

## Hanahauoli Horizons

The school year of 1970-71 is about to begin. It seems only fitting that I follow along - as other principals have done before me - with some appropriate formal opening remarks to this distinguished assembly.

Since last May, I have spent a great deal of time getting "reacquainted" with Hanahauoli School. I've read work reports - recent ones and those dating back to 1949. I've had long talks with each of you, with former Hanahauoli teachers, with parents, with alumni and with friends. I've put together a kaleidoscope of impressions. But one overall impression dominated the kaleidoscope - a feeling of deep aloha for this school. And I think that this sincere aloha for the school grows out of the fact that there is so much aloha poured into the school.

A recent article in the Star Bulletin quoted an educator testifying before the House Education Committee - "Our educational systems traditionally have focused major attention to transmission of knowledge. Schools must now refocus attention to development of total human beings."

I think that Hanahauoli School has always placed a great deal of emphasis upon the development of "total human beings." I'm not here to change this aspect of Hanahauoli.

As a matter of fact, we need to look back sometimes in order to move ahead. We need not discard the old just because it is old. We often need to reinstate that which was the best of the past - treasure it and preserve it.

Quote from "Sincerely, Sophie" by Mrs. Sophie Cooke founder of Hanahauoli School (Sept. 1918) "I believe a valuable thing in life is to develop a child's initiative. At Hanahauoli, there are opportunities to develop individual and group initiative in various projects. A well-known mathematics teacher at Punahou called me aside once and told me that on the first day of school at Punahou, she could always note a Hanahauoli child by his or her initiative in going to find out where his classes were to be held, instead of wandering around bewildered."<sup>1</sup>

In Louisa Palmer's "Memories of Hanahauoli" the first school bulletin of 1919 is quoted "Our aim is to give the child opportunities for self expression and to provide, through the interests and activities of the school, occupations necessary for the development and unfolding at each stage of his individual powers and capabilities; to show him how he can exercise these powers, both mechanically and socially, in the little world he finds about him."<sup>2</sup>

And in a later bulletin (1923) Miss Palmer quotes these standards for a modern school. "Ability to think, to execute, to lead, to cooperate, to judge and to organize his own methods of work."<sup>3</sup>

Let us then look to the past and reinstate that which was good.

1. Cooke, Sophie - Sincerely Sophie, p. 79.
2. Palmer, Louisa - Memories of Hanahauoli, p. 16.
3. ibid

Let us also look to the future. What kind of a school do we need to help boys and girls grow up to be responsible citizens in tomorrow's very complex society? I have used the phrase "Schooling for Individual Excellence" as an overall theme for this school year.

It is not necessary to choose between academic excellence and a creative school environment. A dual plan -- one that promotes academic excellence within a creative school environment -- is not only possible. It is mandatory.

Among last year's minutes of the Board of Directors of Hanahauoli School there is the following statement:

"Hanahauoli is dedicated to the creative growth of children and to high intellectual standards; to producing an environment of understanding and learning which stimulates each child to work to his full capacity, free from undesirable pressures and with a close relationship between the home and the school.

We think of education as a series of experiences through which the teacher leads children to learn to themselves:

- to be curious;
- to listen -- thoughtfully;
- to think -- logically, creatively and independently;
- to communicate effectively -- through written and spoken languages and through the arts;
- to live and work -- happily in a group which appreciates democratic values of self-discipline and truth;
- to understand -- themselves and others;
- to choose -- the highest values in life;
- to perceive -- the wonder of life.

The curriculum should be directed toward these ends based on the premise that the creative approach to learning makes the acquisition of the basic educational skills more effective in future use. Because each child is considered an individual, the climate of the school should encourage the growth of initiative, responsibility, respect, honesty, fair play, and compassion."

Let me now add on my own ideas to this statement. What kind of a school do we need? I think --

1. We need a school where children feel free to express their ideas because they know their ideas are valued and respected.
2. We need a school where students are encouraged to think critically and creatively about ideas in order to formulate opinions of their own.
3. We need a school where curiosity and a spirit of inquiry and investigation are nurtured -- where an atmosphere of intellectual excitement exists.
4. We need a school where students are encouraged to go beyond the facts to broad concepts and interpretations that lead to deep understandings and daily application of these understandings.
5. We need a school where students have respect for one another -- for the uniqueness of individuals as well as for the similarities.
6. We need a school where standards and expectations differ according to the varying abilities within each student and between students.
7. We need a school where there is "time to grow" and pressures to compete are at a minimum.
8. We need a school where pupils feel good about themselves and their contributions.

9. We need a school where students assume individual responsibility for being considerate, well mannered, self-disciplined boys and girls.
10. We need a school where learning is continuous and personal - where failures are eliminated.
11. We need a school where the staff keeps the parents informed as to the specific goals and expectations for their child.
12. We need a school where there are appropriate materials that relate to learner, teacher and the ultimate objectives of the school.

I hope we can exert a united effort this year to bring to the children here at Hanahauoli the richest most exciting educational experiences possible. As an educator, I feel a deep committment to this. I hope that each of you will be equally committed.

I'd like to close these remarks with a poem written by a teacher. It is entitled

#### "A Teacher's Wish"

My heart and mind "speak" when I behold a  
pupil at my door;  
For this I know, I must respond aright --  
ere he doth come no more.  
I needs must give him help --  
Yes, more than help in course at hand;  
Help in searching, reaching, giving what's  
his already to command.  
He has a mind--God's gift to each of us;  
He has a heart--to feel and thus  
He has a soul--this is my utmost care.  
So, if I reach the inmost part of this  
child at my door--  
Then I'll have taught the thing desired  
of me--and more.

Jean Allgood  
Psi Chapter, DKG  
Mississippi

Mrs. Mary Ray Pohl