HAWAIIAN IN THE PUBLIC SCHOOLS

Dorothy O. Hazama

Hawai'i's unique heritage is fertile ground for meaningful and fascinating studies for students at all age levels. Curricular possibilities are broad—the studies of culture, history, art, music, geology, to name only a few. Furthermore, knowledge of and pride in one's own heritage can be a means to strengthen identity and to develop a deeper appreciation of one's own environment.

As Keala and Neal, children of Hawai'i today, progress through their required school years, what is their education in their Hawaiian heritage likely to be ?

In their early years from kindergarten through grade three, much of Keala and Neal's education in Hawaiiana will probably be incidental. Holidays and special events such as Aloha Week, May Day, Prince Kuhiō Day, and Kamehameha Day provide occasions when interested and alert teachers may integrate Hawaiiana into classroom studies.

Their first intensive exposure to the study of Hawai'i will come during the fourth grade; traditionally, the social studies curriculum guides peg the study of one's own state at grade four. While the current social studies trend, as reflected in the State's Department of Education *Social Studies Guides,* emphasizes the development of concepts and inquiry skills and no longer limits use to specific geographical settings at a grade level, generally the study of Hawai'i is still taught in the fourth grade.

However, the State's *Elementary Social Studies Program Guide* does recommend Hawai'i as the setting for concepts and generalizations for Theme I, Level II—Man and His Relationship to the Natural and Cultural Environment. This would come at about the fourth grade. At the levels before this, no recommendation is given for the use of any particular setting. Therefore, a teacher in grade 1 who is developing the concept of interdependence in a family with her youngsters could utilize the *'ohana* or Hawaiian extended family to develop the understandings.

The study of Hawai'i is now a year-long social studies program in grade 4. Some topics covered within this year's study might include geologic formation of the Islands; geography including identification of the Islands and important places; aspects of ancient Hawaiian culture such as social structure, religion, customs, legends, foods, clothing, houses, use of the land; the coming of other peoples (seamen, missionaries, immigrant groups); monarchy in Hawai'i; and modern Hawai'i.

Whether Keala and Neal are really "turned on" to Hawaiiana and how extensive the coverage is seems to depend largely on how enthusiastic and knowledgeable their teacher is. But even an enthusiastic elementary teacher faces several problems that interfere with his effectiveness. He is responsible for being enthusiastic and knowledgeable about many other subjects as well. With a crowded curriculum, social studies often receives too little time in the schedule, taking a secondary role to subjects such as reading and math. The most effective teachers probably are those who see the possibilities for integrating Hawaiian with language arts, reading, music, art, etc. In addition, they make the time for meaningful field trips including excursions to the other Islands.

By far the most often heard complaint from teachers is the lack of instructional materials. More text materials as well as audio-visual materials such as pictures, films, slide kits, and tapes would help the teachers immensely.

Keala and Neal will not concentrate on the study of Hawai'i again until they reach the intermediate school as a seventh grader. With the comprehensive new social studies guide, *Our Cultural Heritage: Hawai'i,* in the hands of every seventh grade social studies teacher, units with concepts and materials are available for the first time. Developed over a period of years by four industrious teachers at Highlands Intermediate School, this guide was distributed to every intermediate school through the Governor's Committee on Hawaiian Text Materials in 1973. The units encompass the natural environment, culture, social organization, political systems, economics, and social-cultural change.

Lesson plans, methods of presentation, mode of inquiry, readings, transparency masters, photograph prints, maps and worksheets are included. When supplemented as suggested with field trips and other activities, this can be the basis of an exciting, well-planned year-long study.

Because of the organization at the intermediate level, teachers can concentrate on preparation of their subject for a regular period to cover the subject. There are difficulties, however, in arranging for activities that take longer than a period such as field trips. Another problem may be the lack of integration with other subjects.

While response to the new guide is generally favorable, teacher complaints seem to center around the suggested reading materials—the difficulty in reading levels and the emphasis on this activity. The guide does recommend adaptations.

Beyond the seventh grade, Hawaiiana will be a matter of electives for Keala and Neal. At the secondary level, most large high schools offer *Hawaiian Culture* as an elective course. In addition, language classes are growing in popularity. For example, at Kailua High School, classes in Hawaiian language were first offered in the fall of 1972. This year, 200 students are enrolled in 7 sections of beginning Hawaiian and 2 sections of second year Hawaiian. In addition to culture and language courses, there are related offerings at this school such as *Hawaiian Plants, Hawaiian Oceanography,* and *Polynesian Literature.*

If Keala and Neal are fortunate, they will have some teachers from grades 8 through 12 who will include Hawaii and its people in *American Problems* and other classes to make these studies more relevant.

Liaison Teachers and the Artmobile

In 1959, the Territorial Legislature passed a Senate resolution requesting the Department of Education and the Bernice Pauahi Bishop Museum, a private institution, to study ways of making the educational facilities of the museum available to pupils in the public schools. This led to the creation of the position of State Liaison Teacher—Bishop Museum. Mrs. Violet Ku'ulei Ihara, an employee of the Department of Education, is housed at the Bishop Museum. She schedules field trips to the Museum, arranges pre-visits by teachers if they wish, presents lecture demonstrations to visiting classes upon request, and prepares circulars to all schools on field trip procedures as well as on frequently requested topics such as ancient Hawaiian religion, tools, foods, kapa, weapons and warfare. In addition, she assists teachers who call in for help on "hard-to-answer" questions that arise in the classroom.

In an average year, about 30,000 students of all ages visit the Museum which also has planetarium and research departments. Of these, about half come for the Hawaiiana exhibits. Topics most frequently requested are ancient Hawaiian clothing, tools, featherwork, houses, weapons, and the Monarchy.

The Honolulu Academy of Arts has had a Liaison Teacher position since 1939. The loan collection of the Academy's Education Department has been a major source of objects and photographic materials on ancient and modern cultures throughout the world. Some Hawaiiana artifacts and other instructional materials are available through this collection.

The Department of Education's Art Department has acquired a bus-size Artmobile. At various times it features Hawaiiana in cooperation with the Bishop Museum. One such traveling exhibit was "Na Kapa Hawai'i," which highlighted the ancient art of *kapa* or *tapa* making. Instructional materials such as filmstrips and films were made available to schools for orientation preparation prior to the Artmobile's arrival.

"Musical Instruments of Hawai'i" exhibit is now in the planning stages. A request will be made to the Legislature for funds for another Artmobile with hopes that schools on the other Islands may also be served.

The Art Department received two federal grants of $45,000 each for a Summer Art Resident Program. 240 public school students learned about Hawaiian art, music and recreation at Lahainaluna High School on Maui. Kona on the island of Hawaii was the site for the other Summer Art Program where children from that area participated in art and music activities.

Promising Projects

As mentioned earlier, the lack of instructional materials is a very real problem for the teacher in his efforts to do an effective job in teaching Hawaiiana. Several projects have attempted at least in part to meet this need.

When educational television was first introduced to the University of Hawai'i, Associate Professors Lorraine Fitzsimmons and Dorothy Hazama realized that this could be a means of bringing resource people into the classroom for the pupils. Thus, over

a period of three years, they developed the pioneering ETV series, *Hawai'i Today and Yesterday.* The series was utilized from 1968 through June, 1974. The 32-part series recorded over thirty resource people, many of whom were the most qualified specialists in their field. A resource guide for teachers also accompanied the series giving background information on each segment, suggestions for activities before and after the program, a bibliography for teachers and pupils, and suggested field trips. Tapes from the series will soon be available for duplication through the Technical Assist Center.

The Pacific Cultural Heritage Curriculum Development, another three year venture from 1970-1973, was made possible through joint funding by Honolulu Model Cities, the City and County of Honolulu, the State Progressive Neighborhood Act, and with the cooperation of the Department of Education and the Bishop Museum. This project at Nānāikapono School resulted in culture study guides for grade four *(Ancient Hawai'i)* and grade five *(Hawai'i Today),* story materials written by children and staff, demonstration workshops for teachers, and the establishment of a Community-School Museum.

Even though the overall funding has lapsed, the Community-School Museum has fortunately managed to survive. The Museum is a place where pupils can come to role play their dramatic inquiry activities and then do research with materials such as artifact facsimiles, books, photographs, and other visual aids. The curator, Mrs. Genevieve Nahulu, has been important in the development of the Museum and is always on hand to assist teachers and pupils alike.

The Museum is open to other schools, and teachers may come to borrow materials. When asked, students from the school will serve as resource people and speak or conduct demonstrations on topics such as Hawaiian games.

From 1970–1973 the Governor's Committee on Hawaiian Text Materials was organized. Governor John Burns released a fund of $90,000. With the selection of Mr. Ka'upena Wong, a highly respected Hawaiiana specialist, as production manager, the project was underway.

A survey was made among teachers for projects already being developed, and the Committee approved the funding for four projects which were then developed for statewide distribution. Every public school received one or more of the following projects: *Cultural Heritage/Hawai'i* (grade 7 curriculum guide), and kits on Hawaiian songs, aquatic birds, and artistic traditions. Unfortunately, the lack of funds ended the production of further instructional materials.

Other non-commercial sources merit mention. The Multi-Cultural Center of The Hawaii Foundation for History and Humanities has produced slide-cassette tape kits on topics such as Chinatown, Hawaiian methods of catching shrimps and crabs, and lauhala plaiting. Photographs of early plantation life are also available on loan.

The Department of Educational Foundations of the College of Education, through the efforts of Dr. Mel Ezer, has received federal grants for the Ethnic Resource Center for the Pacific under Title IX, and the General Assistance Center for the Pacific under Title IV. Dr. Nancy Young is the Administrative Coordinator.

Funded as recently as July, 1973, the Center has produced booklets, filmstrips, slides and photographs. Reproduction and dissemination will be handled through the State's Department of Education. By summer, culture artifact kits will be distributed to twelve public libraries. The Center's emphasis is on peoples, contemporary and historical. The educational problem of culturally isolated children has been another thrust of this project.

Smaller projects are another way to meet the need for materials. An example is the Kailua Complex Resource Center, an outgrowth of a University of Hawai'i methods class which the writer conducted in the field in 1971. Due to the financial support of the principals over a period of two years and the hard work of the teachers in the class, laminated and mounted photographs, slides, and sets of Hawaiian games and musical instruments can be borrowed by teachers in the Complex. Enough games, equipment and musical instruments were purchased so that members of an entire class could participate at the same time.

Problems and Recommendations

While there is evidence of progress, there are problems as well. There is need for more coordination and articulation for a well defined curriculum through the grades. Perhaps a committee of teachers and specialists could continuously examine the curriculum, discuss what might be of most value to students at various age levels, and provide more specific guidelines and ways to include Hawaiiana in every grade from kindergarten through grade 9, in addition to intensive studies in grades 4 and 7.

Furthermore, to be most effective, teachers must have units and resource materials readily at hand.

Teachers frequently voice the feeling that their own Hawaiiana background is woefully inadequate. There is some basis for their complaint for there is no requirement at present in this area in their pre-education liberal arts program. At present the the only educational methods course, *Methods, Content, Materials in the Study of Hawai'i,* is a graduate, in-service level course established through the foresight of the Committee for the Preservation of Hawaiian Language, Art, and Culture. Previously offered only during the summer session, in recent years it has been offered in one or both semesters during the school year because of requests from the field. Furthermore, at the end of the course, teachers frequently inquire about an advanced course.

There has been a definite upsurge of interest in recent years in various facets of Hawaiiana and education is only one aspect of this growing concern. According to the Legislative Reference Bureau, in the last two legislative sessions bills were introduced by Hiram Fong Jr. in the House and Eureka Forbes in the Senate to provide for a comprehensive program in Hawaiiana for public schools, adult education, the University of Hawaii and in-service training for teachers. These general bills did not pass. It is the writer's fervent hope that some solid, long-range financial support will be forthcoming to produce changes so that our Kealas and Neals will graduate from our public schools with a firm grounding in knowledge of their Hawaiian heritage with a resulting appreciation and pride in being children of Hawai'i.

Examples of Non-Commercial Materials Available to Public Schools Produced by the Governor's Committee on Text Materials:

- *Cultural Heritage/Hawai'i*—Grade 7 Curriculum Guide, developed by Highlands Intermediate School Teachers, Carolyn Chang, Lei Masuda, Victoria Yamada, Carole Odo.
- *E Himeni Hawai'i Kakou* (Let's Sing Hawaiian Songs)—booklet and cassette tape kit compiled by Noelani Mahoe.
- *Aquatic Birds of the Hawaiian Islands*—a filmstrip and cassette tape kit developed by Wendy Nakanishi.
- *Hawaii's Artistic Traditions*—a filmstrip and cassette tape kit developed by Mirella Belshé.

Produced by the Multi-Cultural Center of the State Foundation for History and Humanities—slides with cassette tapes, developed by Larry Kimura and Pila Wilson:

- *'Opae Catching*
- *Catching Crabs*
- *Lauhala Hat*
- *Sam Li'a, Songwriter*

Produced by the University of Hawai'i, College of Education:

- *Hawai'i Today and Yesterday*—educational television series, developed by Lorraine Fitzsimmons and Dorothy Hazama.
- *Stories of Hawai'i:* "Hawaii's First English Visitor, Captain James Cook;" "Hawai'i as Seen by an English Missionary, William Ellis;" "The History of Early Hawai'i by Four Hawaiians;" "How the Hawaiians Lost Their Land;" "The People Who Built Hawaii: How They Came and What They Did"—historical perspectives on Hawaiian history for high school level, written by Marion Kelly, Barbara Hunt, and Kehau Lee. General Assistance Center.
- *My Name is Stephen Kekaulike*—picture book of a Hawaiian family residing in Papakolea, Honolulu, for upper elementary level, written by K. Kahalelauniu Bartel. General Assistance Center.

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