

**REPORT OF THE MINISTER OF PUBLIC
INSTRUCTION TO THE PRESIDENT OF
THE REPUBLIC OF HAWAII FOR THE
BIENNIAL PERIOD ENDING
DECEMBER 31ST, 1899, PP. 1-161**

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Report of the Minister of Public Instruction to the President of the Republic of Hawaii for the Biennial Period Ending December 31st, 1899, pp. 1-161 by E. A. Mott-Smith

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E. A. MOTT-SMITH

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REPORT

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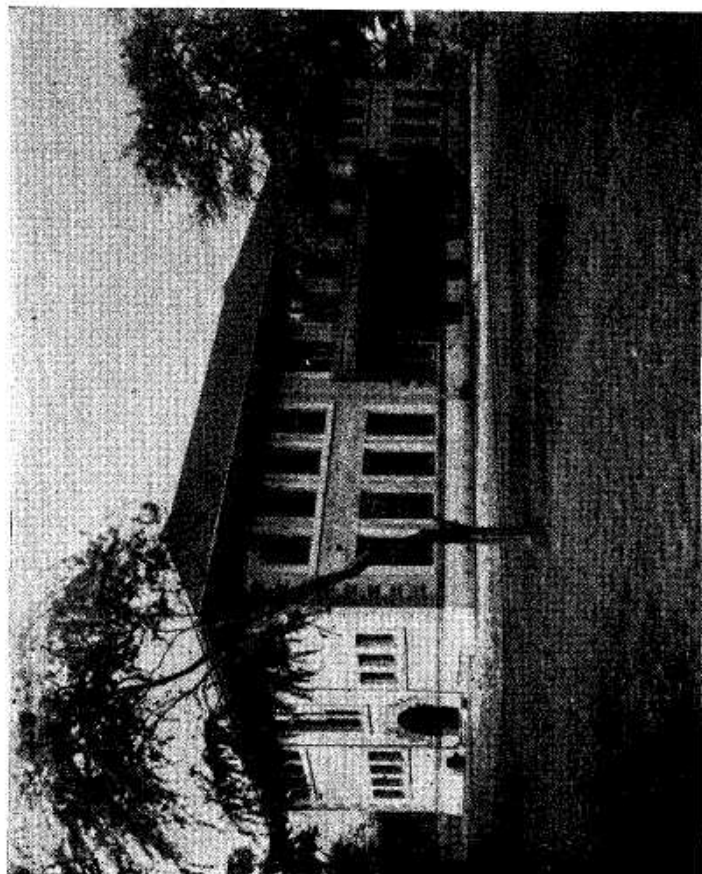
BIENNIAL PERIOD ENDING DECEMBER 31ST, 1899

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1900



PRINCESS KAIULANI SCHOOL, HONOLULU.
Erected 1896.

REPORT

OF THE

MINISTER OF PUBLIC INSTRUCTION.

MR. PRESIDENT:

I have the honor to present the following report of the Minister of Public Instruction for the biennial period ending December 31st, 1899:

CHANGES IN ADMINISTRATION.

Mr. Henry E. Cooper, Minister of Foreign Affairs and ex-officio Minister of Public Instruction, having resigned in March 1899, I was appointed to fill the vacancy on the 29th of March, 1899.

The following resignations and appointments of Commissioners of Public Instruction have occurred during the period. Dr. Walter Maxwell appointed April 1, 1899, vice Mrs. B. F. Dillingham, resigned.

Mr. C. L. Hopkins, appointed May 12, 1898, vice Mr. W. A. Bowen, resigned.

Mr. J. Q. Wood, appointed November 10, 1898, vice Mr. Geo. W. Smith, resigned.

Mrs. W. W. Hall, appointed September 2, 1899, vice Mr. J. Q. Wood, resigned.

The period has been marked by a rapid increase of school population and a corresponding lack of school accommodations and finances. Progress, however, has been made.

The greatest hardship perhaps has fallen on the teachers on

account of the following resolution passed by the Commissioners of Public Instruction in Board Meeting on April 13, 1899.

"No salary shall be raised from now on until the next appropriation by the Legislature for any cause whatsoever, nor shall the Board consider any application for an increase of any salary whether in or out of the schedule, nor shall any salaries be raised by virtue of this schedule, which is hereby suspended until the next legislative appropriation, or otherwise."

The schedule referred to contained a classification of teachers and a graded system by which in September of each year for long service and for other reasons salaries were raised.

This action became necessary upon the payroll of the teachers equalling the monthly pro rata of the appropriation "Support of Public Schools Pay Roll," Act 60, Session Laws of 1898, for the biennial period. A surplus which had been accumulated during the early part of the period would have covered this or any further excess of the payroll over the pro rata until the end of the period. But by law this surplus lapsed on December 31, 1899 into the treasury as a Government realization. After that date therefore, had salaries still exceeded the pro rata, the Department would have been left with the payroll exceeding the pro rata without the means of meeting the excess, except under the provision in Section 5 of Act 60 of the Session Laws of 1898, which provides that the Executive Council may authorize the Minister of Finance to pay upon the requisition of any department moneys in excess of such appropriation (pro rata).

The uncertainty, however, as to the Legislature convening at the usual time after the expiration of this period made this expedient unsafe.

Under these circumstances the Department feels that the subject of Teachers' Salaries should receive special attention during the coming period. The Teachers' Committee now have the matter under consideration with a view of rearranging salaries and remodelling the Schedule, which does not appear quite complete.

During the period, several important matters touching general policies and principles of the Department have been under

discussion, with the result that they have been more clearly defined.

First in importance among these fundamental principles is that all classes, whether citizen or alien, are entitled, without condition, equally and alike to the benefits of state education; a principle that contemplates a single system of schools, with equal privileges, open and accessible to all.

The fairness of this principle depends naturally upon its acceptability in the community, that is, upon an equal capacity in all for its enjoyment. As yet it cannot be said to be generally acceptable. Such obstacles exist as the antipathy between nationalities and the inbred experience of the dominant race, obstacles which may be grouped under the head of lack of disposition to allow the general application of the principle. Other obstacles exist which may be ascribed to present conditions, such as the heterogeneous character of the population, and the differences of languages.

The general application of the principle is becoming, however more and more acceptable in both senses of the word. In the future it is to be hoped that those obstacles which arise from lack of disposition may be steadily set aside and those obstacles arising from present conditions may become constantly diminishing necessities.

Consistently with this policy the following action was taken on Thursday, May 18th, 1899 in regard to tuition fees in Select Schools.

"Resolved that the fees for attendance in all Public Schools in the Hawaiian Islands be, and the same are hereby abolished. This action to take effect at the beginning of the next school year."

It was felt that if selection were based on the fee alone independent of all other considerations, any one could claim a right to enter our select schools upon tender of the fee. If on the other, hand mental, moral, and health qualifications alone were the basis of selection no one could enter upon any other ground of qualification. No one found deficient in the last stated qualifications should be admitted because of ability to pay the fee,

and no one found eligible therein should be excluded for inability to pay the fee.

The fee as a means of selection was found to be relatively ineffective and wholly undesirable. Its utility as a means of revenue was found to be insignificant. Its effect in select schools as a line of demarcation was found to be unsatisfactory. The system was against the policy of Free Education in Public Schools. It prevented many scholars possessing the proper qualifications without the ability to pay from applying for admission, and others, suffering from adverse circumstances, from remaining in the schools.

The removal of the fee has not in any manner affected the standard or character of the select schools. The educational system of these Islands has benefited thereby. All our schools are now free public schools.

The schools affected by this action were the Honolulu High School and the Kaakopua School under Miss Coursen, which is preparatory thereto; a small school at Kohala and a small school at Hilo. These schools were taught in English and charged fifty cents a week as tuition fee for attendance.

The necessity of nationalizing the diverse components of our community through the medium of our schools has also found expression during the period. English was made by law in 1896 the medium of instruction in all government schools; and as a further factor in the application of this principle, which is of vital interest to the state as well as to the cause of education, English during the present period has been recognized as a measure of qualification in promotion.

The solution of this problem of nationalization has been suggested in the expedient of educating a part of our alien population, the part most amenable to education to act as a barrier against the rest. The tendency arises, however, to make this a policy and not a part of a policy; not a means to an end, but the end itself. Good governmental policy dictates the general education of all classes, and more particularly those classes most in need of education. All classes should be brought to an equal realization of their duties to each other and to the state. The state is Anglo-Saxon and its institutions must be Anglo-Saxon

all through. As has been well stated by Mr. Dressler the security of the state is to be found in the intermingling of children in the schools common to all.

The attitude of the Commissioners on this question was clearly defined in their refusal of an application to allow certain Japanese children to be dismissed from the public schools two hours before closing in order that such children might attend a Japanese school. The application itself was refused on a technicality but the discussion brought out and defined the policy.

As regards Manual and Industrial training, the tendency of the Commissioners appears to incline to the fact that neither the value of academic nor industrial nor manual training in our ordinary schools can be over estimated. They are interdependent. The ratio of one to the other should depend upon the temperament of the whole school population which in Hawaii is of an industrial rather than of an academic cast.

Manual training it is felt should form an important part of public instruction in Hawaii. It is peculiarly adapted to this country. Its value lies in the contribution to mental development as a result of hand and eye training. Its object, however, is a knowledge of how to do things rather than dexterity in mechanical art.

DIVISION OF DUTIES.

The following resolution was passed by the Commissioners in Board meeting on October 26, 1899.

"In order that the Commissioners of Education may be enabled more effectively to establish and carry out lines of policy, make needful rules and regulations, and exercise a general supervisory control over the affairs of the Department; be it resolved

"That it is the sense of the Commissioners that all administrative duties of the Department shall be exercised by the administrative officers and standing committees thereof, they taking original action thereon and submitting written reports of their action to the Minister, who shall submit the same to the Commissioners for approval or otherwise at the