

A STUDY OF THE MOVEMENT  
TO SEGREGATE CHINESE PUPILS IN THE SAN FRANCISCO  
PUBLIC SCHOOLS UP TO 1885

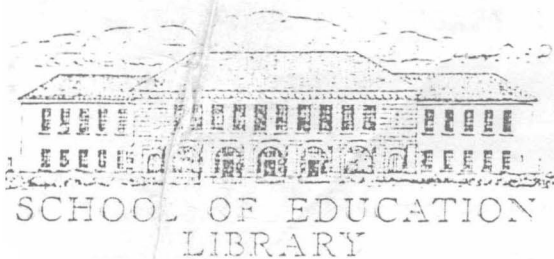
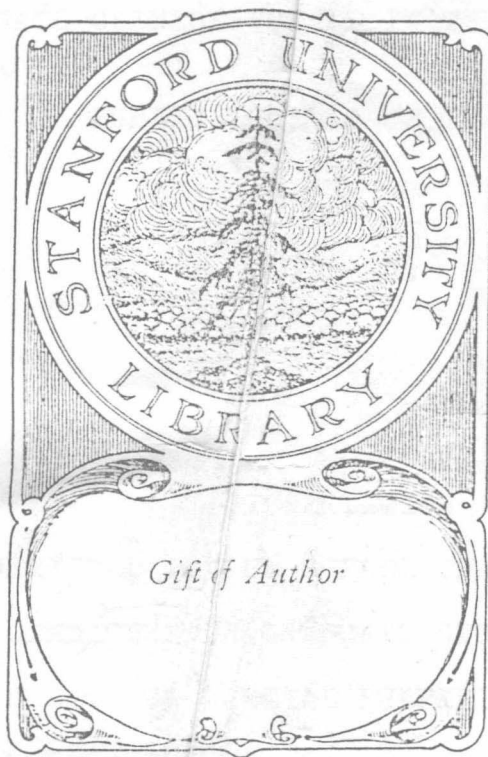
A STUDY OF THE MOVEMENT  
TO SEGREGATE CHINESE PUPILS IN THE SAN FRANCISCO  
PUBLIC SCHOOLS UP TO 1885

A DISSERTATION  
SUBMITTED TO THE SCHOOL OF EDUCATION  
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REQUIREMENTS FOR THE DEGREE OF  
DOCTOR OF EDUCATION

By

Francis Yung Chang

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I certify that I have read this thesis and  
that in my opinion it is fully adequate, in  
scope and quality, as a dissertation for the  
degree of Doctor of Education.

John C. Almack

I certify that I have read this thesis and  
that in my opinion it is fully adequate, in  
scope and quality, as a dissertation for the  
degree of Doctor of Education.

Reginald Bee

Approved for the School of Education:

J. T. Davidson  
(Chairman, Faculty Advisers)

Approved for the Committee on Graduate Study  
Homer Cragg

TO MY FATHER

SHIH-TAI CHANG

A DEVOTED EDUCATOR, PU-AN, CHINA

WHO INSPIRED ME TO CONTINUE

HIS WORK

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## INTRODUCTION

The purpose of this study is to determine the more intimate factors that led or had influenced the development of public education for the Chinese in San Francisco up to 1885 by carefully analyzing the backgrounds, attitudes, policies and actual efforts of various agencies at many important junctures in the history of Chinese immigration since 1848. In the course of the investigation, the probable truth of some popular theories held by many students of the problem will be further investigated.

The problem of the education of the Chinese in San Francisco, as perhaps in most cities with large Chinese population outside of China, has three different aspects: first, the public schools attended by children of Chinese parentage; second, the Chinese-language schools; and third, the mission schools for the Chinese. These three types of educational enterprises are the fundamental factors that determine the present achievements and future developments — educational, economic, vocational, civic, social and cultural — of the Chinese and their children in America. Their influence upon the younger generation especially can hardly be overestimated. Accordingly, the study of the effects of any of these institutions upon some aspects of life of the second-generation Chinese would be interesting, and the labor of research would be generously rewarded.

On the other hand, each of these three types of educational enterprises presents itself a unique history of educational development. The tracing of the true factors which have influenced such a development would be fascinating as a research problem, valuable as a contribution to the history of education in California, and especially helpful to the understanding of race relations on the Pacific Coast. No problem — either educational, or civic, or economic, or social and cultural — concerning the Chinese in America, can be adequately solved without a thorough understanding of such a development.

So far as the writer can determine, the problem of the education of the Chinese in America, or any phase of it, has never been very seriously studied. For some reasons<sup>1</sup>, the interest of the few students who care to study race and educational problems of the Orientals seems to be focused chiefly on the education of the Japanese in California. Four important studies of this sort were quite recently reported.

The first is a general survey of certain phases of the

- 
1. The reasons may be: (1) That there are more Japanese in the State and in America than Chinese; (2) That the problem of the Japanese here is more likely to become an international issue than that of the Chinese; (3) that the Chinese question and the Japanese question are similar; (4) that the Japanese seem to be more willing to supply information to the investigator than the Chinese; and so forth.

education of Japanese in central California by Reginald Bell.<sup>2</sup> As stated by the author, it centers around two main questions. "First: what is the place and function of the Japanese-language schools in California? Second: what is the relative educational progress of Japanese children in the State, and what adjustments of curriculum, teaching method and administration have been found desirable to facilitate that progress?"<sup>3</sup> Dr. Bell followed the second part of the study with a report of the effects of segregation upon Japanese children in American schools.<sup>4</sup> This is the only elaborate experimental study that one finds on this subject. Though the author admits that certain social advantages or disadvantages should weigh much more heavily in a consideration of the question of segregation than the seemingly small differences in educational opportunity and achievement,"<sup>5</sup> the fact that certain specific retardation in educational progress does result from segregation would not only attract the attention of those who are interested in the welfare of the children of Oriental parentage, but also appeal to all fair-minded school administrators and school boards with a moral

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2. Reginald Bell. A Study of Certain Phases of the Education of Japanese in Central California. Unpublished M.A. thesis in the Stanford University Library, 1928.

3. Ibid. p.1.

4. Reginald Bell. A Study of the Effects of Segregation upon Japanese Children in American Schools. Unpublished Doctor's dissertation, 1933, in Stanford Library.

5. Ibid. p.193.

urge for bettering educational opportunities for the Orientals and their children in America.

The other two studies were made by Arthur G. Butzbach and by Ruth Haines Thomson respectively. Mr. Butzbach used as a focal point of his investigation the episode of 1906 in which the Board of Education of San Francisco attempted to exclude Japanese pupils from the schools attended by white children. His salient purpose was to present a vivid picture of the "climax" of the historical movement for the segregation of Orientals in the San Francisco schools. Dr. Thomson, on the other hand, considered the same instance as a proper spot for students of history and education to look back at the history of the segregation movement in the public schools of California and discover its causes.<sup>7</sup> In these two studies the Chinese question occupies considerable space in discussion, but it is treated rather casually and merely for the purpose of reaching at two hypotheses: first, that "the Japanese have fallen heir to all the condemnation of the Chinese";<sup>8</sup> and second, that "this precedent (of anti-Chinese campaign) was rather closely followed even in such definite

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6. Arthur G. Butzbach. The Segregation of Orientals in the San Francisco Schools. Unpublished M.A. thesis in the Stanford Library, 1928.

7. Ruth Haines Thomson. Events Leading to the Order to Segregate Japanese Pupils in the San Francisco Schools. Unpublished Doctor's dissertation in Stanford Library, 1931.

8. A. G. Butzbach. op. cit., p.17.