.

GEORGE P. GORDON, M.A., Instructor in History.

LORNA H. JARRETT, M.A., Assistant Professor of Geography.

DOROTHY M. KAHANANUI, B.S., Instructor in Music.

E. LOWELL KELLY, Ph.D., Associate Professor of Psychology and Director of Admissions.

EDNA B. LAWSON, B.A., Instructor in English.

SHAO CHANG LEE, M.A., Professor of Chinese Language and History.

THAYNE M. LIVESAY, Ph.D., Professor of Education and Psychology and Director of Summer Sessions.
WILLIAM McCLOSKEY, Associate Professor of Education and Director of Training.

HAROLD S. PALMER, Ph.D., Professor of Geology and Director of Graduate Study.

FRANCIS E. PETERSON, Ph.D., Associate Professor of Education and Director of the Extension Division.

ELSIE A. POND, M.A., In-Service Education.

STANLEY D. PORTEUS, Professor of Clinical Psychology and Director of the Psychological Clinic.

M. L. HORACE REYNOLDS, Instructor in Practical Arts and Superintendent of Buildings.

HOWARD B. SIMPSON, B.S., Instructor in Physical Education.

MADORAH E. SMITH, Ph.D., Assistant Professor of Education and Psychology.

BLANCHARD P. STEEVES, Ph.D., Assistant Professor of Education and Supervisor of Teachers College Rural School.

CARL G. STROVEN, M.A., Instructor in English.

JESSE A. TANNER, Ph.D., Assistant Professor of Education.

RUTH D. WATERMAN, M.A., Instructor in Physical Education.

LORLE S. WEEBER, Ph.D., Assistant Professor of Education and Psychology.

BENJAMIN O. WIST, M.A., Dean of Teachers College.

ARTHUR E. WYMAN, B.S., Assistant Professor of Dramatic Art.

THEODORE Z. ZSCHOKKE, M.F., Extension Forester, Agricultural Extension Service.

VISITING INSTRUCTORS
(Hawaii)

JAMES K. AKIMO, B.D., Instructor in Hawaiian, McKinley High School, Honolulu.

MILES E. CARY, M.A., Principal, McKinley High School, Honolulu.

CLYDE E. CRAWFORD, M.A., Principal, Roosevelt High School, Honolulu.


E. LOUISE HILL, B.A., Visiting Teacher, Kawananakoa Experimental School, Honolulu.

FRANCES LAWRENCE, Director, Honolulu Free Kindergarten and Children's Aid Association.

PATRICK LOGAN, B.D., Professor of Philosophy, Hawaii School of Religion, Honolulu.

ETTA PEFFLEY, B.S., Instructor in Vocational Homemaking, Andrew Cox Junior High School, Waialua, Oahu.


WENDELL THOMAS, Ph.D., Professor of Religion, Hawaii School of Religion, Honolulu.
THE UNIVERSITY OF HAWAII

The University of Hawaii was established by act of the Territorial Legislature in 1907. It bears the same relation to the Territory as do the several state universities to their respective states, and draws most of its financial support from the Territory. It is also in part a land-grant college. Although it never received a grant of land, such as was provided for the similar colleges of the states by the original Morrill Act of 1862, it does benefit by the Second Morrill Act of 1890. It is open to all who are qualified, regardless of sex, color, or nationality.

The growth of the University has been rapid, both in numbers of students and plant investment and in its sphere of service and public esteem. The Act of Establishment was passed by the Legislature in 1907 and the instructional work began in 1908, with five students and two instructors, in a temporary location on the grounds of McKinley High School. After a few years the institution was moved to its present site in Manoa Valley. In 1920 a College of Arts was added and the name was changed from the College of Hawaii to the University of Hawaii. In 1931, by Legislative act, the former Territorial Normal School was united with the University School of Education to form the present Teachers College of the University.

The University of Hawaii is accredited by the Association of American Universities, and is recognized as an institution of good standing from which students may transfer without loss of credits to other American colleges and universities or to European universities.

PURPOSE OF THE SUMMER SESSION

In general the work offered in the Summer Session will meet the needs of several groups of students—undergraduates who wish to take extra work or work not offered in the regular session; graduate students who are candidates for advanced degrees; teachers or school administrators who need advanced training or who are candidates for degrees; and others who for various reasons wish to take advantage of the special courses.

SPECIAL FEATURES

The location of the University of Hawaii in Honolulu offers a unique opportunity to combine study and recreation. As compared with most places on the mainland the summer temperature is very favorable for purposes of study, as the thermometer sel-
dom reaches above 80 degrees and the nights are cool and agreeable. Hawaii is justly famous for its swimming, and the situation of the University makes it possible to reach the beach at Waikiki very easily either by street car or automobile. The University also provides excellent recreational facilities in a swimming pool, tennis courts, etc.

Social features, under the direction of the Dean of Women, are arranged for the benefit of summer session students, and world-famous spots near Honolulu are easily reached for weekend excursions and picnics.

Of special interest in the 1932 summer session is a series of lectures by distinguished members of the faculty.

EXPENSES

Registration Fees—A general registration fee of $10.00 will be charged all students registering for the Summer Session. In addition, a charge of $2.50 will be made for each credit hour for which a student registers. Thus one course (2 credit hours) will cost $15.00, two courses $20.00, and three courses $25.00. This applies to all students whether registering for credit or as auditors.

Board and Room—A limited number of rooms are available in both the men's and women's dormitories at the rate of $25.00 for the session. (Students living in the dormitory are required to furnish their own bedding.) The University maintains a cafeteria where meals are provided for students at a very reasonable rate. Reservations for dormitory accommodations should be made as soon as possible because of the limited space. Such reservations may be made through the Business Office of the University.

REGISTRATION*

Registration will take place on Wednesday, June 29, during the hours of 8 a.m. to 4 p.m., in Hawaii Hall, the University Administration Building.

Credits—Students receiving university credits will be required to meet all entrance requirements, do the full amount of work in each course, and pass all examinations in a satisfactory man-

* All graduate students who expect to matriculate for an advanced degree at the University of Hawaii should see Dr. H. S. Palmer, Director of Graduate Study, Room 4, Biological Science Building, during the first week of the session.
ner. Six credit hours of work will ordinarily be the maximum registration.

**Auditors**—Any mature individual, with the approval of the Director and the instructor concerned, upon payment of the registration fees, may enroll as an auditor in the desired courses. However, in no case will such persons be allowed to take the final examination in any course or receive credit therefor.

**ADMISSION REQUIREMENTS**

Students registering for university credit in the Summer Session must meet the same entrance standards as required for the regular session.

(a) **Graduate Students.** Graduates of institutions other than the University of Hawaii will be required to submit evidence of the satisfactory completion of the usual four-year course. Such evidence will usually take the form of a transcript of record as issued by the registrar, showing the courses pursued, the character of the work done, and a statement showing that a degree has been granted. For the purposes of the summer session, a diploma from a recognized institution will admit a student to graduate standing.

(b) **Undergraduate Students with Advanced Standing.** As in the case of graduate students, undergraduates who have done work in institutions other than the University of Hawaii must present a transcript of record showing the courses pursued, the character of the work done, and a statement of honorable dismissal.

(c) **Undergraduates Entering a University for the First Time.** High School graduates matriculating for the first time must meet the regular university requirements governing the admission of Freshmen. This involves:

1. A satisfactory performance in the Psychological Examination given to all first-year students. (Tests given in May each year.)

2. The presentation of a secondary school record showing that the candidate has completed 15 units (12 units from a 3-year senior high school) of work in approved subjects. These subjects must include 3 units of English and 1 unit of Algebra.

3. A recommendation from the Principal, or other responsible official of the secondary school concerned, upon the official form sent out by the University.
(d) Unclassified Students. Mature persons who are unable to meet the above requirements, but who are capable of carrying the work, will be allowed to register as unclassified students.

DEGREES

The University of Hawaii grants three types of Baccalaureate degree—the Bachelor of Science (B.S.) degree from the College of Applied Science, the Bachelor of Arts (A.B.) degree from the College of Arts and Sciences, and the Bachelor of Education (Ed.B.) from Teachers College.

Upon the satisfactory completion of the prescribed work in the respective fields the advanced degrees of Master of Arts (M.A.), Master of Science (M.S.), Civil Engineer (C.E.), Sugar Technologist (S.T.), and Doctor of Philosophy (Ph.D.) are awarded. At present the Ph.D. degree is restricted to the Graduate School of Tropical Agriculture.

Those who expect to become candidates for advanced degrees should consult the regular University catalog for complete information.

TRANSPORTATION

For the offices of steamship companies and boat schedules see pages 27 and 28.

ORGANIZATION

For administrative purposes the session is organized under two main divisions—The General Session and The School of Pacific and Oriental Affairs. In addition two courses will be given at the Volcano on the island of Hawaii (Kilauea School), and three courses at the Hawaii School of Religion in Honolulu.
GENERAL SESSION

COURSES OF INSTRUCTION*

Courses numbered 100 to 199 are Lower Division courses. Those numbered 200 to 299 are Upper Division but open to graduate students. Courses numbered 300 and over are Graduate courses.

ART†

S150. Art Appreciation and Design. The philosophy of esthetics and analysis of the elements and principles underlying all the space arts. Illustrated lectures, discussion, and simple exercise in line, dark-and-light and color harmony to stimulate appreciation and develop creative power. Special emphasis will be given to the application in practical fields such as costume design, interior decoration, and commercial art. Daily at 10. Woodbridge.


BOTANY


* Unless otherwise announced, each course meets five times per week for one hour and carries two credits. The University reserves the right to withdraw any course where the registration is insufficient and to offer other courses in case of sufficient demand at the time of registration.

† The art courses are scheduled for one hour each but it is expected that extra time, as required by the instructor, will be put in at periods convenient to the groups.
ECONOMICS


EDUCATION

S141. Kindergarten—First Grade Procedure and Materials. This course will include a study of five- and six-year-old children with reference to their play needs, the various types of materials used in the modern kindergarten and first grade, and the methods of using such materials to bring about the development of proper habits, knowledge and skills. Daily at 9. *Lawrence.*

S181. Problems of Educational Method. The problems dealt with in this course will be centered for the most part around such matters as differing conceptions of the meaning and place of learning, concern for the whole child, thinking as method, care for individual differences, and meaning and place of subject matter. Daily at 8. *Peterson.*

S230. Problems of the Rural Teacher. This course will deal with the economic, social, and educational problems of teachers in rural communities. Special attention will be given to cottage life, recreation, relationships with supervisors, management of the school plant, classroom organization, safety and guidance of pupils, and responsibilities toward the community. Daily at 10. *Pond.*

S235. Child Guidance in the Elementary School. This course will be concerned mainly with problem children who present difficulties to the classroom teacher. An attempt will be made to understand the causes of such problem cases and to suggest appropriate treatment. Daily at 11. *Hill.*

S251. Principles of Secondary Education. This course deals with the principles fundamental to the organization, administration, curricula, and subject matter of the secondary school. The nature of the adolescent; the objectives of secondary education; junior and senior high school organization and relations; values of the various secondary school subjects; and adapting secondary instruction to individual differences are some of the major topics considered. Daily at 9. *Spencer.*

S252. Principles of Teaching in Secondary Schools. The treatment of the application of psychological principles to classroom procedure. The course covers such topics as diagnosis of
pupils, motivation, lesson planning, discipline, socialized recitation, project teaching and supervised study. Daily at 8.  

S257. **Principles of Educational and Vocational Guidance.** The purpose of this course is to consider the educational and psychological principles underlying all forms of guidance in the public school, to discuss its relation to education and practical ways in which it can be organized as a part of the work of the school. Ways in which the school, the home, and industry may be coordinated for the purpose of guidance will be investigated, and definite programs of guidance will be formulated. Daily at 9.  

S260. **Statistical Method.** This course covers in a practical way the statistical and graphic methods of value to the classroom teacher and school administrator. Tabulation, graphical representation, the calculation of measures of central tendency and dispersion, and the calculation and interpretation of zero order correlations. Daily at 10.  

S261. **Educational Measurements.** A study of the common errors in teachers' marks and ways of improving such marks; the use of standard educational and mental tests in school work with practice in scoring such tests and in interpreting the results; and the criteria by which to judge tests. Daily at 11.  

S286. **Problems of Supervision in the Elementary School.** This course will consider the problems of supervision from the point of view of the elementary school principal whose time budget must make allowance for other studies. Three main questions will be considered: (a) What should be the aims of supervision? (b) What are the most modern and effective methods to be employed? (c) To what extent can the results of supervision be reliably judged or measured? Daily at 9.  

S287. **The Junior High School Curriculum.** The principles underlying curriculum construction and the more recent techniques employed in the reorganization of courses of study will be discussed. The material in each course of study is resolved into component units of learning, each of which is developed from the standpoint of objectives, learning situations, and activities of pupil and teacher. Daily at 11.  

S288. **Problems of School Administration.** This course is designed for both teachers and administrators in elementary and secondary schools. Special emphasis will be given to local Hawaiian school administrative problems. Basic school law, finance, or-
ganization of the Territorial school system, and elementary and secondary school curricula will be surveyed with a view to more detailed study of the management and supervision of an individual school in the public educational system. Daily at 11. Wist.

S291. Adult Education. A study of the movement, its significance for the times, and the problems of administration it raises. Considerable attention will be given to the possibility of the development of a territory-wide program of adult education in Hawaii, and to agencies, such as the parent-teacher association, available for aiding the organization of the program. Daily at 10. Tanner.

S292. Comparative Elementary Education. A comparative study of current practice in elementary schools in European countries and in the United States, as to aims, organization, curriculum making and curriculum content, supervision, methods of instruction and teacher preparation. Attention will be given to the effect upon elementary education of different types of administrative organization. How different procedures are developed in differing social situations will be considered. The course will deal in the main with the problems and principal tendencies in public education. Progressive schools and exceptional practices will receive some attention. Daily at 8. Wilson.

S294. Educational Sociology. In this course the main effort will be to attain a more complete appreciation of the various educative forces of the social environment, and to determine the place and aims of the school from the point of view of its relation to these other educative forces. Daily at 11. Steeves.

S295. History of Education in the United States. A study of the evolution of American educational institutions from the colonial period to the present, with attention to the political, social, religious, and economic factors as they have influenced educational development. Daily at 10. Crawford.

S296. History of Education in Hawaii. This course is based on the research in the field of Hawaiian educational development by students in previous courses offered under this title. Opportunity for individual research will be provided in the following periods of Hawaii's historical development: primitive Hawaii, education under missionary control, education under monarchical control, modern educational development, development of private educational institutions, and development of higher educational facilities. Daily at 9. Wist.
S297. Extra-Curricular Activities. This course will provide a general survey of the whole range of extra-curricular activities, with special reference to junior and senior high schools. It will include a consideration of student participation in school control and plans for developing such activities as the home room, the assembly, athletics, debating, student councils, school clubs, school paper, annual, magazines, handbooks, dramatics, excursions, etc. The point system for controlling extra-curricular activities will be considered. Daily at 10.

Williams.

S298. Teaching of International Relations. This course will cover the teaching of international relations both in secondary and elementary schools. Special emphasis will be placed upon recent developments in this field in the United States, England, and other countries. Particular stress will be laid upon the relation of special subjects, such as civics, history, geography, art, and music to international understanding and good will. As a basis for better understanding of the teaching of international relations in other countries, the course will include brief summaries of the fundamental features of education in the countries considered, with special stress upon modern trends bearing upon international relations. Daily at 8.

Williams.

S340. Philosophy of Education. Education as a social and psychological process will be studied in the first part of the course. This will be followed by an attempt to construct a working theory of education for a democracy. Conflicting theories of the curriculum and of method will be examined, and a way out of the present confusion in theory and practice will be sought. Daily at 10.

Peterson.

S370. Problems of the Modern High School. A seminar course for the study and discussion of the functions and curricula of the modern high school in its relations to the problems of a rapidly changing civilization. Particular attention will be given to the high school situation in Hawaii. Enrollment is limited to twenty students. Daily at 8.

Cary.

S380. Seminar in Research and Thesis Writing. This course is designed to assist graduate students in thesis preparation and will deal principally with research technique and thesis development. Daily at 11.

Livesay.

ENGLISH


McCluskey.
S176. Child Life in Literature. A course in the literature, especially poetry, biography, and fiction, that portrays diverse types of childhood experience. The literature read by the group will be criticized from the standpoint of concrete child life and used as an approach to the fuller understanding of youthful experience. Daily at 8. Coale.


S232. The Frontier in American Literature. A study of the direct contribution the frontier has made to American literature. The reading will consist of indigenous frontier literature, such as ballads, folk legends, “tall tales,” etc., and the work of such writers as Bret Harte, Mark Twain, Joaquin Miller and Hamlin Garland. Daily at 9. Stroven.

S240. Journalism. A course in newswriting, editing, school publicity, and supervising the student paper, designed particularly for teachers of journalism and English. Classroom methods of teaching will be discussed. The class will edit and publish the official summer session weekly newspaper. Lectures by Honolulu newspaper men and actual contacts with down town papers will be features of this course. Daily at 8. Beck.


S275. Dramatic Practice. Lectures and demonstrations in the three principal departments of stage production—acting, lighting, and scene construction and handling. The stage and equipment of the University Lecture Hall will be available for this course. Intended primarily for teachers and those interested in community theatres. Daily at 10. Wyman.

S281. Appreciation of Poetry. Reading from the work of representative poets, particularly of the more recent period, in order to discover the chief factors underlying their appeal. Aid to this end will also be sought from recognized literary critics. Daily at 10. Coale.
FRENCH


GEOGRAPHY

S201. Weather and Climate. Lectures and outside reading on the nature and behavior of the earth’s atmosphere and the changes in its temperature, pressure, and moisture content, which constitute the weather. This will be followed by a consideration of the chief climates of the world, or the usual sequence of weather types in various parts of the world. Daily at 9. Palmer.

S262. Hawaiian Geography. This course is designed especially to help teachers in interpreting the activities of the people of Hawaii today. It will include a study of some of the typical industries of Hawaii, explained partly by certain geographic controls such as topography, climate and natural resources; a study of the various races in Hawaii with some reference to their earlier history in Hawaii and present adjustments; and an attempt to show the relationship between Hawaii and other Pacific countries. Available materials for children in the study of Hawaii geography will be examined. Daily at 10. Jarrett.

GEOLOGY

S251. Geology of the Hawaiian Islands. A series of lectures on the geologic processes concerned in the building up and destruction of the Hawaiian Islands. The chief topics will be the constructive and destructive work of volcanos, earthquakes, streams, winds, waves, and organisms. Both the manner of working and the results will be considered. No prerequisites, but a little knowledge of chemistry is desirable. This course may not be taken for credit by students who have had the usual elementary course in Geology. Daily at 11. Palmer.

HEALTH AND PHYSICAL EDUCATION

S250. Health Education in Elementary Schools. This course deals with educational and public health principles which underlie health education, the organization of the health education program, the development of the health education curriculum, the psychology and methods to be used in the classroom, and the meas-
urement of accomplishment. The relationship of health education to the health activities in the school system, the proper use of weighing and measuring, and the evidences of beneficial results from health education programs are presented. Daily at 11.

**S260. Health Education in Secondary Schools.** This course deals largely with the same problems and methods as presented in H. and P. E. S250, but considers them from the standpoint of the secondary school level. Both junior and senior high school problems will be studied. Daily at 9.

**S240. Games and Dances for Primary Years.** A course in games, dances and stunts designed to aid the primary teacher. Daily at 8.

**S241. Games and Dances for the Upper Elementary Years.** A course in the practice of semi-high and highly organized games and folk dances suited to the needs of upper elementary grade teachers. Daily at 10.

**S242. Physical Education for Boys in the Elementary School.** A program of sports and exercises for boys in the elementary school. Opportunity will be given for participation in the games and exercises appropriate for boys of these ages. Daily at 8.

**S243. Coaching of Boys' Athletics.** This course will deal with the theory of major sports, and the strategy of team play. Demonstration will be given of the mechanics involved in games. Daily at 10.

**HISTORY**

**S135. Problems of the American Citizen.** This course is intended to bring the student into contact with the current issues of American life and to guide him through an historical treatment of these problems to an increased understanding of the factors that have played a part in their evolution. The course should afford practical training in the reflective method of dealing with the economic, social, and political problems of our own times. Daily at 10.

**S154. Hawaiian History.** A brief survey of the larger historical events in Hawaiian history as a background for the study of present-day institutions and movements. Attention will also be given to available source material. Intended primarily for teachers in the elementary schools. Daily at 11.

HOUSEHOLD ART

S114. Dressmaking and Designing. This course gives practical training in the application of line, color, harmony, and texture to costumes for different individuals and purposes. Scientific fitting is taught. A foundation model is made. All designing is done by modeling on dress forms. Original work is required. Lectures, discussions and laboratory work. (Laboratory fee $1.50.) Daily 8-10. Dahl.

S150. Costume Appreciation. Discussion and demonstration to develop appreciation of costume as a means of art expression. Costume is considered from the standpoint of abstract design, becomingness, suitability and expressiveness. This course is equivalent to H. A. 150-151 given during the regular session. Open to all. (Laboratory fee $1.50.) Daily at 1. Dahl.

MUSIC

S150. Chorus of Mixed Voices. This course will afford an opportunity for study of standard choral selections. Music suitable for junior and senior high school choruses will be studied in addition to music for other choral groups. Choruses for mixed voices as well as for three-part women's voices will be examined, also selections with soprano, alto and baritone arrangement. A list of suitable material in two, three and four parts will be furnished registrants, together with a list of publishers of standard choral music. Daily at 9. (1 credit.) Kahanamui.

S255. Music in the Progressive School. A survey of public school music literature for teachers and children with a view to selecting material suitable for various class activities. An analysis of the material selected to determine musical and educational values. A consideration of the development of necessary musical habits in the light of modern educational principles. The development of a program of music education as a result of the above survey, selection and analysis, which will function in a progressive
school. Actual classroom problems will be discussed and an attempt made to clarify typical difficulties. Prerequisite: Course in Music Methods. Others by permission of instructor. Daily at 11.

Kahananui.

NATURE STUDY

S110. Science in the Elementary School. A study of those aspects of nature which are appropriate as subject matter in the first eight years of school. Detailed examination will be made of certain common plants and animals of the Islands. Lectures, laboratory work, and excursions. Daily at 9.

Banks.

PRACTICAL ARTS

S160. Hand-Loom Weaving. This course involves work in hand-loom weaving on single- and double-harness looms, plain and colonial pattern-weaving, and the making of rugs. Registration limited to twenty-five. (Laboratory fee, $3.00.) Daily at 11.

Peffley.

S250. Woodcraft. This course is intended to provide a working knowledge of the various common tools and materials and of the processes in which they are employed. Daily at 1.

Reynolds.

PSYCHOLOGY

S150. General Psychology. An introductory course in Psychology offering a survey of the various aspects of mental life. Attention given to the methods and subject matter of psychology, sensation, emotion, instincts, learning, perception, thinking, personality, etc. Daily at 11.

Tanner.

S250. Educational Psychology. This course deals with psychological principles underlying the educative process, and includes such topics as native endowment, learning, intelligence, sex differences, habit formation, the rôle of instincts in education, etc. Daily at 8.

Kelly.

S267. Psychology and Treatment of Exceptional Children. A study of the psychological and educational aspects of the problems presented by various types of exceptional children—the mentally deficient, gifted, neurotic, delinquent, speech defective, deaf, blind, and physical defective. Attention will also be given to family and developmental history, case studies, special experiments, training, and vocational adjustment. Daily at 9.

Weeber.
S268. Mental Hygiene. A study of the factors that determine personality and the conditions requisite to the preservation of mental health and the avoidance of mental illness. Special emphasis is placed on those principles that may guide in the care and education of the child in accordance with mental hygiene, and on methods of studying the maladjusted child. Daily at 8. Smith.

S295. Abnormal Psychology. A study of the nature and causes of mental abnormalities and breakdowns in personality. The purpose is to help students to understand the mental mechanisms involved and to gain ability in detecting early signs of maladjustment, so that character and personality deformities in themselves and in children entrusted to their care may be avoided. Daily at 10. Smith.

SOCIAL SCIENCE

S250. Social Science in the Elementary School. This course aims to give an insight into the nature and meaning of the Social Studies. Emphasis will be placed upon types and sources of materials suitable for use in the elementary school. Daily at 9. Gordon.

S251. Social Science in the Secondary School. A course designed to give teachers of the Social Studies an insight into the nature and meaning of these subjects in citizenship training. Objectives to be attained; types and sources of materials; and their organization for use in the secondary school curriculum are major topics considered. Daily at 11. Gordon.
SCHOOL OF PACIFIC AND ORIENTAL AFFAIRS

CHARLES E. MARTIN, Ph.D., Director
W. H. GEORGE, Ph.D., Associate Director

The purpose of this school is to emphasize the importance of interracial and international problems in the Pacific, and to provide a forum for the intelligent discussion of them. Students who are interested in racial and cultural contacts, in Pacific trade relations, in governments and diplomacy, or in the history of American and European expansion in the Pacific area, will find the courses and seminars listed here of special interest. The three-fold program of this school consists of (1) morning lecture courses, (2) afternoon seminars, and (3) evening public addresses.

The School of Pacific and Oriental Affairs is an integral part of the summer session, and the courses are open to qualified students just as any courses in the session.

LECTURE COURSES

ECONOMICS


S284. International Economic and Commercial Relations of Pacific Countries. International commercial policies of Canada, Japan, Russia, China, The Netherlands, Australia, and New Zealand, with special reference to tariffs and reciprocity agreements.
International debts of Pacific countries. Problems of currency and exchange. The silver question in the Orient. The effect of rival economic systems, such as capitalism v. communism, and individualism v. collectivism. Daily at 10.  

Hinton.

EDUCATION

S298. Education and Nationalism. The course deals with the development of nationalism and with the growth of public education as a means of serving national ends. Conflicting national philosophies of education will be considered, and a critical examination made of social needs which education is designed to meet. Such problems will be considered as: the control of education; the relation of education to the individual and to the state; the school as an instrument for accomplishing social purposes; education of backward and of dependent peoples; and the social implications of a program of equalization of educational opportunity. Daily at 10.  

Wilson.

HISTORY


Bachman.

ORIENTAL STUDIES


Saunders.

S291. Chinese Civilization. A general survey of the origin and development of the institutions of China, with special reference to the cultural, social, religious, economic, racial and geographic aspects of Chinese civilization. The contact of Chinese civilization with other Oriental and with Western civilizations. Daily at 10.  

Lee.
POLITICAL SCIENCE

S246. Current Pacific and World Politics. Leading world problems of the day, especially as they touch the Pacific Area. Arrangements for peace in the Pacific, such as disarmament treaties, the Four-Power Pact, the Anti-War Treaty, and bilateral agreements. The League of Nations, the World Court, the International Labor Organization, and their relation to the Pacific Area. The World Disarmament Conference. Pending international questions in the Pacific, as Manchuria, the International Settlement at Shanghai, and China's relations with the Powers. Organization and work of the Institute of Pacific Relations. Daily at 11. Rowell.

S258. Leading Pacific and World Governments. A study of representative types of government; presidential, parliamentary, federal, unitary. Major governments of the world, and especially of the Pacific Area (England, France, United States, British Commonwealth of Nations, and Japan) examined as to forms of organization, constitutional powers, parties, elections, political ideas, and foreign relations. Daily at 10. Munro.


S267. Principles and Problems of American Diplomacy. Leading foreign policies of the United States. Brief consideration of policies relating to Europe and Latin America. More detailed consideration of American policies as regards the Pacific, such as the open door, the limitation of armament, integrity of China, the peace of the Pacific, and joint action by the United States in Pacific Affairs. Consequences of Philippine independence. American diplomatic machinery devoted to Pacific relations. Pending problems of diplomacy between the United States and Japan, China and Russia. Daily at 8. Martin.

PSYCHOLOGY

S252. Racial Psychology. This course will deal with the relation between intelligence and racial differences as revealed by
investigation of the mentality of racial groups, with particular reference to the situation in Hawaii. In addition, attention will be given to the social customs, organization, and characteristics, and the effect of physical environment upon the racial psychology of a primitive race. Daily at 9.

Porteus.

**SOCILOGY**


Adams.

**SEMINARS**

The seminars, meeting in the afternoons and evenings, will be conducted somewhat on the nature of round tables, affording general discussion. Each seminar will be presided over by a member of the faculty of the School of Pacific and Oriental Affairs. Other members of the visiting and resident faculties will be associated with the leader, thus assuring not only a competent, but a representative leadership, and the discussion of all points of view. The aim is to arrive at an understanding of the problems affecting the Pacific Area through the medium of guided discussion. Consistent with the requirements of sound instruction, the technique of discussion employed in the Institute of Pacific Relations Conferences will be applied to these subjects, and especially to those which are open to basic differences of opinion and of policy. Each seminar will give 1 credit.

Qualified persons who wish to attend the seminars without obtaining academic credit may do so by registering as auditors. Representatives and members of special groups or organizations having an interest in particular seminars are especially invited to communicate with the Director of the Summer Session regarding seminar membership.

**S301. The Process of Government.** Functions and processes of government, considered without reference to constitutional organization or political structure. The governments of England, the United States, France, Germany, Japan and the British Commonwealth of Nations compared as to executive power, the legislative process, the judicial function, and administration. This is expressly a functional as distinguished from a descriptive study. Monday, 1:30-3:30.

Munro.

S303. **Diplomatic Relations of the Pacific.** An advanced inquiry into the means of maintaining peace in the Pacific. (1) Shall world organizations, such as the League of Nations and the World Court, extend their influence to the Pacific? (2) Shall Pacific problems be settled by continuation conferences, such as the Washington Conference of 1922? (3) Shall there be a League of Pacific States? (4) Shall there be a special machinery for the discussion and settlement of Pacific questions? Wednesday, 1:30-3:30. *Martin and Rowell.*

S304. **Economic Problems of the Pacific.** The major problems of economics, finance and trade common to the Pacific Area or peculiar to a Pacific country. The tariff in the United States, the silver question in China, the five-year-plan in Russia, the Gold Standard in Japan, and imperial preference in the Antipodes are types of problems which may be considered. Maladjustment and depression as applied to the Pacific. Thursday, 1:30-3:30. *Grady and Hinton.*


KILAUEA SCHOOL

Through the splendid cooperation of Superintendent Leavitt and his staff, a division of the summer session will be conducted at the volcano (Kilauea) in Hawaii National Park, on the island of Hawaii. The courses will be given by Mr. Zschokke, Extension Forester, University of Hawaii Agricultural Extension Service, and Dr. Jaggar, world-famous Volcanologist in charge of the observatory at Kilauea volcano, assisted by members of the National Park staff.

This division of the summer session will run from June 25 to July 22 in order to allow attendance at the W.F.E.A. meetings in Honolulu, July 25 to 30. Registration will take place on July 25 at the office of Superintendent Leavitt. The courses will be equivalent to those of the longer session and will give two credits each.

Excellent living accommodations are provided at the Volcano camp and if a sufficient number enroll, the special rate of $2.70 per day will be given.

NATURE STUDY

S190. Hawaiian Flora. An outdoor course intended to familiarize the student with the flora of the Kilauea region of Hawaii. Local folk lore and uses of plants will form part of the assigned reading. A botanical collection will be required as part of the course. 2 credits. Zschokke.

GEOLOGY

S262. Volcanology. A course in the science of volcano investigation, with special reference to the field and experimental aspects of the subject, and not requiring special attainments. The lectures (illustrated) will deal with descriptive volcanology—the history of eruptions that have been scientifically observed; experimental volcanology—the physics and chemistry of lava and gas eruption; statistical volcanology—the effects of eruptions on human civilization and what is known of cycles; and seismometric volcanology—the relation of volcanoes to earthquakes. The human aspects of the subject will be stressed. 2 credits. Jaggar.
Adjacent to the University of Hawaii campus is the Hawaii School of Religion, which will offer three courses in the 1932 summer session. These courses will be given full credit on the same basis as other work of the session.

S204. Outline of Occidental Philosophy. The aim of this course is to aid the student to follow the trend of philosophic thought in the West from Socratism to Scholasticism. It will give an outline of the features characterizing the great schools in the two periods antecedent and subsequent to the spread of Christianity. Daily at 9. Logan.

S230. Elements of Christian Philosophy. In this course an attempt will be made to evaluate and harmonize the views of important modern philosophers from the standpoint of the life and teachings of Jesus critically interpreted. The philosophers selected are Benedict Spinoza, Karl Marx and John Dewey, all influenced by the Christian tradition, but differing widely in aim and method. The teachings of these thinkers will be illuminated both by a sociological analysis of their cultural backgrounds and by references to contemporary conditions. Daily at 8. Thomas.

S290. Elements of Constructive Philosophy. This course interprets man's intellectual response to the world in general by treating the chief forms of religion, philosophy and education as successive steps in Dewey's "analysis of a complete act of thought" critically revised. Discussion will center around philosophic method, the philosophy of fine art, the philosophy of pure science and the philosophy of useful art as culminating in the philosophy of education and educational organization. Theoretical considerations in each case will be based on the actual experience of the students. Daily at 10. Thomas.
OFFICES OF STEAMSHIP COMPANIES

MATSON LINE
San Francisco: 215 Market Street

LOS ANGELES STEAMSHIP COMPANY
Los Angeles: 730 South Broadway
Joint Offices
   New York: 535 Fifth Avenue
   Chicago: 140 South Dearborn Street
   Seattle: 814 Second Avenue
   Portland (Ore.): 271 Pine Street

DOLLAR STEAMSHIP LINE
San Francisco: 311 California Street
Chicago: 110 South Dearborn Street
Los Angeles: 514 West Sixth Street
New York: 604 Fifth Avenue
Seattle: Fourth at University

CANADIAN-AUSTRALIA SIAN LINE
Vancouver: J. C. Irons, 999 Hastings Street West
Canada: Canadian Pacific Railways and Canadian National Railways—All points
   San Francisco: Hind, Rolph & Co., 230 California Street
   New York: Norton, Lilly & Co., 26 Beaver Street

CANADIAN PACIFIC
Vancouver: J. J. Forster, C. P. R. Station
Chicago: E. A. Kenney, 71 E. Jackson Blvd.
New York: E. T. Stebbing, Madison Ave. and 44 St.
San Francisco: F. L. Nason, 675 Market Street
## BOAT SCHEDULE TO HONOLULU

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