

REIGN OF HIS MAJESTY KALAKAUA--THIRTEENTH YEAR

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# BIENNIAL REPORT

OF THE PRESIDENT OF THE

# BOARD OF EDUCATION

TO THE

# LEGISLATURE OF 1886.

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NOBLES AND REPRESENTATIVES :

When the Lady Sovereign of England received our King as her guest at Windsor Castle, Her Majesty after a lengthy conversation expressed a very pleasant surprise on being assured that His Majesty had acquired his perfect knowledge of the English language in the schools of his own native islands. And when one of our native Hawaiian ladies, Mrs. Sam'l Parker, was visiting the President at Washington, the Lady of the White House, Miss Cleveland, was also most gratifyingly surprised on being assured that her very cultured and well spoken guest had received her entire education in her island home. In these two instances we have an intelligent illustration of the high standard in which English education has been maintained in this Kingdom, and that education in our best schools is complete and thorough.

When the cultivated traveler visits our shores, we hear from time to time expressions of surprise, not so much at the grandeur and beauty of our scenery or the loveliness of our climate, as we do in reference to the superior educational qualities to be found in our insular social life. The tone of our society shows marked evi-

dence of careful instruction, and is of a quality to compare favorably with the best culture in the chief seats of education and refinement in the world. This is a natural consequence proceeding from the superior teaching that has been provided on these islands during the past half century.

It could not be otherwise than that it should be the aim of this Government not only to maintain this high standard of education, but to advance it as much as may be wise and practical, and to make it such a feature as to give confidence and assurance to the friends of Hawaii that the native mind and disposition are capable of an honorable advance in intelligence, and that we can give guarantees of this in the results of a high culture, leading to a superior and improved condition of life in a race regarded by so many thoughtless writers as moribund, and carrying within itself the seeds of an early doom. It may be asserted confidently that the Hawaiian race possess a constant element of vitality, and a capacity of being trained to a high sense of nationality; and they are animated with an intelligent purpose to maintain the independence of their Kingdom with that spirit of integrity which shall command the appreciation and support of the powers of the world.

It has been commented on elsewhere that one of the features which marked the intelligence of the Founder of this Nation was to maintain bonds of friendship with foreign races, and to learn from them the arts of peace rather than the science of war. This intelligent spirit is strongly manifest in the generations that have succeeded the warrior hosts who, instead of battling with clubs and spears, now wage war against ignorance with text-books and blackboards. They, animated by the same spirit of intelligence have, through their representatives in Legislature assembled, voted large and liberal supplies—about one-eighth of the revenue of the Kingdom—for the

education of their own youth in the English language, in order to enable them to take an intelligent part in the conduct of affairs with the vast English-speaking nations of the world, in art, science and commerce. The Hawaiian in his own Legislative Assembly, where he has always had an overwhelming majority over the foreigner, has practically voted in favor of a discrimination against his own language. Where a people are so intelligently disposed, and are seeking faithfully the best sources of information and the best vehicles of instruction, a Government has not to make any struggle to attempt to lift a degraded people out of the slough of barbarism, but has in charge the lighter and far pleasanter duty of simply guiding, and selecting the best means and methods for assisting an intelligent and teachable people to carry out their desire to rise in social and educational worth. With such a people as parents, and obedient children, this condition of things is inspiring to the hearts of the well-wishers of the race, and to those upon whom devolves the duty of advancing their interests, and there should be no hesitation on the part of a patriotic legislature to provide such means as may from time to time be indicated as proper and reasonable requirements of the Government for the purpose of education.

During the biennial period just elapsed, there will be seen in the pages of this report that the cause of education has been well conducted by an efficient staff of instructors. Renewed exertions are now called for in the work of education, on account of the large increase of foreign races in the Kingdom ; and in view of the Portuguese and Japanese immigration, and the introduction of a foreign population that is blending and assimilating with the aboriginal dominant race and capable of forming with them one stock, we deem it all the more important to strive to maintain a high and thorough standard of public education.

The particulars and details of the requirements of the education of the country are ~~are~~ more fully set forth in the following observations and statements prepared by Prof. M. M. Scott, Principal of Fort Street School, who has for a period of two months since November last, been making a tour of observation, as Acting Inspector of Schools, of most of the schools, both public and private, in the Kingdom.

#### ENGLISH AS THE LANGUAGE OF THE SCHOOLS.

From the statistical tables, it will be seen that the major part of the growth of the kingdom are receiving instruction through the medium of the English language. It has been the settled policy of the Board of Education, for some years past, being in accordance with the general wish of Hawaiian parents, to educate the youth of the country in that language which is the world's great vehicle of thought and commerce. It would be an anomaly, indeed, were they to do otherwise. The English may be said to be the prevailing language of this kingdom, legally and industrially. The decisions of the highest tribunals of the land are in English; the commercial houses keep their books in English; it is the language of the plantation and of the industrial arts generally. Can it be a marvel, therefore, that the Hawaiian, the Portuguese immigrant, the Japanese, and even the conservative Chinaman should give preference, and even demand that English be the main language of the schools.

Through the rapid industrial and commercial development of these islands within the past few years, new conditions have arisen. The old schools taught in the Hawaiian language were good enough in their time. They served their purpose; but like all other things that are out of joint with the times, they must and ought to give place to institutions more in consonance with their environment.

In giving preference, however, to schools taught in the English language, no desire is entertained to suppress the Hawaiian schools, or language. Indeed, such is not possible, were it desirable. The Hawaiian language is not only beautiful and highly poetic in itself, but it contains instruction and maxims of whatever was noble and exalting in the old Hawaiian character. The child learns his vernacular by the easiest and sweetest of methods—from a mother and father.

With one or two hours per week, a Hawaiian boy or girl will soon learn to read and write the native language. It is perfectly feasible in all the larger schools, in which, at present, only English is taught, to have a competent Hawaiian instructor take two or three hours per week for the purpose of giving instruction in the Hawaiian language, only, to Hawaiian children.

There are other reasons for English being the language of the schools. Besides the making of good citizens and the giving as nearly as his inherited mental and moral faculties will admit, every child an equal start in the race of life, the public schools are intended to make a homogeneous people.

The United States are made up of a mixture of all European peoples. Although coming as they do from states differing widely in language, laws and customs, they, in the second generation, are one people—homogeneous in language, customs and thoughts. The public school, giving instruction in one language, is the chief means by which this wonderful transformation is effected. Not even the United States, nor indeed any other country attempting to make provision for the education of all her children, have the difficulties to encounter that are to be met with in this small, but extremely cosmopolitan country. We have children from the four quarters of the globe. Here the East and the West meet. The Oriental and Occidental, with all

their varieties, together with the Polynesian, are frequently found on a single bench in the same school.

It would puzzle a Pestalozzi, or a Horace Mann, to tell what to do, how to communicate anything in common to this motley multitude of children. It is plain that some language in common must be used. What better, more practical than the English language. The great Greek said: "Teach that in youth which the recipient will use in after life." No other language will be so useful to the Hawaiian as the English.

In the future, therefore, if these heterogeneous elements are to be fused into one nationality in thought and action, it must be by means of the public free schools of the nation, the medium of instruction being the English language chiefly.

In many of the more important select schools, the Board of Education has secured the services of highly trained teachers of natural aptitude and fitness for teaching. Such teachers should receive every encouragement and pecuniary consideration within the means of the Board.

If we would have good schools, we must have good teachers. The teacher's work in Hawaiian schools is more exhausting than in any other place in the world.

It must be remembered that in these select schools, taught in English, the chief and hardest part of the work is teaching English. In other countries the children have already, on entering school, such a command of the vernacular, that nothing has to be done but to at once proceed to further instruct them in that language, which they have already partially learned from their mothers. In Hawaiian English schools, the hardest and most exhausting part of the teacher's work is to place the pupils just in that position where they enter in other countries, where taught in a mother tongue. And this very difficult task is made far more difficult



from the fact that the pupils are of such mixed nationalities. The Hawaiian with his twelve-lettered alphabet, the Chinese boy who knows not the sound of *r*, the Japanese whose vernacular has no *l*, the German and Portuguese who are ignorant of the vocal or aspirate *th*—all these nationalities go to the same school on Monday, the opening day, not one able to communicate with the other, and the teacher speaking an entirely different language from any of his pupils. “But,” it may be asked, “is he expected to instruct this polyglot mass?” Yes; and it is done with eminent success!

This condition of things is not uncommon in this little kingdom, and in some few instances, after a couple of years’ teaching, the stranger visiting the school might think it a phenomenon that although the pupils’ skins, eyes and hair differed, they all speak the same language, with the same number of letters in their alphabets, having the same sounds.

It must be understood that this measure of success is not claimed for all teachers—far from it; but it is done in two or three of the best schools; and this shows what can be done by the best and most energetic teachers.

Of course, in many of the schools, the work goes on in a kind of perfunctory way. The dull five hours drag their slow length along, teachers and pupils alike appearing as though they were employed in a kind of treadmill business to be ended as soon as possible—the pupils to play, and the teachers to draw the small salary allowed.

No one, not conversant with the condition of the outside districts, can have any adequate conception of the difficulties to be encountered by the Board of Education in establishing first-class schools.

In the first place, many of the sparsely populated districts have no permanent settlers. Population is ever fluctuating; partly by the starting of new planta-

tions as fresh centers of industry, and to a degree also by the natural impulse of the Hawaiian to change his place of residence. In one place, with a good, two-roomed modern schoolhouse with folding doors between and which two years ago had eighty-five pupils, at present only one room is occupied, and in it are only thirty children. Another, and perhaps greater difficulty is to get qualified teachers to go to such places.

These difficulties, however, have probably reached their climax in the past four years and new and commodious school houses are being erected wherever it is deemed advisable by the Board to expend a large sum of money necessitated by this change of population.

In some places where there are schools of from sixty to one hundred and twenty pupils, it is easy enough to secure the services of a very competent man for principal; but the difficulty is to get qualified women for assistants. Even if the Board have applications of experienced teachers, in many cases, it is out of the question for women to get places to board. Thus any one living in the immediate vicinity must, at times, be accepted, without reference to qualification.

#### EDUCATION OF HAWAIIAN CHILDREN.

In the education of Hawaiian children, in our Select Schools, as has before been said, the greatest difficulty to be encountered is the thorough mastery of English. Schools taught in English being comparatively a new work, it might be expected that much friction, upon a new phase of teaching would ensue; and such has been the case. Some of our very good teachers coming from America or England to this country make a complete failure, or, learn their art anew. The Hawaiian language has few sounds. When Hawaiian children come to study English, they bring to bear upon it vocal organs somewhat inelastic, especially if they begin after the

age of ten. The most difficult work of the teacher is to get the children to pronounce distinctly. This difficulty however, can be, and is overcome in some of the best schools. In a few instances, in one or two schools, the speaking and reading, as far as it went, was almost equal to that of English-speaking children. It must not be thought for a moment that this result can be obtained without an almost infinite amount of drill, skill and patience upon the part of the teacher for the first two or three years of the children's school-life; but the result being once accomplished, it is worth all the time and patience expended. Too many of our teachers are over-anxious to get their pupils forward in arithmetic, geography, &c., and neglect this most important of all work, accurate pronunciation. When Hawaiian children attain a correct pronunciation and are able to ask and answer questions fluently, the main difficulties are over. They learn arithmetic, geography, &c., quite as readily as other children,

Much improvement is expected in this direction in the near future, from the fact that wherever English schools are started, they quickly displace those taught in Hawaiian, and little children begin the study of English at the beginning, when the organs of speech are the most plastic. It is at once noticeable in all the schools that the younger pupils speak and read much better than the older ones, owing to their beginning earlier.

There is certainly no reason why Hawaiian children, commencing the study of English at, say, six years of age and continuing at school until fifteen, should not have a thorough practical knowledge of English, together with a very complete command of all those elementary branches of knowledge usually known as "Common School."

The most skillful teachers in our Select Schools, make

a lesson in every branch an English lesson. They thus subordinate all things to English, yet teach all things incidentally.

Hawaiian parents are anxious to have their children attend school, and especially anxious to send them to English schools; and in all cases, it is a noticeable and a very commendable feature that the children always appear at school in clean and neat dress.

#### EDUCATION OF PORTUGUESE CHILDREN.

In the last four or five years, nearly ten thousand Portuguese have been brought into this Kingdom through the efforts of the Board of Immigration, to supply labor chiefly for the plantations. It is wisely provided by our laws that the children of these immigrants shall have free access to the select or English schools. The Portuguese usually have large families, necessitating, therefore, new school houses, and teachers in all places on which they are employed. This has been quite an item of expense to the Board, but it is money well spent. It is hoped that these Portuguese children of so strong and healthy blood, will grow up, under our system of free schools, intelligent and useful citizens.

At first, teachers and school officers had some difficulty in securing punctual and regular attendance of Portuguese children—not that the children themselves were averse to going to school, but the parents being uneducated, did not co-operate with the teachers in carrying out the law.

This obstacle, however, is rapidly disappearing, as the parents see the practical benefit arising from their children's ability to be useful in the various avocations of interpreters, assistants in stores, &c.

These children are unusually bright, and although difficult to discipline, it is the universal testimony of

their teachers that they acquire the English language with zeal and facility.

Some of the largest schools in the Kingdom are made up almost entirely of Portuguese pupils, and many of them speak and write English very correctly. In some instances, however, the cupidity of both parent and planter is too much for law and teacher, and boys of ten or eleven are found in the cane field, instead of being in the school-room. These instances are however rare on the part of the planters, as many of them were desirous of having good schools, and to encourage rather than restrain attendance at school.

#### EDUCATION OF JAPANESE.

Of late a considerable number of Japanese children are to be found in our schools. The number may be expected to largely increase, as the immigrants lately arrived have brought most of their families with them. No praise is sufficient to convey the full measure of aptitude and diligence which characterizes these children. One lady teacher has expressed the wish that there were a half dozen Japanese boys and girls in every class in the Kingdom, as an example to the others in diligence and deportment. Nothing but the highest praise is given to Japanese children by all teachers who have had them under charge. They acquire English most readily, as testified by those few who have been in the Honolulu schools for a few years past. Moreover, the parents are all eager for their children to attend school, a decided contrast in this respect to some of the Portuguese. Very few Chinese pupils are in school, compared with the large number of Chinese male adults here. This is owing to the fact that the Chinese are temporary sojourners, and do not to any appreciable extent bring their wives and children with them. What few there are seem quick, especially in arithmetic, and are orderly and well disposed.

Several other nationalities, not in sufficient numbers to be separately mentioned, are found in our schools. Sufficient, nevertheless, has been said to show the various elements in language and national character our school teachers have to deal with.

Two forces are ever acting upon the child—heredity and social surroundings. His hereditary tendencies would make him purely a Portuguese, German, Japanese or Chinese, as the case might be. His surroundings—his associates, education, moral instruction, etc., tend to make him another and different person. It is to be taken for granted that it is not desirable to have these diversities of language, moral and mental idiosyncrasies, etc., growing up in children expecting to make their home under one nationality.

How important, therefore, becomes the school as a factor in moulding these seemingly refractory materials into one national element.

#### THE COMMON SCHOOLS.

The number of schools taught in the Hawaiian language, and the number of pupils receiving instruction in them continue to decrease from year to year. This is owing to the demand of Hawaiian parents, that their children may receive the benefits accruing from the study of English as a medium of instruction.

The teaching in these schools, so far as may be judged from an examination of some of them, is very poor. This result may be attributed to several causes. In the first place, Hawaiians who have any ability and aptitude for teaching generally drift into other more lucrative occupations; and secondly, those who do teach prefer to teach in English, thus leaving the more incompetent for the Board of Education to select from. In the teaching of reading, the general fault is to use books entirely beyond the capacity of the pupils. This may be affirmed of

arithmetic also. The general tendency is for the teacher to push his pupils—i. e. to cover as much ground in as brief a time as possible, without reference to thoroughness—not teaching, not dealing with practical facts, but a kind of mental jugglery. The ability of a child to call out the names of words at sight is not learning to read.

Mathematics is, perhaps, the most subjective of all branches ; and unless the pupil be drilled from the beginning to make the outside facts agree with his thoughts, confusion will ever be the result.

#### MANUAL TRAINING.

“It is the bane of this time, as well as all previous ages,” says an able writer in an article on manual training, in Harper’s Magazine, “that education is regarded as a polite accomplishment merely, having very little to do with the real business of life.” It might be truly said that the bane of education in times past in these islands was the vain attempt at mere scholastic attainment. And this is not finding fault with the efforts of earnest and honest men who have directed its general course. If the early educators of Hawaiians had done nothing more than to give the Hawaiian language an alphabetic form, this would entitle them to honorable remembrance ; but they did more. Long ago schools were established throughout the group, and it has been the boast of this little Kingdom that a larger percentage of the native population could read and write than that of any other country, perhaps. Yet the ability to read and write, to pronounce words from paper on the one hand, or to write words on paper on the other, does not constitute education, nor the lack of it necessarily mean the want of education. We know that comparatively few of the Greeks could either read or write, and yet we know they were really a highly educated people.

Reading and writing are simply a means of education

and as in many other instances, they are often taken for the thing itself. What is the use of the flume unless there be water to run through it. It is, perhaps, well enough to teach a Hawaiian boy or girl to read and write the native language for itself, but very little education can be got out of it. Such schools as have existed for Hawaiians, other than primary, have been exclusively of a literary character, and done little to prepare the rising generation for earning an independent living. If there be an order in education, and no one disputes the fact, then it would be rational to suppose that the kind which conduces to the liberal maintenance of a human being and those dependent upon him, should be the first thought of. Other countries are fast recognizing this fact, and in connection with the public schools are establishing manual training or industrial schools, in which the hand and eye are educated as well as the brain.

Twenty-five years ago Mr. Herbert Spencer said: "The vital knowledge—that by which we have grown as a nation (Great Britain) to what we are, and which now underlies our whole existence, is a knowledge that got itself taught in nooks and corners, while the ordained agencies for teaching have been mumbling little better than dead formulas." So it might be said of these Islands, that the kind of knowledge which moves and directs our entire industrial development has been imported from abroad, while our schools have been "mumbling the dead formulas" that have turned out inferior preachers, teachers and lawyers.

Taking boys into a taro-patch for an hour or two a day cannot be called Manual Training, Industrial Education, or anything else, and if this be excluded little has been done under the old system for the manual training of Hawaiians. Every kind of industrial art is now done wholly or in part by machinery. One cannot help but



observe this on visiting the plantations of this Kingdom. If our schools, therefore, give direction to that kind of education other than the lowest and most brutal kind, they must familiarize the youth with tools, drawing and machinery. No other country affords wider scope for the exercise of skilled mechanical powers than this. No people has a greater adaptable aptitude for such work than Hawaiians. The most independent and prosperous Hawaiians in the Kingdom are the skilled mechanics of Honolulu. Some of them are earning from four to six dollars per day, and they as boys began at two dollars per week. "But," it may be said, "if it be desirable for a boy to have such training in handicraft work, why not put him as an apprentice to a practical worker?" For many reasons. The first is, that the boy so situated has the advantage of no other kind of training than that which he can pick up by his own observation. The second is, that in a technical school both the scientific and the practical elements in the pupil's nature are developed and that in a comparatively short space of time.

#### THE BEGINNING OF MANUAL LABOR INSTRUCTION IN HAWAII.

In the last biennial report to the Legislature, information was given of a start in this direction, made at Lahainaluna, the Reformatory School, the Hilo Boarding School, and at several other places. This work is still continued, and is being enlarged upon as circumstances will admit.

At Lahainaluna the work done, considering the facilities, reflects the highest credit upon the instructor, Mr. Hitchcock, as well as upon the aptitude and ability of the pupils. Blackboards, desks and cabinets are made, equal in workmanship and finish to those made for sale in Honolulu. A practical master of industrial drawing is now employed at this institution.

The Boys' Boarding School at Hilo, which receives a subsidy from Government, in addition to agricultural labor, has also a department of carpentry and masonry, which shows very satisfactory results. The Industrial and Reformatory School at Honolulu has also done something in this direction; though the industrial department of this school is chiefly agricultural, there being at present about nine acres of taro under cultivation. It has a carpenter's shop attached, in which boys are instructed by the principal in rough carpentry, and they do all the repairing to the buildings. This beginning is unmistakably in the right direction, and in accord with the demands of the times, yet it is not sufficient. Instruction in a manual labor or industrial school, like all other instruction, to be efficient must be thorough; and to be thorough, it necessitates a large outlay in buildings, material, tools and instruction. It cannot and ought not to be attempted to be done in every little Government school in the Kingdom. It is simply supplementary to the ordinary instruction given in public schools. It cannot be given in sparsely populated districts, and if attempted will be a failure. In the United States, Polytechnic and Manual Labor Schools are always in or near the large cities. Here they have the advantage of receiving pupils with the necessary preliminary qualifications, and are in the immediate vicinity of shops and industrial works, illustrative of whatever the boys are taught.

This Kingdom has a population of about eighty-four thousand. One school, located in or near Honolulu, with proper facilities for thorough instruction, would answer all present demands. Under present circumstances an institution of this kind, modeled after technical schools in America and Europe, would be too ambitious; yet a manual labor school, giving thorough instruction in whatever it attempts to teach, would be a new departure

here, and would, in my opinion, make more respectable and useful members of society than any or all other schools hitherto established.

The Hawaiian seems peculiarly fitted to be trained in schools of manual labor. He is apt, lithe, and strong of body. He detests acting in the capacity of household servant, or any other menial occupation. He seems to delight in anything that requires agility or feats of strength. He is a fairly good student in intellectual branches; but far better is he, and would he be, if given an opportunity for the practical side of his nature. This is precisely as it should be expected by students of the historical and intellectual development of mankind. How many Europeans excel in human effort, compared with the entire mass? Professor Dalton, an eminent student of physiological and nervous organization, estimates that only one out of four thousand Europeans in any way surpasses his fellows. One out of one hundred thousand excels; and one only in a million has that indescribable excellence of brain and nervous organization called genius. And this in Europeans—a people that have inherited a culture and civilization four or five thousand years old—a brain and general nervous structure built up by inherited experience, until its potentialities are of the highest order. Now what of the Hawaiian? He but recently, say two generations ago, emerged from a comparatively low state of civilization. It is not to be expected that he can have that special aptitude for purely intellectual pursuits that the European has. Yet he has a measurably high degree of it, as shown by what he has done, and is doing. He most assuredly has a large measure of talent for the ordinary and skilled occupations of life—he should have the best training in the gift of the Government for their exercise.

Moreover, training is what the Hawaiian needs. That order, discipline, punctuality and regularity of life,

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which is given in a good Manual Labor or Technical school, would be of incalculable value to his impulsive nature.

In Illinois, Pennsylvania, Indiana—indeed in nearly all of the Eastern and Western States of America schools of a technical order have been organized in the larger cities. In many of the Southern States, also, they are organizing. Dr. William Leroy Brown, of Alabama writes: "With us in the South, where the accumulated capital of former generations, the potential energy of a century's civilization, has passed away, the object of education is primarily—call it utilitarian if you will—to increase the productive capacity of the boy, to make him a producer, to give him a wage-earning power. With young men thus situated, whose capital will be their ability to do, beyond a doubt that education which deals with things, with the concrete, with science, will best fit them to stand on their feet and walk alone.

#### GENERAL EFFICIENCY OF THE ENGLISH OR SELECT SCHOOLS.

As stated in the outset of this report, most of our select schools are in good condition. In all those centers of population large enough to have a school of sixty or more children, giving the school two or more teachers, as the case may be, much more rapid progress is made than in those schools having a maximum under sixty pupils and one teacher. The reason is obvious. Children taught in a language not their own, require much more individual attention than those instructed in their own vernacular. Take a new class of, say forty or fifty children, who are to be taught in the language learned from their parents and playmates, and they are all ready to receive instruction the moment they enter school. They all understand what the teacher says to

them from the outset. It is different here. English is a foreign tongue to all our children, whether Hawaiian, Portuguese, Japanese, German or Chinese. Some acquire the language readily, others are more backward. Some require words and phrases to be repeated by the teacher, ten, twenty, yea even one hundred times; others, of the same age, pick it up by one or two repetitions. Where two or more class-rooms exist, just as soon as a bright pupil shows sufficient advancement, he is drafted into the next higher form under another teacher. Thus a pupil finds the instruction suited to his stage of advancement; but in the schools with one teacher, all must be kept in the same room, the quick to learn with the dullards, and the teacher often finds the classes so multiplied that but a few minutes per day can be spared for any one class. This state of things entails endless confusion with any but an able and experienced teacher. The young and inexperienced teachers are usually those that have charge of these small schools, and they have not yet learned how to keep all busy. "The devil finds mischief for idle hands to do," and as soon as a class of four or five of the brightest children are hurriedly passed through their recitations, they are sent to their seats for an hour or two to concoct mischief, and worry their teacher. Old and experienced teachers find something useful to keep all classes busy even in these kinds of schools, but it is idle to expect it in incompetent beginners. There is frequently found a school of two rooms, with two teachers instructing from ninety to one hundred and ten children. This is too many. The large number of pupils per teacher is one of the greatest obstacles to efficiency in our select schools. Thirty or thirty-five children are a sufficient number for any one teacher under conditions here existing; and it is found wherever this be the case, the advancement of the pupils is not rapid. It would, perhaps, entail con-

siderable more expense, but in no sort of relation to the enhanced degree of efficiency that would be brought about. "Cheap" teachers, with cheap qualifications; cheap houses and surroundings make cheap schools indeed; and the public get precisely what they pay for.

Let us look on the bright side of our educational system. It can be said that in no other country in the world, certainly in no new country, can there be found schools kept up for forty-two weeks in the year in the remote and sparsely populated districts. Ten and a half school months in every year, can the children of Hawaii, wherever located, have the advantages of a school.

In New England, that nursery of the common school, until recently, and in many places now, the schools were and are kept up but from three to six months.

A recent law in California compelled every remote district to keep a school open for five months, until then only three. So it will be seen that, although we have much to find fault with, yet we have much to be thankful for. It is comparatively easy to adjust the small-adjustments of our present liberal system, which will make it one to be proud of.

#### TEXT BOOKS.

More than two years ago the Board of Education, at the unanimous request of the Teachers' Association, adopted a uniform series of text books—a measure that has done and will do much for the schools, in matters of uniform and advanced methods of teaching. It will also save much expense to parents in the purchase of school books; for whereas, before, nearly every school used different kinds of books, necessitating a new purchase every time a pupil goes from one school to another; now, the books are alike in every district. Not only this, they are the most recent, and best adapted to Hawaiians.

The readers are especially to be commended, as they give to the inexperienced teacher instruction and direction which could otherwise only be had from the lips of an old teacher, or from long experience.

#### MUSIC IN THE SCHOOLS.

This ornamental branch of knowledge is without a doubt better taught, judging from results, both in the common and the select schools than any other branch. However deficient in other branches the pupils may be in some of the schools, they, almost without an exception, sing admirably. It is the only real relief from the dreary monotony of some of the small out-of-the-way schools to hear the children sing, especially if they are Hawaiians. The result may not, however, be so much due to superior teaching as to the natural ability of the Hawaiians for music. It is not straining a point to say that the small rural schools are far in advance of any other country in this respect. In many of these small schools class-singing, and even part-songs, are admirably rendered. In many of the larger select schools the Board has provided organs and singing-books. In this connection it may be stated that at the last Teachers' Convention a resolution was passed, requesting Mr Berger to prepare a "Hawaiian Song Book," which will enable every school to have certain songs in common, thus rendering assembly singing comparatively easy on any occasion where it may be called for. "Let me write the songs of a nation, and I care not who makes their laws," if applicable to other nations, seems doubly so in this Kingdom; for the Hawaiians, it would appear, are most susceptible to the softening influence of music.

#### SCHOOL-HOUSES.

In the larger number of places, the school-houses for select schools are comparatively new, of modern construction, and are roomy and convenient. They are

generally two-roomed, sometimes three, and in good repair. The Island of Oahu has good houses throughout. Kauai needs one more house, and some are needed on Hawaii, and two or three on Maui. One house is now being erected in the Hilo District on Hawaii. Since the last Biennial Report, eight new Common schools houses *in Honolulu* have been built on Oahu. These houses for the small native schools, are one roomed, built of planed tongue-and-grooved boards, painted throughout, furnished with modern two-seated desks, made after the new patent, and are a decided contrast to the old rough building. It is to be hoped that in a short time, every district in the Kingdom will be provided with all conveniences in the way of houses and furniture.

#### DRAWING.

This branch, like other special work, needs a special teacher. Few regular teachers can give that kind of instruction which is either practical or ornamental. As it is totally impracticable to employ special instructors of drawing in out districts, where the schools are small, the Board of Education have thought it best to begin in the schools in Honolulu. More than a year ago, the services of Mrs. Strong were secured to start the work in this city. The schools selected for her to instruct were the Royal, Fort St. and Pohukaina. The drawing as taught by Mrs. Strong is purely artistic free-hand—that is without the aid of rule, compass or any kind of measuring. The system is one especially adapted to the teaching of a large number of children together, and the accomplishing of a great deal in a short space of time.

The beginners are given a sheet of tracing paper each, with a figure outlined on it. By looking at it, they copy the figure, and use the tracing paper as a verifier. No tracing or marking of the verifier is allowed. A shaded



picture of the same figure is then given them, which they proceed to copy without any help whatever.

After three or four months of such practice, the verifier is dispensed with altogether, and they are given pictures to copy, which they do entirely free-handed, without the aid of any measurement.

The pictures used by the pupils were carefully selected for the purpose by Mr. Virgil Williams, Director of the Cala. School of Design. They consist of small figures from the antique, heads by Albert Durer, drawings from plaster casts of famous statuary, and animal studies by Rosa Bonheur; so that the children are not learning to draw only, but are cultivating a correct taste for art.

The next step is object drawing, which the children enter into and understand with a facility that would be impossible without the previous training. At present the advanced classes are engaged in object drawing, that is an object, such as the school-bell, a jug or flower, plaster-cast, &c., is placed on a table, the pupils are arranged in a semi-circle before the object, and stuck in outline, shade and finish a picture of it, without any outside help whatever.

The next step is drawing from life. The pupils will take turns sitting for the class, (as is the custom of the Cala. School of Design, San Francisco, and the Art League Club, New York) until they can draw anything in nature.

The time taken out of the regular studies for drawing is well spent. It is always an hour of pleasure and relaxation from heavier branches, and the children, almost without exception, take a hearty, and many even an enthusiastic interest in it. It has a refining influence and some of the roughest boys, who must be driven to all things else, are anxious to be taught drawing. Mrs. Strong has several who have more than a taste—a most

decided talent, which if cultivated may develop into something approaching genius. These she instructs out of school hours, and helps and encourages in every way.

#### LAHAINALUNA SEMINARY.

This being the school of the most advanced grade for Hawaiians of any in the Kingdom, it would seem to demand a special and exceptional notice. One of the most noticeable features of this institution is the admirable discipline and general good behavior of the boys. Hawaiians are, furthermore, easy to discipline. The scholastic work done is of good character, considering the preparation of those pupils who enter. One of the drawbacks to the efficiency of the school is the want of thorough preparation upon the part of the pupils who enter, especially in English. Many of the boys enter at a mature age directly from the Hawaiian schools, thus having no preparation whatever in the language in which they are to receive instruction. Those who enter from the English schools do much better. No doubt this defect will adjust itself as those pupils trained in the English schools come forward, as they must soon do. From work done, it would seem that these young Hawaiians possess a considerable aptitude for Algebra, Geometry and the higher mathematics.

For present purposes, however, a thorough training in the English language ought to take precedence of all other training. These young men are needed to take charge of the many small English schools in the outer districts, and to supply the many demands for Hawaiians having a pretty thorough knowledge of the spoken and written English.

The boys of the school cultivate all the taro necessary for their support, thus making the institution in part self-sustaining, and furthermore giving them enough out-door and healthful exercise.

In addition, carpentry and its adjuncts are a part of the regular training, an account of which is given in another part of this Report.

NUMBER OF SCHOOLS, TEACHERS AND PUPILS IN THE KINGDOM.

	NUMBER OF SCHOOLS.	NUMBER OF TEACHERS.	BOYS.....	GIRLS.....	TOTAL.....
Government Common Schools.....	77	77	1108	910	2018
Government English Schools.....	54	121	2622	1792	4414
Independent Schools.....	41	102	1330	1254	2584
Totals.....	172	300	5060	3956	9016

COMMON SCHOOLS TAUGHT IN HAWAIIAN.

Hawaii.....	30	30	438	379	818
Oahu.....	16	16	236	228	464
Maui.....	15	15	177	148	324
Kauai.....	7	7	140	83	223
Molokai.....	8	8	100	54	154
Lanai.....	1	1	17	18	35
Totals.....	77	77	1808	910	2018

GOVERNMENT ENGLISH SCHOOLS.

Hawaii.....	22	37	861	698	1559
Oahu.....	10	35	677	356	1033
Maui.....	12	31	645	415	1060
Kauai.....	8	16	390	275	665
Molokai.....	2	2	49	48	97
Totals.....	54	121	2622	1792	4414

INDEPENDENT SCHOOLS.

Hawaii.....	12	26	337	261	598
Oahu.....	19	60	700	775	1475
Maui.....	7	12	230	144	374
Kauai.....	3	4	63	74	137
Totals.....	41	102	1330	1254	2584

## NATIONALITY OF PUPILS.

Hawaiian.....	5881
Half-caste Hawaiian.....	1042
American.....	300
Britons.....	191
German.....	175
Portuguese.....	1185
Norwegians.....	55
Chinese.....	130
South Sea Islanders.....	24
Other Foreigners.....	33
Totals.....	9016

COMPARATIVE TABLE OF SCHOOL POPULATION,  
1884—1886.

	IN SCHOOL JAN. 1884.			IN SCHOOL JAN. 1886.		
	BOYS.	GIRLS.	TOTAL.	BOYS.	GIRLS.	TOTAL.
Hawaii.....	1530	1208	2738	1636	1338	2974
Maui.....	1041	773	1814	1052	707	1759
Molokai.....	182	128	310	149	102	251
Lanai.....	7	11	18	17	18	35
Oahu.....	1667	1307	2974	1613	1359	2972
Kauai.....	490	356	846	593	432	1025
Niihau.....	12	11	23	.....	.....	.....
Totals.....	4929	3794	8723	5060	3956	9016

The most noticeable feature of the statistical tables is the large increase during the biennial period of the children attending the Government English Schools. The Biennial Report for 1884 showed that there were 2,841 pupils in the Common Schools, and 3,489 in the English Schools; while in January, 1886, there were 4,414 children in the English Schools, a gain of 925, and 2,018 in the Common Schools, a loss of 823.

A small gain is noticeable also in the Independent Schools of the Kingdom. In 1884 there were 2,393 pupils in this class of schools, and in 1886 there are 2,584, a gain of 191.

But the great gain has been in the Government English Schools, showing clearly in what estimation these

schools are held by parents. This is not to be wondered at, as in general equipment of houses and school furniture the English schools are far in advance of all others. They also, as a rule, have better trained teachers than the other classes of schools, larger numbers of pupils, enabling them to have more teachers and far better grading and classification; the general thoroughness and advancement of pupils, therefore, in the English Government Schools is, in my opinion, incomparably better than in any others.

A gratifying feature of the tables is a continued increase of the school population of the Kingdom. The Report for 1884 showed 8,723 pupils in school; while the present number is 9,016—a very considerable increase. Another pleasing feature of the statistics is the number of purely Hawaiians as compared with former years. In 1882 there were 6,064 Hawaiians in all the schools. In 1884 the number decreased to 5,885, a loss of 179; while the present report shows 5,581, together with 30 from Niihau, which came in too late for the table, making an actual increase of purely Hawaiians of 27 pupils over 1884.

A large gain is noted in Portuguese, while there is a large falling off in the half-caste and Norwegian elements. Those put down as “other foreigners” are nearly all Japanese.

It will be seen that while the pupils have increased, the number of schools and teachers have decreased. The biennial report for 1884 showed that there were over 200 schools and 325 teachers in the Kingdom; while the present one shows 172 schools and 300 teachers.

This increase of the number of pupils and decrease in the number of schools, is an index of the larger aggregation of people to given centers, and will insure increased efficiency in the schools. Nearly fifty per cent. of the school population of the Kingdom are in the Govern-

ment English Schools; twenty-eight per cent. in the Private Schools, and twenty-two per cent. in the Common Schools.

Of the 2,584 pupils in the private schools of the nation, 1,320, or more than fifty per cent. of that number, are in the fifteen private schools of Honolulu. It is a little difficult to say whether this very great number of private schools in one small city be a matter of congratulation or of regret. I am decidedly of the opinion that it is of the latter. A multiplicity of schools, with few pupils, prevents grading, systematizing, and greatly decreases the efficiency of teaching, as every experienced instructor knows.

#### GOVERNMENT ENGLISH SCHOOLS ON OAHU.

	BOYS.	GIRLS.	TOTAL.
Royal School, Rev. A. Mackintosh Principal, Mr. C. H. White Vice-Principal.....	286	.....	286
Miss P. Rhodes, Miss J. Tanner, Miss A. M. Babcock, Miss L. B. Brickwood, Mrs. J. H. Brown, Miss A. M. Prescott, Miss C. Mist, Miss Annie Walker, Miss Helen Ladd.			
Pohukaina School, Miss S. F. Corney, Principal... ..		97	97
Miss W. P. Luce, Mrs. M. A. Wood.			
Fort St. School, Mr. M. M. Scott Principal, <sup>70</sup> Miss M. W. Hendry Vice-Principal.....	70	64	134
Miss M. Kinney, Miss F. Winter, Miss H. Needham, Mrs. K. Winter.			
<i>C. C.</i> Industrial and Reformatory School, Capt. <sup>52</sup> E. C. G. Jackson Principal, E. P. McGuney, First Assistant. ....	52	...	52
Waiialua English School, Armstrong Smith, Principal, Hiram Fredinburg Assistant.....	35	25	60
Hauula English School, James Donnelly, Principal, Miss Lane, Assistant. ....	27	33	60
Waiahole English School, G. C. Kenyon, Principal, Miss M. F. Agnew, Assistant.....	42	32	72
Kaneohe English School, E. Hore Principal, Miss H. Woodward Assistant.....	35	22	57
Waianae English School, F. E. Atwater Principal, Mrs Atwater Assistant.....	63	37	100
Ewa English School, D. Malo Principal, Victor Kapule Assistant.....	41	24	65

## GOVERNMENT ENGLISH SCHOOLS ON HAWAII.

NAME OF SCHOOL.	TEACHERS.	BOYS.	GIRLS.	TOTAL.
Ainakea School, Kohala...	E. N. Dyer Pr'l..... Miss Turner, Miss Manross.	71	48	119
Hilo Union School.....	J. D. Blackman Pr'l with two Assistants.	55	39	94
Honokaa School, Hamakua,	Miss M. F. Champ, Principal, with one Assistant.	73	52	125
Papaikou School, Hilo,	Miss A. E. Hitchcock Principal, with one Assistant.	56	33	89
Laupahoehoe School, Hilo,	Mrs. McKinley Pr'l, Miss Lydgate Asst.	40	44	84
Honolii School, Hilo,	Miss Katy Wilhelm.....	25	25	50
Makapala, N. Kohala,	Mrs. A. Hussey Pr'l, with one Assistant.	48	49	97
Onomea School, Hilo,	C. E. Richter Principal, with one Assistant.	37	23	60
Honomu School, Hilo,	Miss W. Wilson.....	26	19	45
Hakalau School, Hilo,	Miss L. Lehmann, Pr'l, with one Assistant.	44	43	87
Waiakea School, Hila,	Miss M. Doherty.....	30	33	63
Kukuihaele School, Hamakua,	W. T. Lucas...	27	6	33
Kawela School, Hamakua,	E. Keahua .....	19	10	29
Maunahoano School, Hamakua,	T. E. Sweeney.	35	23	58
Kona W. School, S. Kona,	S. E. Sunter.....	24	15	39
Napoopoo School, S. Kona,	A. Sala.....	14	17	31
Hookena School, S. Kona,	T. K. R. Amalu, Principal, with one Assistant.	70	50	120
Waimea School, S. Kohala,	A. K. Naipo.....	25	17	42
Holualoa, N. Kona,	W. Muller Principal, with two Assistants.	42	45	87
Waiohinu School, Kau,	Maria Martin, Princ'l.	18	30	48
Hilea School, Kau,	E. A. Haley Principal, with one Assistant.	32	33	65
Pahala School, Kau,	Geo. Glendon Principal, with one Assistant.	59	35	94

## GOVERNMENT ENGLISH SCHOOLS ON MAUI.

SCHOOL.	BOYS.	GIRLS.	TOTAL.
Lahainaluna Seminary, H. R. Hitchcock Pr'l, D. D. Baldwin First Assistant, Mr. Hardy Assistant.	97	...	97
Lahaina Union School, Henry Dickenson Pr'l, Mrs. Turton, Mr. Kekuewa, Miss Dickenson, Mrs. Dickenson.	82	61	143
Wailuku Union School, J. A. Moore Principal, Miss Moore and two Misses Daniels, Assistants.	75	48	123
Waihee School, Geo. A. Jackson Principal, with Mrs. Jackson and two Assistants.	70	71	141
Paia School, W. C. Crook Principal, with Mrs. Crook and Misses Crook, Assistants.	98	68	166
Hamakuapoko School, Miss M. C. Hall.....	28	24	52
Hana English School, B. Kahoopai, with two Assistants.	78	48	126
Kipahulu School, J. Nakila and one Assistant..	42	29	71
Lanikeha School, Chas. Wilcox Principal, one Assistant.	41	23	64
Honokowai School, F. Andrew.....	6	11	17
Honokohau School, G. Kauhi.....	11	12	23
Honokowai School, K. Meheula.....	17	20	37
Haiku English School, Mrs. Merchant.....	25	23	48

## GOVERNMENT ENGLISH SCHOOLS ON KAUAI.

Kapaa School, Frank Burr Principal, Mrs. Burr and one other Asst.	64	55	119
Anahola School, G. W. Rutherford Principal....	21	17	38
Lihue Union School, H. S. Townsend Principal, with three Assts.	100	66	166
Koloa Union School, J. K. Burkett Principal, Miss Hardy Asst.	59	46	105
Waimea English School, T. H. Gibson Principal, Mrs. Gibson Asst.	48	34	82
Kealakaiole School, J. H. Kawelo Principal.....	19	7	26
Kilauea School, J. B. Alexander Principal.....	36	29	65
Waioli School, E. Merry Principal, one Asst.....	42	22	64



## COMMON SCHOOLS.

SCHOOL.	BOYS.	GIRLS.	TOTAL.
Lihue School, C. H. Kilona.....	32	12	44
Koloa School, H. K. Maui.....	18	8	26
Kalalau School, M. Kamokunui.....	8	7	15
Wainiha School, W. B. Kameo.....	26	15	41
Hanapepe School, J. Kanuikino.....	14	14	28
Waimea School, H. M. Nawai.....	16	12	28
Pokii School, D. Kua.....	26	15	41

## PRIVATE SCHOOLS.

German School, Lihue, Rev. F. Richer Pri'pl, Mr. Jorgenson Asst.	50	46	96
Lihue Private English School, Miss M. Green..	5	5	10
St. Raphael School, Koloa, A. K. Mika.....	10	21	31

## COMMON SCHOOLS ON HAWAII.

Kawaihae-kai, S. Kohala, T. K. Nakaneelua...	13	16	29
Puako, S. Kohala, S. Kapela.....	9	6	15
Pahoehoe School, N. Kona, Pekelo.....	11	5	16
Kawainui School, N. Kona, S. W. Makaike.....	12	3	15
Kapulehu School, N. Kona, Kaailuwale.....	5	4	9
Makalawena School, N. Kona, Kapahu.....	6	11	17
Kaloko School, N. Kona, Olohia.....	19	9	28
Kailua School, N. Kona, S. Ikeole.....	18	12	30
Keauhou School, N. Kona, D. W. Kamaliikane	34	12	46
Honuapo School, Kau, M. M. Kaua.....	13	16	29
Kamaoa School, Kau, C. M. Kamanu.....	8	13	21
Punaluu School, Kau, M. Kuaemoku.....	6	6	12
Olaa School, Puna, J. M. Kawaku.....	7	4	11
Halepuaa School, Puna, D. Kapahu.....	10	12	21
Keel School, S. Kona, J. Ua.....	18	23	41
Opihiale School, S. Kona, J. W. Iona.....	5	6	11
Milolii School, S. Kona, G. W. Kaua.....	16	17	33
Alae School, S. Kona, P. Haae.....	26	8	34
Papa School, S. Kona, J. Namu.....	5	8	13
Honaunau School, S. Kona, W. Apela.....	9	3	12
Honomakau School, N. Kohala, J. Kaimana.....	32	11	43
Kehei School, N. Kohala, E. Kalepa.....	8	16	24
Pololu School, M. Kahipa.....	10	9	19
Honoipu School, N. Kohala, B. H. Kaiwi.....	3	9	12
Kaena School, N. Kohala, Miss E. Kealoha.....	11	11	22
Waipio School, Hamakua, J. B. Leahy.....	18	21	39
Kapulena School, Hamakua, P. Kaaekuahiwi...	13	14	27
Waimanu School, Hamakua, D. Palau.....	8	10	18
Pahoehoe School, Hilo, S. Kapahua.....	9	6	15
Kukuilawania School, Hilo, J. Pinau.....	16	4	20

## GOVERNMENT COMMON SCHOOLS ON OAHU.

SCHOOL.	BOYS.	GIRLS.	TOTAL.
Waikane School, Mrs. M. K. Paikule.....	18	6	24
Laiwai School, S. M. Kinimakalehua .....	8	12	20
Kahana School, T. K. Kekiokalani.....	14	18	32
Mokuleia School, J. Kane.....	6	7	13
Kawailoa School, Mary Kimokeo.....	19	16	35
Kalihiuka School, B. W. Kekuewa.....	9	5	14
Kawaihāo School, S. W. Kaikuahine.....	20	10	30
Pauoa School, L. Lainaholo.....	11	15	26
Kaumakapili School, J. P. Iwa.....	43	...	43
Waikiki-kai School, Geo. K. Nohoua.....	13	17	30
Kamoiliili School, D. A. Kaiole.....	22	16	38
Wailupe School, T. Naapuelua .....	7	9	16
Manoa School, J. W. Kahalewai .....	14	9	23
Moanalua School, J. Hao.....	14	15	29
Roma Wahine School, S. M. Kilikina.....	...	46	46
Kailua School, S. Kalole.....	17	14	31
Kakaako School, J. Wilmington.....	...	...	...

## COMMON SCHOOLS ON MAUI.

Naliikee School, Mrs. Tamara.....	8	7	15
Puiki School, P. Kanemakaole.....	7	5	12
Alae School, J. W. Kama.....	6	4	10
Mokulau School, J. Kawaiāea.....	10	13	23
Puomaiai School, P. Kamai.....	18	8	26
Nuu School, A. Haware.....	10	7	17
Keanae School, D. W. Napihaa.....	20	25	45
Kahakuloa School, Mrs. H. Kamalo.....	10	7	17
Oluwalu School, S. W. Kamakahiki.....	9	7	16
Huelo School, Peter Noahu.....	11	6	17
Pulehu School, M. Naaieono.....	14	13	27
Waiohuli School, J. W. Puleloa.....	10	6	16
Ohumanāpānia School, S. Kuewa.....	13	8	21
Kawakapu School, J. M. Kealoha .....	18	14	32
Lanai School, J. H. Kahikiāwe.....	13	17	30

## PRIVATE SCHOOLS ON OAHU.

SCHOOL.	BOYS.	GIRLS.	TOTAL.
Oahu College, Boarding and Day School, Rev. W. C. Merritt, President. Prof. Vanslyke, A. B.; W. F. Frear, A. B.; Miss M. E. Spooner, Mrs. J. E. Hanford, A. Marques, C. Furneaux, Assistants.	24	32	56
Punahou Preparatory, Miss E. V. Hall Prin., Miss L. Carter, Miss Helen Lewis, Assistants.	46	52	98
St. Louis College, Bro. G. Bertram Principal, Bro. Lambert, Bro. Frank, Bro. Henry, Bro. Thomas, Bro. Louis, Bro. John, Bro. Joseph, Bro. Edward, Bro. Charles, Bro. Bernard, Bro. Albert, Assistants.	407	...	407
St. Albans' College Day School, A. T. Atkinson Principal, Capt. Mist, R. N., Miss Zoe Atkinson, Assistants.	24	25	49
Bishop's College School, Rev. W. H. Barnes Pr'l Boarding and Day School.	39	...	39
Young Ladies' Seminary, Mrs. E. B. C. Wallace Principal, Rev. Geo. Wallace.	...	16	16
Kawaihau Seminary, Miss M. E. Alexander Principal, Miss Needham, Miss Brewer, Miss West, Assistants.	...	91	91
St. Andrew's Priory Boarding and Day School, Eldress Phebe Principal, and three Assistants.	...	151	151
Miss Berry's School, Miss Berry Principal.....	9	14	23
Sacred Heart School, Mother Superior Judith, Principal, with several Assistants.	...	223	223
Chinese Evening School, Robt. Laing Principal	22	...	22
Chinese Girls' School, Miss Simpson.....	...	19	19
Kalihi English School, Mrs. T. Hookano.....	19	33	52
Mrs. Hebbard's School, Mrs. Hebbard.....	5	12	17
Chinese Boys' School, Miss A. M. Payson.....	42	...	42
Kukui St. School, Miss Parke.....	12	4	16
St. Michael's School, R. C. Steward .....	31	13	44
Kahuku School, Mrs. Julia Paa .....	2	8	10
St. Ann's School, Rev. F. Wendelin.....	24	27	51

## PRIVATE SCHOOLS ON HAWAII.

SCHOOL.	BOYS.	GIRLS.	TOTAL.
St. Anna Fori School, Kohala, O. Bogaert Pr'l, with two Assistants.	54	28	82
Sacred School, Waiohinu, Rev. C. W. Ruault, Principal, with one Assistant.	36	22	58
Kalapana School, Puna, S. H. Haaheo Princi- pal, with one Assistant.	59	45	104
Family Boarding School, S. Kona, S. H. Davis Principal, with three Assistants.	8	22	30
Catholic English School, S. Kona, V. Parier....	11	7	18
N. Kohala Foreign School, H. F. Whalley and Mrs. Whalley.	5	4	9
Honokaa Foreign School, Isaac Goodell.....	5	1	6
Waipio School, P. Raulin .....	6	5	11
St. Mary's School, Hilo, Chas. Pouzot Principal, with two Assistants.	72	...	72
St. Joseph's School, Hilo, Chas. Pouzot, Princ'l, with one Assistant.	...	72	72
Hilo Boarding School, Rev. Wm. Oleson, Prin- cipal, with four Assistants.	82	...	82
Hilo Foreign School, Mrs. M. C. Kittredge.....	26	28	54

## PRIVATE SCHOOLS ON MAUI.

St. Anthony's School, Wailuku, Bro. Thomas Principal, with two Assistants.	121	...	121
Makawao Girls' Seminary, Miss H. E. Carpen- ter Principal, with three Assts.	...	84	84
Haiku Private School, Miss E. M. Smith.....	8	6	14
Pookela Private School, L. C. Green .....	11	5	16
Waikapu Private School, S. W. Abraham.....	40	28	68
Wailuku Private English School .....			
Puuike Private English School, Hana, Mr. E. Nichols.	46	15	61

## PUPILS IN HONOLULU SCHOOLS, MARCH, 1886.

	BOYS.	GIRLS.	TOTAL.
Common Schools.....	153	152	305
Reformatory School.....	52	...	52
Royal School.....	286	...	286
Fort Street School.....	70	64	134
Pohukaina School.....	...	97	97
Kawaihāo Female Seminary.....	...	97	97
St. Andrew's Priory.....	...	151	151
Sisters of the Sacred Heart.....	...	223	223
Iolani School.....	39	...	39
St. Louis College.....	407	...	407
North Pacific Missionary Institute.....	16	...	16
Oahu College.....	70	84	154
St. Alban's College.....	24	25	49
Kukui Street School.....	12	4	16
Chinese Evening School.....	22	...	22
Chinese Boys' School.....	42	...	42
Chinese Girls' School.....	...	19	19
Young Ladies' Academic School.....	...	16	16
Kalihi English School.....	19	33	52
Mrs. Hebbard's School.....	5	12	17
Kapalama English School.....	4	10	14

## PER CAPITA COST OF EDUCATION.

Amount expended for Education in Hawaiian language for two years.....	\$ 68,198 37
Amount expended for education in English, for the same period, including aid to private schools..	233,333 14
Total cost of education.....	\$ 301,531 51

The yearly expenditure for schools taught in the Hawaiian language, according to the above table, for the past biennial period has been \$34,099. The number of pupils in said schools being 2,018, it will be seen that it has cost a fraction more than sixteen dollars per capita for forty-two weeks—a yearly term of ten and a half school months.

The yearly cost of the English schools for the same period has been \$116,666, with 4,414 pupils—a yearly per capita cost of a little more than twenty-six dollars. However, from this last sum must be deducted all subsi-

dies granted to private schools, thus bringing down the above rate per capita to about twenty-three dollars.

These amounts include all expenses pertaining to the educational department, including teachers' salaries, erection and repairs of buildings, school officers' fees of every nature, &c., &c.,

This sum may seem to be rather excessive, yet when the scattered population is taken into consideration, it is not really so. In the larger American cities, such as Boston, New York, Chicago and San Francisco, the yearly cost to the State for the education of each child varies from nineteen to twenty-three dollars; and this too in such large centers of population, where, in consequence of the great number of children in the schools, a perfect graded system is feasible, thus making it possible for one teacher to instruct fifty or more pupils—twice the number that one teacher ought to take charge of here.

Furthermore, material of all kinds entering into and pertaining to school-houses, together with labor and school fixtures, cost perhaps fifty per cent. more in this Kingdom than in America.

In view of these facts, while the amount expended for educational purposes is a liberal one, yet tax-payers and those interested in the education of the rising generation of these Islands can see that it is not excessive or wasteful.

GOD SAVE THE KING!

WALTER M. GIBSON,  
*President of the Board of Education.*

## SUPPORT OF HAWAIIAN AND ENGLISH SCHOOLS.

By Appropriation of 1884.....		\$ 100,000 00
To East Maui Family School.....	\$ 2,917 92	
To Kawaihāo Family School.....	2,807 06	
To Lahaina Family School.....	140 00	
To Rev. S. H. Davis, Hawaii.....	889 16	
To Hookea English School, Hawaii	960 00	
To Kaluaaha English School, Molokai	1,200 00	
To Kipahulu English School, Maui...	960 00	
To Kilauea English School, Kauai...	2,228 00	
To Waiānae English School, Oahu...	2,566 00	
To Lihue English School, Kauai.....	4,279 15	
To Kapaa English School, Kauai.....	2,316 00	
To Waiāhole English School, Oahu...	3,165 00	
To Napoopoo English School, Hawaii	1,200 00	
To Kona Waena English School, Ha-		
waii.....	1,000 00	
To Haiku English School, Maui.....	1,200 00	
To Lihue German English School,		
Kauai.....	1,200 00	
To Hana English School, Maui.....	960 00	
To St. Louis College English School,		
Oahu.....	1,500 00	
To Paia English School, Maui.....	4,599 97	
To Lahainaluna Sem'y English School		
Maui.....	10,378 78	
To Ainakea English School, Hawaii..	4,000 00	
To Lahaina English School, Maui.....	3,214 50	
To Koloa English School, Kauai.....	2,716 66	
To Hanalei English School, Kauai.....	1,938 87	
To Fort St. English School, Oahu....	15,025 83	
To Honokaa English School, Hawaii	2,215 16	
To Chinese Adult English School,		
Oahu.....	600 00	
To Bishop's College English School		
Oahu.....	1,200 00	
To Kukuihale English School, Hawaii	1,132 75	
To Drawing Teacher, Hon. Schools....	1,300 00	
To Singing Teacher, Hon. Schools....	650 00	
To Waiālua English School, Oahu.....	1,916 00	
To Holualoa English School, Hawaii	1,800 00	
To Hilo English School, Hawaii.....	2,400 00	
To Pahala English School, Hawaii...	800 04	
To Hauula English School, Oahu.....	2,200 00	
To Waimea English School, Kauai...	2,205 50	
To Chinese Children's English School,		
Oahu.....	1,100 01	

To Puuiki (Hana) English School Maui .....	\$100 00	
To Molokai District Schools.....	150 00	
To Lahaina District Schools.....	200 00	
To Puna District Schools, Hawaii.....	208 17	
To S. Kohala District Schools, Hawaii	100 00	
To N. Kona District Schools, Hawaii	300 00	
To S. Kona District Schools, Hawaii..	400 00	
Balance of Appropriation unexpended	5,659 47	
		<u>\$ 100,000 00</u>

## SUPPORT OF COMMON SCHOOLS.

By appropriation of 1884.....		\$ 10,000 00
To amt. expended for Puna schools Hawaii .....	\$ 1,936 55	
To amt. expended for Kau Schools, Hawaii .....	500 00	
To amt. expended for S. Kona Schools Hawaii.....	1,700 00	
To amt. expended for N. Kona Schools, Hawaii.....	1,600 00	
To amt. expended for S. Kohala Schools, Hawaii.....	1,310 00	
To amt. expended for Lahaina Schools, Maui .....	1,104 35	
To amt. expended for Hana Schools, Maui.....	799 10	
To amt expended for Molokai Schools	1,050 00	
		<u>\$ 10,000 00</u>

## BUILDING AND REPAIRS OF SCHOOL HOUSES.

By Appropriation of 1884.....		\$ 15,000 00
To amt. expended for Eleele, Kauai \$	200 00	
To amt. expended for Koele, Lanai...	578 00	
To amt. expended for Olowalu, Maui	200 00	
Balance of Appropriation unexpended	14,022 00	
		<u>\$ 15,000 00</u>



## INDUSTRIAL AND REFORMATORY SCHOOL.

By appropriation of 1884.....		\$ 12,500 00
By Sales of Manienie Hay .....		50 00
To Principal W. Hill's Salary for 23½ months, to March 15th, 1886.....	\$ 2,937 50	
To Rev. C. E. Groser's Salary for 9½ months, to Jan. 31st, 1886.....	1,130 00	
To H. Berger's Salary 2 years to March 31st, 1886.....	960 00	
To B. Keawe's Salary 13 months, to April 30th, 1885 .....	260 00	
To A. S. Kiniakua's Salary for May, 1885 .....	20 00	
To Keoni's Salary for June, 1885.....	20 00	
To Keoni Kaholokai's Salary for 9 months to March 31st, 1886.....	180 00	
To E. P. McGeeney's Salary 2½ months to March 31st, 1886.....	233 00	
To Capt Jackson's Salary for March, 1886.....	125 00	
To Repairs for 2 years .....	443 42	
To Medical attendance and Medicines 2 years. ....	116 75	
To Fresh Beef .....	1,767 36	
To Fresh Fish .....	165 00	
To Supplies, Salmon; Rice; Bread; Syrup; Oil; Tools; Crockery; Soap; Books; Fire-wood; Clothing; Bedding and incidentals for 2 years.....	4,188 68	
Balance of appropriation unexpended	3 29	
		<u>\$ 12,550 00</u>

## SCHOOL FUND.

Amount of School Fund in the Hawai- ian Treasury on March 31st, 1886, bearing 12 per cent per annum, interest.....		\$ 37,100 00
Balance of Sales of School Lands, uninvested.....		29 38
		<u>\$ 37,129 38</u>

## TAKING CENSUS OF 1884.

By appropriation of 1884.....		\$ 7,000 00
To amt. expended for Hilo and Puna Hawaii.....	\$ 500 00	
To amt. expended for Kau, Hawaii..	300 00	
To amt. expended for S. Kona, Ha- wahi.....	200 00	
To amt. expended N. Kona, Hawaii.	200 00	
To amt. expended S. Kohala, Ha- wahi.....	200 00	
To amt. expended for N. Kohala Ha- wahi.....	200 00	
To amt. expended for Hamakua, Ha- wahi .....	200 00	
To amt. expended for Lahaina, Maui	200 00	
To amt. expended for Wailuku, Maui	350 00	
To amt. expended for Makawao, Maui	250 00	
To amt. expended for Hana, Maui.....	300 00	
To amt. expended for Molokai.....	150 00	
To amt. expended for Lanai.....	50 00	
To amt. expended for Honolulu, Oahu	550 48	
To amt. expended for Ewa and Wai- anae, Oahu.....	267 50	
To amt. expended for Waialua, Oahu	150 00	
To amt. expended for Koolauloa, Oahu	150 00	
To amt. expended for Koolaupoko, Oahu.....	150 00	
To amt. expended for Waimea, Kauai .....	200 00	
To amt. expended for Koloa, Kauai..	200 00	
To amt. expended for Lihue, Kauai...	200 00	
To amt. expended for Kawaihau, Kauai.....	100 00	
To amt. expended for Hanalei, Kauai	150 00	
To amt. expended for Niihau.....	50 00	
To amt. expended for Printing and Advertising .....	837 75	
To amt expended for pay of Superin- tendent of Census of 1884 (F. L. Clarke).....	682 50	
To amt. expended for Incidentals.....	33 59	
Balance of appropriation unexpended	178 18	
		\$ 7,000 00

## SCHOOL TAX.

	1884	1885
Amount of School Tax paid over by the Tax Collectors to the several School Agents throughout the Kingdom.....	\$ 57,192 00	\$ 58,106 00

## CASH.

To balance on hand March 31st, 1884	\$ 7,656 33	
To Sales of School books 2 years to March 31st, 1886.....	8,224 01	
To Rents of School lands 2 years to March 31st, 1886.....	1,972 00	
To Interest of School Fund 2 years to March 31st, 1886.....	9,031 50	
To Royal School, tuition 2 years to March 31st, 1886.....	2,812 45	
To Fort Street School, tuition 2 years to March 31st, 1886.....	4,196 25	
By School books, expended 2 years to March 31st, 1886.....		8,252 72
By Interest and Rent, Com. Lyons & Levey.....		20 05
By Royal School, Support of, 2 years		18,972 33
By Fort Street, expended on account of.....		1,433 64
Balance on hand March 31st, 1886.....		5,213 80
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	\$ 33,892 54	\$ 33,892 54

SUMMARY OF BALANCES UNEXPENDED.  
APPROPRIATION OF 1884.

Appropriation Salary Inspector General of Schools.....	\$ 821 60
Appropriation for Hawaiian and Eng- lish Schools.....	5,659 47
Appropriation Industrial and Reforma- tory School .....	3 29
App. Assistance Kawaiahao Seminary..	1,300 00
App. Assistance to Makawao Seminary	2,000 00
App. Aid to St. Louis' College.....	2,500 00
App. Aid to Hilo Boarding School.....	3,000 00
App. Aid to Iolani College .....	5,000 00
App. Industrial Education in High Schools.....	2,500 00
App. Professor of Chemistry, &c. at Oahu College .....	1,700 00
App. Buildings and Repairs of School Houses .....	14,022 00
App. Stationery and Incidentals .....	86 31
App. pay of Messenger and Office Assis- tance .....	380 75
App. Taking Census of 1884 .....	178 18
App. Haw. and Eng. Dictionary and School History .....	875 00
Total.....	\$ 40,026 60

## SCHOOL BOOKS.

An edition of 3,000 copies of the Hawaiian Reader, *Ao Heluhelu*, has recently been printed in Honolulu for the Board of Education, for use in the Common Schools. This is the third edition of this work; the first having been printed in 1871; the second in 1876; and the last in 1885.

The text of an *English-Hawaiian Dictionary* has been prepared for the Board, and the book will shortly be printed for use in the Public Schools.

The Board has also arranged with the Committee of "W. C. T. U." for the purchase of 2,000 copies of a translation into the Hawaiian language of a little book called *Child's Health Primer*, to be used in the Common Schools of the Kingdom.

## TUITION FEES.

In two years, the sum of \$19,422.61 has been received for tuition in the Government English Day Schools throughout the Kingdom. Of this amount, the sum of \$7,953.75 was received from the Fort Street, Royal, and Pohukaina Schools in Honolulu; and \$11,468.86 was received in other districts.

## BIRTHS AND DEATHS.

Total number of deaths reported in 1884 and 1885.....	3,584
Total number of births reported in 1884 and 1885 .....	3,178
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Excess of deaths for the two years .....	406

BOOKS

An edition of 2000 copies of the Hawaiian Reader... has recently been printed... the Board of Education for the Hawaiian Islands... this is the third edition of this work... has been printed in 1871; the second in 1870; and the first in 1869.

The text of an English-Hawaiian Dictionary has been prepared for the Board and the work will shortly be printed for use in the English schools.

The Board has also arranged with the Committee of "W. O. T. U." for the purchase of 2000 copies of a translation into the Hawaiian language of a book called "How a school should be kept in the Common Schools of the Kingdom."

TOTALS

In two years the sum of \$1,500,000 has been received for tuition in the Government Hawaiian Day Schools throughout the Kingdom. It has also for the sum of \$7,500,000 been received from the Hawaiian Government and Hawaiian Schools in Honolulu; and \$1,100,000 was received in other districts.

DEATHS AND DEATHS

Total number of deaths reported in 1887 and 1888	..... 2,184
Total number of births reported in 1887 and 1888	..... 2,172
Excess of deaths for the two years	..... 108