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University of Hawaii
1957-1958 Annual Report

This annual report of the University of Hawaii is the first to be published and circulated in this form. It is hoped that its distribution through the Sunday Advertiser to a larger audience will contribute toward our continuing efforts to make the University's programs and activities more widely known to the people of Hawaii who support them and benefit by them. We hope also that the reader will be given a deeper appreciation of the nature and importance of the role of higher education in our society today.

About the Cover

Through the pictures on the cover the reader catches a glimpse into the varied and busy life of the University community. From the top, clockwise, they show Hawaii Hall which provides space for daytime, late afternoon, and evening classes, administrative administration and many other subjects that increase the effectiveness and enrich the lives of Hawaii's people. *Technologist Peter E. Scalz conducts research for the improvement of fruit packing processes which has materially aided Hawaii's budding exporters of these products. *Mrs. Dorothy B. Aspinwall, professor of European languages, gives special instruction to Carmen Torres, one of the six University students who represented the Territory as guide-demonstrators in the United States pavilion at the Brussels World's Fair. Representatives of the University of Hawaii Choir pose with Director Norman D. Rian. Members of the 60 voice group won a 46-day concert tour of Japan become Hawaii's ambassadors of goodwill making new friends for the Territory and the nation. Lolo Mau, champion vegetable crop producer, displays trophies and his produce to County Agent Ralph Oopuso who gave him technical assistance. *Students, ready to assume leadership responsibilities in the community, gave 1470 hours of service at commencement exercises in Arthur L. Andrews Outdoor Theatre.

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University of Hawaii Bulletin
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The University of Hawaii Bulletin is published quarterly by the University of Hawaii, Honolulu, Hawaii, U.S.A. Entered as second-class matter at the Post Office at Honolulu, Hawaii, November 34, 1931, under Act of Congress of August 24, 1912.
During the regular session and throughout the summer months, with scarcely a break between, the University's classrooms, laboratories, and dormitories—not to speak of parking areas—are full to overflowing. When the daytime students depart, the campus is flooded, and some more, this time by night-time scholars and by those attracted by our public lectures, music programs, and dramatic presentations. Far into the night the lights in the library, the classrooms, the auditoriums remain aglow. Within a few hours the daytime tide comes in again.

Clearly the physical plant is fully and constantly used. It is apparent that these facilities, already bustling at its seams, must be expanded, to meet swelling enrollments and mounting needs.

Hilo Branch

The Hilo Branch offers college work, largely in the lower division, to the people of the Island of Hawaii. During the eleven years since it became a division of the University its faculty has increased from 7 to 17, its students from 46 to 175, its course offerings from 11 to 72. Over 800 young men and women have taken advantage of the chance to continue their education beyond high school without leaving their home island.

In 1955 the Branch moved into new buildings provided by the 1953 legislature, located on a 30-acre tract on the outskirts of Hilo.

A third of the faculty members were carrying some type of research. They were busy digging among ancient ruins at South Point and observing the eclipse of stars and planets by the moon from Mauna Loa for the Army Map Service. They entered fully into community life, delivering 30 talks to over 20 organizations before an estimated total audience of 1,000. They judged contests, served on boards, gave concerts, entered exhibits, and acted as consultants. A group of faculty and students painted the library, set up shelving, and increased the book collection by 20 per cent.

Students published their own newspaper and year book, conducted freshman orientation and semester break camps, sponsored a beauty contest, dances, banquets, and parades, and wrapped Christmas packages for the needy.

THIRTEEN THOUSAND STRONG

Most of the 13,000 graduates of the University are residents of the Territory. Many of them hold responsible positions in professional, political, and economic circles. Over 100 are attorneys, over 400 engineers. Among our former students are the delegates to Congress and the mayor of Honolulu. Twenty-two alumni were members of the 29th legislature—six senators, 16 representatives. Seven served as supervisors—three on Oahu, two on Hawaii, and one each on Maui and Kauai. They hold the positions of city and county clerk, attorney, physician, engineer, building superintendent, and director of recreation.

They are presidents of a public utility, a printing establishment, an aircar, an investment company, several of their own real estate concerns. Others are officers of banks, trust companies, sugar agencies, and ranches. Five regents of the University are graduates, and two are former students.

There are 58 life and approximately 2,000 sustaining members of the Alumni Association. During the year they assisted the University by providing scholarships and free medical, dental, and legal assistance to needy students. They supplied funds for tutoring athletes, conducting research, and helping to finance the trip of the University Glee Club to Japan.

Study, Day And Night, Year-Round

"I want to learn accounting so I can get a promotion and salary increase...." "I want to learn to speak a little Japanese so I can establish a more friendly atmosphere with my employees and customers...." "I want to learn something new because I'm bored with my day-to-day activities and my same old thoughts...." "I want a college degree because the men in my company who have them get ahead faster...."

These are the actual replies of students asked why they take courses in our College of General Studies.

The College is the fastest growing college on campus. This year 6,388 students enrolled in 251 credit courses. The University's late president, Paul S. Bunch, foresaw the need for this growth when he said: "The process of higher education must not be confined to those years spent on the campus. It must become a fundamental part of the whole life of the individual."

The College is expanding opportunities to workaday residents to earn full college credit during evening hours at conveniently located branches throughout the Territory. Those who take advantage of these opportunities include students who had to drop out of college, and high school graduates who for financial, military, or other reasons were forced to postpone college study. Many hold full-time jobs and yet steadily salt away six to nine credits a semester toward the 130 needed for the bachelor's degree.

Sun, Surf, and Study

The 1957 summer session was bigger business than ever, with a total attendance of 5,356 compared with 4,603 for 1956. The 1,150 Mainland students swelled the tourist trade. If we say that each spent $500 in the Islands—for lodging, food, recreation, and souvenirs, as well as for registration fees—they favorably affected the Territory's balance of payments by at least half a million dollars.

Mainland students hailed from 44 states, Alaska, the District of Columbia, and 6 foreign countries. As would be expected, they came in greatest numbers from the Pacific states—California (451), Washington (89), and Oregon (56)—yet Texas sent 63, Illinois 62, and Michigan 45, telling us that Hawaii's reputation as a pleasant place for summer study is widespread. These students are among our best ambassadors.
Despite the fact that the University has become "big business," with almost 6,500 students and 1,000 faculty and staff members, it is determined not to lose sight of the individual student and his need for...

The University administers tests to determine aptitudes; provides counseling to help the student plan his academic and extracurricular activities. There are also material considerations that help him derive maximum benefit from his college experience—such as nutrition, housing, and the part-time employment that three-quarters of the students require to finance their higher education.

Take the Bureau of Testing and Guidance. More than 1,500 students attended its group tests, an additional 460 attended tests administered on behalf of mainland agencies, and more than 600 attended group guidance sessions. The Bureau made 2,464 individual counsel contacts on vocational, educational, and personal matters.

Add to these, 865 individual psychological tests and one reaches the staggering total of 8,002 individual and group contacts—a figure which exceeds that for last year by about 1,000.

Many of the students sought help from the Bureau on their own initiative. Others were referred to the Bureau by the faculty and staff, school officials, the Veterans Administration, the Vocational Rehabilitation Center, and the Bureau of Sight Conservation.

Eleven times during the school year a series of sessions on how to study was offered. They were attended by 282 students.

In cooperation with the Department of Public Instruction, the Bureau conducted a two-day professional workshop which concentrated on handling college-bound high school students. It was attended by 71 counselors and leaders. The enthusiastic reception of the workshop points towards additional and extended sessions of this sort.

The Bureau of Student Activities coordinates the student activities of the student's non-academic life, encouraging such activities in the belief that through them the student gains greater awareness of himself, his responsibilities, of civic responsibilities, of working relationships in his eventual job and the community. By giving him an opportunity to learn, the Bureau reinforces his academic foundation and helps develop "the whole man."

The program of the Student Health Service is based on the ideal of good health essential to effective learning and to full participation in university activities.

A 74-bed health facility entitles each student to first-aid treatment, care for minor illnesses and accidents, and health counseling and physical examinations (in addition to that at registration time) when indicated and desired.

A physician is on duty each morning, and nurses all day.

Upon entrance, students are required to supply written results of chest X-ray or tuberculin test. All School of Nursing students are examined semi-annually. No student is permitted to undertake practice or intern teaching in the public schools without a physical examination. Students are encouraged to enroll in a voluntary commercial sickness and hospital health insurance plan sponsored by the Associated Students.

Just as "an army moves on its stomach," the students study on theirs.

The University Food Service did a land-office business, serving more than 776,000 meals, as well as making complete arrangements for 120 special events—coffee hours, luncheons, receptions, dinners, dances, picnics, conferences, workshops, and meetings for a great variety of organizations—involving over 27,000 additional students, faculty members, and townpeople.

Hungry students and faculty members ate healthful food at bargain prices. Chiles for breakfast, lunch, and dinner averaged 45 cents, 55 cents, and 70 cents, respectively. An innovation was a meal plan contract whereby those officially connected with the University could obtain hearty breakfasts and full course dinners for $130 a semester, exclusive of Sundays and holidays.

Appreciation on the part of parents and students of the advantages of on-campus living—among them ideal studying conditions, nearness to the library and on-campus events, elimination of commuting—has come a long way since the fall of 1952 when there was grave concern as to whether Frear Hall, the first women's residence hall, would be filled.

Waiting lists have become so long that in 1955 the Regents were forced to establish a policy which gives top priority to neighbor island and rural Oahu freshmen, second priority to full-time upperclassmen from these areas. We are still unable to accept alllisted applicants.

Our experience with John A. Johnson Hall, first full-fledged residence for men, opened in the fall of 1957, has followed the pattern of Frear, its older sister—better than average scholastic standing, greater participation in extracurricular activities, higher morals, fuller appreciation of the opportunities for the informal interchange of ideas, and of development of tact, tolerance, and respect for the opinions of others.

The planned construction of the second unit of Johnson Hall, financed by a Federal loan, will help to relieve the pressure for men's housing, while that for women will not be relieved until a second residence for them is secured. Until then we will continue to be faced with the unhappy task of turning away island applicants.

"Life is real, life is earnest." And though grades are assuredly the goal, at least three-fourths of our students find it necessary to take part-time jobs to enable them to stay in college. Of these, 1,764 applied for jobs to our Part-Time Employment Bureau—about 600 more than last year.

On the other hand, employers and householders of the Territory are eager to obtain high-caliber part-time help—so lab technicians, photographers, ushers, typists, bookkeepers, receptionists, clerks, salespersons, airline baggage boys, canteen hilit operators, yard workers, and babysitters. Eleven hundred thirty of them filed requests with the Bureau for one or more employees.

Some students were glad to exchange their services for room and board. Others—427 of them—sought the Bureau's help in obtaining off-campus housing. Three hundred and fifteen landlords filed their listings with the Bureau.

The Bureau not only served as intermediary between employer and job applicant, between landlord and tenant, but advised our students regarding budgets, time schedules, and the innumerable problems which arose regarding housing and employment.

In short, the Bureau stressed optimum study conditions at prices the students could afford. It handled 3,630 job and housing requests and offers.

Cutting A Million Dollar Melon

Our veterans required special consideration—mainly because the educational benefits due them were sizable. On the basis of minimum benefits of $110 to $600 veterans (supposing them all to be unmarried, which certainly was not the case), we conservatively estimate they came close to $100,000 a month and $1,000,000 for the academic year. Administering a sum so large was a grave responsibility and required careful discrimination.

Our Veterans' Adviser worked closely with the Veterans Administration to make sure that veterans obtained just benefits under the G.I. Bills and with the Selective Services Boards to see that students were equitably processed.

A second group demanding special attention was the foreign student.

There were 225 of them, of whom 124 came on visas. Their countries of origin were: Japan 34, Philippines 17, China 14, Palau 10, Korea 9, Marshall Islands 7, Truk and Yap 6, Ponape 4, Caroline, Ceylon, and Saipan 3 each, Australia, Austria and Hungary 2 each, and India and Thailand 1 each.

To supplement special provisions to assist these students, we founded an English Language Institute.
Training
for Useful Service

The more television, films, magazines, newspapers, and advertising "literature" compete for the attention of our eye, the more we must put unit to our writing skill, for the more it concerns detaching a letter to a customer, drafting a report to the boss, making an appeal for funds, or writing a political speech. To increase our writing skill, the University conducts courses in many fields of writing.

Closer allied to the skilled use of our written language is the ability to read printed matter with intelligence, appreciation, and perception. The University offers courses in many types of English and world literature. Acquaintance with outstanding examples of writing cultivates greater appreciation of the world around us, closer kinship with mankind, and higher standards of literary judgment.

No less important than writing and reading in this highly competitive world is verbal skill—the ability to express oneself clearly, confidently, and persuasively, whether in applying for a job, in communicating with business associates, in participating in conferences, in addressing stockholders, in appealing for funds, in making political and other speeches—even in asking for a raise! What you know isn't of much value if you can't communicate it.

Just as words express qualities, numbers express quantities. Mastery of mathematics—the key that unlocks the wonders of the world of science—has acquired great importance in this world of Einstein's theories, nuclear fission, and artificial satellites. Enrollments in math courses have steadily increased. Two years ago they stood at 775, last year at 1,374, this year at 1,887.

An even greater increase is predicted for next year.

The tools of living are provided also by courses in history, government, geography, psychology, philosophy, and religion, as well as those in music, drama, and art. The three-year Bachelor of Science major in the arts provides a general education; the Bachelor of Arts, the sciences. Students can combine these with courses in business, education, and related fields.

Social welfare work throughout the country has become big business, the nation having spent over $20 billion on the welfare of its citizens during the last few decades. Accordingly, the need for professionally qualified social welfare workers has greatly increased. Their work involves child guidance, child and family service, group work, community organization, social insurance, medicine and psychiatry, and probation and parole matters.

The University's School of Social Work instills in supplying persons professionally qualified for such work by offering a two-year graduate course leading to a master's degree. Professional studies are based on a foundation of general education.

This year the school conducted two successful and well-attended seminars, one with the Honolulu Council of Social Agencies for practicing group workers, the other with the Division of Mental Health of the Hawaii Chapter of the National Association of Social Workers for psychiatric workers.

We received five substantial scholarships from the National Institute of Mental Health, two at $1,800 for first-year graduate students and three at $2,000 for second-year graduates.

Smiles are in order as Colonel John B. E. Hines, Army ROTC acting corps commander Joseph L. C. Kau, and sponsor Ramona Tong display the Mil Rifle Team Trophy won in competition with 27 other universities at summer camp, Fort Lewis, Washington. The University trains for leadership in peace and war in both Military and Air Science.

Breaking the Language Barrier

The Jet Age traveler, so Inez Robb observed, speeds around the globe so fast that he watches the sun rise in the west. In an unbelievably short time, he finds himself dropped into a foreign country—a country in which due to the speed of communications and the encircling foreign trade, he has come to have an intimate and vital interest. Yet, without some knowledge of the language, he has not really left home.

Our vast international commitments, our world-encircling foreign trade, underline how imperative it is today to be able to communicate to those in foreign countries in their own language and to have acquired some knowledge of their literature.

Thanks to foundation financing, the University has conducted a survey throughout the Mainland and the Territory of the most advanced techniques of teaching languages. As a result, we have installed an Electronic Language Laboratory that enables the student to step into a semi-sound-proof booth, clap on earphones, and dial, United Nations fashion, the language he is studying, whether it be French, German, Spanish, Russian, or Hawaiian, Chinese, Korean, Japanese.

It is easier and faster to learn a foreign language than ever before, and to learn it better—which is even more important.

Scientific Curiosity

"Worthwhile," "wonderful," "stimulating," "pro- vocative"—in these words teachers described our two-week Summer Institutes for Secondary School Teachers of Science directed by chemistry professor John J. Naughton. They sought to make science courses more alluring to high school students, more effectively taught, by bringing science teachers up-to-date on recent scientific developments in the Pacific and throughout the world, by introducing effective teaching techniques, by encouraging greater use of local scientific resource material, and by promoting science fairs and similar events.

This was done by conducting illustrated courses in the physical and biological sciences, demonstrations of the use of specimens, models, slides, films, and other graphic teaching techniques, field trips, discussion groups, and special lectures.

Lecturers other than members of the University faculty included a retired Eastman Kodak director of research, and scientists from the Hawaiian Sugar Planters' Association, Pineapple Research Institute, Hawaiian Pineapple Company, Pacific Ocean Fishery Investigations, and U. S. Weather Bureau.

Sixty-eight teachers were admitted to the 1957 Institute from a field of almost three times as many eligible applicants. Sixty came from five of our Islands, six from the Mainland (85 applied!), and two from the Trust Territory of the Pacific.

The National Science Foundation rated its grant for the 1958 Institute to $91,000 in order to intensify the science studies and to add to them the study of the teaching of mathematics.

The more television, films, magazines, newspapers, and advertising "literature" compete for the attention of our eye, the more we must put unit to our writing skill, for the more it concerns detaching a letter to a customer, drafting a report to the boss, making an appeal for funds, or writing a political speech. To increase our writing skill, the University conducts courses in many fields of writing.

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The tree of research provides shelter for humankind. Its fruits bring both aesthetic pleasure and economic gain. To cultivate its growth is, next to teaching, the most important responsibility of a university. Research at the University inevitably reflected local needs and took advantage of special opportunities. It centered on the soil, since Hawaii is essentially an agricultural community, on the sea, since it supplements our diet, on the sky, since our clear atmosphere encourages astronomical observations, on people, since Hawaii's interesting population complex provides a ready-made laboratory for sociological studies.

The Search for Better Living

Two hundred twenty-seven faculty and staff members conducted research in many fields. Some were granted a reduction in teaching for this purpose, others—as in the case of all universities—conducted their research on their own time.

Here are some of the highlights of our research program:

In cooperation with the Bishop Museum, Kenneth P. Emery of the Honolulu campus and William J. Bank of the Hilo Branch, working with anthropology and engineering students, concluded a survey of the City of Refuge at Honaunau on behalf of the National Parks Service, which plans to reconstruct the site for the benefit of visitors.

Chemist Paul J. Scherzer studied the medicinal properties of Hawaiian herbs, bacteriologist George W. Chu conducted research on swimmer's itch, nutritionist Lucile F. Adamson ran tests on blood cholesterol for the Hawaii Heart Association, and zoologist Sidney C. Kaoi did research involving calcium deposits in the sea urchin for the National Institute of Arthritis and Metabolic Diseases.

Psychologist Stanley D. Porteau adapted his Maze Test to determine whether the effects of tranquillizers are permanent, and marine biologist Sidney J. Townsley and Della Reid conducted investigations on the water balance of the body using radioactive tracers under a grant from the Atomic Energy Commission.

Soil scientist G. Donald Sherman studied problems involved in revegetation of territorial lands mined for bauxite, and physicist Kenichi Watanabe investigated the upper atmosphere on behalf of the Army Ordnance Department and the U.S. Air Force Cambridge Research Center.

The University continued to participate in international Geophysical Year activities—satellite tracking, cosmic ray monitoring, and solar flare and radio noise patrols under the direction of physicists Walter R. Steiger and Iwao Miyake.

A continuation of the volcano research work initiated by the late Thomas Augustus Jagger was assured by the addition to our faculty of Gordon A. Macdonald, formerly of the Kilauea Volcano Observatory.

University economists undertook two research projects mandated by the 1957 Legislature: study of the economic impact of the changed territorial tax structure, and study of effects of the new minimum wage law.

Steps were taken to set up the Land Study Bureau authorized by the 1957 Legislature. Frederick K. Nunn was appointed director, the office was staffed, the program planned, and work begun.

The Psychological Research Center, established in May 1957 under the direction of Herbert K. Weaver, undertook projects involving supervisory development of Navy personnel and the selection and training of leaders in our public schools.

University scientists studied the formation and movement of typhoons in the Pacific area, briefed British bomb test meteorologists on tropical meteorology, and set up a satellite tracking observatory on the slopes of Haleakala.

Twelve of them attended the Ninth Pacific Science Congress at Bangkok. The invitation they extended to hold the next Congress (1961) on the University campus was accepted.

Virginia A. Jones was called upon to inspect public health on Formosa, and Y. Baroon Goto and Edward T. Fukuoka were invited to make coffee culture studies in Latin America.

Hilo Branch students, working under the direction of anthropologists gained practical experience in archaeology by participating in excavations of ancient Hawaiian ruins at South Point, Hawaii.
**Executive Training.** "What's that I've wanted to do all my life," said an enthusiastic participant of the Advanced Management Program. The Program is held during the summer and jointly sponsored by the University and the Harvard Graduate School of Business Administration. Class members, who come from Hawaii, the Main- land, Australia, New Zealand, Indonesia, and other distant points, represent a variety of businesses. Their great diversity of background and experience contributes to stimulating discussion and valuable comparisons.

1800 and 1850 and placed an order for the remaining ones. We completed our file of the New York Times from 1851, when it began publication, until the present time. We acquired volumes that completed the Engineering Index, a reference key to engineering journals.

Among other outstanding purchases were:

- A standing reference work on the plants of the world in German, long unavailable because the publisher's stock was destroyed during World War II.
- The Thome and Becker work on art and artists from ancient times through the nineteenth century, the world's major reference in this field.
- Ginzel's great handbook on inorganic chemistry (complete to date).
- Purchases were made as a result of a grant of $30,000 from the Rockefeller Foundation for the acquisition of a five-year period of material on Pacific Islands (including Hawaii).
- The Fifth Decimal Index to Chemical Abstracts, a primary reference in the field.
- The monumental 76-volume Paulino-Wiynowska classical encyclopedia is invaluable, the most comprehensive standard historical, bibliographical, and literary reference.
- Among particularly noteworthy gifts were:
  - Rare Hawaiiania from Mrs. Ray J. Baker. A selection of modern books on fine printing from Mrs. Katherine L. Caswell.
  - Fifty volumes on Hawaii by Mr. Adna G. Ching.
- Many useful publications on agriculture and other subjects from Dr. Frederick G. Kraus.
- Early 19th century volumes on Buddhist philosophy from the family of the late Reverend Fakaha Naka Matsuura.
- A library of over 3,600 volumes on Oriental literature, philosophy, and religion from Mr. and Mrs. Nakasone.
- Scholarly books on Judaism and other subjects from Dr. and Mrs. Alexander Siegel.
- Memorial collection of materials relating to the history of the Japanese in Hawaii from the family of the late Yasutaro Soga.
- Microfilm copy of the entire file of the States, Roebeck catalogue (1892-1905), a valuable primary source. A gift from Mr. Markley Theaker.
- A library in manuscript in the Kula language from Mrs. Jon Will.
- Forty-nine rare volumes printed in the 17th, 18th and 19th centuries from Dr. Paul Wilhjelm.
- A set of books in memory of Mrs. Takao Rajwara and Miss Mary P. Pringle.

**FINNY PORK.** The tanks of flashing color and pocks of strange sea creatures at the Waikiki Aquarium delighted the 600 residents and visitors, from Mrs. Siegel. The Aquarium, administered by the University, specializes in tropical fish and ranks as a par with many mainland aquaria.
Halls of Learning

Scholarliness of the faculty is the chief criterion whereby the excellence of a university is judged. Nonetheless, physical facilities are necessary—classrooms, laboratories, housing for both faculty and students.

The University reports with pride the following additions to its physical plant:

On November 14, the University dedicated the first permanent resident hall for men. It honors the memory of John A. Johnson, an officer who led Hawaii's famous 100th Infantry Battalion into battle and constitutes the third unit in the Pacific War Memorial, the first two of which are the S.S. Arizona at Pearl Harbor and the National Cemetery at Punchbowl.

A group of buildings on the lower campus that house our health and physical education and athletics activities opened officially on January 31. The principal unit is the Otto Kulum Gymnasium named in memory of the coach of the famous football Wonder Team of 1924-25.

Housing and Home Financing Agency gave preliminary approval to our application for loans totaling about a million dollars for Faculty Housing and for the second unit of Johnson Hall.

The Board of Regents approved plans for a Music Building to replace the ramshackle shack now used for this activity and for Arthur R. Keller Hall, the new engineering building.

Plans to erect a two and a half million dollar Institute of Geophysics awaited congressional action.

With the cooperation of the Governor's and land commissioner's offices the University transferred Animal Research activities to the site of the old Boys' Industrial School at Waialae. Plans for necessary construction are in progress.

A grant of $13,500 made possible the installation of a new electrical circuit and the construction of a shop-storage building which freed space for three new research laboratories at our Marine Laboratory at Coconut Island.

Removal of temporary buildings near the Chemistry Building and construction of an area along University Avenue and Dole Street provided additional off-street parking.

Razing of makeshift structures behind Farrington Hall made future parking facilities available in that area. The handiwork is in the termite-ridden walls of others of the uneconomical and unsightly barracks-type buildings imported after World War II to help handle the skyrocketing enrollment. Returning alumni are amazed at the transformed campus that has taken place. Our slum clearance program, improved lighting, and the plantings of trees, hedges, and flowering shrubbery have made the campus increasingly deserving of its reputation for openness and beauty. It is steadily becoming a place in which the community can justifiably take increasing pride. A most cordial invitation is extended to residents and tourists alike to visit the campus of the University.

Foundation for the Future

The grant of the bourses of educating the swelling ranks of college applicants falls upon the public (the state and land-grant) institutions of higher education; because private colleges and universities are placing limitations on their enrollments.

This is one of the reasons why it has become an accepted fact that our public institutions require private as well as public support.

As a means of facilitating such support, the University of Hawaii Foundation was incorporated three years ago. During the year, the individual and corporate members of the Foundation increased by 76 per cent.

One of the major gifts received by the Foundation was $50,000 of an ultimate $100,000 from Arthur E. Orvis for the erection of a recital hall to be named in honor of Mae Zeno Orvis.

The Cultural Climate

Resident and visiting faculty delivered more than 50 public lectures on every conceivable subject from marital relations and international affairs to communications and typhoons.

The speech department sponsored reading hours on such masters as Chaplin, Chekhov, Shakespeare, and Wilde. The Theatre Group produced "Death of a Salesman," "Mad Woman of Chaillot," Chekhov's "Uncle Vanya," and Sophocles' "Antigone.

The University of Hawaii Press published the results of research, including the Hawaiian-English Dictionary, of which Dr. Samuel H. Elbert was co-author, volume 8 of Insects of Hawaii, and quarterly issues of Pacific Science and Philosophy East and West.

The music department presented "Early Music, East and West," and concerts in the Waikiki Shell, the Kaiser Dome, the Academy of Arts, and at military bases. KUOH, our FM radio station, offered fine music and drama programs.

The art department used to advantage its new gallery in George Hall, exhibiting the photographs of Ansel Adams, the graphic design of Sol Bass, and the Isamu Noguchi memorial collection, as well as the work of the staff and students.

What Price Higher Education?

Teaching, to promote useful citizenship and assure a rich return from life, teaching, is the measure, better, and more productive living, serving, to share with the community the cultural and scientific by-products of a university—these are the functions of higher education.

Where do the funds necessary for these activities come from?

In what proportion are such funds distributed among these many undertakings?

The following breakdown provides the answer to these questions.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Books</td>
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<td>Alumnae (in memory of Mrs. Tomo Bird)</td>
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<tr>
<td>Alumnae (in memory of Miss Mary Pingree)</td>
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<td>Alumnae (in memory of Mr. William Pingree)</td>
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<tr>
<td>Loyola Club of Religion Y</td>
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<tr>
<td>Rice Branch Library</td>
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<tr>
<td>Kamehameha professors</td>
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<tr>
<td>Waibreak Lions Club</td>
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Gifts and Grants

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<td>$1,000.00</td>
</tr>
<tr>
<td>University</td>
<td>$750.00</td>
</tr>
</tbody>
</table>

Housing and Home Finance

The University's housing and home finance agency gave preliminary approval to our application for loans totaling about a million dollars for faculty housing.

The Board of Regents approved plans for a music building to replace the ramshackle shack now used for this activity and for Arthur R. Keller Hall, the new engineering building.

Plans to erect a two and a half million dollar institute of geophysics awaited congressional action.

With the cooperation of the Governor's and land commissioner's offices the University transferred animal research activities to the site of the old Boys' Industrial School at Waialae. Plans for necessary construction are in progress.

A grant of $13,500 made possible the installation of a new electrical circuit and the construction of a shop-storage building which freed space for three new research laboratories at our marine laboratory at coconut island.

Removal of temporary buildings near the chemistry building and construction of an area along university avenue and dole street provided additional off-street parking.

Razing of makeshift structures behind Farrington Hall made future parking facilities available in that area. The handiwork is in the termite-ridden walls of others of the uneconomical and unsightly barracks-type buildings imported after World War II to help handle the skyrocketing enrollment. Returning alumni are amazed at the transformed campus that has taken place. Our slum clearance program, improved lighting, and the plantings of trees, hedges, and flowering shrubbery have made the campus increasingly deserving of its reputation for openness and beauty. It is steadily becoming a place in which the community can justifiably take increasing pride. A most cordial invitation is extended to residents and tourists alike to visit the campus of the University.

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