HONOLULU, T. H., December 1, 1941

TO THE GOVERNOR AND THE LEGISLATURE
OF THE TERRITORY OF HAWAII

GENTLEMEN:

Transmitted herewith is the Report of the President of the University of Hawaii for the fiscal year ended June 30, 1941, and a record of degrees, diplomas, and certificates conferred in the calendar year 1941.

Respectfully,

S. N. CASTLE
SECRETARY OF THE BOARD OF REGENTS
To the Board of Regents:

This annual report pertains to the University's fiscal and academic year 1940-41, with some references to the current year 1941-42, which is my twenty-fifth year as a member of the staff of this institution and my fifteenth and final year in the presidency.

The disturbed world situation and the campaign of national preparation for war have affected the program of this University, causing us to give more attention to war matters and defense problems than would otherwise be the case. A number of faculty and staff members, nine in all, left us during the year 1940-41 to go into service with the armed forces of the nation, and several more have been called this year (1941-42). Even more serious in its effects upon our work has been the large number of employees who have been drawn away from us by the lure of higher compensation rates offered in defense projects. Some seventy-five of our employees left us during last year, presumably for this reason, making the rate of turnover very high. The problem of finding replacements for these has been difficult, because of the scarcity of persons available and the relative unattractiveness of our salary and wage scale.

The war has affected our student enrollment very considerably. The selective draft has taken some of our Seniors and Juniors, while some others who were in the national guard or in the reserve corps have been called into service. Some, too, have been drawn into employment in defense projects, the net effect of all this having been to reduce the 1941-42 enrollment by about ten percent; the enrollment in 1940-41 was not seriously affected. It will be noted from the figures below that the enrollment of graduate and special students diminished a little last year from the preceding year, which is not surprising in view of the fact that these individuals are in the age group that was most affected by the call into service and by the lure into highly paid defense jobs.

Undergraduate students increased in numbers a little last year, about four percent, as compared with the preceding year, but not as much as probably would have been the case in normal times.

Student enrollments during the year were as follows:

<table>
<thead>
<tr>
<th></th>
<th>1939-40</th>
<th>1940-41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>2030</td>
<td>2010</td>
</tr>
<tr>
<td>Graduate students</td>
<td>466</td>
<td>478</td>
</tr>
<tr>
<td>Unclassified students</td>
<td>269</td>
<td>278</td>
</tr>
<tr>
<td>Noncredit students</td>
<td>178</td>
<td>180</td>
</tr>
<tr>
<td>Summer Session students</td>
<td>1488</td>
<td>1265</td>
</tr>
</tbody>
</table>
The Summer Session figures above are for 1939 and 1940, respectively. The 1941 figures are somewhat lower than last year, partly because of the factors touched upon above, and partly, also, because the 1940 enrollment figure represents the total of the regular session plus a short Postsession, while in 1941 there was no Postsession.

The numbers of degrees, diplomas, and certificates awarded last year follow:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>1939-40</th>
<th>1940-41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>138</td>
<td>144</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>92</td>
<td>64</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>128</td>
<td>134</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Master of Science</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Master of Education</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Five-Year Diploma in Education</td>
<td>74</td>
<td>66</td>
</tr>
<tr>
<td>Public Health Nursing Certificate</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Concerning these figures it should be said that the number receiving the Bachelor of Science degree in 1939-40 was abnormally large. In the preceding year the corresponding number was 62, about in line with 1940-41.

ADULT EDUCATION

The Adult Education Division program included the following features: 38 credit and noncredit courses, with enrollment of 601; a group of elementary study courses designed for Filipinos at various plantation centers, with 734 students participating; a "school" for aviation cadets (general courses) at Wheeler Field, with 108 enrolled; 29 public lecture and motion picture programs at the University, 7 others at the Aquarium, and many more at various points in the territory; a youth guidance institute that occupied 3 evenings; a family relations institute that also occupied 3 evenings; a one-day Filipino teachers institute; and rental to 36 schools of 1,197 reels of silent films and 167 reels of sound films (educational).

LIBRARY

The University Library increased its book collections by about 9,000 volumes over last year, to a total of 139,908, and its unbound units by about 6,000, to a total of 342,489.

In accordance with our established practice, the money allotted by the Board to the Library last year for the purchase of books was divided between the various departments, and each department exercised a good deal of care in selecting the items to be requisitioned. All purchases were, as usual, centralized in the librarian's office and the business office. Although this method of expanding our library collections has been effective in making them reasonably well balanced and fairly
adequate for most purposes, we are always conscious of the fact that it can be much improved, as larger funds for such a purpose become available. With the thought that it may be possible to augment the budget allotment to the Library in the near future, our library committee is this year undertaking to make a comprehensive survey of our needs in all fields. A report on this will probably be forthcoming in 1942. Meanwhile, it can be said with all due conservatism that we have a good library, one which requires no apology from us, in comparison with other state universities of our size.

PSYCHOLOGICAL CLINIC

The service of the Psychological and Psychopathic Clinic increased last year over that of the preceding year, as indicated in the following tabulation of cases referred to it by various agencies:

<table>
<thead>
<tr>
<th></th>
<th>1939-40</th>
<th>1940-41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courts and correctional institutions</td>
<td>569</td>
<td>578</td>
</tr>
<tr>
<td>Educational institutions</td>
<td>453</td>
<td>555</td>
</tr>
<tr>
<td>Social welfare agencies</td>
<td>275</td>
<td>276</td>
</tr>
<tr>
<td>Private referrals</td>
<td>134</td>
<td>111</td>
</tr>
<tr>
<td>Health organizations</td>
<td>80</td>
<td>118</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>57</td>
<td>50</td>
</tr>
</tbody>
</table>

A textbook entitled *The Practice of Clinical Psychology*, prepared by the Clinic's director and published a few months ago, is being adopted for use by a number of mainland universities.

This clinical service costs about $24,000 per year and undoubtedly the results are worth much more than that figure.

AGRICULTURAL RESEARCH

The Hawaii Agricultural Experiment Station has continued to push forward with its wide program of research on many problems of importance to Hawaiian agriculture. Even to summarize these separate studies would require much more space than is available in this brief report, and consequently only a few items are selected here and there for mention.

Much is being done to build up Hawaii's livestock industries: improvement of pastures, development of disease-resistant fodder plants, trials of new feeds of local origin with a view to finding the best and most economical combinations; also, studies of livestock and poultry diseases and pests are always in progress.

The production locally of more of the food crops required by our human
population is receiving a great deal of attention now, because of the war emergency which is threatening normal economy here.

Biological tests prove that Hawaiian-grown vegetables are as rich in vitamins A and B₁ as the mainland products. Papayas have been shown to have even more vitamin C value than market oranges.

A study of the diets of about 150 families in Hawaii shows the following:
(a) The most common dietary deficiencies are low calcium and low vitamin B₁;
(b) there is a close positive correlation between the amount of money spent for food and the degree of inadequacy of the diet;
(c) however, an ample food budget does not always guarantee an adequate diet—some families spending large amounts for food had diets which were low in minerals and vitamins. The most nourishing and important foods for the family diet need not be expensive. Nutrition education is needed in the proper purchasing of foods.

Physical and dental examinations of over 500 children in these families show that the most serious physical defect is dental caries. The percentage of children with dental caries and the average number of defective teeth per child at various age levels were found to be greater than in comparable children in several localities recently studied on the Mainland. The seriously low calcium and slightly low vitamin A of the family diets may be responsible in part for this. Another factor may be the low fluorine in the drinking water. Twelve out of sixteen samples of water analyzed had less than three-tenths part per million of fluorine.

Other signs of malnutrition (underweight, poor posture, poor skeletal development) were frequent among children between two and ten years of age but relatively rare among children of high school age.

There have been studies, also, of potato production problems, onion growing, beans, tomatoes, sweet potatoes, sweet corn, and other food crops.

Problems of soil management, too, have received attention, as have various other fundamental aspects of Hawaiian agriculture.

The total cost of this research program was about $175,000, an amount which is being returned many times over to the people of the territory in better incomes and better living.

AGRICULTURAL EXTENSION SERVICE

Our Agricultural Extension Service is conducted on a cooperative basis by the United States Department of Agriculture and the University of Hawaii, with the purpose of rendering service to rural people, and by means of practical demonstrations to obtain the adoption of improved farm and home practices which lead to greater satisfactions in rural living.

No organization in Hawaii is in as close daily contact with the producers of food crops and their families as the Agricultural Extension Service. It maintains
an organization of thirty-two farm and home advisers or county agents and assistants operating from nine branch offices placed strategically to serve the entire territory.

At the headquarters of the Agricultural Extension Service in the Agricultural building on the campus of the University are thirteen technical workers and eleven stenographers and clerks.

The total cost of carrying on this work in the territory for the year ending June 30, 1941, was approximately $165,000. Nearly eighty percent was from federal sources and the balance from territorial appropriations.

The basis of Agricultural Extension Service work is demonstration by doing rather than teaching by theory. This is an especially effective means in Hawaii where so many of the older rural people speak English with difficulty.

One of the most effective means of carrying on agricultural extension work is through club organizations because so many more individuals can be reached in this manner than by personal visits. There are over 300 such clubs in all the islands, reaching something like 2,500 boys and girls.

In addition to this, the Service has made a special effort this year to induce as many families as possible to produce their own vegetables and fruits for home use, as a part of the war defense movement toward making these islands more nearly self-sufficient in time of emergency.

Another contribution to national defense is the work done by our extension service staff in giving rural folk a better understanding of the principles and objectives of American democracy. While this is not agricultural service, nevertheless it is deemed to be of such importance by the national leaders that Hawaii and most of the states have added this feature to the usual program, very willingly.

In each locality where a field office is maintained an advisory council of local men and women assisted in developing the program which is most needed in that community. The advice and counsel of these groups was greatly appreciated and helped the extension service program to meet the needs of the community.

**FINANCIAL SUMMARY**

The operations of the year 1940–41 cost $1,249,299.23. Taxpayers will be interested to know that only 37.46 percent of the funds spent came from territorial appropriations, that 22.4 percent came from the federal treasury, and 40.14 percent came from the payment of fees and from sales, gifts, etc.

A summary of the salient details of this, as prepared by the university treasurer, G. R. Kinnear, follows:

[7]
CURRENT EXPENDITURES

Expenditures for current educational and general purposes (but excluding plant improvements) for the entire University during the fiscal year amounted to $1,249,299.23 and were distributed by funds in the following functional manner as shown in detail on Schedule B-2.

<table>
<thead>
<tr>
<th></th>
<th>FEDERAL</th>
<th>TERRITORIAL</th>
<th>UNIVERSITY</th>
<th>TOTAL</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction and related activities</td>
<td>$76,227.84</td>
<td>$297,960.66</td>
<td>$112,679.51</td>
<td>$485,867.41</td>
<td>45.54</td>
</tr>
<tr>
<td>Organized research</td>
<td>76,686.40</td>
<td>16,881.27</td>
<td>110,066.58</td>
<td>203,044.25</td>
<td>19.08</td>
</tr>
<tr>
<td>Extension</td>
<td>126,271.42</td>
<td>20,625.70</td>
<td>88,876.72</td>
<td>235,834.24</td>
<td>16.94</td>
</tr>
<tr>
<td>Library</td>
<td>29,882.18</td>
<td>22,804.58</td>
<td>52,686.71</td>
<td>105,373.47</td>
<td>4.90</td>
</tr>
<tr>
<td>Total for instruction and research</td>
<td>(278,185.16)</td>
<td>(864,899.66)</td>
<td>(278,927.84)</td>
<td>(922,012.16)</td>
<td></td>
</tr>
<tr>
<td>Administration and general expense</td>
<td>1,655.55</td>
<td>69,146.46</td>
<td>17,825.02</td>
<td>88,627.08</td>
<td>8.31</td>
</tr>
<tr>
<td>Operation and maintenance of physical plant</td>
<td></td>
<td>31,009.15</td>
<td>25,848.60</td>
<td>56,857.75</td>
<td>5.38</td>
</tr>
<tr>
<td>Total current university expenditures</td>
<td>(279,840.71)</td>
<td>(465,055.27)</td>
<td>(332,093.96)</td>
<td>(1,066,994.94)</td>
<td>100.00</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td></td>
<td></td>
<td>176,889.29</td>
<td>176,889.29</td>
<td></td>
</tr>
<tr>
<td>Noneducational expenses</td>
<td>2,880.00</td>
<td>5,436.00</td>
<td>5,416.00</td>
<td>5,416.00</td>
<td></td>
</tr>
<tr>
<td>Total current expenditures</td>
<td>$279,840.71</td>
<td>$467,985.27</td>
<td>$501,528.25</td>
<td>$1,249,299.23</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Percentage                                      22.40       35.46       40.14       100.00

LOOKING BACKWARD

Because of the fact that I am soon retiring from office, it seems appropriate that I present a brief summary of the growth and development of the University during the period of nearly fifteen years in which I have served as its president (beginning on February 1, 1927).

This has been a period of extensive growth in the University, in size of plant, in numbers of students and faculty, in scope of service, and in public esteem.

Some suggestion of the increase in the physical resources of the University is contained in the following figures:

<table>
<thead>
<tr>
<th></th>
<th>FEB. 1, 1927</th>
<th>JUNE 30, 1941</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land area</td>
<td>232 acres</td>
<td>402 acres</td>
</tr>
<tr>
<td>Number of buildings:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concrete</td>
<td>4</td>
<td>17*</td>
</tr>
<tr>
<td>Wooden</td>
<td>7†</td>
<td>10†</td>
</tr>
<tr>
<td>Floor area of buildings:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concrete</td>
<td>81,208 sq. ft.</td>
<td>270,742 sq. ft.</td>
</tr>
<tr>
<td>Wooden</td>
<td>26,980 sq. ft.</td>
<td>87,420 sq. ft.</td>
</tr>
<tr>
<td></td>
<td>108,188 sq. ft.</td>
<td>358,162 sq. ft.</td>
</tr>
</tbody>
</table>

* In addition to these there is the outdoor theater (a stone and concrete amphitheater). Atherton House, although not owned by the University, is our dormitory for men and might well be added to the list.
† This does not include a number of small structures such as dwellings and barns.
Inventory value:

- Land ........................................... $ 189,382.00
- Buildings ..................................... 542,198.00
- Other improvements ........................... 55,367.00
- Equipment ..................................... 361,768.00

Total ........................................... $1,148,715.00

FLOOR AREA OF BUILDINGS

Concrete buildings:

<table>
<thead>
<tr>
<th>Building</th>
<th>Feb. 1, 1927</th>
<th>June 30, 1941</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii hall</td>
<td>33,328</td>
<td>33,328</td>
</tr>
<tr>
<td>Gartley hall</td>
<td>23,180</td>
<td>23,180</td>
</tr>
<tr>
<td>Library</td>
<td>21,200</td>
<td>42,050</td>
</tr>
<tr>
<td>Engineering (1 unit in 1927, 5 in 1941)</td>
<td>3,500</td>
<td>15,840</td>
</tr>
<tr>
<td>Dean hall</td>
<td></td>
<td>19,100</td>
</tr>
<tr>
<td>Entomology laboratory</td>
<td></td>
<td>3,500</td>
</tr>
<tr>
<td>Farrington hall</td>
<td></td>
<td>14,094</td>
</tr>
<tr>
<td>Teachers College</td>
<td></td>
<td>22,170</td>
</tr>
<tr>
<td>Teachers College Annex</td>
<td></td>
<td>4,380</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td>27,780</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td>22,930</td>
</tr>
<tr>
<td>Hemenway hall</td>
<td></td>
<td>24,390</td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td>18,000</td>
</tr>
</tbody>
</table>

Total ........................................ 81,208

Wooden buildings:

<table>
<thead>
<tr>
<th>Building</th>
<th>Feb. 1, 1927</th>
<th>June 30, 1941</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's dormitory (Hale Aloha)</td>
<td>5,730</td>
<td>5,730</td>
</tr>
<tr>
<td>Men's dormitory (now Hawaii Annex)</td>
<td>6,810</td>
<td>6,810</td>
</tr>
<tr>
<td>Science laboratory</td>
<td>3,000</td>
<td>0*</td>
</tr>
<tr>
<td>R.O.T.C. building</td>
<td>1,700</td>
<td>1,700</td>
</tr>
<tr>
<td>Cafeteria (later reduced in size and now called the Dispensary)</td>
<td>5,000</td>
<td>4,000</td>
</tr>
<tr>
<td>Observatory</td>
<td>990</td>
<td>990</td>
</tr>
<tr>
<td>Aquarium</td>
<td>3,750</td>
<td>3,750</td>
</tr>
<tr>
<td>Gymnasium†</td>
<td></td>
<td>14,000</td>
</tr>
<tr>
<td>Teachers College training school</td>
<td></td>
<td>18,500</td>
</tr>
<tr>
<td>Women's dormitory (Hale Laulima)</td>
<td></td>
<td>7,190</td>
</tr>
<tr>
<td>Castle Memorial hall</td>
<td></td>
<td>24,750</td>
</tr>
</tbody>
</table>

Total ........................................ 26,980

* Demolished in 1929. † Steel frame building.

STUDENT ENROLLMENTS

The most satisfactory measure of growth in numbers of students is a comparison from year to year of the regular undergraduates, classified as Freshmen, Sophomores, Juniors, and Seniors. The numbers of unclassified and special students fluctuate rather widely from one year to another, and as most of them take only one or a few courses their numbers do not afford a good basis for comparison, unless reduced to what we call the full-time-student equivalent (F.T.S.E. in
the table below). This is derived by dividing the total number of credit units of all students by a number which represents the normal load of a full-time student.

The following table shows the growth in number of (a) regular, classified undergraduates, and (b) from 1933–34 on, the total enrollment of all students on the full-time-student equivalent basis.

### STUDENT ENROLLMENTS

<table>
<thead>
<tr>
<th></th>
<th>Regular Classified Undergraduates</th>
<th>All Students, Reduced to F.T.S.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1926-27</td>
<td>552</td>
<td>1,117</td>
</tr>
<tr>
<td>1927-28</td>
<td>623</td>
<td>1,217</td>
</tr>
<tr>
<td>1928-29</td>
<td>738</td>
<td>1,397</td>
</tr>
<tr>
<td>1929-30</td>
<td>888</td>
<td>1,637</td>
</tr>
<tr>
<td>1930-31</td>
<td>998</td>
<td>1,791</td>
</tr>
<tr>
<td>1931-32</td>
<td>1,371*</td>
<td>1,937</td>
</tr>
<tr>
<td>1932-33</td>
<td>1,175</td>
<td>2,021</td>
</tr>
<tr>
<td>1933-34</td>
<td>1,099</td>
<td>2,401</td>
</tr>
</tbody>
</table>

* Year Territorial Normal and Training School was merged with University; limitations on enrollment were not in effect.

The Summer Session has developed into an important part of the university year. It affords many teachers in the public and private schools an opportunity to improve themselves professionally and gives many others a valuable intellectual stimulus. The first Summer Session was held in 1927, with an enrollment of 236. At the merging of the Normal School with the University in 1931 the enrollment increased sharply, as the former's summer session was then discontinued.

### SUMMER SESSION ENROLLMENTS*

<table>
<thead>
<tr>
<th></th>
<th>1927</th>
<th>1928</th>
<th>1929</th>
<th>1930</th>
<th>1931</th>
<th>1932</th>
<th>1933</th>
<th>1934</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>236</td>
<td>319</td>
<td>312</td>
<td>520</td>
<td>594</td>
<td>973</td>
<td>842</td>
<td>1,126</td>
</tr>
<tr>
<td></td>
<td>1935</td>
<td>1936</td>
<td>1937</td>
<td>1938</td>
<td>1939</td>
<td>1940</td>
<td>1941</td>
<td>1,037</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,037</td>
<td></td>
<td>1,037</td>
<td></td>
<td>1,037</td>
<td></td>
<td>1,037</td>
</tr>
</tbody>
</table>

* These enrollment figures have entered into the computation of the F.T.S.E. figures in the preceding table.

### FACULTY

As student enrollments have increased it has been necessary, of course, to augment the teaching staff.
An examination of the following table suggests that the development of our instructional program in the past fifteen years has been partly a matter of building on foundations laid in preceding years, and partly a matter of striking off in new directions.

**GROWTH OF TEACHING STAFF, 1927-1941**

On approximately full-time equivalent basis.

<table>
<thead>
<tr>
<th>Department or Field</th>
<th>1927</th>
<th>1941</th>
<th>Department or Field</th>
<th>1927</th>
<th>1941</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>3</td>
<td>4</td>
<td>Mathematics</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Anthropology-Sociology</td>
<td>1</td>
<td>4</td>
<td>Military Science</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
<td>3</td>
<td>Music</td>
<td>½</td>
<td>3</td>
</tr>
<tr>
<td>Botany-Bacteriology</td>
<td>2</td>
<td>6</td>
<td>Oriental Languages</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry-Sugar Technology</td>
<td>4</td>
<td>7</td>
<td>Philosophy</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Economics-Business</td>
<td>2</td>
<td>5</td>
<td>Physical Education</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Engineering</td>
<td>3</td>
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<td>Physics</td>
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<tr>
<td>English</td>
<td>6</td>
<td>24</td>
<td>Psychology</td>
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<td>2</td>
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<tr>
<td>Geography</td>
<td>0</td>
<td>2</td>
<td>Public Health Nursing</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Geology</td>
<td>1</td>
<td>1</td>
<td>Romance Languages (French, Spanish,</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>German</td>
<td>0</td>
<td>2</td>
<td>and Portuguese)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawaiian</td>
<td>½</td>
<td>1</td>
<td>Social Work Training</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>History-Political Science</td>
<td>4</td>
<td>7</td>
<td>Teacher Education</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Home Economics</td>
<td>2</td>
<td>8</td>
<td>Zoology-Entomology</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

In the sciences and humanities the foundations were well laid in the first few years of the establishment of the University, say 1920 to 1926, so that in the succeeding years the chief need was to keep the instructional staff adequate in size and capacity for the increasing numbers of students requiring attention. In some departments the rate of growth has been relatively rapid, in others slow, but in all cases the two chief determining factors have been (a) the demand from students and (b) the relative importance of the field of study in Hawaii.

The table is a good mirror reflecting the policies and major interests of the University during this fifteen-year period by showing what fields have received more attention than others. It is on such a basis as this that a retiring president should have this administration judged, for it affords the most practical basis for such judgment.

One would see, for example, that the teaching of English has received great emphasis, and that the teaching of some other languages has had good attention, though less than English. The teaching of German was temporarily suspended during the war and resumed in 1927. For Latin, Greek, and Sanskrit there has been so little demand from students that we have not felt justified in establishing permanent departments. Courses have been offered intermittently, as warranted by demand.
Our teaching of the biological and physical sciences has expanded somewhat in these fifteen years, but not so much as has that of the social sciences. Agriculture, as taught in a present-day university, overlaps all these sciences, and much of the teaching in them should be thought of as teaching agriculture. However, in addition to this a number of applied courses are offered under the departmental label of agriculture, most of them conducted by various members of the Experiment Station staff; translating these part-time services into a full-time equivalent, it may be said that our staff in these applied courses amounts to about the same number of men now as fifteen years ago. This is significant, for it indicates that the growth in our program of teaching agriculture has been in the sciences basic to it, rather than in the applied courses themselves in which little or no further growth was required.

The so-called social sciences received relatively little attention at the first establishment of the University, but were developed more nearly adequately in later years. We began with one man covering the fields of sociology and economics in 1920. In 1926–27 this man still carried that responsibility, but had two young instructors with him to handle courses in commercial subjects related to economics. In 1927–28 a division was made between sociology and economics; in economics emphasis was placed on educating students for the business field, and in sociology the trend was definitely toward an emphasis on race relations and social anthropology. By 1941, the work begun by one man twenty years before had grown to the extent that it required ten men, five in the economics and business field, and five in the sociology-anthropology field.

Psychology, by some considered as being one of the social sciences and by others as being in the biological group, has been well developed here in only two of its many phases—educational and clinical. In these two fields of applied psychology we are staffed relatively well, for several members of the Teachers College faculty offer courses pertaining to the psychological aspects of teacher education, while the Psychological Clinic staff members are well equipped to give instruction in their specialty field when called upon to do so. In the field of experimental psychology, however, we are not well equipped.

In the teaching of history and such related subjects as government and political science, our efforts have been divided between the American, European, Asiatic, and local fields, with relatively more attention to Asia than one would find in most American universities.

In several fields our development has lagged—notably in the fine arts, music, and the classics; in these we have made a beginning, but much more ought to be done. Our art department staff, for example, is but little larger today than it was fifteen years ago; its facilities are better, however, for, in addition to more space and better equipment here, there is the splendid Honolulu Academy of
Arts available to us with all its excellent facilities for teaching. In drama and literature instruction we have made some worth-while progress, especially in the Asiatic field, to which few other American universities have given as much attention.

Music, in such a music-loving land as this is, should have been receiving much more emphasis in the University of Hawaii than it has. A few courses in schoolroom music, a course or two in band music, and the education that came from singing in a choral group or a glee club were about all that we offered until 1937. Then Professor Fritz Hart joined our staff to develop a more adequate department of music. It is hoped that before many more years have gone by this will become one of our important departments, without duplicating or interfering with the privately-supported schools of music in Honolulu.

PROFESSIONAL EDUCATION

In educating students for various professions and vocations, I believe that we have made good progress in the past fifteen years. First to receive our attention in this way was the field of agriculture as a profession—training young men for service in research, extension work, and teaching and for certain types of service in large scale agriculture in which university training ought to be helpful. As I have suggested, this development was effected by building up our curriculum and laboratory facilities in the sciences basic to agriculture—plant physiology, bacteriology, entomology, chemistry, soil physics, and others—and, further, by enlarging our research program in agriculture. It was our belief that, in order to accomplish this enlargement, the separate federal experiment station here should be merged with our agricultural research program, for the two together could be more effective than if working independently. This fusion required congressional action, which was secured in a carefully planned campaign in the second year of my presidency. Thereafter, steadily increasing financial support for the Hawaii Agricultural Experiment Station enabled it to grow into something of much practical value to the territory and to our professional education in agriculture, as well, for we have insisted on a close relationship between research, teaching, and extension service in this field.

A specialized development in this professional field of agriculture was undertaken in 1935, but thus far with no great success. The presence here of many research men of outstanding reputation on the staffs of the three agricultural experiment stations in Honolulu suggested the possibility of establishing a graduate school in which a few superior students might work under rather personalized guidance, without interfering seriously with the regular duties of the research men. A formal agreement was signed. It provided for cooperation of the three experiment stations and the Bernice P. Bishop Museum with the University in
developing a "graduate school of tropical agriculture," and some progress was made. However, the interest of the pineapple and sugar experiment stations diminished, for there was a growing reluctance on their part to transmit through such graduate study the results of the industry's experience here to individuals who might use the knowledge to the advantage of competitors in other parts of the world. Consequently, we have allowed this "school" to become inactive, but so far as possible we are taking care of interested students in our regular graduate program. I hope that the time may come when the original plan, or something akin to it, can be revived and developed, for the United States needs a high-class graduate school of tropical agriculture and Hawaii is an excellent place for it. I do not believe that such a school would injure our local industries, and I see no good reason why it should not receive active support.

Simultaneously with our development of a program for professional training in agriculture, we undertook to build up a somewhat coordinate program for women students in professional training in the field of home economics, for in this field there seemed to be some good opportunities for our graduates. Some of the federal aid which was being secured for agriculture was applicable to this work. With this money and territorial funds we expanded our instructional, research, and extension programs in home economics and very considerably enlarged our staff and increased our facilities, building first a laboratory for work in nutrition and later a larger building for general work in home economics. Graduates are now serving the territory in a wide variety of positions in teaching, research, extension, and other forms of professional service, and in homemaking.

A third field of professional training to which we turned our attention seriously soon after my entering the presidency was teacher education. There was a publicly supported institution, the Territorial Normal and Training School, working in this field, with emphasis on the elementary level. A little attention had been given in the University to the education of teachers for the secondary level, but the program was not adequate and was not well coordinated with that of the Normal School. As the latter was expanding, with a definite trend toward becoming a degree-granting, four-year college, it seemed to some of us that it would be to the territory's best interest to merge the two institutions, as in this way it would be possible to develop a more nearly adequate professional center for the education of teachers, at lower cost to the taxpayers. The merger plan met determined opposition from several quarters, but finally in 1931 the legislature decided (by a majority of one, in the House) that it should be put into effect, and provided that a "teachers college" should be established in the University to handle the professional education of teachers for both the elementary and secondary levels. This was done, with a very considerable saving to the taxpayers, as compared with former cost figures, and with very definite strengthening of the instructional program.
There has also been developed a related program for the training of teachers for service in the federally supported (Smith-Hughes) vocational courses which are offered in the public schools, both in agriculture and home economics.

In 1941, thanks to liberal financial aid from the Samuel N. and Mary Castle Foundation, we are enlarging our program in this professional field to train teachers for service at the preschool level, in kindergartens and nursery schools. A splendid building has been erected on the campus by the Castle Foundation and a competent staff has been assembled to launch this new training program this fall.

PUBLIC HEALTH NURSING

In 1931, responding to an apparent need in the community, we began the development of a professional training course in public health nursing. We had the cooperation of the Territorial Board of Health, Palama Settlement, and the Social Service Bureau. By using some courses already established in sociology, psychology, and home economics and adding several new lecture and field courses in public health and related topics, we set up an intensive one-year curriculum and admitted eight students in the first year. All were graduates of a school for nurses, and most of them had had several years' experience in nursing. The first year was considered successful and the course was continued, as there seemed to be definite need for it. In the ten years from establishment of this course to the present there have been eight graduating classes, the course having been offered only in alternate years between 1933 and 1937. The following tabulation indicates the number of graduates.

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
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<tbody>
<tr>
<td>1932</td>
<td>8</td>
</tr>
<tr>
<td>1933</td>
<td>7</td>
</tr>
<tr>
<td>1935</td>
<td>9</td>
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<tr>
<td>1937</td>
<td>13</td>
</tr>
<tr>
<td>1938</td>
<td>5</td>
</tr>
<tr>
<td>1939</td>
<td>12</td>
</tr>
<tr>
<td>1940</td>
<td>10</td>
</tr>
<tr>
<td>1941</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
</tr>
</tbody>
</table>

In 1935 this course was given official recognition and approval by the National Organization of Public Health Nursing, after a study had been made of our curriculum, teaching standards, and other factors. The formal approval was accompanied by a statement commending the University of Hawaii for this service to the territory.

SOCIAL WORK

Social work as a profession has come into great prominence in the past eight years, because of the federal government's participation in it. Demand for professionally trained social workers is unusually large not only on the Mainland

1 Now known as the Child and Family Service.
but in Hawaii as well. With a view to meeting this demand from local sources, because of the obvious advantages which a social worker has here when he or she is familiar with the local scene, the social work agencies in Honolulu in 1935 joined in urging the University to institute a course for professional training in this field. The standard course, as developed on the Mainland, is two years of intensive study at the postgraduate level, following graduation from a college or university in which some pre-professional work has been done. As the cost of developing such a course here would have been greater than we could afford, we decided to enter the field in a gradual way, and began in 1936 by engaging one full-time specialist in social work training. Her instruction, augmented by several courses offered by other faculty members, served well to inaugurate our program in this professional field, and from this beginning it has developed to the point where it constitutes a good one-year course, covering the first half of the standard two-year curriculum. The American Association of Schools of Social Work accredits two types of schools, (1) the standard two-year type and (2) a one-year type, such as ours. Civil service regulations permit graduates of the latter to occupy certain subordinate positions in social work; to qualify for the higher positions, our graduates have to spend one year at a recognized two-year school on the mainland.

As far as can be foreseen now, our present program of instruction in this professional field is approximately adequate, except that the part-time directorship should be made full-time. The smallness of the number of two-year graduates that could be placed here in a typical year will probably make it uneconomical to develop a standard two-year school; I would recommend our continuing the course already established.

In developing its policies and plans for the future in this field of work, the Board will find valuable assistance in a report submitted to us recently (September 23, 1941) by Dr. Marion Hathway, secretary of the American Association of Schools of Social Work, after having spent the summer with us as a member of our instructional staff.

ORIENTAL STUDIES FOR PROFESSIONAL PURPOSES

In addition to the cultural values which lie in the study of the languages, literature, art, history, and philosophies of oriental peoples, there are professional values as well. While it cannot be said that in this professional aspect oriental studies in America are on a par with European studies, current world events are doing much to make America more aware of the Orient and more interested in knowing about the people who live there. It needs no imagination to see that there will be an increasing demand throughout the country for teachers, newspaper correspondents, trade representatives, and others who have some knowledge of eastern Asia,
and I know of no place under the American flag which has such an opportunity as Hawaii for leadership in the training for service in this field. Added to its natural facilities for this, we now have a rather good library of oriental works, and we have a staff of able instructors and scholars in this department.

It is only in the past ten years that we have given serious attention to the cultivation of this field of oriental studies for professional purposes, but even in that short period we have made some progress in demonstrating the possibilities in our situation. I urge that our utmost efforts be put forth in the future to keep this department of the University moving forward, for I believe that in this way we can render uniquely valuable service to the nation and to the Pacific area.

The future should see a strong postgraduate development in this field, based on the undergraduate program which already has materialized. To provide the necessary staff and library resources will cost something, but I believe that the results over a period of years will amply justify the expense.

In the matter of library resources in the field of oriental studies the University of Hawaii is surpassed by very few American universities, whether judgment be by quantity or quality. A recent inventory shows the following:

**NUMBER OF VOLUMES IN U. OF H. ORIENTAL COLLECTION**

<table>
<thead>
<tr>
<th></th>
<th>IN CHINESE*</th>
<th>IN JAPANESE</th>
<th>IN ENGLISH AND EUROPEAN LANGUAGES</th>
<th>TOTAL</th>
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<tr>
<td></td>
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<td>On China</td>
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<tr>
<td>General works</td>
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<td>337</td>
<td>322</td>
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<tr>
<td>History</td>
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<td>Religion</td>
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<td>793</td>
<td>71</td>
<td>73</td>
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<tr>
<td>Art</td>
<td>647</td>
<td>617</td>
<td>115</td>
<td>136</td>
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<td>Social science</td>
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<td>254</td>
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<tr>
<td>Natural and applied science</td>
<td>661</td>
<td>373</td>
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<td>20</td>
</tr>
<tr>
<td>Totals</td>
<td>33,975</td>
<td>7,879</td>
<td>1,372</td>
<td>1,180</td>
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</table>

* The numbers in this column refer to the small, stitched volume (Chinese style); in binding these for our shelves, we combine about four to make one American-style volume.

Additional items have been purchased in China, but delivery has been delayed by disturbed conditions there. With these additions, the total number of volumes will be close to 50,000. It is apparent from the tabulation that our holdings in English and European languages must be increased if our library is to be well balanced and of maximum usefulness.

The threat of war on the Pacific and the Sino-Japanese War have made it so difficult to raise funds for the research program of the Oriental Institute that we are giving much less attention to this now than we did a few years ago. However, this work has not been entirely discontinued, as evidenced by the appearance from time to time of several books and journal articles by staff members. There is,
for example, the translation into Chinese of an important Western book, J. W. Thompson's *History of the Middle Ages*, by our Dr. Ch'en Shou-Yi in collaboration with Dr. Liang Mou-Hsiu, published by the Commercial Press in Shanghai under a grant from the China Foundation. Mention should be made, too, of the beautiful book *Chinese Houses and Gardens*, in which several members of our staff collaborated, and concerning which Pearl Buck wrote:

This handsome book will be a joy to possess for those who love beauty in architecture and cultivated nature. It is a harmonious compound of text and pictures, the text being essays by specialists in the subject of Chinese homes and the art and meaning of Chinese gardens. . . .

The reader weary of wars and distresses will find here a source of rest and refreshment of the spirit in the well-written text and in the contemplation of that quiet beauty which is ageless and indispensable to humanity at its highest development. . . .

Among other books soon to appear, we should mention a treatise on Buddhistic philosophy by the noted scholar, Junjiro Takakusu, a member of our staff for one year; also a symposium on philosophies of East and West, by a group which spent a summer together on this campus, this book to be brought out by the Princeton University Press.

We have excellent foundations for a department of oriental studies which can grow into something of real importance and great usefulness in the years to come, if the Board will give it warm and hearty support.

**BUSINESS TRAINING**

In the general category of professional training, we should mention briefly our undergraduate curriculum in Business and Economics. While we do not consider this strictly as a professional curriculum, nevertheless a number of students (usually forty or more) graduate from it each year and find ready employment in business houses in Honolulu and elsewhere. This is a field which we might well develop further, with at least one year of postgraduate instruction, for the demand for it in Hawaii is without any doubt large enough to justify the expense involved.

If, in connection with such a postgraduate course, a research service in business and economics were instituted, the results might much more than compensate for the cost of it. If it should be decided to undertake something like this, it would be necessary to add a man to the staff especially qualified for the dual purpose of research and advanced instruction. I strongly recommend consideration of such a project as this.

**CIVIL ENGINEERING**

Our undergraduate curriculum in Civil Engineering may properly be considered as a professional training course, for the graduates go directly into techni-
It is an intensive four-year course, with some opportunities along the way for the study of subjects designed to broaden the outlook of a young engineer.

This professional training has been a part of this institution's program almost from its first establishment, and, by reason of the fact that we have always had a very able instructional staff, we have achieved a reputation of very high standing among the American schools of civil engineering. One unofficial rating made several years ago placed us ninth on the list.

Because of the limited possibilities of placing mechanical, electrical, and other engineers in the territory, and because of the high cost involved in developing good professional courses in those fields, we have restricted ourselves largely to civil engineering, for in this it has been possible to place a modest number of graduates every year.

Although the unit (per student) cost of this professional course is relatively high, it is valuable to the territory and should receive all possible support.

**LAW AND MEDICINE**

At the undergraduate level we have developed good pre-professional courses for students who desire to enter either the medical or legal professions. Indeed, our premedical students are said by a committee of the American Medical Association to rate very well in comparison with others.

Although we have been urged occasionally to establish professional schools in medicine and law, no serious move in that direction has been made, chiefly because the cost of developing and maintaining them would be far beyond the capacity of this small territory.

**PSYCHOLOGICAL CLINIC**

In response to a somewhat insistent demand from the public for a more intelligent handling of the problems arising from feeble-mindedness in the territory, the 1921 legislature provided for the establishment of "a psychological and psychopathic clinic." While this Clinic was to be a part of the University of Hawaii, its chief objective was to be service to the territory, as indicated by the mandate in the act of establishment to "investigate the nature, causes, treatment and consequences of mental disease and defect within the territory," and "to receive for observation or examination any person, whenever such person comes at the request of the judge of the juvenile court, or of any district territorial or federal court within the territory, or at the request of the superintendent or manager of the boys' industrial school, the girls' industrial school, the asylum for the insane, the department of public instruction, or any other public institution..."
or organization within the territory.” Provision was made, also, for service to private institutions and individuals. It was attached to the University because, evidently, it was believed that such an arrangement would be more advantageous to all concerned than to have it function on an independent basis.

After a preliminary survey of our situation by Dr. J. H. Williams, director of the Bureau of Juvenile Research of the state of California, the Board of Regents appointed Stanley D. Porteus as director of the new Clinic, because of his background of experience in this field of work at the Vineland (New Jersey) Training School. This selection has proved to have been a good one, for the Clinic, under his direction, has rendered excellent service to the territory and has amply justified the investment of money and effort which has gone into it. The staff has grown from two at the outset in 1922 to six technical workers and two clerical assistants at the present time.

In addition to the examination of many thousands of individual “cases” and the advising of courts, schools, and other institutions on the handling of them, the Clinic has developed methods of testing which are far better adapted to local needs than any of the standard mainland tests. It is gratifying to note that the tests developed here have been adopted in a number of other places where a more or less comparable racial situation exists, and that, partly through this research work of our Clinic, Hawaii has become recognized as one of the world’s principal centers for the study of human races. It was this in its early stages that made it possible for us to obtain a grant from the Rockefeller Foundation for a more comprehensive study of the races here, not only from the standpoint of the clinical psychologist but also from that of the sociologist and the physical anthropologist. In ten years beginning in 1927 we received for this purpose over $210,000, by means of which we were able to employ a staff of excellent research men and accumulate a mass of factual information bearing on human races which we believe is of great scientific value.

HAWAII AGRICULTURAL EXPERIMENT STATION

Our agricultural experiment station is an important asset to the University and to the territory, for out of its research work have come results that are of great value. For record purposes, I review briefly the story of its development.

Soon after Hawaii, by annexation, became a part of the United States, the federal government established a small agricultural research station on the outskirts of Honolulu, with its experimental work aimed at effecting a greater diversification of agriculture than then existed.

When the College of Hawaii was established in 1907, as a land-grant institution, some efforts were made to combine this federal experiment station with it, following a pattern which had developed in the mainland states where each
land-grant college had an agricultural experiment station partially supported from federal funds. Such a union here was resisted, however, by the United States Department of Agriculture, and in due course of time the College began developing an agricultural research program of its own, under territorial support. While there was little or no duplication of effort between the two, it was obvious that more could be accomplished for the welfare of the territory by combining them, for there was a good prospect that such a station could ultimately command more support than the total of the two separate budgets, and thus have a stronger staff for its research work. The importance of such a development induced me, on assuming the presidency in 1927, to make renewed efforts to draw the federal station into a merger with us, and to this end I started a campaign which within a year resulted in (a) action by Congress making Hawaii eligible to participate with the states in the several federal-aid grants for agricultural research and extension service, and (b) overtures from the United States Department of Agriculture to consolidate their work in Hawaii with ours. An agreement was entered into by the Department of Agriculture and the University Board of Regents for the merging of the two research programs. Although the Department of Agriculture still holds title to the land it formerly used for its experiment station, this and all of its other resources have been placed at our disposal for agricultural research, and the fusion station, known officially as the Hawaii Agricultural Experiment Station, is related to us in the same manner that a state experiment station on the Mainland is related to its respective land-grant university or college.

PRESENT STATURE SINCE 1935

Although the fusion took place in 1929, it was not until 1935 that the Station had sufficient funds to undertake a program of real significance. In 1935 a special federal grant of about $400,000 was made to enable us to assist the territory in adjusting itself agriculturally to the quota plan of sugar production, this fund being available to us over a period of about four years.

It may be said, therefore, that our experiment station has had its present form and stature only about six years, a fact which should be taken into account in judging its achievements.

Patterned somewhat after the mainland state experiment stations, its research work is of two kinds—

1. That which is basic or fundamental to agriculture, as a study of plant behavior, or the properties of soil, etc.

2. That which is of immediate value in connection with some existing or potential industry, as the control of a disease or pest, or the development of an improved variety of plant or animal, etc.
For a review of the accomplishments and the current research projects of this Station, I would refer you to the series of annual reports published by it, and to the eighty-seven bulletins which it has published. These tell a story of improvements in many minor industries the economic and social value of which to this territory is very great, amply justifying the investment of money and effort that has been made in this unit of the University.

PINEAPPLE RESEARCH INSTITUTE

In 1924 the pineapple industry of Hawaii established an experiment station in affiliation with this University, with President A. L. Dean serving as its director. A memorandum signed September 19, 1924, by the Board of Regents and by the trustees of the Pineapple Producers Association agreed that the two parties were to "cooperate in maintaining and operating a pineapple experiment station as a department of the University of Hawaii," with the understanding that all the expenses would be met by the industry.

Some laboratory buildings were erected by the association on the University campus, and later a tract of land adjoining the campus was purchased by the association and several larger and more commodious laboratories were built. It was understood that the structures erected on University land could be removed by the association. This use of our land was to be rent-free, in return for various benefits which it was obvious would accrue to the University from the development of this research program.

In 1927, Dr. Dean decided to retire from the presidency of the University and devote himself wholly to directing the new station. With the thought in mind that the same man would direct both the University and the station, the framers of the agreement had included the provision that the Board of Regents would appoint a director of the station, with the approval and consent of the trustees of the association. As the trend of the development of the new station was toward complete autonomy, this provision in the agreement became practically inoperative, and the Board of Regents took no part in selecting the station director.

INSTRUCTIONAL HELP FROM STATION

Affiliation and mutual cooperation, however, continued as originally planned, and there have been some benefits, both tangible and intangible, resulting therefrom. Several members of the station staff have been assisting us in instructional work, without compensation, and the station laboratories are open to our students; also, it should be noted that there is a good deal of helpful reciprocity between staff members of their station and our staff, and that this greatly facilitates the progress of research in both.
By a recent decision on the part of the association, its station is henceforth to be called the Pineapple Research Institute, and a revision of the 1924 agreement with the Board of Regents is under consideration. It is my understanding, however, that affiliation with the University is still desired by the association for its Research Institute, and without hesitation I would recommend that the Board approve of it, for it is a certainty that there are definite and valuable benefits to be gained by both parties from this partnership.

AGRICULTURE AND HOME ECONOMICS EXTENSION SERVICE

This department, in which there has been large growth in the past 13 years, had a small beginning something over 20 years ago when the Board of Regents included an item of $1,000 for extension work. This was to pay the expenses of conducting a few lectures and short courses in various parts of the territory, under my supervision. In the next several years this program was expanded a little and divided its attention about evenly between agricultural subjects and the general cultural field.

In 1927 an appeal was made to Congress to amend the Smith-Lever Act, appropriating funds for extension service in the 48 states, to include Hawaii within its scope. The appeal was successful, and a few months later a second act (Capper-Ketchum) was made to include Hawaii with the states, so that from 1928 on this territory has had generous support for this Service.

GROWTH IN SCOPE, EXTENT, AND EFFECTIVENESS

In 1928 our extension work in agriculture was enlarged and adapted to the pattern that had evolved in the states under federal support, and its designation was changed officially to Cooperative Extension Service in Agriculture and Home Economics. Mr. W. A. Lloyd was borrowed for a year from the federal extension service office to set up our program, and a staff of county agents and extension specialists was assembled for the new work here, some from local sources and some from the Mainland. From that time, as both federal and territorial funds for this Service have increased in amount, the scope, extent, and effectiveness of the Service have grown, so that today it is looked upon by this territory as an important and valuable asset, contributing richly to the economic and social welfare of these islands, sometimes in ways the value of which is measurable in monetary terms but just as frequently in ways in which the values are imponderable.

The following tabulation suggests the growth of this department of the University. It should be noted that much the larger part of the expense is met from federal funds, which are provided for this specific purpose and may not be used otherwise.
EXPENDITURES OF THE EXTENSION SERVICE IN AGRICULTURE AND HOME ECONOMICS

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* Excluding $3,340.00 Norris-Doxey funds for farm forestry, which did not pass through the University treasury.

ADULT EDUCATION

While our regular students should be and largely are thought of and treated as adults, we have fallen in line with the trend on the Mainland in referring to our extension courses as "adult education," because they are designed to reach employed persons, those who have reached adulthood not only in the matter of years, as many of our regular students have, but in the sense, also, that they have taken on the obligations of adulthood. There is no intention to imply that our regular educational program is not for adults.

Early in the life of this institution, in 1912 and 1913, some efforts were made to develop extension courses for people who could not come to the campus as regular students. After two or three years this was discontinued, for lack of adequate staff, and not undertaken again until 1918. In a very small way then such work was begun again at first with a good deal of informality, but later with rules and standards comparable to those of the regular program. Originally called "extension courses," the designation later was changed to "adult education" to avoid confusion with the Agricultural Extension Service, which was established here on the national pattern in 1928.

Through a process of evolution, the Adult Education Division has developed a program of service to the territory comprising the following features—

1. On the campus: (a) noncredit courses, (b) lectures, (c) institutes.
2. Off the campus (throughout the territory): (a) credit courses (extension), (b) noncredit courses, (c) lectures, (d) institutes, (e) film service.
Related to this and more or less dovetailing with it are a number of courses offered in the regular curriculum but designed for employed people who desire to attend the University on a part-time basis. These courses are scheduled for the late afternoons, evenings, and Saturdays, and, although they constitute an integral part of the regular curriculum, they augment our service in the adult education field.

Enrollment figures for the present year (October 30, 1941) show 185 unclassified students on the undergraduate level and 174 unclassified students on the graduate level registered in our regular courses. Most of these are part-time students, attending the University as a side issue to their regular employment. In addition, there are 54 registrants in two “defense” credit courses in marine engineering. The total, 413, is slightly greater than for similar groups of last year, as one would expect from the increased number of army and navy personnel now stationed in Honolulu.

The number of students registered in courses conducted at various points in the territory, away from the campus, has fluctuated widely in past years, depending on the nature of the courses offered. For several years after the merging of the Normal School with the University, many of the graduates of the former were interested in securing university degrees, and took advantage of our off-campus courses as a means of earning credits toward such degrees. Now, however, a large majority of those with such an interest have achieved their objective and enrollment figures in these courses show a marked decline. Consequently, the Adult Education Division is turning its energies in other lines. In the past year or two an effort has been made to develop an educational program for Filipino men and women on the sugar plantations. Necessarily this program was elementary in nature—English, arithmetic, etc.—and did not involve academic credits. It was an experiment in Americanization, with the expenses of the work borne wholly by those who participated in it. The experiment seems to have been successful and probably will continue.

Another off-campus project is a group of courses conducted near Schofield for enlisted men who are not able to attend classes in Honolulu. Last year a night school was conducted in the Leilehua public school four evenings each week for twelve weeks to help Wheeler Field men prepare for flying cadet examinations. Courses in history, geography, algebra, geometry, and trigonometry were given to 108 men. This year other groups are being served similarly.

The Adult Education Division arranges for many lectures at various points in the territory, in most instances the lecturer being a regular member of the University faculty.

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These people already hold Bachelor degrees but are not following an organized program leading to higher degrees.
FILM SERVICE

About twenty years ago we began to realize the need in the territory for a distributional center for moving picture films of an educational nature. As there seemed to be no other agency willing and able to meet this need, we undertook to handle the work. In the 1920's we made good progress in accumulating a collection of films (silents), and we rented them at small fees to schools and clubs. The service was nearly self-supporting, but with the advent of talking films the demand for our type diminished markedly and we were not in position financially to supply ourselves adequately with the new type. Since our service was chiefly to the public schools, we proposed to the Department of Public Instruction that they take it over; we offered to turn over to them, without charge, our library of films, both silent and talking, as a nucleus for a larger and more nearly adequate collection to be built up by the Department. Thus far our offer has not been accepted.

AQUARIUM AND MARINE LABORATORY

A study of Hawaiian fishes by David Starr Jordan and Barton Evermann, at the turn of the century, aroused much interest locally in the establishment of a large oceanographic laboratory. As efforts to raise money on the Mainland for this were not successful and it did not seem possible to obtain a sufficiently large amount from the people in Hawaii, attention was turned to the less ambitious objective of constructing an aquarium for the exhibition of specimens of Hawaii's remarkable fishes and marine life.

The leasehold on a parcel (about three-fourths of an acre) of government land in the Kapiolani district, fronting on the sea, was offered for this project by Mr. James B. Castle, and Mr. and Mrs. Charles Montague Cooke offered $8,000 to pay for an aquarium building. With an additional $3,200 provided by the Honolulu Rapid Transit Company, an aquarium was built, equipped, stocked with exhibits, and opened to the public on March 19, 1904, under the general management of the Honolulu Rapid Transit Company.

As the leasehold on the land was to expire in 1919, the legislature in that year enacted a measure giving to the University of Hawaii the duty and responsibility of managing the Aquarium, which by that time had achieved a world-wide reputation as an unusually interesting, though small, show place. Its superintendent, Mr. Frederick A. Potter, who had been chiefly responsible for its development, was retained by the University in his accustomed position, and established policies were continued in effect.

At the time of this transfer of management, a step was taken toward the realization of the original dream, for Mr. and Mrs. Charles Montague Cooke gave $10,000 to the University for the building and equipping of a marine bio-
logical laboratory on the Aquarium lot. This laboratory, operated as an extension of the zoological department of the University, has been the center of a great deal of interesting and valuable research work. If additional funds were available for its enlargement, this research program could be extended to include botanical studies of marine and reef life, as well as zoological.

Although there are some minor advantages in having the Aquarium and the Marine Biological Laboratory operated under one management, one could argue effectively for a separation of the two, placing the Aquarium under the control of the same city department that manages the zoo and the public parks, but leaving the Marine Laboratory in the control of the University. In fact, a move in this direction was started this year (early 1941) when the legislature was asked to appropriate funds for a new aquarium, to be under the control of the City Parks Board, thus giving the Marine Laboratory some much-needed room for expansion. It is to be hoped that this may be consummated in the 1943 legislature.

We have instituted a new policy this year (1941-42) in having discontinued the practice of charging an admission fee to the Aquarium. The response of the public to this change has been very gratifying. Many thousands now take advantage of the educational values of the exhibits, as compared with much smaller numbers before.

It should be noted, too, that Mr. Spencer Tinker, who succeeded Mr. Potter last year as superintendent, has been developing interesting programs of public lectures and other new educational features designed to make this show place of maximum benefit to the territory.

VOLCANOLOGY

For a number of years this University has been cooperating in a relatively small way with the Hawaiian Volcano Research Association and with the National Park Service in developing a limited program of research in volcanology at the Kilauea Volcano on the island of Hawaii. This program has consisted chiefly of daily seismic recordings at the volcano and at several other key points on the same island, together with many observations and measurements of volcanological phenomena of the region. Some related studies have been made, such as chemical and physical analyses of lava and of volcanic gases.

The leading figure in this research work since its inception in 1910 has been Dr. Thomas A. Jaggar, who came to Hawaii with valuable experience in this field of science and who in his thirty years of work here has established for himself a world-wide reputation as an authority on volcanology. The University's part in all this work has been small, as measured by the amount of money invested in it, but its interest has been much larger. At the present time the University is administering a special appropriation made by the territorial legislature for the
collecting, reviewing, and summarizing of all the recordings made by Dr. Jaggar and his assistants during the past thirty years. From this are coming notable results that may have large scientific value.

I would recommend that this cooperation on the part of the University be continued as long as the legislature is willing to provide the necessary funds. If adequate support can be procured, either from public or private sources, the University would do well to enlarge its program in this field, for there are very great possibilities in it, it seems to me.

The Hawaiian Volcano Research Association, which is continuing its cooperation in this work, reported as follows to its members (as of June 1, 1941):

The biennium has produced from the pen of Dr. Jaggar three substantial manuscripts on gas chemistry, development of craters, and volcanic steam blasts. New offices are established at Kilauea and at the University, Observatory records are being duplicated in Honolulu, continuance of the Government Observatory under Volcanologist Finch is providing field service with a staff of National Park geologists, and a fireproof laboratory is under construction and partly occupied.

Collaboration with the University is now reaping a harvest from the Research Association records. Dr. Jaggar works only at investigation and publication on the notebooks, illustrations and specimens of thirty years, from Kilauea and Mauna Loa volcanoes as a Pacific center. The combined budgets for volcanology of Territory and Research Association amount to $7000 per annum, of which $2000 is the Association's share.

The specimen collections are ready for study and analytical work, so that employment of experts becomes necessary. The Park is furnishing buildings and equipment and permits Dr. Jaggar to dwell indefinitely near the University laboratories at Kilauea. The University is aiding with investigators, and a Guggenheim Fellow has been appointed from the University of California for the last half of 1941.

ASTRONOMICAL OBSERVATORY

Soon after the establishment of this institution, when Halley's Comet was the object of much attention, both by astronomers and the lay public, a movement was started here to obtain funds to build and equip an astronomical observatory as a part of the new college. Kaimuki was then in the early stages of development, and one of its promoters, a Mr. H. F. Lewis, gave a small lot (about 7,000 square feet) to the College of Hawaii, with a restrictive stipulation that it be used as the site for such an observatory. As the lot was situated on a slight eminence, and as Kaimuki was known as one of the less cloudy sections of the city, it was considered to be a good place for astronomical studies. With the aid and stimulus of Halley's Comet, sufficient money was raised in the community to build on the lot a frame structure with a revolving turret to accommodate a telescope. Punahou School, which had a six-inch telescope and no housing for it, very generously lent it for use in our new observatory. However, it was not large enough for any real astronomical research, nor was the building well enough equipped otherwise for such a purpose, and so the project became chiefly a means
for the public to obtain a little closer view of the moon, planets, and stars. A few years ago Punahou School erected an observatory building on its campus and requested the return of the telescope, which we had had on loan for a good many years. At the present time, therefore, our observatory is not being used for astronomical purposes.

On several occasions I have discussed with leaders in astronomical science the possibility of developing here a research center in this field, with the thought that we might be able to raise funds for the necessary buildings and instruments, if this archipelago is a key point for such a development, from the point of view of the science. It seems to be the general opinion, however, that an astronomical research center here would be largely a duplication of other centers in the same general latitude, and that it would be able to make no great, significant contribution to science; the chief need is for more and better stations in the southern hemisphere.

If this view is sound, it would appear that astronomy is a field in which Hawaii should not expect large developments. If this should be the view of the Board of Regents, perhaps it would be advisable to sell the observatory lot in Kaimuki and invest the proceeds in some suitable line of research, of more importance to Hawaii, provided the restrictive clause in the deed does not preclude this. The present value of the property is probably between $3,000 and $4,000.

HONOLULU STADIUM

The Honolulu Stadium had its inception in the early 1920's, when Mr. J. A. Beaven, owner and operator of an athletics field on Beretania Street, conceived the idea of forming a corporation to develop a much larger enterprise than his was at that time. The idea met with favorable response in the community, and a campaign was launched to secure stock subscriptions for the proposed corporation. By the cooperation of many interested individuals, sufficient support was secured to buy a tract of land on King Street and construct thereon a football and baseball field, with seating accommodations for about 15,000 spectators. In subsequent years, the seating capacity has been increased to about 22,000.

In response to an appeal which we made several years ago, many of the owners of stock in this corporation have donated their shares to the University, to be placed in a trust fund the income from which must be used for scholarships or something else directly beneficial to students. In addition to the shares donated, we have obtained more by purchase at a low figure, so that at the present time the University owns nearly seventy percent of the stock of the company and is in control of its policies. Thus far, there have been no monetary benefits accruing to the University from this source, for the corporation has been devoting all of its net earnings to the liquidation of a large mortgage by means of which funds
were secured originally for the construction of bleachers and grandstands. As most of this debt has been paid, and as the Stadium is a good source of revenue, there should be dividends coming before long to the trust fund in which these stock shares have been placed. I believe that, ultimately, this fund will be a source of help to many needy students, and will prove to be a very valuable asset to the University.

The present arrangement whereby the corporation leases its property to the University, with the entire net earnings payable to the corporation as rental, is beneficial to all stockholders, to the University, and to the general public, and, in my opinion, should be continued. The Stadium, however, is an important feature in the University's plant resources for physical education and athletics and it should always be looked upon in this way, rather than as a source of revenue or as a business enterprise.

THEATRE GUILD

The University of Hawaii Theatre Guild was established in 1931, as a means of drawing the community into closer cooperation with the University in using the stage as an instrument of education. For several years prior to that I had been watching the efforts of students in dramatics and had been much impressed by the possibilities which seemed to lie in this field, not only for training students in better speech and for giving them more self-assurance, but also for the educational value to the general public if plays of real cultural significance were presented. With Hawaii becoming more and more conscious of its destiny as an interpreter to the world of interracial cooperation and amity, it did not require much imagination to see the importance of presenting in dramatized form the cultures and civilizations from which the various racial groups in these islands had come, for it is in their drama and poetry and art that a people show themselves most genuinely. It was with this in mind that an expert in dramatics was brought from New York's Broadway, A. E. Wyman, and assigned the task of training students to produce plays which would reveal something of the way in which the people of China, of Japan, of old Hawaii, and of our own America look upon life. It was our thought that in productions of this kind, the spectators could be given valuable education while they were being entertained.

The idea worked out well. Many delightfully interesting and educationally significant plays have been produced on our stage, and our Theatre Guild has been the means of bringing faculty, students, and the public together in a program of cooperation, in an undertaking of truly great importance.

The Guild is controlled by a council of ten, with faculty, students, and public represented. It is self-supporting, except that the salary of Professor Wyman is paid from regular University funds.
One of its notable contributions to the community has been its pioneering of the Lei Day pageant, which seems to have become definitely an annual affair in Honolulu. This pageant, now sponsored by the city and given in our outdoor theater, was one of the Theatre Guild's productions for several years in the 1930's. The Guild now cooperates with the city in carrying on the beautiful tradition.

WARRIOR OF THE PACIFIC

For several years after its creation in 1920, our Reserve Officers' Training Corps participated with Ninth Corps Area units in competitive rifle marksmanship, but early in 1928 it was officially ruled that the Hawaii unit was not eligible to compete in that area and was to be excluded from subsequent contests. We could not tell whether our rather consistent victories in the Ninth Corps Area contest had been a factor in that decision, but certain it was that this exclusion caused our group to determine that in some other way our rifle team would continue in competition with Mainland teams. A plan was developed to challenge not only the Ninth Corps Area but the entire nation in an intercollegiate rifle marksmanship contest, with a trophy to be put up for the winner. This plan was approved by the United States War Department, and the contest was announced. For the trophy, a studio-size bronze statue of a Hawaiian warrior was made, and it was announced that this handsome "Warrior of the Pacific" would be held by each year's winning team.

The first contest for this trophy was held in 1928 and was won by our team. In every succeeding year until 1940 our rifle team showed better marksmanship than did any other R.O.T.C. team in the nation, and the Warrior of the Pacific has stood proudly in our University Library. In 1940 we lost the contest to the Montana State College rifle team—the first defeat in thirteen years.

Our 1941 rifle team has brought the Warrior home to his Pacific, for we have again won in this nationwide contest and proved our superiority in marksmanship.

HONOR SOCIETIES

Several national honor societies have established chapters at the University of Hawaii, thus recognizing the position achieved by this institution in various fields of professional and general education and service. Societies thus represented here are the following:

1. PHI KAPPA PHI—The University of Hawaii chapter of the Phi Kappa Phi was installed by Professor Espenshade of Pennsylvania State College on April 27, 1930. Sixteen faculty members became charter members. Since then, up to and including June, 1941, there have been initiated into the chapter 15 alumni, 27 graduate students, 33 additional faculty members, and 283 undergraduates, or a total of 374.
The society requires that when its chapters elect undergraduates to membership they limit their selections to individuals of sound character who have been registered at the institution at least one year, who are within one year of graduation, and whose scholarship has been of outstanding quality. It further requires that the election of seniors shall not exceed ten percent of the graduating class. The Hawaii chapter has conformed strictly to these provisions, and ordinarily those elected have grade-point ratios of about 3.2 or better. Certain individuals who have had adequate ratios but have failed to pass some required courses have not been invited to join the chapter.

2. Pi Gamma Mu—This national honor society in the field of social science established its Hawaii Alpha chapter in May, 1929, following efforts made toward that end by Professor T. M. Livesay. The chief objective is “the promotion of high standards of scholarship and the scientific attitude and method in relation to all social problems.”

As a basis for membership, the local chapter stipulates that “any University of Hawaii graduate, senior, or junior of good character who has completed 36 semester hours of social science at the University of Hawaii with an average grade of not less than 85 percent in all work taken at this institution, may be elected to membership by a majority vote of the faculty members of the Chapter. It is further provided that any instructor in the social sciences at the University of Hawaii may be eligible for election to membership.”

Since its establishment on this campus, 237 students (undergraduate and postgraduate) and 25 faculty members have been elected to membership.

3. Epsilon Sigma Phi—This is a national honor society with membership limited to men and women who have devoted at least ten years to professional work in cooperative extension service in agriculture and home economics. We have the Alpha Omega chapter, established in 1929. Since that date some fourteen persons have been elected to membership. Five of the present staff in this department are members.

4.Theta Alpha Phi—This national honor society, whose membership is limited to persons who have achieved a certain recognized standing in the field of dramatics, established a chapter on this campus in the early 1920's. In the past few years no members have been elected here.

At the invitation of the president and executive committee of the leading national honor society in science, Sigma Xi, a group of our faculty members and others who are members have submitted a formal petition to the national office for the establishment here of a University of Hawaii chapter.

GIFTS TO THE UNIVERSITY

In the period of my presidency, generous financial assistance from foundations and friends has supplemented the support which the University of Hawaii has had from the territorial legislature, from the federal Congress, and from student fees and other similar income. Between 1927 and 1941, the University has received gifts totaling over $525,000, including $140,000 which is being invested now by the Castle Foundation in the new building for the preschool teacher train-
In addition to this amount, we ought to mention the investment of over $100,000 made in Atherton House by the Atherton family in memory of the late Charles H. Atherton. Although title to this building does not rest in the University, the structure is for our students and, practically speaking, is a part of our campus.

Gifts to the University usually are for some specific objective, as for a research project which would not be undertaken without help from such a source, or a building which could not or should not be financed from public funds.

In all instances in which the donor specifies a certain objective, the money, if accepted, is placed in a restricted fund and used strictly in accordance with the donor's wishes.

FAREWELL AND ALOHA

I count it a privilege to have been permitted to serve this young and growing institution for nearly fifteen years as its president, and for nearly ten years before that as a member of the teaching staff. These have been years of deep happiness for me, for I have had the wholehearted cooperation of those associated with me in this great enterprise.

I believe that a great future lies ahead, and that the next chapter will be even better than the one just now closed. It will require farseeing wisdom on the part of the Board of Regents to make this come true.

With gratitude for the opportunity to have been of service, and with sincere good wishes for great success in the future, I close this report and withdraw from active participation in the life of the University of Hawaii.

David L. Crawford, President
DEGREES, DIPLOMAS, AND CERTIFICATES CONFERRED IN 1941

All degrees awarded during the calendar year 1941 were academic, none honorary. The degrees, diplomas, and certificates listed here were conferred in June except those whose recipients' names are starred. The single star signifies that the award was made in February, the double star that it was made in August.

ADVANCED DEGREES

MASTER OF SCIENCE

ERNEST KISEI AKAMINE, Plant Physiology (B.S., University of Hawaii, 1935)
ARTHUR SMILEY AYRES, Soil Science (B.S., University of California, 1937)
JOHN ORVILLE HARRIS, Bacteriology (B.S., Kansas State College of Agriculture and Applied Science, 1939)
CLARENCE LYMAN, Soil Science (B.S., University of Hawaii, 1927)
CARROLL BING MILLS, Physics (A.B., Marshall College, 1938)
JEROME ALDRICH MUNSON, Plant Physiology (B.S., University of Hawaii, 1939)
WILLIAM MAYNARD PEARSON, Chemistry (B.S., George Washington University, 1939)
RALPH GUN HOY SIU, Plant Physiology (B.S., University of Hawaii, 1939)

MASTER OF ARTS

JAMES WELDON BEATY, History (B.A., Hardin-Simmons University, 1928)
*COMFORT MARGARET BOOK, History (B.S., Utah State Agricultural College, 1922)
RUTH MARGARET BRIOKER, Speech (Ed.B., University of Hawaii, 1937)
JOHN EDWARD De YOUNG, Anthropology (B.A., Beloit College, 1939)
BAYARD HARLOW MoCONNAUGHEY, Zoology (B.A., Pomona College, 1938)
NORMAN JOSEF WRIGHT, Speech (B.A., University of Alabama, 1939)

MASTER OF EDUCATION

ROSE SHON CHU, Health Education (B.S., University of Michigan, 1934)
HENRIETTA FREITAS, Educational Sociology (Ed.B., University of Hawaii, 1934)
*WARRREN OLIVER GIBSON, Agricultural Education (B.S., Oregon State College, 1936)
THOMAS KAULUKUKUI, Physical Education (Ed.B., University of Hawaii, 1938)
**WARD ELLIS MADDEN, Educational Philosophy (Ed.B., University of Hawaii, 1939)
KATHERINE SHIGEKO MIURA, Educational Psychology (Ed.B., University of Hawaii, 1936)
**SAKIKO OKUBO, Education, Library Science (Ed.B., University of Hawaii, 1933)
MILDRED THOMSON SCHASTEN, Educational Sociology (B.A., University of Hawaii, 1931)
**MARK MONROE SUTHERLAND, Educational Administration (Ed.B., University of Hawaii, 1932)
THOMAS HIKARU TAKAMUNE, Educational Psychology (B.A., Colorado State College of Education, 1932)
HONG KWUN WONG, Speech Education (Ed.B., University of Hawaii, 1937)
DOUGLAS SHIGEHARU YAMAMURA, Educational Sociology (Ed.B., University of Hawaii, 1938)
LILY CHONG YAP, Educational Administration (B.A., University of Hawaii, 1930)

BACHELOR DEGREES

BACHELOR OF SCIENCE

IN AGRICULTURE
HENRY NOBORU CHIKASUE
TOSHIYUKI FUKUDA
JOEL KOICHI HAMAMOTO
TADASHI IKEDA
KONGO HOWARD KIMURA

HARRY K. NAKAO
TOSHIHI OGAWA
UIOHI SAKAMOTO
SAKAE TAKAHASHI
ERNEST SADAYOSHI TANAKA
RICHARD MUN SUM WONG
NOBORU YAMAOKA
IN CIVIL ENGINEERING

MASATO B. HARADA
Kiyoshi Hayama
George Shigeyuki Izuta
Melvin Elear Lepine
Yoshio Morita
Howard Andrew Peterson
Franklin Sun
Kai Fong Wong
Hung Joong Young

IN GENERAL SCIENCE

John Wah Funn Chang
John On Chun
William M. Eller
(With Honors)
Robert Harlan Evans
William Ming Fong
Alfred Carl Hagen, Jr.
Vernon Edgar Hargrave
Kiyoshi Iseki
Yoshio Kubo
Hereman James Lambert, Jr.
Harold Ming Lau
*Chang Wo Lum
Robin Edward Mullins
Toshiyuki Nishida
*Yoshio Oguro
John Richard Sedgwick, Jr.
Carlos Pangelinan Taitano

BACHELOR OF ARTS

Donald Putnam Abbott
Frances Leong AI
Isabella Yau Yung Aiona
*Marian Greig Anderson
Masuo Aoyama
Mae Suzuki Asahina
Man Kwong Au
Rose Hung Ngo Au
*Muriel Alene Browne
Michael Joseph Byrne
*Beatrice Ing Chang
Harry Hon Chang
Kwai Sung Chang
(With Honors)
Harold Lincoln Child
(With Honors)
Itsuzo Chinen
Francis Ping Yuk Ching
Wallace I. S. Chun
Betie Louise Dingeman
*David R. Dingeman
René Joffre DeMontier
Ellia Lury Embree
Fumiko Fujita
Harold Frederick Furer
Sarah Frances Gertz
Mary Jane Hinder Gill
Jean Goo

*Gerald Hall Greenwell
Ichiro Hayashi
Chiyomi Hayashida
Jack Duane Hess
Frances Carolyn Hester
Gene Kiyome Hirai
Gary Shunichi Hiraoka
Howard Katsuji Hiroki
**Earl Kazumi Hiroimoto
Mikako Hirose
Richard Kim Kui Ho
Robert Yoshiharu Honda
*Sarah Halloween Horswill
Chiyoko Hotta
*Jeanne Thurston Hoyt
*Andrew Tutt Fo Ing
*Henry Takeshi Ishii
(With Honors)
Makoto Iwanaga
Brawneb Johnson
Toshiro Kubutani
Gordon Masaya Kadowaki
Tadami Kamitaki
Minoe Katagiri
Bernard Chow Ket Kau
Keiij Kawakami
Yasunobu Kesaji
*Kimie Kodama

IN HOME ECONOMICS

Mary Anghag Barba
Marie Louise Buffins
Gladys Ching
Jeanette Chew Yee Chun
Asako Furuya
*Virginia Louise Geiser
Yukie Hirakawa
Marian Fujie Ikeda
Mabel Ai Ko Inada
Phyllis Miotoshi Kawano
Janet Shigekyo Maruhashi
Eleanor Ayako Matsumoto
Fujino Nikaido
Toshiko Okazaki
Elsie Ayako Takami
Anne Yoshie Yamashita
Gertrude Sau Ho Lam Yee
*Gladys Yuen Yow Yuen

IN SUGAR TECHNOLOGY

Setsuo Izutsu
David Wood Larsen
Yen Fat Lee

[35]
MASAO KOIKE
RALPH NOBORU KUBO
EDWARD YUN TOW LAM
AILEEN MEW LIN LAU
DANIEL BOW TAN LAU
AMY YIU-MEE LEE
EVELYN CHAI HOO LEE
HENRY TAI LYUM LEE
KENDALL GEORGE LEE
*LAURA YUE CHUNG LEE
(WITH HONORS)
SURN OK LEE
ROBERT TONG LEN
AH NEE LEONG
DONALD YEE TUNG LO
GILBERT BO SAM LOO
KAM CHIN LUM
MARGARET CHEE KWAAN LUM
**EMMA LEI NAALAA MACY
**HITOSHI MANIWA
*JAMES UPTON MARTIN
MAY KOHARU MATSUMURO
KATSUAKI MIHO
DONALD YOSHIO MIURA
*MITSUKAZU MIYAKE
JUANITA JACKSON MOORE
HELEN TANEGEO MORITSUGU
TAKEO NAGAMORI
DAVID SUNGIN NAHM
KENICHI ROY NAKADA
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TOKUMI NAKAMURA
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MAURICE FUMITO NISHIMURA
VERNON HARUTO NUNOKAWA
PATRICK JOHN O'SULLIVAN, JR.
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KAZUO OYAMA
KENNETH SHOICHI OZAKI
SHIGEO OZAKI
DAVID THOMAS PIETSOH
NATHALIE ELIZABETH RICE

WILLIAM SHAW RICHARDSON
*FLORENCE LOUISE ROBLEY
TOSHIRO SAGAWA
TOKIKO SAKEI
GAE ETSUKO SAKAI
KAZUO SENDA
**GERALD HUGH SHEA
LAURA SIU
*NET LOGAN SMITH
*WITH HONOR
JOSEPHINE LUDEMANN SNOUSKIS
GRAEE CORA SOUSA
MANUEL SPROAT
HENRY YONEO SUZUKI
MASAMI TAHIRA
NOBORU TAKAMURA
*FANNIE SAU WING TAM
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SHIGEKY TANAKA
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YOSHIK TANAKA
TOKUO TANIGUCHI
TOKUO TANIGUCHI
SHIGEO TANJI
*YENNO TOWORU TAJIMA
ROBERT SHIGEO TERAMOTO
WILLIAM THAANUM
DAVID EVANS THOMPSON
*WITH HONOR
FLORENCE KAM JOOK AH CHOCK TOM
*RIOE TOMITA
TSUYO TSUCHIYAMA
TOSHIIRO UCHIMI
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BACHELOR OF EDUCATION

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BENT CHANG LING CHAN WA
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[36]
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GERTRUDE HAI KAMAKAU
NOBUKI KAMIDA
SHIRLEY LEE KIM
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TERUYO KISHIMOTO
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*MILDRED AWAII
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*ALICE PAU YO LAU
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*RUNICE CHEW WAN LEONG
*TAI HI LIM
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VIOLET SUN KIN LOO

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