

## HAWAII FACES

# RACE PROBLEM FOR SOLUTION.

Japs Make Up Nearly Half of  
Population—In Time Will  
Control Vote.

## INFLUENCE OF ORIENT.

BY FREDERIC J. HASKIN.

WASHINGTON, Dec. 16.—That Hawaii, no less than California, has a Japanese problem, is the report brought back by

have been studying conditions there.

According to the new census figures, Japanese make up nearly half of the 255,000 of population in Hawaii, and in a few years they will be able to control the vote of the islands. This would not be such a disturbing prophecy except for the fact that the Japanese in Hawaii, especially the school children, are being pulled two ways. The United States Government is there trying to educate them, hoping that those born under the United States flag will make satisfactory American citizens. At the same time, a Jap-

Chinese influence is being exerted so that the children will not forget to celebrate the Emperor's birthday or grow up in ignorance of Japanese ways and traditions.

Foreign language schools, presided over by teachers brought from Japan, are set up all over the islands near the territorial public schools. Japanese parents are urged by Buddhist priests to send their children to these schools, and because the influence of the priests with the older generation is very great, the parents al-

The children, as a rule, do not wish to attend these schools. And no wonder: The regular public school opens at 9. To attend the foreign language school first, therefore, they must rise at 6 or even 5 o'clock. They have to walk sometimes five miles, eating breakfast as they go, or leaving it out entirely. At the foreign language school they spend an hour or an hour and a half learning the Japanese language.

Japanese language—to speak, read and write it and studying the history and geography of Japan. Instruction is given in the approved Japanese style, the children studying noisily and reciting in parrot-like sing-song.

**JAPANESE SCHOOL METHODS**  
**TIRE MIND AND BODY.**

Tired already, both in mind and body, the pupils troop over to the public school at 9 o'clock, to sit stupidly while an American teacher, or one trained in

The Hawaiian Normal School, tries to teach them to speak English, and to give them a modern education.

Even after the public school, work ends at 2 o'clock the Oriental child may not be at liberty. Some of the foreign language schools teach the older children in the morning and the younger ones after 2. Others insist on the attendance of all pupils at both sessions.

The complaint made universally by teachers in the public schools of the islands is that these children are crea-

laxed, and so tired that they cannot learn the lessons presented in English. Many of them live in Japanese colonies, and speak English only at the public school. Others hear at home a pidgin English that is worse as a foundation education than no vocabulary at all.

One teacher writes: "Here is a sample of the English we get from little Japanese children of the first grade: 'Little Red Riding Hood-oh! Big teeth- grandmother eat Little Red Riding Hood-oh! Grandmother big eyes see

Another says: "I have found in my experience in Hawaii that if any school work is to suffer it will be the work of the American school. The children try enough—their efforts to keep up the work of both schools are often pitiful—but the Japanese schoolmaster will see that the work of the Japanese school comes first."

Dr. Bunker says that if the majority of these Orientals were transients in Hawaii, and expected to return to Japan, there would be reason in their deter-

mination to cling to Japanese ties. He thinks it natural that those Orientals whose stay in the islands is to be brief should want their children taught in the language of their native country, and he advocates that for such families private schools should be permitted.

But the great majority of the Japanese are not transients, and their children are mostly American citizens. These children grow up proud of their status as Americans, and this leads some people to say that the foreign language schools if left alone, will die.

Dr. Bunker does not agree with this belief.

**SELECT WIVES BY  
PICTURE SYSTEM.**

"Japanese men," he says, "especially those of the old school, draw their wives from Japan by the picture bride system. In 1919, 841 of these picture brides landed in Hawaii, and in the preceding year, over 1,000. So long as these women come direct from Japan there will be a first generation of Japanese in Hawaii to teach its children, born Americans, the

"Moreover, the foreign language school system will persist until it is abolished because fundamentally the project is legitimate. While use of the English language is growing in Hawaii, and English is becoming necessary to the Japanese, in the colonies of laborers about the sugar plantations there is also need for the Japanese tongue. To supply this need was the original intention of the foreign language school. There is not, however, in an American territory a need for American citizens to be taught for-

align customs, ideals, and morals. That is the objectionable part of the Japanese school in Hawaii. It is not aggressively anti-American, but it is un-American. It includes in its lessons on Japanese heroes an occasional story about George Washington or General Grant in the Japanese language. But as one teacher in the public schools says, 'You cannot teach American ideals in a foreign tongue.'"

**EFFORT TO BE MADE TO  
ABOLISH JAPANESE SCHOOLS.**

Because of this situation, the commission from the Bureau of Education advocates in its report that the foreign language schools should be abolished, and the Japanese language taught in the territorial public schools. A law to this effect is to be proposed at the session of the Hawaiian Legislature, which convenes in a few weeks. It is believed that once the Legislature takes up the matter the schools will be abolished without strong opposition.

The commission suggests that the Jap-

Japanese language class should come at the end of the school day, and be open only to those pupils who make satisfactory progress in their other studies. Once this plan is put into effect, and the influence of Japanese priests who collect pupils for the foreign language schools is removed, it is thought that the demand for instruction in Japanese will fall off rapidly. This prediction is based on the fact that at the Mid-Pacific Institute, of Honolulu, where Orientals are chiefly enrolled, not 10 per cent of the Japanese pupils have elected to study their native

longue, though courses in Japanese are offered to all pupils from the first grade through high school. Obviously, the younger generation in Hawaii is not greatly interested in retaining a hyphenated citizenship, and needs only encouragement from the territorial government to break away permanently from the ties of its ancestors.