MEMORANDUM

Attached is a copy of the script of the University of Hawaii 1963-64 annual report. The report was televised for the first time this year. The script reproduces the program as broadcast, with the addition of the University's 1963-64 financial statement.

October 31, 1964

Thomas H. Hamilton
President
University of Hawaii
THE REPORT OF THE PRESIDENT
UNIVERSITY OF HAWAII
1936-64

(Script of a televised report presented on October, 1964 on Hawaii television stations)
You have just had a glimpse of the University of Hawaii at work. In the next half-hour, we're going to show you more. I'm Thomas Hamilton, the president of the University. Believing that an annual report about our institution should be more than a lot of dull facts on a piece of paper, I'm experimenting this year with a new sort of report—one you can hear and see, and one I hope you will find interesting and informative. Because the people who need to know about us are you, the citizens of the state of Hawaii and therefore the members of our larger board of trustees.

How long has it been since you've been on the campus? If it has been longer than six months, the chances are there is something new you haven't seen or heard about. As someone has said, "This is an empire on which the concrete never sets."

You're probably all familiar with the Founders Gate at University and Dole Streets, at the entrance to the campus. But have you seen what's happening beyond it? For instance, as you walk through the gate, there is a new building sitting on the rise to your left. We call it the multi-purpose building for the College of Education, and it certainly is that. At various times of any given day, you'll find it being used as a cafeteria, as an auditorium, as a classroom, as a band-practice center.

It is more than all of these, however, for it is also the studio for our educational television activities—and the place, as a matter of fact, where we are recording this report.

The auditorium stage, you see, converts into a miniature television studio where we already are producing a series of films for educational use, both in our limited closed-circuit television system on campus and for the general public through Hawaii's commercial television outlets.

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Several other activities of the College of Education deserve mention, too. A Bureau of Educational Research was established last year, and we hired Dr. David Ryans of the Systems Development Corporation to head this operation starting this fall. It has also been through the College of Education that the University's vocational training programs in Thailand and Pakistan have been administered. Both these projects have provided valuable assistance to the countries involved, and as the University's participation draws to a close, we look with considerable pride on the accomplishments of the program, reflected in tangible economic benefits to the countries concerned.

Across the street from the College of Education is possibly the busiest place on campus--Sinclair Library. This is the place where students spend most of their waking hours, when they are not in class, and the occupancy statistics show it. The library was finished less than 10 years ago, designed for a campus of six thousand students. We have over ten-thousand full-time students to serve now, and the problem of finding space to study is acute. It's going to get worse, too--we know there will be something more than 20,000 students enrolled by the time this decade ends. We are planning now to meet the problem in both the short and the long range by adding more study space both indoors and out and by working out details for the construction of a new graduate research library in the middle of the campus.

Better facilities for University students is a constant concern of the University, and so it was with considerable pleasure that we obtained funds this year from the National Science Foundation to remodel Gartley Hall. Many alumni, I am sure, can remember some of their most agonizing hours on campus in that building—not because of the subject matter that was drilled into them there, but because of the drab, poorly-lighted classrooms with some of the hardest wooden seats ever devised by man. This past year, we've been changing all that. When the job is finished, we will have excellent laboratory facilities for instruction and research in psychology.

Further down the quad is Hawaii Hall, now the home of the College of General Studies and College of Business Administration. I want to discuss the College of General Studies a little later, but right now let's talk about the College of Business Administration.

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Schuyler Hoslett, the new dean of the college, took office in September of last year and has moved the college rapidly ahead in the areas of curriculum development, departmental organization, faculty improvement, and plans for a new building. Among additions to the college this year was an entirely new 36-hour Master of Business Administration program. We're giving high priority to the development of a Hotel Management and Tourist program to serve the growing tourist industry of Hawaii and the Pacific.

The college is also making plans to change to a two-year undergraduate program admitting students in the junior year; this is in line with the increasing trend throughout the United States toward a broad liberal arts education for undergraduates with business education offered at the junior and senior levels.

I might say as an aside here that the past year has brought a gratifying surge of interest from the local business community in our graduates—not just from the College of Business Administration but from the University at large. Registration with our placement office rose an unbelievable 30 per cent in the past year, and we find that more and more local employers and mainland firms are conducting campus recruiting programs to hire University graduates.

The bulk of those graduates come from one college of the University—-one of the original colleges of the institution—-The College of Arts and Sciences. Another new dean joined us to head this operation this year—-W. Todd Furniss from Ohio State University. Under his guidance, the college is trying to solve the pressing problems of providing better academic counseling for its students, to insure that a greater number more quickly find a suitable direction for their energies and ambitions.

I should not like for the students to think, however, that I lack confidence in them. A University is a growing-place and a learning-place, and as such it sometimes lacks the dignity that its elders might wish it had. The students here, however, demonstrated to me a high degree of maturity this past year in their presentation of a Civil Rights program that showed depth and fairness of thinking. I congratulate the students on their management of the affair.

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They are students who are products of the world that you and I have made for them, and in case you haven't looked lately, it's an increasingly complicated world, requiring more and more sophisticated knowledge of its component parts. Some of you have heard me say that the men who work such things out estimate that in the past 20 years, since 1945, or the end of World War II, our knowledge about the world and the universe of which we are a part has more than doubled.

The so-called "explosion of knowledge" poses very real problems for the people who run universities. But I figure one cannot very well complain about it--because one of the principal functions, through research, is to contribute to the combustive activity ourselves. The University of Hawaii certainly is not shirking its responsibilities here. We push constantly at the frontiers of knowledge with projects as fascinating as their ultimate objectives.

We pamper a couple of Alaskan husky pups at the University, for instance. They live a life that most dogs would envy—or at least, presumably, all those other dogs at the North Pole who have been dreaming all their lives about a vacation in Hawaii. Their home is an air-conditioned penthouse atop the Pacific Biomedical Research Center in the midst of the Manoa campus. Alas, however, eventually their idyll will come to an end, when they have to go back to the North Pole to see how the soft life has affected their adjustment to polar living conditions. From their experiences, scientists hope to obtain knowledge that will be useful to man in his explorations of this planet or others.

The subjects of experiments can range from dogs down to microscopic marine organisms; we have started to experiment now using simple marine life for various scientific tests because we find that we can speed the process of research on living beings by doing so, and because we have a rich treasure of such experimental animals in the waters surrounding our islands.

Growing out of our work in the Pacific Biomedical Research Center there has arisen interest in the establishment of a bio-medical education program which would take a student two years beyond the baccalaureate level, leaving him only two clinical years to complete on the mainland for his
M.D. or about the same number of years to finish a Ph.D. in a biomedical field. The feasibility of such a development is under study. We have been fortunate in securing the services of one of the world's great experts in the biomedical area--Dr. Windsor Cutting--who will assist us in developing our research center as well as with this study.

We finished and dedicated a new and interesting building this year and I should like to take you on a brief tour of that facility--The Hawaii Institute of Geophysics Research Center. Here under the guidance of Dr. George Woollard, a recognized authority in geophysics, we are engaged in a series of programs that range from the exploration of the ocean depths to new quests for knowledge about outer space. Part of the center is on the Island of Maui, where our high altitude observatory at the top of Mount Haleakala is located. Plans are being formulated to develop additional geophysical facilities on the Hilo campus.

One of the units housed in the Institute of Geophysics building on the Manoa campus is the Statistical and Computing Center, which moved into its new quarters late last year.

It is one of the most fascinating places on campus, and one that I cannot begin to comprehend. Here, by combining the IBM 7040 and the 1401 computers, we have the first and largest non-military computer operation in the Pacific and the first installation of this kind in any university in the world. It is smart--but somewhat pokier than some of the others around the country. Ours can only do 62,500 additions a second or 25,000 multiplications a second--and there's a printer which knocks out six hundred lines a minute. I was interested to note a report that we have worked on more than 110 different problems from University faculty members since the center was opened. The machines are now used 50 hours a week and Dr. Robert Sparks, the director of the Center, informs me that we are doing 1,350 times as much data processing as we were a year ago.

This year has been marked (as have the years immediately preceding it) with a progressive increase in financial support for all research programs at the University. Total funds for all types of research during the year amounted to more than 4 million dollars, of which some 3 million came from sources other than the State general funds.

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Most of it came from Federal grants. However, one of the largest grants this year came in a single sum from a private foundation and will support activities of the reorganized Social Science Research Institute, which is engaged, among other projects, in a three year study of social movements in Asia and the Pacific, a study which we hope will lead to still further support for research in the humanities and the social sciences in the future.

The availability and operation of research programs is of course particularly important to graduate students. As in past years, the Graduate School of the University of Hawaii has continued to grow. The total increase of graduate students over 1962-63 was only 77; however, the increase of candidates for advanced degrees was 261 in the past year--this is a growth of approximately 26 per cent. This year for the first time, considerable numbers of qualified applicants were denied admission to the University's Graduate School in several fields because faculty and facilities were insufficient to handle them.

The building which houses the offices of the Graduate School, Spalding Hall, is one of two buildings which we dedicated last year--one to a former professor and another to a former University regent. Spalding Hall was named for Mr. Philip Spalding, former chairman of the Board of Regents of the University of Hawaii. Next door to it is Webster Hall, home of the Colleges of Arts and Sciences and of Nursing, named after a former professor of engineering and dean of students. In this same area is the new Snack Bar, a glad sight for any veteran of the old facility--that ramshackle war-time building which has served so long as a campus meeting place.

Up to now, I have talked primarily about various daytime activities of the University, but we're busy after the sun sets, too. It is at night, for instance, that our dorms become towers of glistening light where students work to learn their lessons of the day. Our dormitory program this year took a giant step forward with the completion of Gateway House, the men's and women's dormitories for the East-West Center, and Hale Kahawai, a dormitory for University of Hawaii women. We have 1,284 spaces for resident students now, but we need and are planning for still more.
Located in the dormitory area is our new infirmary building which was opened in October this past year. It consists of facilities to care for minor illness and injury.

Our biggest night-time activity, however, is the work being carried on by the College of General Studies. Under the auspices of this college, we offer after-hours classes in credit and non-credit courses for men and women who work by day and want to continue their study at night. Some classes are populated by adults still working toward a degree. Others provide training in various arts or crafts or other subjects. There are day-time and night-time conferences, too, and a lyceum series of lectures and dramatic activities presented on the neighbor islands.

Not only do we stretch our reach through the College of General Studies to all the Islands of Hawaii, but through the summer session program of the University, our academic offerings extend the year around as well. Some recently received figures show that our Summer Session ranks ninth in enrollment among 40 leading summer schools in the country. In terms of a ratio of enrollment figures for the academic year to the summer session, we probably would rank close to - if not at - the top of the list. But in addition to recognizing the relative accident of size, I should say as well that the quality of our Summer School programs is also at a high level, although we never cease to strive to make them both distinguished and distinctive.

There is one other area of the University activity which I should mention in this report. This was symbolized this past year by the opening of the John F. Kennedy Theater at the East-West Center, when we presented three plays from the Asian, European and American theater idioms in repertory. The campus tries to be a center for cultural activities such as this, and during the year there were plays and concerts, symposia and lectures, art exhibits and demonstrations, all open to the people of Hawaii.

Such activities carry out in a small way, at least, some of the objectives of the East-West Center, which aims through a variety of programs to promote cultural and technical interchange between our country and those of Asia and the Pacific.
Well, we've covered the campus from Founder's Gate to the East-West Center. I want to change the subject a bit now, but before I do, let me give you a brief glimpse of another University building in which I have a very personal interest. It was presented to the University this year by the heirs of the Frank Atherton estate to serve as the University President's home, and we are now in the process of remodeling and renovating the house. Mrs. Hamilton and I hope to be in residence sometime this fall. The house will be known as "College Hill," a name given to the property by the original owners, and adopted by us as singularly appropriate for the University president's residence. The University is grateful and especially pleased for this generous gift.

So much for a survey of the campus. Now I would like to turn to a discussion of another matter that we announced this past year and that has considerable ramifications for the years to come. I am speaking of the University's Academic Development Plan, which was presented to the Regents this year after some intensive work by Robert W. Hiatt, the University's vice president for academic affairs, and a committee working with him on the project. Perhaps you can start our discussion, Dr. Hiatt, by telling our audience briefly what this plan is all about.

HIATT:

That's a pretty tall order for 25 words or less, Dr. Hamilton. The plan essentially provides a close look at the University as it is today and as we think--based on the best assistance we can get for our judgment--as we think it is likely to look 12 years from now. Its object is to help us move in an orderly fashion toward the goal of providing both the quantity and quality of education that Hawaii should expect and demand from its University.

HAMILTON:

I think that our audience might be interested in knowing some of the special criteria that were used in the development of our plan. A primary one here is rather abstract, but I think tremendously important--and that is, that in addition to offering the technical knowledge essential to the citizen of today and tomorrow, the University also should offer students a broad view of our society and their place in it. In other words, the plan seeks to give the student knowledge to cope with and lead his society, rather than be dominated by it.
There were other more specific factors in our planning, too, Dr. Hamilton. For instance, we were faced with the plain fact that our current high school graduating classes total some 7,000 students, whereas in ten years the high schools will be graduating about 11,500 students each year. The University is going to have to prepare for an enrollment that will rise from some 10,000 today to more than 23,000 by 1975. The committee working on the plan also felt one other obligation which I think it is important to mention—and that is, the necessity to plan for service not only to the state but beyond the bounds of Hawaii. In this regard, the University is unique among her sister land-grant institutions in the United States. We are the only such institution in the Pacific, and we are related both to Asia and to the U. S. mainland. We have, as a result, an obligation—and an opportunity—that other states don't feel: to provide learning opportunities about and for a broad region of the world.

Gardiner Jones, in a series of articles he did for the Honolulu Advertiser, neatly summed up some of our immediate objectives in his opening story. He said, "The University must start immediately to achieve these things—a vastly improved library; a distinguished, higher-paid faculty; more and better research; an improved graduate school; greater concentration on Asia-related subjects; expanded student counseling, and in general, a program designed to produce liberally-educated, flexible-minded specialists for a technological world."

Out of those objectives, I should like to single out one for particular comment, Dr. Hiatt. This is the immediate need for improved academic counseling. We have been slow to develop an adequate and systematic program for advising the undergraduate student, and I heartily agree with the plan that it is essential to correct this situation with all due haste, both to avoid the loss of good students to drop-out fever and to insure that students make proper use of their undergraduate years. We are moving to implement this need with the assistance of the legislature, and I cannot stress the importance of this program too much.

As for the graduate and research studies at the University, I think that the planners have come to some sound conclusions. We cannot possibly

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excel in all fields of knowledge, particularly at the graduate level. Within the range of our resources, our major efforts to achieve excellence, therefore, must be focused on fields of study where we may expect to achieve eminence by virtue of the special opportunities provided by our geographical location and ethno-cultural relations. This, I think, the plan seeks to do.

HIATT:

Yes, this goes back to the statement that I made earlier, that we must strengthen our existing program instead of spreading ourselves too thinly over every new possibility that comes along—and that we have a special obligation to train our sights on Asia and the rest of our Pacific. One of the major areas of improvement of existing programs, for instance, is in the field of social science. Hawaii is eminently qualified for specialization here because of its multi-racial culture and ties with Asia. Our geographical location should cause us to focus attention, too, on the history, languages, philosophies, literature, drama, arts, music, institutions, and customs of Asia.

HAMILTON:

The plan emphasizes the same areas of concern in the field of research, too. The plan says, "Universities do not exist today unless they are centers of research activities. Institutions not exploring the frontiers of knowledge remain at the level of training schools." It is a blunt statement—but in the academic world, all too true. I am pleased, however, that the plan makes a careful and conscious effort to insure that research is a broad-based thing, paying attention to the social sciences and the humanities, along with the obvious and exciting work that has made research in natural science the "glamour-girl" of academic circles today. Of course, you can't do all these things without money, and we should be deceptive to indicate that this plan will not cost money. Our operating budget for this year was around 29 million dollars. By 1975-76, we estimate that it is going to be in the neighborhood of 62 million dollars, out of which some 49 million dollars would have to come from state revenues. And in addition to this money, we shall have to have funds in the millions for a capital improvements program, to build the buildings to house all the activities and the people we have been describing.

HIATT:

Your figures are accurate, Dr. Hamilton, and they look tremendous, but when you project the growth of the state and per capita income, they also double within the period we're talking about.

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HAMILTON: That's correct, Dr. Hiatt. There is another way of looking at the figures, and it is the way in which I think they make the most sense. It takes a bit of perspective. But if you look back over the state appropriations for the University of Hawaii in the last 12 years, you will find that they increased more, on a proportional basis, than the expenditures we estimate for the 12 years ahead. Part of the plan's great intelligence, to me, is that it is well within the state's expected financial capacities.

HIATT: All of this information--and a great deal more--has been quite well distilled in a series of articles written by Gardiner B. Jones, a local newspaperman. They were published early this year, and after they appeared, we asked his permission to reproduce the series. This is the result (SHOWS IT) and copies of this particular reprint are available at the University of Hawaii.

HAMILTON: Thank you for your assistance, Dr. Hiatt, in telling our audience about the development plan.

With a plan such as this, we can hope with some confidence that the proper nature of a university may become increasingly clear, and that concern with its purpose and means will remain at the university a first order of business.

It is important that this be done. Given a society, such as ours, dedicated to human dignity and the equality of men, a society which must remain free and open, safe and productive, there exists no better investment than a university of quality. For it is a great university which can make of our society what Athens was in the eyes of Socrates. Maxwell Anderson described that vision in these words which I have quoted before, which I shall quote again, and with which I close:

Athens has always seemed to me a sort of mad miracle of a city, flashing out in all directions, a great city for no discoverable reason. But now I see that Athens is driven and made miraculous by the same urge that has sent me searching your streets! It is the Athenian search for truth, the Athenian hunger for facts, the endless curiosity of the Athenian mind, that has made Athens unlike any other city. This is a city drenched with light--the light of frank and restless inquiry--and this

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ANNOUNCER: Light has flooded every corner of our lives: our courts, our theaters, our athletic games, our markets—even the open architecture of the temples of our Gods! This has been our genius—a genius for light....Shut out the light and close our minds and we shall be like a million cities of the past that came up out of mud, and worshipped darkness a little while, and went back, forgotten, into darkness!

(OVER CLOSING SEQUENCE) You have been listening to the Report of the President for 1963-64, a special presentation of the University of Hawaii. Copies of the script of the report may be obtained by writing the Office of Publications and Information, University of Hawaii.

NOTE: THE FINANCIAL REPORT FOR THE FISCAL YEAR 1963-64 IS ATTACHED.
**FINANCIAL STATEMENT FOR THE FISCAL YEAR 1963-64**

**INCOME--EXCLUDING PLANT FUNDS**

For Educational Purposes:

- **Federal Funds**
- **State Appropriations**
- **University Sources:**
  - Student fees from Special Programs
  - Sales and services of departments
  - Gifts and grants
  - Other sources

For Non-educational Purposes:

- **Auxiliary Enterprises and Projects**
- **Other Sources**

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**TOTAL INCOME**

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