REIGN OF KAMEHAMEHA V.--FIRST YEAR.

BIENNIAL REPORT

for the years 1862/64 OF THE PRESIDENT OF Hawaii (King.)

THE BOARD OF EDUCATION

TO THE

LEGISLATURE OF 1864.

To the Legislative Assembly of the Nobles and Representatives of the People:

By command of His Majesty, the King, and in accordance with the provisions of Section 694, of the Civil Code, I have the honor to present the following report of the business and transactions of the Department of Public Instruction for the two years ending March 31st, 1864:

COMMON SCHOOLS.

ABSTRACT OF THE STATISTICAL TABLE APPENDED.

In 1862—Whole No. of Schools		241
" "	Scholars	7,868
" "	Boys	4,433
" "	Girls	3,435
" No. in	Reading	4,660
" "	Writing	3,537
" "	Mental Arithmetic	3,698
" "	Written Arithmetic	3,042
" "	Geography	5,146
" "	Algebra and Geometry	642
" "	Vocal Music	3,852
Average No. of days to each School		173
" "	Scholars	33

RECEIPTS AND EXPENDITURES

FOR COMMON SCHOOLS—1862.

Balance in hands of Treasurer Jan. 1st, 1862	$20,503 02
Receipts during 1862	28,008 60
Total	$48,511 62
Expenditure during 1862	$28,545 90
Balance in hands of Treasurer Jan. 1st, 1863	19,965 72
Total	$48,511 62
Paid for Teachers' wages, 1862	$20,556 86
Building and Repairing of School Houses	2,743 08
Tax Collectors, Assessors, Superintendents, Treasurers, Trustees, Incidents, etc	5,245 96
Total	$28,545 90

ABSTRACT

OF THE STATISTICS OF COMMON SCHOOLS FOR THE YEAR 1863.

Whole No. of Common Schools	245
" " Scholars	7,912
" " Boys	4,384
" " Girls	3,528
" No. in Reading	4,837
" " Writing	3,969
" " Mental Arithmetic	3,779
" " Written Arithmetic	3,106
" " Geography	5,510
" " Algebra and Geometry	1,016
" " Vocal Music	4,216
Average No. of days to each School	192
" " Scholars	32

RECEIPTS AND EXPENDITURES

FOR COMMON SCHOOLS IN 1863.

Balance in hands of School Treasurer Jan. 1st, 1863	$19,965 72
Receipts during 1873	31,385 90
Total	$51,351 62
Expenditure during 1863	$30,828 95
Balance in hands of School Treasurer Jan. 1st, 1864	20,522 67
Total	$51,351 62

Paid for Teachers' wages, 1863	$22,476 2
Building and Repairs of School Houses	2,870 2
Tax Assessors, Collectors, Superintendents, Treasurers, Trustees, Incidents, etc	5,482 47
Total	$30,828 95

In order to learn the exact amount expended for Hawaiian Common Schools, it is necessary to deduct five Schools in the Honolulu District, which, though included in the table of Common Schools, and mostly paid from the District Fund of that District, still are English Schools, in which the Hawaiian language is not used.

Deducting these five Schools, of 262 scholars in 1862, at an expenee of $3,800, and 280 scholars in 1863, at an expense of $3,835, will give the cost of Hawaiian Common Schools as follows :

COST OF HAWAIIAN COMMON SCHOOLS.

1862—Whole No. of Hawaiian Common Schools	236
" " Scholars	7,606
Average No. of days taught each school	173
" " Scholars in each school	32.2
Whole cost of Schools during the year	$24,745 90
Average cost of each School for the year	$104 86
" " " Scholar for the year	$3 25
" pay of Teachers for the year	$71 00

COST OF HAWAIIAN COMMON SCHOOLS.

1863—Whole No. of Schools	240
" " Scholars	7,632
Average No. of Scholars to each School	31.8
" " days to each School	192½
Whole cost of Schools during the year	$26,993 95
Average cost of each School for the year	$112 31
" " " Scholar for the year	$3 54
" pay of Teachers for the year	$77 67

It will be observed that the wages paid to our Common School Teachers, who should be the best educated natives in the Kingdom, are no more than are paid to the most ignorant plantation laborer, and much less than any Chinese servant commands.

Within the past few years the development of our agricultural resources has created a demand for labor, and given such a stimulus to all branches of industry, that the educated young men, of the Lahainaluna and Hilo Seminaries, find much better pay in other occupations, than the districts can afford to give to them as School Teachers.

In many of the Districts, schools cannot be kept more than half of the year, for want of funds to pay Teachers, even at the low rate of twenty-five cents per day, while the school houses are often miserable sheds.

The poor natives, upon whom the School Tax now bears heavily cannot be expected to contribute more. What then shall be done ?

In the present lax state of family discipline among the people, the Common Schools of the Kingdom are almost the only places where the majority of the future fathers and mothers of the nation can receive their ideas of law and order, so necessary to make them intelligent, law-abiding subjects. The question now arises—Shall the Kingdom, while advancing in wealth, suffer its Common Schools to deteriorate, until they become little better than useless, or shall there be a light tax imposed upon the property of the Kingdom, for the support of *popular education*, which the experience of the most enlightened States, in the Old World and in the New, teaches us, is the strongest protection to property and persons that can be devised! *"The statistics of all countries that have provided for popular education, prove it has done more to prevent pauperism, vice and crime than all the penal laws and prisons in Europe."

All men, willingly, pay a tax to protect their persons and property, by providing prisons for the safe keeping of murderers and thieves; certainly, it is more consistent with Christian principles to pay a tax to provide for the education of the people, as being a more humane, more civilized, and more efficient means of better accomplishing the same end.

In the United States of America, the people willingly and heavily tax themselves for educational purposes, and the wealthier classes, on whom the burden falls, in proportion to their fortunes, bear it without grudging, because experience has taught them that, with the extension of education, the value of property rises.

A special School Tax of one-quarter of one per cent., levied upon the real property of the Kingdom for the benefit of the Common Schools would produce $8,000, or thereabouts, yearly; which amount, judiciously distributed, would enable a superior class of teachers to be secured, and vastly add to the influence and efficiency of our Common Schools throughout the Kingdom.

The result of the Common Schools, which have been established through the efforts of our Missionaries—any observant traveller will tell us—is shown by an intelligence among the people, far in advance of that of the lower classes in many of the older countries of the world; but, now that we have ourselves assumed the whole government of our National Schools, we find the income derived from the present personal School Tax is not enough to even keep up their former efficiency, while measures for their improvement are simply, for the same reason—out of the question.

Hawaii, though one of the youngest in the family of nations, stands proudly among them, as one of the few enlightened Kingdoms of the earth, whose people are all taught to read and write; therefore, if we wish, as a nation, to preserve untarnished the honorable name we have acquired, we must keep on educating our people; if we wish to increase the value of our lands and develop the riches of our country, we must impart knowledge to the people, that they may better comprehend the advantages of industry, and more intelligently direct their labor toward those ends. If we wish to lessen the number of murderers, thieves and vagabonds in our prisons, we must

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* Jos. Kay on Education of the people.

teach our youth habits of virtue, and make plain to them that "honesty is the best policy." If we wish to save the lives of the people; if we wish to perpetuate our race, and preserve the Hawaiian Kingdom independent and prosperous, in the land that God has given to Hawaiians, we must improve our Common Schools for its future fathers and mothers, that they may learn the natural laws of health, and how to hold their own when brought in competition with the foreigner, who has enjoyed the advantages of an education in more enlightened lands.

It is, therefore, my opinion that a fair and equitable tax upon property for the promotion of popular education, is necessary to the welfare of this Kingdom; and that it is not only the duty of the State to impose such a tax, but that it would be the wisest and most beneficent ever levied by any government. Trusting your Honorable Body will give the matter serious consideration, I will now call your attention to a subject which demands legislation.

INSPECTOR GENERAL OF SCHOOLS.

The necessity of an active and constant supervision of the Common Schools, by a practical person, who can personally report his experience to the Board of Education, is plain to all, who are acquainted with our Native Schools; therefore, for the better working of the system, as well as a matter of economy, I would suggest that a change be made, by creating the office of Inspector General of Schools, and Chief Clerk of the Department of Publie Instruction; the duty of which officer would be to personally inspect the Schools throughout the Kingdom, and to practically superintend the working of the system, under the direction of the Board of Education; which Board should be constituted of honorary members, consisting, as now, of a President and two Directors, appointed by the King.

The active duties now devolving upon the President would be delegated to the Inspector General, who should also be required to examine Teachers, and report for certificates, those, whose qnalifications should meet the standard required by the Board.

Making the office of President an honorary one, creates a saving of his yearly salary, $3,500—while the additional pay required for a Second Clerk would not exceed $1,500—leaving $2,000 to the credit of the change, while securing, at the same time, a more efficient organization of the Department.

ABSTRCT

OF THE STATISTICS OF THE ENGLISH SCHOOLS FOR HAWAIIANS, 1862.

Whole number of day schools for teaching English, and giving a common school education to Hawaiian children, through the medium of English text books	14
Number of scholars,	682
" boys,	516
" girls,	166
Average daily attendance,	599

Amount expended by Government for English teachers,	8,625		
Less tuition received from Honolulu schools,	710 75	—	$7,914 25
Amount expended by parents,			2,668 37
Total amount expended for teachers of Eng. schools,			10,582 62

ABSTRACT

OF THE SAME FOR THE YEAR 1863.

Whole number of schools,			13
" " scholars,			665
" " boys,			483
" " girls,			182
Average daily attendance,			597
Amount expended by Government for teachers,	8,535		
Less tuition Honolulu schools,	753 73	—	$7,781 27
Amount expended by parents,			2,472 73
Total amount expended for teachers of Eng. schools,			10,254 00

COMPARATIVE STATISTICS

OF ENGLISH AND HAWAIIAN COMMON SCHOOLS FOR THE YEAR 1863.

		Eng.	Haw.
Whole number of schools,		13	240
" " scholars,		665	7,632
		English.	Hawaiian.
Amount expended for teachers' salaries,		$10,254	$18,642 24
Average cost of each pupil for teachers to Government,	12 84		2 44
Average cost of each pupil for teachers to parents,	3 72	— 16 56	
Average salary of teachers,		788 77	77 67
" cost of school houses,		625 00	75 00

[I will here state that my views relating to English schools, to which I now call your attention, are not fully endorsed by one of the members of the Board of Education.]

The result of experience warrants the assertion, that the attempt to give Hawaiian children, whose language out of school, in the playground, and at their homes, is exclusively Hawaiian, an education in *day schools*, through the medium of English text books only, has not met with success enough, when compared with the advantages to be derived from a common school education in their own language, to warrant the change in favor of the English, even were the expense not so enormously disproportionate.

That Hawaiian children should be doubly tasked, first, to learn a language that has no analogy whatever, either in its construction or its pronunciation, with their own, and then to acquire through it an education, is much more complimentary to the natural powers of the Hawaiian race, than to the common sense of a Government, who would seek under such a system to educate the people.

We must consider that Hawaii stands as an independent Kingdom among the states of the earth. Our people possess a full and comprehensive language, that can be read and written by almost every individual in the land; it is in some respects inferior, while in other it is superior to the English. It has been a written language for upwards of forty years. The Hon. Lorrin Andrews' Dictionary (now in press), though compiled by a foreigner, has upwards of eighteen thousand words, and the author thinks a native, qualified for the task, could double the number. Is such a language to be despised, in its own land, as unfit to convey foreign ideas to the native mind (?).

History teaches us, that the life of every nation depends upon the preservation of its individuality among other nations. The theory of substituting the English language for the Hawaiian, in order to educate our children, is as dangerous to Hawaiian nationality, as it is useless in promoting the general education of the people. The true policy of an independent Kingdom should be to encourage a patriotic spirit and a loyal pride among the people for its language, its King, its laws, and its institutions for the public good. No better way could be devised to destroy those feelings, which underlie the stability of all nations, than to allow the people to acquire a contempt for their native language; and, no better way to teach them that contempt, than the establishment by Government of a few expensive and well appointed schools for the purpose of giving a common school education, exclusively in a foreign language, when, at the same time, the common schools for the education of twelve-thirteenths of the children, in its own tongue, are lingering out a miserable existence, in dilapidated school houses with ignorant teachers.

History shows very few instances of a successful change in the language of a people, and those only in conquered or neighboring nations, with no written language of their own, and where that substituted had a close resemblance, in its general features, to that of the people who adopted it—never, even in a conquered nation, where the foreign tongue required half the change in the organs of speech, as is required for Hawaiians to speak English.

Had we no written language, or were that language so mean and despicable, as those foreigners who have not the ability or disposition to acquire it, generally suppose it to be; then, it would perhaps be sound policy to substitute some other, as soon as possible, in order to convey the knowledge of the world to the people ; but, as we have a language, known to be far superior to those of nations during the dark ages, who then had no written language of their own, but who are now the most enlightened people of the earth, who will say, with the present and future independence of the Hawaiian Kingdom in view, that it is good policy to thrust aside the Hawaiian tongue for that of the foreigner in our national schools, and thus teach our children to despise and treat with contempt their own language, through which all native, and most of the foreign born subjects in the Kingdom, can express their ideas clearly, and which almost every native in the land can read and write ?

The duty of a State is, to educate its people; to do that, it must provide common schools good enough for all, and higher schools for the education of teachers—no more—; for, whatever may be the theory,

it is, and always has been the practice, in all countries, for the wealthy classes to provide for their own schools, even in New England, where the public schools are equal, in every respect, to the best private ones; therefore, when we are satisfied that our own language is the cheapest, surest, and safest medium through which to educate Hawaiian people, we may be sure that the only sound policy, is, to leave the foreigners' language, — as it is left in other countries — to those who wish their children to acquire it, and who are willing and able to pay the expensive teachers. We must not waste money in ineffectual attempts to teach a select few in the foreigners' tongue, while neglecting the needy many in our own.

An exception might be made in the day schools, for foreign and half caste children, where the home language of the pupils, being more or less English, the teacher is plainly understood, and is enabled to *kapu* the speaking of Hawaiian in the play-ground, thus causing those, not so far advanced in the colloquial, to readily acquire the better expressed language of their more fortunate companions, in a way which cannot be taught in large schools from books. In such a school English text books can be used to advantage, but even there, the Hawaiian grammar should be made one of the studies.

Our language is not the cause of the evils of Hawaiian life; the trouble lies in the ignorance of the people, in their customs, social laws and prejudices. A change cannot be made through the medium of a foreign tongue, their social laws can only be broken up, by the general diffusion of the knowledge of the world among them, through the medium of their own language.

SCHOOL BOOKS AND BOOKS FOR THE PEOPLE.

Our people lack the practical knowledge which belongs to generations of civilized life and pursuits; still the ability to read and write is an immense step from ignorance and barbarism. The missionaries who have done this have done nobly. It only remains for a wise government to recognize the fact, that the *practical education* of the masses is yet to be accomplished, and that no time is to be wasted when the life of the nation is at stake. Books are wanted, not only to replace the editions of school books, hitherto furnished by our missionaries, but books on general subjects, containing practical information for the people.

To provide such books would only require a certain amount, say two thousand dollars, to be appropriated as a fund to commence with. The books, when printed, could be furnished to the people at cost prices, thus returning the money, which could be again expended in the same way. The advantages to be derived from the increased intelligence, which would follow the acquisition of a literature of our own, adapted particularly to the wants of the people, based upon practical knowledge, and accessible to all, cannot be lightly estimated. They certainly would be greater, than those to be derived from an expenditure of double that amount, yearly, in a vain attempt to give a very small portion of the growing generation, a very small chance of ever hearing or reading intelligibly, any thing of the sort, through the medium of the English language.

An appropriation, which would help the weekly issue of a native

paper containing practical knowledge, adapted to the wants of the people, such as—for instance—why a floor in a house is more healthy and cheaper than mats on the ground; the value of time; the best way to plant sugar, corn, wheat, &c., and what soils are best suited for them; the value of manures; and information upon a thousand other practical matters, would be money well expended.

Such a weekly contribution to the literature of the Kingdom, would impart to the people a vast amount of information, directly calculated to improve their condition, and create volumes of the best books of reference, ready to the hands of almost every family in the Kingdom.

Correspondence, could at first be invited, upon the different methods of planting kalo and potatoes, or even pounding kapa, which could not fail to be of service; and, in the course of time, as practical information became more diffused, the whole paper would be demanded for native correspondence upon agriculture and other subjects which are of great importance to the interests of the Kingdom, but which now, apparently, have no place in the minds of our native writers. The false idea, which seems to be uppermost with the graduates of Lahainaluna, and with their parents, that the value of knowledge is its power only to make good lawyers and preachers, will soon become dissipated, when they learn that a practical experience in other matters, nearer home, would be better read and appreciated, than any of the political, religious, or romantic essays which now fill the native papers.

INDUSTRIAL SCHOOLS.

The wealth of our Kingdom lies in its agricultural resources, and it is our duty to direct the views of the rising generation to those pursuits, which will enable them, intelligently, to furnish the produce most required in exchange for the clothes, lumber, furniture, and the thousand other demands of necessity and luxury, which the civilization of the foreigner has brought among us.

With the schools of the country properly directed, much can be done. At Lahainaluna, within the last year, ground has been broken by the students, with a view to place under cultivation, some twenty-five acres of good sugar land belonging to the Seminary. In the Hilo and Waioli high schools, under the direction of the American Mission, the industrial branch has always been well cared for; so, also, at the Catholic College of Ahuimanu. The labor of the scholars has lessened the expenses of the Hilo school, during the twenty-eight years it has been established, to the amount of twenty thousand dollars, while the best teachers we have in our common schools are from that seminary.

The pupils of every common school in the Kingdom, by devoting one or two hours daily, to the culture of some available product, under the direction of their teachers, could not only relieve their parents from the tax upon them for their school books, but acquire habits of practical industry, which would be of great benefit to them in after life.

FAMILY SCHOOLS FOR GIRLS.

There are at present, six Family Schools, to five of which, containing seventy-three scholars, Government has contributed aid, during the past two years, as follows:

	No. of Scholars.	Term of Gov't aid.	Amonnt.
Family School, Kau Hawaii	12	6 months	$ 137 50
" " Lahaina	13	10 "	250 00
" " Nuuanu Valley	20	9 "	356 25
" " Makiki	13	24 "	600 00
" " Koloa	15	24 "	700 00
Whole amount—aid to Family Schools			$2,043 75

The Family School, which has not been aided by Government, contains twenty-nine scholars. It is supported by the Sisterhood of the Sacred Hearts, and the parents of the scholars.

Since June 30th, 1863, the Family School at Kau has been wholly supported by the Hawaiian Evangelican Association.

In the Family Schools only, can a thorough, practical knowledge of the English language be acquired, or the virtues efficiently taught, that are necessary to make respected wives and virtuous mothers.

The practice in such Schools is, to receive the pupils at an early age. The only language allowed in the School, being English, they soon become familiar with it, and, in a few years, speak it well, and understand it thoroughly. The pupils are also taught, through the medium of the English language only, the manners and customs of civilized and enlightened society, until, finally, they become, no longer Hawaiian, but American or English bred young women.

That such an education is one greatly to be desired, no one can, for an instant, doubt; but, as has been before shown, the duty of the State is, to educate its common people, and not to interfere, in any way, with the education of its higher classes; therefore, it is my opinion, that it is not sound policy for Government to provide schools for a select few, at the expense of the many, unless, with a view to the securement of a better class of Teachers for our Common Schools.

If the Family Schools are calculated for that end, the object is not, and cannot, be attained, with a system of exclusive English education, which indirectly, if not directly, teaches the native girl to consider her mother's tongue as one unfitted for her to speak, and the Hawaiian, being purposely neglected, the pupil—as is often the case, if taken, when young, from her parents—loses that language completely. Such an education naturally teaches the girl, not to look among her own people—whose tongue she has been taught to throw aside, as something detestable—for a husband, and she is *not* fitted, if she should have the desire, to become the teacher of a native school in the Hawaiian tongue.

What the Kingdom needs is, a class of teachers, not educated to feel themselves above their fellow-countrymen, but teachers who can make themselves a home among them; and, who can, by the force of their example, raise the people to a better conception of civilized life, and the Christian virtues.

The only practicable way in which to secure such teachers is, to bring forward educated Hawaiian men and women, who, while acquiring the habits and virtues of civilized life, have been taught to think in the language of their fellow-countrymen. We cannot procure them from a class, who have been taught, only in the language of the foreigner, through a system which naturally leads the pupil to consider himself, as of a superior caste, having nothing, not even a language, in common with the rest. Therefore, if we consider it the duty of the State to educate, at a great expense, young women in Family Boarding Schools, that they may become fitted only for wives of foreigners, or servants in foreign families, then we had better keep up our family schools as they are; but, if the object sought is, to secure teachers for our Common Schools, and to introduce the social laws of highly cultivated life among our people, the State must insist that such schools, in order to secure aid from Government, should be Hawaiian, and not English or American.

This may seem new and strange to those, who are not aware that the Hawaiian language is capable of as refined an expression, as any language in the world; but, it is high time, such foreign ideas should cease to cramp the advancement in knowledge, of an independent Kingdom, through the medium of its own language. That we should cram the English language down unsympathising and unwilling Hawaiian throats, accustomed only to the liquid sounds of the Hawaiian tongue, to please the foreigner, who pretends to be disgusted with the soft and easily articulated native language, merely, because he cannot speak it, and does not care to exert himself to acquire it, upon the favorite and often quoted theory, that all the vast treasures of art and science, which enrich that language, will be opened to the nation—only teach them English—shows only the greatest ignorance of the Hawaiian people, and of human nature generally; for how much would the father of a family, working for six or seven dollars a month, (the average income of about nine-tenths of the population), have to spare for scientific books in a foreign language? How many fathers of families are there, in Hawaii nei, able to pay for a foreign newspaper even? Very few, I am sorry to say. But of those few, I am happy to say, hardly one can be found, so well do the people understand the value of knowledge, who does not give his children the best education he can afford. That is, as it should be, and, as it is in the most enlightened countries. Let those be educated in the foreign tongue, whose parents can afford to pay the expensive teachers, and let those foreign families, who desire their native servants to speak English, take young Hawaiian girls into their families, and educate them so to do. The State should certainly not be expected to do it for them, when its Common Schools are in such a deplorable condition.

Dr. Anderson, the Secretary of the A. B. C. F. M., whose experience of almost half a century among the Missionary Schools of the Oriental and Polynesian nations, eminently qualifies him to decide upon the practicability of teaching English to our people, and the advantages to be derived from it, has declared, that the result of frequent and most expensive trials, in all those countries, prove, not only the impracticability, but the great disadvantages to the nation, of such a

system, as compared to one based upon the language of the country. One of his acts, during his late visit to this Kingdom, was to establish a Mission Family School, for Hawaiian girls, (in Kau Hawaii), where they are educated, in all the habits of a virtuous, civilized life, through the medium of their own Hawaiian tongue. Such girls will be well fitted to become teachers of Hawaiian Common Schools, wives for Hawaiians, and mothers of Hawaiian children. Their education will not place them in a position to look down upon their fellow-countrymen and women, or to seek for their mates only among the foreigners. Such young women are the ones wanted to fill the gap, now existing in the social condition of our people; for it is that *virtuous habits* of the foreigner, that the nation needs to preserve its life, and independent position among other nations. It is *not* the foreigners' language.

It is, therefore, my opinion that Government should encourage, as far as possible, all Family Schools for girls; but, in so doing, if we wish to preserve the Kingdom of Hawaii for Hawaiians, and to educate our people, we must insist that the Hawaiian language shall be the language of all our National Schools, and the English shall be taught whenever practicable, but only, as an important *branch* of Hawaiian education.

ENGLISH SELECT SCHOOLS.

There are two Colleges and twelve Private Schools, not assisted by Government—containing 517 scholars.

They are supported mostly by the pay of the scholars. Some are aided by the Mission Churches. All of them will compare favorably with the best schools, of like character, in other lands.

HAWAIIAN SELECT SCHOOLS.

There are four High Schools taught in the Hawaiian language, viz:

LAHAINALUNA SEMINARY.

This High School is the most important in the Kingdom, as being the source from which is derived the majority of our Common School teachers. It has three teachers and ninety scholars, and is supported by the Government. The cost for the past two years, was as follows:

Amount appropriated for repairs of buildings.....	$ 927 19
" " to rebuild the houses destroyed by fire,	6,000 00
" " for teachers' salaries and incidentals..	6,000 00
" " by the Board of Education from School Fund	700 00
Total	$14,427 19

Amount contributed by charitable persons (after the fire) and expended in rebuilding, furniture, etc.....	$1,091 87
Philosophical apparatus presented by the A. B. C. F. M...	300 00
Total	$1,391 87

HILO HIGH SCHOOL.

This Industrial Boarding School consists of fifty-six boys, with three teachers. It is supported by the Principal, Rev. D. B. Lyman, and parents, assisted by a Legislative appropriation for the last two years, amounting to $1,800.

The best teachers of our Common Schools are from the Hilo Boarding School.

WAIOLI SELECT SCHOOL.

This Industrial School is supported by the Rev. A. Wilcox, assisted by aid from the Board of Education, during the past two years, amounting to $450 00
Amount paid by Board toward rebuilding School house (destroyed by fire) 223 84

Total $673 84

KOHALA SELECT SCHOOL.

Rev. E. Bond supports a Select School in Kohala, Hawaii, at his own expense.

CATHOLIC COMMON SCHOOLS.

The Catholic Mission and parents support, under the direction of Bishop Maigret, fifteen schools, containing 225 scholars, who are taught in the Hawaiian language.

HON. LORRIN ANDREWS' DICTIONARY.

The book is in press, and will be finished, probably, by Jan. 1st, 1865. The Board of Education has loaned the sum of $1,000 to the Publisher, from the appropriation made to assist the publication of the Dictionary.

SCHOOL FUND.

Amount of School Fund in Hawaiian Treasury, March 31st, 1862	$18,925 85
Amount of sales of School Lands	946 63
Total	$19,872 48
Amount of Bills receivable	6,621 50
Whole amount of School Fund, drawing 12 per cent. per annum, March 31st, 1864	$26,493 98
Cash on hand March 31st, 1862	$ 2,729 33
Cash received from interest and rent	5,711 03
Cash received from Hae Hawaii	674 12
Total	$ 9,114 48

Amount paid salaries of Teachers, Royal School, from Jan. 1st, 1862	$ 4,336 50
Amount paid salaries of Teachers, Waioli Select School..	446 00
" " toward rebuilding Waioli School house....	223 84
" " " repairs at Lahainaluna.....	700 00
" " " Nuuanu Valley Family School.....	450 25
" " " repairs of School houses, etc	236 97
" advanced for purchase of School books.....	947 89
Balance, cash on hand, March 31st, 1864.....	1,773 03
Total	$ 9,114 48

DECREASE OF THE POPULATION.

During 1862, the number of deaths were.....	2,426
" " " births were.....	1,474
Excess of deaths over births.....	952
During 1863, the number of deaths were.....	2,657
" " " births were.....	1,594
Excess of deaths over births.....	1,063

During the five years subsequent to the visitation of the small-pox, the number of children attending the Common Schools did not apparently diminish; but, since 1860, the number has decreased from 8,771 to 7,912. This may be partly owing to the demand for laborers on the plantations, during the last few years, which has caused the withdrawal of the larger boys. The English Schools have also taken away some of the scholars; still, no one can fail to see that the fearful excess of the deaths over the births, must, unless checked, soon destroy the nation, and that all other political schemes, for the advancement of the Kingdom, sink into insignificance, when compared to the importance of measures necessary to preserve its life.

When a person—gifted with common sense—becomes sick with a dangerous disease, he immediately procures the best medical advice, and, if necessary, will expend all his wealth to become a well man again. That, remember, is the case of one man only. How much more then, should a nation think of its dangerous sickness, when it is the life of thousands—not one—that is in danger.

A nation, whose children increase in numbers, can never die; and, where those children are blessed with an equitable government, which provides that all, from the highest to the lowest in station, shall have the privilege of acquiring an education, according to their respective abilities, which will enable them to keep pace with the general advancement of mankind; that nation, however humble its position may be among others, can never lose its individuality.

But when, on the contrary, there are no children to intelligently take the place of their fathers, history teaches us that the foreigner—at a time, not far distant—will push aside the feeble remnant of such a nation, and, treating them as an inferior race, crush them out from their birth-rights with his unsympathizing policy.

But, judging from the frequent communications, in the *Kuokoa*, on "the preservation of the *Lahui Hawaii*," the people are fully alive to the importance of their danger, and prepared to carry out any well-devised plan to meet it. Therefore, it is superfluous, perhaps, to urge prompt action on the part of the people's Representatives.

PHYSICAL EDUCATION.

I would here state, however, in accordance with a kind and generous offer, made by Professor Dio Lewis, of Boston, (the well-known author of many works on Physical Education), to prepare a small book on that subject, for the Hawaiian Schools, embellished with cuts illustrating the best devised exercises for developing bodily vigor; that the Board of Education soon hope to establish such a branch of education in all the Common Schools of the Kingdom, and thus, by a systematic physical training of our Hawaiian youth, give them the stamina requisite to a vigorous maturity.

Your attention is also called to the lack in our statutes of an Act, for the punishment of those, who, for their own gain, pander to the base appetites of others, by enticing young girls to prostitute themselves, as has been the case, during the past year, with a number of young girls from the Common Schools of Honolulu.

Some enactment is also needed to compel parents, unmindful of the welfare of their own children, to understand that the State has an interest in those children, particularly the girls. The permitting them to run at large in the public streets of Honolulu, (as is now the case) is not only demoralizing to their respective homes, but a decided injury to the interests of a nation, whose prosperity, aye, its very life depends upon securing a generation of healthy mothers.

There is, also, needed a Reformatory School, for those children—found mostly in Honolulu—who, either from a loss of their natural guardians, or from neglect, have become so vitiated, that they are a constant source of trouble to their teachers, while their influence upon their school companions, cannot be other, than most demoralizing.

God Save the King.

M. KEKUANAOA.

STATISTICS OF GOVERNMENT SCHOOLS FOR THE YEAR 1862.

HE PAPA HOIKE NO NA KULA AUPUNI NO KA MAKAHIKI 1862.

Names of Islands. Na Mokupuni.	Districts. Na Apana.	Number of Schools. Ka nui o na Kula.	Number of days taught. Na la i Kula ai.	Balance in hands of School Treasurers, Jan. 1, 1862.	Koena dala ma ka lima o na Puuku Kula i ka la 1 o Ian., 1862.	Receipts during the year 1862.	Dala Kula i loaa mai iloko o ka makahiki 1862.	Amount expended for Teachers' wages.	Dala lilo i ka uku o na Kumukula.	Expended for Assessors, Collectors, Superintendents, Treasurers, incidentals, &c.	Lilo no na Luna Auhau, Kahu Kula, Puuku, hoolako, &c.	Expended in building and repairing School Houses.	Dala lilo no ke kukulu a me ka hooponopono ana o na Hale Kula.	Whole amount expended for Common Schools in 1862.	Ka lilo a pau no na Kula Aupuni no 1862.	Balance remaining in hands of School Treasurers, Jan. 1, 1862.	Koena dala ma ka lima o na Puuku, Ian. 1, 1862.	Number of Scholars. Ka nui o na Haumana.	Number of Boys. Ka nui o na Keikikane.	Number of Girls. Ka nui o na Kaikamahine.	Number in Reading. Ma ka Heluhelu.	Number in Writing. Ma ke Kakaulima.	In Mental Arithmetic. Ma ka Helunaau.	In Written Arithmetic. Ma ka Helukakau.	Number in Geography. Ma ka Palapala Aina.	Algebra and Geometry. Hoailonahelu a me Anahonua.	In Moral Philosophy. Holikanaka.	Number in Singing. Ma ka Pa-koli.	Marriages in 1862. Ka poe Male 1862.	Number of Births 1862. Ka poe Hanau 1862.	Number of Deaths 1862. Ka poe Make 1862.	Excess of Births over Deaths. Ka oi o na mea Hanau.	Excess of Deaths over Births. Ka oi o na Make.
HAWAII.....	1	18	3 325	$ 2 885 09	$ 2,288 00	$ 1,600 53	$ 342 19	$ 538 00	$ 2,480 72	$ 2,692 37	498	319	179	336	251	292	239	328	90	50	436	57	74	169	..	95
	2	13	2 105	834 62	.... ..	688 67	60 35	10 00	759 02	75 60	399	222	177	293	234	242	201	259	46	107	186	14	49	88	..	39
	3	9	1,706	515 01	1,242 60	641 35	134 71	130 95	907 01	850 60	295	197	98	168	123	128	122	140	18	....	132	29	48	90	..	42
	4	12	1,479	815 81	880 25	541 67	213 46	279 51	1,034 64	661 42	497	278	219	208	103	103	86	244	67	2	331	37	87	92	..	5
	5	17	2,249	903 37	1,198 00	789 02	257 86	168 63	1,215 51	885 86	633	352	281	211	162	184	134	407	76	90	144	56	103	119	..	16
	6	6	1,115	520 70	590 00	370 06	121 68	22 50	514 24	596 46	159	96	63	88	55	50	32	54	....	....	75	14	26	33	..	7
	7	13	2,727	720 00	1,070 00	799 22	201 86	5 00	1,006 08	783 92	423	223	200	292	216	258	195	229	....	....	125	22	91	84	7	....
	8	9	1,657	718 36	1,125 00	493 70	172 15	372 35	1,038 20	805 16	255	137	118	120	89	54	35	107	....	....	87	13	63	62	1	....
Totals.....		97	16,363	$ 7,912 96	$ 8,393 85	$ 5,924 22	$ 1,504 26	$ 1,526 94	$ 8,955 42	$ 7,351 39	3,159	1,824	1,335	1,716	1,233	1,311	1,044	1,768	297	249	1,516	242	541	737	..	196
MAUI.....	1	10	1,600	15 68	1,211 62	750 25	273 23	40 00	1,063 48	163 82	393	225	168	245	219	171	131	393	55	....	393	39	85	163	..	78
	2	13	2,354	956 21	1 872 00	989 21	252 87	81 58	1,323 66	1,504 55	525	294	231	291	233	348	250	427	48	24	339	20	46	96	..	50
	3	16	1,538	252 40	1,752 00	565 74	296 79	55 00	917 53	1,086 87	640	363	277	372	313	232	226	412	64	5	267	14	32	45	..	13
	4	13	2,546	371 26	1,596 99	969 61	330 95	50 00	1,350 56	617 69	388	206	182	219	167	219	249	388	6	....	69	22	58	95	..	37
MOLOKAI....	5	10	1,283	653 78	1,257 00	736 63	282 88	20 60	1,040 11	870 67	324	178	146	170	193	140	111	199	18	....	287	37	65	120	..	55
LANAI	6	4	610	55 43	350 50	208 05	91 4	14 00	313 29	92 64	106	70	36	73	45	44	50	93	6	....	57	5	8	24	..	16
Totals.....		66	9,971	$ 2,304 76	$ 8,040 11	$ 4,219 49	$ 1,527 96	$ 261 18	$ 6,008 63	$ 4,336 24	2,376	1,336	1,040	1,370	1,170	1,154	987	1,912	197	29	1,412	137	294	543	..	249
OAHU.....	1	20	4,393	3 912 65	5,891 00	5,967 50	935 84	51 99	6,955 33	2,848 32	896	510	386	633	386	490	345	495	36	43	512	87	344	608	..	264
	2	8	1,451	842 68	1,029 00	742 24	234 95	309 00	1,286 19	585 49	220	113	107	149	116	105	113	138	34	....	48	19	55	97	..	42
	3	6	866	493 91	404 00	325 25	132 34	98 23	555 82	342 09	159	88	71	83	76	83	39	97	6	25	62	17	40	60	..	20
	4	5	738	424 05	600 12	270 37	68 91	92 38	431 66	592 51	109	64	45	68	48	45	58	72	....	....	41	....	23	35	..	18
	5	8	1,544	1,509 39	1,038 00	883 88	229 01	110 63	1,223 52	1,323 87	212	111	101	129	91	100	91	160	54	23	52	30	48	83	..	35
Totals		47	8,992	$ 7,182 68	$ 8,962 12	$ 8,189 24	$ 1,601 05	$ 662 23	$10,452 52	$ 5,692 28	1,596	886	710	1,062	717	823	646	962	130	91	715	153	510	883	..	379
KAUAI	1	7	1,703	528 60	704 00	453 06	134 58	150 10	737 74	494 86	181	100	81	138	142	141	241	158	....	....	80	14	43	97	..	54
	2	6	1,407	624 12	653 00	400 41	106 73	88 51	595 65	681 49	124	65	59	74	60	56	56	94	15	....	19	21	32	43	..	11
	3	7	1,566	1,174 56	11 50	540 38	112 54	9 50	662 42	523 64	170	100	70	117	85	69	40	99	....	....	25	8	24	62	..	38
	4&5	7	1,068	720 34	1,002 00	670 92	193 29	37 62	901 83	820 51	170	71	99	133	105	123	107	114	....	....	85	12	21	28	..	7
NIIHAU.....	6	4	589	55 00	242 00	159 14	65 55	7 00	231 69	65 31	92	51	41	50	25	21	21	39	3	2	....	9	9	33	..	24
Totals.....		31	6,333	3,102 62	2,612 52	2,223 91	612 69	292 73	$ 3,129 33	2,585 81	737	387	350	512	417	410	365	504	18	2	209	64	129	263	..	134
Grand Totals.		241	41,659	$20,503 02	$28,008 60	$20,556 86	$ 5,245 96	$ 2,743 08	$28,545 90	$19,965 72	7,868	4,433	3,435	4,660	3,537	3,698	3,042	5,146	642	371	3,852	596	1,474	2,426	..	958

STATISTICS OF GOVERNMENT SCHOOLS FOR THE YEAR 1863.

HE PAPA HOIKE NO NA KULA AUPUNI NO KA MAKAHIKI 1863.

Names of Islands. Na Mokupuni.	Districts. Na Apana.	Number of Schools. Ka nui o na Kula.	Number of days taught. Na la i Kula ai.	Balance in hands of School Treasurers, Jan. 1, 1863. Koena dala ma ka lima o na Puuku Kula i ka la 1 o Ian., 1863.	Receipts during the year 1863. Dala Kula i loaa mai iloko o ka makahiki 1863.	Amount expended for Teachers' wages. Dala lilo i ka uku o na Kumukula.	Expended for Assessors, Collectors, Superintendents, Treasurers, incidentals, &c. Lilo no na Luna Auhau, Kahu Kula, Puuku, hoolako, &c.	Expended in building and repairing School Houses. Dala lilo no ke kukulu a me ka hooponopono ana o na Hale Kula.	Whole amount expended for Common Schools in 1863. Ka lilo a pau no na Kula Aupuni no 1863.	Balance remaining in hands of School Treasurers, Jan. 1, 1863. Koena dala ma ka lima o na Puuku, Ian. 1, 1863.	Number of Scholars. Ka nui o na Haumana.	Number of Boys. Ka nui o na Keikikane.	Number of Girls. Ka nui o na Kaikamahine.	Number in Reading. Ma ka Heluhelu.	Number in Writing. Ma ke Kakaulima.	In Mental Arithmetic. Ma ka Helunaau.	In Written Arithmetic. Ma ka Helukakau.	Number in Geography. Ma ka Palapala Aina.	Algebra and Geometry. Hoailonahelu a me Anahonua.	In Moral Philosophy. Hulikanaka.	Number in Singing. Ma ka Pa-ko-li.	Marriages in 1863. Ka poe Male 1863.	Number of Births 1863. Ka poe Hanau 1863.	Number of Deaths 1863. Ka poe Make 1863.	Excess of Births over Deaths. Ka oi o na mea Hanau.	Excess of Deaths over Births. Ka oi o na Make.
HAWAII.....	1	17	3 980	$ 2,692 37	$ 2,656 00	$ 1,784 85	$ 395 83	$ 445 30	$ 2,625 98	$ 2,722 39	564	338	226	371	269	323	269	348	168	22	421	56	81	163	..	82
	2	13	2,187	75 60	992 00	760 19	175 31	.....	935 50	132 10	399	221	178	301	226	247	230	257	95	63	138	14	41	78	..	37
	3	9	1,673	850 60	938 00	648 52	156 95	82 65	889 12	899 48	241	157	84	145	145	99	96	163	41	....	186	11	53	50	3	....
	4	12	1,950	661 42	912 62	706 58	108 58	141 82	956 98	617 06	510	276	234	227	115	154	86	309	97	4	423	22	91	123	..	32
	5	16	2,704	885 86	1,216 00	907 63	208 08	220 00	1,335 71	766 15	645	343	302	201	167	176	146	438	158	131	244	60	110	147	..	37
	6	6	1,286	596 46	592 00	446 37	159 56	174 00	779 93	408 53	176	93	83	104	79	54	37	80	....	5	78	10	22	34	..	12
	7	12	2,694	783 92	1,108 00	684 03	194 53	193 64	1,072 20	819 72	407	197	210	276	231	265	202	253	....	120	155	44	79	121	..	42
	8	10	2,152	805 16	1,024 00	698 38	277 60	193 70	1,169 68	659 48	317	170	147	185	99	85	42	95	....	....	160	21	38	86	..	48
Totals.....		95	18,626	$ 7,351 39	$ 9,438 62	$ 6,637 55	$ 1,676 44	$ 1,451 11	$ 9,765 10	$ 7,024 91	3,259	1,795	1,464	1,810	1,331	1,403	1,108	1,943	559	345	1,805	238	515	802	..	287
MAUI.....	1	13	2,607	163 82	1,863 00	1,072 75	241 72	103 00	1,417 47	609 35	467	269	198	293	257	237	185	467	62	39	467	54	91	192	..	101
	2	14	2,401	1,504 55	1,290 20	1,083 03	257 06	49 80	1,389 89	1,404 86	603	349	254	392	303	305	288	530	39	...	399	36	114	151	..	37
	3	17	3,188	1,086 87	1,691 88	1,191 39	318 01	135 75	1,645 15	1,133 60	596	315	251	431	415	288	277	516	54	40	236	34	83	116	..	33
	4	13	1,691	617 69	1,536 50	755 24	312 13	125 00	1,192 37	961 82	358	199	159	230	209	227	215	340	35	....	99	33	75	111	..	36
MOLOKAI....	5	10	1,985	870 67	1,042 46	908 31	233 55	57 50	1,199 36	713 77	334	195	139	201	158	145	95	170	....	....	278	33	71	106	..	35
LANAI.....	6	3	392	92 64	107 50	90 75	56 06	35 00	181 81	18 33	69	42	27	51	32	51	47	67	14	....	25	2	14	17	..	3
Totals.....		70	12,264	$ 4,336 24	$ 7,531 54	$ 5,101 47	$ 1,418 53	$ 506 05	$ 7,026 05	$ 4,841 73	2,427	1,399	1,028	1,598	1;374	1,253	1,107	2,090	204	79	1,504	192	448	693	..	245
OAHU.....	1	21	4,404	2,848 32	6,660 49	5,897 79	959 38	210 51	7,097 68	2,411 13	817	432	385	493	408	393	240	384	29	39	446	155	269	596	..	327
	2	8	1,557	585 49	816 00	975 38	200 68	.....	1,176 06	225 43	232	117	115	180	164	164	151	175	46	....	93	19	68	87	..	19
	3	7	1,230	342 09	560 00	465 38	138 58	35 00	638 96	263 13	160	89	71	120	106	73	64	135	15	41	67	13	39	58	..	19
	4	5	842	592 51	547 00	384 37	72 59	2 00	458 96	680 55	107	65	42	71	54	54	33	65	....	....	21	13	31	43	..	12
	5	9	1,730	1,323 87	1,230 00	828 50	162 47	23 77	1,014 74	1,539 13	211	105	106	136	128	102	106	183	75	10	28	23	46	87	..	41
Totals.....		50	9,763	$ 5,692 28	$ 9,813 49	$ 8,551 42	$ 1,533 70	$ 301 28	$10,386 40	$ 5,119 37	1,527	808	719	1,000	860	786	594	942	165	90	655	223	453	871	..	418
KAUAI.....	1	6	1,191	494 86	672 00	410 11	185 06	281 88	877 05	289 81	192	110	82	136	144	128	128	144	43	....	90	21	37	56	..	19
	2	7	1,527	681 49	698 00	458 27	168 80	101 75	728 82	650 67	108	56	52	59	69	56	49	97	11	....	....	18	33	50	..	17
	3	7	1,641	523 64	1,856 00	604 81	241 52	24 00	870 33	1,509 31	156	91	65	88	70	49	40	108	....	....	64	15	39	71	..	32
	4&5	6	1,306	820 51	1,140 25	552 25	193 30	159 17	904 72	1,056 04	147	73	74	93	99	70	62	110	32	43	94	16	56	98	..	42
NIIHAU.....	6	4	681	65 31	236 00	160 36	65 12	45 00	270 48	30 83	96	52	44	53	22	34	18	76	2	12	....	3	13	16	..	3
Totals.....		30	6,346	2,585 81	4,602 25	2,185 80	853 80	611 80	3,651 40	3,536 66	699	382	317	429	404	337	297	535	88	55	248	73	178	291	..	113
Grand Totals.		245	46,999	$19,965 72	$31,385 90	$22,476 24	$ 5,482 47	$ 2,870 24	$30,828 95	$20,522 67	7,912	4,384	3,528	4,837	3,969	3,779	3,106	5,510	1,016	569	4,212	726	1,594	2,657	..	1,063

Hawaiian Day Schools for Teaching the English Language.

Hoike o na Kula no ke Ao ana i na Keiki Hawaii i ka Olelo Pelekane.

	LOCALITY. KAHI O NA KULA.	NAMES OF TEACHERS. INOA O NA KUMU.	Year. Makahiki.	Number of Scholars. Nui o na haumana.	Boys. Keikikane.	Girls. Kaikamahine.	Average Attendance Haumana kela la a i keia la.	Cost of Gov'ment for Teachers. Lilo o ke Aupuni no na Kumu.	Paid by parents. Dala uku ia mai e na Makua.	STUDIES. NA BUKE I AOIA.
Honolulu.	Royal School	M. B. Beckwith	1862	46	46	..	43	2000	265 25	Reading, Writing, Geography, Arithmetic, Algebra, Book-keeping, Grammar, Composition, Singing.
			1863	48	48	..	45	2000	148 75	
	Kehehuna No. 1	Miss Helen A. Damon Miss Helen A. Damon Miss Rebecca A. Brickwood	1862	66	44	22	56	800	129 50	Reading, Writing, Geography, Arithmetic, Singing.
			1863	64	45	19	61	700	234 50	
	Kehehuna No. 2	Miss Lizzie S. Fowler	1862	45	23	22	42	600	163 25	Reading, Writing, Geography, Arithmetic, Singing.
			1863	36	20	16	35	700	112 50	
	Kehehuna No. 3	Miss Rebecca A. Brickwood Miss Mary Alexander	1862	52	41	11	44	500	152 75	Reading, Writing, Arithmetic, Singing.
			1863	57	38	19	54	400	202 87	
	Hon. Eng. School	G. B. C. Ingraham	1862	44	33	11	35	1500	.....	Reading, Writing, Geography, Arithmetic, Elocution, Singing, Spelling, Book-keeping, Grammar and Composition.
			1863	45	33	12	38	1500	16 62	
	" Primary School.	Miss Mary Fayerweather	1862	55	32	23	48	400	.....	Reading, Writing, Arithmetic, Geography, Singing.
			1863	78	41	37	71	435	* 38 50	
	Hilo, Hawaii	H. R. Hitchcock	1862	84	70	14	78	600	631 75	Reading, Writing, Geography, Arithmetic, Grammar and Composition, Translating.
			1863	97	75	22	94	600	624 12	
	Kona, Hawaii	Chas. Fred. Hart	1862	14	11	3	13	75	64 00	Reading, Writing, Geography, Arithmetic.
			1863	15	12	3	14	300	214 00	
	Lahaina, Maui	D. D. Baldwin	1862	108	86	22	99	600	573 12	Reading, Writing, Geography, Arithmetic, Grammar and Music.
			1863	73	55	18	55	600	270 75	
	Makawao, Maui	C. B. Andrews	1862	40	31	9	31	400	134 00	Reading, Writing, Geography, Arithmetic.
			1863	..	..	..	..	....	.....	
	Kaluaaha, Molokai	R. Newton Miss M. J. Forbes Miss M. A. Paris	1862	50	42	8	44	150	81 50	Reading, Writing, Geography, Arithmetic, Singing.
			1863	58	47	11	53	300	203 50	
	Kaneohe, Oahu	Miss H. A. Parker	1862	27	21	6	22	300	121 75	Reading, Writing, Geography, Arithmetic, Singing.
			1863	24	19	5	20	300	122 50	
	Hanalei, Kauai	Miss Lizzie Johnson Miss Abbie Johnson	1862	30	18	12	27	300	251 50	Reading, Writing, Geography, Arithmetic, Singing.
			1863	30	21	9	25	300	228 75	
	Koloa, Kauai	C. W. Howard G. Dole Jas. Emerson	1862	21	18	3	17	400	100 00	Reading, Writing, Geography, Arithmetic, Singing.
			1863	40	29	11	32	400	55 37	
	Total		1862	682	516	166	599	8,625	2,668 37	
			1863	665	483	182	597	8,535	2,472 73	
								17,160	5,141 10	

* NOTE.—The amounts paid by parents for tuition (excepting the Honolulu Schools) is received by the teachers in addition to the Governmental allowance.