

to the Board of Directors of Hanahauoli School

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As the school year draws to a close, I wish to share with you some data, reflections and recommendations about Hanahauoli School - its population; its staff; vignettes of its program; its academic profile; its instructional materials; its learning centers; some present and future needs. Please bear in mind that the entire report is based upon one year's association with the school as Interim Principal.

The Children: At present there are 170 children attending Hanahauoli - 38 in the Kindergartens and 132 in Grades 1-6. The enrollment includes 82 boys and 88 girls. Among these, 9 are children of staff members. These children are allotted half scholarships. In addition, the school has allotted two other scholarships this year - one a full and the other a partial scholarship. In total, the scholarship budget totals \$5,587.

The Staff and Other Employees: The staff of Hanahauoli School numbers 12 full time and 6 part-time personnel. Of these, 4 hold both Master's and Baccalaureate degrees; 4 hold B.S. degrees; 6 have A.B. degrees; 1 is a graduate of a New England Academy; 1 is a graduate of French schools; 1 attended Bennington College and later went on to study modern dance with internationally great artist teachers and to study creative movement with equally great teachers in that field; 1 is an R.N. All are licensed by the D.Q.E. Together, the staff represents about 200 years of professional experience.

In addition to the professional staff, the school employs a part-time bookkeeper, a cook, a housekeeper, 2 custodians and a weeder. The budget for the professional staff and other workers totals \$137,000 this year. The school has allotted two former staff members pensions. This budget totals \$4200 for this year. Beginning in September, a third staff member will also be included on the pension list. This will enlarge the pension allotment to \$5400.

Hanahauoli is blessed with dedicated personnel and the administration should strive to maintain the high level of competence represented herein. Furthermore, as additional personnel is engaged, care should be taken to maintain a sensible balance as to age range and to select only those whose backgrounds enhance, enrich, and broaden the total spectrum. In other words, search for great teachers.

The Program: Selected Vignettes of Practice. The instructional program includes the basic academic subjects; 1. the language arts made up of reading, oral and written composition, spelling, and hand writing; 2. mathematics; 3. the social studies, including principally history, geography, and civics; and 4. science, both biological and physical. The special area programs include instruction in the arts - 1. literature, 2. fine arts, 3. crafts, 4. music, 5. rhythms; and physical education.

Historically, the philosophy of the school has been one that places high priority upon "the process of living" as opposed to "simply a preparation for future living". The staff has striven to provide a broad basis for life-culturally, creatively, aesthetically; and, at the same time, has placed equal emphasis upon children gaining command of the tools needed for effective participation in a democratic society.

In name, Hanahauoli is nationally and locally known as a "creative school". The curriculum reflects this accolade. Its rich offerings in the arts open up opportunities for children to develop latent potential and to try on the world

for size. Coupled with extensive study of the great civilizations of the past, there has been richness in the opportunities given Hanahauoli children to become inventive, imaginative, and creative as well as scholarly young people. Throughout the history of the school, classroom teachers have striven to team up with teachers of the special areas in ways that unite the academic and the artistic in mutually meaningful ways.

Recently, to cite a few examples, the study of the medieval life of Europe in social studies was greatly enriched by the making of medieval instruments in music. Also, another group in connection with their study of Hawaii, learned to play ukuleles and other instruments used by Hawaiian people. Both groups presented delightful programs in assembly.

In art, one group of children is currently attempting to make their own filmstrip, "How To Make Kapa", growing out of the study of Hawaiian culture. Narrative explanations of each successive step will accompany the showing of the filmstrip. Here, a third staff member in charge of the audio-visual program is also involved.

Connected with the study of Egypt and Greece, the fifth grade, shop, art, physical education and rhythms teachers are working together to bring historical data and the arts into related focus. Soon to be enjoyed will be the Olympic games and oratorical contests. Also, an animated sound 8 m.m. movie depicting scenes from the Odyssey is being attempted by part of this class in connection with the study of Greece.

Junior Kindergarteners have had a wonderfully broadening and expanding year in their exploration of community. In all, they have made about 25 safaris into the nearby community: to parks, neighboring schools, streets and homes. They have also ventured further afield to the yacht harbor, the zoo, the beaches, Foster Gardens, supermarkets, fish markets, pet shops, and the State Capitol. Much exciting dialogue, numerous two and three dimensional graphic representations, dictated stories, and enjoyment of appropriate literature have resulted. Surely the intellectual and artistic horizons of these children have been greatly widened during this school year.

Another worthy project this year involved a group of children in making a huge pictorial map of the Atlantic Coast States which were under study. Each child chose a state, did extensive independent research on it and then selected an outstanding feature to depict on the map of that state. Assembling the huge, unwieldy map on the back wall of the classroom was a feat in itself. Standing on ladders and straddling beams to nail the states in place didn't turn out to be an easy task. Frequent references to an authentic small map were necessary in order to place each state in its correct position.

Still another example of integration of the special areas with the academic program is now going forward. The third grade garden area is being drawn to scale and will be graphically portrayed in three dimensional form showing the location of present plantings and of future additions. Accurate measurement of the area is an important part of this project. Plans to make the area into an authentic Hawaiian garden are being supervised by Dr. Clay.

Early in the fall semester the second grade, in connection with their study of community, embarked upon a map making venture of known areas. Such an activity

is a forerunner to studying maps of unknown areas. The group mapped their classroom, the quadrangle court, the campus and after a walk around the adjacent streets, finished with creditable representative maps of the neighborhood. Exploration of the larger community resulted in an artistic mural of the city - each child contributing one painting of some feature of the city of Honolulu.

Interest in kite flying in March led to fascinating, artistic productions of first grade kites. This activity stimulated considerable interest in the study of flight, air currents and methods of launching kites. The F.E. teacher entered wholeheartedly into "kite flying day" and a remarkably joyous time was had by all.

In connection with programs of study, each class in the school has taken many excursions. Among additional spots not previously mentioned, visits were made to children's Symphony Concerts, Academy of Arts, Youth Theater to enjoy *Midsummer Night's Dream*, Royal Theater to see *Camelot*, Capitol Building to listen in on legislative deliberations and to see a film on how a bill becomes a law, a Japanese oceanographic research vessel, and Sea Life Park.

Among exciting projects engaged in by the fives, their circus was an enormous success. The organization which was necessary, the responsibility assumed by individual class members, the sheer delight on the faces of performers as they did their acts - being a ferocious wild animal going through its act, a ballet dancer on tip toe, an amusing clown, a tight rope walker or what not. To complete the day there was popcorn for all.

One of the very exciting business ventures of the school was the highly successful evening engineered by the sixth graders. Their purpose was to leave a gift to Hanahauoli. They selected an excellent movie for a mixed audience, arranged for its viewing, sold delicious hamburgers, delectable popcorn, cold drinks and ice cream. The venture was a success financially. But, more important, was the electrifying effect noted in children who were managers, engineers, soda hops, food vendors and clean up crews. What power there is in children once they unite on a meaningful venture!

Space does not permit a more extensive delineation of other worthwhile curriculum ventures which illustrate the integration of classroom and special area interests. Be assured that many, many more could be cited.

Instructional materials: A wide variety of teaching materials are utilized in the instructional program. Textbooks, work books, dittoed practice sheets, study booklets, single volume informational books, encyclopedias, dictionaries, globes, flat maps, and charts are constantly in use.

Stern block materials are used extensively in the primary grades to provide a solid basis for mathematical concept development. In addition, measurement instruments, such as rulers, clocks, thermometers, scales, liquid measurement utensils are in frequent demand.

Additional audio-visual equipment has been purchased this year. Tape recorders, a portable radio, ear phone equipment used in listening posts are examples. The school also owns two portable T.V. sets, 4 overhead projectors, an opaque projector, a filmstrip machine, a sound movie projector, a slide projector and an instamatic camera with copy stands and close-up lenses.

Learning Centers: Of course the regular classroom is the center through which all school activities flow. Important as extensions of the classroom are the other centers of learning.

The Hanahauoli library houses several thousand volumes which circulate widely to classrooms and homes. Each class visits the library on a scheduled basis to browse and select books. Children also drop in constantly - before, during and after school to return and select books. Enlargement of space for the library has made possible the establishment of a research room used largely by children from the middle and upper grades. All factual volumes and other appropriate library materials are housed in the research room. At present, the librarian also doubles as audio-visual specialist for the school.

In addition to the library, the shop, the music and the art studios are constantly in use. The shop is well equipped with tools and materials of many descriptions. This year a new kiln was purchased after which beautiful ceramic work was completed. Among other articles completed in shop are wood critters, stilts, planter boxes, Sail Kings, Early American covered wagons, bowls and patchwork quilts, stitchery of many varieties, woven articles done on looms of different kinds, doll houses, bird houses, chopping boards, puppets, jigsaw puzzles, milk carriers, tables for the cafeteria, outdoor climbing equipment for the kindergarten, and stepping stones.

The music studio houses the instruments used in rhythm band, a piano, recorder, a collection of records, authentic Hawaiian instruments, etc. This studio also doubles as the audio-visual viewing room.

The art studio teems with activity. Beyond the conventional uses of art materials, children have had experiences in silk screening, batik making, linoleum and cardboard block designing, string painting and photography.

The P.E. program goes forward apace on the big playground. This is supplemented by mat work done in the assembly hall along with many dance and rhythmic and body movement activities.

Academic Profile: Data showing results of Hanahauoli children's performance on the S.A.T. standardized test battery given in March of this year are summarized. Although standardized tests are at best crude, evaluative instruments, they do furnish objective data which the faculty uses to assess the year by year growth of children along academic lines. Further, schools considering accepting Hanahauoli children request data of each candidate's academic achievement.