

BIOGRAPHICAL SUMMARY: Hatsuko Kawahara

"You know, since I've been out—and this is one year—I'll have to see what happens another year. But I feel that we need a strong superintendent with the administrative background, who also knows how to present himself to the public, and, being a public official, how to deal with the politicians. Maybe I'm asking too much of a person. But the board itself, too—I have been on an elected school board but I've worked under an appointed school board. There are really weaknesses in the elected school board while there was strength in the appointed board of education."

Hatsuko Furuhashi Kawahara, daughter of Kokichi and Tsure Furuhashi, was born on June 28, 1911 in Honolulu, Hawai'i. Her parents, immigrants from Shizuoka, Japan, settled in the 'A'ala district of Honolulu where her father ran a tailor shop.

One of five children, Kawahara attended Central Grammar School and Hawai'i Nippon Chūo Gakuin. She completed a two-year Smith-Hughes vocational training program at the Territorial Normal and Training School.

From 1929 to 1932, she was employed as a cook and child care provider at the Castle Foundation Nursery School. In 1932, with the urging and support of Elsie Wilcox, she started the first kindergarten on Kaua'i, Līhu'e Kindergarten.

She subsequently earned her B.Ed. from Northwestern University and the National College of Education in Evanston, Illinois (1937); M.S. from the University of Wisconsin (1950); and Ed.D. from Columbia University, Teachers College (1954).

From the mid-1930s to 1990, Kawahara utilized her training in the classroom, in the DOE's district and state offices, and on the board of education.

She and her husband, William, raised two daughters.

Today, she continues to do community service (e.g., Lanakila Rehabilitation Center, Variety Club School, etc.) and is available as an educational consultant here and abroad.

Tape No. 21-32-1-91 and 21-33-1-91

ORAL HISTORY INTERVIEW

with

Hatsuko Kawahara (HK)

October 7, 1991

Honolulu, O'ahu

BY: Michiko Kodama-Nishimoto (MK)

MK: This is an interview with Dr. Hatsuko Kawahara on October 7, 1991, in Honolulu, O'ahu. The interviewer is Michiko Kodama-Nishimoto.

Okay, Dr. Kawahara, maybe we can start today's interview by finding out when and where you were born.

HK: I was born in Honolulu on 'A'ala Street, June 28, 1911.

MK: And what number child were you?

HK: I was the oldest child in the family of—including myself—five.

MK: How many boys and how many girls?

HK: Just one boy and four girls, including myself.

MK: And what was your father's name?

HK: My father's name was Kokichi Furuhashi.

MK: And your mother?

HK: Tsure Furuhashi.

MK: I don't know how much you know, but could you tell me about your father's background, from the time he was in Japan till he came here?

HK: My father and mother (came) from the same area in Japan, called Yamazaki, which is a suburb of Hamamatsu, Shizuoka, Japan. (My father) was the oldest son, and I don't recall anything that he worked—you know. Because he was the oldest son and was treated by his father in a way that—usually the oldest son is supposed to carry on the father's family, and so I'm told that he used to go with his father wherever he went. But his father, which is my grandfather, was a son of [the man who was] in charge of the area, during the Meiji period.

And the only thing that I remember (was) he [HK's father] impressed us so much about education. During the Meiji period, the children were all sent to some kind of temple for tutoring, they call it *terakoya*. And so we know [this] from his writings. He writes very well in *kanji* and kept this diary or record of the days he lived here in Hawai'i.

MK: And your father's family, in terms of living, what were they doing back in Japan?

HK: Someone did tell me, it's something like a *shōya* in charge of that area. I recall that he talked about his ancestors (who) was Furuhashi Godayu (who) owned the whole area in that section and even an island. That's all I remember he talked about. And (that) he wasn't a *hyakusho*, (or farmer).

(Chuckles)

HK: He wasn't a businessman either. And so this is the reason why when he came to Hawai'i—he came with a group of laborers, but he hadn't been working on a farm or (in) any kind of agricultural activity. Therefore, he decided he would learn some kind of trade. There was a Caucasian tailor in Hilo, so he worked as an apprentice and learned tailoring from (him). I wish I could recall the name of that fellow. But I remember, he told us about his background.

MK: Would you know why your father decided to come to Hawai'i?

HK: Oh, yes. There was a Ozaki Importing Company in Yokohama which had a branch here. It's one of the early stores on King Street. The store was a dry goods store which imported all Japanese materials and anything Japanese. And they had a branch on the island of Kaua'i—Waimea, too. And his brother worked for that company here in Hawai'i. The manager of the Yokohama Ozaki Importing Company arranged for him to come to Hawai'i. And my mother came later. It was arranged by that Ozaki Importing Company in Yokohama.

MK: So in the beginning was he supposed to have been an employee of the Ozaki Importing Company?

HK: No, no. His brother was. And because his brother came, he wanted to come to Hawai'i. Because in the Meiji period, there was nothing except farming, agriculture. And so he didn't have anything. I think, (the) landlord system was broken up, the feudal system. His (younger) brother worked for that Yokohama company. I'm not sure. But I'm told that Mrs. Ozaki, who is the top manager's wife, came from Yamazaki. People have said to me whenever I went to Japan, that no one from that area has gone to Hawai'i. When my father went back (for) the first time to Japan, the schoolchildren, the principal, the whole community welcomed him. I still remember the welcoming that he got, because they (felt) he was the only person who was brave enough to go abroad. I'm sorry that we, as children, never sat down and talked to our father, our own father and mother. Except that Father thought highly of me as the oldest daughter, and so he used to tell me about his background. But my sisters won't believe that he did, because he had his problems of drinking. But after he finished that training (as a tailor)—I don't know whether it's a year or two years—he came to Honolulu and established a store on 'A'ala Street, which is gone.

MK: Before we get into that 'A'ala Street area, tell me something about your mother's background.

She's from the same area . . .

HK: Yes, she comes from the same place. They call it *yobiyose*. It's through that Ozaki [Importing] Company, too. She came from Japan—I'm born (in) Meiji, *yonjū-yonen*, so [she came] about Meiji forty-two or forty-three [i.e., 1909 or 1910].

MK: And in terms of her background, what kind of family background did she have?

HK: She came from a large family, (and) so she was adopted by her grandparents. And then when she grew—I don't know how old she was, but old enough to look after a child—she was sent over to her aunt or uncle's home to take care of a young baby. And somehow the grandmother felt sorry for her taking care of (a child so) they decided to have her work in the doctor's (family). There was a doctor in Hamamatsu, Dr. Uchida. (When) she went (to work) they were so impressed with her that in spite of the fact that she hadn't gone to school—in those days, the girls (were not sent to) *terakoya*. Some of the staff (at Dr. Uchida's hospital) taught her how to read and write. (They) were so impressed with her, that they decided to train her as an assistant nurse in Hamamatsu in Dr. Uchida's office. Then (when) the Russian-Japanese War began [in 1904], Dr. Uchida had to join the military (to be) the medical doctor for the Japanese (Imperial) Army, (therefore he was) transferred to Tokyo. So my mother (went) to Tokyo and work(ed) in the hospital as an assistant to someone in the area of nursing. She lived in Tokyo before she came to Hawai'i. She told me she lived in Tokyo for three years before she came to Hawai'i. (She went to the theater every day.)

MK: She went to the Asakusa area?

HK: No, it's in—I know the name—Kabuki-za. It must be somewhere near Kabuki-za because she went there every afternoon. (The) staff was so impressed with her memory. I mean, she could just remember that speech. . . . It's a very difficult speech, and they were quite impressed with her (memory). She said there was a patient who was so impressed with her that he decided to teach her (to read and write). Dr. Uchida sent his children to Tokyo University. (His oldest son's classmates were) Tsurumi Yūzuke, Natsume Sōseki (and other) famous writers, (who) were students at Tokyo University. (They were very often guests at Dr.) Uchida's home (and hospital. When I went to Japanese school) and (studied) Japanese literature (of) Natsume Sōseki, (Mother) would say, she remembers the time (when Natsume Sōseki and other writers) were students, discussing what they should write. (Chuckles) So it was very interesting experience. But I, being the oldest child, (Mother) gave me all that information, (and) my sisters (wouldn't) believe (me).

My father was very much interested in education. He kept saying that unless you have education, you're useless in a community. And so this is why I really studied hard, and he enjoyed my being a conscientious student in Japanese.

MK: So it didn't make a difference to him that you were not a boy, and you were a girl?

HK: That's right. And this is where my sisters and I think my brother, too, may have had some resentment. I'm not sure. But he favored me, so when I graduated he would buy me a wristwatch, but he wouldn't (chuckles) get anything for them. And he was so proud of me because I would get *ittōshō*, certificate (of merit). I went through Japanese[-language] school

as either the top or second [from] the top. (Father) was very proud of me.

MK: You know, I was wondering, if your mother was in Tokyo, and you father's in Shizuoka . . .

HK: Yes.

MK: . . . how did they get together? How was that arranged?

HK: They didn't know each other at all. See, it (was) an arranged marriage by that Ozaki company, (in) Yokohama, because the president's wife (was) from (Yamazaki). (My father's) brother worked for that company. His brother's wife (was) from Arai in Shizuoka. (Since Mrs). Ozaki came from Arai, too. I think (it was) arranged by (Mr.) Ozaki—not Mrs. Ozaki. I can't remember the manager's name, but it's the manager. They all came from that area, you know, in Hamanako, Yamazaki. It's a suburb of Hamamatsu.

MK: I was wondering, with your mother, in essence, being pretty adventurous . . .

HK: Mmm hmm.

MK: . . . what motivated her to agree to this kind of arrangement and then to go to Hawai'i?

HK: I know she regretted coming here, she said, to marry someone (laughs) like my father. But those days, when your parents tell you and they arrange for you, you don't question. And she was that type of person, and so I think that's what happened.

MK: And do you know about when your parents arrived in the islands?

HK: Yes. My mother, because she was so disappointed when she came, and she wanted to go back. And I'm born 1911, so she must have come either 1910 or 1909, somewhere around there. 'Cause I was born June 28, 1911. So she found herself being pregnant, she decided she would stay on. Otherwise—she's told me over and over again—she would have left her husband because of his drinking.

MK: And your father, when did he first arrive in the islands?

HK: I have that book at home, you know, as to when he arrived. I'm not sure how many years—not too far ahead [of my mother].

MK: And then after he became skilled as a tailor, he opened up a shop on 'A'ala Street.

HK: 'A'ala Street, yes. My mother learned tailoring from him. And he had about two others who came in to learn tailoring. And he used to have the only tailor shop there. He went to the neighbor islands and took orders, because he had been in Hilo before, Maui, and Hawai'i. And he went to all the rural areas of O'ahu. As a child, I went to the association of tailors picnic. Vincent Yano's father was a tailor. (Chuckles) I remember him well. And that's about all that I know. So I can't remember how early he came here. I'll have to look up his record. The one thing that I remember is that there was a Mr. Shibayama (who) started (a) coffee

- (farm) in Kona. He knew him. So whether he was in the same group, I'm not sure.
- MK: And your dad, he took orders from rural areas and the outer islands?
- HK: Yes, it was individually. You know, there were no shops at that time. And because he is Japanese, the Japanese people gave him orders. And he would sew them and then take them back to them.
- MK: Do you remember what types of clothing?
- HK: It's all men's clothing, men's coat and vests and trousers.
- MK: So having trained under a Caucasian tailor . . .
- HK: Yes.
- MK: . . . it was all Western styles.
- HK: Yes, all Western. And I'm amazed at how (neatly he sewed). And none of us are seamstress. None of us took up sewing, except one sister, but she didn't make it as a career. But she sews her own dresses, but none of us took up sewing.
- MK: And you mentioned that your father's shop was on 'A'ala Street.
- HK: Mmm hmm.
- MK: Would you remember the neighboring businesses in that area?
- HK: Well, I can't remember, because I was (so young). I remember that I used to get a ride—in those days, it was by horse and buggy. And I was three years old, and I wanted a ride in the horse and buggy. So it's stationed right on 'A'ala Street, and so he gave me a ride around (laughs) there. And I cannot remember the stores there as a child, except the theater across was Asahi Gekijō. But later on in years, when I started going to Japanese[-language] school, girls and boys in that area would go (to the theater). (Laughs)
- MK: Is it Furuya?
- HK: No, Furuya is later. That theater, Nipponkan, came far later. Asahi Theater was the first. But the Honda store was right there. And I think it is Mr. Honda. You know, he is quite active in Hongwanji. I think it's his. Oh, I know, it was Kawano's store and then Hondas bought that store. Kawano is a classmate of mine. Dr. Fujiwara's parents had the corner store for restaurant on Beretania and 'A'ala Street. I remember as a child, after my father went bankrupt and we moved several years later. Because after that we went over to Kukui Street and then moved back to that 'A'ala area. Kotohira Jinsha was in that area, and there was the Shobu Kan, the judo [hall]. And our cottage was right next, so I could look over the window and watch the judo. Already I was much older, but I can't remember. Because I think the bankruptcy occurred. Because we moved over to this group of—not houses, it's connecting, something like a tenement. I don't know if it's tenement. So anyway, one level, the present

apartment like. In the back are all Japanese people there, next to the park. 'A'ala Park was right there. So we moved over there, I recall. I was maybe five years old already. Because I went to Pālama Settlement kindergarten, four years old, on King Street. So the years before that I guess I'm too young to remember.

MK: So in terms of where you spent your early childhood, that would be in that vicinity, when you were . . .

HK: Yes, from birth to probably—oh, I used to go to Japanese school from there, so. . . . I'm not sure now exactly how many years I spent. I (remember) all these stores they had on Beretania Street, and went to Japanese school on Nu'uanu.

MK: So first you lived in the 'A'ala Street area, and you went to the Kukui Street area.

HK: Yes. And that's when Kukui Street, the side where I lived, it was (high). I don't know why. It was quite high and there were steps coming down. The Methodist church was on River Street. (The) Kawasaki Hotel was on Kukui Street, and across Kawasaki Hotel was (the Li family's home). And when I went to elementary school, Satoru Nishijima's (parents)—Dr. and Mrs. Nishijima's (home was) on Kukui Street.

MK: So the communities that you grew up in, were they predominantly Japanese?

HK: Oh, yes. The whole 'A'ala Street and King Street, were all Japanese stores. Oh, was Awamura jewelry [Heiwa-Dō Jewelry Store]? The corner, I remember (was a) railway station. I've ridden that train, too. So, it was Iwanaga store on King Street. And right along where Nagao Shōten was on the River Street corner—Musashiya [Shōten], all those stores were there. And on the corner there was a drugstore, on King Street and corner. And Seiseido Shōten moved over there. And Akahoshi drugstore was there, and Seiseido, and the market.

MK: 'A'ala Market.

HK: 'A'ala Market. The 'A'ala Market was there. It was completely Japanese. And then, of course, Mr. Furuya bought that Nippon Theater. So they had two theaters. Asahi Gekijō moved over to this—what street is that? Not Pauahi—I mean, that. . . . It's now between Beretania and. . . . It's an old theater right across the park. It's a small park. Do you know the Hakubundō [Book Company]?

MK: Mmm hmm, yeah.

HK: Across there. The street goes towards King Street. There's a theater. That Asahi Gekijō moved over there, yeah. And I recall the days my father knew Mr. [Frederick] Makino, (editor of) *Hawai'i Hochi* and that period of anti-Japanese. And Mr. Makino was really a leader and wrote against that anti-Japanese feeling. I still remember that.

MK: Being that you grew up in a predominantly Japanese community, I know that your parents' generation would naturally be speaking Japanese . . .

HK: Mm hmm.

MK: . . . but how about the nisei children in that community?

HK: I'm not sure, 'cause they're all moved out. My classmate could speak Japanese and went through Japanese school. But many of them have passed away. I recall Dr. Walter Ozawa, who was a M.D.—he's passed away—his sister, Fumiko, was my classmate, and he was older than us in Japanese school. The Sato Clothier was on King Street, and Mr. Sato was very active in our Japanese school. He was (on the) board of directors. And so I used to know him because when I go in front and bow and get the certificate, he would be there, sitting there. He was a fine gentleman. I recall him very well.

MK: I'm kind of curious. Say, if as a child you went into any of the stores of the 'A'ala *Rengo* or that vicinity, would Japanese be the language that you'd use to talk to the storekeepers or English?

HK: See, the thing is that we moved when I was young—five, six—I mean, moved to the back of 'A'ala Street. Yes, I think Honda Store (where) we used to buy shave ice. And so naturally, at home (it) was completely Japanese because my mother couldn't speak English. My father was very adamant about Japanese education. He was a collector of calligraphy. He spent so much time having to establish the first Zen-*shū*, temple. Because my parents are Zen, and there was nothing but Hongwanji Shinshū. And so the first Zen temple was on 'A'ala. Not where the stores were, the 'A'ala Street towards Kukui Street, on the right I think, as you go towards Beretania on the right side. Across was Kotohira Jinsha. And so he and a number of businessmen established, because they're Zen. They felt they weren't Shinshū so they established the Zen temple. I guess that's his background in Japan. He didn't work. He doesn't come from a working family. And so he spent so much time helping to establish the temple. So every time the top Zen priest came to Hawai'i, he would live at the (temple). Especially when Sōto-shū moved over to Nu'uānu and School Street corner, he would move over, (and) would spend nights there at the *otera* to serve the top Zen priests who came. So that he was more interested in doing that than his work, so we suffered financially, (with) no income. And (for) all the services he would be there, and so they gave him a rank of—I don't know what that rank is, but anyway he wears the *okesa* or whatever (for) I have a picture of all those top Zen priests and him (with) a group of members (who) were active at that time on School Street and Nu'uānu. Somewhere we had that old picture of the first Zen on 'A'ala Street. I don't know where it is (now). That was the first Zen temple.

MK: So while your father was very involved with the Sōto Zen sect here, was it your mother, then, that kind of held the family together?

HK: Yes. I recall, as soon as I was fourteen years old, my mother and I went to the (pineapple) cannery. I went there during the summer, but she worked all year at the pineapple cannery and she held the family in that respect. Although, when the priests weren't there—and this is after I (was) already (in) Japanese school, so when I was about fifth, sixth, seventh grade, we lived right next to that Shobu Kan (judo hall). He had his tailoring business at home, even though he moved. And we always had people who came in for training to learn (tailoring men's clothing).

MK: *Minarai.*

HK: *Minarai*, yes. On Kukui Street and even on Hall Street, too. And I recall we've had single girls, single men, and as a child we used to tease them, "You like each other?" And the last one was someone who used to sleep at our house, because her brother-in-law and sister didn't want her to live there. And so I recall that. I was in sixth, seventh, going to Central Grammar School.

MK: You mentioned earlier that your father was pretty adamant about a Japanese education.

HK: Oh yes.

MK: What did he feel about your being educated in the public schools in English and American things?

HK: Well, I think by law we all had to go to school. . . . They took me when I was five years old. But as I told you before that when the principal asked me my age, I said I'm six, because that's a Japanese six, not knowing the difference between (laughs) English and Japanese. So they put me into first grade, or anyway, it's supposed to be first grade. And I failed---no, I wonder. I failed (in the) third grade, third grade. I was able to keep it up till third and failed in third grade (chuckles) and repeated third grade.

MK: So your father emphasized the education that you received in the Japanese schools though . . .

HK: Mm hmm.

MK: . . . more than the public school education.

HK: Public school. However, when I finished eighth grade, as I told you before, my mother felt that I, being a girl, shouldn't go to high school. That education was enough, that I learned English, so that I should go to work because father was spending so much time in the *otera*. But then he gave up his tailoring business. He drank so much, too, around that period that really he didn't push for me in terms of going to high school. All my friends went to high school. None of them—you know, they all went to McKinley [High School] I recall.

MK: Staying with the subject of the Japanese education, what Japanese language school did you go to?

HK: It was called Hawai'i (Nippon) Chūo Gakuin, (Japanese) Central Institute.

MK: And where was that located?

HK: The present Foster Garden.

MK: And what did you think about going to Japanese school?

HK: I enjoyed it. I enjoyed Japanese school. I guess because I was already raised in all the Japanese tradition. And I recall—and I had that picture—the teachers (wore) *hakama*, you know, the Japanese *hakama*, the long one, *ne*. My mother used to (have me wear one on New

Year's Day, a red one.)

(Taping interrupted.)

END OF SIDE ONE

SIDE TWO

MK: You were saying that your mother used to dress you.

HK: Yes. My mother had a set of Japanese clothes for all of us. So I had *hakama*, a crimson red *hakama*. And every New Year's we wore Japanese kimono and went all around visiting our friends, like Japan, you know, you go to friends' houses on the first day. And I think I had a—what do you call that game that they play first day? *Hagoita*. They raised me as if I was living in Japan. (Laughs)

MK: When did you meet your first Caucasian?

HK: The first Caucasian is when I went—I cannot remember that Pālama kindergarten, but at the elementary school, Central Grammar School. We had a large number of military families' children coming to Central Grammar School. It was, I think, the only elementary school, first grade at that time. I'm not sure Kauluwela School and other schools were built, but I recall all these military trucks brought them to Central Grammar School, and came after school for the children and they transported them back and forth. And my contact with Caucasian child is from that time. Not a word of English (laughs) five or six years old. That's why I feel my English, the enunciation is not as good as my own daughter's inflection.

MK: Because you originally learned . . .

HK: Japanese.

MK: And then when you went to Chūo Gakuin. I was wondering, what sort of teachers did you have at Chūo Gakuin?

HK: They were all from Japan. As I told you, *Akagi-sensei* wore that skirt, *Tasaka-sensei* wore skirt, (and) Japanese (kimono), and later on they wore dresses. But at that time, when I was first grade, they wore the skirts. They were all from Japan. One of the high school teachers was *Takahashi-sensei*, and he had judo (classes). And that's why living next door to the Shobu Kan, I used to enjoy watching . . .

(Laughter)

HK: . . . and teaching the judo, but I've never learned judo.

MK: And so you had male and female teachers.

- HK: Oh yes, we had Yamamoto-*sensei* for many years. But the principal, *kōchō-sensei*, was from Japan, and he came from Toyama. And they were all Japanese-born teachers.
- MK: I know that you've had several teachers through the years, but could you remember certain characteristics of these teachers?
- HK: In Japanese school?
- MK: Mm hmm.
- HK: Yes, I remember them very well. Akagi-*sensei* (was) very strict but kind. And Tasaka-*sensei* was a little softer. And I had Nakayama-*sensei*, and I had—both husband and wife taught (me), but I learned from Mrs. Nakayama. My brother had the husband. And so there were all persons from Japan. And I remember one teacher was a *shakuhachi* teacher, too. He taught at home. I think it was Murakawa-*sensei* or Murakami-*sensei*. I can't remember.
- MK: Was it Mikami-*sensei*? There was this *shakuhachi* instructor in the Kapahulu area later on in years.
- HK: I know this teacher went over to Pālama Gakuin later on. No, I don't think it was. He had a moustache, kind of good looking, well-built. I don't know if Mikami-*sensei* is like that.
- MK: I wouldn't know what he looked like. But I was wondering what sort of style of teaching did these *nihongo gakkō senseis* have?
- HK: Was straight Japanese style. We had those desks, two together, and the girls on one side, the boys on the other side. Two rows of girls, two rows of boys. And it was typically, you know, you hold your book up (chuckles)—very strict. Because they themselves were teachers in Japan and so they used the Japanese style. And then we would get *ittōsei*, *nitōsei*. And I recall the other person, (who) came from Japan. She and her brother came from Hiroshima, and so she used to get *ittōsei* all the time, and I was the *nitōsei*. And later on, after I finished I think, *jogakkō* and I went *kōtōka*, then that's when I became *ittōsei*, because she didn't come. She got married early I recall. And we had a baseball team, girls' baseball team and boys' team. And it was typically Japanese.
- MK: And in these classes, was it more memorization or exploring or . . .
- HK: No. The teaching—we had the textbook. It's straight textbook reading. And then certain days would be *shūji* (writing). And we would have to stand up and read out loud. That was elementary. But I recall when we went to *kōtōka*, already we had translation, towards the end. I recall that translation. This is the reason, I think, because of that kind of training. (I was able to translate or) interpret sermon[s]. And during the war years, when the 100th Infantry [Battalion] boys were away, I used to have Sunday get-together with the mothers, 'cause I felt for them. And it's all in Japanese. And when I was at Columbia University and when I studied the parent-child relationship, I had to gather information from the parents who couldn't speak English. I gathered them and (had) discussion with them.
- MK: So the Japanese language skills that you picked up at *nihongo gakkō* stayed with you all these

years.

HK: Yes, all the way. And then interpreting. And now, even when I go to Japan—I'm invited again this spring—I meet with the parents' group of handicapped children and the principals of the special schools and I speak in Japanese to them. So I can converse in Japanese. But the interesting thing is that as soon as I reach Japan, Japanese comes so easily. Pretty soon I'm conversing with them as if I was born there. So many times people would say, "How long have you been in Hawai'i? When did you go to Hawai'i?" (Laughs) But it's funny how when you are in the environment of just that language, it comes readily.

MK: From being immersed in it.

HK: Yes. While my in-laws lived, I lived with them. So that I had to converse in Japanese. And since they passed away it's nothing but English, and more so. With my husband, we would be able—he speaks Japanese, too, very well, so we would sometimes converse in Japanese. But the children used to catch on that when we didn't want them to hear what we're talking about (laughs) we used Japanese. But Japanese comes easily when I go to Japan, or people who come from Japan here, then it comes in very readily.

MK: As an educator and as a student of the Japanese language schools here, how would you evaluate the Japanese language school that you went to at that time in terms of the strengths or weaknesses in their teaching?

HK: I haven't visited any of them, so I can't say.

MK: How about just evaluating the Chūo Gakuin when you went, since you've gone there. Tell me, what do you think of their teaching . . .

HK: Oh, the method of teaching.

MK: . . . their strong points, their weak points?

HK: Yes. Well, the one thing about the Japanese school that I as a child went through, (the teachers were) strict. They are strict. And I recall, because my father pressured me so much, I would go ahead and study. The day before, I (would) look up in the dictionary the meaning and all, so I was one that did more studying at home. This is why, I guess, I came first in rank. I'm not as good in writing as my sister, who is the youngest, who went to Fort Snelling. She's one of the first group of WACS (who) went to Fort Snelling. She writes well, and she took *shodō*, you know, calligraphy, too. But she writes far better than I do, her *kuzushi* (*kanji*). She says she can just *kuzusu* and get by with it, whereas I can't. (Laughs) But the person in Japan (with whom) we communicate, praises my sister's writing. Because I write straight *kanji* so it's not as nice as hers. She writes very easily.

MK: So you remember how strict the teachers were.

HK: Very, very strict, and saw that we did our homework. Very strict, and there's no such thing as being inattentive. They carry the stick, eh. And they will hit the desk. So that's the kind of training we had in Japanese school.

MK: What about *shūshin* at that time?

HK: We had the book called *shūshin*. And so we had *shūshin*. I think the textbook included history and all that. So that I recall the *shūshin* we had, with ink, *sumi*. And that we used to practice. And we used to (laughs) make watches (on the wrist). And so we did have the writing with the black ink.

MK: In terms of attitudes that you learned through *shūshin*, what sort of attitudes?

HK: Well, I think one of the things that I really learned from *shūshin* is being very strict (with our) life. Honesty, all the virtues that we should learn in terms of being a human being. That Japanese really is very strict about, the difference between the animal and the human being. That sunk deeply into, I think, (in) my life. But I love dogs. I have a pet dog. But being a human being means you have to be strict about yourself, honesty and (respect) all of that.

MK: How did the teachers kind of inculcate that in the children?

HK: It's more in the textbook. You know, Ninomiya Kinjirō's life. You learn through the life of others. It's in the book and then the teacher would point [out] to us how great he became. And so it was using those historical persons. Well, on my own, because I've been educated through *jogakkō kōtōka* I read Japanese books. But my mother always for New Year's Eve would—ever since kindergarten, I remember—would buy (Japanese magazines) for the kindergarten, the picture book. Every year, so (magazines), *Shōjo Club*, *Shōjo Sekai* and all (others, she) would give us for presents. So we've been accustomed to reading Japanese magazine. Lately I haven't bought them. They're too expensive. When I go to Japan I pick them up. But I feel that my interest in Japanese history comes from that background.

MK: I forgot to ask you, but in those days, what were the hours of Japanese-language school?

HK: As I recall—I don't know how many years they did that and then they dropped it—was seven A.M. till eight o'clock. Because it was on Nu'uanu, we'd go there, then the Central Grammar is not too far away and [HK would be there] from eight [A.M.] to two [P.M.]. Then they had afternoon [Japanese-language instruction], three o'clock to four-thirty or five. Two different periods. So we had real good training. But I cannot remember how long we had that early program. I think they eliminated that because maybe it was too stressful for us. But I started out, I recall that. Because I went to kindergarten in Japanese (school), too. See, we started kindergarten in Japanese.

MK: So you started kindergarten on both sides.

HK: (There was no kindergarten in the public school.) [HK attended kindergarten at Pālama Settlement.]

MK: Japanese and English.

HK: Yes. But I forgot a lot of that. But then when they play "*Otete Tsunaide*," things like that, and "*Karasu*," you know, the songs, it comes back. Yeah.

MK: And so while you were attending Chūo Gakuin you started kindergarten at Pālama Settlement.

HK: Yes, at four years old. But I didn't go to Japanese school at that time. It's when I'm five.

MK: When you're five.

HK: Five.

MK: And so you moved from Pālama Settlement to Central.

HK: Yes, Central Grammar School, that's right.

MK: Did you repeat kindergarten again at Central Grammar or you just . . .

HK: No, they didn't have kindergarten in those days. There's no such thing as kindergarten.

MK: So you started . . .

HK: I'm the one that started the first kindergarten, private one on Kaua'i. I'm, in that historical (period), the first person to be a trained teacher in preschool education. The Castle Foundation helped me get over to Mainland and I had that four-year scholarship.

MK: Mm hmm.

HK: So Alfred Castle III has written a history of the Castle Foundation, and he interviewed me. And I saw him the other day at a conference, and he said the book is being published by University [of] Hawai'i. [In] 1992 it's coming out. He said, "You'll get the book."

(Laughter)

HK: He mentioned that.

MK: So that's forthcoming, yeah?

HK: Yes.

MK: I guess since we just mentioned Central Grammar, you attended Central Grammar from first grade to eighth grade then.

HK: Yes.

MK: When you were first told you were going to go to English language school, Central Grammar, what did—could you recall what you felt as a child?

HK: No. I guess those days, you do what your parent tells you. So I suppose my parents interpreted that all children have to go to school and took me to Central Grammar School. And when Mrs. [Sophie] Overend, the principal, asked me how old I was, I just put up my finger and said I'm six. And that's in Japanese six. And they enrolled me. But I had to stay, I

think. . . . I know third grade I repeated, third grade, but I can't remember the first grade.

MK: And what are your earliest memories of school? Sometimes people say that it was very difficult for them. For some people it was very enjoyable, that first year or first two years.

HK: Yeah. You remember I told you my first experience in that classroom without knowing English, how I wet myself and started crying. And the teacher was kind enough to ask me, "What's the matter?" And she saw the puddle, so (chuckles) that was my experience. Because no English, I didn't know what to ask or what to say.

MK: You know, do you remember some of your teachers from Central Grammar?

HK: Yes. It's interesting how I remember Miss [Grace] Ing or Mrs. Ing. I would remember Mrs. [Ida] Crockett, who was my English teacher, who told me not to take an English name. Everyone at that time were deciding to have English names, and that was about fourth grade, third or fourth grade. She said to me, "The name you have were given by your parents, you should honor your parents by keeping that name." And so I didn't choose an English name. Everybody else did. And so I recall not only myself in that class kept a Japanese name. Kenji Onodera, Satoru Nishijima, we kept our Japanese names. So I remember her very well. I remember Mrs. Hill, who is a math teacher, seventh grade. Very good arithmetic teacher. Then Mrs. Hughes, who was the fifth-grade teacher where my classroom was, that bedroom in that palace. I remember Mrs. Strand, seventh grade, and I remember—let me see now—Mrs. Wilkinson, who used to teach English. She would sing. (Laughs) She would walk up and down and says that you have to raise this word and sing the sentence in a tone so we would get the stress and non-stress. She was quite a character, but very good teacher. Oh, I can just picture her in her—in those days—long skirt, and marching up, back and forth. Just recently I had lunch with one of my friends who was in Central Grammar School, but she may be one year younger. She didn't have the privilege of being in the classroom in the palace. She said she was out in the bungalows. And then sixth grade moved over to the new building to the right. And that's when we started this going to different teachers for different levels. And when we were in the seventh grade, they established the English standard school, Lincoln School. Some of us refused to go. We didn't want to go, because in my case, my parents felt that we had to take the streetcar, it would be costly. And so I recall Kenji Onodera, Satoru Nishijima, myself, Sargent Kahanamoku—I cannot remember whether Margaret Kuroda and Frances Moore transferred. But I remember—she's one grade above me—(Harriet) Suzuki, transferred to Lincoln School. Oh, I know who transferred to Lincoln School is Reverend (Komura's) children. They went to the English standard school. They established Lincoln School as a English standard (school).

MK: So they were tested—you were all tested and if you passed you were given the option of going to English standard school?

HK: I can't recall that, because maybe they considered us already eligible. I'm not sure. Because they offered (it) to us, that if you want to transfer (to) that school will be an English standard school. And there was a seventh grade. And I remained in seventh at Central Grammar. And Reverend Komura's [children] and those folks were eighth graders and they went to the eighth grade their last year in the English standard school.

MK: I was wondering, what's your view on English standard schools? It's not found in many other places I think, you know, this system.

HK: Yeah.

MK: What do you think of English standard schools?

HK: Well, the way they did, I don't think I would quite agree. I'm not sure now whether, not as English standard. . . . Well, English standard school those days, you had to take a examination—you either failed or passed—in order to get (into) English standard school. And the whole school was English standard, and so you get this group of students coming out from one school better than the other school. But I do feel, although much as I have gone through and I agree that we should have mixed group of students, I think within the school you do need to differentiate students in terms of their ability. And keep the slow-learning classes smaller so you can give them attention. The fast learner, even though in a large class, they'll pick it up. So within the school you may want to have some, I guess, students who meet the criteria of a certain level. Because I've been director for special ed[ucation]. I've established both mentally retarded class and the first gifted program on Kaua'i. I wasn't on O'ahu so I don't know what they did [here]. The only thing I know (is), the mentally retarded (class) was (in) Lili'uokalani School. I was in the district office and supervised and identified the children for the mentally retarded in Kalāheo, [Kaua'i]. And for the gifted program, Gladys Brandt was principal (and wanted it) at Kapa'a School. At which time, Dr. Thomas Chang and myself, because of my background, we went there and gave the Wechsler test. I had my background in clinical diagnosis. And selected the first program for gifted children and set up a class in Kapa'a High School. Because Mrs. Brandt—I taught with her. You see, when she was an elementary school teacher, she was eighth-grade teacher at 'Ele'ele, and I was first and second, so I knew her. And I was in the district superintendent's office already doing special services. And he passed away. He was a very good math specialist. His wife—I think she retired—was a principal. Oh, he's a brilliant fellow, a math specialist, and he came and worked with that class of students and helped the teachers there. And as I recall the project they did, that I still remember, was they set up (a) weather reporting (system). (Chuckles) And once when I was on a TV program—you know, I guess I was. . . . I can't remember what TV [program]—I've been on all kinds of—not TV. This was a radio program. A parent called in and said that her son, who was in (the) first class in the gifted program, is at University of California and has a B. She was so happy that (the) student was in that class. Then the other thing that I do believe is that—(when) I was at Waimea High School, teacher, Mr. Tsuchiya, the principal, was good enough to give me a class of average or above students. I was a counselor, full-time counselor there. Then they cut the budget, you know, the budget cut. So I had to be counselor part-time during the day and teach three classes, one was a senior, high school. And do you know that Waimea High School, in that senior class, out of—let me see. I think was about thirty, a little over thirty, maybe about thirty-five, seventeen got scholarships from different colleges on the Mainland. (Since then) I moved to that district office 1952, somewhere around 1950 (at) Waimea High. And one of them [students] is Burt Tsuchiya, who was on the [UH] Board of Regents and now he's personnel manager at Ala Moana Hotel. He went to one of the smaller colleges, but I think he got a scholarship there. There's one, Tamaribuchi, who got a offer from Reed College and Harvard University. He took Harvard University, and I heard that he got his degree from Harvard. Then he got his Ph.D. from Stanford University. So I feel really happy about it. And some of

the others, I don't know what's happened, but they went to Mainland colleges. I know a couple of them are living on Mainland. And so no matter where, here, way out on Kaua'i. But one experience I won't forget (chuckles)—when they meet me, they remember and say, "Hi, Dr. Kawahara." At that high school, naturally, everybody is pushing for the football. They want to win the football game. So I insist that my social studies—I had three—I think was two classes social studies and one is eighth grade, remedial reading, (or) remedial English. They go to football practice, and they're so knocked out, really, so they don't do their homework. And so they're supposed to do their term paper, I gave them F's. (Laughs) And then the coach came begging me to change the grade. And I said, "No." I refused. And I said, "I'll accept D." And I recall that meeting. The coach came (to see me), Mr. (Doi)—I think he's already retired. The reason why I could insist on it is (at) University of Wisconsin, (for) my Master of Science degree, my psychologist professor (was) Ragsdale, Dr. Ragsdale. (At) University of Wisconsin, they've studied how you train your football players. And Dr. Ragsdale used to, in the class, in my psychology class, is that with even football, let them practice for two hours, but anything beyond is useless. He lectured to us on how to train (laughs) football players. And so having that background, realizing these students were practicing beyond two hours, naturally they can't do their work or do their homework, and they're probably too tired. But that doesn't mean they're going to neglect my social studies course. So I didn't give in. (Laughs)

MK: Did anybody else apply pressure on you, or did the community . . .

HK: Nobody, nobody did. Nobody did in those days. (Laughs) I think Tsuchiya all of them were in (for) football. I think they were football players. I don't know what the other teachers thought, but I just stood my ground. And yet, they're the ones now, leaders, and they went to college. (Chuckles)

MK: It paid off. (Laughs)

HK: It does, but I felt that gosh, no wonder they can't do their homework. But school comes first, (laughs) not the games. I'm not sure what the regulations are now.

MK: That's interesting.

HK: Uh huh.

MK: I'm going to move you back in time a little bit, because I think we were talking about Central Grammar and then I asked you a question about English standard and . . .

HK: Yes.

MK: . . . we jumped ahead. But, you know, looking back on your elementary school days, do you remember any really outstanding teachers . . .

HK: Oh, yes.

MK: . . . and why you think they were so outstanding?

HK: Mrs. Crockett, English teacher, was really outstanding. She was an outstanding teacher, and so is this Mrs. Wilkinson, you know, following that. And let me see, Mrs. Hill was a real good arithmetic teacher then. The others I don't—oh, and of course elementary school. I don't know whether she was Miss or Mrs. Ing, was a very good teacher, strict but real good teacher. She was third-grade teacher. The first grade, that teacher, except for wetting myself, I don't remember her teaching. But Mrs. Hill. . . . Mrs. Crockett is one who discouraged me (from adopting an English name). This is why Satoru Nishijima, (Kenji Onodera and others) kept our Japanese name—(she) discouraged us from adopting an English name. The fact that she said you've got to respect your parents. "That's the name your parents gave you. You should stay with it."

MK: Took English names.

HK: English names. Mm hmm.

MK: And why would you say that these particular group of teachers were so outstanding? What made them outstanding?

HK: Well, you can see Mrs. Crockett was very strict. That I remember. And they made you do over and over again if you didn't get it, until you got it. Mrs. Hill was a good arithmetic teacher. And we used to have homework and we had to come back to do—I mean, she didn't take them to correct them, we corrected in class. And, well, Mrs. Wilkinson, she was so full of (laughs)—she had an activity in class, too, and was a joy. We used to smile and laugh (laughs) and still learn. So I can say that those teachers were very good.

END OF SIDE TWO

TAPE NO. 21-33-1-91; SIDE ONE

MK: This is an interview with Dr. Hatsuko Kawahara on October 7, 1991, in Honolulu, O'ahu. This is tape two, of two, of session number one. Okay, Dr. Kawahara, you were just telling me what would be the routine in the morning at Central Grammar.

HK: Yes. Every morning we assembled in front of that palace. The flag pole was in the front there, and we all assembled for the raising of the flag and saluting the flag. We also, I think, sang. I think we sang "Star-Spangled Banner." I wonder if we did the—"America the Beautiful," came later, so I know the "Star-Spangled Banner" we did. And the principal would say good morning to that group and will give whatever instructions or messages she wants us to get. And then I recall the bugle, blowing of the bugle. And we would march in, class by class, to the different classes. And so we had that. Every morning Mrs. Overend stands in front of the whole school. We don't do that anymore. (Chuckles)

MK: You know, earlier we were talking about outstanding teachers and what made them so outstanding.

HK: Yes.

MK: How about teachers who were not so outstanding there, who were not adequate? What made them—what did you see as deficiencies in the teachers at that time?

HK: Being a child, I think it's difficult to say what was not outstanding. But one unpleasant experience I've had was with Mrs. Strand. I think (it) was (in) seventh grade and we'd all started learning stitching or sewing or whatever in the class.

MK: Needlework.

HK: Needlework. And I wasn't good in needlework, and I did such a terrible job. And she took it and held it in front of the class and showed it to everybody and everybody laughed about it. And because it's been ridiculed, being ridiculed, I felt that I was so ashamed. And that I recall. And so as a teacher she may be okay (for) she was an attractive teacher, and she taught geography. But that's one unpleasant experience I've had. But outside of that, I don't recall any other experience. I felt I had real good teachers. But those that I mentioned, little things that, I remembered very well. But they were real good teachers. (Mrs.) [Gertrude] McCorrison, I think, was (a) third-grade teacher. Oh, and Mrs. McCorrison's class—that was (in) third grade—I recall that I was a chatterbox, very sociable. And back of me was a fellow named Frederick, I recall. I don't know what his last name is, so I don't know whether he's living or not. I used to turn around and talk to him all the time. And I guess it irritated the teacher 'cause she's trying to explain. So she got so angry she said "You want to talk to him so much, you go and sit in the same seat with him." And then she made me sit there. I was so embarrassed, (laughs) (in) third grade. That experience I've had. But I didn't blame the teacher, because she was a real good teacher. So it was more embarrassment, yes.

MK: In those days, what kind of discipline did the teachers use? How did they try to discipline the children, if there were any real big problems?

HK: No, the children those days, our age, probably our parents were strict at home, so I don't recall the students creating any kind of problems for the teachers in the classroom. And as I told you, that school was all more or less from the military, and the children came from homes (of) middle class or above. And we didn't have the, I think, schools. . . . A district school or whatever, I'm not sure. I don't recall that period of how they organized the schools. I don't know why my parents took me to that school instead of Kauluwela School. Because when I went to Japanese school, majority of my classmates in Japanese school were going to Kauluwela School. A couple of them went to Royal School, because Royal School was quite close, too. Yes, I don't think they—how the department organized the school districts, I don't remember. I don't think they had any.

MK: It's interesting when you said that in those days, with the parents being so strict, you didn't think that there was a discipline problem.

HK: No, no discipline problem. I don't remember any teacher having to keep us after school or to spank us. Although that Mrs. Wilkinson had a stick and she beats (the time, rhythm).

(Laughter)

HK: . . . and goes up and down the front of the class. She was quite a character, but we enjoyed

her. She was real fun. (Laughs)

MK: As you talk about her I can see you smiling and laughing, so obviously she . . .

HK: Yeah, she was—that impression I had, yeah, of her.

MK: You mentioned earlier that the students tended to be students from that area and some military children, that would be . . .

HK: Large number of military children, Fort Shafter and Pearl Harbor, too. They all were transported by the military bus, military trucks.

MK: How did it work out with Caucasian children from the Mainland, military, mixing in with local children?

HK: I feel that it was (a) good (arrangement). This is why I felt that I probably picked up English faster. Because I didn't have—you know, I didn't have any knowledge of English. My parents were completely Japanese. And going to a school, you're forced to be with children who spoke nothing but English, and of course, your inflection and whatever, you're constantly listening to it, so you fall into that hearing pattern that you acquire English much faster, I think. That's how—I feel my background in elementary school was really a very good background.

MK: How about learning about cultural differences? You have local kids and . . .

HK: No, there was no—we weren't conscious at all. No one made us conscious. The teachers were Caucasian teachers. Mrs. Ing was Chinese ancestry, but we never thought about her as Chinese as a child. I didn't think about her as a Chinese background. And they were all Caucasian teachers that I had.

MK: How about learning about new types of foods, or learning about games you were unfamiliar with?

HK: No, we didn't have to—in the elementary school, we didn't have any games at all. I can't remember whether we even played baseball. I don't think that we had any, except that I told you that dancing class that they had during the recess period for seventh graders in that hall, (chuckles) in that palace. That's all I recall. But we played jacks. I can't remember any of the problems there.

MK: How about when it came to be like lunch time, was there a sharing of food or . . .

HK: No, we used to—in those days I don't recall having cafeteria. There was a little store on the corner of that Emma Street—now it's all broken up, by Kukui [Street] and across—where they sold sandwiches or whatever, so (where) we used to go. Our lunch money was only five cents, ten cents. The parents gave us, and we bought lunch across the street. So we had no cafeteria those days.

MK: I was wondering about lunches, because I recently interviewed a person whose a retired judge

now in Maui, and he said when his teacher told him, "Tomorrow, you bring a sandwich," he went home, told his mother, "I have to bring a sandwich tomorrow," and the mother, being issei, didn't know what a sandwich was, you know.

HK: Oh.

MK: So even in school he learned about something from a different culture.

HK: Yes, that's right. I learned my culture at Central Grammar School.

MK: That's kind of interesting. While you were going to Central Grammar, did you participate in any extracurricular activities connected with Central Grammar?

HK: No, except May Day, the May pole is what we—we had the May pole dance, and just that. But of course, songs, we had singing in classes. We learned songs, different songs. But we (didn't) have any extracurricular (laughs) activity. I don't recall.

MK: I guess the last question for today's session is that, I know you finished eighth grade at Central Grammar.

HK: Yes.

MK: As you were completing eighth grade, what were your thoughts of the future? Did you think you were going on to school or what were you looking ahead at?

HK: I didn't at all. I guess just my parents were—you know, listening to my parents, and my mother didn't want to send me to high school. I didn't even beg her to send me to high school when everyone was going to high school. And my father had bankrupt, and so financially the need was there. So they said that I couldn't go. So I accepted it, and then I went to YWCA to look for a job. And then that first experience of two weeks was too much, and so then after that I went over to that Smith-Hughes training program. Because someone who was there the second year, the parents knew my parents and told them about that school. So I enrolled there.

MK: I think I'm going to end it right here.

END OF INTERVIEW

Tape Nos. 21-34-2-91 and 21-35-2-91

ORAL HISTORY INTERVIEW

with

Hatsuko Kawahara (HK)

October 22, 1991

Honolulu, O'ahu

BY: Michiko Kodama-Nishimoto (MK)

MK: This is an interview with Dr. Hatsuko Kawahara on October 22, 1991, in Honolulu, O'ahu. The interviewer is Michiko Kodama-Nishimoto.

Okay, I think we can start today's interview with a continuation of the last session. And maybe we can continue from the point where you had just graduated from eighth grade, and what were your prospects like for the future, when you graduated from eighth grade?

HK: I believe that I mentioned about not being able to enter high school. Did we tape that section already?

MK: I'm not certain. Maybe, just to be safe, if you could talk about not being able to continue in high school.

HK: Yes. Because my father bankrupt in his business. And my mother, who is from Japan naturally felt that girls didn't need as much education, and the elementary school, eighth grade, was sufficient. I went to work for two weeks, and they felt, at fourteen years old, I was too young to be able to do the housework [i.e., maid's work]. I heard about this Smith-Hughes vocational training program at the Territorial Normal [and Training] School, and enrolled in there for two years. It was homemaking and preparing students to work or be in charge of the cafeteria at the various public schools. Mrs. [Benjamin] Wist was the teacher for that program at that time. (The) Smith-Hughes homemaking program included academic work, too. I had two years of training and received the Smith-Hughes vocational training program certificate.

MK: How did you hear about the program and who actually got you enrolled?

HK: A daughter of my parents' friend was in the program. So I heard about it, and my mother and my father thought it would be a good program, because it's homemaking, sewing and cooking. This cafeteria training program (was) cooking for a large group of students.

When I enrolled in Central Grammar School, I went alone, my parents didn't go. Children in my class in the Japanese school were going to enroll in the Central Grammar School. So I went with the children and came home proudly telling my parents that I (was) admitted to

Central Grammar School. (Laughs) I was six years old, in Japanese that's *kazoetoshi*, although I was five.

MK: So later on, you got yourself enrolled in the homemaking program.

HK: Yes, yes. Because I was, then, already fourteen years old. Fourteen, fifteen—it must be. My birthday is June, so September, fourteen years old.

MK: Was there any tuition that your parents or you . . .

HK: No. We didn't.

MK: . . . had to pay for that program?

HK: It was a public school program, and it was, also, a program for the normal school teachers who had to take home economics course(s), because they were being trained to be home economics teachers. I recall they also came in and (were) supervised by someone else for their practice teaching in academic subjects. So it served the purpose of training us as students and being able to be employed in the public schools, cafeteria. At the same time, the students who were training to become teachers did practice teaching, (in) academic subjects. I recall Paul Shimizu, I taught with him at 'Ele'ele School. A number of teachers that I know went to normal training school for their teaching certificate, because there was no four-year program. University of Hawai'i later on took over the training (of) teachers and established the four-year training program.

MK: And when you went to this training program, where was it located?

HK: Right on the grounds of normal training school, Territorial Normal [and] Training School for teachers.

MK: And most of the graduates were placed at the public cafeterias, public school cafeterias?

HK: Yes, yes. As soon as they graduated they were placed in the various public school cafeteria.

MK: And then, in terms of preparing a student for employment, how well a job—how good a job did the training program do, do you think?

HK: It was really a good program. Because they taught us in the academic area, which is purchasing bulk of food. It was really combination of going (into) business as well as cooking for large groups of people. So the training was not just the elementary arithmetic. We also had to learn about vitamins, proteins, all (about) nutrition. Nutrition was one of the subjects that was tied into the program.

MK: And then as part of that program, did you students prepare for actual children?

HK: Yes, yes. We prepared the meals for the teachers too, the (normal school) students. And there was also a demonstration elementary (school) program, too, for the teachers to go and do practice teaching. So we had a group of students in the elementary school. I can't remember

whether it was on the school grounds or whether it was somewhere else. But I recall that the teachers had to go out to do practice teaching. So where they did go out to do practice teaching, I don't remember. Some of the other teachers may be able to remember.

MK: And then, when you completed your training program, what was in store for you?

HK: Castle Foundation had (a) pre-school program. And they needed someone who could prepare the meals for the nursery school students and also the kindergarten students, who had to remain after school to wait for their parents.

Mrs. Marjorie Abel, who was a home economics graduate, University of Hawai'i, was the nutritionist. So she supervised me in terms of seeing that the meals were appropriate for the children. But she worked out the menu for the children. The sandwiches' fillings were made of raw carrots, grated carrots mixed with mayonnaise, or turnip mixed with mayonnaise. And she wanted to try so many different things. I recall pudding with the white of the egg beaten up as a kind of decoration. So I learned to cook there too, because she was (a nutritionist and the food) was appropriate for children from fifteen months to three, (and for the) kindergarten children.

After I finished cooking, they wanted me to help with the feeding of the children. Because each table, I recall, were six children, and some of them had problems eating that type of food. So I had to help them feed the children. Alida Shinn, who was the director for that nursery school, saw my ability in handling the children. I didn't have to do any cleaning or washing dishes. There was a Mr. and Mrs. Wozumi who lived on the grounds there, and Mrs. Wozumi came over and did all the washing. They wanted me to work with the children after the meals, taking them to toilet, training them, and then also during their nap period, to supervise them, and after the nap period, to work (and) play with them. They felt that---at the Smith-Hughes training, the program was not only cooking, it was homemaking and childcare training. Therefore, this is why they hired me full-time, in the morning to help cook for twenty children or twenty-five children. So I learned from Marjorie Abel about nutrition, which was really helpful.

MK: And then, in terms of learning from someone about childcare, who was the person in charge there?

HK: Alida Shinn. (She is) living in Pennsylvania. Alfred Castle III wanted to know about the early years of that program, and so I gave him her address. He wrote and (received) some pictures for his book. He told me he'll give me a book, and it's being published here, (at) University of Hawai'i.

MK: And the Castle Foundation nursery school, it was a private . . .

HK: Yes.

MK: . . . nursery school.

HK: It was private—Castle Foundation. I think historically, (it was the work of) the grandmother (of) Dorothy Castle. Henry Castle, (her son), was the father (of) Dorothy (who) was a five-

year-old child. They (both) died (at sea) in the (ship)wreck. The grandmother who came here as a missionary was always interested in children. And so when they set up the foundation, the funds from the Castle Foundation paid for the teachers' (salaries and) paid my salary. The food (for) each child, I think, was assessed, (one) dollar fifty cents a week. Dr. Adeline Babbitt (who) passed away was the principal of the whole school. Alida Shinn was the director of the nursery school. Alida Shinn was the first nursery school director.

According to Alfred Castle III, going through the documents, he informed me the other day when he interviewed me the first kindergartens were established by the Free Kindergarten Association of Hawai'i. And (the) Castle(s) established the first nursery school (for) children from fifteen months (old) to three years old. Four- and five-year-old children were enrolled in the kindergarten section.)

MK: And these children, what kinds of families did they come from?

HK: Oh, most of them, I think majority of them, came from families from middle class and above. Because they had to pay dollar and a half a week. And for the history of that Castle Foundation, I mentioned to Alfred Castle III that I remember(ed) the (Oriental) parents did not speak English, especially the Japanese parents. They were Dr. Mori, (who) went to (the) nursery school, Irwin Tanaka, (and former Judge Barry Rubin). (There were very few working) mothers (who) came to get them after lunch. But there were others who had to (work). Barry Rubin's mother had to work, so he stayed after school. Barry and his mother lived with the Westervelts. (Mrs. Westervelt is a) Castle descendant, you know. (Dr. Kenichi Watanabe had a brother, Nobuo, who attended the nursery school.)

MK: Oh, the [Watanabe] Hall [at UH] was named after him [Kenichi].

HK: Yes. Well, he (was) born in Japan. His brother came to nursery school. And he used to come (to) (chuckles) get his brother, right after school. I think he went to high school here. He came originally from Japan. His parents were in business on that King Street. But off and on the mother came. But I recall, after school I think they asked him to come and pick up Nobuo. I don't know what's happened to him. I know Irwin Tanaka and Barry Rubin.

MK: So the children tended to come from middle-class families.

HK: Middle class and professional. (The) Saegusa (family), you know. And as I explained to Castle III, I was bilingual, and those parents of Japanese ancestry, the mothers, couldn't speak English. We had parents' meeting regularly, and I was able to interpret for (Alida Shinn), who was the director, or Adeline Babbitt, or whoever was in charge of the meeting. This impressed them. But I had gone through Japanese school. And (they) informed Mrs. Livingston here, who was (a) Hemingway, Ernest Hemingway's aunt. And Grace Livingston used to be dean of women at National College of Education (in Evanston, Illinois). I think she left there and (was) married to Chester Livingston, as second wife. His first wife died. And so she wrote to the president of the National College of Education that she'd like to see me (enter college). The group at the Castle kindergarten, especially Alida Shinn—she's a graduate of that college, felt that I should get a college education. (The college) gave me a four-year scholarship.

MK: What did you think of all that?

HK: Well, I was excited, you know. But the fact that getting the scholarship alone wasn't going to be sufficient for me to go there. And that is when the Castle Foundation paid my way to National College of Education, enough for the steam(ship) fare and the train fare, round trip to Evanston, Illinois. The president of the college had a over seventy-year-old mother who had cataract and partial(ly) blinded. Not fully blind, but it was a growing cataract. And so they felt that they needed someone there. So I lived in that home for two years. They gave me a bedroom, third floor, right across the mother's room.

MK: Was that the first time you ever left Hawai'i?

HK: Yes. That was my first experience, and seasick (chuckles) until I reached San Francisco. Oh, both ways. And to this day, I can't seem to get over seasickness when I (am) on a boat.

MK: You know, this is in the 1930s, and I have two questions. One is, how did your parents react to this?

HK: Oh, they were appreciative, but they (knew) by nature I'm quite independent. So they were happy to have me go. Every(one) worried about the winter there. (Dr.) Adeline Babbitt, Alida Shinn, and Marjorie Abel, (I don't know) where they got the coat, but they got a coat for me with a fur collar. I think they had some of the staff members donate some money. They were so grateful to Alida Shinn and Adeline Babbitt. So I went there for the two-year(s) kindergarten, elementary school certificate, at that time.

MK: And, you know, since you're Japanese, from Hawai'i, your first experience in the Mainland U.S. . . .

HK: (Yes, I was lonely and cold.) Oh, the problem was more the winters. Oh, the snow, three feet (in) Evanston, Illinois. And from the president's home to the college was one, two, three blocks walk. Oh, (I) really suffered that walk back and forth in winter.

MK: How about in terms of your relationships with *Haoles*, on the Mainland? First time you've been a place where it's so different from Hawai'i.

HK: Well, the thing is that because many of them have never seen an Oriental girl, they were very friendly. One of them gave me a black lace evening gown. She said she had worn it and I could use that. Then the other thing that I did enjoy is that there was an International Club. There were students from Europe and two Korean students. One of them became president of the women's college, Eiwa College (in Korea). But I don't recall whether it was the first time I was there. See, I was there two years, came back, and then went back again the second time.

One of the students, Fern Scruton, was a missionary in Japan who had come back to study elementary education. She invited me over to Hamilton, Canada for Christmas vacation. And there was (Kathleen) Harris, who was a minister's daughter, and she invited me to Sterling, Illinois one Christmas, because two Christmases I had to be there. (The) girls were in the International Club.

Oh, and when I went there, this Reverend Fukao's daughter, Grace, had just gone over too. She was the other Oriental person (who introduced me to Dr. Hayashi and Dr. David Mitsunaga who were studying in Chicago).

MK: Uh huh, Chisato [Hayashi].

HK: Do you know him?

MK: Yeah, we've met him once.

HK: But the years that I was there in college, I used to go to the International Club in Chicago. And I had a chance to spend the Christmas weekend at this Episcopal Church home called Brent House. (She's) a bishop's wife who had (a) three-story, large house (and) invited students during the Christmas weekend and Easter weekend. I didn't go Easter weekend, but Christmas weekend, Grace and I went there. And the students from all over the eastern side, those who were studying University of Chicago. And I still remember Dr. Tsuru, who is now retired from Hitotsubashi University in Tokyo, president, became president. He was there from Harvard. He was studying (at) Harvard, but he came over. Every time I go to Japan, oh, I keep thinking of going and calling him, but he was much older. But the thing I remember, he was a brilliant student. And the students would play cards, and he always won. The other person was Doshisha University secretary to the president (Masao Morikawa), but I heard he died. We had a group of fellows who were attached to the consulate who came to dinner. We had students from India and China. If Grace (Fukao) was living she would remember the names. I don't remember their names. And they must be holding top jobs in China.

MK: You know, being so young and—I was wondering, were you prepared for college?

HK: Oh, no.

(Taping stops, then resumes.)

HK: (I did) well in most of the subjects, except science. Dr. Downing of University of Chicago was the professor who taught science there, (a) introduction to science (course), freshman year. I failed that course. But all other courses, I was able to make it, C or at least be able to get by. The president of the college did say that I should take some high school subjects, the foundation subjects.

So when I returned, I went to McKinley High School. Miles Cary was the principal of the school. I explained to him that I had gone to National College of Education two years, but that I didn't have any high school credential, except that two years the normal training school, which is the level of high school, first two years. So I felt that maybe I should take the courses.

As I recall then, they gave me a test to take. And I'm not sure whether that's the general aptitude test that you take in order to get your high school diploma, because at that time I have no idea of what kind of test. But I took the test. And Miles Cary said, "It's wasting your time going to high school," when they saw, I guess, the level of grades or whatever. So he

asked Mrs. Loper later on—Dr. [Harold] Loper's wife was the counselor of the school, to take me to University of Hawai'i, to the admissions office. If I recall, I think it must have been Dr. (Arthur) Dean (in) admission. (He) became president later on. Anyway, they enrolled me in the University of Hawai'i and looked at my credentials and advised me to take geology, I recall. There was one called choral reading. And I can't remember the courses that I did take after I went back to teach at Castle. And so, (in) geology, Dr. Palmer was a tough one that I took, but somehow I made it.

(Ms.) Elsie Wilcox came to Honolulu to ask Reverend Weaver, (at) Church of Crossroads, to encourage me to go to Kaua'i to start (a) kindergarten program [in 1932]—because there was no kindergarten in public schools. At that time—I felt that I would lose out in taking courses at the university (and) I wanted to go back to the college to finish and get my bachelor's degree. Because I had the four-year scholarship, and I have the two years (to finish). Elsie Wilcox promised Reverend Weaver to see that I would be there only one year on Kaua'i to start the kindergarten. And she appreciated so much that she gave me \$500 from the Wilcox Foundation to pay my way back after one year there establishing the kindergarten at the school. Oh, the children just loved the kindergarten. One of them, when I was (on the) board of education, (became) Kaua'i chairman of the school advisory commission. I remember(ed) him. He was (then) three years old in the kindergarten. And so I was there one year.

When I went to National and got my bachelor's degree, Elsie Wilcox sent me another \$500 for me to take summer course at Northwestern University. So I took remedial reading. And I thought of taking a speech course, because they have a very good school of speech. And, in fact, Dr. Simon was here in Hawai'i one year, as a visiting professor, and I did take one course from him (here in Hawai'i).

MK: I was wondering, what was involved in establishing that first kindergarten on Kaua'i? What did you have to do?

HK: Well, fortunately the minister of the church—I lived at the minister's house. When we got it all ready—Elsie Wilcox was [once] commissioner of [public instruction, 1920–32]. At that time [1932], she was not. I don't know what years she was commissioner [1920–32]. But they all said she used to be a school commissioner. The church members there had three-, four-, five-year-old children. And do you know, I had sixty-five children in the kindergarten. We couldn't turn down anyone. And I had one assistant. And with that sixty-five children, I ran the kindergarten a whole year [1932–33]. But having been at Castle kindergarten and being trained, somehow (I managed). It was a half-day program, fortunately.

(Laughter)

HK: Half a day program. And I remember taking them as a large group, with the assistant. Oh, they just loved it. For their mid-morning, the parents would bring a lunch. But they enjoyed coming to school. (Reverend Furuta), the minister of the church, would pick up the children in Puhi, (and in Lihu'e).

END OF SIDE ONE

SIDE TWO

MK: Okay, you were just talking about the principal picking up children in Puhi.

HK: The minister of the church would transport the children back and forth from Puhi. Puhi was Wilcox plantation. It's Grove Farm, they call it, Grove Farm.

MK: So the children that you serviced were plantation children or . . .

HK: No. The ones (from) Līhu'e area were children of business (parents). One was a dentist's daughter. So it was a mixed group (and) Hawaiian children too. I'm told that—I remember that Makanani boy so well because he was quite big. His uncle is Gabriel I. Gabriel I just mentioned to me recently that he died. But we had a mixed group of children there.

MK: And what kind of curriculum did you have for these little ones, these kindergarteners?

HK: Because I was the director, I had to work out my own program. And naturally, with the two years background and the experience—I've done student teaching within the two years in Evanston, Illinois, in one of the public schools. Based on that, I knew that I needed to work out a program for them. Unfortunately, I didn't keep any of (those) materials. But I did the purchasing of the books, (and) the equipment. The program in the morning was free play, with supervision, and they just loved it. Because here they having all the equipment, you know. I had to list the equipment and purchase them. And then, getting that sixty together, taught them songs. And so it was more learning through play and learning songs and group play.

MK: How would you describe your philosophy towards educating these very young children at that time? How would you describe that?

HK: Well, the college itself, we had our training strictly—it's individualized program. The basic philosophy was to meet the needs of children in terms of child development. So that was the basic philosophy of developing individual children. Understanding the various stages of growth in terms of individual differences, that was very strong. You have to meet the individual differences of children, but with sixty, it was large group training, and yet they loved it. Oh, the parents were so happy about the kindergarten program. We hardly had any absentees. The one thing I had to watch is that if they had colds or whatever. But somehow, we didn't have any kind of epidemic at the time. And so it was a good thing it was half-day school (session).

MK: Sixty-five.

HK: Yeah, sixty-five. But now, when I see them . . .

MK: So with sixty-five children and this emphasis on individual development, I'm wondering, how

did it work out? Because you've got sixty-five and . . .

HK: I don't think they—individually, I'm not sure. They all enjoyed coming, and to find the equipment, plus getting together to sing and play. I think it was more that than learning. They may have learned how to play with other children. They may have picked up a number of things. The youngest was three years old. Three and five. I think one child was three. He insisted on coming to school because the neighbors' children were all coming to school. And for them to come to a school (was a happy experience). So it was difficult, but the fact that they enjoyed coming is what gave me a personal satisfaction.

MK: And you did that for one year only.

HK: One year only, because I had to go back.

MK: And as a result of your starting that Līhu'e kindergarten, did others . . .

HK: Another, yes. Esther So then was at Castle kindergarten. I told her about it and she came.

MK: So she took over your position.

HK: Yes. And I think she developed music. She could play the piano.

MK: So after your one year at Līhu'e, what happened? You went . . .

HK: Oh, back to college, to Evanston, National College of Education, for, you know, two years. Fortunately, the first two years at National, their training is—because you get an elementary school teaching certificate. I did my student teaching there, in the kindergarten in Evanston. And I wonder if it's during the first two years that I went to (Hull House in Chicago)—must be the first two years. Jane Addams was still living in Hull House in Chicago. Hull House in Chicago had (a) nursery school there. Because they wanted to give me the experience of nursery school. And (in) kindergarten, majority was Caucasian (in Evanston). (I) know, six weeks was with the Caucasian children, then the second six weeks were at the Foster School, which was (for) all Black children. And my experience there then was, they all—I don't think I ever learned their individual names, not being accustomed to seeing Black children. And they all looked alike. And the names were not familiar. So I had a difficult time at that time

The Hull House was a nursery school, because with my training it had to be pre-school. It's pre-school, kindergarten. And so at Hull House—it's called Mary Crane Nursery School. And Jane Addams was the head of that Hull House. I used to see her at her desk downstairs. And at that time, Thanksgiving day all of us were asked to help distribute a package of food to some of the homes in the Hull House district. And I recall—and to this day, that's really vivid, the memory—that one of the homes was, at that time, the—what do they call that? Oh, I used to know the name of that gang in Chicago. He was a gang member. And I went through this dark stairs and saw the home of the child. Of course, there were older children there. Nothing, just bare floors, and dark—in Chicago, slum district. So I had that experience going to the homes of the children who lived there. But that Mary Crane Nursery School, the training program was really good. I forgot her name now, (a) well-known person.

MK: Was it observation, participation . . .

HK: Yeah, it's participation. Observation too, but participation. See, what they did was, to give us the experience of student-teaching in the Evanston suburb, which is the middle-class (school). And Foster School, (were) all Black children. I know we also were sent out to observe school outside of Evanston, up to Hubbard Woods and that north shore area (of all White children).

MK: You know, you just mentioned that you were exposed to, like, middle-class students, Black students . . .

HK: Yes.

MK: . . . really disadvantaged children . . .

HK: Yes.

MK: . . . at Hull House. How did all those experiences affect you?

HK: Oh, this is the reason why, when I taught at 'Ele'ele School, after I (received) my degree, [they] would assign me to this group of sixth-grade students (who) were [having] real problems (or) coming from families (who were) underprivileged, too, mixed in with (slow learners). And I used to call that class the—New York had a name of a gang. I forgot what it was. But she assigned me, later on, sixth-grade children who could only read at second- or third-grade level. Couple of them were Oriental children coming from better homes. But they were so immature, I kept them back. Their aunt said, "Keep them back." And one of them is in Department of Education—in the school district as one of the officers.

MK: Oh, he did well, then.

(Laughter)

HK: We kept him back because he couldn't read at sixth-grade level. It was better to hold them back at that age. The other fellow was a postmaster's son.

MK: So I know that you went to National, you came back with your degree . . .

HK: Mm hmm.

MK: . . . and I know somewhere along the line you were involved in the supervision of practice teachers too, either at normal school or at the [UH] College of Ed. Was that before or after you came back from National?

HK: Oh, let me see now. Oh, after National, when I was at Castle, those years they had a normal school teacher assigned to us, one at a time. Now, I recall in the public schools. . . . Oh, at 'Ele'ele School there was a program (with) [UH] Teachers College [for] a group of students, to do their probationary teaching in 'Ele'ele School. Mrs.—I think was Ueoka, was a supervisor. Mildred Kosaki (was) one of them who did their fifth-year probationary teaching, one semester, with (this) supervisor. The supervisor was Mrs.—what's her name now? Her

son was a music (major)—he's a well-known person. I know if I see Mildred, she'll be able to tell me. She lived in the teachers' cottage, and two, three students lived there. Whereas Mildred, she's a Kaua'i girl, (lived at home).

MK: You know, I was wondering, how did you end up at 'Ele'ele School?

HK: Oh, when I came back with my college degree, because I was there at the kindergarten one year, I felt, now that I have a degree, I should go back to Kaua'i. When I got back I felt that since Elsie Wilcox provided the scholarship, at least I should go and thank her and let her know I'm finished. Then, Miss [Bernice] Hundley (who) was district superintendent had heard all about that kindergarten that I established. And [Eleanor Hobby] (who) was 'Ele'ele School principal wanted to have me in her school. And Elsie Wilcox wanted me on Kaua'i. So that's how (I) got back to Kaua'i. They gave me a teachers' cottage room space. That's how it happened. (I felt obligated), too.

MK: And I think you mentioned once that you met your husband on Kaua'i.

HK: Yes, I was there—oh, how many years was it? Anyway, I was there, living at teachers' cottage, and a (Waimea) Christian Church minister had heard [about HK]. So Reverend Okamoto (of Waimea asked me to) teach Sunday school. So I went to that church and taught Sunday school. That's when my husband was teaching Sunday school (too. So Reverend Okamoto encouraged Bill and I to get together.)

MK: And when did you folks get married?

HK: Nineteen forty, I think it was. Anyway, it was before the war. War started when?

MK: [Nineteen] forty-one.

HK: Forty-one. It's before the war. So a year before the war, I think.

MK: So you got married, but continued teaching at 'Ele'ele and not Waimea.

HK: Yes. Because I was living in Waimea with the parents, I think (after marriage), 'Ele'ele was just one (year. The legislature) established the kindergarten program in the public schools. And they needed one on Kaua'i, so (it was) established (in) Kaumakani (School. Since) I was the only trained kindergarten teacher, I went from 'Ele'ele to Kaumakani, as a teacher in kindergarten. (Mr. Paul Shimizu was principal at Kaumakani School. He was a teacher at 'Ele'ele School and he knew I was a trained kindergarten teacher.)

MK: That's after the war, yeah, that you went to Kaumakani.

HK: I think so.

MK: You know, I was wondering, how did the war years affect you and the community you were living in, and the school?

HK: At that time I was teaching in 'Ele'ele. Every time when the siren (blew), we had to move

our class. We had to move over to the Japanese school in New Mill—Wahiawa or New Mill there. Two of us, the first- and second-grade teachers, (moved) to the Japanese school building and taught there. And every time the siren blew, we ran. We had to take the children into the ditch, the sugar cane ditch, and wait (until) the siren blew (again) so that we (came) out.

MK: Why did they relocate you folks to the Japanese school building?

HK: See, 'Ele'ele (School) is up on the hill.

MK: Better to move.

HK: Yeah, to relocate there. So we would. It was half-day class, (for) those days. (Tape inaudible.)

MK: So the war years made it half-day classes.

HK: Yes. Yes.

MK: Did the war affect the children in any other way, or your teaching?

HK: See, the other classes were at the school. 'Ele'ele School, at that time, was (on a hill). I remember, (we climbed) stone steps going up. And our first, second (and) receiving grades were up there.

MK: And you know, being Japanese, being fluent in the language, and having gone to Japanese-language school, did you experience problems because of your familiarity with things Japanese?

HK: No, in fact, what had happened was, because I was active in church, and Reverend Denise was pastor for the Waimea Foreign Church, and Reverend Okamoto was (at) Japanese church, I (was the interpreter). Those days I was very fluent in Japanese because I spoke Japanese much more than I do now. And I would translate the sermons (for) both side, each time they (had their services).

And then, when I went back, way back, and got my (degree)—for my doctoral dissertation, my major was in parent education. Columbia University (had) a new program, called Interdivisional Program for Education for Family life and Marriage. And within that is parent education. And it was a multidisciplinary approach. We had students in theology working for their doctorate. Or social workers working for their doctorate, and (in) medicine—psychiatrists (and) psychologists. We were the doctoral candidates, and that was a new program Columbia University started, and (Dr.) Ernest Osborn, my major professor, was (the) head. It was a multidisciplinary approach to education.

And so in order to do my thesis for the doctorate, to (work on) a dissertation, Columbia University sent me out to (the schools in Harlem). When I (planned for my) dissertation, probably I (thought I) would be able to find (my data). I had to go in the evenings and conduct parent discussions (with) parents who had delinquent children. And I think (it) was

(for) six weeks or so. And the (second) six weeks I had to do it in Brooklyn, in a home where the chairman of the parents and (others whose children were) not delinquent. It was straight parent education, but they were all Black people. And so that was, I think, for my grade. And so I decided my doctoral would be on parent-child relationship of people of Japanese ancestry, knowing that it was after the war years. During the war years I used to meet with the mothers of those fellows (who were) in the 100th [Infantry Battalion] and 442nd [Regimental Combat Team]. (On) Sundays they would have lunch, (and bring the) sushi. We would get together at Hanapēpē Church, and they could express their anxieties. I had my training already (with) parents. So that what I did for my dissertation was interviewing the adolescents of people of Japanese ancestry and their problems with parents. And also taking groups of Japanese women or Japanese parents and gathering data from them. And questionnaires (were) sent out—because it was an interdisciplinary approach to education for family life. It was a dissertation on . . .

(Taping stops, then resumes.)

HK: . . . first and second generation.

MK: And so that was your (degree) that you got from Columbia, yeah.

HK: Yes.

MK: In 1954.

HK: Yes. Yes, let me see. [HK looks at some documents.] Yeah, interdivisional program, see. That's the one.

MK: But in between, before that, you had gone for a master's.

HK: Yes, at University of Wisconsin.

MK: Yeah, can you tell me about that? And first of all, what motivated you to go for your master's?

HK: See, I was married, and then Mary Musgrove then was a [territorial] director for kindergarten. She encouraged me to get my master's degree, that they needed someone with that background in the [territory's] office. I didn't have my master's, I had my fifth-year. And so I decided, well, during the summers I could work and—oh, I had a sabbatical leave, you know, seven years already (in) teaching. So I went to University of Hawai'i (to see) Andrew Lind, dean of graduate school. And Andy, I knew him at Church of Crossroads. And so when I saw Dr. Andrew Lind, he told me, "Hatsuko, with you already in National College of Education,"—he's a [University of] Chicago grad, doctorate—"and all your teaching experience starting kindergarten, there isn't anyone at the teachers college who could be your advisor (for your) master's (degree). I would encourage you to go to Mainland to get your master of science in education."

And so then I told him, "Oh, but I'm married, and I have my two girls, two daughters. And I have this sabbatical leave, but it's only ninety dollars a month. I don't think I can afford to,

even though my husband would help me. We can't afford (it)."

Then he told me, "Get the McNerny Foundation scholarship."

He had received, himself, some money from McNerny Foundation to go to some conferences or whatever it is. And he said, "The one in charge of that McNerny Foundation scholarship is Dr. Arthur Dean." He was (an executive at Alexander & Baldwin).

And so I went to see him. And I told him that I was going to (study) parent education. Since I have my children, too, "If I were to go," I said, "I probably would take my children with me. Because my husband had said that since they're girls—and he lives with his parents—that I could go, if I'm willing to take the children." One was—no, three and five, years, two girls.

And so he decided, he said, "We'll give you \$3000." And at that time \$3000 was something. So I figure out with my ninety dollars we could live, and then whatever my husband can help.

And so, at that time, since I've been in middle west, (at) National College of Education, I heard so much about University of Wisconsin. I decided I'd go to University of Wisconsin. So first, I decided we would go during the summer to see how it was. So we went during the summer. And I liked it. Originally, I thought we would go to Minnesota. (But) the people were really nice. And then during the school year, I was able to get a third-floor room that has the bathroom, and right across the campus. And so I went there to University of Wisconsin.

MK: I was wondering . . .

HK: And because University of Wisconsin—I had my education degree. And at that time, reading was really (a problem). I had taught reading at 'Ele'ele School. I decided that I should really (improve) myself in the area of reading. But the advisor told me that I should go into curriculum development. And University of Wisconsin, you have to do a research paper. So my research paper was to look at our books that we were using in reading and analyzing them. And that was my research paper. And we had to take a two-day exam for the master's degree (in) science. And so this (was) my experience going to University of Wisconsin.

MK: I was wondering, why was your husband so understanding or so supportive of your efforts?

HK: Well, Bill was to go away to study when his oldest brother went to Mainland high school, and he came back ill and he died. At that time, he died. But in the meantime, his brothers, two younger brothers, one went to—let me see—I think Kaua'i High School, at that time, and went to Mainland, University of California, Berkeley. And the other younger brother, after he finished Kaua'i High School, wanted to start a newspaper. (There) was only a Republican (paper) at that time. And so he started the first Democratic party newspaper with two other students when he finished high school. And Bill used all his insurance money to help him get into the business, and it failed, the *Kaua'i American*. Many people know about that *Kaua'i American* newspaper, and it failed. Oh, and when his oldest brother, who came home sick, begged my husband to take care of my in-laws, he gave his promise. Because originally, after his oldest brother would finish, he was to go and study law, law degree.

END OF SIDE TWO

TAPE NO. 21-35-2-91; SIDE ONE

MK: This is an interview with Dr. Hatsuko Kawahara. This is the second tape of the second session on October 22, 1991. The interviewer is Michiko Kodama-Nishimoto, in Honolulu, O'ahu. Dr. Kawahara was just speaking about her husband being supportive of her educational efforts.

HK: He felt that he had put through his young—youngest brother who became an attorney. He's the one whom Bill had financed him for that newspaper. The brother older than him, between him and the brother who died, was a Japanese school teacher, and he moved to (the) Mainland. And his oldest, the oldest one, was the sister who moved to Berkeley and was married. So everyone had gone to Mainland. The one below him went to University of California at Berkeley and became a dentist, and married and lived in Sacramento as a dentist. He married a Mainland girl. And so he felt that he had (to) use his insurance money.

So when he found out that I got that scholarship, McNerny scholarship, he felt that he would look at it that if anything happened to him, with no insurance, I'd be able to take care of the children. So he was looking at that prospect of seeing that, with no life insurance coming to me, as an insurance for me and the children.

MK: And then so you got your master's and then you later on went to get your . . .

HK: Doctorate. No, while I was there at University of Wisconsin, one of the professors there informed me that the outstanding professor in the parent education (was) Dr. Ernest Osborn at Columbia University. And the person who advised me was formerly a superintendent of schools. I don't know where (he) is now. I took a course in rural education, and he informed me that the person that I should study under is Ernest Osborn, Dr. Osborn. Since I had two children with me and studying at University of Wisconsin, he felt that I would make a good parent educator.

And so I wrote to Teachers College, Columbia University, and found out that Ernest Osborn, during the summer, was in China, under the United Nation Relief Association, teaching in China. And he wouldn't be back to Teachers College, Columbia University, until the fall.

And so I wrote my husband about it. Then he said, "You better go to Columbia. You might as well go. You went there"—and just another semester was no problem. He misses me and the children, but his parents were well enough to do everything for him.

And so I went to Columbia, took that advice. And I took the course from him in psychology of family relations. And one of the papers—we had to write a theme paper, and he said that we should write about our own experience and analyze it psychologically, the relationships of parents and whatnot. And so I wrote that paper. And then he felt, with that kind of background, that I should go and get my doctorate. The reason he gave was that he lived next door to Reverend Komura's family in Riverside, California. That was where he lived. And he

said, "Hatsuko, go and get your doctorate, because if you're in this program, you can help counsel parents."

But I'm going to tell you that when he was in California, he could see the prejudice towards an Oriental person doing counseling. Caucasian especially. . . . (But) if you have your doctorate, they will not think of you as (a person of) Japanese ancestry, but they'll know that you (have) the doctorate (degree). And so he's the one who really encouraged me. And when they saw my University of Wisconsin [grades], I had only one B, straight A's in the courses. This is why he felt that I could make it through the doctoral program, even though I had the two children. And so before I left Wisconsin, I had talked to (the) psychiatrist at the medical school, (for) I was kind of reluctant to have been away a year and to stay longer. And the psychiatrist said, "It'll be no problem since they're girls. If they were boys," (chuckles) he said, "I wouldn't advise you to go on to study parent education at Columbia University."

MK: How did you manage? You had children . . .

HK: Yeah, well, the younger one, I enrolled her in the nursery school, Lake Shore Nursery School. Having had experience in Castle, I could enroll her in nursery school. And they had a special contract with a taxi, where they picked up the children and then bring them back. So Carrie was at the nursery school. Older one went to a public school kindergarten nearby, so she could walk back and forth to school. And I'm right across, the university campus, the Bascom Hill, you know. And so that's how I managed. And they would come home, but there were others living in the (house with) three floors. The first floor had a couple with no children. He was studying German. Oh, he was second floor, because the first floor was a family. And we were on the third floor. So they would come home, but if I'm not there, there was no problem then. But I tried to be at home.

But when I went to Columbia University, there was that Agnes Russell Center, which is college demonstration, as well as (school for the) professors' children. So the oldest one---the older one was in second grade. No, I'm trying to think whether it was first grade. They're two years apart. Anyway, she was there. And the younger one was enrolled in the kindergarten. And the oldest one was in the same class as (Dr. John Dewey's son). . . . The professors' children were there. (My children) were there, in the school. I was there, (for) one year and a summer at Columbia University.

MK: And you didn't get to see your husband all that time. Never went back to Hawai'i.

HK: No, no. And the children enrolled in a camp, Camp Naurashon. This (was) Dr. Osborn('s) recommend(ation). And (my daughters) tell me now, those were the best years, at Wisconsin and (at) Camp Naurashon. One of them, the younger one, is in Colorado, in Boulder, Colorado. She keeps on saying she wish that Billie, her sister, could come to Mainland and the two would, she said, love to go down to New York, travel around New York and Camp Naurashon and see what it is like on the Mainland, (playing on) Bascom Hill, (in Wisconsin). The snow, sleds, and (how) they enjoyed. They said they will never forget that experience on the Mainland (how) they enjoyed. So the second one won't come back. She lives on the Mainland.

MK: I think I'm going to end the interview here for today.

END OF INTERVIEW

Tape No. 21-36-3-91

ORAL HISTORY INTERVIEW

with

Hatsuko Kawahara (HK)

November 7, 1991

Honolulu, O'ahu

BY: Michiko Kodama-Nishimoto (MK)

MK: Interview with Dr. Hatsuko Kawahara on November 7, 1991, in Honolulu, O'ahu. The interviewer is Michiko Kodama-Nishimoto.

Dr. Kawahara, I think we can start today's interview by having you talk about the times you used to see John Dewey.

HK: Well, when my daughter was in Agnes Russell Center, in first grade, John Dewey's son was in there. So he used to come to the Agnes Russell Center and wait for his son. The thing that impressed me—and I didn't make any attempt to talk to him or discuss anything because he was so absorbed in reading. He was standing there, reading. And (the) class would be dismissed and we would take our children back with us to the home or wherever we wanted to go. So I was really impressed. And sometimes I wish that I had had a chance to discuss with him, but I didn't want to interfere his reading, (chuckles) because he was so absorbed. Well, the son—his son—did tell my daughter that they were going to Hawai'i for a visit during that school year. So someone did say to me that he did come here, off and on.

MK: Did you ever take any courses from him?

HK: No, he had retired. Imagine, he was in his nineties. He was about ninety—I think he died somewhere soon, ninety-one or ninety-two or something. [Dewey was ninety-two at the time of his death.] But he was already ninety. I'm not sure whether that's his real son or he married someone who had a son, but he was seven years old, same age with my daughter in that Agnes Russell Center.

MK: I thought we'd start with that, since he's such a well-known . . .

HK: Oh, yes. Even to see him in person was for me a real opportunity. You read about him and you read his thoughts, and then to see him at age ninety, ninety-one, really impressed me. So alert, reading, and upright, and that he was coming to Hawai'i.

MK: Anyway, I guess we can then go from John Dewey to finishing up your teaching career. I know between '55 and '58, you were coordinator for special ed in Kaua'i.

HK: Mm hm, mm hm.

MK: What did that position entail?

HK: Well, I'm not sure whether anyone talked to you about the Odell survey team.

MK: Oh, not that much yet.

HK: Odell survey team was hired to review the whole Department of Education. I think that was under. . . . Let me see. They came from Stanford University. And there's a whole number of volumes that they have reported. They set aside the curriculum document. They looked at the curriculum of the Department of Education. They had a section called special services. And there was this vocational education, or personnel. And so those documents should be in department of education somewhere.

But at that time, Dr. McDonald, who was on the team, and Dr. Armstrong—both were on that team from Stanford University. But Dr. McDonald himself was in charge, making the observations and making the reports for special services. And when he came to Kaua'i, he found out that I had my doctorate in education and that I was there in the district office. Not necessarily, at the time, special services, but representing Dr. Alfred Church's division in the Department of Education at the state office, where we had social work, school social work, speech and hearing, and health education. And prior to my going to the district office, I was a counselor at Waimea High School, guidance and counseling. And so all these cases for pregnant girls who failed were my responsibility as counselor. And so I had only one year (under) Mr. Tsuchiya, who was principal. He believed in guidance (and) counseling. So I was a counselor full-time for one year. And I guess the regulation was you couldn't have a full-time counselor unless you had so many students or teachers.

Mr. Tsuchiya wanted to keep me as counselor, and (in) part-time teaching. That's when I taught [two periods of] the senior social studies and the remedial reading for eighth-grade (students for one) period. The rest was for counseling. Because I had set up a whole room, half this size, where the students can come in and out, (to look) at the catalogs of the various colleges, occupation, and whatever, so that it wasn't necessary for them to be referred to a counselor. I wanted to set up a counseling program where the student felt he could come on his own. And that's the type of counseling and guidance I had set up at Waimea High. Mr. Tsuchiya was very happy about it as principal. He was very much concerned (when) it became a part-time (activity).

Well, at the time, the various state office personnel came down to review my work, and that's when Mr. Bowers was in occupational guidance. Clorinda Lucas was (in) pupil guidance, but she was a trained social worker. And naturally, with social casework services, it gets into family problems, (and) also with students who become pregnant. (The) probationary office of the courts had a probational officer who came (to) the school(s). So I was working with those students (under probation). Although I had my doctorate—because it was a multi-disciplinary program, I was happy to do (the) social casework services. She was really an inspiration for me, how she was really interested in the children.

And with that kind of experience, I think they recommended to the district superintendent that

I should be at the district office working with these various agencies—Department of Health, Department of Social Services, the probation court. The probational officers were regularly coming to the schools. And so that it wouldn't be confined only to Waimea High School, I was assigned to (the Kaua'i district which) was the only district that set up a coordinator for special services to demonstrate what can be (accomplished).

I recall [the] superintendent of Hawai'i would say to me, when we went to a meeting with all the district superintendents, he said, "Hatsuko, I want you to come to Hilo." Because he was a roommate of my doctoral advisor, Dr. Ernest Osborn, in Pomona College.

And so the diagnostic services had included district special services. McDaniel was to evaluate that program. And when he came to Kaua'i, he found out from me—and of course, all over the district—that psychological testing was all referred to Department of Health. We had no psychometric evaluation. And he felt that with my doctorate, I should be one to go into that program. But I did mention to him that I felt that, even though I have my doctorate in education, psychological evaluation does require clinical training. Therefore, I went back that summer to spend nine weeks at Columbia University, taking courses in the regular Columbia University (campus) and (study) psychological evaluation there. And that's when a psychologist from the hospital taught the course on Wechsler and Binet. Our practicum was in the reading laboratory of the college of education at Columbia. After that nine, almost ten weeks, the following year I started doing the testing of students.

And about the same time, the Department of Education went into (the) program (in) mental retardation. And Bluma, Dr. Bluma Weiner, who was the graduate assistant for Dr. Kirk, was hired in the Department of Education. She came for a two-year contract. She had finished all her coursework, but she had to go back and do her dissertation. Because they had hired her to establish the program for mental retardation, which was, I think, mandated or recommended by the office or commission (for) children and youth. There was a committee set up—as advisory committee for mental retardation, jointly with the Association for Mental Retardation.

Since I was (in) special services—just about the time that the Odell survey team came, and she did, (a) mental retardation class, the first class established was at Queen Lili'uokalani School, which she supervised. And then she asked me to establish the one at Kalāheo (School). So those two were the first classes. Then, I think (during the) second year, (the department) established one on Maui. And then they established another one on the island of Hawai'i. Since I demonstrated the special services, [they were] really interested in having (one on Hawai'i). [They] hired—I forgot his name. He has a doctorate in guidance and counseling. So he became special services.

MK: For Big Island.

HK: (Yes, yes), Big Island. Forbes, Dr. Forbes. And after the second year—this was during the period of Clayton Chamberlain as state superintendent—[they] came down to Kaua'i (to see me). Since Bluma Weiner had to go back to University of Illinois to finish her dissertation, they wanted to hire someone to take her place. Mr. Chamberlain and Mrs. Yoshina, chairman of the school board, (asked me but) I felt I couldn't move to Honolulu since my husband worked for American Factors [Amfac] on Kaua'i. So I didn't accept it at that time.

Then, later on, I think it's 1950, when I moved over to the [territory] office. What had happened is that Bill was transferred to American Factors, and I had to go with him. (Pause) I think I had to move over to Honolulu. Yes, Honolulu. Oh, that's another thing that happened. Since I had no background in special education, although I had the background in school psychology, she recommended that I go to San Francisco State College, where they had a strong special ed program. Dr. (Jerry) Rothstein was outstanding (educator) [in the] nation (in) mental retardation.

So I went there, to San Francisco, that summer (and) took a course in administration (and) supervision, in special education, and another couple of courses. And this is when I (became) interested in the gifted program. Because the dean of college of education at San Francisco State College (was) the one who (was) outstanding (leader) known for (the) gifted program. Oh, (no,) I can't recall his name. But he came to our class (in) administration and supervision, and reported to us about the (one) hundred gifted students that they had done research [on] in California. And (he) had students who came from homes that were financially, I guess, in the upper class, (and students) financially in the—really where the parents were struggling. And then he had students who were already involved in crime, so it's delinquent students. One hundred of them. They made a study. So there is a report by him regarding the gifted—that's research that he did. And one of them really landed in the prison. But the thing that impressed me after I went to the prison [later, to teach,] is that how brilliant they are and how creative. And unfortunately, nobody picked that student up when he was in the elementary school. And later on I'll explain to you the case histories that I saw at the prison, which inspired me to work with students who came from the lower end of the school.

MK: You mentioned that your husband had been transferred by Amfac . . .

HK: Yes.

MK: . . . to O'ahu.

HK: Yes.

MK: So you came to O'ahu, I guess, maybe in '59?

HK: No, no.

MK: Fifty-eight?

HK: Yeah, '58. Oh, that's right. Let me see now. Yes, because I was fifty-five, and moved over '56 or '57. I have to check that. And this is when—I think I did not list here [i.e., in HK's curriculum vitae] because it was not education—I took a year's leave. Oh, that's it, '58 to '59. See, we moved after '55, so '56, '57. Mrs. [Teruo] Yoshina was so impressed with my work in the Kaua'i district, and she had her children in Roosevelt High School. And they were really having some problems. And she felt that I could be of help to her own children. And since I wasn't teaching, I decided I would take a year's leave. I know, I thought of leaving Department of Education. But Mr. (Bowers), who was (in) vocational education—who was in charge of occupation and business (discouraged me from resigning). And it was the

section (where the staff) recommended differential aptitude test for high school students. And this is when I became very close to (Dr.) Edith Doi. Edith Doi was on his staff then. And she was very much interested in guidance. She was a guidance and counseling major. I was disappointed in some of the problems in the school (and) I decided, anyway, I'll take a year's leave without pay.

Dr. [Teruo] Yoshina encouraged me to work in his office. He (was at the) Pi'ikoi Medical (Group). He was (a) pediatrician. And he said, "Hatsuko, I'll give you a room (here) as your office. There (are) so many parents who are coming to the office with problems of their children." And of course, he had his problems with Roosevelt High School. And since I can do the testing and guidance and counseling and my doctorate is in educational interdivisional program for family life, parent education (was) the main (issue). So I decided (to) work there. And he said, "You could probably build up a practice there."

So I was there. Then Edith Doi had, at the same time, moved over to University of Hawai'i (to teach). And Dr. William Lampard was a professor there, (who) had the same professor (for) his advisor, Dr. Ernest Osborn, (as I did). But I got my degree ahead of (his) time, and he was on the staff there. And in those days, college of education had a course called Orientation in Education. So all freshmen who want(ed) to become teachers went (to) College of Education. We had 450 students in that class. So we met in that Farrington Hall, where you have that large, (class)—I don't know what it is now—but (an) auditorium. And so William Lampard, Bill, did the lecture. And then, myself, Edith Doi, and Mrs. Ahn, the three of us took small groups—we were assigned groups of students—and after the lecture, we would go back to our classroom and conduct discussion regarding the lecture. I don't think I did a very good job when I look back upon it, now that I'm more experienced. But off and on, I see students (who are now) teachers say, "I remember you were (at the college of education)." They (eliminated the) program. But out of that 450 students, we recommended only 150 to go into education, because we felt that they weren't that interested in children. And we weren't sure whether they would be a good teacher. (So) 150 were selected to go through college of education.

MK: So if you were not chosen among the 150, were you just automatically eliminated . . .

HK: No.

MK: . . . from teaching?

HK: No, we would encourage them to go into other fields, not College of Ed. College of Ed was very strict those days, as to who came into [the] college. Some would go to psychology, social work, to social sciences, and (to) some other areas.

MK: And then, I was wondering, what other criteria did you folks use besides, maybe, their interest in children?

HK: No, we could tell from their work. They had to write papers, we had to grade them. And we could see (why) they (were not interested). And they themselves, too, began to know that maybe teaching isn't their field. And so it was a highly selective process at that time.

MK: At that time was there a quota or something that the College of Ed had?

HK: Yes, yes. (We) had a quota. Going through, I think it was a four-year, and a fifth-year training in education. So some of them, I felt—we felt, as a group (would not enjoy teaching). We didn't select them individual(ly). We looked at all their grades. And Bill Lampard was the chairman. Because they were more experienced than I am, I didn't (feel confident)—but we selected 150 out of that 450.

MK: You know, nowadays there's always this concern about the ethnicity of the teachers in the DOE. Back then, was there any consideration of ethnicity?

HK: No, no, no, no. The criteria for selection was, one, their interest in children, their potential as a teacher, and their intellectual, I think, ability, too, because their grades would come into the picture. And it was a group of us that made that recommendation.

MK: And so you did that for about a year, you were with the College of Ed?

HK: Yes, it was a year. It was a year's course, anyway, and it was a year. And then I decided—oh, I was with Dr. Yoshina, and Mr. Bowers and a number of (others). Bowers said, "Hatsuko, don't get out of education." He said, "Just take a year's leave without pay," so I did that.

Then, because the parents who came to see me, not every one could afford the kind of evaluation and (counseling, and business was) slow because I'm not that known. I had the rent free, but I just charged for whatever the counseling and the testing that I did. And Mrs. Yoshina was so impressed because her children, that I had tested, had (the) ability to go to college, the oldest one (was at school that told her) that she couldn't enter college. And so they wanted me to stay on, but (then) we had to buy a home. We bought a lot up here in Woodlawn Terrace Place. The income from teaching in public school was higher than (chuckles) teaching at the College of Education.

MK: Really?

HK: Yes, it was, and because of the years of service I've had. And Howard Takenaka, a friend of my husband was principal at Dole Intermediate School. And I felt, I've been away from Honolulu, (and) I've been on Kaua'i all these years, I should (select) a school where underprivileged children (were enrolled and) there might be more problems. And so Howard Takenaka hired me and gave me the seventh grade, the lower end of the three classes. So I taught there a whole year. And that's where I (became) more concerned about students' homework. Because I visited the homes—they're living five, six children in one or two bedrooms. There's no place for them to study or (do their) homework.

Oh, and another thing that happened was that, as I was teaching there, university decided that I would be a good person to do supervising teaching of students. There were shortage of teachers—those who had gone through another field, and are now taking courses in education. And that's when James Yuasa, who (had) a psychology background—had a master's in psychology at Iowa, University of Iowa, got his bachelor's degree and was working for his master's in guidance and counseling, but went into education. He was assigned (to me).

Another girl was assigned (to me, too). I was the supervisory teacher. So my salary, and plus that additional (practice teaching income), really helped that I decided I would (serve).

But the interesting thing is, having taught that orientation (course) in education—and the other was a girl. I could see that she shouldn't go into education. She would be good as a librarian, detailed things. She could not relate to the children.

And I had the lowest three. Yuasa was a real good teacher. And he's now (a) vice (principal). At the same time, Dallas McLaren was at Kawānanakoa. Dallas' first wife went to (the) same college as I did, so when I (came) back to Kaua'i, the McLarens were really good to me. They wanted me to start a kindergarten (in Waimea), because public schools didn't have a kindergarten. But they couldn't find enough parents to pay their, I guess, tuition to set up a class. Her name was Irma. But she became ill and they went back to Mainland, to California, and she died. (When Mr. McLaren returned to Hawai'i he became the principal at) Kawānanakoa. He was interested in setting up a gifted program in his school. And so he said, "I'll give you the best seventh- (or) eighth-grade (class with) students who are the brightest." So that's how I (transferred) to Kawānanakoa.

MK: So at Dole you had the lower groups.

HK: Yes.

MK: And at Kawānanakoa, you ended up with the higher groups.

HK: Higher group, yeah.

MK: And how was it then? In terms of making comparisons, what was it like teaching these two different types of students?

HK: Well, the ones (who) were in Kawānanakoa came from (families) of average (income in) Nu'uano. And so they had the advantage of their home, (and) their family background. They didn't have any of the kind of children that Dole Intermediate had. And so this is the problem that I think we have to be very careful. Just because a child comes from that underprivileged home, that [doesn't mean that] they're poor students. It's so easy to make that assumption, and that the children who came from homes from that area (were at) three levels. Because, I think (Mr.) McLaren was interested in the gifted program, they gave me the students with the high level (of ability). So I didn't have any of that type of students that I had at Dole Intermediate School.

But the thing that I enjoyed at Kawānanakoa was, here were a group of students—and it was the year of the candidate for the first [presidential election since Hawai'i achieved statehood]. I had more fun with those students to let them go through what it means to be in a Democratic party (or in) Republican party. And they divided themselves, the youngsters. And then invited Edwin Honda, who was a Democrat. He was a PTA member (whom) I knew before he became a judge. He was a campaign chairman for the presidential campaign. And (Mr.) [Randolph] Crossley was for the Republican (party). I invited them to the class (to) talk about the presidential campaign. They were impressed with the students, the questions they asked. Crossley told me they ask(ed) much more intelligent questions than the adults that he

had met out there (in the community). But we had real bright students. And, oh, they enjoyed (the experience).

And I also had a student teacher there. One was a fellow who knew Russian. And he was preparing to be a teacher. And he offered to teach Russian after school. And so I asked the students how many would like to learn Russian. Seven of them stayed after school to learn Russian. Of course, it was simple things. And so I enjoyed (the class), too.

Well, I also enjoyed Dole Intermediate because the teachers there (chuckles). . . . We had the—he's Dr. Phillip Ige. What's her name now? Kosaki—no, not Kosaki. She used to be a secondary—she was teaching social studies. Brilliant person. Dan Tuttle's assistant. I forgot her name. Names, it seems as if . . .

MK: Dorothy Kohashi.

HK: Dorothy Kohashi, (Philip) Ige, (Ronald) Uchima. We were a bunch of teachers that didn't just accept the (chuckles)—Howard Takenaka, who was more politically oriented. So we had an interesting year of a group of us as teachers. (Moreover, it was the period when teachers were planning to organize a teacher union.)

But I went to Kawānanakoa. And well, I stayed there only a year, too. While I was there, that's when the vocational educational section started the first educational program at the prison. Since I had my doctorate in psychology, they had selected teachers who are trained in vocational education. And since they were all men—in fact, two were trained teachers: (Herbert) Watanabe, who is over in Hilo, and the other fellow, [Clyde] Yoshioka, who became (principal of) Honolulu Community College. Yoshioka was teaching mechanical drawing (and) Herbert was the principal. We had (Mr. Okerson in woodwork knew) how to make furniture. He's not a regular teacher, but (a) tradesman. We had (Mr.) Uehara, who was a cook. And auto mechanics (teacher) was—oh, I forgot what his name was now. They were all men (and) I was the only woman.

And while we were there, this whole controversy was going on between Mary Noonan and a (Mr. Joe Harper). It was Mary Noonan, Department of Social Services, (who) hired Ray Belnap. And Ray Belnap felt that we needed a training program. This is why he came in and started that program. But (Mr. Harper) couldn't accept, (for it was a political issue). We sat there practically almost three weeks, you know, for a month. They wouldn't give us a class. They wouldn't organize the inmates for (the) educational program. They said we should develop a educational program. But we've never taught in the prison. And (Mr. Harper) gave no help at all, and his staff, who (were) loyal to him. So I went to see—what's her name—Mary Noonan. She was then head of Department of Social Services. And I told her, “(We were) wasting our time. We're getting”—the reason I took that position was that the salary was higher than (a) regular teacher. And so I just couldn't see myself sitting there without. . . .

So she said, “I'll see that at least three persons can go and visit the program in California.”

So Atherton Trust gave us the \$1000—was it \$1000, yeah—and sent us. So we went to Duel Vocational Institution, which is part of the (youth) correction program in California. And we

spent there a whole week visiting the educational program there. And came back, set up an educational program.

END OF SIDE ONE

SIDE TWO

MK: Okay.

HK: And so we set up the educational program there. And I decided that I would teach them reading and counsel them too. So the thing that I was quite concerned [about] was, here we have vocational training program, (and) no textbook would fit these students. Then, I found out—I forgot where it was that I found out. Oh, when I was there. I think I must have found out in Duel. There is English, reading and English (books used for teaching at Duel), for vocational education. So I came back and reported to the state office. So we got the book and that was the book. And since then, department used that as a vocational training book at the state office.

And because I was counseling, and with my background, I could see that—you can (teach) those inmates who could really be rehabilitated. There was one I knew that somehow he (could) not be able to (for his) hostility was so deep-seated, there was no hope. But I also had an opportunity to look through the case histories, in order to counsel them. And I saw the problems of what causes some of these men to become inmates in the prison. Some of them go back, way back. There were a few Japanese ancestry person there. They were in because of, probably, drugs or whatever. And the thing that I saw in the prison was, the wives—they have good-looking wives, you know, and the children. Oh, and Reverend Chinen was the pastor, counseling in the area of religion. And he was helping them, too. So I really enjoyed working there, two years.

But one of the things that really (became an) interesting experience was that the guards became concerned. When we come to the gate, we're supposed to wait until we have an escort, especially being the only woman in the compound. I felt freely walking around. And I heard, later on, that I should not freely walk around, (and I) always have to have a guard (to) be (an) escort. The inmates in my class were upset about it. They said, "Dr. Kawahara, if anyone touch you, he would be killed."

They were so protective of me. They knew I was there to help them. And so it was, I think, in my lifetime, probably the two years were really years of realizing what human life can become. And so the ones that got discharged, I did promise them, "When I'm outside, you don't need to recognize me." Because what they have to do is they're now trying to put back in their life the time that they're in the prison, (and become) regular citizen.

But after I left there, couple of them came out to see me at the office. And the staff would say, "Your old friends in the prison has come."

But I discouraged them, because I want them to become citizens, put aside their experiences

and start anew. I think a number of them have gone through college. Board member [Chuck] Norwood knows about my experience, (and) how the prisoners felt. So he was very supportive of me on the board.

MK: In terms of the vocational ed that was given to these inmates, were they able to learn . . .

HK: Yes.

MK: . . . and to go back into society and . . .

HK: Yes, welders and auto mechanics. The teachers have told me, later on they (were employed as) cooks, too. But unfortunately, we really didn't have any follow-up studies on that. It was under Department of Education.

MK: Okay. If we can go back to your career where, after you were involved with the Hawai'i State Prison, you were in the . . .

HK: Oh, I moved up to the state program specialist in special education, in charge of the mentally retarded program.

MK: How did you get involved in that?

HK: Because, I think Burl Yarberry—did Burl come in 1955? I know . . .

MK: Burl Yarberry had started in 1962, and you became a special ed . . .

HK: Nineteen fifty-five, no . . .

MK: Sixty-three.

HK: Yeah, '63. What had happened was, when I was on Kaua'i, Mrs.—what do you call it? Let me see now. Dr. Alfred Church was assistant superintendent of special services. And Bluma Weiner left, and they hired a person. What is his name now? Oh, he came from California, and he took Bluma Weiner's position. And he wanted an assistant, so I went in as a program specialist for mental retardation for elementary education. Because they had Hiroshi Goto, who was the program specialist for secondary. They needed someone—both of them were secondary, I think. And so Alfred Church was assistant superintendent, so I moved up and became special education consultant in charge of mental retarded program, mental retardation.

MK: So in those days, what kind of programs did the DOE have for the mentally retarded?

HK: See, I had already started it on Kaua'i, so it was already full-fledged going all around, all day. I had the O'ahu program. Practically every elementary school had a class for mental retardation. I used to go to Ka'ewai School to visit the teachers. The teachers all remember me, at that time. Many of them have retired. But I did Lili'uokalani and all over, used to go and help them with their materials and whatever it is. And couple of them are now in the district office.

- MK: And those days, what was the philosophy in terms of educating children that were mentally retarded?
- HK: Separate class, within the regular (school). Separate instructional program, but together on all other activities. The parties or whatever—that May Day, Christmas, or whatever—they're all together. And playground, they're together.
- MK: And what was the philosophy behind that?
- HK: Oh, the thing is that, with the class, in the mental retarded class, the materials and the technique of teaching mental retarded would be different than a regular class. Because if you put them together, you going to have to keep the ones who can move ahead—you can't do both. And so that was the philosophy for the mental retarded. Because they are usually 50 percent, some of them about 75 percent, ability lower than a regular student. So they were identified already in the mental tests, either Binet or the Wechsler, as below IQ seventy-five.
- MK: So they were to be educated in separate classes throughout their career, rather than any effort to kind of mainstream them or . . .
- HK: Yes, because the thing is that, in their socials—especially elementary school, the curriculum for the mental retarded was different from the regular curriculum. And you cannot hold back the bright or the other students just because you have those slow learners. And then, we didn't have any assistance in any regular class either. Each teacher had just one. Each teacher had the whole group. And the regular class teachers had thirty-five students, some forty students. Whereas the mental retarded class was eighteen in a class. But we also found that we may find some (who) should get into regular class, after you find that after all they can keep up with the regular slow learners, not the retarded. Usually, the ones placed in mental retardation in those days had to have both the medical and the mental and social evaluation. I don't know what they do now. See, this is where board of education member cannot go into all that. It has to be left up to the professionals.
- MK: And you were in that capacity for about two years.
- HK: Yes.
- MK: Then you went into guidance, health, and special ed, on the state level.
- HK: Yes, when Dr. Church—oh, before that. While I was there, Jerry Cochran was there. Dr. Alfred Church retired. He's the assistant superintendent. And Burl Yarberry was the superintendent. He appointed me to take the assistant superintendent position.
- MK: So when Burl Yarberry brought yourself in, and some new people into the department . . .
- HK: And making me assistant superintendent, special services. I don't think I put it down. Because by that time, we changed it (to) state director, guidance, health, and special ed, yeah.
- MK: With, you know, the hostility from the people who were already there against the newer people . . .

HK: Yeah.

MK: . . . how effective were you in your job? How difficult was it for you to do the things you thought had to be done?

HK: More than the things that I had to do is the way they would (have) the people against me. And I have a feeling, from (then) on, through Charlie Clark, it was there. It was there. Even Ralph Kiyosaki and all of them, probably. You know, the hostility to Burl Yarberry, hostility to those who were under Burl Yarberry, we did have some of that going on. But the thing (is, that) it didn't affect the program, (at) the school level. Because I had workshops, training, (and) conducted the work[shops]. And to this day, the reason I think I was so popular (on) the board up to—well, I've been board member already, what, nine, ten years—is that some of them have retired. The principals always said that, "You gave real good training," (to) the board members.

Oh, (to) the people of the federal government, I established very good relationship. And so I brought so much federal money into (the program). And what had happened is that, the federal money would (be) used for training and for conferences, paying their way here (for) training. That's lacking now, not too much. I don't know how they are doing it (now).

But the thing that I observe, is that Charles Toguchi is really developing public relations for himself, because he's a politician, wanting to get into politics. I knew him when he first came in the house as education member. He used to be so depressed and he even thought to quit, but he stayed on and became chairman of the education committee. But his selection of staff is poor.

MK: Yeah, I guess before we get further into Charlie Toguchi, I wanted to back up to Burl Yarberry.

HK: Yeah.

MK: I was wondering, how did—you know, there was hostility towards Burl Yarberry. What do you think made people hostile towards him and the things he wanted to do?

HK: See, the thing that I felt that Burl was—his primary interest was in the children. And it's a political setup, that's the thing. He had a Democratic governor, Governor Burns. Governor Burns is a very fine person. He was supportive of me. I was able to survive because Mary Noonan is a good friend of Burns. Although she was a Republican. She's a sharp political strategist. And was a close friend of Burns. And so Burns knew me, through [Mary]. And my husband's brother, who was an attorney—he passed away—was the first person on Kaua'i to start a Democratic [party] paper. But he went bankrupt three years and my husband lost all his money. I told you about the insurance money. But that's the thing that—Burns liked Yarberry. But the pressure from the political, the board members, I don't think—see, I don't know. Like Edwin Honda, I've worked with him. But he was so strong Democrat, very strong Democrat. The legislature had nothing (to do).

So Yarberry, although he appointed good people in his district—I mean, district superintendents. They are local. He felt local. But I'm sure the political pressures upon the

local district superintendents were there, too.

I was surprised that your husband [Warren Nishimoto] said that he [i.e., Yarberry] thought highly of Ralph Kiyosaki. I wouldn't have trusted Ralph for anything. He hadn't seen through Ralph. I have. And this is why he switched. He's really political, very. He knew how to work with the politicians. I knew 100th Infantry [Battalion] members who were really sincere (members in the) Democratic party. They liked Yarberry, too, but they were aware that all this. . . . I think he must have had a difficult time dealing with the board and the governor. That's the thing. And it still is going on, yeah. And I thought when I see Burl, I'll tell Burl he's right. He was saying that, "Hatsuko," he said he couldn't stand it because he said, "the Democrats (were) going to ruin the educational system." It's getting worse and worse and that's true. Because everybody is political, you know, through politics now, see. And it's difficult to be a professional if you're straight professional. So I think in Burl's case, he found that out himself. But he stood his ground, though. And so many criticized him.

But Lowell Jackson was a strong Democrat, that's why they put him right in right after him. But Lowell is sharp, too. But then Ralph was Republican, switch, you know. And Shiro Amioka came [1970], but he was such a philosopher, he couldn't stand it (chuckles) any longer.

MK: And then I know that you remained in administration, right?

HK: Yeah, I did.

MK: Up through 1976.

HK: Mm hm. The only way that I was able to stay on until I retired—although in between, I got (discouraged). You notice Ralph Kiyosaki selected Art Mann, and they demoted me, they created the position.

MK: Oh.

HK: Yeah. I went through that, yeah. This is when they put me as administrator. And that was under Ralph Kiyosaki. And you know who put me back [up] there? (It) was Shiro Amioka.

MK: And it was primarily political, political motives that . . .

HK: No. The thing . . .

MK: . . . was responsible for that, or . . .

HK: The one that I got demoted? Yeah. Well, Ralph would call me in and he'll tell me that he's really. . . . He said, "Hatsuko," he said, "I really want you there." But he appointed Art Mann, who was a Democrat, strong Democrat. Ralph was a Republican actually. And he told me that Art Mann wanted—what's her name now? A Chinese person that he liked very well. He wanted her to be (the director).

MK: Hawai'i state . . .

HK: Yeah, state director. But Art Mann was (at) Columbia University. We sat together in adult education. And what they did was, instead of her (to) become state director, they divided the position. Both administrators, same level. So they eliminated the director's position.

MK: And then when Shiro Amioka became superintendent, he . . .

HK: Put it back.

MK: . . . put it back.

HK: Yeah. And so Marjorie Lau was the one, the other [administrator]. She [later] became administrator under me. So I went through quite a bit there. Then Emiko Kudo became. Oh, then---what's her name? Charlie Clark came in and he appointed Emiko Kudo as assistant superintendent of instruction. And then moved her up. And so Phil Ige resigned. We were good friends. We taught together at Dole Intermediate. So Phil said, "Get out. No use staying on."

I was going to be (sixty-five). Birthday was June 28. But March I decided to get out already. Actually, Emiko Kudo wanted me to stay till June, but I didn't. Because I didn't want to stay in a program that, you know, very political. You notice she worked for the city and county. So I decided I wouldn't [stay], yeah.

MK: You know, you've mentioned some of the superintendents, like we talked a little bit about Burl Yarberry . . .

HK: Mm hm.

MK: . . . a little bit about Lowell Jackson . . .

HK: Mm hm.

MK: . . . Ralph Kiyosaki . . .

HK: Mm hm.

MK: . . . and you said something about Amioka being too much of a philosopher or—I can't remember the exact . . .

HK: Yeah, the staff felt he was, yeah. He had no public school experience, you see. Shiro was never in public school system. He was a philosopher, he was professor here [at the University of Hawai'i]. Very fine person, but no administrative experience, yeah.

MK: And then . . .

HK: So a lot of hostility towards him, too, among principals.

MK: And then after Amioka, it was Hirata.

HK: Yeah, Timmy.

MK: And what did you think of Timmy Hirata?

HK: He was a good superintendent, sincere, for the children. I don't know why he left, whether the board of education is the one he couldn't get along or what it was. But he was always for the children, too. We had good (relations), otherwise. Kiyosaki, too, is bright fellow. He (got) into politics, that's the thing that really affected him. But he was very friendly to me. But I survived till age sixty-five, going through all that period, Yarberry's period, Lowell Jackson. The hostility, oh. Burl was right. He predicted it, that we were going to have a rough time.

But the programs were good. But I don't know about now. When you start talking about board of education, I had my (chuckles) . . .

END OF INTERVIEW

Tape No. 21-37-4-91

ORAL HISTORY INTERVIEW

with

Hatsuko Kawahara (HK)

November 22, 1991

Honolulu, O'ahu

BY: Michiko Kodama-Nishimoto (MK)

MK: This is an interview with Dr. Hatsuko Kawahara on November 22, 1991, in Honolulu, O'ahu. The interviewer is Michiko Kodama-Nishimoto.

Today, you know, we can start with your career on the board of education. You [served] from 1978 to 1990, yeah?

HK: Mm hm.

MK: And I guess the first question is, why did you decide to run for the board of education?

HK: (Chuckles) The decision came after I ran for the [1978] Constitutional Convention. I was surprised at the votes that I received from this Mānoa community. That really impressed my husband, who was very active in the Democratic party. He was precinct chairman here in Mānoa at one point. But he always was very much interested in seeing our public school improve its educational programs. So he really encouraged me to run for the school board. He had encouraged me to run for the constitution. And he campaigned for me. In fact, he did house-to-house campaigning. And he knew a number of, I guess, politicians here in this community. And so he felt that, my being in the department of education so long, that maybe I could help make some contribution to education, improving education programs. So he encouraged me to run for the school board. I had former principals and teachers who were becoming concerned about the educational programs. Therefore, that was the primary reason, that I may be able to make some contribution to improving education.

MK: And I know that your husband was really encouraging.

HK: Yes.

MK: And I was wondering, what did you really feel? I know that you said you felt you could make some contributions to improving education, but what would be the specific interest in your decision?

HK: What happened was, I had my former colleagues, too, encouraging me to run for the board of education. And a number of persons offered to help raise the campaign funds. So I realized

that I would have enough support for running as a member of the board of education. Moreover, [there was] the fact that I had worked with principals and teachers statewide and that I was known as an educator. So the running at-large on O'ahu wouldn't be a problem. Therefore, I ran. I can't remember who was my campaign chairman at the time.

MK: And were there like specific issues or areas that you were really concerned about, you wanted to go into board of ed . . .

HK: Oh, yes.

MK: . . . and do something about?

HK: The area was in special education, because more teachers and administrators felt that while I was there I did extensive in-service training of principals and teachers. They felt that, if I'm on the board, policies can be established so that programs can continue.

I suppose another area that probably I was interested in was in the area of curriculum. Seeing that it would be elected board, at-large—and I think we had about [twenty]-five candidates at that time. So more and more people felt that they should have someone who knew about (how) the Department of Education (was) run, so I did have strong support. Not only for the board of education but also if I didn't get [on the] board, they were hoping that I would be in some kind of consulting position to try to improve the educational program. I had a couple of 100th Infantry [Battalion] veterans who were very much interested in education. And they, too, encouraged me to run for the board of education.

MK: And I was wondering, in those days, how did you run your campaign? What did you do, personally?

HK: Personally, it was just the fliers and ads. I went house to house for the Constitutional Convention, and I felt that Mānoa families would know me. And to try to do a house to house [for the board seat] would be a problem. But I had the fliers made, and my family helped distribute them around. I have relatives in the rural area, and they helped distribute the fliers. I have a feeling the one that really impressed the public was my ad with my background and my interests and what areas I would be interested in improving.

MK: And once you got onto the board of ed, at that time the superintendent was Charlie Clark, yeah?

HK: Yes.

MK: And I was wondering if we could discuss your relationship with Charlie Clark, because I know that at times it was not an easy relationship between the two of you.

HK: I think it's during my period, wasn't there a strike?

MK: Mm hm.

HK: Yes, there was a strike at that time [1971]. I remember, I had a faint recollection of that

meeting regarding the strike. But because it was a number of confidential information that we board members had, it had to be (in) executive sessions. So I've learned to be able to cut off information which would not (be) accessible to the public. Because as a guidance counselor, both at the prison and in my position during training, because of confidential information we cannot use it for any other purpose but for our work, I've learned to control myself and block it out. So I can't remember that time, but that's when seven-six votes used to be going on. You know much of the controversial nature of discussion went on during the strike situation.

I didn't hold any personal grudge with Charlie Clark. Because when I was director, after [Ralph] Kiyosaki left, and he was working in the personnel office and I had problems with the administrator (and) I felt he understood. So I had no personal grudge as a professional towards Charles Clark. I felt that he was a superintendent who was decisive. That was one of his strongest, I think, points. So I had no relationship with him as a professional person, in personnel, when I worked in the Department of Education. And when he became superintendent, I was there only, as I said, from the time he came in [January 1976]. I had the opportunity to go with the group to Washington, D.C., and I felt that he did a very good job as a superintendent in bringing to the national public regarding the education in Hawai'i. I had no personal relationship or any kind of problem while he was a professional. But when he became superintendent, naturally, being a board member, whatever I (felt) as a board member, educationally, I would express my point of view. But I'm not sure how that affected him. But during that period it was seven-six votes that went on. So it's only that when he came out in the newspaper. (As a) professional person, I realized that I should not let it go. Friends had supported me on (my) point of view.

MK: So Charlie Clark had made some comments about your professional ability . . .

HK: To the news.

MK: . . . to the news. And you had to . . .

HK: To defend myself.

MK: . . . counter it with a suit. And eventually the outcome of the suit was . . .

HK: A settlement out of court. It was settled out of court. Because I felt I (wasn't) being that vindictive and that it is a costly thing when you go in for something like that. It didn't matter to me. I had good lawyers so I followed their recommendations, too.

MK: And I know that eventually the board did take a vote to decide whether they wanted to keep superintendent Clark or to release him. And you voted against Clark.

HK: Against him, (yes).

MK: And I was wondering, what were your, you know, assessments of Clark. What would make you vote against Clark back then?

HK: Well, I felt that the state superintendent should be someone who really has a strong background in education. And I, as a board member, could see that without that background,

the kind of decisions that need to be made would be handicapped. He would be handicapped in making that type (of) decisions. Maybe other board members didn't agree with me, but it was a seven-six vote. He tended to be political, that was my problem. I felt that with the board members, they ran on a political basis, so politics should be left to the board, not (to) the staff, you know. I felt that I wish we could have someone who had a strong educational background as a superintendent. So when the term came for evaluation of the superintendent, I could not support him as superintendent. So you've noticed that right after that, Dr. [Donnis] Thompson was appointed. And I felt I could strongly support Dr. Thompson, because she had her educational background. I felt that she was a highly professional person. Rather than a politician, I preferred an educator. See, Charlie Clark was a politician. And I felt that we needed an educator as a superintendent.

MK: And I know that Dr. Donnis Thompson, she, too, had problems, and she was eventually fired in 1984.

HK: Mm hm.

MK: And I'd like to hear your story as to how come that came about.

HK: If you look at this list of public school officials, especially from Dr. Willard Givens—I don't know about Henry Kinney, or Vaughn MacCaughey. Before Dr. Givens they were all educators. And then, Charles Clark came in as a politician. And I felt that Dr. Thompson, with her background, would be the educator superintendent. Now, within the board, you have elected officials. Naturally, the public is the one who elects. So I have a feeling that there might have been some political influence regarding Thompson, that is, politicians going to certain members of the board. I'm not sure about it, but being an elected board, naturally you would have politicians on the board. I felt that might have been one reason. And I think she felt it, too. The other factor is that she did bring in completely new [personnel] to the Department of Education. Because she knew that as a person coming in right after someone who had been a strong politician, she brought in persons who were more professional. She had real professional integrity.

A number of us had gone to the national association for state boards of education to learn about how you go about selecting superintendents, (and) how to evaluate superintendents. So we did have that training. But at that time, I think, the vote became seven-six [against] Dr. Thompson, because we had board members who were more politically inclined than some of us who were not. Plus, we did have board members who were very conservative in their religious views and couldn't agree with Dr. Thompson's viewpoint.

MK: I think in the newspapers she had said that she felt that an anti-abortion film had . . .

HK: That's right.

MK: . . . contributed to the problem.

HK: Anyway, I recall that presently in this community, you have for anti-abortion and for abortion, which affects board members. It affected me in this last election, I'm sure. Because I (received) all kinds of questionnaires regarding my views on abortion. And so I'm sure that

on the board we had members who were religiously inclined for anti-abortion. So the vote to [discharge] her became seven-six, yes. And plus, I'm not sure whether there were some feelings among male members as to having a woman superintendent, may have had some (effect). Some of us felt it as we look at the situation. So (with) combination of those factors, (we) weren't able to keep her longer. But I must say that she had a real good staff on the top level, very highly professional. So just recently when she retired from the University [of Hawai'i] and there was a retirement dinner, I was there. I was the only board member there at the retirement dinner, and so they asked me to make my comment. So I had to come out and say that she came in and really pushed for professionalism in the Department of Education. I think that's the biggest contribution she made.

MK: And then, after she left, did those—did that professionalism remain or was it a change again?

HK: It is, having an elected school board, you do have politics involved that you cannot (overlook). There are pros and cons.

MK: I know that Francis Hatanaka became acting superintendent and then superintendent.

HK: Yes.

MK: What's your evaluation of superintendent Hatanaka?

HK: (Mr.) Hatanaka is a intelligent and bright person. He had the background of experience, being assistant superintendent and being in the department of education as an administrator and as a teacher. I felt that he was a capable person, and I felt that he came in and was continuing what Dr. Thompson did develop. And he had an assistant superintendent—she's a very good friend of mine—Dr. Margaret Oda. And they brought in one of the former principals into the assistant superintendent's office. So professionally I felt that although he may have come in because of his political views or whatever—some of the board members may not appreciate how he got in, I felt that he was doing very well. In fact, I think it's a loss that he left. The evaluation came, the period came, he resigned himself. It wasn't voted. There was no vote taken on him. And I regret to this day that he resigned. Because I don't think he stayed too long, probably only three years?

MK: Maybe just one or two. Eighty-four, Thompson goes out, Hatanaka is acting superintendent. And by '8[6], Francis Hatanaka decides to retire.

HK: Yes. This is why I'm not sure whether he felt he didn't have the votes of the board members. I felt that he could have stayed on. I think, had he stayed on, we wouldn't have the problems, I think, that we have now. Oh, I did find out later on, but I don't think I can tape it in here why he left.

MK: You better not tell me.

HK: Yes, that's confidential, that confidences I have, because I wanted to find out. I didn't talk to him, but I found out later on, yes.

MK: And after Hatanaka left, he was succeeded by Charlie Toguchi, and he's been superintendent

since '8[7]. How would you evaluate Charlie Toguchi?

HK: Charles himself, having been a legislator—and when it comes to publicity, he changed the staff, too, in the department, in the public information division. He is a politician. He knows how to put himself before the public. I got along with him very well. He respected me for my professional background. But his weakness, I see, is that he hasn't had any administrative background. He was a classroom teacher, and it came out publicly that he was classroom teacher, and on the Mainland, too. His experience in supervision was in some kind of—I'm not sure—a construction company or something outside of education. [Toguchi worked at one time as staff engineer at Pacific Concrete and Rock.] Therefore, there is that weakness in him that others had the strength in the administration of public education. So he's had to learn as he went along. But basically, his experience in politics has been—I don't know how many years he was in the house, and he was in the senate. Therefore, he improved public relations for the Department of Education. But his political nature as an educator, I don't think I can appreciate that part of him as a superintendent. (Maybe) it's not his fault as much as the organization of our whole selection of board members and how we (administer) public education.

MK: How do you think it should be done then?

HK: You know, since I've been out—and this is one year—I'll have to see what happens another year. But I feel that we need a strong superintendent with the administrative background, who also knows how to present himself to the public, and, being a public official, how to deal with the politicians. Maybe I'm asking too much (chuckles) of a person. But the board itself, too—I have been on an elected school board (but) I've worked under an appointed school board. There are really weaknesses in the elected school board (while) there was strength in the appointed board of education.

MK: What do you see as the weaknesses of an elected board?

HK: Well, first, I think the constitution has to be changed. The constitution has a statement in there that (there) shall be an elected school board and administer through the superintendent. And that's all (the) statement. That constitution has to be changed to specifically come out [with] the role of the state board of education. I have both pros and cons for both the elected school board and an appointed school board. But seeing (that) Hawai'i, with increased population (like O'ahu here), is becoming more urban than rural. The rural areas are becoming so urban.

At one point, some of the legislators, house members, wanted to have school advisory councils become board members, I opposed that. Because I felt that it was (too) small units. I'm not sure, having been on the state board, that for someone like myself and with the kind of experience I've had, (going from) O'ahu to Kaua'i, Maui, Hawai'i. Those communities are communities by itself, and they have their problems in education. And as a state board going over and just spending a day visiting schools wouldn't give us that sufficient information. Moreover, community [members] come to our regular board meetings, but at regular board meetings you have a full agenda, so we do meet till late, almost through midnight.

(Telephone rings. Taping stops, then resumes.)

HK: I really feel that we need to look at the organization. For example, your problems of O'ahu or even Honolulu are so different from Wai'anae or some of the other areas. It may be costly, but you can reduce the number of personnel. We may have to look at the whole structure of how best to improve public education by looking at the organization of the state board of education and what their responsibilities are, and whether you need a smaller supervision (area), because your population is quite large. I'm sure the other board members may not agree with me. And of course, you need the public input.

But I find that running for the state board of education is too costly. I found that. And I didn't go for fund-raising because I knew that persons who would contribute would be the same people who would be contributing (to) the legislators, to members of Congress, (and it) gets political. Although there is a area in politics and education which is very helpful. But for a person to run for election, representing the public, becomes a real problem. And we do have sub-committee meetings and we do have meetings that the board members go over, but hardly anyone turns out. For example, it came out in the paper recently where I think they were having to make some decisions regarding some very crucial things. People don't come to the meetings. It's only the few who come regularly to each meeting. And yet we get all these calls and concerns that we know are going on in the community.

So the relationship between the public and the state board of education really needs to be evaluated. They're saying that with decentralization, the schools can administer and work with the parents. Even parents, too, large number are working parents, and not all parents are that articulate or vocal, especially in some of the other communities. So in communities like Mānoa or Wai'alae, Kāhala, you've got a number of vocal parents, so you get their point of view. But whatever decisions are made would affect all other schools, and I'm not sure yet how the turnout is in this decentralization of administration. The points of view of the parents, it would be just the same people all the time. So it really needs a real good in-depth study as to the organization of how best to organize our state, county, or community organization in terms of improving education. Mainland has state, district, county, city members.

The other factor is [whether or not] the board of education, at whatever level, is going to be really responsible for the schools. On the Mainland, they are paid. They are paid staff. It's not a part-time board member. When you have a part-time state board of education, you are going to have problems. Like this morning's paper, you've got the state board [meeting], so it's gone to Kaua'i and four members are not present. Under the elected school board, with no income—originally, it was only fifty dollars a meeting. I felt that it was too low, so I pushed for that hundred dollars a meeting. But still the meetings are officially only on the first and third Thursday. I'm sure there are other problems that are more urgent in between. So they leave it up to the superintendent, and so you've got that confusion. You know, I have a feeling there is some conflict between the role of the superintendent and the role of the board. And I wish that we could—the legislators did look at it. I know couple of legislators in the house wanted to have the advisory council members. But they were only thinking of their district, and it begins to be just that community, unless you have some kind of control. But that's too small.

MK: You know, earlier you mentioned that you've been on elected boards, and you've also served under appointed boards.

HK: Yes.

MK: Do you have any strong feelings about whether the board should be elected or appointed?

HK: There are pros and cons on both. On the appointed board you had some real good leaders, good professional persons. Dr. [Katsumi] Kometani was chairman at one point. Mrs. Yoshina, everybody speaks highly of her. Her husband was a doctor, but she was a full-time chairman. And she was from here, too. I think you've had more professionals on the appointed board. (Mrs.) [Ruth M.] Tabrah, who is a writer. I think, was [Noboru] Yonamine on appointed board once? Yes, he was an appointed board member. I have a feeling that—Dr. [Richard] Ando, you know, and Ed Honda, judge. You had the highly professional that is on the staff, that I used to go before them to present my program and the budget. And the budget was really—I think they spent hours on it. But I don't know what kind of compensation they had. But because they were professional and getting high salary, they probably could put in so much time.

But when you have elected school board, you have persons on the board probably (at) all levels, but compensation (was none), so they're working part-time or working full-time and giving their services. Like I'm on the board of trustees of the [Lanikila] Rehabilitation [Center]. But we only meet once in three months, so it's not too bad. But some of these other service organizations meet monthly or whatever, and they're not being paid. And the state board [of education] meets all day, evening. It's not paid board members. Mainland has paid board members. It's a full-time. And so they are called at any time of the day, it's not set up as, say, Thursday, twice a month, or whatever.

So if you're going to have the local control, I think you're going to need a board that is full-time. The policy problems may be affected because of certain conditions within that district or whatever. So after being out of the board of education, I'm able to see, myself, too, the pros and cons. I feel there are many weaknesses.

END OF SIDE ONE

SIDE TWO

MK: You were talking about the commission and . . .

HK: Yes. I'm not sure exactly what it is, whether they're studying the whole structure of the Department of Education, too, along with the selection—or election, either way—of the board of education. And I haven't heard anything. They're having meetings, but I heard that they were going to the public. I've seen the newspaper letters criticizing how they're doing this, that hardly anyone goes to the meetings. It's chaired by the lieutenant governor. It's unfortunate that that [advisory] commission [in education] has to have politicians on that commission. I would prefer that they try to avoid politicians. If they can get maybe one or two, but not too many, and get their point of view. But how they're going about to get the input from the public, I'm not sure whether they're going to get the kind of input that they need. It hasn't had as much publicity as it should. But they represent so many different levels

of public organization—legislators, governor, board of education. See, it gets into that politics again. Because board is political, legislators are political, and I'm not sure who they have [from the] parent-teacher organization.

Oh, that's another area. I felt that the Hawai'i Congress of Parents [and] Teachers organization, when Mrs. Yoshina and some of the appointed school board members were on that board, was very active. I was chairman of the legislative committee, because I was a parent then. And Ed Honda was a member before he became a board member. He was just an attorney, and he had his children in public schools. And we had real good meetings. And so we were very active. Hawai'i Congress [of Parents and Teachers], we would have annual meetings, and individual parent-teacher's meetings at the schools. A large number of parents turned out in different schools, and they selected their representatives to be on that, from Maui, Kaua'i, Hawai'i. It was a very active PTA. But I don't hear that much about the Hawai'i Congress [of] Parents [and] Teachers meetings [anymore]. Even here, you don't hear about their meetings.

That's another thing, because when I was on the board, parents didn't know who to go to, to get information or to express their concerns, unless they went straight to the board members. And they didn't know about state office staff, who is their direct contact. Teachers, too. Well, you have HSTA [Hawai'i State Teachers Association] and HGEA [Hawai'i Government Employees' Association], but teachers still had to come to board members. And they cannot come out openly, because they're not—you know, they have their real concerns, and the school has real concerns. The principal will not be able to come to the board members. And usually, it's a problem that they've already brought up to the principal, to the districts, and then information didn't seem to flow as well as it should down to the group. Although the year before I left [the board], groups of principals, like Honolulu district principals, would get together and invite us to meet with them. But it's not every district. Because some districts probably meet with their representative and board member or talk to individual board members.

And another area that I've wanted to see changed, and that's where I think it irked Charlie Clark. When I was on the board of education I wanted to see the library [system] have its own board or advisory council, some administrative setup there. I've always felt it, and I brought that out over and over again. You know, when I say something, I stick to that idea. And all through the years that I've served on the board, the problems in the library are not really looked at objectively. This is why they've had some real problems, and it's cost the state some money. That I happened to know, which I cannot discuss. And the morale of the staff workers, and all the problems of that shifting from the main building to that school. (We) went through all those problems, because when a board meets, the library, we never take up in depth. Originally we had a library committee of the board, but that was eliminated. And so the director of the library just comes to the board meeting and gives information. I'm not sure about this present board, but while I was on the board, too, library would have some kind of meeting. They'd want us to see a certain library. Very few of us would go, and I really felt that should be looked into. I have expressed my concerns regarding the organization of the board of education having the public school system and a board of the libraries throughout the state. I think that, too, may have irked Mr. Clark. I'm not sure. Because I tend to bring—you know, I just come out professionally, whatever I felt should be brought to (his) attention, the problems.

Oh, and the other thing is that as a board member I did go once to Governor [George] Ariyoshi to express my concerns. I'm sure Charlie Clark didn't like that. I haven't gone to this present governor [John Waihee], except that in the early part of his administration, he did bring us all together to meet with him. And he said he'd like to continue. So he was the first governor who came to the board meeting and express his concerns and (his) willingness to have us meet. But we haven't continued, or I don't know.

MK: You mentioned that sometimes if there's an issue or something that you're really interested in, you stick to it. Like the library . . .

HK: Yeah, yeah.

MK: . . . you wanting to get the library into its own system. What other specific issues have you been concerned about in the twelve years you were on the board?

HK: Well, curriculum is one area, because I'm a member of the Association for [Curriculum] Supervision and Development. While I was a curriculum chairman, one thing I was able to push as chairman was having that honors diploma for the bright students. Curriculum has adult education. For instance, when I was adult education committee chairman, the other day one former board member did mention that I was concerned about adult education. I knew that adult education was going to expand, and the number of these students would increase. So I've always pushed for an office for adult education, for the staff, the professional staff, somewhere. And I wanted to see that Lincoln School library, that section—formerly Honolulu district office had that office. And then, now, I'm not sure what it is. But we could have that, even if they had that arts center. I went against that arts center.

MK: The Linekona?

HK: Arts Center. I felt that it could be an adult education school for all-day students to go to there and have the whole area, from elementary right straight through high school. But Governor Ariyoshi—that's another thing, I think Governor Ariyoshi and Clark were very close. I'm one who was against having the arts center. I felt that arts center would only—they said, "Oh, it could do art classes for all children," and all of that. But I knew that having just an arts center there, you're not going to have children from all over O'ahu. Whereas with adults, they can take the bus and come. I wanted the whole area for adult education. Some board members were with me. In fact, a number. I felt that that was historically a school, McKinley High School. And I felt that we should keep it for education, don't give (it) to a private sector. And one board member heard—and I don't know whether it's factual or not, it may have been—that the governor was going to [sell it to the] private sector for a small amount of money. And I don't know what they did, but that was something that I felt that we should keep, because land is scarce, too. And now they're saying (chuckles) they have classrooms. But I wanted to keep that whole area for Department of Education, the adult school, or adult education office, any school. Well, if you expand McKinley, you can use classrooms here, too.

You bring out ideas, and if it's not acceptable, then they hit you personally. (Chuckles) I've always felt, I learned as a board member, in politics, that happens. The one big lesson I learned as a member of the board is that for any politician who has integrity I feel that even

though he or she is in a minority, really needs support if the idea is not political. And it's difficult for a politician to stick with an idea or his ideals. And more and more I think, having been an elected official, having been in psychology and whatever, evaluate the person based not on their politics, but the person him or herself. And this is one reason why I haven't joined either party. Because I feel, within the party, Democratic party, you have people who really are concerned and if they're professional they stick to their professionalism, and politics is not going to (affect) them. And those who are not. . . . You've got some real good Republicans. And so, fortunately, it [the board of education] was non-partisan.

My husband was a strong Democratic party member here on O'ahu. Formerly, he was on Kaua'i, and Kaua'i was (only) Republican, way back. Senator [Noboru] Miyake was a real good senator, Republican. And it was a Republican community, and he was a Republican party member. But after he [HK's husband] came here, he joined the Democratic party. Because Governor Burns was really good to me.

When I was a professional, Burns thought highly of me. And I could go to him and point out to him what some of the weakness are. I had very good, strong Democratic support from him. I had a Republican friend who was a strong supporter of Burns. But that person changed to (be) a Democrat. But the thing that I admired in him [i.e., Burns] was that he was really interested in education, sincerely interested. And wouldn't let politics get in the way if he could help it. He talked to me about his son. He was so proud of his son being an educator in Washington, D.C. He would be interested in discussing education, not politics. And I admire him for it. And he is the one who stood behind me, you know. And the unfortunate part about Yarberry—I was on the staff with Yarberry. Burns thought highly of Yarberry, but it's the politicians who were going to Burns, and the staff within DOE [who were against Yarberry]. And too bad that it became so uncomfortable for (Mr.) Yarberry to have to resign. (Mr.) Yarberry appointed Stanley Miyamoto, an old-time Democrat. He appointed members on the basis of professionalism. Burns admired Yarberry. He thought highly of Yarberry. He really thought highly of Yarberry. But he was getting pressures from the politicians. And he talked to me about a person, a very close friend of mine, a Democrat. But I felt that Yarberry was a superintendent doing a very good job.

MK: I guess maybe the last question I have, you know, probably would be, what would be your assessment of public education in Hawai'i today? And what do you think the future will be like for it? What do you think of public education?

HK: Right now, it's so political. Unfortunately, (Mr.) Toguchi, the present superintendent, is a politician. This came out publicly. But (Mr.) Hemmings, Representative [Fred] Hemmings, questioned him, I'm told, in a TV situation, and asked Toguchi, "Aren't you planning to run with [Ben] Cayetano as lieutenant governor?" And he denied it.

Toguchi, basically I thought highly of him when he was a house member, and a senate member. And even as superintendent, I could go to him and freely professionally discuss with him. But he doesn't know how to size up people. He tends to get into the political area. He's always said to me, "You're welcome to come." And I did go at the beginning, and he used to talk to me professionally. But he didn't have the staff that could help him to stay professional, because they're political. I know him as a person who is interested in improving education. But how much he weighs it politically, I don't know. But Hemmings is right when he brought

that up, because the public seems to bring that up. As a person, I can talk to him professionally. And he does appreciate my professionalism, and so he has been supportive of me. But having been a politician, this is his weakness, I think. And without the administrative experience in the Department of Education, he has to rely upon that staff. He has chosen some good members on the staff. I am in full support of his new superintendent for curriculum—what's his name, now? He was Central district superintendent, who is Filipino ancestry, he is professional. Under Charlie Clark, he got demoted. Charlie Clark appointed him. No. Charlie Clark appointed him as a Leeward district superintendent and demoted him to a principal. And then, later on, someone appointed him as assistant superintendent. Forgot now what his name is. Oh, I should remember.

MK: So, I was wondering, if you see all this politics involved in education, how does it affect the schools?

HK: The thing is, he keeps on talking about decentralization [i.e., school/community-based management] and letting the school [have] the authority or whatever it is. It's moving so slowly, and I don't think he's able to do it well. And so criticism starts coming to him. Because being a politician, and without the administrative experience and know-how, when you change staff or reorganize, you're going to have hostility from certain groups of people. And being politician, you want to have everybody vote for you. You want to get as many (to support you). So I'm not sure at this point how strong an administrator he is. And as long as he's not going to be a strong administrator, I cannot see your public education improve, because it'll be so full of politics only. You have to have some strong professionalism, plus, I think, more active participation of parents. But also, when they select advisory council members—who are appointed by the governor—or any kind of advisory committees or whatever, you have to have, for and against, even number. Because after all, the best thinking comes from a group. If you have the same kind of people with same ideas, you're not going to get the best thinking out of members. You've got board members who don't have the background in administration. And of course, if you represent the public, you have to represent all kinds of persons. And you've got politicians on the board. As long as that's going on, the only strength that I see is within the principal of the school, who can stand up and be able to (agree or disagree with) the district superintendent. And district superintendents are appointed by the superintendent, (and) the assistant superintendent. Mr. [James] Kim used to be a real good administrator, but he plans to retire soon. In fact, he was planning to retire, and he's staying on. When he was principal over at Moanalua High School, he did a splendid job. And I thought he was a real good, strong administrator. Now he is Honolulu district superintendent, and I don't know how he is in terms of administering.

We have a very weak system of selection of principals. And they need to improve that, too. They have to set up a stronger personnel administration in the Department of Education. I've been on that personnel committee, so I cannot discuss anything confidential. But I feel that we need a stronger personnel administration in order to get strong leadership, professional leadership within our public school system. It's sad that so many parents have to send their children to private schools. But whether this is something that the board of education should really study, (or) look at it, I'm not sure. Well, it's their right or privilege that principals send their children, or teachers send their children, to private schools.

I feel the lack of professionalism is much more obvious now than the period that I've worked,

or the early part—oh, well yeah, it would be under the appointed school board. The elected school board, unless they do something about it, more and more people are going to say maybe it should be an appointed school board. I recall some of the legislators in the last session—the session before—tried to change the selection of board members. They are concerned, I know. I see some real good persons there. And I know someone like [Noboru] Yonamine, who is a house member, was a board member, both on the appointed and elected. The governor himself has to be aware of this, but he's [leaving office in] 1994. The governor should—maybe he is concerned, but he's probably got advice from others how to set up the commission, because he didn't select the persons himself. It'll be interesting to know what the results of that report will be in the near future. But it cannot go on the way it is now. And the public is unhappy about it. And Toguchi himself ought to face the fact, too. It must be difficult for him, but that's the job he's been paid for.

MK: We'll end the interview here.

HK: Mm hm.

MK: Thank you.

END OF INTERVIEW

PUBLIC EDUCATION IN HAWAI'I

Oral Histories

Volume I

**Center for Oral History
Social Science Research Institute
University of Hawai'i at Mānoa**

September 1991



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