The Report of the President

FOR FISCAL YEAR JULY 1, 1942 TO JUNE 30, 1943
The Report of the President

FOR FISCAL YEAR JULY 1, 1942 TO JUNE 30, 1943
Honolulu, Hawaii  
December 1, 1943

To the Governor and the Legislature  
of the Territory of Hawaii

Gentlemen:

I take pleasure in submitting to you my report as  
President of the University of Hawaii for the fiscal year  
July 1, 1942 to June 30, 1943, and a record of degrees,  
diplomas, and certificates conferred during the same  
period. Transmission of the report directly to you has  
been authorized by the Board of Regents of the Univers-  
ity.

Respectfully,

GREGG M. SINCLAIR  
Executive Officer, Board of Regents
The Report of the President

UNIVERSITY RESOURCES USED
TO HELP WIN THE WAR

Some day the story of the adaptation of American universities to World War II will be told, and that story will illustrate the truth of President Roosevelt's statement:

War is not a matter of armies and navies alone. War is something in which everyone participates: every institution contributes to it; a university above most other institutions gives of its resources in staff and facilities to train men for the responsibilities which highly trained personnel must carry in winning the war.

The University of Hawaii is no exception; it, too, has given of its resources to the war effort. Because of its location in the war zone, and because of the unique place Hawaii holds in the whole Pacific war, the University of Hawaii has been able to contribute to the war effort in four important ways.

I

It gives further training to those persons who are now employed in the services, in war work, or in other essential occupations, so that their usefulness in the war effort may be increased.

From a survey made during the year, we learn that 79 per cent of all male students of the University had jobs essential to the war effort. Fifty-six per cent of the male students were employed full time (meaning forty or more hours per week). These students included soldiers, sailors, marines, defense workers, policemen, and ambulance drivers. An additional 17 per cent were employed an average of fifteen hours per week. Another 6 per cent did volunteer work for an average period of eleven hours weekly. In other words, four-fifths of our male students were employed in serious extracurricular work either full time, part time, or on a voluntary basis.

Sixty-three per cent of the women students were employed either full time, part time, or on a voluntary basis. Fourteen per cent worked full time. Thirty-six per cent were employed part time to the extent of seventeen
hours per week; 17 per cent were doing volunteer work for 12.3 hours per week.

Another indication that the University is serving the war effort by training persons in essential occupations is the fact that there were 302 men, not candidates for degrees, attending our University merely for additional training. Forty-four per cent were men in the armed forces; 24 per cent were war workers; and 11 per cent were teachers in service.

II

The University of Hawaii trains students for professions which are essential to the war effort and for the postwar reconstruction—e.g., pre-medical and predental students, engineers, social workers, teachers, agriculturists, laboratory technicians, dietitians, nurses, and accountants. The need for continued training of such persons is obvious—so obvious that the selective service draft boards all over the country defer most men who are training for these professions.

Of the students enrolled at the University in the fall semester of 1942-43, 1,100 or 74 per cent were candidates for degrees or certificates. Of these, 464 or 42 per cent were men, and 636 or 58 per cent were women. Table 1 shows the fields of work for which these students were preparing.

<table>
<thead>
<tr>
<th>TABLE 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fields of Work for which Degree Candidates Enrolled in the Fall Semester 1942-43 Were Preparing</td>
</tr>
<tr>
<td>[Per Cent]</td>
</tr>
<tr>
<td>[Per Cent]</td>
</tr>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Agriculture</td>
</tr>
<tr>
<td>Draftsmanship, preparation for scientific work in laboratories or in manufacturing plants</td>
</tr>
<tr>
<td>Engineering</td>
</tr>
<tr>
<td>Hospital dietetics, nutrition, and cafeteria management</td>
</tr>
<tr>
<td>Prenursing</td>
</tr>
<tr>
<td>Premedicine</td>
</tr>
<tr>
<td>Social work</td>
</tr>
<tr>
<td>Teaching</td>
</tr>
<tr>
<td>Others</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Many of our students who have taken some of these courses are now actively engaged in the war effort. The demand for professional workers has been so great, however, that the University has not been able to satisfy the needs of the Army or the Territory; there is a definite shortage of social workers, nurses, dietitians, cafeteria managers, engineers, teachers, accountants, draftsmen, and agriculturists.

Because the war effort demands so many trained people, the universities of the country were requested to establish an accelerated program in order to provide as quickly as possible men and women in these and allied fields of work. In line with mainland universities, the University of Hawaii adopted an accelerated instructional program. A student may now complete a four-year course of study in three years. As part of their war effort, the members of the faculty are teaching in the twelve weeks' summer term without extra compensation.

III

The University's program of research has been coordinated with the war effort. Perhaps this statement is best exemplified in the record of the University in the production of food, though the military has called upon nearly all our scientists for special work and has utilized most of our laboratories for such work. In this connection, I should point out that our scientists have tested the vitamin values of Hawaiian-grown produce, have made contributions to the solution of certain problems of the blood bank, and have aided in the production of sulfa drugs. The Zoology and Botany Departments have carried on researches in fish ponds, and these researches will, we hope, result in a greater supply of fish in the Territory. Dr. Thomas A. Jaggar has contributed nine papers to the Navy, with valuable information on the islands and volcanoes of the Pacific and certain areas on which he had detailed information.

In the matter of food, the Agricultural Experiment Station has postponed some of its long range projects in favor of those that promised immediate production of food. Special contributions have been made in the study of vegetable crops, of koa haole, in proper pasturage, in papayas, and in foods for cattle.

Several thousands of Solo papaya seedlings have been distributed to interested home gardeners. In addition, several hundreds of thousands of inbred, male-free papaya seeds have been furnished for distribution both locally and abroad to the local Office of Civilian Defense, the local Cooperative Extension Service in Agriculture and Home Economics, the Board of Economic Warfare, and the Food Distribution Administration.

Classification of thirty-six varieties of avocado desirable for either home
garden or commercial production has been completed. On the basis of this classification, recommendations may be made as to which varieties should be planted in order to mature a crop during a chosen season and in order to be assured of the mutual pollination necessary for good fruit set. The information gained should be particularly useful to prospective home gardeners in new developments and housing projects well removed from older settlements and to prospective orchardists in areas where avocado trees are presently scarce.

New varieties of improved yam types of sweet potatoes were secured from the Tennessee, Kansas, and Louisiana Agricultural Experiment Stations, and cuttings made available, through county agents, to island growers. New varieties of Irish potatoes were also introduced, although, for the main Oahu crop, none was better than the Bliss Triumph, which has given good yields on the increased acreage grown in connection with the food program.

The work in animal husbandry is, of course, a major undertaking in the University. A report on the potential supply of fat in the Territory was submitted to Washington, and assistance was given to members of the armed forces operating in the Pacific area relative to feeding problems on South Sea islands.

As a by-product of the food production program in the Territory, sweet-potato culls occasionally become available for livestock feeding. In an eighteen-week double reversal experiment with ten dairy heifers these sweet potatoes, as measured by live-weight gains, were found to be worth 30 per cent as much as pineapple bran, which they replaced. In a nine-week double reversal experiment with six milking cows, a meal made from sweet potatoes was substituted for corn meal in the ration. In this trial, the substitution of 11.5 per cent sweet-potato meal plus 1.5 per cent soybean oil meal for 13.0 per cent corn meal in the dairy ration did not adversely affect milk production.

In connection with animal husbandry, it is interesting to note that as a by-product of research with dairy cattle, 283,266 pounds of needed milk were produced during the year, practically all of which was used by the community. (See also the more detailed report of the Experiment Station on pages 28 to 30.)

Immediately after December 7, 1941, the Sociology Department, which had spent a great part of its time on racial research, began to study the impact of the war upon racial groups of the Territory. Under Professor Andrew W. Lind and Assistant Professor Bernhard L. Hormann, with special funds allocated by the Board of Regents, the work has been con-
tinued. Dr. Lind has published several brochures, among which may be mentioned "The Japanese in Hawaii Under War Conditions." The War Research Laboratory, under the Sociology Department, is still collecting data on this subject for this purpose.

In certain other ways, to be described in this report, the University of Hawaii has contributed to the war effort. The Extension Service has aided the farmers to produce more food, and our County Agents have helped the morale of the farmers greatly by explaining to them the various orders and rules relating to priorities and the rationing of gasoline and tires. The Adult Education Service has aided morale in the community by carrying on a "Speak English" program, with 1,396 people in ninety-six classes in the Territory; it has also offered non-credit courses that have been largely attended by service men, which are not counted in the regular University registration. The University faculty have been members of the various Office of Civilian Defense and Office of Price Administration committees, and by means of lectures and round-table discussions have explained the phases of the war to various civilian and Army and Navy units. The University women, as a group, have gone regularly to United Service Organizations dances, and the Associated Women Students undertook and carried out successfully a Christmas-card project for enlisted men. Every instructor and every student is conscious of his obligation to do everything in his power to help win the war.

IV

The University has made available to the armed forces facilities that will help them to carry on their program. On the Mainland, many colleges were taken over because their facilities fitted in so completely with the plans of the War and Navy Departments, the facilities being (1) a large number of dormitories where prospective officers could be housed and (2) laboratories that could be put to immediate war use.

Before this program had been initiated on the Mainland, the Army had taken over the only men's dormitory on or near our campus and had utilized the facilities, as well as the instructional staff, of the Physics Department in the University of Hawaii. The Army, thus by our assistance, was able to establish the Army Radio Technicians School, a branch of the Army District Signal Office. Several hundred men have been trained in the fundamentals of radar and sent back to active duty. Had the University of Hawaii possessed the number of dormitories usually found in an institution of our size, undoubtedly our institution would have been taken over to an even greater extent than it has been. Nevertheless, it has given to the limit of its ability.
It has given so much office, classroom, and storage space to the military as to be seriously embarrassed for adequate room. It has also released the Teachers College building and Castle Memorial Hall to Punahou School, whose own campus is now occupied by the United States Engineers.

The University has also allotted space to the Hawaiian Branch of the United States Armed Forces Institute, and has provided instructors for the correspondence courses that are offered to service men. In June, 1943, 1,700 service men from all branches of the military service were enrolled in these courses.

In January we began negotiations to make the University of Hawaii, particularly Farrington Hall and the adjacent area, the headquarters of the Entertainment Section of the Special Service Division of the Army, with Captain Maurice Evans, the eminent Shakespearean actor, in charge. We permitted the Army to erect fourteen buildings, dormitories, and offices on the campus and to use Farrington Hall and the workshop, subject to our agreement with the Honolulu Community Theatre. All arrangements have worked out very well. Meals are provided at the University cafeteria.

* * * * *

The administration felt that the labor survey, discussed in section I of this report, demonstrated clearly that our students were doing their bit toward alleviating the labor shortage in the Territory, but we hoped that they could do more than they were doing already without affecting their work in the University. With the approval of the Regents, the regular full-time students were given an opportunity to devote each Wednesday in the Spring Semester to essential war work. Because of the complexity of the University schedule, this program was difficult to arrange, but it was done and, with the wholehearted cooperation of the University War Council—a committee of representative students and faculty—some measurable results were obtained.

A special faculty committee, with Professor Harold A. Wadsworth as chairman, arranged all the necessary details and carried the project through. The successive Wednesdays brought out the facts that students who had full-time jobs, in addition to their University courses, could not add another workday to their work schedule, and that those students doing a great deal of part-time work found it most difficult to do additional work. The students were entirely loyal, and the results show that a good deal was accomplished. The Wednesday workday, however, reduced the time available for study, and student grade records fell off markedly. In view
of the accelerated program of all universities, which national authorities have approved and which our University has subscribed to, and the fact that most of our students were already engaged in essential war work, it seemed inadvisable to continue the Wednesday war-work plan.

The administration felt that the students should not only do active work to assist in the war effort, but should be informed of the status of the war, how it was going, and what had happened in the course of the year. A series of lectures was held on the general topic, "The Situation Today." After an introductory lecture on "The University and the War" by the President of the University, the series was presented with the following speakers and subjects:

- Mr. Charles F. Loomis, "Problems in the Pacific, Now and After the War"
- Colonel Kendall J. Fielder, "Racial Problems and Military Strategy"
- Mr. E. E. Black, "The Civilian Defense Situation Today"
- Mr. Roy A. Vitousek, "War and Postwar Problems Before the 1943 Legislature"
- Mr. Robert W. Beasley, "Social Security Now and After the War"
- Mr. Oren E. Long, "American Politics and the War"
- Mr. Leslie A. Hicks, "Business Now and After the War"

These lectures were given under the auspices of the War Council, which coordinated the war work on the campus, gathering scrap, selling war bonds, helping the Y.W.C.A. to raise the World Student Service Fund, assisting the blood bank, and making itself useful in other ways. As a climax to its work, the War Council sponsored a bond drive on Lei Day, with a goal set at $7,500; actually $22,875 worth of bonds were sold.

TRUE AMERICANISM SHOWN BY MEN OF THE VVV

To review the history of the Varsity Victory Volunteers is to relate a stirring story in true Americanism. These Americans of Japanese ancestry responded immediately to the call of duty on December 7; they, as members of the Hawaii Territorial Guard or the University R.O.T.C.—which was absorbed into the Guard—patrolled bridges, passes, public utilities, and government buildings. Within two months, however, all Americans of Japanese
descent were relieved of their positions solely because of their ancestry. Naturally, they were disappointed, even humiliated. Some of them returned to the University when the military authorities allowed it to reopen on February 2, 1942. Others preferred to do war work, but found many obstacles in their way. At last some of these young men banded together in a group, and as Varsity Victory Volunteers offered their services to General Delos C. Emmons in any capacity in which he might use them. General Emmons accepted their offer and placed them in a labor battalion under Lieutenant Colonel William Sexton. Though unaccustomed to such physical labor, the boys worked so hard and so faithfully as carpenters, road builders, and quarry workers, making prefabricated houses, refrigerators, assisting in building new roads, and in other needed services, that they won the gratified applause of their superior officers.

When General Emmons, on January 28, 1943, wisely offered our local Americans of Japanese ancestry an opportunity to volunteer for active service, the V.V.V. organization ceased to exist; the boys volunteered to a man. They are now on the Mainland experiencing thorough training preparatory to going abroad to fight the Axis.

Not only did the V.V.V.'s volunteer, but the majority of male Americans of Japanese ancestry in the University also offered their services. They were jealous of their right to fight for the country of their birth, the country that, by its education, playgrounds, churches, and other social agencies, had made them real Americans.

It is a fact to record that not once in this war have any Americans of Japanese ancestry in Hawaii been guilty of sabotage or of any action helpful to the Axis powers. We are proud of them, especially of those who have had or are having University training.

**FIVE NEW LAWS AFFECT UNIVERSITY OPERATION**

The Legislature that met in 1943 proved to be sympathetic to the University and its problems. It passed an appropriation bill for the biennium 1943-45 which was as generous as could be expected in these trying times. It also passed five laws that concerned the University directly: (1) one making the University the official depository for all World War II records; (2) one establishing a Legislative Reference Bureau as a department of the University; (3) an enabling act permitting the University to utilize moneys derived from the rental of certain buildings to Punahou for the purchase of a new
building to be erected by Punahou on the University campus; through the enactment of this legislation the University was enabled to reopen its preschool unit without dispossessing Punahou of Castle Memorial Hall; (4) an act transferring back to the Territory the Pensacola lands which have long been held in the Office of Experiment Stations, and which have been used only partially by the Hawaii Agricultural Experiment Station; this act was passed with the understanding that other and more suitable lands would be provided by the Territory for the use of the Hawaii Agricultural Experiment Station; (5) Senate Bill 6, reorganizing the Board of Regents. The new Board is to consist of a representative from each of the islands of Hawaii, Maui, and Kauai, two ex officio members (the Superintendent of Public Instruction and the President of the University), and four other members. One Regent is to be a graduate of the University of Hawaii; the secretary is not to be a member of the Board.

INSTRUCTIONAL ORGANIZATION OF UNIVERSITY CHANGED

THE REORGANIZATION of the Board of Regents synchronized with the reorganization of the University in its instructional side. A committee of eleven faculty members, some appointed by the President, most of them elected by the University Senate, studied the question of the proper organization of the University in its various departments, and after many meetings came to a unanimous conclusion. The plan was presented in detail to the University Senate, and, a week later, was approved by the Senate with no dissenting vote; the plan became known as the Senate Organization Plan. It was presented to the Board of Regents on January 27, 1943, and on February 23, 1943, was adopted officially, to become operative on July 1, 1943, so far as wartime conditions warrant.

The official chart is presented herewith. It will be noted that the colleges are retained, but that the departments are now departments of the University and not of the colleges as heretofore; also, that the position of Dean of Faculties is created. In general, the Dean of Faculties is responsible to the President for coordination and correlation of the twenty-eight University departments; he acts as a liaison officer (1) among department chairmen, (2) between department chairmen and deans of colleges, (3) between department chairmen and/or deans of colleges and the President, and (4) between the Dean of the Graduate Division and department chairmen or deans of colleges. The Council of Deans consists of the deans of
A committee of faculty members, representing the President and the University Senate, drew up this plan of organization. After its approval by the University Senate, the plan was presented to the Board of Regents, who voted to adopt it as of July 1, 1943. Under this plan the instructional departments are subdivisions of the University, not of the colleges. The position of Dean of Faculties was created.
the various colleges, the Dean of Faculties, with the President, ex officio; the Council advises on questions relating to instruction and allied matters. The deans and colleges are concerned with curricula, and the colleges are defined in relationship to the curriculum that leads to the degree of bachelor of arts in the College of Arts and Sciences, bachelor of science in the College of Applied Science, and bachelor of education in Teachers College.¹

FARRINGTON AND H.S.P.A.
SCHOLARSHIPS CREATED

At the suggestion of Professor Harold A. Wadsworth, the Hawaiian Sugar Planters' Association established five scholarships in agriculture. It is the purpose of these scholarships to enable territorial high school graduates who are interested in agriculture to attend the University and specialize in some phase of agricultural enterprise.

The Wallace Rider Farrington scholarships were established by the Honolulu Star-Bulletin, Ltd., to be given to graduates of the Wallace Rider Farrington High School, Honolulu. These scholarships memorialize the late Governor Farrington, always a friend of the University. In 1915, Mr. Farrington, as Chairman of the Board of Regents, made this statement to the Legislature, true then, and true today:

The College of Hawaii has been especially fortunate in the high character of the men and women of its faculty. They have been loyal to the ideals of the institution, faithful in their duties and constitute a working staff that is a credit to American education and of notable value to the Territory.

Provided with the funds necessary for a steady growth, the College of Hawaii is certain to be the representative in this outpost of the Pacific of educational activities and development as marked and successful in meeting the new issues of the Pacific, as the Islands themselves have been notable in dealing with problems arising from this "melting pot" of races whose people under American leadership are entering upon a new and unexampled era of education and world events.

AGRICULTURE BUILDING
NAMED GILMORE HALL

The Agriculture Building was renamed Gilmore Hall in memory of John Washington Gilmore, first president of the College of Agriculture and Mechanic Arts, in a ceremony on March 25, 1943, exactly thirty-six years after Governor

¹ A more detailed explanation will be mailed on request.
September 10, 1942

Dear Mr. Sinclair:

Let me offer my sincere felicitations as you assume your duties as President of the University of Hawaii. This is a distinguished honor. It would be a challenge under any circumstances; at the present time, however, it is more than an ordinary challenge. I hope that by your courageous leadership, you may demonstrate what the function of a university is when standing in the spotlight of the theatre of war.

War is not a matter of armies and navies alone. War is something in which everyone participates; every institution contributes to it; a university above most other institutions gives of its resources in staff and facilities to train men for the responsibilities which highly trained personnel must carry in winning the war. I am sure that the University of Hawaii is making, and will continue to make an outstanding contribution to the war effort. I hope that you will find great satisfaction in pressing forward with the university’s indispensable work.

Very sincerely yours,

[Signature]

Gregg M. Sinclair, Esq.,
University of Hawaii,
Honolulu, Hawaii.
George R. Carter signed the bill providing for the College. At this ceremony, Mr. J. Scott B. Pratt, manager of the Kohala Plantation, a graduate of the University and a one-time student of Mr. Gilmore; Dr. Frederick G. Krauss, former director of the Agricultural Extension Service; Mr. Ashley C. Browne, horticulturist—on loan to the O.C.D.—and Senator Harold W. Rice, President of the Territorial Senate, made speeches on John Washington Gilmore, his contribution to agriculture in the Territory, and the part of the University in a territorial agricultural program. Mr. Gilmore died on June 25, 1942.

**CEREMONY OF INAUGURATION HELD OCTOBER 21, 1942**

On October 21, 1942, the inauguration ceremony of the new President was held in the Outdoor Theater. Governor Ingram M. Stainback presided; the invocation was given by Professor Henry P. Judd. In addition to the inaugural address by the new President, speeches were made by Admiral Chester W. Nimitz, Commander-in-Chief of the Pacific Fleet and the Pacific Ocean Areas; Brigadier General Thomas H. Green, representing Lieutenant General Delos C. Emmons, Commander, Hawaiian Department; Mr. Daniel K. Ainoa, President of the University Alumni Association, and Mr. J. Russell Cades, Chairman of the Board of Regents.

President Franklin D. Roosevelt wrote President Gregg M. Sinclair from the White House on September 10, offering felicitations. One hundred sixteen colleges and universities in the United States, Canada, and England designated residents of Hawaii to represent them at this wartime inauguration. Most of these representatives—leaders in Hawaii's civic, military, and business life—were alumni of the institutions they represented.

**UNIVERSITY HAS PREPARED FOR SITUATION IT FACES**

In the year and a half since the attack on Pearl Harbor, the prospects for Hawaii have brightened considerably. We are still in the danger zone; we must have our gas masks handy; we must have our air raid shelters in readiness for

---

*Copies of the Inauguration proceedings may be obtained by writing to the University of Hawaii.*

[15]
immediate use; blackouts are necessary evils; but physically and spiritually the Territory is ready for whatever may come. We have confidence in the ability of the military to handle any situation which may arise; we are confident that in any emergency our people will respond as true Americans always have done; we are proud of the electorate of the Territory; and we face the immediate future with assurance and courage.

Not only are we confident of ultimate victory, but also we believe that the postwar world will see Asia looming large in American concepts and plans. We shall be able to overlook it no longer; Japan’s move into Manchuria in 1931 changed all that. Because a small company of Japanese soldiers dislodged a rail near Mukden and acted as if the Chinese had committed the crime, bombs fell in Honolulu and in London. So small an incident in the space of Asia, such great consequences all over the world! A skirmish in Manchuria results in chaos in Europe. How closely knit the world has become! As Mr. Wendell Willkie pointed out in his One World, there is a new and quickening spirit all over Asia: a billion people are on the march. There will never be any more “good old days” in the Orient. But the industrial and commercial revolution in postwar Asia—peaceful and quiet though it may be—will be long lasting, will change the course of history, will bring East and West into more relationships—and, let us hope, harmonious relationships. A new world is upon us, and it behooves us to be intelligent about it.

In this new world of industrial, commercial, political, and social intercourse, Hawaii’s position is unexcelled. As a port or landing field for daily ships and airplanes to the Mainland, to Australia and New Zealand, to Japan, China, the Philippines, and around the world, Hawaii is strategically placed for great business enterprises. Honolulu may be an important transportation city in this hemispherical movement and a “middleman” for the East and the West. Trade with a billion people is incalculable in its possibilities. Our numberless warehouses may be put to business uses. But beyond the exchange of goods we have the exchange of ideas, the great cross-fertilization of cultures, the great movements of people. We have a new and challenging world before us.

In this new era the University of Hawaii should make a definite contribution. It should develop the work which it began twenty-three years ago when it employed Dr. Tasuku Harada to institute courses in Japanese language and culture—an engagement to be followed two years later by the appointment of Professor S. C. Lee to teach courses in Chinese. For twenty-three years the University has prepared itself for just such a situa-
tion as the world finds itself in now. Had our program of training scholars in Asiatic languages and cultures been continued as planned and provided for a few years ago, the Oriental Institute would now be better able to supply instructors in these subjects to the many mainland universities that are inaugurating their programs in Orientalia. The University of Hawaii has a duty to perform in making clear to our world the real significance of Pacific and Asiatic civilizations. In the postwar world we shall have a proper spiritual and intellectual environment in which this work may develop.

TABLES GIVE YEAR'S FIGURES ON STUDENTS AND FINANCES

The year's figures on enrollment are presented in Tables 2, 3, 4, and 5. Table 2 summarizes enrollment for the First and Second Semesters—the normal academic year—of 1942-43. The data in Table 3 combine enrollment in the academic year with that in the twelve-week Summer Session of 1942. Table 4 shows where the students who attended these sessions have their permanent homes. Table 5 summarizes income and expenditures of the 1942-43 fiscal year.

NUMBER OF CHANGES MADE IN FACULTY AND STAFF

During the year there were a number of changes in faculty and staff. On the instructional faculty the following appointments were made: H. H. Collins, Associate Professor of English; Joel Trapido, Instructor in English; Albert J. McKinney, Assistant Professor of Education; Maybelle McCleery, Instructor in Education; Anton Postl, Instructor in Chemistry; Janet B. Wimberly, Assistant in English; Mae Lum Lee, Assistant in Speech; Yoshinori Tannada, Assistant in Zoology; Louise Childs, Lecturer in Hygiene; Fred W. Wagner, Lecturer in Economics; James Y. T. Leong, Lecturer in Economics and Business; Howard H. Moore, Lecturer in Economics and Business; Edwin E. McNiel, Lecturer in Psychiatric Information; Mary Musgrove,

*In "Bibliography Issue," University of Hawaii Bulletin, Volume 22, Number 4, may be found a list of faculty publications between July 1, 1939 and June 30, 1943. It will be sent upon request.
TABLE 2
SUMMARY OF ENROLLMENT FOR THE ACADEMIC YEAR 1942-43

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>Degree Candidates</th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Sem.</td>
<td>2nd Sem.</td>
<td>Year</td>
<td>1st Sem.</td>
</tr>
<tr>
<td>Candidates for advanced degrees</td>
<td>35</td>
<td>29</td>
<td>45</td>
</tr>
<tr>
<td>Candidates for Five-Year Diplomas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates for Teacher's Professional Certificates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates for Social Work Certificates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other graduate students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>396</td>
<td>363</td>
<td>438</td>
</tr>
<tr>
<td>College of Applied Science</td>
<td>395</td>
<td>367</td>
<td>420</td>
</tr>
<tr>
<td>1st Year</td>
<td>2nd Year</td>
<td>Seniors</td>
<td>28</td>
</tr>
<tr>
<td>Juniors</td>
<td>49</td>
<td>47</td>
<td>54</td>
</tr>
<tr>
<td>Sophomores</td>
<td>58</td>
<td>52</td>
<td>62</td>
</tr>
<tr>
<td>Freshmen</td>
<td>233</td>
<td>214</td>
<td>243</td>
</tr>
<tr>
<td>Teachers College</td>
<td>212</td>
<td>195</td>
<td>228</td>
</tr>
<tr>
<td>1st Year</td>
<td>2nd Year</td>
<td>Seniors</td>
<td>39</td>
</tr>
<tr>
<td>Juniors</td>
<td>52</td>
<td>51</td>
<td>58</td>
</tr>
<tr>
<td>Sophomores</td>
<td>51</td>
<td>50</td>
<td>53</td>
</tr>
<tr>
<td>Freshmen</td>
<td>70</td>
<td>71</td>
<td>74</td>
</tr>
<tr>
<td>Unclassified students</td>
<td>223</td>
<td>212</td>
<td>255</td>
</tr>
<tr>
<td>Total</td>
<td>1,038</td>
<td>954</td>
<td>1,131</td>
</tr>
</tbody>
</table>

Less duplications | 1,236 | 1,137 | 1,444 |

Total undergraduate students | 1,236 | 1,137 | 1,444 |
Total graduate students | 172 | 128 | 238 |

Total | 1,408 | 1,319 | 1,789 |

Non-credit students in credit courses | 1,408 | 1,319 | 1,789 |
Less duplications | 1,408 | 1,319 | 1,789 |

GRAND TOTAL | 1,408 | 1,319 | 1,789 |
Lecturer in Child Care; and Helene Boucher Biggs, Lecturer in Romance Languages.

In the Experiment Station the following were appointed: E. L. Willett, Associate Animal Husbandman; Kathleen W. Pierson, Science Publications Editor; and Yoshinori Kanehiro, Junior Assistant in Chemistry. Leona Chidester joined the staff of the Psychological Clinic as Psy-

**TABLE 3**

**SUMMARY OF ENROLLMENT FOR THE SUMMER SESSION 1942 AND THE ACADEMIC YEAR 1942-43**

<table>
<thead>
<tr>
<th>Degree Candidates</th>
<th>Graduate Students</th>
<th>Undergraduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates for advanced degrees</td>
<td>68</td>
<td>68</td>
</tr>
<tr>
<td>Candidates for Five-Year Diplomas</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Other graduate students</td>
<td></td>
<td>235</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>479</td>
<td>479</td>
</tr>
<tr>
<td>Seniors</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>212</td>
<td></td>
</tr>
<tr>
<td>College of Applied Science</td>
<td>499</td>
<td>499</td>
</tr>
<tr>
<td>Seniors</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td>144</td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>263</td>
<td></td>
</tr>
<tr>
<td>Public Health Nursing students</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Teachers College</td>
<td>249</td>
<td>249</td>
</tr>
<tr>
<td>Seniors</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Juniors</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Sophomores</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Unclassified students</td>
<td></td>
<td>439</td>
</tr>
<tr>
<td>Total</td>
<td>1,295</td>
<td>368</td>
</tr>
</tbody>
</table>

| Total undergraduate students | 1,666 |
| Total graduate students | 368 |
| Total | 2,034 |
| Non-credit students in credit courses | 141 |

**Grand Total** | 2,175 |
chologist. Cora M. Beasley was appointed to the position of Counsellor for Women to succeed Cenie S. Hornung, resigned.

We record with regret the following terminations of service on the University faculty and staff:

RETIREMENTS.—Frank T. Dillingham, Professor of Chemistry, who joined the staff in 1909; Charles H. Edmondson, Professor of Zoology, a member of the faculty since 1920; Fritz Bennicke Hart, Professor of Music, who was appointed in 1937; and Charles Henry Neil, Associate Professor of English, who was appointed in 1921.

RESIGNATIONS.—N. B. Beck, Professor of English; Felix Maxwell Keesing, Professor of Anthropology (Professor Keesing was in Washington

TABLE 4

| Geographical Distribution of Enrollment in the Summer Session 1942 and the Academic Year 1942-43 |
|---------------------------------|---------------------------------|----------------|
| Oahu                           | 1,332                          | Nebraska       |
| Hawaii                         | 186                            | Nevada         |
| Maui                           | 154                            | New Hampshire  |
| Kauai                          | 139                            | New Jersey     |
| Lanai                          | 8                              | New York       |
| Molokai                        | 1                              | North Carolina |
| Alabama                        | 2                              | North Dakota   |
| Arizona                        | 2                              | Ohio           |
| Arkansas                       | 3                              | Oklahoma       |
| California                     | 59                             | Oklahoma       |
| Colorado                       | 5                              | Pennsylvania   |
| Connecticut                    | 2                              | South Carolina |
| Delaware                       | 1                              | South Dakota   |
| Florida                        | 3                              | Tennessee      |
| Georgia                        | 2                              | Texas          |
| Idaho                          | 4                              | Utah           |
| Illinois                       | 24                             | Virginia       |
| Indiana                        | 3                              | Washington     |
| Iowa                           | 10                             | West Virginia  |
| Kansas                         | 3                              | Wisconsin      |
| Kentucky                       | 2                              | Alaska         |
| Louisiana                      | 5                              | District of Columbia |
| Maryland                       | 4                              | China          |
| Massachusetts                  | 11                             | Mexico         |
| Michigan                       | 10                             | Philippine Islands |
| Minnesota                      | 9                              | Thailand       |
| Mississippi                    | 2                              |                |
| Missouri                       | 9                              | Total          |
|                                |                                | 2,175

[ 20 ]
TABLE 5
FINANCIAL STATEMENT FOR THE FISCAL YEAR 1942-43

<table>
<thead>
<tr>
<th>Source</th>
<th>Federal</th>
<th>Territorial</th>
<th>University</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal funds</td>
<td>$279,873.69</td>
<td></td>
<td></td>
<td></td>
<td>24.38</td>
</tr>
<tr>
<td>Territorial appropriations</td>
<td></td>
<td>$566,699.42</td>
<td></td>
<td></td>
<td>49.36</td>
</tr>
<tr>
<td>University sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifts and grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales and services of educational departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total educational and general income</td>
<td>$1,148,137.22</td>
<td></td>
<td></td>
<td></td>
<td>100.00</td>
</tr>
<tr>
<td>Auxiliary activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noneducational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$4,858.89</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>$1,416,231.63</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXPENDITURES (EXCLUDING PLANT IMPROVEMENTS)

<table>
<thead>
<tr>
<th>Category</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>$74,546.66</td>
<td>$231,547.07</td>
<td>$43,034.06</td>
<td>$349,127.79</td>
<td>34.28</td>
</tr>
<tr>
<td>Organized research</td>
<td>74,874.84</td>
<td>108,147.03</td>
<td>40,640.17</td>
<td>223,662.04</td>
<td>21.96</td>
</tr>
<tr>
<td>Extension</td>
<td>126,071.25</td>
<td>26,632.09</td>
<td>23,240.04</td>
<td>175,943.38</td>
<td>17.28</td>
</tr>
<tr>
<td>Library</td>
<td>37,522.07</td>
<td>20,144.59</td>
<td>57,666.66</td>
<td></td>
<td>5.66</td>
</tr>
<tr>
<td>Total for instruction and research</td>
<td>(275,492.75)</td>
<td>(403,848.26)</td>
<td>(127,058.86)</td>
<td>(806,399.87)</td>
<td>9.57</td>
</tr>
<tr>
<td>Administration and general expense</td>
<td>4,693.31</td>
<td>77,323.50</td>
<td>15,374.89</td>
<td>97,391.70</td>
<td>8.08</td>
</tr>
<tr>
<td>Operation and maintenance of physical plant</td>
<td>56,026.28</td>
<td>26,278.56</td>
<td>32,295.38</td>
<td></td>
<td>8.08</td>
</tr>
<tr>
<td>Public services</td>
<td>29,501.38</td>
<td>2,794.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total current University expenditures</td>
<td>(280,186.06)</td>
<td>(566,699.42)</td>
<td>(171,506.31)</td>
<td>(1,018,391.79)</td>
<td>100.00</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td></td>
<td></td>
<td>246,079.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noneducational expense</td>
<td></td>
<td></td>
<td>4,519.74</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total current expenditures</td>
<td>$280,186.06</td>
<td>$570,141.66</td>
<td>$418,663.05</td>
<td>$1,268,990.77</td>
<td>100.00</td>
</tr>
<tr>
<td>Percentage</td>
<td>22.08</td>
<td>44.93</td>
<td>32.99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
doing war work before accepting a position as Professor of Anthropology at Stanford University); Eleanor P. Bonte, Psychologist, Psychological Clinic; Charles H. Honzik, Psychologist, Psychological Clinic; Samuel H. Work, Associate Animal Husbandman, Experiment Station, and Associate Professor of Animal Husbandry; Adeline E. Babbitt, Assistant Professor of Education and Principal of Teachers College Preschool Unit; Stewart C. Wilcox, Assistant Professor of English; Della Zoa Copp, Instructor in Education; Norman J. Wright, Instructor in English; Dagmar Gustafson, Instructor in Household Arts; Helen Yonge Lind, Instructor in Home Economics; Ashton C. Cuckler, Assistant Parasitologist, Experiment Station, and Instructor in Zoology; Charles M. Bice, Poultry Husbandman, Experiment Station, and Assistant Professor of Poultry Husbandry; Winston W. Jones, Assistant Horticulturist, Experiment Station, and Assistant Professor of Horticulture; Joel Hamamoto, Assistant County Agent, Extension Service; Laura Lee, Graduate Assistant in Chemistry; Yukio Dick Sumida, Assistant in Truck Crops, Experiment Station; Teruo Togashi, Assistant in Agronomy, Experiment Station; and Hatsumi Akagi, Junior Assistant in Nutrition, Experiment Station.

**LEAVES OF ABSENCE.—**Wing-tsit Chan, Professor of Chinese Philosophy and Institutions; Eugene Gill, Assistant Professor of Physical Education; Gaylord C. LeRoy, Assistant Professor of English; Katherine Bazore, Assistant Professor of Home Economics; Martha Potgieter, Associate Nutritionist, Experiment Station, and Associate Professor of Home Economics; Ashley C. Browne, Horticulturist, Extension Service; Lillian Gibson, Instructor in Physical Education; Charles Scott Bouslog, Instructor in English; and John E. Aguiar, Instructor in Spanish Language.

**MILITARY LEAVES OF ABSENCE.—**David A. Akana, County Agricultural Agent, Extension Service; Edward Fukunaga, County Agricultural Agent, Extension Service; Norito Kawakami, Assistant County Agent, Extension Service; and Shiro Takei, Assistant Economist, Extension Service.

**OTHER WITHDRAWALS ATTRIBUTABLE TO WAR CONDITIONS.—**Ben Norris, Instructor in Art; Katherine E. Roberts, Associate Professor of Education; John A. Ely, Assistant Professor of Mathematics and Engineering; Elinor Griffin, Instructor in Education; Shirley Newsom, Instructor in Education; Faith Snider, Instructor in Education; Rowland R. Shepardson, Instructor in English; Robert Dice, Instructor in Psychology; Elizabeth D. W. Brown, Instructor in Biology; Tsuen-Kung
Chang, Assistant in Chinese Language; George F. Papenfuss, Assistant Professor of Botany; and Drew Pallette, Instructor in English. (Subsequently Mr. Pallette was reappointed.)

The rank of professor emeritus was conferred upon Professors Dillingham and Edmondson.

**IMPORTANCE OF RESEARCH**

**AFFIRMED BY REGENTS**

Some question having been raised as to the importance of graduate and research work in a frontline university in wartime, the Board of Regents made clear its position in these words:

... The purposes of the University of Hawaii, as defined in its charter, are to "give thorough instruction and conduct researches in, and disseminate knowledge of" all branches of learning commonly forming the basis for a university education and such other branches of advanced learning as the Board may prescribe. The charter further provides that, "The standard of instruction shall be equal to that given and required in similar universities on the mainland of the United States."

In fulfilling its statutory duties, it is the desire of the Board of Regents to encourage all work and activity which will aid the University in maintaining and raising the standard of its work, and aid the University in fulfilling its obligations of providing the opportunity for collegiate instruction of higher standard for the young men and women of the Territory. The Board recognizes the fact that the faculty provides the only basis for success of the University, not only through the quality of its teaching but also through the scholastic reputation attained by the faculty members, each in his respective academic field.

Since scholastic reputation is based on research work and research publications accomplished through opportunity for research, and since research is encouraged by the teaching of advanced subjects to superior students of more mature age, the Board desires to promote graduate work and encourage faculty research work. To this end it is the desire and the intention of the Board that the faculty and the administration maintain and expand plans for graduate work, place graduate study on a firm and secure basis, and provide the members of the faculty with the facilities and the time for research work.

**ARTS AND SCIENCES FACULTY**

**SEVERELY REDUCED BY WAR**

The need for liberal arts was never greater than at this moment, and the danger of being blind to that need was never greater. The obvious mechanical and physical requirements of the war tend to make us overlook the fact that behind the man with the gun, or airplane, is a trained mind, the mind that meets
emergencies well because it is trained. The additional collegiate training of officers in mainland universities is evidence enough that the military authorities appreciate the disciplined and informed mind at the front. In the postwar world there will naturally be insistence on courses in the physical sciences—chemistry, physics, mathematics, geology, geography—but there will also be great demand for those courses which give meaning and richness to life—philosophy, literature, history, art, music—as well as those which give an understanding of the factors back of our means of existence as revealed in economics, business, government, anthropology, sociology, and psychology. The place of the liberal arts in modern life was eloquently expressed by Mr. Willkie in his speech at Duke University. We must preserve all we can of the arts program during the war, and be ready to expand as rapidly as possible when the conflict ends. The liberal arts are the foundation upon which modern occidental civilization has been reared.

Without question the program of our College of Arts and Sciences has suffered as a result of the war. All departments have been diminished. All members of the Departments of Anthropology and Geography were called to Washington for government service between December 7, 1941, and the following June, and it has been impossible to replace them. The English Department has been reduced to about half its original size (22 persons), and half of the European Language staff has been lost. The Department of Business and Economics contributed three of its members to government service. The Departments of Art, Government, History, Philosophy, Physics, Psychology, and Zoology have each been reduced by one.

__APPLIED SCIENCE ENROLLMENT AND FACULTY REDUCED__

The enrollment figures of the College of Applied Science show how definitely the war has affected the University. Under the Regents’ Organization Plan, this College included the Departments of Agriculture, Engineering, and Home Economics. Of these departments only Home Economics approached the prewar level in number of students. Engineering was down 50 per cent, with the upperclass figures especially small; Agriculture dropped 80 per cent. Some enrollment figures for the three terms of the year follow:

**FIRST SEMESTER 1942-43:** Home Economics 103, Engineering 53, Agriculture 24, Sugar Technology 4, General Science 211; total 395.

SUMMER SESSION 1943: Home Economics 56, Engineering 30, Agriculture 14, General Science 136; total 236.

The reduced faculty of the College numbered twenty-four, with eleven in Agriculture, ten of whom were also on the staff of the Hawaii Agricultural Experiment Station; three in Engineering, two of whom also taught mathematics courses; nine in Home Economics; and one in Public Health Nursing, whose major duties during the year were with the Department of Health and Physical Education, Teachers College. Because of the small enrollment, only five of the ten members of the Hawaii Agricultural Experiment Station were asked to give instruction during the year. Of the nine persons on the Home Economics staff, only four were full time and only one other devoted as much as half time to instructional work. Before the war the Department had seven full-time instructors. In Engineering the faculty situation is a cause for worry. In addition to his administrative work, Dean Arthur R. Keller is teaching a full program. We have not been able to replace the faculty members who were with us before the blitz: Assistant Professor Wilfred J. Holmes, now a commander in the United States Navy; William M. Cade, now a captain in the Air Corps; Assistant Professor Russell C. Brinker, a lieutenant in the Navy; Professor C. B. Andrews, now happily located at Michigan State College; and Assistant Professor John A. Ely, Cooper's Institute, New York City.

The course in Public Health Nursing was not offered in 1942-43. In prenursing, however, there was a fair registration. It should be recorded that a new and spacious classroom building has been erected on the grounds of The Queen's Hospital for The Queen's Hospital School of Nursing, whose students do part of their work in the University, and that the enrollment of the school is being increased to 120. At the request of the Hospital administration the Engineering Department of the University assisted in drawing floor plans, laid out laboratory facilities, and did everything possible to aid the Hospital in having a commodious, satisfactory building erected. This outside interest is mentioned here for the reason that about 30 per cent of the Freshman class in this college plan to enter the nursing profession, and additional facilities available in Honolulu will attract local students and increase interest in the University program, which is prerequisite to entrance in the nursing school.
TEACHERS COLLEGE PROGRAM
GEARED TO NEW CONDITIONS

The war has affected Teachers College in many definite ways. Of the forty-five persons on the faculty roster in the fall of 1941, only twenty-eight have been available for service during the past year. These have included personnel in the Departments of Health and Physical Education and Adult Education, as well as the personnel offering professional education courses, and the training school staff. This decrease in faculty has forced upon those remaining the necessity of offering courses not specially in their fields, and has resulted in the elimination of some needed courses. Because of the wholehearted kokua of the faculty and their willingness to undertake additional wartime burdens, the program of teacher preparation has, nevertheless, proceeded in a satisfactory manner.

Teachers College enrollment was reduced to about 40 per cent of its prewar status; the pressure for new teachers was great; and the number of applicants for registration was seriously reduced. This resulted in the admittance to Teachers College, as Freshmen, of some students who in ordinary times would not have been admitted. As a result, the failures among Teachers College Freshmen during the year were proportionately greater than in previous years. Despite this situation, however, the majority did well, and Teachers College students led all others in quality of work done. The general average of all University students (inclusive of those in Teachers College) during the Second Semester was 2.2 on the grade-point basis. The average of all Teachers College students was 2.5. Distributed by classes, Teachers College students averaged: Seniors, 2.9; Juniors, 2.7; Sophomores, 2.5; Freshmen, 2.2. Teachers College Freshmen, despite some breakdown in selective procedures, averaged as well as all students in the University.

Fortunately, the situation which a year ago threatened to affect the quality of prospective teacher personnel has been largely alleviated. Former students are beginning to return, partly through the efforts of the administration of the Teachers College in inviting their return and in assisting with their release from war services not so urgently pressing as they were a year ago.

Teachers College is still below the number of students needed for teacher preparation purposes, but is slowly moving back to the prewar situation. In the meantime, the accelerated curriculum program, made possible by the lengthened Summer Session, is offsetting the shortage in
students. More than 80 per cent of Teachers College students have re­
turned for work this summer. Many, if not most of these, will complete
the five-year program in three and a half years.

The preschool unit has not been in operation during the year. The
Elementary and Intermediate Schools have functioned very well, despite
physical handicaps. But because of these physical handicaps, it has been
necessary to reduce the program to eight instead of nine grades, thus de­
priving prospective intermediate school teachers of certain desirable ex­
periences. Yet, the past year has been one of the most fruitful and
satisfactory from the point of view of the experiential aspect of teacher
preparation. This has been the result of a shift from half-semester to
full-semester practice teaching. The change in the period of practice was
in reality one of expediency brought on by an insufficient number of Seniors
available for student teaching. So valuable has the lengthened period of
practice proved, however, that present consensus favors its continuance.

Our Teachers College is the only college of its kind that requires five­
year preparation for both secondary and elementary teachers. The acute
shortage of teachers threatens to break down the carefully developed five­
year program. To prevent the threatened disruption of the fifth year, a
plan was developed whereby (1) probationary or interne teaching would
be conducted in supervised school centers on the outlying islands, (2) pro­
bationers would continue the second semester of the school year to teach as
substitutes or on collegiate-certificate basis, and (3) these students would
return to the University during the lengthened Summer Session to complete
the academic half of the fifth year. On the whole, the plan has worked
satisfactorily.

Health and Physical Education was a department of Teachers College
during the year. This Department, though seriously reduced in staff and
lacking the gymnasium and other facilities ordinarily available, has, never­
theless, had a year of enhanced service to University students. Emphasis
has been given to the health side of the departmental functions. Special
attention has been given to war needs, through such courses as First Aid.
The significant achievement of the Department this past year, however,
has been in the development of a superior plan of physical examination
and follow-up. For example, every student—and indeed most of the
faculty and staff—were X-rayed by Territorial Board of Health officials;
hearing and vision tests were provided for students; a blood bank was set
up; specialized health service was provided for student teachers before en­
gaging in practice teaching. It is not too much to say that the University
Health and Physical Education Department is well on the way to establish-
ing a health center which will compare favorably with those of the best American universities.

Although the Adult Education Service was under Teachers College in 1942-43, it is considered in another part of this report.

Dean Benjamin O. Wist summarizes the significant developments of the year in Teachers College in six points:

1. The reduction in faculty, resulting from war, has been detrimental to the most effective operation of Teachers College, but has not been so serious as to interfere with reasonably effective work.

2. The loss in student personnel and in candidates, which threatened a lower quality of prospective teacher, is no longer evident. A return of former students and more beginning applicants assures Teachers College of a high-grade individual for teacher preparation.

3. The laboratory facilities will be improved by the new preschool building, but are still handicapped by the overcrowding in the Elementary School building.

4. Experiential education has improved in the senior (practice) teaching program by the lengthened period. The practice of providing interne teaching in outside island centers, while reasonably satisfactory, should not be continued longer than necessary.

5. Emphasis has been given to the program of health examinations and follow-up by the Department of Health and Physical Education.

6. Prospects for the year 1943-44 are bright, by virtue of (a) better service from personnel outside the Education Department, growing out of the new University organization plan, (b) renewal of services previously dropped—diversified curricula, preschool unit, and dental hygiene, and (c) the addition of personnel who will give new vitality to the programs of teacher preparation.

**EXPERIMENT STATION'S WORK INCREASES FOOD PRODUCTION**

The Hawaii Agricultural Experiment Station, with an active staff of seventy-seven, consisting of twenty-eight research men of all grades, thirty-six laborers, four foremen, and a clerical staff of nine, has concentrated its attention on the critical agricultural problems of food production. No longer may we depend exclusively upon the Mainland for 50 per cent of our fresh vegetables, 40 per cent of our beef, and almost 100 per cent of our concentrate feeds. The lack of ships or shipping space requires us in Hawaii to provide
for our own needs. Our research men, therefore, have put to one side temporarily their long-term projects and have given more time to the problems of immediate production. Practical results of some investigations may be pointed out. For example:

1. A tomato variety, the Bounty, introduced by the Station, now provides almost 80 per cent of the Oahu production, with a gross return of more than $300,000. Other varieties, which are spotted wilt resistant, are being developed by the Station.

2. The adaptation of farm machines to large scale vegetable and forage crop production has proved of inestimable value in the production effort. Of especial value are: a four-row planter and fertilizer placement machine developed by Dr. W. A. Frazier; adaptation of a power-driven corn binder to the harvesting of Napier grass, pigeonpea, and koa haole; adaptation of a power-driven grain harvester to the harvesting of pigeonpea and field corn; construction of trailers and tractor equipment for mechanically handling forage crops.

3. Chemical analysis of the feeding value of raw garbage for swine led to further investigation into the value of this material for other livestock. It has been found that dehydration and degreasing of garbage produces a high-analysis feed suitable for poultry feeding, and that this feed, when properly supplemented, is equal or superior to imported mixed feeds for ducks and turkeys. How best to dry and degrease the garbage is still under investigation. Preliminary results indicate that the feed and fat produced are of high value and should be recovered from a material that otherwise would be wasted.

These three examples indicate how our research program aims directly at the improvement and strengthening of diversified agricultural enterprises. The Station conducts experiments in fifty-four projects, all approved by the President of the University and the Chief of the Office of Experiment Stations in Washington, D.C., and all designed to help the farmers of the Territory. Subjects of some of these experiments are: the nature and prevention of the depilatory principle in koa haole; the horizontal and vertical distribution of available potassium in soils; the leaching of potassium from soils; vegetation zones as a basis for land-use planning; extensive trials of feed and forage crops; pasture improvement; ensilage of cane by-products and forage grasses; inheritance of sex in and development of varieties of papaya; avocado, mango, and litchi variety and cultural investigations; sweet and Irish potato breeding and cultural experiments; tomato and bean breeding for improved varieties; physiology of growth and storage; disease and insect control of food crops; use of molasses, strip cane, cull sweet potatoes and other by-products in dairy...
cattle feeding; relative value of forage grasses in milk production; introduction and distribution for breeding of a small-type turkey; animal and human parasites; nutritive value of Hawaiian-grown foods.

The money value of such investigations is incalculable. In these times, however, we are less concerned with the money value than we are with the production of food.

Four publications of the Station during the year are especially commended to those interested in the effort to make Hawaii more self-sustaining:

Beaumont, J. H. *Agricultural Science on the War Front*
Miller, Carey D. *Food for Health in Hawaii*
Ripperton, J. C., and Hosaka, E. Y. *Vegetation Zones of Hawaii*
Frazier, W. A. *Home Gardening in Hawaii*

Other bulletins, published by the University, and technical papers, published elsewhere, were:

Akamine, Ernest K. *The Effect of Temperature and Humidity on Viability of Stored Seeds in Hawaii*
Holdaway, F. G., and Look, W. C. *Insects of the Garden Bean in Hawaii*
Hamre, C. J., and McHenry, J. T. *Blood Values of Hens Fed a Yeast-Fermented Mash Supplemented Adequate Diet*
Guest, Paul *The Relationship Between Chlorosis of Macadamia Seedlings and Certain Chemical Constituents of Macadamia Seeds*
Jones, W. W. *Respiration and Chemical Changes of the Papaya Fruit in Relation to Temperature*
Jones, W. W., and Shaw, Lily *The Process of Oil Formation and Accumulation in the Macadamia*
Miller, C. D., Louis, Lucille, and Peterson, Carol *Peanut Butter as a Source of Thiamin, Calcium, Phosphorus, and Iron*
Lyman C. and Dean, L. A. *Zinc Deficiency of Pineapple in Relation to Soil and Plant Composition*
Clements, H. F., and Moriguchi, S. *Nitrogen and Sugar Cane, the Nitrogen Index and Certain Quantitative Field Aspects*
Miller, Carey D. *Thiamine Assays of Foods Using the Rat-Growth Method*

Work is conducted by the University, at three experimental farms (Poamoho, Haleakala, and Kona), and in some instances in cooperation with plantations, corporations, individuals, or other government agencies.

*These publications will be sent upon request.*
A number of valuable subsidies supporting special researches have been received.

The Station is supported by both Federal and Territorial appropriations; from the Territory it received $144,497.95, or 65 per cent; from the Federal government $76,686.40, or 35 per cent.

**WAR MULTIPLIES TASKS OF EXTENSION SERVICE**

At the end of the first full year of operating under war conditions, the Agricultural Extension Service comprised the Director; seven professional workers on the headquarters staff located in Gilmore Hall on the campus; twenty-three county farm agents and assistants, and twelve county home agents and their helpers in field offices located in the rural districts throughout the Territory; and seventeen workers in clerical positions. The cost of the year's operations was $178,778.02. About 71.2 per cent was from Federal sources ($127,286.25), and the balance, about 28.8 per cent, ($51,491.77) from Territorial appropriations.

Continued emphasis on food production and improved diet under wartime conditions underscored the entire Extension program, which, before Pearl Harbor, was already driving in those directions. Possibly no branch of the University was better prepared than the Extension Service to assume emergency duties upon the outbreak of war, because its normal aims immediately became the emergency needs, especially in the rural areas. In addition to the regular program—demonstrating better farming methods and improved rural living practices—many special tasks were performed for the Food Production Section of the Office of Civilian Defense. Thousands of contacts were made with farmers to assist them in complying with the regulations of the War Production Board, the Office of Price Administration, the United States Employment Service, and other special war agencies which do not have field representatives in daily contact with the rural people.

With the loss during the year of ten men to military service, it was increasingly difficult to maintain efficiency. Nevertheless, while the statistical proof of accomplishments in this type of work is difficult to assemble, the records show that during the year Extension workers made more than 43,000 farm and home visits and conducted more than 4,000 meetings, which resulted in the adoption of improved practices on nearly 3,000 farms and farm homes. While these figures are impressive, the advances
made by Extension workers are generally not spectacular, though the program contributes definitely to the gradual adoption of better farming methods and home practices. Through the Extension Service, the University has contributed to the war effort in a practical manner and its representatives have cooperated with many special agencies working to the common end.

*The Agricultural Outlook*, a monthly statistical crop report published by the Service, gave the estimated production of each of the major food crops of the Territory (exclusive of sugar and pineapples) and the acreage planted to each of them. Truck-crop farmers on all the islands depend on the Outlook to guide them in planting. *The Extension Letter*, published quarterly, kept interested persons informed of the activities of Extension's county agents and specialists.

Extension circulars on agriculture and home economics were published as follows:

**AGRICULTURAL**
- Muscovy Duck Raising in Hawaii
- Inhabitants of the Hive
- Inside the Hive
- Bee Equipment
- Peanut Picker
- Suggested Hawaiian Grades for Certain Fruits and Vegetables
- Taxes, Licenses, and Other Government Obligations of a Farmer
- Raising Dairy Calves in Hawaii
- Feeding Garbage to Breeding Sows
- Territorial Laws Pertaining to Labor on the Farm
- Salvage and Re-Use of Vegetable Containers

**HOME ECONOMICS**
- Hot Dish Holder
- Dry Soybeans
- Fresh Soybeans
- Use of Soybean Flour
- Food Preservation
- Eggplant
- Food Storage
- Choose the Dressing to Suit the Salad
- Packed Lunches for School and Work
- Ducks, a Food for Freedom
- General Information for Leaders and Agents
- Leaders' and Agents' Guide, Nutrition and Health
- Leaders' and Agents' Guide, Clothing

These circulars brought to farmers timely information on various phases of Island agriculture and to their wives important information on foods, nutrition, and improved homemaking techniques. Several thousand copies of each circular were distributed by farm agents and home demonstration agents.

*Extension's Task Force in Hawaii*, published in December, 1942, as *Bulletin Number 39*, presented an over-all picture of Extension's activities.
for the year that began July 1, 1941, and ended June 30, 1942. This booklet was widely distributed both in Hawaii and on the Mainland.

Any Extension publication may be obtained by making a request to the Extension Service.

**PSYCHOLOGICAL CLINIC'S CASE LOAD REMAINS HIGH**

In view of the fact that the Psychological Clinic reaches its majority this year—it was founded twenty-one years ago—the time has come for a careful analysis, a statement of its contributions to the Territory, a consideration of its future. During the year we trust that a brochure on the Clinic will be published.

The demand for the services of the Clinic has by no means diminished, even though, due to wartime resignations, its professional staff was reduced by one third. The number of cases was only slightly below that of the previous year. Exclusive of those examined for research purposes, 1,390 cases were dealt with at the Clinic as against 1,434 for the previous year.

As usual, the list of agencies and institutions presenting cases for individual study would include almost every social agency in the Territory. From the detective division of the Police Department, which asks for investigations of the credibility of murder witnesses, down to the Crippled Children's Bureau, which requests assistance in mapping out a program for one of its charges, the demands for scientific help are many and various. In a recent review, Dr. Francis N. Maxfield, Professor of Clinical Psychology at Ohio State University, declared that over the threshold of the University of Hawaii clinic come the most varied assortment of clinic cases in the world.

The present condition of affairs in the Territory is reflected in the large number of cases referred by courts, and penal and correctional institutions. This number rose to 500 for the year, in spite of the fact that Dr. Honzik's departure reduced the work at Oahu Prison to an essential minimum. There was also some increase of cases referred by educational institutions. The Clinic continued its vocational program in selecting students for nursing courses at The Queen's and St. Francis Hospitals, but, because of the reduction in its staff, it has been compelled to limit the number of self- or privately-referred cases accepted for study.

"One of the most interesting features of the year's work," reports Dr. Stanley Porteus, Director, "has been our close collaboration with the
staff of the Territorial Hospital in the study of psychotic patients prior to and after the operation of prefrontal lobotomy. This work is new, having been introduced into America in 1936. This Clinic cooperates not only in the selection of patients for operation, but in their subsequent study. This is most important as, when patients are carefully selected on the basis of certain psychological and psychiatric factors, great benefit follows in a number of cases. Sometimes the gains are so unusual that individuals hitherto held incurable can be returned to society. Dr. Ralph B. Cloward performs the surgical work and is responsible for introducing the new operative procedures into Hawaii."

The distribution of the clinical services is given in the accompanying table, which groups under four large divisions referrals by approximately one hundred schools, social agencies, and institutions throughout the Territory.

TABLE 6
PSYCHOLOGICAL CLINIC CASES AND REFERRING AGENCIES
1941-42 AND 1942-43

<table>
<thead>
<tr>
<th>Referring Agencies</th>
<th>Cases 1941-42</th>
<th>Cases 1942-43</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courts and correctional institutions</td>
<td>488</td>
<td>500</td>
</tr>
<tr>
<td>Educational institutions</td>
<td>297</td>
<td>330</td>
</tr>
<tr>
<td>Social welfare agencies</td>
<td>187</td>
<td>233</td>
</tr>
<tr>
<td>Health organizations</td>
<td>322</td>
<td>248</td>
</tr>
<tr>
<td>Private- and self-referrals</td>
<td>120</td>
<td>71</td>
</tr>
<tr>
<td>Unclassified</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,432</strong></td>
<td><strong>1,391</strong></td>
</tr>
</tbody>
</table>

ADULT EDUCATION SERVICE
ENROLLS 3,681 PERSONS

The activities of the Adult Education Service are shown partially by the figures in Table 7. Of the 1,900 civilians enrolled, the largest single group was composed of 1,198 adult Japanese who were studying elementary English. The next largest civilian group consisted of workers in various war jobs.

The chief non-credit course exclusively for military personnel consisted of Elementary Japanese, Parts I and II, for which Assistant Professor Yukuo Uyehara prepared three manuals. Other non-credit courses for military personnel and civilians included the following: Algebra, Geometry, Trigonometry, Hydraulics, Strength of Materials, Elementary Structural Engineering, Business English, Elementary Accounting, Elemen-

### TABLE 7
NUMBER OF INDIVIDUALS ENROLLED IN ADULT EDUCATION COURSES 1942-43

<table>
<thead>
<tr>
<th>Project or Program</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
<th>Military Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-credit off-campus courses for military personnel</td>
<td>219</td>
<td>0</td>
<td>219</td>
<td>219</td>
</tr>
<tr>
<td>Non-credit campus courses for the general public</td>
<td>724</td>
<td>192</td>
<td>916</td>
<td>290</td>
</tr>
<tr>
<td>Extension credit courses</td>
<td>89</td>
<td>22</td>
<td>111</td>
<td>111</td>
</tr>
<tr>
<td>Extension non-credit courses</td>
<td>389</td>
<td>809</td>
<td>1,198</td>
<td></td>
</tr>
<tr>
<td>College credit correspondence courses</td>
<td>287</td>
<td>17</td>
<td>304</td>
<td>248</td>
</tr>
<tr>
<td>High school correspondence courses</td>
<td>60</td>
<td>1</td>
<td>61</td>
<td>41</td>
</tr>
<tr>
<td>United States Armed Forces Institute</td>
<td>872</td>
<td></td>
<td>872</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2,640</td>
<td>1,041</td>
<td>3,681</td>
<td>1,781</td>
</tr>
</tbody>
</table>

The popularity of Elementary Japanese, Meteorology, Trigonometry, Strength of Materials, and Elementary Radio is symptomatic of wartime interests. There is a preponderence of enlisted men in these courses.

In the correspondence courses for college credit the largest registrations were in English, history, government, Chinese history, psychology, college algebra, and trigonometry. Mrs. Muriel J. Bergstrom, Instructor in English, prepared the English Composition course and supervised it. Professor Shao Chang Lee deserves special mention for an excellent Chinese history text and course which he prepared. Soldiers and sailors who took Professor Lee's course began to appreciate the significance of China's contribution to world culture, as well as China's part in the present world conflict.

**AMERICANIZATION PROGRAM.**—In October, 1942, adult education leaders of the community began talking about the need for doing something to help the adult loyal Japanese in the Territory to make a better adjustment to wartime conditions. Japanese language radio programs and newspapers had been suspended, and many residents of Japanese extraction were a prey to fears and misunderstandings because they could not speak, read, or even understand English. The Japanese language schools had been closed, and there was a "Speak American" and "Think American" campaign on. It is doubtful whether much could have been done educationally about the situation had not a large number of Japanese, both aliens and citizens, evinced a desire to learn English and understand American ideas better.
### Table 8

Enrollment in English Classes for Adults Conducted by the Adult Education Service in 1942-43 as an Americanization Program

<table>
<thead>
<tr>
<th>Center</th>
<th>Number of Classes</th>
<th>Paid Registrations</th>
<th>Enrollment</th>
<th>Registrations Not Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td><strong>Hawaii</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Halaula</td>
<td>3</td>
<td>23</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Honomu</td>
<td>5</td>
<td>51</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Keaukaha</td>
<td>1</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Konawaena</td>
<td>1</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Kukuihaele</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountain View</td>
<td>4</td>
<td>30</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Pahala</td>
<td>3</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Pahoa</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>Kauai</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eleele</td>
<td>3</td>
<td>10</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Hanapepe</td>
<td>2</td>
<td>3</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Kapaa</td>
<td>3</td>
<td>11</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Kekaha</td>
<td>4</td>
<td>6</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Koloa</td>
<td>2</td>
<td></td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Kukuiula</td>
<td>2</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Lawai</td>
<td>1</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Libue</td>
<td>2</td>
<td>1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Nawiliwili</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Oloheha</td>
<td>1</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Wailua</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Waimea</td>
<td>2</td>
<td></td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Waipouli</td>
<td>3</td>
<td></td>
<td>27</td>
<td></td>
</tr>
<tr>
<td><strong>Maui</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Haiku</td>
<td>1</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Honokahua</td>
<td>4</td>
<td>29</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Kahului</td>
<td>3</td>
<td>10</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Lahaina</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Paia</td>
<td>5</td>
<td>2</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Wailuku</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Oahu</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aiea</td>
<td>3</td>
<td>53</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Kalakaua</td>
<td>7</td>
<td>127</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kaulawela</td>
<td>3</td>
<td></td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>Kuhio</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Manoa</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Pohukaina</td>
<td>3</td>
<td></td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Puuhale</td>
<td>3</td>
<td></td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Robello</td>
<td>1</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Waialae</td>
<td>5</td>
<td>9</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Waipahu</td>
<td>7</td>
<td></td>
<td>68</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>96</td>
<td>389</td>
<td>809</td>
</tr>
</tbody>
</table>

Registrations Not Paid

<table>
<thead>
<tr>
<th>Affiliated Centers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaii (Kona)</td>
<td>12</td>
</tr>
<tr>
<td>Kauai (Koloa, Rev. Paul L. Denise)</td>
<td>47</td>
</tr>
<tr>
<td>Maui (Wailuku)</td>
<td>16</td>
</tr>
<tr>
<td>Oahu (Manoa, Rev. Ernest S. Fujinaga)</td>
<td>32</td>
</tr>
<tr>
<td>Oahu (Church Centers)</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total Registrations (No Duplications)</strong></td>
<td>1,349</td>
</tr>
</tbody>
</table>
Discussions centering in the Honolulu Council on Adult Education brought out that the need was for a general program of adult education stressing the American way of life, but it was agreed that the teaching of the English language (as spoken by Americans) should be the basis of the program. It was also agreed that the movement need not be thought of as exclusively for persons of Japanese ancestry but rather as one for all races. Dean Wist, whose interest in this form of education is of long standing, recommended the appointment of Albert J. McKinney, with the rank of Assistant Professor of Education, to handle the whole program. Mr. McKinney began work on November 15 and in five and a half months achieved great success. In collaboration with Mr. Uyehara, he quickly prepared simple course material, a Unit I for beginning groups and a Unit II for advanced groups. Upon the completion of a unit, a certification of attainment was issued to each student. The interest in the program is indicated by the enrollment figures in Table 8.

We ascertained that the Y.M.C.A., the Y.W.C.A., and the American Friends carried on similar classes, enrolling 184, 40, and 53 adults, respectively. Adding this total of 277 to the University's enrollment of 1,349, we have a grand total of 1,628 persons who profited by this movement.

This program was achieved with the assistance of ninety-six teachers on the various islands.

LECTURES.—The Adult Education Service arranged two noon lecture series during the summer of 1942. The first, "The World at War," was a partial repetition of a series given the preceding semester by faculty members as a contribution to the morale of students. Speakers included Dr. Paul S. Bachman, Dr. Leonora N. Bilger, Professor Shao Chang Lee, Dr. Wing-tsit Chan, and Dr. Charles H. Hunter. After each lecture an appropriate sound motion picture dealing with the background of the war and America's present participation in it was shown.

Another series, "Health Education and the War Emergency," was arranged in cooperation with the Tuberculosis Association and the Territorial Board of Health. Topics included "Control of Insect-Borne Diseases," by Dr. Forrest J. Pinkerton; "Facts About Food," by Mrs. Marjorie Abel; "Nutritive Value of Hawaiian-Grown Foods," by Professor Carey D. Miller; "Control of Venereal Diseases," by Dr. Samuel D. Allison; "Control of Tuberculosis," by Dr. C. Alvin Dougan; "The Common Cold," by Dr. James R. Enright; and "Man Against Microbe," by Dr. Bernard Witlin. Following or preceding each lecture an appropriate sound motion picture was shown to illustrate the topic under discussion.

Two recitals by Konrad Liebrecht, with Alda Lee as accompanist,
and one illustrated lecture, "Antarctic Adventure," by Lieutenant Commander Richard B. Black, should be mentioned.

Upon his appointment as Captain in the U. S. Army and Commandant of the United States Armed Forces Institute, Central Pacific Area Branch, Dr. R. Ray Scott retired from the Adult Education Service. Mrs. Etta R. Washburn was put in charge of the work.

BENEFICIAL YEAR REPORTED
FOR UNIVERSITY LIBRARY

The University is as strong as its faculty—and its library. For nearly two years, Dr. Carl G. Stroven and the Library Committee have been making a survey of library needs. The various departments first decided upon what fields should be cultivated, worked over book lists and catalogues, and indicated departmental requirements. The Board of Regents, recognizing the intellectual quality of the survey, allocated a substantial additional sum for the purchase of books, an act that was heartening to the Library staff, to the faculty, and to the whole community. The year has been a good one for the University Library.

Many valuable gifts were received. It is particularly gratifying that, in spite of the war, old friends still remember the University Library. Dr. C. Montague Cooke, Jr., again presented the Yale University Press publications. This is the fifteenth year Dr. Cooke has made this very worth-while addition to our collection. The Carnegie Institution of Washington, the Carnegie Endowment for International Peace, the Institute of Pacific Relations, and the Library of Hawaii again made valuable donations, as they have in several years past. Among individuals who have been particularly generous are Mrs. Alfred L. Castle, Mrs. Walter F. Dillingham, Dean A. R. Keller, Colonel T. M. Spaulding, Mr. R. Watumull, Mrs. Tadao Yano, Mr. Seiji Yoda, Mr. Frank S. Scudder, and Senor Augusto Meyer of Rio de Janeiro, who sent thirty-seven volumes to add to our Portuguese collection.

Miss Mary P. Pringle, Librarian, retired this year after twenty-one years of faithful and fruitful service; Dr. Stroven, a member of the English Department, has been appointed Librarian.

Mrs. Alice K. Alexander, Head of Reference and Circulation, who had been granted a year's leave of absence and was on the Mainland, resigned in June, 1942, because of the uncertainty of return transportation. Miss Charlotta Hoskins, who had been acting as her substitute, was appointed Head of Reference and Circulation.
Dr. C. W. Taam, Curator of the Oriental Collection, reports the accession of 886 volumes (4,338 Chinese stitched volumes). This brings the total of the Chinese Collection to 11,374 volumes (41,073 Chinese stitched volumes).

Table 9 presents a statistical summary of the Library's year.

**TABLE 9**

**LIBRARY STATEMENT FOR THE YEAR ENDED JUNE 30, 1943**

<table>
<thead>
<tr>
<th>Description</th>
<th>June 30, 1942</th>
<th>Additions June 30, 1942-43</th>
<th>Total June 30, 1943</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additions during the year:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bound volumes (general)</td>
<td>127,503</td>
<td>5,820</td>
<td>133,323</td>
</tr>
<tr>
<td>Bound volumes (government)</td>
<td>20,428</td>
<td>211</td>
<td>20,639</td>
</tr>
<tr>
<td>Unbound parts (general)</td>
<td>12,044</td>
<td>4,913</td>
<td>16,957</td>
</tr>
<tr>
<td>Unbound parts (government)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bound volumes in Library (general)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 30, 1942</td>
<td>127,503</td>
<td></td>
<td>133,323</td>
</tr>
<tr>
<td>Additions June 30, 1942-43</td>
<td>5,820</td>
<td></td>
<td>139,143</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>2,330</td>
<td></td>
<td>136,813</td>
</tr>
<tr>
<td>Total bound volumes (general)</td>
<td></td>
<td></td>
<td>139,143</td>
</tr>
<tr>
<td>Bound volumes in Library (government)</td>
<td>20,428</td>
<td>18</td>
<td>20,621</td>
</tr>
<tr>
<td>Additions June 30, 1942-43</td>
<td>211</td>
<td></td>
<td>20,639</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>18</td>
<td></td>
<td>20,621</td>
</tr>
<tr>
<td>Total bound volumes (government)</td>
<td></td>
<td></td>
<td>20,621</td>
</tr>
<tr>
<td>TOTAL BOUND VOLUMES (GENERAL AND GOVERNMENT)</td>
<td></td>
<td></td>
<td>151,614</td>
</tr>
<tr>
<td>Pamphlets (all sources)</td>
<td>347,114</td>
<td></td>
<td>353,541</td>
</tr>
<tr>
<td>Additions (all sources)</td>
<td>16,957</td>
<td></td>
<td>364,071</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>10,530</td>
<td></td>
<td>353,541</td>
</tr>
<tr>
<td>TOTAL PAMPHLETS</td>
<td></td>
<td></td>
<td>353,541</td>
</tr>
<tr>
<td>Books in circulation 1941-42</td>
<td>73,694</td>
<td></td>
<td>73,694</td>
</tr>
<tr>
<td>Books in circulation 1942-43</td>
<td>81,005</td>
<td></td>
<td>81,005</td>
</tr>
<tr>
<td>Reserve circulation, estimated 1942-43</td>
<td>76,384</td>
<td></td>
<td>76,384</td>
</tr>
<tr>
<td>Total circulation 1942-43, approximately</td>
<td></td>
<td></td>
<td>157,389</td>
</tr>
<tr>
<td>Interlibrary loans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loaned</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borrowed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pictures and maps in circulation 1942-43</td>
<td>39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous gifts received, bound</td>
<td>1,078</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous gifts received, unbound</td>
<td>4,736</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transferred to other institutions, bound</td>
<td>395</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transferred to other institutions, unbound</td>
<td>3,428</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[39]
just completed its fortieth year of service to the people of the Territory of Hawaii. It has for years been a part of Hawaii's recreational atmosphere, and it is only a statement of fact to say that it is known in tourist circles over the entire world.

Although the popularity of the Aquarium is increasing, its physical strength is waning. The reasons for the deterioration of the plant are many. The Aquarium was planned and built on an experimental basis; it was not properly designed and it was not of permanent construction. The plant was operated as a nonprofit enterprise. When it was transferred to the University in 1919, it was expected to carry itself financially. This it has never been able to do and at the same time meet the demand for current repairs.

Now the Aquarium building and equipment have passed the point where it is economical to repair them. The building is termite riddled. It needs paint. The entire roof is leaking and needs replacement. Many of the fish tanks are leaking badly. Some have developed cracks in the sides and bottoms due to age and the settling of the building, and some leak where the settling of the building has caused the glass to crack. Nine tanks in a single series leak because the glasses need to be reset. These last nine tanks will be repaired presently.

Senator Charles S. Crane introduced a bill in the Territorial Senate last spring to provide funds for the building of an adequate aquarium, but the Senate took no action on the measure.

The admissions to the Aquarium exhibits during the fiscal year 1942-43 totalled 152,302. This record, although gratifying, failed by nearly 10,000 to equal the record of 162,421 of the previous year. During the years prior to July, 1941, when a charge for admissions was made, the yearly attendance averaged about 30,000. This fivefold increase in visitors, in our opinion, justifies the policy of free admissions. A summary of attendance for 1942-43 follows:

<table>
<thead>
<tr>
<th>1942</th>
<th>1943</th>
</tr>
</thead>
<tbody>
<tr>
<td>July</td>
<td>11,936</td>
</tr>
<tr>
<td>August</td>
<td>14,702</td>
</tr>
<tr>
<td>September</td>
<td>10,521</td>
</tr>
<tr>
<td>October</td>
<td>9,205</td>
</tr>
<tr>
<td>November</td>
<td>8,578</td>
</tr>
<tr>
<td>December</td>
<td>9,869</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>9,933</td>
</tr>
<tr>
<td>February</td>
<td>11,258</td>
</tr>
<tr>
<td>March</td>
<td>11,973</td>
</tr>
<tr>
<td>April</td>
<td>17,443</td>
</tr>
<tr>
<td>May</td>
<td>17,711</td>
</tr>
<tr>
<td>June</td>
<td>19,173</td>
</tr>
<tr>
<td>Total</td>
<td>152,302</td>
</tr>
</tbody>
</table>
DR. T. A. JAGGAR COMPILING VOLCANOLOGICAL RECORDS

Dr. T. A. Jaggar, in charge of the University's Kilauea Volcano Laboratory, resides half the year at Hawaii National Park and half in Honolulu. As retired government volcanologist, appointed exclusively to publish and preserve for the Territory the records of its volcanoes and of expeditions to disaster lands, he has laboratories and shops on the campus and in Hawaii National Park. His assistant in 1942-43 was Ruth C. Loucks. His laboratory work includes instrument design and experiments to finish investigations begun at the Volcano Observatory. He edits The Volcano Letter, a quarterly prepared by Volcanologist R. H. Finch, his successor at National Park, and published by the University.

During the year Mr. Jaggar has prepared for use in the public information service four manuscript books: Scientific Expeditions to the South Seas, Caribbean Earthquake Disasters, Lava Activity of Hawaii Island, and Steamblast Disasters in Caribbean and Pacific. These include 1,197 pages, of which 200 are entirely illustrations. An article on "Protection of Harbors from Lava Flow" has gone to Harvard University for publication. Eleven manuscripts totalling 1,686 pages on geographical subjects have gone by request to the Government; other manuscripts are in preparation.

A popular book of forty-four chapters on Pacific volcanoes is typed, and a hundred illustrations for it are nearly finished for a publisher. A laboratory research by Dr. Jaggar on abrasion hardness in mineralogy and metallurgy is near conclusion.

The Volcano Research Association has equipped a workroom in Manoa Valley for Mr. Jaggar's collection from many lands, and at his University office a file of film positives and photostats is being assembled. These are from the more valuable records of the Hawaiian Volcano Observatory. All journals of the volcano activities of this century are made complete, so that nothing will be lost which might depend on the memory of one man.

It is unusual for a scientist to have the opportunity to assemble for others such a large body of records and measurements as the twenty or more workers at the Volcano Observatory have left for Dr. Jaggar's study. When the compilations are complete, the Territory, through the University, will inherit a thoroughly studied collection of volcaniana from the most active period of the central Pacific vents.

[41]
should be made of the convocations that were held during the year. With our accelerated curriculum and much longer periods of class work on Mondays and Fridays—the result of the Wednesday Work Program in the Second Semester—and with the Army using Farrington Hall all the daylight and a great part of the blackout hours, it was very difficult to arrange for convocations. Yet the Convocations Committee, under the chairmanship of Professor Harold A. Wadsworth, did memorable work. At the opening convocation on October 8, Mrs. Walter F. Dillingham spoke on "How Students May Contribute to War Work." For Navy Day we invited all secondary school students in the neighborhood to be our guests at the Outdoor Theater, where Domenico Moro and the Royal Hawaiian Band played stirring martial pieces and Rear Admiral W. L. Ainsworth gave an address appropriate to the occasion. The address was broadcast to the Territory. Dr. A. L. Dean, former President of the University, was the Thanksgiving Day orator; his message was entitled "Thanksgiving in a War Theater." A quartet of soldiers sang two groups of Negro spirituals. The Sophomore class arranged for the Christmas convocation, for which Dr. Earle Ernst coached the students in a radio play.

On February 16, 1943, there was a meeting in charge of the Entertainment Section of the Department Special Service Office of the Army. It was held in the Outdoor Theater, and the students in neighborhood secondary schools, as well as townspeople, were invited. The Entertainment Section—with headquarters on the campus—has many talented artists, and this was an opportunity for our students to learn of the activities of this phase of army life in Hawaii. The high points were the songs of Guido Salmaggi, accompanied by Jack Goldman, and a presentation of a scene from Richard II, with Captain Maurice Evans as Richard.

On April 13, 1943, the University held a ceremony in commemoration of the two hundredth anniversary of the birth of Thomas Jefferson. Again we invited the secondary school students and the community, and the meeting was held in the Outdoor Theater. Our speakers and their titles were: Associate Professor Charles H. Hunter, "Jefferson the Man"; Mr. Oren E. Long, "Jefferson the Educator"; Dean Paul S. Bachman, "Jefferson the Statesman."

Mr. Garner Anthony, Attorney General of the Territory of Hawaii,
was the Commencement speaker in June. His address was entitled "The University in a Free Society." Subsequently it was published as a pamphlet, a copy of which may be obtained on request. Three passages are:

I like to think of a university as a city of refuge, an institution whose chief objective is the continuance of the humane and liberal tradition, a laboratory where experiments are conducted, where ideas in regard to social and political change, some of which are distasteful to a majority of the community, are freely discussed and dissected. Hence, I believe that the prime task of a university is not to impart knowledge, but rather to afford the student a solid basis for later intellectual and cultural growth.

... the matter of race superiority is the central theme of the New Order. To us in Hawaii with our mixed population, that issue assumes large proportions. It should be of prime concern to this University. Until lately this community has been reasonably free from the scourge of race prejudice. . . .

Under the Third Reich it is the Czechs, the Poles, and the Jews who are condemned. In 1861 in this country it was the American Negro. Today it may be the Japanese, and tomorrow it may be the Chinese or any other race. Embarking upon any course of mass guilt by virtue of racial ancestry is directly contrary to every principle this country has ever stood for, and brings us to the level of the very people we are pledged to destroy.

It is to the everlasting credit of those in command here that they have not been swept away into any such emotional or hysterical action. The wisdom of our military commanders on this subject is borne out by the vast military establishments that have been swiftly built with the help directly and indirectly of labor of Japanese ancestry and without a single act of sabotage.

GROUP COUNSELLING SERVICE OFFERED TO WOMEN STUDENTS

The Personal Guidance Committee, under the chairmanship of Martha Hosch, Assistant Professor of Social Work, gave valuable support and encouragement to the Counsellor for Women in her effort to improve the counselling and guidance service for students. Besides conferences with individuals, the Counsellor for Women arranged for group counselling. On eleven different mornings in the Second Semester, the "Counsellor's Hour" was held, at which time speakers discussed personal problems with women students. A list of some of the speakers and subjects follows:

Dr. Edwin E. McNiel, "Problems in Everyday Social Life in Hawaii Today"

Miss Cornelia Richardson, "What Service Men Like and Dislike about Honolulu Girls"
UNIVERSITY PUBLICATIONS REFLECT WAR ACTIVITIES

The University Office of Publications and Publicity has two purposes: (1) to give the public facts about the University through catalogues, reports, and information supplied to the press, and (2) to make the findings of the scholar and the scientific investigator available to other specialists and to the general public. As a publishing organization, it employs the facilities of commercial printing houses with results that reflect creditably the University's dignity, culture, and usefulness. Charged by the Board of Regents with responsibility "for all publications of the University intended for public circulation," the Office issues the following series and individual publications:


University of Hawaii Bulletin .............................................. Quarterly
Each volume contains "The President's Report." Number 1, December; "Summer Session Announcement," Number 2, March; "General Catalogue Issue," Number 3, June; and "Bibliography Issue," Number 4, September

The Volcano Letter .............................................................. Quarterly

Directory of the University of Hawaii and of Affiliated, Independently-Supported Institutions on the Campus ................................................................. Yearly

Occasional Papers .............................................................. At irregular intervals
Research Publications ......................................................... At irregular intervals

Minor curricular announcements, lecture and Theater Guild announcements and programs, pictorial booklets, and miscellaneous brochures .... At irregular intervals

SPONSORED BY THE EXTENSION SERVICE

Federal-Territorial Weekly Market Report .................................... Weekly
Agricultural Outlook .................................................................. Monthly
Extension Letter ...................................................................... Quarterly
Agricultural Extension Service Bulletin At irregular intervals
Includes printed numbers of the annual report
Home Economics Circular At irregular intervals
Agricultural Extension Circular At irregular intervals

SPONSORED BY THE EXPERIMENT STATION
Hawaii Agricultural Experiment Station Technical Bulletin At irregular intervals
Hawaii Agricultural Experiment Station Bulletin At irregular intervals
Hawaii Agricultural Experiment Station Circular At irregular intervals
Hawaii Agricultural Experiment Station Progress Notes At irregular intervals
Director's Report At irregular intervals
(Annual, but usually published once in two years)

The Publications Office's responsibility is not regarded as embracing student publications or those of the Board of Athletic Control; the organizations sponsoring such publications have faculty advisors.

Appropriately, in this wartime year the office has sought publicity most earnestly and successfully for the University's agricultural research and extension teaching. Its editing and its typographical design of several publications in those fields brought letters of praise from United States Department of Agricultural officials at Washington. Howard P. Barss, Principal Experiment Station Administrator, spoke particularly of the "fine appearance" and the "artistic and practical" design of Home Gardening in Hawaii and Food for Health in Hawaii.

In the more academic fields, the Office of Publications and Publicity issued—among other publications—the usual curricular announcements; four numbers of The Volcano Letter; Mr. Garner Anthony's Commencement address, The University in a Free Society; and an attractive brochure containing the program of and addresses made at the inaugural ceremonies last autumn.

SEVERAL GIFTS OF MONEY RECEIVED BY UNIVERSITY

The University was the recipient of a number of gifts, among which were: Oahu Hog Raisers' Association, $3,000.00; Mary D. Frear, $325.00; Samuel N. and Mary Castle Foundation, $3,624.64; a friend interested in the establishment of courses in the culture of India, $10,000.00; and all the assets of the Fushiminomiya Kinen Shogakkai Scholarship Fund. Other sections of this report list donors of books to our Library and donors of scholarships.

Mrs. Lillie Gay Torrey presented an oil painting of Dr. Thomas Jaggar by her late husband, George Burroughs Torrey. This fine example of Mr. Torrey's work hangs now in the University Library.

[ 45 ]
DEGREES, DIPLOMAS, AND CERTIFICATES CONFERRED
FROM AUGUST 1942 TO JUNE 1943

An asterisk before a name indicates that authority to confer the degree was
granted by the Board of Regents in February, 1943; a daggar that such authority
was granted in August, 1942. The authority for all others was granted in
June, 1943.

HONORARY DEGREES

DOCTOR OF LETTERS
Mary Dillingham Frear

MASTER OF SCIENCE
Jens Mathias Ostergaard
John Norman Spencer Williams

ACADEMIC DEGREES

MASTER OF ARTS
*Lauriel Elsabeth Eubank. Sociology (A.B., University of Cincinnati, 1941)
Yue-Shuen Lee. Economics (A.B., Lingnan University, 1931)
*Marion Wong Lindley. Oriental Studies (Ed.B., University of Hawaii, 1936)

MASTER OF EDUCATION
Katsumi Onishi. Educational Psychology (B.A., University of Hawaii, 1934)

IN AGRICULTURE
Manatuki Hashimoto
†Yoshio Nakagawa
Hiromu Yamanaka

IN CIVIL ENGINEERING
*Stewart Douglas Brier
*Ernest Yat Hoy Young

IN GENERAL SCIENCE
Charles Kazuyuki Fujimoto
Tsutomu Kubota
Henry Masazo Maruyama

IN HOME ECONOMICS
Toshiaki Mimura
Hisako Ogawa
Takeshi Okano
George Russell Wackenhut

IN SUGAR TECHNOLOGY
†Taketsugi Esaki

BACHELOR OF SCIENCE

Robert Noboru Akamine
Yasu Arakaki
Mary Barbara Brewer
William Kam Ming Chee
†Pauline Wessel Chillingworth
†Sarah Cho
†Madeline Lin Chung Choy
*Nora Yen Yee Chun

†Henry-Enrico DiRoma
Kashiko Enomoto
†Rita Virginia Ferreira
*Gregorio Asuncion Garcia
James William Hamilton
*Tomie Rose Hara
Clara Hatsue Higa
Rosalie Miko Hoshibata

†Walter Michio Iwasa
Paul John Jacobs
Sheldon Bowes Judson
Tsuruko Kaneshiro
Jeanne Tsutako Kawamura
*Larry Noboru Kuriyama
*Setsuko Kusano
Andrea Hung Lin Lam

IN SUGAR TECHNOLOGY

Mary Mew Hee Lum
*Mieko Miyasaka
Hi Chun Moon
Misayo Nishida
*Nobue Nishimura
Mae Sadako Ogawa
Misae Tokushige
Winifred Hiroko Watanabe

†Taketsugi Esaki
BACHELOR OF ARTS—(Continued)

Marie Elizabeth Lang  
Doris You Buck Lee  
Loy Fook Leu  
†Margaret Chapman Logan  
Winifred C. W. Loo  
*Florence Nobuko Matsui  
†Ranceford Yeechi Matsumoto  
*Annie Margaret McCull  
Jean Yaeko Miyashiro  
*Charles Atsumi Miyata  
†James William Moran  
*Winifred Philip Morley  
Ichiro Nadamoto  
Henry Kasumi Nakamura  
†Takashi Nakamura (With Honors)  
Edith Michie Nakano  
*Henry Yoshiki Nakacone

*takashi Noda  
*Kahoru Nomura  
Mamoru D. Oda  
†Joseph Kiyoaka Okumura  
*Doris Teuruye Oshima  
†Hiroshi Kenneth Ota  
Dorothy Peterson Randall  
Pearl Richardson  
†Elizabeth Boutele Roth  
Nobuko Saito  
†Mas Fudeko Sakamoto (With Honors)  
Pearl Kam Sin Seu  
Yoshieki Shimizu  
Davis Mitsuo Shiroma  
Beatrice Suiso  
Shizue Sumi  
Luke M. Tajima (With Honors)

Robert C. Tajima  
*Kazuo Takanishi  
Marjorie Hisako Takishita  
Phyllis Kam Ho Tam  
*Paul Yoshito Tamura  
Sumiko Taniguchi  
†Norman Takayuki Tsukazaki  
†Hirobumi Ano  
*Cory Max Wilson  
†Richard Wai Wong  
Harold Stanley Wright (With Honors)  
*Marjorie Ol Chin Yap  
†Riley Look Bun Yee  
Hazel Hiroko Yonekura  
Fumiko Yoshida  
Choy Zane, Jr.

BACHELOR OF EDUCATION

†Alice Ching Aiu  
*Lily Kaahiki Kanehe Akeo  
†Lena Marion Antone  
*Celestine Silva Barbour  
*Arnold Lee Bolen  
*Fung Kai Chang  
*Lillian Yuen En Ching  
Lai Sue Choy  
*Mildred Kwai Yuk Chu  
Alice Kim Itt Chun  
†Edith Hao Corea  
†Maude Kaehukai Farden  
†Rosaline Abreu Flores  
†Sister Philomena Fraga  
†Horace Yutaka Goto  
Irene Umeyo Hayashi  
*Lilly Hu Enn Hee  
†Alice Kurnimoto Itagaki  
*Ella Kani Kamana  
*Mabel Matsue Kanda  
*Emily Chong Kaohu  
†Yoshiko Y. Kawaguchi  
*Mitchie Kawano

†Edith Liu Kiefer  
Violet Ok Soon Kim  
†Mildred Mitsuno Kondo  
Sue Yee Kong  
*Nobuko Kosaki  
†Maei Nagamori Kurisaki  
*Soone Lau  
Stella Hing Shim Lau  
†Dora Yin Da Ling  
†Frieda Auguste Loehr  
†Katherine Chang Lum  
Marguerite Sau Yung Lum  
†Mary Cabrinsa Machado  
†Ethel Yamamoto Mizuha  
*Lillian Nobuko Nakamura  
Elko Okazaki  
Peggy Setsuyo Oki  
†Gladys Kimura Ota  
†Gall Price  
*Adeline Rodrigues  
*Katherine R. Rodrigues  
Ramona Margaret Ross

*Patricia Tokiko Sakai  
Kikuyu Sasaki  
†Dick Katsunari Shigemi  
May Chai Kum Siu  
†Toshiko Ichinose Sueoka (With Honors)  
†Doris Kinuyo Tanaka  
Mildred Sachiko Tatekawa  
*Howard Masato Tatsuno  
*Mee Lin Tom  
†Helen Trainum  
*Wilhelmina Nalehua Keala Waiwai  
*Agnes Marion Weatherwax  
Dorothy Sui Gee Wee  
†Ah Sung Lum Wong  
†Elizabeth Chun Wong  
*Mabel Kop Wong  
Melba Marguerite Wurch (With Honors)  
Shirley Y. Yokochi  
Grace Kamakeekapu Kamaohua Young  
*Mitsue Yukimura

FIVE-YEAR DIPLOMAS

†Anna U. Bodnar  
*Kiyono F. Ebiu  
*Minoru Ezaki  
*Elleen Nakama Fujimoto  
*Yukino Nakamura Fukabori  
*Toshiko Okazaki Fukuda  
*Toshiyuki Fukuda

†Shigeru Fukuda  
†Sarah Frances Gertz  
*Miyoko June Goto  
*Harumi Hanada  
*Frances Yuk Chin Heu  
*Isue Higaishi Hino  
*Yachiyo Hirata

*Chiyoko Ida  
*Shizue Ito  
*Sylvia Helena Johnson  
*Nobuki Kamida  
*Kikue Kaneko  
*Pearl Nobuko Kaneshige  
†Jane Hanako Kawasaki

† October 15, 1942
FIVE-YEAR DIPLOMAS—(Continued)

Teruyo Kishimoto          Evangeline Kiyomi Mori          Loretta Yuk Fun Ting
†Ralph Hidayuki Kiyosaki   †Tōjirō Motoki              †Frederick Tom
†Maria Bock Yo Lee         †Mitsuko Ellen Naito       †Mary Meriko Townsend
†Margaret Elizabeth Lyman  †Daniel Sueo Noda           †Brown Mitsugi Watanabe
†Yuriko Matsukawa          †Hatsumi Okino                †Violet Leong Yes
†Mitsuo Miyajima            †Theima Ayako Takahashi  †Irene Aiko Yoshimoto

SOCIAL WORK CERTIFICATES

†Mikako Hirono Hayashi     Gladys Kimiyô Maeda
Gertrude Hai Hutton        Katherine Cockburn Tyson
Mieko Ishimoto             Hirobumi Uno
Chiyoiko Isobe             Edward Masayuki Yoshimura

PUBLIC HEALTH NURSING CERTIFICATES

†Anna Bojko Chestham        †Violet Wong Pang