

amount which will not materially reduce the means of carrying on our public improvements; but if the present military force should be kept up, I would recommend a provision be made for it, by a new tax of about \$50,000 per annum.

The available revenue for the year may be estimated at	\$320,000
To which add cash on hand,	33,691
	<hr/>
	353,691

If we deduct the sums now due on former appropriations, viz., \$69,273, there will remain the sum of \$284,418 to be appropriated for the year upon which we have now entered.

No one regrets more than I do, the unavoidable delay which has taken place, in presenting you with my report, and I hope the occurrence will be prevented in future, either by terminating the fiscal year on the 31st of December, or by an amendment of the Constitution, which will change the time for assembling the Legislature, to the month of June.

GOD SAVE THE KING!  
G. P. JUDD.

**REPORT**  
 OF THE  
**MINISTER OF PUBLIC INSTRUCTION,**  
 READ BEFORE THE KING  
 TO THE  
**HAWAIIAN LEGISLATURE.**

APRIL 14th, 1852. *for the year 1851*

*To the Nobles and Representatives of the Hawaiian Islands in Legislative Council Assembled.*

**PUBLIC SCHOOLS.**

In presenting this, my annual report, I beg leave to lay before the Legislature, first, the condition of the public schools. In these the population of the Islands are more directly interested than in any other class of schools, and upon their prosperity depends the education and consequently the civilization of the masses.

In a statistical table appended to the report, will be found a summary view of the public schools for the year 1851 inclusive; and I wish to observe that these statistics came down no farther than to the close of the year, the returns for the first quarter of the present year not having been received.

The table referred to shows the following results:

The whole number of public free schools taught by natives in the Hawaiian language and literature, in 1851 was,	535
The whole number of scholars in these schools during the same year was,	15,482
The number of Protestant schools was,	431
The number of scholars in Protestant schools was,	12,976
The number of Catholic schools was,	104
The number of scholars in Catholic schools was,	2,506
The number of readers in the public schools was,	8,076
The number of writers,	5,220
The number in arithmetic,	7,237
The total receipts from school taxes in 1851 was,	\$27,782 93
The total expenditure of the same on the public schools was,	25,271 08
Balance on hand, Dec. 31st, 1851,	2,511 85

My quarterly accounts of the same are herewith submitted, marked A.

The essential features of our public school system have remained the same during the last five years; nevertheless it has been so modified from time to time, that I deem it important here to present a brief and general outline of it, as it now stands, that the Legislature may be the better able to judge, whether any further modifications are required or not. The importance of the subject certainly demands for it the most profound consideration.

#### GENERAL OUTLINE OF OUR PUBLIC SCHOOL SYSTEM.

##### SCHOOL DISTRICTS.

The Hawaiian Islands are divided by law into twenty-five school districts, viz: Hawaii into 8, Maui with the adjacent islands of Molokai and Lanai into 6, Oahu into 5, and Kauai with Niihau into 6.

##### POSITION OF THE MINISTER OF PUBLIC INSTRUCTION.

By the statutes of the kingdom, the general supervision of the public morals, of the parental and filial duties, and of the public and select schools supported by government, in these twenty-five districts, are committed to the charge of the Minister of Public Instruction. He is required to recommend to His Majesty in Council, a suitable person for appointment as School Inspector or superintendent of each district, instruct them, from time to time, with the approbation of the King in Council, in regard to their duties, receive their reports, and account to the King's Minister of Finance quarterly, for the "disbursement of taxes and assessments devoted to the support of education throughout the kingdom;" to prepare suitable bye-laws for the internal regulation and conduct of the government schools, and define the obligations mutually imposed by law, upon parents, adopters and guardians, and upon children and wards; to make tours, from time to time of the respective islands, to inquire into the condition of the public schools, examine the same, and correct any abuses that may exist.

##### SCHOOL INSPECTORS OF DISTRICTS.

On the nomination of the Minister of Public Instruction, a School Inspector is appointed over each district, by the King in Council, with a salary not exceeding forty dollars a year, to be paid out of the school tax of the district. The laws require only that he be a man of "good morals." This officer has the supervision of the public schools in his district, is the trustee of all the school property therein, is authorized, with the approbation of the Minister, to arrange the smaller divisions for school purposes, as convenience may require, and report the state of the schools, together with the amount of his receipts and expenditures, quarterly or annually to the head of the department.

It is the duty of the inspector also, in concert with the local trustees of each school, to license teachers after due examination, regulate their pay, and dismiss them from office for suitable cause; also to erect and repair school houses, and issue drafts on the school treasurer or tax collector of the district, for the payment of teachers' salaries, or sums due for the erection or repair of school houses, to the full amount of the school tax.

This office has hitherto been filled by natives exclusively.

#### SCHOOL TRUSTEES.

By the Act of June 17th, 1851, the parents immediately interested in each school, are authorized to meet annually, and choose by ballot, two of their own number, as trustees, whose duty it is, to co-operate with the inspector, in the care of each particular school. This is the most republican feature in our school system. It places each school, in a measure, under the control of the parents interested. The act requires the sanction of the trustees to the teacher's license, in order to its validity, or to his dismissal from office; and, in case of disagreement between the inspector of the district and the local trustees, either party has the right of appeal to the King in Council, through the Minister of the Department. A decision here is final. These local trustees elected by the people, have the immediate superintendence of the erection and repairs of school houses, and are required to see that all children of a suitable age, (from 4 to 14) attend school.— Their only compensation is exemption from the school labor and chattel taxes.

#### TEACHERS.

The teachers of public schools receive a license from the inspector of the district, with the approbation of the local trustees in each case, after examination on the elementary branches of reading, writing, arithmetic and geography. Their number is determined by the wants of the district. They are required to exhibit evidence of good moral character, but no religious test is applied. By way of accommodation to the popular feeling, and the state of the schools, previous to the existence of a distinct department of instruction, the government has allowed the schools to have teachers, whose religious sympathies are in common with those of the parents of children placed under their instruction; but the law recognizes no distinction, gives the schools no religious or denominational character, and assumes no control of the religious education of the young. As a matter of fact, however, religious instruction is imparted freely and without hindrance, in all the public schools; in no country is it more so, so long as the branches required by law are not neglected.

#### SCHOLARS.

All children, from the ages of four to fourteen, are required by law, to attend some school, and the parents are at liberty to choose to what

school they will send their children. But in order to constitute a government school, the number of scholars must not be less than fifteen. Scholars are subjected to reasonable correctional punishment for misconduct in school. The law requires also that the parents or guardians furnish them with the books and stationary requisite to pursue their studies; or in case of delinquency in this respect, the inspector of the district is authorized to purchase them, and double the amount is charged in the tax bill of the parents, unless he is exempted on account of extreme poverty or some other sufficient cause.

#### EXAMINATION.

The inspectors are directed by circular to examine the schools of their respective districts, at the close of each quarter or term and to report the result to the department. In doing this, the custom has always been to assemble several schools together in some central place, for the double purpose of greater despatch, and of exciting a deeper interest in the minds of parents and scholars in the schools.— These examinations are of great importance to the cause of popular education.

#### TEACHER'S WAGES.

These are graduated by the intelligence, aptness to teach, good moral character, and perseverance of the individual, in each case, and at stated periods, monthly or quarterly, the teachers receive orders on the school treasurer or tax collector of the district, for their pay. The inspector, with the consent of the trustees, determines the amount of wages in each case, within a limit fixed by the Privy Council.

#### HOW THE PUBLIC SCHOOLS ARE SUPPORTED.

A direct poll tax of \$2, is levied on all the taxable male inhabitants of each district, for the support of the public schools of that district.— This is their only support, except one-half of the net avails of land devoted to educational purposes, which has, as yet amounted to very little. The schools are perfectly free to all, and parents and guardians contribute nothing beyond the tax above mentioned, towards their support; provided the school tax is sufficient to keep the schools in operation, not less than 200 days in the year, in each district, but in case it does not, the tax collector and school inspector of the district are authorized to impose an additional tax to make up the deficiency to that amount.

#### TREASURERS OF DISTRICTS.

The avails of the school tax are paid over by the tax collector, to special treasurers, in the district (unless the tax collector himself, or

school inspector are authorized to act as such) appointed by the Minister of Public Instruction, and paid out by them, for teachers wages, or the erection of school houses and other expenses, on the orders of the inspectors. The amount of their duty is, to receive and pay out to order, the school tax in the district, and account for the same to the head of the department.

To find suitable persons for school treasurers, in the remote districts, has been attended with considerable difficulty. Natives are not always in circumstances to keep money safely, living as they generally do, in small and crowded houses; nor have many of them sufficient knowledge of accounts, to render a correct statement of money received and disbursed. In several instances, after being appointed to this office, it has been necessary to remove them; and hence, some foreigners, in some cases missionaries or ex-missionaries, have been appointed to receive and disburse the school money.

I am aware, and the Legislature cannot be ignorant of the fact, that the appointment of any of this latter class of persons, to trusts connected with the public schools, has been objected to, by Roman Catholics; they alledging, that such appointments give them an undue control over the Catholic schools. But the objection is not, in my opinion, well founded; inasmuch as an appointment to receive and disburse the school funds, is not made on any sectarian or even religious grounds, simply on account of fitness, from intelligence, integrity and, above all, of interest in the prosperity of the schools, to do the duties required, which are often vexatious and generally performed gratuitously. Nor can it be shown that the Catholic schools have, by such appointments, been deprived of one political or religious right under the laws. So far from this being the fact, in former reports to the Legislature, I have shown, by official returns, that they have had rather the advantage, both on the score of money, and opportunities for instruction, and therefore have no ground of complaint. The statute does not exclude persons of any class, sect or profession, from such trusts, and in filling them, I have ever had but one rule—to select the best men for the place under the circumstances; those who would contribute most to the advancement of useful knowledge among the people, and consequently, to the public good, whatever might be their creed or calling. Where the same fitness has appeared in persons of different creeds, who were willing to assume such duties I have not hesitated to appoint them. If we look at the example of older, greater and wiser States, in which religious sects and sectarian jealousies are vastly more numerous than here, we shall see, that clergymen as readily as any other class, are not only elected to offices of trust over the public schools, but placed at the head of them, by their respective governments. Such is now the fact, in Massachusetts and Kentucky, whose state school organizations are said to be equal to any in the world.

But in regard to the appointment of Protestant clergymen, missionaries or ex-missionaries, to the subordinate offices in the Department

of Public Instruction, I may remark, further, in its justification, that a great majority of the people, in all the districts, are Protestant, and I have reason to believe are well satisfied with such appointments thus far; that our common school system owes its efficiency, and in fact, its very existence to the friendly co-operation of the men referred to; the entire mass of Hawaiian school books and literature, amounting to over 80,000,000 pages, (not including a few primary books, mostly of religious character, published by the Catholic Mission) are the result of their labors; most of our native school masters, and many of our most worthy and efficient native officers of government were brought up under their instructions, and moreover passing them by, it would be extremely difficult, if not impossible, to find suitable persons, in some of the remote districts, well qualified and willing to discharge duties of little or no profit, and attended with numerous petty vexations. No man will do it, except as impelled by benevolent motives.

As we have already seen, the parents interested in each school have a right to elect two trustees to assist in its management, whose sanction is necessary to render valid the most important acts of the school inspector. This places the balance of power in the hands of the parents in every case, whether they be Protestant or Catholic, or whatever may be their creed, and operates as a check upon the inspector, should he attempt any unfairness or partiality on religious grounds. What more can be done to secure the rights of all?

Nor does our past history warrant the belief that an entire separation of Protestant missionaries or ex-missionaries, from all official connection with the public schools, would satisfy all Roman Catholics. When were their grievances more frequent, grave, and set forth with more earnestness, than at a period when no foreigner whatever had any official connection with the government schools? when D. Malo was superintendant of schools at Maui and John Ii on Oahu? and where demands were wont to be made at the cannon's mouth that Catholic inspectors be placed over government schools called "Catholic."

#### SCHOOL BOOKS.

The books in common, almost universal use in the Protestant public schools, are elementary reading lessons, vols. 1, 2 and 3, a spelling book, a history of animals, translations of Colburn's arithmetic, Woodbridge's geography, and the old and new testament. This last is the great reading book in the Protestant schools. Being furnished at a very low price, by the funds of the American Bible Society, it is within the reach of the poorest children in all parts of the islands.— Its influence is, of course, wide spread, and powerful good over the young minds of the nation. In the more advanced public schools, works on the following subjects are found in use, Algebra, Geometry, Trigonometry, Surveying, Moral Philosophy, Natural Theology,

Church History and a variety of other works—all issued, from time to time, from the American Mission Press, and amounting in all to about 80 different works.

In the Catholic schools are found some few of the above works, especially those on arithmetic, but mostly small elementary religious books on doctrinal subjects. In some of them, the new testament is in use.

The government assumes no control over the books, but only of the subjects taught in the public schools, and these of a purely literary and scientific character.

One of the greatest wants now in our public schools, is a greater variety of the most improved elementary works, suitable for primary instruction.

#### PROGRESS OF OUR PUBLIC SCHOOLS.

Such is an outline of our public school system, as it now exists, and essentially as it has existed, for the last five years. I have watched the working of it closely for more than four years, and have made repeated tours around this island, and those to the windward, with a view to inspect the condition of the schools; during the last year while on a tour of ten weeks continuance, I examined, in person, more than 200 of them, and I feel prepared to say that the amount of good accomplished, imperfect as the schools confessedly are, is as great, as any reasonable man could expect, in the circumstances. The report of inspectors were never more encouraging than during the past year. Some of our best schools are in the remote districts, particularly on Molokai, Kohala and Hamakua, Hawaii.

What is wanted most to improve their character and increase their efficiency is:

1st. Better school houses. With some pleasing exceptions, these are merely grass houses, built in the native style, and without floors and furniture, except a few forms or plain benches. But the present school revenue will not furnish good and substantial houses.

2d. More interest on the part of parents in sending their children to school, and furnishing them with the necessary books and apparatus. The indifference of multitudes of parents and the entire want of control over their children, on the part of others, present some of the strongest obstacles to the success of our common schools.

3d. Better qualified teachers. Here is the greatest want of all. I have ever found the schools to flourish in pretty exact proportion to the intelligence, skill, industry and good conduct of the teachers, and particularly, if they govern well. For as a general thing, there is a manifest lack of government in native schools.

4th. School books, in greater variety, and of an improved quality. Our whole reliance hitherto, for school books in the native language, has been upon the productions of the press of the American Mission; but the loss is so great in publishing, and the labor so great in writing

books of this kind, that much increase from this quarter is not to be expected hereafter, unless some way can be devised, to secure those who perform such labor from loss. A portion of the school revenue may be well expended in this way. The schools are now very generally destitute of atlases, which are out of print, but I have taken measures, with the approval of the King and Council, to have a new edition of 5,000 copies engraved in New York.

#### PRIVATE SCHOOLS.

The laws of this kingdom allow of the most unrestrained freedom to private schools supported on the voluntary system, so long as immorality is not taught in them.

The great deficiency in the education of our Hawaiian youth, is not so much in the knowledge acquired from books, or in the school room, as in habits of industry and economy. Multitudes of them can read and write their own language well; and acquire a tolerable acquaintance with arithmetic and geography; they are instructed in christian doctrine and morality; but here their education is thought to end. All our efforts hitherto have failed, with some honorable exceptions, to arouse parents to the importance of training their children to some trade or branch of profitable industry; and the youth after leaving school, are apt to fall into the ways of their fathers, and spend most of their time in idleness if not in vice. But this evil is of a nature not to be remedied by direct legislation.

#### SELECT SCHOOLS.

##### *The Town Free School of Honolulu.*

Agreeably to an Act of the last Legislature, "The School Committee of Honolulu" was chosen by ballot, on the last Monday in December; the tax imposed on foreign residents, and persons of foreign extraction in Honolulu, by said law, has been collected to the amount of \$714 00, and the school, commonly called the "Charity School" has been transferred, by its trustees, to the care of the above committee, from which it now receives its support. The former worthy teacher has been continued by the committee on a salary at the rate of \$1,000 a year, and the house has been put in good repair. This school is free to all children of foreign extraction of those liable to the above tax; contains 45 scholars, of whom 4 are pure whites, 1 a pure Hawaiian, 2 mixed native and negro, 3 mixed native and Indian, and 36 mixed native and white.

The branches taught are, spelling, reading, writing, arithmetic, geography and grammar, —all in the English language.

The school is in a prosperous condition, and it is to be regretted that any, subject to a trifling tax for its support, should object to it, as has been the case, in some instances. A little time, it is believed, will convince all concerned of the propriety and utility of the Act

above referred to, which was, in fact, approved by the unanimous vote of a public meeting of residents in Honolulu, before it was submitted to the Legislature at all. It had become the more necessary, since the funds of the school, under its former name "Charity School" were exhausted and it was in a languishing condition for want of support. The school is now a credit to the town, and promises to be at least as useful as its worthy predecessor.

#### THE SEMINARY AT LAHAINALUNA.

By a report of the trustees of this institution, herewith submitted, it appears that it was re-commenced on the first Monday in August last. The instructors, Rev. W. P. Alexander and J. F. Pogue, and L. S. Ua, tutor, were, on that day, on the ground, ready to commence their labors. Five students have been expelled, for various offences since that date, and seventy now remain in the institution. Their general conduct has been good, and their industry and success commendable. Their studies have been as follows: Algebra, Geometry, Trigonometry, Surveying, Navigation, Natural and Revealed Theology, Natural and Moral Philosophy, Anatomy, Hawaiian laws, Chronology, Sacred Geography, Sacred History, Geography, Composition, Punctuation and Music.

A resolution has been passed by the trustees, which I cordially approve, to charge the students \$60 a year each, for the privileges of the institution, with a view to relieve the government of a part of its support in due time, and also to induce them to place a higher value upon their education. How much will be collected, remains to be seen. The students generally acquiesce in this arrangement.

The financial condition of the institution, as per account current herewith rendered, marked E. is as follows:

Appropriation for the last year,	\$6,000
Cash received as per trustees report,	30
	<hr/>
	\$6,030
Expenditures during the year for all purposes,	\$4,294 40
Balance on hand,	\$1,735 60

#### THE ROYAL SCHOOL.

The school house, that was in progress, when I presented my last report to the Legislature, has been completed at a cost of \$8,420 46, and there it stands to speak for itself. The best report these honorable bodies could receive of the establishment, would be, to call and inspect it in person, at an hour when the school is in session. This I cordially invite them to do. The building is 60 feet by 31, built of firm materials, and in the most substantial manner, and will accommodate 80 scholars without inconvenience, or even more than this, if necessary.

The teacher, Mr. Edward G. Beckwith, mentioned in my last report as having been written for, to the United States, arrived here on the 13th of Oct. last, but owing to ill health, was unable to commence his labors until the 8th day of Dec. The school was on that day reopened, and the number of pupils, during the first term of ten weeks, was forty.

This gentleman came to the islands under a guarantee from the government, of a salary of \$1,500 a year, and has been paid at that rate, his time to commence when he left the States.

Thus far, the school prospers well under its new teacher, who so far as I know, has given very general satisfaction. During the present term, the number of scholars is 60, with the prospect of a still greater increase, and it has become necessary to employ an assistant teacher, who is a young lady, for the primary classes. The tuition is \$10 a term of 10 weeks, and its avails, by a resolution of the Board of Finance, are appropriated to paying the salaries of the teachers and defraying incidental expenses. For this they will be sufficient, but the premises need to be enclosed by a substantial fence; a new and uniform set of desks and seats, and also a set of maps and some other apparatus are greatly needed for the purposes of the school, and for which, I hope the Legislature will make proper provision.

The Royal School now stand before the community, in the attitude of an Academy, in which will be taught, all the various branches, from the first elements of learning up to those necessary for ordinary business in life, or fitness for college. It is open to the public, and the public as well as the government, has a deep interest in its welfare. Let it have a vigorous support, and with God's blessing, our city and nation cannot fail to receive a rich reward in due time, from the intelligence, virtue, order and refinement, that will emanate from it.

Separate accounts of the expenditures on the school building, and of the receipts and expenditures of tuition fees, are herewith submitted, marked O. U.

#### SELECT SCHOOLS NOT SUPPORTED BY GOVERNMENT.

I mention first those in which instruction is given in the English language, in or near Honolulu.

#### THE MISSION SCHOOL AT PUNAHOU.

This institution has sustained its former good reputation during the past year, and cost its patrons, as I am informed by the principal, about \$4,000 during the year 1851. The average number of scholars during that year was 37, seven of whom were not of mission families, 19 studied the languages, and 37 mathematics, 25 boarded in the institution. Its friends still indulge the hope, that it will, in due time, assume the Collegiate form, where a liberal education may be obtained.

#### MR. WATTS' SELECT ENGLISH SCHOOL.

This is composed of 41 native boys, all of whom are pursuing the study of the English language with success. The tuition is 50 cents per week, and is paid by the parents. The school-house being in a bad condition, on application of the teacher, a grant of \$450 was made in December last, by the Board of Finance, for the purpose of placing a shingle roof upon it. The school is a flourishing one, and deserves to be well supported.

#### MR. BURGESS' ENGLISH SCHOOL.

This is also composed of native children, on an average, during the last year, of about 38; tuition 50 cents a week, and is paid by the parents. The principal study is the English language, and from occasional observation, I judge, with commendable zeal and success. The usual elementary branches are also taught.

Both the above schools have been in operation for more than two years, and are very valuable to the native community, particularly to those who wish their children to learn the English language.

#### MRS. VON PFISTER'S PRIMARY ENGLISH SCHOOL.

The number of scholars is 15, who are mostly little girls of foreign residents, and it has a good reputation. The ordinary branches of primary instruction in the English language, coupled with music and drawing, are taught. It is a very select and private establishment, and has been in operation since May 1851.

#### MISS LANG'S PRIMARY ENGLISH SCHOOL.

This is also a private and select school, composed of 21 white children, and is well spoken of, by its patrons. The tuition is \$1 per week, paid by the parents, and the school has been in operation four months. The primary branches are taught, and the school appears to grow in numbers and popularity.

#### MR. SIMONS' SELECT ENGLISH SCHOOL.

The number of scholars eight, 1 white, 7 half-caste. They are taught the ordinary branches. The cost of the school for the past year was about \$700, and is sustained by the parents. It has been in operation 9 or 10 months.

Besides the above in or near to Honolulu, there are several other English schools on the Island.

#### DR. RAE'S ENGLISH SCHOOL AT WAILUKU, MAUI.

It was commenced on the 1st of May, 1851; the average number of scholars has been 30, mostly pure Hawaiians, and the principal study has been the English language, coupled with arithmetic and geography. This school, if I am properly informed, has been discontinued.

MRS. GOWER'S ENGLISH SCHOOL, AT THE SAME PLACE.

This is a new establishment, having been commenced on Jan. 12th last, and contains 17 scholars; 1 pure native, 6 pure whites, and 10 mixed. The primary branches in the English language are taught.— Such a school is much needed at that place, and it is to be hoped that Mrs. Gower will be sustained.

MRS. WETMORE'S SCHOOL AT HILO, HAWAII.

The number of scholars has been about 13 during the past year, some, pure whites, others, mixed natives and whites. This school is deservedly very popular in Hilo.

The above are all the English schools that I am aware of, on the Islands. Most of them I have visited, some of them frequently, and I can speak of their high merits from personal observation.

The number of English schools, then, on the Islands is eleven, and the whole number of scholars now pursuing their studies in that language on the Islands, may be estimated to be three hundred and seven, supported at a cost last year of \$20,445 40, of which \$10,400 were derived exclusively from private sources.

SELECT SCHOOLS NOT SUPPORTED BY GOVERNMENT, IN WHICH INSTRUCTION IS GIVEN IN THE NATIVE LANGUAGE EXCLUSIVELY.

MR. LYMAN'S MANUAL LABOR BOARDING SCHOOL AT HILO.

I visited and examined this school in person, pretty thoroughly, in August last, and I believe it to be worthy of the high reputation it has sustained, for fifteen years past. The number of scholars is 55, all native boys, selected from the common schools in Hawaii, and supported in part by the funds of the Mission. It costs about \$100 a year, over and above the avails of the scholars' labor.

Instruction is given in the native language exclusively, in arithmetic, geography, history, moral science, algebra, natural theology, composition and music, and it appeared to be very thorough. The main dependence of the public schools on that Island for teachers, is upon this excellent institution.

A small farm of about forty acres, is attached to the school, which is cultivated by the pupils, and was in good order. In fact it was the finest specimen of farming I saw on that Island.

MR. BOND'S FAMILY SCHOOL IN KOHALA.

The number of pupils has been 28 during the past year, all native boys, who are supported by the private munificence of the teacher, and taught by him the elementary branches in the Hawaiian language.— To this private establishment, is to be attributed, in a great measure, the uniformly flourishing condition of the public schools in that district, most of whose teachers it has furnished. Its support cost its teacher \$276, during the year 1851.

#### THE BOARDING SCHOOL OF MR. WILCOX, ON KAUAI.

The number of scholars during the past year has been 30; and they have been instructed in the ordinary elementary branches in the native language. During the temporary absence of Mr. Wilcox in the United States, the school has been in charge of his lady.

#### THE HIGH SCHOOL OF THE ROMAN CATHOLIC MISSION, IN KOOLAU, OAHU.

The number of scholars reported is 28; all are boarded and lodged in the establishment, and are taught reading, writing, arithmetic, geography, religion, music, drawing, history, French, Latin, and Hawaiian.

The location of the school is excellent; it is supported by the Catholic Mission on the Islands, at a cost last year of \$2740 50.

I am not in possession of data for estimating the exact aggregate cost of the above select schools to their patrons; but it is not far from \$6000 yearly. No part of this expenditure has been derived from the revenues of the Government.

#### SCHOOL LANDS.

A list of the lands appropriated to educational purposes, together with the lands sold, and the amount received, is herewith submitted to the Legislature, marked H. L. The number of acres actually sold and patented since January 1st, 1851, is 586 85, and the gross amount received on account of the same, either in cash or notes is \$3,113 50. Of this amount \$282 63 have been expended in meeting incidental expenses connected with the school lands, and in the erection of a school-house; and the balance \$2,830 87, is on interest, with good securities, for the use of schools.

As the above lands, with the exception of those which have been sold, have not been measured, it is impossible to tell what advantage the schools may derive from them in the way of revenue. Most of them I have seen during the past year, and several of them are large, and would make valuable pastures, particularly Kahuku, in Kau, Waikapu, on Maui, Kalae, on Molokai, and Aliomanu and Papaa, on Kauai.

The following school lands have been contracted for, and the two first have lately been surveyed, but the details of the sales have not yet been arranged, nor the papers drawn.

The dry land of Waikapu, Maui, about 1,300 acres, sold to the people of that place at \$1 per acre.

About 1000 acres at Kealakeakua, Hawaii, at \$2 per acre.

One half of Waimea, Oahu, for \$500.

Waialeale and Waikoloa in Hamakua, Hawaii, \$1 per acre.

#### MARRIAGES.

The whole number of marriages solemnized on the Islands during the year 1851 was 1,771. Of these 1,284 were Protestants, 381 were

Roman Catholics, and 6 were Mormons. At the several Islands, the marriages have been as follows: on Hawaii, 339, on Maui, 451, on Molokai, 61, on Oahu, 697, on Kauai and Niihau, 163. As near as can be ascertained, 65 couple were either foreigners, or one party a foreigner.

#### BIRTHS AND DEATHS.

The returns of births and deaths for 1851, have been very imperfect, and from two districts on Hawaii, no returns at all have been received. So far as received they show the following results:

Births during 1851,	2,424
Deaths,	5,792

#### GENERAL OBSERVATIONS.

##### THE IMPORTANCE OF HAVING THE ENGLISH LANGUAGE TAUGHT IN OUR SCHOOLS.

The first schools on these Islands, were taught by the American Missionaries, and the English language was used exclusively. Several of the high chiefs were pupils. But it was found to be too slow and difficult work; the pupils were adults, and their habits too unsteady for the close application required. As soon as their foreign teachers had acquired the native language and printed a few primary lessons in it, they commenced communicating instruction through that medium, and found it a much more direct, rapid, and successful method of reaching the native mind; and, in the course of a few years, ceased to teach the English language altogether, saving what was done on a small scale, in their own families. By using the native language their labor was greatly facilitated, and in the course of a few years, by the assistance of the chiefs, native schools were established in all parts of the Islands; and at the present time, there are but few countries, if any in the world, where a greater proportion of the people can read and write their own language.

But it must be evident to every reflecting mind, that the English language, which has been, for years, chiefly the business language of the Islands, must, eventually, become the language of the natives; and natives who shall be ignorant of it, must labor under an immense disadvantage. Every native who holds an office, or attempts to do business on the Islands, especially near the white settlements, is embarrassed, at every step, for want of a knowledge of the English language. Embarrassment is felt, too, in every member of the government, from the want of persons well acquainted with both the Hawaiian and English languages, and this difficulty is increasing, from year to year, as the white population increases in numbers, wealth, and importance.

The native literature is limited, and likely to be limited, as making books in that language has ever been a losing business, in a pecuniary point of view, and when a Hawaiian youth has become acquainted

with it all, he is still, in the present state of things, unfit, in a great measure, for business, for want of a knowledge of English. Such knowledge, would afford the natives a key to the immense treasures of science, literature and religion, that are now to them locked up, in a language that they hear spoken every day, but do not understand, not to mention the mental discipline which must be acquired, in surmounting the difficulties of the English tongue. I am prepared, therefore, to urge upon the Legislature the importance of making some further provision for aiding our Hawaiian youth, in acquiring a knowledge of the English language, and thus enabling them, not only to maintain their position among the white race, but to enjoy treasures of knowledge, which now lie entirely beyond their reach. It will be a work of time and expense, I am aware. In order to success, it will be necessary to commence young and persevere for a long term of years. No adult native ever has, or ever will, fully conquer the difficulties of the English language. Foreigners must be employed as teachers at first, and, hence, the expense must be heavy upon the nation until a sufficient number have become qualified to teach others; when the main difficulty will be over.

Recently I have received through the politeness of a gentleman in this place, the Report of a joint Committee of the Legislature of Massachusetts, on the Phonetic plan of spelling the English language, which may be of use here, in assisting the natives to acquire that language, since one of the great difficulties is the spelling and pronunciation. This Report is hereby submitted to the Legislature, marked M.

An English school cannot be sustained at a cost of less than \$1,000 a year, at the lowest estimate. At this rate, the entire public school revenue, which now supports 534 native schools, taught by natives, for eight months in the year, would support only about 25 English schools! That revenue ought not, in my opinion, to be materially diverted, at present, from the support of the public native schools, in order to forward instruction in the English language, lest a mass of native children be abandoned to grow up in ignorance, idleness and vice, before English schools can take the place of the native, and become general. The aid afforded to the latter should be from some other source, and I can suggest no plan more feasible at present than to devote a large portion, if not the whole, of the avails of the public lands, to the creation of a fund for this object. Whether the prospective revenue of the government and other wants of the nation will justify such a measure, will be for the Legislature to determine; but this should certainly receive that share of consideration, which its importance demands.

Should this suggestion be adopted, I would recommend the election of a Board of Trustees to manage the funds.

#### CHANGES PROPOSED IN THE LAWS.

Chapter 5 on "Parish and Church foundations," on page 218, vol. 1 of the Statute Laws, with the exception of the last Section, has hith-

erto remained a dead letter, and is likely to, in future; since the price of land being so low, it is much more convenient and satisfactory, for parishes to purchase lands of government for church purposes, than to hold them as therein provided. I beg, therefore, to recommend that this chapter with the exception aforesaid, be repealed.

By Section 7, Chapter 6, "of penal obligations in regard to children, schools and churches," the Head of the Department is required to give notice to his Majesty's Attorney-General, of any breaches of the provisions of this part, that he may proceed against the offenders. This is a slow and very indirect method of arriving at justice, especially in the remote districts, and, it appears to me preferable to refer all classes of offences to the same local tribunals for adjustment, particularly, since the law now provides for district Attorneys, whose duty it is, to take cognizance of all penal offences. I beg to recommend, therefore, that said section be repealed. I beg leave also to call the attention of the Legislature to the fact, that all constables and soldiers, being by law exempted from school tax, is a serious drawback upon the school revenue, particularly in some districts. For instance, most of the 700 soldiers on the island of Oahu, are selected in the first district, consequently the school revenue is reduced over \$1000, just where the schools need to be most vigorously supported.

#### LOCAL DIFFICULTIES.

Some difficulties have arisen in the district of Puna, Hawaii, and on Molokai, between Roman Catholics in those places, and the school inspectors; and, also, between the Mormons, in Koolau, Maui, and certain private parties in that place, the correspondence in reference to all of which, I herewith submit to the Legislature, marked N. P. K.—With the perfect freedom secured to all christian sects and propagators of christianity, within His Majesty's dominions, to enjoy their own worship in their own way, to erect houses of worship, to preach, teach or print their doctrines, while subject to the laws, they should be satisfied, and where offenses do come, (and they will, while human nature remains the same,) they should either be quietly submitted to, or referred to the decisions of the local authorities where they occur.

Certain complaints contained in private letters written by several native Catholic school teachers, which were referred to me by the House of Representatives last year, but which, on my declining to take official action thereon, for reasons then assigned, were referred back by a vote of the House, to those to whom they belonged, I have, nevertheless, inquired into, having taken a copy of the letters, and met some of the parties on my last tour around the windward Islands. The result of my enquiries, I shall be ready to communicate to either House of the Legislature, if called for.

A very valuable collection of works on education has been received by the King's government, as a present from the commonwealth of Massachusetts, which cannot fail to be of great service here. In re-

turn an entire copy of the laws of this kingdom, has been sent by order of His Majesty, to the secretary of that commonwealth.

A small chapel is much needed in the vicinity of the Palace, for the accommodation of the Royal family.

The appropriation for clerk's salary in this Department last year was \$1,000; of this amount only \$570 83 have been expended, owing to my relying mostly upon one native clerk; but the amount of writing, translating, and proof reading in the office, has become so great, that my health has suffered in consequence, and I respectfully request the Legislature so to increase this appropriation as to enable me to employ another.

In conclusion, I have only to remark that our educational institutions on these islands are yet in their infancy; in many respects they are imperfect, and yet, on the whole, there is a gradual improvement perceptible from year to year. The pressure of the "hard times" has affected them unfavorably. Complaints have not been wanting against the school tax. But to have all children go to school and learn, is becoming more and more a fixed habit with our population, and especially is a desire to have them taught the English language extending. Our most intelligent and influential natives look upon the schools in their true and proper light, as the groundwork of all our civilization, and are prepared, as I believe, to sustain a wise and liberal policy in regard to them, believing that "the greatest safety of a people is in the intelligence of the masses, and the greatest wealth of nations is in the education of their sons."

GOD PRESERVE THE KING.

R. ARMSTRONG.