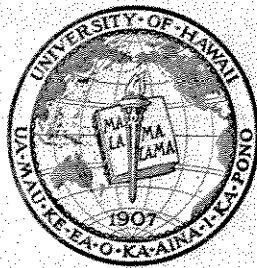


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HAWAII'S
ENGLISH STANDARD SCHOOLS



Report No. 3 - 1948

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HAWAII'S ENGLISH STANDARD SCHOOLS

-- Report No. 3, 1948 --

(Request No. 273)

Norman Meller, Director
Legislative Reference Bureau
University of Hawaii

SUMMARY

English standard schools and sections were instituted in the Territory twenty-four years ago, primarily as a means of protecting the good speech habits of a minority of the pupils. There is nothing to indicate that the dual system has consciously been administered so as to discriminate against various racial groups. However, it appears that it has fostered a type of segregation, as students of racial groups not speaking English at home, or not in accordance with mainland standards, have less opportunity to develop proper speech habits and thus are unable to pass the oral English tests of the standard school. The dual system also appears to have contributed to the maintenance of socio-economic discrimination due to the general relationship of speech practices of a racial group to its social and economic position.

As the level of spoken English has improved in the Territory, various proposals have been made to solve the problem. Cutting the Gordian Knot by (i) immediately eliminating the dual system, (ii) gradual elimination through the addition of more English standard sections, and (iii) gradual elimination through establishment of one-standard grades progressively, over a period of years, commencing with the first grade, have all been suggested.

Each of these proposals has both advantageous and disadvantageous features. Reference to mainland practices does not disclose the adoption of any uniform solution, as similar problems have been answered differently by the various states. It may well be, however, that as the Territory, or at least certain areas in the Territory, approach the situation in continental United States where a majority of students enrolled possess good speech habits, Hawaii may adopt a positive approach designed to raise the standard of a minority, in place of the negative method of grouping students by language ability to protect a minority's standard.

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HAWAII'S ENGLISH STANDARD SCHOOLS

1. History of English Standard Schools in Hawaii*

The missionaries who came to the Hawaii Islands in 1820 brought with them the concept of education for all which had been developing in New England. It was the missionaries who reduced the Hawaiian language to writing and organized the first schools. For some twenty years thereafter all schools were operated and controlled by them and all teaching was done in Hawaiian. In 1840 the transition to government control and financial responsibility began.

By 1850 English had become the medium of instruction in the Royal School, and was the language of business, diplomacy and, to a considerable extent, of government itself, but it was not until 1854 that the Hawaiian legislature officially authorized the establishment of a few classes in English for Hawaiians. Provision was also made for the establishment of special school boards, empowered to set up English "select" schools when suitable quarters had been acquired and a fund of \$400 locally subscribed. Government funds could be obtained to match the money subscribed. Each succeeding legislature appropriated more money for English schools and less for those taught in Hawaiian. Their popularity caused a rapid increase in their numbers even though a small tuition fee was charged while the so-called common schools were free. Before the end of the century the common schools had practically disappeared, the select schools had become the ordinary schools of the Islands, and the practice of charging a tuition fee in select schools had been discontinued.

*This portion of the report is based in part upon Wist, Benjamin O., A Century of Public Education in Hawaii, 1940, pp. 68-73, 160-161; and Crawford, David Livingston, Paradox in Hawaii, 1933, pp. 189-193.

In 1896, the Republic created a department of public instruction. (Act 57 of 1896). Continuing the old division of schools between "common" and "select", section 23 of the act authorized the department "in its discretion (to) establish, maintain and discontinue select schools, taught in the English language, at a charge of such tuition fees for attendance as it may deem proper." Select schools could only be established in places where free schools of the same grade were readily accessible. This provision was carried over into the Revised Laws of Hawaii 1905 (Section 208), the Revised Laws of Hawaii 1915 (Section 274), and the Revised Laws of Hawaii 1925 (Section 312). In fact, the continuation of this authorization was somewhat unnecessary as the English language was required by law to be the medium and basis of instruction in the public schools, and all public schools became "select" schools using the English language without a fee being charged.

After the turn of the century, industrial and military expansion in Hawaii brought about an increase in the haole (white) population. The incomes of the newcomers did not permit them to provide their children with private schooling, yet they were reluctant to send them to the public schools due to the speech habits of the students. Although English was universally used as the official language of public school instruction, the patois or "pidgin" English resulting from the mingling of many racial groups had become a sort of vernacular language. Public education, despite all its efforts, was unable to eliminate it,¹ and student contacts at school only tended to encourage their children to adopt "pidgin". This same reluctance was also shared by persons of other racial groups who did not desire to have their children speak

¹See "Speech, Prejudice, and the School in Hawaii" by Bernhard Hormann which questions assumption of necessity for eliminating "pidgin". Social Process in Hawaii, Vol. XI, May 1947; p. 74.

the Island dialect.

Another factor which, consciously or unconsciously, contributed to the reluctance of the parents to send their children to public schools was the social and economic status of the haole and some Hawaiians in the Island community. As each new immigrant group came to the Territory, it tended to assume the lowest rung of the socio-economic ladder. Inability of the immigrant group to speak English, and inability of their children to speak good English became associated with their status. To the middle-class haole and part-Hawaiian group who were unable to afford the expense of private schools, attendance of their children at public schools meant mingling with social inferiors. On the other hand, segregation by ability to speak English narrowed the circle of contact and afforded a closer approximation to the social and economic status of the parents.

In the early 1920's, this problem came actively to the fore. Previously, an experiment had been made by the Central Grammar School of Honolulu in restricting enrollment on the basis of an oral English examination. The pressure of the growing haole group and other parents concerned with the problem brought matters to a head. Public meetings were held, and the pros and cons heatedly debated. Some contended schools organized on the basis of English usage ability would defeat the purpose of public education, that such schools were un-American and were in the direction of segregation by races. There were others who maintained that such schools were not proposed for haoles alone, or even for children of English-speaking homes, but were for children of all racial groups whose English was such as to justify homogeneity in organization.

The latter view prevailed, and in 1924 the department of public instruction established the policy of setting aside certain schools where admission

was based upon ability to speak and use the English language. The first of these schools was Lincoln, in Honolulu. When the upper grades of this school became the nucleus of Roosevelt Junior High School, the English standard plan was carried over to that institution. When Roosevelt became a senior high school--Robert Louis Stevenson Intermediate School taking over the Roosevelt junior high school grades--this school, too, became one of English standard. Three other elementary English standard schools have been established in the city of Honolulu, another is located in Hilo, Hawaii, and one each on the Islands of Maui and Molokai. This has resulted in a student being able to enroll in a "regular" school or a "standard" school, depending on his proficiency in spoken English. In less populous areas, English standard grades or "sections"--a sort of school within a school--have been set up.

In 1927 the territorial legislature expressly made provision for English standard schools (Act 103 of 1927). This was accomplished by the simple expedient of substituting the phrase "standard schools" for "select schools" in section 312 of the Revised Laws of Hawaii 1925. This section, it will be recalled, was based upon the old 1896 act and still authorized the department of public instruction to "establish, maintain and discontinue select schools, taught in the English language, at a charge of such tuition fees for attendance as it may deem proper. . . ." The 1927 Act also empowered the department to permit levying of special fees for breakage, etc., and this probably was the main motivation for the Act. The territorial legislature in 1931 again amended section 312 (Act 263 of 1931), this time specifically providing that standard schools may be established and maintained "without charge of any tuition fees for attendance. . . ."

The depression ushered in the policy of collecting a \$10 fee per school year from each pupil attending public school from the ninth to the twelfth

grades. As a consequence, the provisions relating to standard schools were correspondingly changed (Act 192 of 1933), and as amended, were incorporated into section 731 of the Revised Laws of Hawaii 1935. The authorization for the collection of tuition fees was deleted in 1937 (Act 201 of 1937; Series A-23), and as so amended, became section 1824 of the Revised Laws of Hawaii 1945.

Up until 1945, the course to be followed in establishing, maintaining and discontinuing standard schools and standard sections was clearly within the discretion of the department of public instruction. Apparently this was reversed by Act 126 of 1945 (Series A-34) which deleted the department's specific discretionary power and directed it to maintain the accepted requirements of the standard schools in existence and, as rapidly as possible, to establish standard sections in all elementary schools. The 1945 change would appear to require perpetuation of the dual system at least until all students can pass the examination demonstrating proficiency in English, and this is implied in an interpretation of the 1945 amendment issued by the office of the attorney general.²

H. B. No. 395 of 1947, H. D. 2, if enacted, would have provided for the gradual transition to a single standard school system over a period of twelve years. The department of public instruction would have been required to establish a single standard for the first grade as of September, 1948, for the first and second grades the following year, and so on until all twelve grades were under a single standard. The speech abilities of the pupils would not have been taken into consideration, as the change-over would have occurred automatically. This bill passed both houses but was pocket vetoed by the

²Ruling of March 15, 1946; signed by Ronald B. Jamieson, Deputy Attorney General.

governor because of a technical error.³

In the attorney general's report to the governor on H. B. No. 395 of 1947, it is stated "No legal obstacle exists which, if the bill does not become law, can prevent the department of public instruction from being able to make the transition which the bill attempts to require the department to make."⁴ However, this report written under the press of meeting a time deadline for the signing of bills does not have the weight of a ruling by the office of the attorney general, and inquiry indicates that the 1946 ruling is still considered to control by that office. As a result, despite the report to the governor on H. B. No. 395, it would seem that legislation would be necessary to accomplish the results desired by this bill.

The present trend now is toward the increase in number of the English standard section, designed to convert eventually all schools to the English standard. English standard sections, with one or more classroom groups in each, will be inaugurated in the Autumn of 1948 in all but five of the twenty-three regular elementary schools in Honolulu. An English standard test committee will be established within the school staff of each of these schools and standard sections will be expanded whenever there is a sufficient number of eligible pupils to justify it. This is based on the experience in the Manoa School, in Honolulu, which started with an English standard section of two classroom groups in 1942 and now has a majority of its students enrolled in the English standard section. That five Honolulu elementary schools are being excepted from this program is due to their being so small that it is

³H. B. No. 395 would also have inadvertently repealed the present provisions of law which authorize the department of public instruction to collect special fees to cover breakage, etc.

⁴Report dated May 13, 1947; signed by Ronald B. Jamieson, Deputy Attorney General.

not now feasible to incorporate them within the program.

2. Enrollment by Racial Origin in English Standard Schools

To persons cognizant of the practices of segregation pursued in some states on the mainland, Hawaii's dual system of schools may give the appearance of fitting into this pattern of racial discrimination. Actually, the English standard school does not have as its aim the separation of pupils of Caucasian origin from children of other racial groups, and there is no evidence that the law is administered so as consciously to discriminate because of racial origin.⁵ This is borne out by the data on enrollment by racial distribution found in the Appendices to this report.

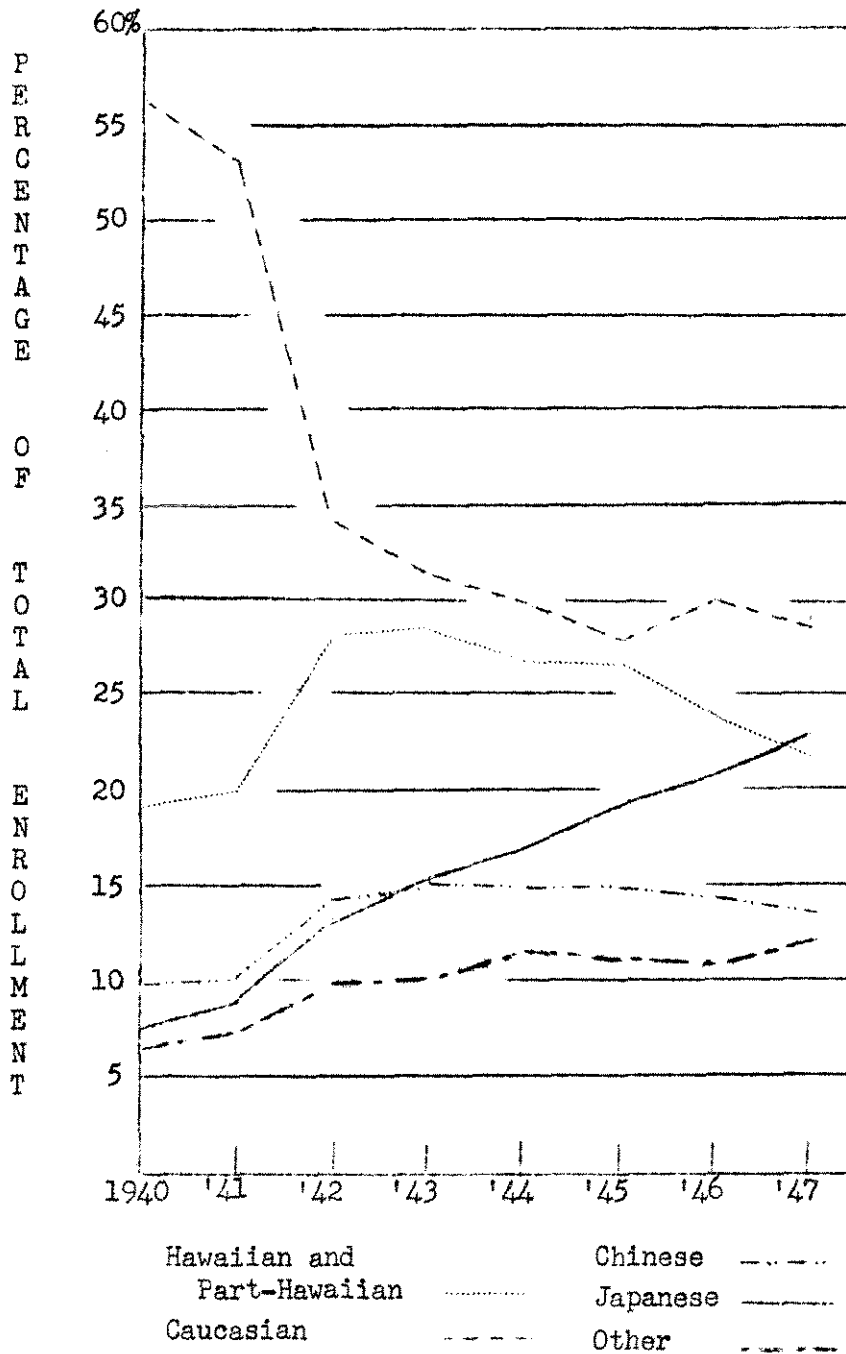
The charts on the following two pages are an attempt to compare graphically the percentage composition of enrollment by racial origin of English standard schools and of all territorial public schools. It will be noted from Chart 1 that during the period 1940 to 1947 the relative number of Caucasian children enrolled in English standard schools dropped from a fraction over 56% of all students in attendance to a little under 29% of all students in attendance at English standard schools.⁶ Meanwhile, every other group attending English standard schools registered a gain as of 1947 over 1940, although some did not experience a continuous gain throughout the entire period.

⁵See Appendix A for samples of oral English tests used in Honolulu schools for first and sixth grades. Comparable tests are utilized for the other grades.

⁶The smallness of the 1947 figure is further accentuated by the fact that in 1924, when the dual-system was established, a fraction over 77% of all students enrolled in English standard schools in Honolulu were Caucasian. Testimony of Oren E. Long, Superintendent of Public Instruction, in Hearings Before the Joint Committee on Hawaii, Congress of the United States, Pursuant to S. Con. Res. 18, 1938, p. 344.

PERCENTAGE DISTRIBUTION BY RACIAL ORIGIN
 OF PUBLIC SCHOOL PUPILS
 (GRADES KINDERGARTEN TO 12, INCLUSIVE)

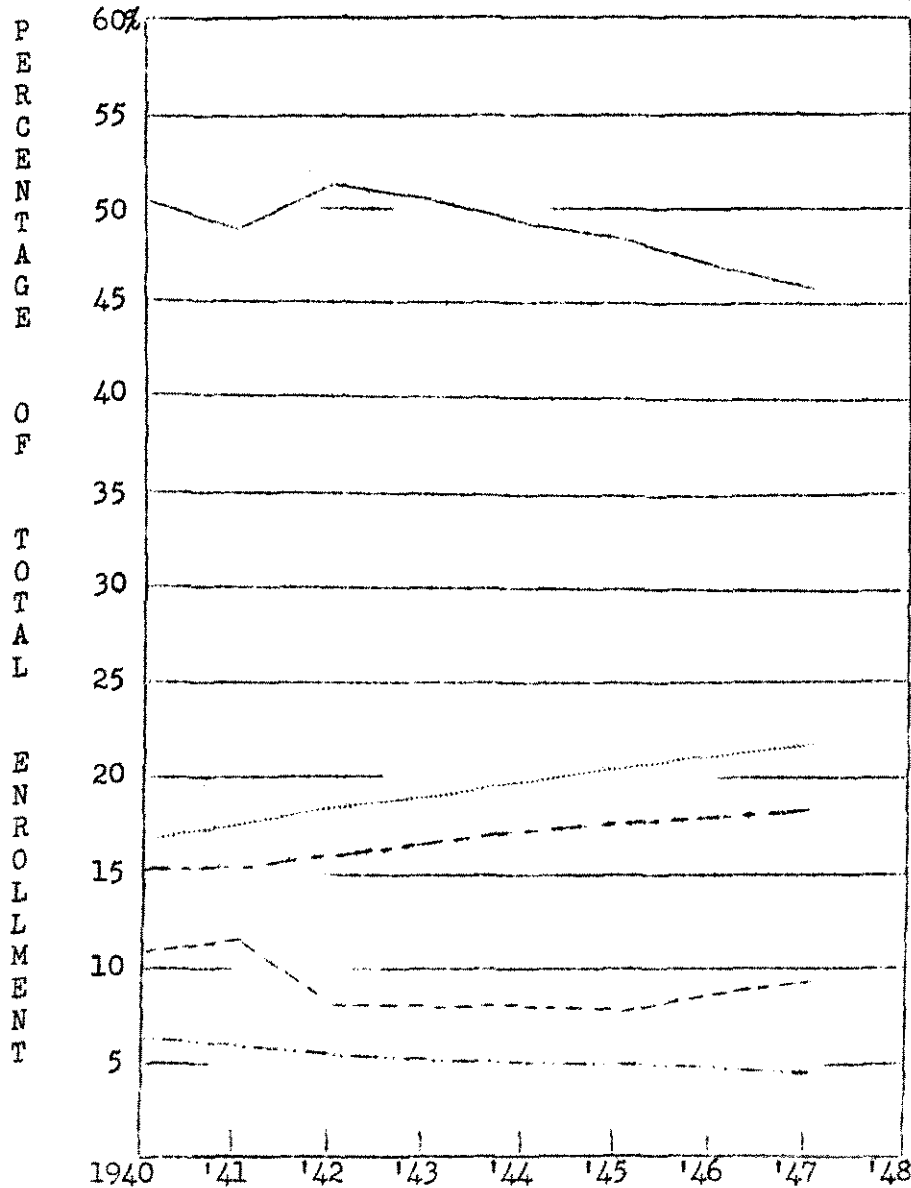
Chart 1. English Standard Schools



Based on Appendix B

PERCENTAGE DISTRIBUTION BY RACIAL ORIGIN
 OF PUBLIC SCHOOL PUPILS
 (GRADES KINDERGARTEN TO 12, INCLUSIVE)
 (Continued)

Chart 2. All Public Schools



Hawaiian and
 Part-Hawaiian
 Caucasian -----
 Chinese -.-.-.-
 Japanese _____
 Other - - - - -

A comparison of Chart 1 with Chart 2 indicates that differences in percentage distribution by racial origin in all territorial schools cannot account for all of the changes in Chart 1. Children of Caucasian ancestry in all public schools (including English standard) over the 1940-47 period varied between approximately 12 to 8 per cent of all students enrolled, but there is less than a 2% difference between their share of total public school enrollment as of 1940 and as of 1947. Over the same period, however, the Caucasian component of English standard enrollment declined from 56% to approximately 29%. Similarly, although the proportion of pupils of Japanese ancestry in all territorial public schools decreased slightly over the seven year period (from roughly 50% in 1940 to 46% in 1947), this group's percentage of enrollment in English standard schools continued to increase at a very fast rate.

Chart 1 fails to take into consideration the number of pupils enrolled in English standard sections including the "speech ability groups" in some schools which popularly have been called English standard groups. This is partially due to the unavailability of complete statistics and to the fact enrollment in these English standard sections is sometimes indicative of possession of general ability, and is not limited solely to proficiency in the English language. However, to guard against the possibility of discrimination being concealed through the failure to incorporate in this analysis English standard sections, comparative statistics have been compiled for the year 1947. Inclusion of English standard sections would appear to indicate that rather than these sections furthering discrimination based on racial origin, their tendency is just the opposite. This is demonstrated by the computations contained in Appendix C. It may be concluded that in 1947, as a result of the English standard section, there was a tendency for a relatively greater proportion of the students of non-Caucasian origin and a relatively smaller

proportion of the Caucasian students to be included within the English standard program than would have been true if there were no English standard sections. There is nothing to indicate this would not have been true in the other years, as well.

3. The Problem

The incentive to have one's child enrolled in an English standard school or section is motivated by a number of reasons. Some parents fear continued exposure of their children to "pidgin" at school will result in the children's inability to speak English in accordance with mainland standards. Other parents treat enrollment in an English standard school or section as a mark of social prestige, or negatively stated, failure to secure enrollment as a sign of social and economic inferiority. .And finally, there appears to be a belief on the part of many persons that English standard schools and sections have better teachers, school plant, equipment, etc. Each of these bases bears careful scrutiny.

The department of public instruction states that there is no ground for the last reason referred to. Strict equality of treatment between schools has been maintained in such matters as average number of pupils per teacher, allotments for supplies and equipment, curriculum offering, teacher training and salaries, and appropriations for buildings. Although originally teachers assigned to English standard schools or sections many have come largely from homes where English was the language commonly spoken since childhood, and thus were predominantly of Caucasian origin, the racial origin of teachers in the English standard school and section has tended more and more to reflect the various racial groups comprising Hawaii's population. The department of public instruction asserts the sole distinguishing feature in the administra-

tion of the schools and the enrollment of pupils is the entrance examination in English.

There can be no question but that English standard schools and sections are regarded by some persons as a means of maintaining social and economic stratification and discrimination. Ability to speak good English has become associated with status, at least to the extent that use of "pidgin" sets one off as not "belonging" to the middle class group. This standard for gauging one's social position is utilized not alone by haoles, but by other racial groups, as well. Furthermore, persons of limited economic means may not be able to afford the extra cost of sending their children to a more distant English standard school, when a regular school is close at hand. The extra expense may be particularly noticeable if the students at the English standard school dress in better clothes, have more spending money, etc. All of these factors contribute to raising the prestige of the English standard school and section, and their identification with middle-class concepts of superiority. For one occupying a relatively privileged position in society, failure of his child to enter an English standard school or section is a blow to his social prestige; to one occupying a more lowly position, successful completion of the test by the child reflects credit on the parent and thereby raises the latter's status.

To a certain extent, the recognition of the stratification in the schools also affects the relation of students among themselves. If some schools or sections are considered "better" by their parents, those who attend the schools or are enrolled in the sections tend to consider themselves superior. In any event, there is a tendency for the dual system to contribute toward cliquishness and, occasionally, to open hostility between students.

Because of this intensification of social and economic stratification,

its effect of disturbing the integration of the community, and the belief that maintenance of the present English-standard system is contrary to democratic concepts, many persons advocate the abolition of the dual system at once. This either gives no consideration to or dismisses as being of relatively minor importance the desire of the parents to protect the good speech habits of their children by keeping them with a group of similar ability while attending school. But their fears may not be disposed of lightly--to the extent their economic position permits, and to the degree the size of private school plant allows further enlargement of student body, reaction would no doubt be expressed by many withdrawing their children from the public schools and enrolling them in private institutions.

In 1947 over 21% of all students attending school from kindergarten through the 12th grade in Hawaii were enrolled in private schools.⁷ For Caucasians this ratio reached 46.5%.⁸ The social prestige from attending private schools and religious conviction evidenced through enrollment in parochial schools may in good part explain this large enrollment. In any event, there is little question but that there is a wide gulf between students attending public schools and those enrolled in the more expensive private schools. Thus, the very abolition of the English standard school in order to eliminate undemocratic stratification might result in further intensifying it by drawing the line sharper through the media of public vs. private schools.

⁷See Appendix D. 10.5% of all students attending elementary and secondary schools in continental United States were enrolled in private schools in 1944-45, the most recent period for which data is available. For this period, New Hampshire, with 26.3%, and Massachusetts, with 21.7% alone exceeded Hawaii's percentage of 21% in 1947. Statistics of State School Systems, 1944-45, prepared by Federal Security Agency, U. S. Office of Education, Washington, D. C. February 1947.

⁸See Appendix D.

Particularly would this be unfortunate if public schools become identified as "non-haole" schools, and the already relatively small enrollment of haoles in the public school becomes negligible.

The final aspect of the problem presented, which may be answered only by the pedagogue, is whether the present practice of segregation retards the learning of good English by children with poor speech habits, and whether it aids those who pass the admittance tests and are enrolled under the English standard program. Once this is evaluated, then, as a matter of policy, a decision may be reached on whether the influence of students with good speech habits on their fellow students would be of greater aid to them than the harmful effects resulting from the reverse form of influence. A material element in reaching the answer would appear to be the speech abilities of the teachers in the territorial school system. For example, enrollment in a class composed mainly of students speaking "pidgin," and conducted by a teacher with poor speech habits, could reasonably be expected to be followed by a deterioration in the standards of the few class members with good control of spoken English. Similarly, to the extent teachers in the public service have had training in speech so that they are adequately equipped to instruct their pupils, the influence of student upon student may be weighted toward the side of good standards of English. Unquestionably, many persons advocating the continuation of the dual school system believe that the department of public instruction's teaching staff cannot be relied upon to maintain the standards of the pupils with good speech habits while raising those with poor habits.

4. Mainland Practices

References to mainland practices are not very helpful. States with appreciable groups of non-English speaking peoples face somewhat the same

problem as the Territory but correspondence with a number of them appears to indicate they have not adopted any uniform approach. It must also be remembered, when referring to mainland practices, that without the centralization of administrative control possible in the Territory, the various school districts in a single state may follow different or even contradictory policies.

There is an appreciable number of students of Latin-American origin in the five southwestern states--Arizona, California, Colorado, New Mexico, and Texas--who are exposed only to spoken Spanish at home and relatively little English in their pre-school environment. Rather than all of these states meeting their common problem in the same manner, policies adopted vary from the complete segregation of Latin-American students in some districts in California, which was recently held unconstitutional in Mendez v. Westminster School District (1946) 64 Fed. Supp. 544, to the absence of all isolation even for students speaking no English reported in Denver, Colorado. The following extracts evidence the wide divergence encountered:

Arizona

"...being a border state, we have a great many children who speak Spanish and English or only Spanish. As these children come into the schools from Spanish speaking homes, they present a definite problem of instruction in English. Each community has worked this matter out in its own way. There is no uniform procedure. Some of the schools take much older children who have had schooling in Spanish and bring them through from what might be called first grade English up to the point where they are able to go into the schools at their proper grade level. The question of segregation depends upon the circumstances. In the case of this latter group, they are usually segregated in the interest of pushing the work along as rapidly as possible. There is also this situation that prevails, where there are large numbers of Spanish speaking children they are likely to be concentrated in certain schools; therefore, there is no particular need for separation of these students from the others. Those students in the group who already speak English are that much more helpful to those who are learning the language. Certain schools, especially in the larger cities, do have provision for teaching those children who have

speech and reading difficulties in special classes and as individuals. For the most part, only the larger cities have been able to go into this program to any great extent."⁹

California

"In the State of California many systems make special provisions for the teaching of students with poor English, speech, and reading habits. Some of this work is done in the regular English classes as a part of the language development program. Some systems do provide special work such as speech correction classes, remedial reading classes, and the like....

"My guess is that most of our larger city systems do segregate some students for special work but that in the smaller systems most of the work is carried on in regular classes."¹⁰

Colorado

"Difference of opinion is strong in Colorado and Wyoming on the part of those educators studying the best means of helping children from Spanish-speaking homes learn to read, write, and speak English. Some think segregation desirable for primary grades until the children have acquired sufficient English to work in the same groups with English-speaking children. Others believe that these children would learn the English (sic.) more rapidly if they had more constant association with English-speaking children."¹¹

"(In Denver, Colorado) under no circumstances are Spanish-speaking children set off in isolated rooms to 'learn English' before they are permitted to be in rooms with English-speaking children. Social participation and a sense of belonging are recognized as fundamental needs of human personality and are the first concern of the school."¹²

⁹Letter of H. B. Wyman, Assistant Superintendent of Public Instruction for Arizona, dated September 20, 1947.

¹⁰Letter of Ralph R. Fields, Associate Superintendent of Public Instruction for California, dated September 24, 1947. Schools for Latin-Americans in 3 California areas as of 1943 are discussed in Hughes, Marie M. Statement of Southern California's Educational and Community Projects Related to the Latin Americans. Conference on the Problems of Education Among Spanish-Speaking Populations of Our Southwest. Sante Fe, New Mexico. 1943.

¹¹Hill, Wilhelmina. Education of Spanish-Americans in Colorado and Wyoming. Conference on the Problems of Education Among Spanish-Speaking Populations of Our Southwest. Sante Fe, New Mexico. 1943. p. 2.

¹²Bostwick, Prudence. The Education of Spanish-Speaking People in Denver. Conference on the Problems of Education Among Spanish-Speaking Populations of Our Southwest. Sante Fe, New Mexico. 1943. p. 8.

New Mexico

"...New Mexico is a Bi-lingual State; approximately 50% of our children start school without the knowledge of English. The best practice in the State is to put these children into what we call a Vocabulary Class, where we teach them a standard English vocabulary in the first year. Few of these children overcome the language difficulties in less than the first four years. Where careful teaching is done, little difficulty is encountered after that time. The general practice over the State is not to segregate the non-English from the English speaking children more than the first two years."¹³

Texas

"It has long been the custom in Texas in many parts of the state to segregate the children of Latin-American descent because of language handicaps. This is usually done through the third grade or until the child is found to have overcome the language handicap. In many schools they use standardized tests for discovering the child's proficiency in speaking English."¹⁴

"This policy (of segregation) is by no means universal. It is found particularly in the country districts and in the towns where the Spanish-speaking population was at first almost wholly of a low economic level and where the quality of educational leadership has not been outstanding."¹⁵

In addition to the southwestern states, communications were addressed to the school authorities in Louisiana and New York, as both states face speech problems probably even more comparable to that of the Territory than those of the five southwestern states. In New York, particularly, just as in the Territory, it is now more a question of dialect or accent than it is inability to speak English until first attending school, the latter being the situation frequently encountered in the southwestern states. Louisiana

¹³Letter of Mrs. Gail N. Barber, Director of Elementary Education for New Mexico, dated September 17, 1947.

¹⁴Letter of Myrtle L. Tanner, Director of Information and Statistics, Department of Education, Texas, dated September 15, 1947.

¹⁵Manuel, H. T. Comments on the Education of Children of Spanish-Speaking Ancestry in Texas. Conference on the Problems of Education Among Spanish-Speaking Populations of Our Southwest. Sante Fe, New Mexico. 1943. p. 1.

reported that segregation in special schools or classes to assist students with poor oral English is not practiced.¹⁶ In New York, the problems of poor speech and poor reading are attacked both in special classes and through individualized instruction.¹⁷

Of particular interest was the reply received from the board of education of the City of New York with regard to the emphasis placed on speech training in high school. Spanish-speaking Puerto Rican pupils presenting problems paralleling those encountered in the southwestern states, students from other ethnic groups which do not have English as their native tongue, and the well-known dialects of the New York metropolitan area all combine to make attention to speech training essential.

New York City

- "2. Students seriously in need of clinical assistance in speech are, when they enter high school, assigned to speech clinics in addition to English. The assignment is made on the recommendation of the Director of Speech Improvement in the elementary school or on the basis of a diagnostic speech test administered to all entering students by the department of English and Speech in the high school.
- "3. Students who are sub-standard in speech (that is those whose speech is noticeably inferior to that of cultivated people in the community) are assigned to special classes in speech in the third year of their high school course. Those whose speech does not improve in the course of a term or a year may be assigned to these classes for the last two years of their high school course. This work in speech is substituted for the regular work in English. However, while the emphasis in these classes is placed on speech and voice correction, the work of the regular classes in English is covered, and, as in the case of the classes in remedial reading, is carefully integrated.

¹⁶Letter of Blanch Trezevant, Supervisor of English and Language Arts for Louisiana, dated October 6, 1947.

¹⁷Letter of George W. Norvall, Bureau of Instructional Supervision, Division of Secondary Education, State of New York, dated October 28, 1947.

- "4. Should any of the students mentioned in 3 be so deficient in speech that correction of their bad habits is impossible to achieve within the confines of a regular class, they are assigned to an additional period of speech - a clinic where they can receive intensive training in the specialized techniques of voice and speech.

"Assignment to sub-standard speech classes and to the clinics mentioned in point 4 is made on the recommendations by teachers of English and other subjects and on the basis of a diagnostic test in speech administered at the end of the second high school year.

"We have no special schools for retarded students. However, in so heterogeneous a community as ours, there are sections where the educational problems are more serious than in others. Courses of study in the schools of these sections are, under the stipulation of the State Syllabus, and by our own philosophy of differentiation, adapted to the needs of the students registered in them."¹⁸

If a generalization may be attempted with regard to these practices in continental United States, it is that the approach taken by the various states is a positive one, orientated toward improving poor speech habits. Although the English standard school and section in the Territory may stimulate, on the part of both teachers and pupils, an effort to improve speech habits and to strive toward the goal of proficiency in speech, still, in the sense that the Hawaiian dual system appears motivated by a desire to protect the good speech habits of a minority, it has adopted a negative approach, and thus may be differentiated from mainland systems.

5. Proposals for Solving the Territorial Problem

Several proposals for solution of the impasse have been presented at one time or another during the period the Territory has maintained the dual system of schools. The simplest, and probably most controversial, is the complete, immediate abolition of the English standard system.

¹⁸Letter of Margaret A. Nolan, Secretary of English Appraisals, Office of the Superintendent of Schools, Board of Education of the City of New York, dated October 20, 1947.

If effectuated, this proposal would permit assignment of students to the schools serving particular geographical areas. The initial impact would be severe, as the entire school system would have to be redistricted and students reassigned in all cases where they are not attending the nearest school. However, administrative difficulties occasioned by any plan of gradual abolishment would be avoided, and with one act, the dual system which tends to perpetuate socio-economic stratification would be eliminated. Totally discounted are detrimental results which might flow from such change on students with good speech habits. Although the practices of the great majority of students may be raised through daily contact with students not addicted to "pidgin", there is at least the probability, and in view of the larger number of students with poor speech habits, it is a greater probability, that this contact will react adversely on the minority group. There would probably be a greater tendency for parents to send their children to private schools if in any way they can meet the necessary tuition.

Continuation of the dual system as a permanent feature of the territorial system is rarely advocated. Rather, maintenance of the dual system is generally stressed in terms of transitional need: as more children speak English acceptable by mainland standards increase the number of English standard schools and sections until the entire school system gradually becomes English-standard. Addition to the number of English standard sections until all schools become of one standard is the policy now being pursued by the department of public instruction.¹⁹ It recognizes no fixed time by which the

¹⁹As a result of tests conducted this Spring in the Honolulu public schools, out of 4,181 students believed to have superior speech habits enrolled in the elementary grades (one to six) in "neighborhood schools" who were tested, 2,511 passed the oral English test. When this group is added to the children now enrolled in established elementary (grades one to six) English standard schools in Honolulu, the total of 5,784 children, or about one-third of the children in grades one to six, have passed oral English tests.

dual system must be terminated; it tends to continue the practices deplored as undemocratic by those who advocate immediate abandonment. But this solution avoids any sudden termination and gears the rate of change to the speech ability of the students. As coupled with an emphasis on the development of good speech habits, evidenced by the employment of trained speech-teachers and of speech supervisors, it presents an evolutionary approach to the problem.

A compromise between this latter solution and the plan calling for immediate termination is that incorporated into H. B. No. 395 of 1947.²⁰ The bill proposed to abandon the dual system over a period of 12 years, commencing with the first grade as of September 1948, and applying progressively at annual intervals to succeeding grades. This is not as arbitrary as it might first appear. As a result of the influences in the Territory tending toward improved speech a number of the schools report that better speech is now heard among the first, second, and third grade children than among older students. However, under this plan, after twelve years the dual system would be abolished regardless of the level of speech in the schools. Should the department of public instruction continue to emphasize the development of good speech habits, at the end of the twelve-year period the end result may well be comparable to that which would have been achieved under the more evolutionary plan previously discussed.

What the Territory decides now may materially effect its standing with

²⁰Other plans for abolishing the dual system in accordance with a shorter time schedule are possible, as, for example, for the first three years eliminate the first, second and third grades as English standard, in progressive order; in the fourth year abolish the English standard fourth, seventh and tenth grades; in the fifth year eliminate the fifth, eighth and eleventh grades; and in the sixth year, convert the balance to one standard. Thus, under this plan the transition is possible in six years.

relation to the states on the mainland many years hence. By some mainland standards, "pidgin" is not a regional accent, but a dialect which stamps its user as uncultured. If the standard speech of the Islands becomes "pidgin", in the eyes of mainlanders, Hawaii may never be considered as fully having become a cultural part of the United States.²¹ The decision made with regard to English standard schools and sections involves the weighing of many intangibles--but whatever the decision, it will be the results which will measure the wisdom of the choice.

²¹See letter of W. Norwood Brigance, Professor at Wabash College, to President Gregg Sinclair of the University of Hawaii, dated August 30, 1947. Referred to in "Much Pilikia, Many Huhu," Time, Vol. L, No. 22; December 1, 1947.

First Grade Oral English Examination

First Grade

NAME _____ ROOM _____ DATE _____

NAME _____

EQUIPMENT: A box containing objects listed in Tests II & III.

ROOM _____ DATE _____

CAUTION TO EXAMINER: See that child is relaxed and at ease. Encourage him to speak freely. Use questions to guide his conversation; avoid having him just answering questions. Disregard physical defects, such as, lisping and stammering.

Pronunciation

TEST I - Informal conversation. Encourage the child to talk freely about family, pets, kindergarten, favorite game, etc.

TEST II - Recognition of objects. Note errors in "th" sound, lip movement and word endings. Use either list.

GROUP A

GROUP B

book
scissors
thread
ruler
glass
toothbrush
box
paper

cloth
pin
cup
ball
spoon
clock
toothbrush
hook

Grammar and Fluency

TEST III - Conversation with pictures. Have child tell what he sees in large colorful pictures. Note errors in expression, phrasing, word endings, and "th" sounds.

Suggestions:

cow	baby	cat
yard	apple	radio
flowers	father	dog
car	boat	brother
mother	pig	ball
bird	airplane	house

RATING: 1. Excellent
2. Satisfactory
3. Unsatisfactory

RATING: 1 2 3

EXAMINERS:

EXAMINERS:

APPENDIX A (continued)

Sixth Grade Oral English Examination

NAME _____ ROOM _____ DATE _____

CAUTION TO EXAMINERS: See that the child is relaxed and at ease. Encourage him to speak freely. Use questions only to guide his conversation; avoid having him just answering questions.

TEST I. Have the child pronounce either set of these words and phrases. Record errors.

FORM A

- | | | |
|--------------|---------------|--------------------------|
| 1. therefore | 9. husband | 17. thirteen |
| 2. whether | 10. haven't | 18. caused |
| 3. bushel | 11. friendly | 19. returned |
| 4. shout | 12. following | 20. insect |
| 5. solid | 13. comfort | 21. right or wrong |
| 6. against | 14. scold | 22. three hundred thirty |
| 7. finest | 15. foolish | 23. wherever you are |
| 8. through | 16. exciting | 24. cooking dinner |

FORM B

- | | | |
|-----------------|--------------|-----------------------|
| 1. laughed | 9. believed | 17. capture |
| 2. thirty-three | 10. quart | 18. tongue |
| 3. latest | 11. balloons | 19. aren't |
| 4. manner | 12. result | 20. through |
| 5. windy | 13. errand | 21. through the gate |
| 6. surprised | 14. nearest | 22. these are they |
| 7. feather | 15. protect | 23. lightning crashed |
| 8. nephew | 16. queer | 24. sailing a boat |

TEST II. Have the child read a short story or paragraphs. Material should not be too difficult. Check for rhythm, pronunciation, enunciation and flexibility.

Suggestions:

- Practice Exercises in Reading by Gates Peardon.
Fairy Tales by Gould and Card, The Golden Touch.

TEST III. Have child talk about some subject of his experience. Teacher may develop the subject through questions.

Suggested topics may be:

- movies, pets, family, games, school, books or hobbies.

Check for:

- | | |
|-----------------------|----------------------------------|
| a. complete sentences | f. correct use of case |
| b. vocabulary | g. correct formation of plurals |
| c. pronunciation | h. correct verb tenses |
| d. enunciation | i. agreement of subject and verb |
| e. rhythm | |

- RATING: 1. Excellent
 3. Unsatisfactory

2. Satisfactory

EXAMINERS:

Sixth Grade

NAME _____

ROOM _____ DATE _____

Pronunciation

Grammar & Fluency

Rating: 1 2 3

Examiners:

APPENDIX B

RACIAL ORIGIN OF PUPILS ENROLLED IN ENGLISH STANDARD
SCHOOLS AND IN ALL PUBLIC SCHOOLS (1940-1947)

Percentage Distribution By Racial Origin
In English Standard Schools

(Kindergarten to 12th Grade, Inclusive)

1940 - 1947

	1940	1941	1942	1943	1944	1945	1946	1947
Hawaiian	.32	.37	.50	.60	.33	.40	.29	.23
Part Hawaiian	19.16	19.92	27.70	27.96	26.49	26.22	23.60	21.72
Portuguese	6.94	6.73	8.15	7.84	7.42	7.65	6.12	5.53
Spanish	.32	.37	.50	.56	.46	.29	.23	.11
Other Caucasian	49.07	46.07	25.42	22.71	21.78	20.00	23.48	23.05
Chinese	9.87	10.14	14.38	15.07	14.93	14.96	14.39	13.71
Japanese	7.57	8.88	13.33	15.32	16.94	19.13	20.84	23.32
Korean	1.88	2.09	3.06	3.22	3.11	2.90	2.79	2.68
Filipino	.35	.32	.73	.78	1.04	1.23	1.00	1.22
Puerto Rican	.09	.01	.01	.08	.01	.09	.11	.17
All Others	4.43	5.01	6.09	5.86	7.36	7.11	7.11	8.25
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Note: As combined in the charts on pp. 8 and 9, "Caucasian" includes "Portuguese," "Spanish," and "Other Caucasian"; similarly, "Others" includes "Puerto Rican," "Korean," "Filipino," and "All Others."

Source: Based on data in following tables.

APPENDIX B (continued)

Percentage Distribution By Racial Origin
In All Public Schools

(Kindergarten to 12th Grade, Inclusive)

1940 - 1947

	1940	1941	1942	1943	1944	1945	1946	1947
Hawaiian	3.20	3.09	3.15	3.06	3.02	3.06	2.86	2.94
Part Hawaiian	13.92	14.43	15.41	16.11	16.90	17.84	18.41	19.03
Portuguese	5.82	5.54	5.32	5.23	5.17	5.00	4.67	4.43
Spanish	.26	.22	.21	.20	.20	.14	.12	.11
Other Caucasian	5.04	5.90	2.70	2.73	2.83	2.80	3.96	4.78
Chinese	6.41	6.13	5.55	5.35	5.28	5.09	4.79	4.59
Japanese	50.31	49.14	51.46	50.54	49.13	48.29	46.96	45.63
Korean	1.93	1.82	1.64	1.53	1.48	1.25	1.13	1.06
Filipino	8.32	8.50	9.07	9.32	9.63	9.78	10.05	10.08
Puerto Rican	2.04	2.07	2.11	2.13	2.10	2.04	1.97	1.90
All Others	2.74	3.13	3.38	3.79	4.23	4.71	5.04	5.45
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Note: As combined in the charts on pp. 8 and 9, "Caucasian" includes "Portuguese," "Spanish," and "Other Caucasian"; similarly, "Others" includes "Puerto Rican," "Korean," "Filipino," and "All Others."

Source: Based on data in following tables.

APPENDIX B (continued)

Distribution by Racial Origin

(Kindergarten to 12th Grade)

December, 1940

	<u>Enrollment English Standard</u>	<u>Enrollment Public Schools</u>	<u>English Standard Percentage of Enrollment</u>		<u>Public School Percentage of Enrollment</u>	
Hawaiian	20	2,957	.32	} 19.48	3.20	} 17.12
Part Hawaiian	1,212	12,865	19.16		13.92	
Portuguese	439	5,379	6.94	} 56.33	5.82	} 11.02
Spanish	20	239	.32		.26	
Other Caucasian	3,103	4,661	49.07		5.04	
Chinese	624	5,928	9.87		6.41	
Japanese	479	46,499	7.57		50.31	
Korean	119	1,788	1.88	} 6.75	1.93	} 15.03
Filipino	22	7,690	.35		8.32	
Puerto Rican	6	1,888	.09		2.04	
All Others	280	2,530	4.43		2.74	
Total	6,324	92,424	100.00%		100.00%	

Source: Data supplied by Department of Public Instruction.

APPENDIX B (continued)

Distribution by Racial Origin

(Kindergarten to 12th Grade)

December, 1941

	<u>Enrollment English Standard</u>	<u>Enrollment Public Schools</u>	<u>English Standard Percentage of Enrollment</u>		<u>Public School Percentage of Enrollment</u>	
Hawaiian	24	2,817	.37	} 20.29	3.09	} 17.52
Part Hawaiian	1,308	13,147	19.92		14.43	
Portuguese	442	5,049	6.73	} 53.17	5.54	} 11.66
Spanish	24	203	.37		.22	
Other Caucasian	3,024	5,378	46.07		5.90	
Chinese	666	5,587	10.14		6.13	
Japanese	583	44,781	8.88		49.14	
Korean	137	1,667	2.09	} 7.43	1.82	} 15.52
Filipino	21	7,747	.32		8.50	
Puerto Rican	8	1,891	.01		2.07	
All Others	329	2,854	5.01		3.13	
Total	6,566	91,121	100.00%		100.00%	

Source: Data supplied by Department of Public Instruction.

APPENDIX B (continued)

Distribution by Racial Origin

(Kindergarten to 12th Grade)

December, 1942

	<u>Enrollment</u> <u>English</u> <u>Standard</u>	<u>Enrollment</u> <u>Public</u> <u>Schools</u>	<u>English Standard</u> <u>Percentage of</u> <u>Enrollment</u>		<u>Public School</u> <u>Percentage of</u> <u>Enrollment</u>	
Hawaiian	25	2,602	.50	} 28.20	3.15	} 18.55
Part Hawaiian	1,374	12,717	27.70		15.41	
Portuguese	404	4,390	8.15	} 34.07	5.32	} 8.23
Spanish	25	173	.50		.21	
Other Caucasian	1,261	2,229	25.42		2.70	
Chinese	713	4,580	14.38		5.55	
Japanese	661	42,483	13.33		51.46	
Korean	152	1,357	3.06	} 9.89	1.64	} 16.20
Filipino	36	7,487	.73		9.07	
Puerto Rican	7	1,739	.01		2.11	
All Others	302	2,791	6.09		3.38	
Total	4,960	82,548	100.00%		100.00%	

Source: Data supplied by Department of Public Instruction.

APPENDIX B (continued)

Distribution by Racial Origin

(Kindergarten to 12th Grade)

December, 1943

	<u>Enrollment</u> <u>English</u> <u>Standard</u>	<u>Enrollment</u> <u>Public</u> <u>Schools</u>	<u>English Standard</u> <u>Percentage of</u> <u>Enrollment</u>		<u>Public School</u> <u>Percentage of</u> <u>Enrollment</u>	
Hawaiian	31	2,528	.60	} 28.56	3.06	} 19.17
Part Hawaiian	1,440	13,291	27.96		16.11	
Portuguese	404	4,316	7.84	} 31.11	5.23	} 8.16
Spanish	29	164	.56		.20	
Other Caucasian	1,170	2,253	22.71		2.73	
Chinese	776	4,415	15.07		5.35	
Japanese	789	41,690	15.32		50.54	
Korean	166	1,262	3.22	} 9.94	1.53	} 16.77
Filipino	40	7,684	.78		9.32	
Puerto Rican	4	1,760	.08		2.13	
All Others	302	3,125	5.86		3.79	
Total	5,151	82,488	100.00%		100.00%	

Source: Data supplied by Department of Public Instruction.

APPENDIX B (continued)

Distribution by Racial Origin

(Kindergarten to 12th Grade)

December, 1944

	<u>Enrollment English Standard</u>	<u>Enrollment Public Schools</u>	<u>English Standard Percentage of Enrollment</u>		<u>Public School Percentage of Enrollment</u>	
Hawaiian	18	2,489	█	} 26.82	3.02	} 19.92
Part Hawaiian	1,450	13,901	26.49		16.90	
Portuguese	406	4,254	7.42	} 29.66	5.17	} 8.20
Spanish	25	171	.46		.20	
Other Caucasian	1,192	2,324	21.78		2.83	
Chinese	817	4,343	14.93		5.28	
Japanese	927	40,412	16.94		49.13	
Korean	170	1,222	3.11	} 11.52	1.48	} 17.44
Filipino	57	7,916	1.04		9.63	
Puerto Rican	8	1,730	.01		2.10	
All Others	403	3,479	7.36		4.23	
Total	<u>5,473</u>	<u>82,241</u>	<u>100.00%</u>		<u>100.00%</u>	

Source: Data supplied by Department of Public Instruction.

APPENDIX B (continued)

Distribution by Racial Origin

(Kindergarten to 12th Grade)

December, 1945

	<u>Enrollment</u> <u>English</u> <u>Standard</u>	<u>Enrollment</u> <u>Public</u> <u>Schools</u>	<u>English Standard</u> <u>Percentage of</u> <u>Enrollment</u>		<u>Public School</u> <u>Percentage of</u> <u>Enrollment</u>	
Hawaiian	22	2,487	.40	} 26.62	3.06	} 20.90
Part Hawaiian	1,446	14,509	26.22		17.84	
Portuguese	422	4,067	7.65	} 27.94	5.00	} 7.94
Spanish	16	116	.29		.14	
Other Caucasian	1,103	2,280	20.00		2.80	
Chinese	825	4,142	14.96		5.09	
Japanese	1,055	39,260	19.13		48.29	
Korean	160	1,013	2.90	} 11.33	1.25	} 17.78
Filipino	68	7,949	1.23		9.78	
Puerto Rican	5	1,656	.09		2.04	
All Others	392	3,827	7.11		4.71	
Total	5,514	81,306	100.00%		100.00%	

Source: Data supplied by Department of Public Instruction.

APPENDIX B (continued)

Distribution by Racial Origin

(Kindergarten to 12th Grade)

December, 1946

	<u>Enrollment</u> <u>English</u> <u>Standard</u>	<u>Enrollment</u> <u>Public</u> <u>Schools</u>	<u>English Standard</u> <u>Percentage of</u> <u>Enrollment</u>		<u>Public School</u> <u>Percentage of</u> <u>Enrollment</u>	
Hawaiian	18	2,372	.29	} 23.89	2.86	} 21.27
Part Hawaiian	1,430	15,261	23.60		18.41	
Portuguese	371	3,876	6.12	} 29.83	4.67	} 8.75
Spanish	14	101	.23		.12	
Other Caucasian	1,423	3,285	23.48		3.96	
Chinese	872	3,972	14.39		4.79	
Japanese	1,263	38,925	20.84		46.96	
Korean	169	937	2.79	} 11.19	1.13	} 18.19
Filipino	61	8,332	1.00		10.05	
Puerto Rican	7	1,635	.11		1.97	
All Others	431	4,178	7.11		5.04	
Total	6,059	82,874	100.00%		100.00%	

Source: Data supplied by Department of Public Instruction.

APPENDIX B (continued)

Distribution by Racial Origin

(Kindergarten to 12th Grade)

December, 1947

	<u>Enrollment</u> <u>English</u> <u>Standard</u>	<u>Enrollment</u> <u>Public</u> <u>Schools</u>	<u>English Standard</u> <u>Percentage of</u> <u>Enrollment</u>		<u>Public School</u> <u>Percentage of</u> <u>Enrollment</u>	
Hawaiian	15	2,493	.23	} 21.95	2.94	} 21.97
Part Hawaiian	1,410	16,160	21.72		19.03	
Portuguese	359	3,766	5.53	} 28.69	4.43	} 9.32
Spanish	7	90	.11		.11	
Other Caucasian	1,497	4,062	23.05		4.78	
Chinese	890	3,901	13.71		4.59	
Japanese	1,514	38,754	23.32		45.63	
Korean	174	900	2.68	} 12.32	1.06	} 18.49
Filipino	79	8,559	1.22		10.08	
Puerto Rican	11	1,611	.17		1.90	
All Others	536	4,627	8.25		5.45	
Total	6,492	84,923	100.00%		100.00%	

Source: Data supplied by Department of Public Instruction.

Nine English Standard Schools By Racial Ancestry

December, 1947

APPENDIX B (continued)

	<u>Haw'n</u>	<u>Part Haw'n</u>	<u>Portu- guese</u>	<u>Puerto Rican</u>	<u>Span- ish</u>	<u>Other Caucasian</u>	<u>Chi- nese</u>	<u>Japa- nese</u>	<u>Korean</u>	<u>Fili- pino</u>	<u>All Others</u>	<u>Total Enrollment</u>
Riverside (Hawaii)	1	126	28	-	-	85	22	120	9	10	11	412
Kapalama	2	183	46	1	2	120	67	201	9	12	99	742
T. Jefferson	2	135	18	-	-	150	84	152	6	9	56	612
Aliiolani	-	186	46	-	-	210	116	141	21	1	94	815
Stevenson	5	334	82	2	1	213	199	288	51	17	153	1,345
Roosevelt	1	241	91	7	3	455	229	195	47	12	28	1,309
Lincoln	4	140	40	1	1	150	163	269	30	8	64	870
Kaunoa (Maui)	-	50	8	-	-	102	8	129	1	1	28	327
Holomua (Molokai)	-	15	-	-	-	12	2	19	-	9	3	60
Total	15	1,410	359	11	7	1,497	890	1,514	174	79	536	6,492

Source: Data supplied by Department of Public Instruction.

APPENDIX C

PERCENTAGE OF TOTAL TERRITORIAL PUBLIC SCHOOL ENROLLMENT
BY RACIAL ORIGIN IN ENGLISH STANDARD SCHOOLS AND
ENGLISH STANDARD SECTIONS IN 1947

	Percentage of Total Territorial Enrollment In English Standard Schools (by racial origin)*	Percentage of Total Territorial Enrollment In English Standard Schools <u>and</u> English Standard Sec- tions (by racial origin)	
		<u>Projected**</u>	<u>Actual***</u>
Hawaiian	.60	1.0	2.53
Part Hawaiian	8.73	14.53	12.20
Caucasian	23.53	39.18	26.67
Chinese	22.81	37.98	28.56
Japanese	3.91	6.51	11.0
Korean	19.33	32.18	24.67
Filipino	.92	1.56	3.36
Puerto Rican	.68	1.13	3.29
All Others	11.58	19.28	15.54
	<hr/>	<hr/>	<hr/>
	7.64	12.72	12.72

*From last column of 2nd part of this Appendix.

**7.64% of all pupils enrolled in the territorial schools are in English standard schools; 12.72% are in English standard schools and English standard sections. This column shows what the relative percentage of total enrollment by racial origin would be if the English sections had a distribution found in English standard schools. Comparison of this column with the "Actual" column indicates whether the English standard section results in a greater or smaller percentage of a group being included within the English standard program.

***From last column of 3rd part of this Appendix.

Source: Based on data in following tables.

APPENDIX C (continued)

DISTRIBUTION BY RACIAL ORIGIN

(Kindergarten to 12th Grade)

December, 1947

	<u>Enrollment English Standard</u>	<u>Enrollment Public Schools</u>	<u>Ratio of Column 1 to Column 2, Expressed in Percentages</u>
Hawaiian	15	2,493	.60
Part Hawaiian	1,410	16,160	8.73
Portuguese	359	3,766	9.53
Spanish	7	90	7.78
Other Caucasian	1,497	4,062	36.85
			} 23.53
Chinese	890	3,901	22.81
Japanese	1,514	38,754	3.91
Korean	174	900	19.33
Filipino	79	8,559	.92
Puerto Rican	11	1,611	.68
All Others	536	4,627	11.58
	<hr/>	<hr/>	<hr/>
Total	6,492	84,923	7.64

Source: Data supplied by Department of Public Instruction.

APPENDIX C (continued)

DISTRIBUTION BY RACIAL ORIGIN

(Kindergarten to 12th Grade)

December, 1947

	<u>Enrollment Eng. Standard and Standard Sections</u>	<u>Total Territorial Public School Enrollment</u>	<u>Racial Origin of Pupils Enrolled in English Standard Schools and Stand. Sections Expressed in Percentages</u>	<u>Ratio of Column 1 to Col- umn 2, Ex- pressed in Percentages</u>
Hawaiian	63	2,493	.58	2.53
Part Hawaiian	1,971	16,160	18.24	12.20
Caucasian	2,112	7,918	19.55	26.67
Chinese	1,114	3,901	10.31	28.56
Japanese	4,263	38,754	39.45	11.0
Korean	222	900	2.05	24.67
Filipino	288	8,559	2.67	3.36
Puerto Rican	53	1,611	.49	3.29
All Others	719	4,627	6.65	15.54
	<hr/>	<hr/>	<hr/>	<hr/>
	10,805	84,923	100.00%	12.72

Source: Data supplied by Department of Public Instruction.

APPENDIX C (continued)

NUMBER OF PUPILS IN ENGLISH STANDARD SECTIONS

(By Racial Origin and Grade)

December 30, 1947

(Oahu, Kauai, Maui, Hawaii)

	Kdgn.	Gr. 1	2	3	4	5	6	7	8	9	Total
Hawaiian	3	7	1	10	13	5	5	3	1		48
Part Hawaiian	9	92	103	80	91	75	83	10	17	1	561
Caucasian	19	58	39	27	31	29	22	13	9	2	249
Chinese	1	28	34	41	38	45	26	8	3		224
Japanese	27	384	408	398	359	357	372	210	210	24	2,749
Korean		13	7	7	6	5	9		1		48
Filipino	3	30	25	32	27	30	34	11	13	4	209
Puerto Rican		12	7	7	4	4	2	5	1		42
All Others		32	52	32	22	17	19	5	4		183
Totals	62	656	676	634	591	567	572	265	259	31	4,313

Source: Data supplied by Department of Public Instruction.

APPENDIX D.

PRIVATE SCHOOLS

Number of School Units by Types of Instruction

(As of December 31, 1947)

<u>1. Public Schools</u>	<u>Number</u>
High Schools	26
Intermediate Schools (Jr. High)	14
Elementary Schools	137
Vocational Schools	4
School for Deaf and Blind	1
Ungraded Schools	4
Total	<u>186</u>
Note: Sixty-two elementary schools now have kindergarten units.	
<u>2. Private Schools (For school-age people)</u>	
High Schools	13
Intermediate Schools (Jr. High)	5
Elementary Schools	33
Kindergartens	55
Total	<u>106</u>
<u>3. Miscellaneous Private Schools</u>	
Automobile Driving School	1
Chinese Language School	1
Commercial	7
Cosmetology	3
Flight Schools	7
Massage Schools	2
Professional Schools	2
Religious Education	3
Sewing Schools	28
Technical Trade	2
Total	<u>56</u>

Source: Data supplied by Department of Public Instruction.

APPENDIX D (continued)

DISTRIBUTION BY RACIAL ORIGIN

All Territorial Public Schools and All Private Schools

(Kindergarten to 12th Grade)

December, 1947

	<u>Enrollment Public Schools</u>	<u>Enrollment Private Schools</u>	<u>Total Enrollment</u>	<u>Private School Percentage of Total Enrollment</u>
Hawaiian	2,493	346	2,839	12.19
Part Hawaiian	16,160	5,882	22,042	26.69
Portuguese	3,766	2,948	6,714	43.91
Spanish	90	64	154	41.56
Other Caucasian	4,062	3,875	7,937	48.82
Chinese	3,901	2,527	6,428	39.31
Japanese	38,754	4,828	43,582	11.08
Korean	900	279	1,179	23.66
Filipino	8,559	1,355	9,914	13.67
Puerto Rican	1,611	213	1,824	11.68
All Others	4,627	884	5,511	16.04
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total	84,923	23,201	108,124	21.46

Source: Data supplied by Department of Public Instruction.

APPENDIX D (continued)

RACIAL ANCESTRY OF PUPILS IN PRIVATE SCHOOLS

(Kindergarten to 12th Grade)

December, 1947

	<u>Honolulu</u>	<u>Kauai</u>	<u>Mau</u>	<u>Hawaii</u>	<u>Total</u>
Hawaiian	236	12	62	36	346
Part Hawaiian	4,705	118	604	455	5,882
Portuguese	1,679	312	631	326	2,948
Spanish	44	6	11	3	64
Other Caucasian	3,693	19	48	115	3,875
Chinese	2,414	13	66	34	2,527
Japanese	4,330	41	290	167	4,828
Korean	270	2	3	4	279
Filipino	863	187	248	57	1,355
Puerto Rican	134	32	37	10	213
All Others	739	19	63	63	884
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total	19,107	761	2,063	1,270	23,201

Source: Data supplied by Department of Public Instruction.

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