

Hawaiian Gazette.

VOL. XXXIII, NO. 56.

HONOLULU, H. I., FRIDAY, JULY 15, 1898.—SEMI-WEEKLY.

WHOLE NO. 1985.

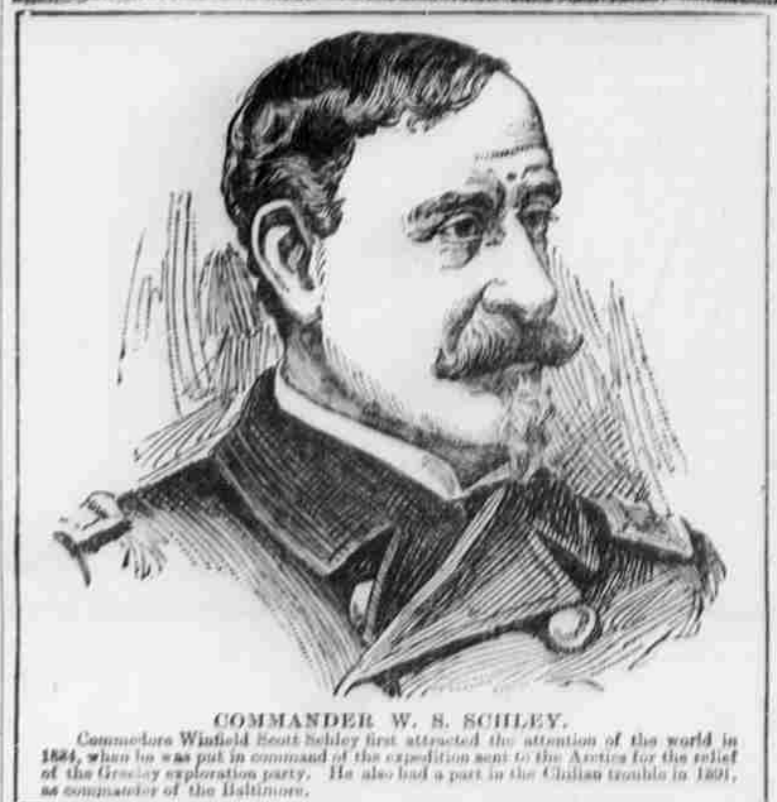
ANNEXATION!

CERVERA'S FLEET IS ANNIHILATED

Attempted to Run the Blockade at Santiago. He Is a Prisoner---Heavy Losses.

CERVERA'S FLEET WIPED OUT.

WASHINGTON, JULY 4.—The following bulletin from Commodore Watson was received to-night:
PLAYA DEL ESTE, July 3.—To the Secretary of the Navy:



COMMANDER W. S. SCHLEY.

Commodore Winfield Scott Schley first attracted the attention of the world in 1864, when he was put in command of the expedition sent to the Arctic for the relief of the Greely exploration party. He also had a part in the Chilean trouble in 1891, as commander of the Baltimore.

At 9:30 a. m. today the Spanish squadron, seven in all, including one gunboat, came out of Santiago harbor in columns and was totally destroyed within an hour, excepting the Cristobal Colon, which was chased forty-five miles to the westward by the commander-in-chief, the Brooklyn, the Oregon, and the Texas, surrendering to the Brooklyn, but was beached to prevent sinking.

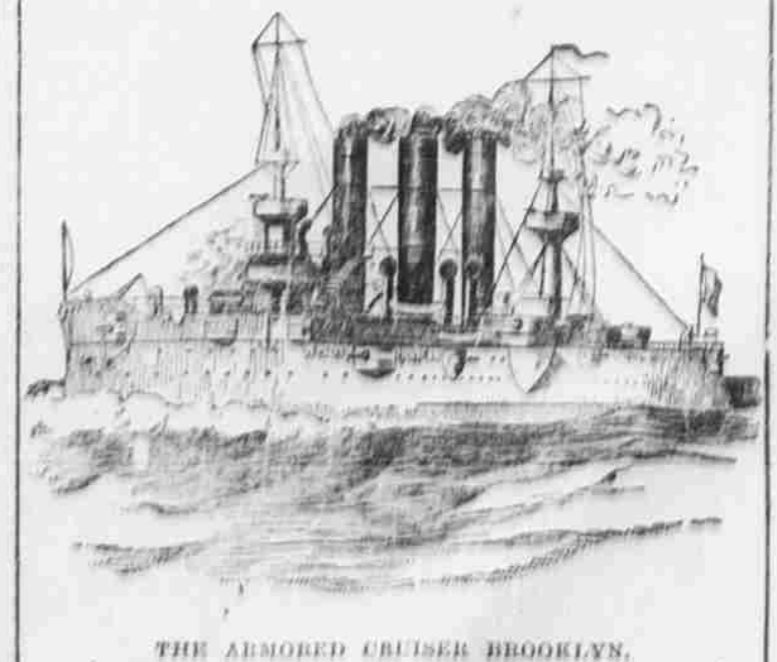
None of our officers or men were injured except on board the Brooklyn, Chief Yeoman Ellis was killed and one man wounded.

Admiral Cervera, all the commanding officers, excepting of the Oquendo, about 70 other officers and 1600 men are prisoners. About 350 were killed or drowned and 160 wounded. The latter are cared for on the Solace and the Olivette.

WATSON.

HOW IT WAS DONE.

WASHINGTON, July 4.—There seems to be no doubt that the Cristobal Colon, and, perhaps, the other three Spanish armored cruisers, would have escaped had it not been for the prompt action of Commodore Schley. The Brooklyn, his flag-



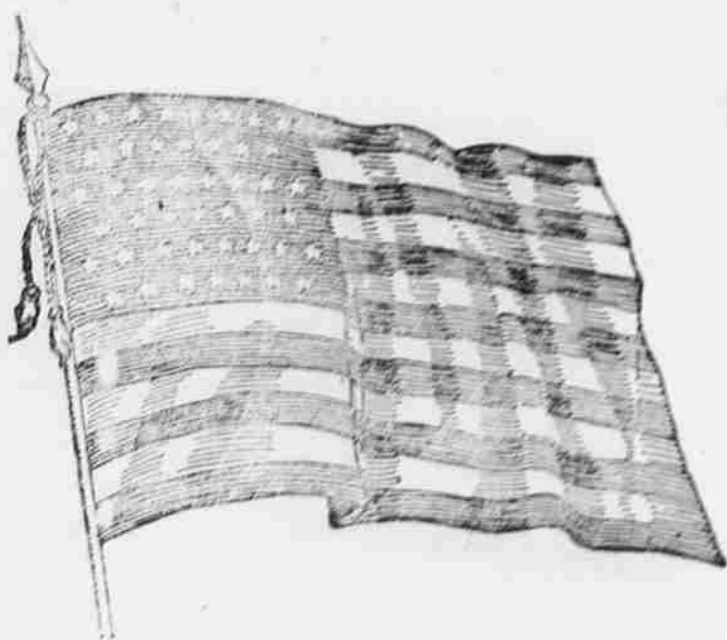
THE ARMORED CRUISER BROOKLYN.

ship, alone was in a position to attack the Spanish vessels as they left the harbor, and the Commodore steamed directly
(Continued on Page 2.)

"HERE TO STAY!"

And the star-spangled banner
In triumph shall wave,
O'er the Isles of Hawaii
And the homes of the brave.

—H. M. WHITNEY.



FIRST NEWS.

HONOLULU, H. I., U. S. A., July 13, 1898, 3:30 p. m.—The Pacific Mail S.S. Coptic signals from off Waikiki that these Islands have been annexed to the United States by the passage in the Senate at Washington of the House Joint Resolution.

Flags are being hoisted everywhere.
Thousands flocked to the water front.

There are great crowds on the streets evidencing the very delirium of joy.

At 4:15 a salute of 100 guns was fired.
At 4:20 all the whistles were sounding.

VOTE AT WASHINGTON.

WASHINGTON, July 6.—With a rush, without the change of a word, the resolutions which make Hawaii a part of the United States were passed by the Senate this afternoon. From out of a situation which gave no promise of ending for weeks, perhaps, and at a time when those who have had charge of the filibuster against the measure had been assuring every one that they could not see a vote for a week, there came a demand for a roll call on the first amendment of the list of eight which had to be disposed of before the main question could be considered. Senator White almost surprised himself when he shut off debate, ended the filibuster which has prevented the acceptance of the Hawaiian resolution and gave the majority of the Senate a chance to express its will.

An agreement was reached partly last night and partly this morning, but has been in sight for several days. The Republican leaders had been hard at work for two days in their endeavor to blockade the windward passage of the anti-annexation filibuster. They succeeded when they showed the utter inability of the Democrats to keep up their performance sufficiently long to have any effect whatever. Not more than 22 votes against the resolution could be counted by the most sanguine, while the annexationists' forty-five was still intact.

So it was that, ungraciously enough, the obstructionists stepped out of the way and the will of the people, expressed in the vote of their representatives by 42 to 21, declared that Hawaii must be a part of the Union of States. But one Republican vote was cast against the measure. The venerable Justin Morrill vote no. Spooner and Thurston were paired against the resolution. From the Democratic side came six full round "ayes." Gorman headed the list, and following his lead were Morgan, McLaurin, Pettus and Sullivan. The silver men were somewhat split, Pettigrew and Jones of Nevada joining with the Democrats, while the others were on the Republican side.

When the Vice-President announced the vote and the fact that the two-thirds, which would have been necessary to ratify the treaty, was indicated, there was applause from floor and gallery. From staid Senators in their seats and Congressmen who were collected in numbers about the walls of the chamber and occupying vacant seats came cheers which found echo in the half-filled galleries above and which, strangely enough, the Vice-President made no effort to check.

It is believed that the President will receive and sign the measure tomorrow and that he will at once transmit the message containing the resolution and setting forth the action which is expected of the Republic of Hawaii to President Dole

and the Congress of the Islands. It is believed that this will be done by a special messenger, probably John W. Foster, former secretary of State, and that the cruiser Philadelphia will carry the messenger to the Islands.

Immediately upon the passage by the Hawaiian Congress of an act which makes effective the Newlands resolution the commissioner will raise the American flag and the Philadelphia will salute it.

It is believed that the commission which will be sent to the islands to frame the laws for their future government will be made up of either W. O. Smith or W. A. Kinney of Honolulu and John Richardson of Maui, M. M. Estee of California, N. W. McIvor, former Consul-General to Japan, now of Cedar Rapids, Ia. The fifth member will come either from Minnesota or Massachusetts. The commission probably will be appointed at once. It is believed the President will appoint all incumbent officers to administer the islands' affairs until new laws are passed.

The laws under which the officials will operate, it is understood, will be those now in force, and nothing will be done to change the routine of procedure in the various departments until the commission reports an entirely new code and form of government.

It is deemed very probable that a regiment of infantry and two batteries of heavy artillery, with such guns as may be available at San Francisco, will be sent to the islands at an early date.

The details of the voting was as follows: White offered an amendment striking from the preamble of the Hawaiian resolutions the words "in due form" and inserting the words "by a

After a statement by Hale in which he said he supported the resolution, but not as a war measure, a vote was taken on White's amendment. It was rejected—40 to 29.

Pettigrew then offered his amendment to repeal the contract labor laws now in force on the Hawaiian Islands. It was rejected—41 to 22.

Bacon of Georgia offered an amendment providing that the annexation resolutions should not be operative until they had been approved by a majority of the electors of Hawaii. Defeated—20 to 42.

Faulkner of West Virginia offered an amendment providing that the duties of the civil, judicial and military powers shall be exercised under authority of existing laws not in conflict with the Constitution and laws of the United States. Rejected—20 to 43.

Allen offered an amendment placing an internal revenue tax of 1 cent a pound on Hawaiian sugar. It was defeated, 57 to 4, the four voting for the amendment being Allen Morrill, McEury and Pettigrew.

Pettigrew offered an amendment that all native-born male Hawaiians over 21 years of age and all naturalized aliens shall be allowed to vote in the



DR. JOHN S. MCGRAW.
"Father of Annexation."
(Photo by Williams.)

treaty which has never been ratified, but is now pending in the Senate of the United States."

(Continued on Third Page.)

Hawaiian Gazette. SEMI-WEEKLY. ISSUED TUESDAYS AND FRIDAYS. W. N. ARMSTRONG, EDITOR. SUBSCRIPTION RATES: Per Month \$1.00, Per Year \$10.00, Per Year Foreign \$12.00. Payable invariably in Advance. G. G. HALLENTYNE, BUSINESS MANAGER. FRIDAY, JULY 15, 1898. GOOD-BYE HAWAII.

The Hawaiian Islands were annexed to the United States of America on the 6th of July, by joint resolution of the House and Senate. The resolution was sent to the President on that day and was undoubtedly signed on the 7th. As the terms of the resolution do not provide for a day in the future when the resolution shall take effect, it comes operative at once, and the signature of the President is the last and final act for the incorporation of these islands into the territorial acquisition of the United States.

This event is the forenoon end of a long process of political evolution in the Pacific ocean. Those in these islands who have earnestly desired the coming of the event have been, as might be expected, governed by different motives, some by purely selfish motives, others by the well considered belief that all classes in the community would be benefited by it.

The local policy of this little Nation now gives way to the larger and indeed almost imperial policy of the United States. This is as yet inchoate, unborn, and in the embryo. But we must now gracefully yield, as we are prepared to do, to any measures or policies which have been for our sole benefit.

Now that a freer speech is established here, we, the native born, Hawaiians and Anglo-Hawaiians do not hesitate to give vent to our sentiments of regret that events have forced the extinction of our little nationality. Necessary, wise as it is, we have loved our little fatherland, and see it go down in the sea of political evolution, with the same feeling of regret that the father feels as his child abandons the home of his youth, severs forever the ties that bind him to his home life, and moves away, for his own good, into the wider world beyond.

On the stage of national events, the foot lights grow dim. The curtain is rung down, and the drama of Hawaii is closed forever.

A RUDDER CHANGE. And the President and his Cabinet met yesterday in official consultation, with a few members of the staff. The day before yesterday, they reported to their independent power, the possession of the sovereignty of sovereignty. Yesterday they met, under the new dispensation, to the agents, the knowledge "land" in the hands of President McKinley. In the twinkling of an eye, they abandoned their independence and sense of sovereignty, and became a part of the vast army of office holders which money American soil.

absolute truth, that no man ever gave up position and power with more satisfaction than the members of the present Executive. Not one of them ever sought place or office. As they were not disposed to seek it, they are not now disposed to retain it, in its present form at any rate. When "applied politics" becomes more active here, as it is understood in the United States, and the wheels of the "machine" begin to rattle in our streets, and the men with linen docters and carpet bags begin to make us friendly and pressing visits, and take a deeper interest in the list of salaries offered than in our glorious climate, we shall appreciate the really disinterested services of those men who have done much to hold this mixed community together during the last five years.

CATHOLICS AND PHILIPPINES.

That religious journal The Independent of New York takes advanced views on the subject of missionary work in the Philippines, after the war is over, and order established. It hopes to see co-operation among the great missionary societies, instead of the antagonism that prevails in the Far East among the Christian denominations, and the scandal of the Protestant faith. The Roman Catholics are urged to engage in the work of regenerating the inhabitants of the Philippines. It says: "Have American Catholics no duty? Why should they not inaugurate a mission among those of their own faith across the Pacific, and give them a truer conception of the church and the gospel than they have hitherto received?"

As the Rev. Serrano Bishop is the able correspondent of the Independent and the faithful editor of the Friend, we would like to hear from him on this subject, not in the spirit of controversy, but in the spirit of truth. Does he consider this recommendation an evidence of desertion, by the organ of a vast body of American Protestants, of the true faith? Is it a retrograde movement by American Christians? Is it a "fatal acknowledgment" that the Roman Catholic Church has a mission in the world, as well as other denominations or sects? Is this disposition to urge the Propaganda in Rome to establish its disciplined forces in Manila, the final outcome of Puritan forces, or it means the writing across the pages of many volumes of religious history by Protestant authors, the words, "this is not true." Leaving as he has, for many years, where the Protestant and Catholics are in competition among the people of Malay origin, Dr. Bishop should be able to justly compare their work, and hasten to inform the army of men and women who read the Independent, whether or not that great journal is undermining Christianity.

CHILD STUDY. In another column there appears an interesting communication on child study. If Professor Marsh is correct in saying that man has lived on the earth about 250,000 years, he certainly has not been very active in studying up his own condition. Even in the comparatively recent period of the Adam and Eve era the study of child life was not thought of. In the majority of homes in civilized lands it is still neglected. The women and mothers have been almost slaves to traditions of all kinds. In many cases their devotion to, and self sacrifice for their children, is of no greater value morally than that of the Chinese mothers who teach their children to worship an assortment of little gilded wooden gods.

But at last there is an awakening among the American women at least. There is in New York City a club of earnest, educated women, who have advanced beyond the tea party stage of social education, and have come to the belief that the child world is indeed a marvelous one, and requires the most serious study. This club, without publicity, or "fireworks" quietly moves about organizing other clubs, for the thorough study of child life. The members of these clubs are original investigators. No knowledge taken immediately from books, or what may be called knowledge at second hand is allowed to be presented. The members go behind books, and do original work. Questions are seriously discussed, because women are at last beginning to realize their immediate responsibility in child education.

Here is an illustration of the question discussed by one of these clubs: "Obtivity, whether due to incapacity or to sensitive temperament." Another: "The germ and nature of various islandisms, whether due to four to five percent gain, as to national imaginations." In considering these questions the members are required to tell what they actually see and know, and not to waste the time given up to the meeting in giving their crude opinions. In one instance the study of toys for children was thoroughly made, with the final result that a majority of the members resolved to prevent the use of extravagant toys, and discontinuance of the practice of presenting such toys to children. The insight into child nature, gained by the keen and close observation of so many women, becomes of the utmost value. To the mothers themselves it is a higher education. They are gradually led from a garrulous, gossiping, vague and valueless talk about children, to a patient and thorough analysis, and diagnosis of child development. With this method of study, the mother becomes a scientist. As she becomes educated herself in this environment of club life, she begins to record in detail the facts in the child's growth, uncolored with her affection. These facts, gathered up in the course of years, become of inestimable value. Without estimating the value of prayer in the education of the child, it may be said that the labor involved in prayer is trifling compared with that of the earnest study of child life. As the study of man is the highest of all studies, and woman is the natural student of man in his early growth, it follows that, in the coming years, women should be the most valuable of all scientists. The value of these clubs is in their dealings with facts, and not traditions and loose opinions. The old school, men, the philosophers, the theologians, hated facts, because they killed theories. No men have been regarded with more suspicion than Francis Bacon and Herbert Spencer, because they dealt with facts, which are as dangerous to theories, as dynamite is to ships. But these women clubs are learning how to handle the facts of child growth, so that like dynamite, they will break up the absurd traditions about education.

to tell what they actually see and know, and not to waste the time given up to the meeting in giving their crude opinions. In one instance the study of toys for children was thoroughly made, with the final result that a majority of the members resolved to prevent the use of extravagant toys, and discontinuance of the practice of presenting such toys to children. The insight into child nature, gained by the keen and close observation of so many women, becomes of the utmost value. To the mothers themselves it is a higher education. They are gradually led from a garrulous, gossiping, vague and valueless talk about children, to a patient and thorough analysis, and diagnosis of child development. With this method of study, the mother becomes a scientist. As she becomes educated herself in this environment of club life, she begins to record in detail the facts in the child's growth, uncolored with her affection. These facts, gathered up in the course of years, become of inestimable value. Without estimating the value of prayer in the education of the child, it may be said that the labor involved in prayer is trifling compared with that of the earnest study of child life. As the study of man is the highest of all studies, and woman is the natural student of man in his early growth, it follows that, in the coming years, women should be the most valuable of all scientists. The value of these clubs is in their dealings with facts, and not traditions and loose opinions. The old school, men, the philosophers, the theologians, hated facts, because they killed theories. No men have been regarded with more suspicion than Francis Bacon and Herbert Spencer, because they dealt with facts, which are as dangerous to theories, as dynamite is to ships. But these women clubs are learning how to handle the facts of child growth, so that like dynamite, they will break up the absurd traditions about education.

MORE CHIVALRY.

The considerate courtesy of Admiral Cervera in notifying the American Admiral of Hobson's daring exploit and safety, was promptly recognized by Captain Evans of the Iowa, who refused to receive the award of Captain Emute of the Viceroy, when it was tendered, and in the reception of Admiral Cervera, on the Iowa with military honors, after his surrender. These incidents show how entirely impersonal warfare is among professional soldiers and sailors. During the Civil War in the United States the men of the rival armies in the earlier period of the war, begrudged courtesies, were suspicious of unfair play, and delighted in "potting" each other. Towards the close of the war, the act of fighting became impersonal, even to the extent that discipline was at times endangered by the individual flags of truce, and personal intercourse of the combatants on the picket line. At one time the exchange of courtesies became so frequent, general orders were issued forbidding any intercourse. No one, for a moment, believed or intimated that there was disloyalty in it. Time, reflection and experience instructed the soldier and sailor that he who fights for a principle need not make it a purely personal matter. General Upton, the author of Tactics, once said that the intelligent and trained soldier disliked to pick off an individual enemy, though he was willing enough to fight desperately against a mass of men. The courtesies shown to the Spanish commanders by the American navy officers, will be appreciated by the upper class of Spaniards, and will count for something in bringing the war to a close.

"LUNINGISM."

Some days ago, Mr. J. W. Luning called on the Librarian of the Honolulu Library, and requested her to purchase a lot of books, when he had taken in pledge from Julian D. Hayne of savory memory. He declared that the Waverley Club desired them, but he preferred to sell to the Honolulu Library. The Librarian, on consultation with several members of the committee on purchases, declined to take all of the books, for the simple reason that many of them were not wanted. Thereupon Mr. Luning remarked in substance, that she need not blame him. If he "made it hot" for her in the newspapers. Soon after, an attack was made on the Librarian management, by a correspondent of the Independent, and the attack has been repeated. The offer to sell to the Librarian a lot of second hand books that were not wanted, following the offer with a declaration of "making it hot" for the Librarian in the papers, and a subsequent attack in a paper, indicate the business principles of Mr. Luning. We do not say that he is the author of the attack. But the appearance of a rat tail argues the existence of a rat in the immediate vicinity. The transaction is no doubt regarded by Luning as one radiant with com-

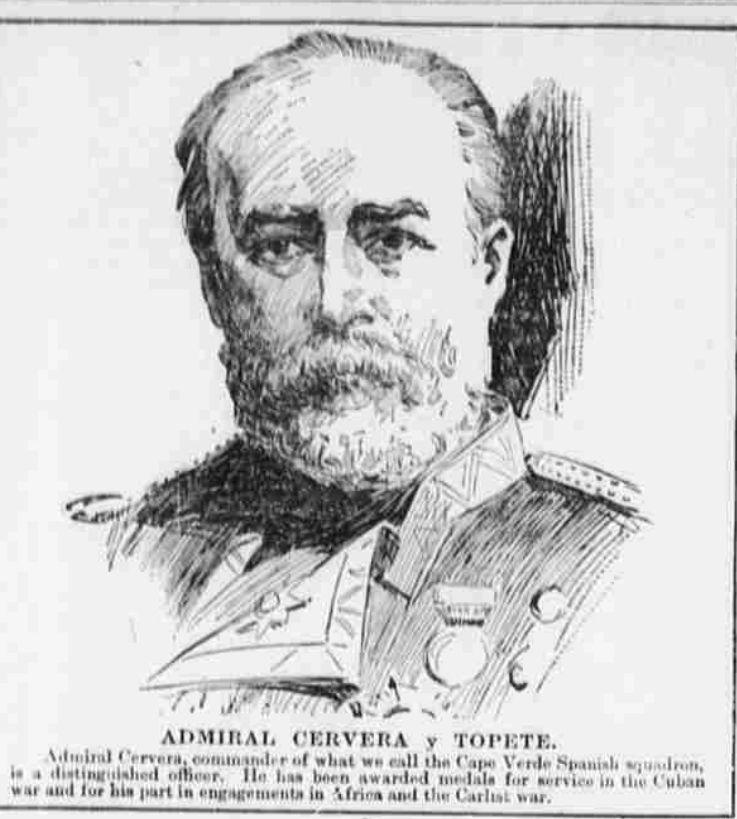
IS CONGRESS INFERIOR?

Harper's Weekly quotes Senator Lodge's remark in the American Senate, that "it has been the tendency of late years, for the country to look upon Congress with less and less respect, and upon the President with more and more." The Weekly gives as the reason for this attitude of the people that with the exception of Senator Lodge and a few others, "there is hardly any one in Congress who is - silently educated to discuss intelligently the grave public questions which are now before the country." Of course we here consider Senator Lodge a foremost statesman, because he is our friend, and agrees with us on the subject of annexation. But if he is correct, he states an unpleasant truth. At any rate, after annexation takes place, and Congress takes up the matter of our territorial government, it may find here the material which made up our last Legislature lying around, and out of it can construct a territorial legislature after its own heart. The trouble with Senator Lodge and Harper's Weekly is, that they do not approve of a Congress which represents the average votes. They insist on having one that is above the average votes. That is not democracy. It is an excellent thing to have "good" government according to your way of thinking, but every man in a democracy wishes for "good" government, as he defines it, and there is no general agreement on what "good" means.

PEACE.

The probable news by the next mail will be the suspension of hostilities and negotiations for peace. The event has happened that enables Spain to abandon Cuba, "with honor." Until she met with some grave disaster near Cuba, the political situation prevented negotiations. The disaster has happened. One dispatch from Madrid is that the war party of Spain, that is, the army, now insists on peace. If this is true, it means that the end is in sight, even if Admiral Camara's fleet is pushing towards Manila. Santiago has fallen by this time, and Spanish honor is again satisfied.

The Independent publishes a letter from a subscriber to the Honolulu Library, who states that there have not been twelve new novels added to the library within twelve months. This subscriber could have read a list of novels printed in two of the daily papers, and posted up in front of the desk of the Librarian, that shows over ninety-three novels placed in the library within the last seven



ADMIRAL CERVERA Y TOPETE. Admiral Cervera, commander of what we call the Cape Verde Spanish squadron, is a distinguished officer. He has been awarded medals for service in the Cuban war and for his part in engagements in Africa and the Carlist war.

months, or since January 31st last, any person who fails to make the librarian purchase a lot of second and books would naturally criticize the management.

THE PASSING HOUR.

It will be Governor _____? Those Spaniards might have known better than to monkey with American fireworks on the eve of the Fourth of July. Now that the change is really accomplished, it is difficult to see how base ball can be allowed to go by the board. The noises that were in the air last night would suggest that Hawaii can still "blow her own horn" to some extent. If this expansion of Hawaii to the Northwest continues, Uncle Sam will in time require a special census department to keep his islands correctly counted. Senator Pettigrew talked for five consecutive hours against the Joint Resolution. But they say he did not say much. Speaking of trifles, has anyone heard from dear little Capt. Palmer? That ladylike individual must have sent word of some sort. If the war on the waters continues much longer the only traces of Spain's navy will be between the covers of the New York World Almanac and similar publications. They say that this is the way it has been told in whispers by members of clerical forces: DeWitt 1 Sampson 02 Schley 022 The Committee of 100 did the handsome thing for Capt. Inman Scully, R. N. R., master of the S. S. Coptic. A loving cup was a suitable token for a commander who brought to a port a cargo of joy for the people. Those who succumb to the mastery of unbounded joy on this occasion should not ignore the fact that for some others the cup of woe may be overflowing. A vanquished foeman is entitled to the best and most courteous consideration that the victor can extend. Remember the main factor in the transmission or application of the Summer School Lessons. An outing or two should be arranged for the teachers. There would likely be a very pretty showing of shapely hands on the proposition to have an excursion over the railroad to Waiialua. That facetious Hawaiian citizen who remarked at San Francisco some weeks ago that he had nailed down the lid of the coffin of Annexation at Washington, will now in all likelihood cheerfully admit or concede the prompt priority to the effect that the corpse was not in the casket. The Philadelphia was rather mean to us in a way in the dark days of the closing weeks of 1895, but all that is long since and with Admiral Miller and Old Glory aboard the cruiser will be doubly welcome upon her next call here with John W. Foster aboard as advance agent for Uncle Sam. It is possible that Senator White of California stands out against the Annexation of Hawaii for the purpose of finishing off a negative chapter in his political career. He voted with the minority when the eyes and nays were called for the Dingley tariff act, and again when the ballot was spread for the Spanish war resolution. Wm. Adams, the prospector, manager and mining engineer who is going to the Klondike for a Honolulu syndicate, was mentioned in this paper a few days ago as being an Englishman. Mr. Adams is an American, but says he wants it distinctly understood that after spending many years in New Zealand and Australia he is not a bit annoyed by being mistaken for a Britisher. You may hunt the world over and you will not find another medicine equal to Chamberlain's Colic, Cholera and Diarrhoea Remedy for bowel complaints. It is pleasant, safe and reliable. For sale by all druggists and dealers. Benson, Smith & Co. agents for H. I.

IS LITTLE PLAGUE

Better Health Reports Come from the Orient.

Reports From Island Officials and Hospitals—Children on Nihoa. Supply Contracts.

President W. O. Smith, Agent Reynolds, Dr. Emerson, Dr. Day, Dr. Wood, George W. Smith, and D. L. Kelliop were present at a meeting of the Board of Health held at 3 o'clock yesterday afternoon. Inspector Kelliop reported \$8,606 fish examined in the past two weeks. Maternity Home reported a balance of \$2,895 on hand at the end of May. Hilo hospital treated five patients during the month of May. Maluluai hospital, Wailuku, treated sixteen persons during June. Dr. Waughup reported complete repairs to the hospital building at Koloa, at a cost of \$216.50. Dr. French reported Waimea hospital in good condition. Dr. French, who has just retired from temporarily filling the post of Dr. Campbell, at Waimea, reported on a visit to Nihoa for the examination of school children which was not entirely successful.

The Hawaiian agent at Yokohama reported health of that city and Kobe as excellent. One case of cholera, however, was reported in the province in which Yokohama is located. Dr. Jordan, Hongkong, reported that the plague in his colony, in Canton and in Macao, had rapidly diminished. This is ascribed to the hot weather. For the week ending June 4, there were 68 cases and 63 deaths at Hongkong; week ending June 11, 22 cases and 20 deaths at same place. During the latter week there were three cases of small pox and one death. There were also four cases of enteric fever. Two protests from Hackfeld & Co. against the manner of awarding contracts for flour and brown soap were ruled not tenable. On second tenders Hackfeld & Co.'s bid of \$5.55 for Golden Gate flour was accepted. The same firm was awarded the contract for sugar cured bacon at fourteen cents.

MINISTER SHIMAMURA.

Bids Adieu to President Dole and Leaves Hawaii Nci. Japanese Minister S. Shimamura sailed by the Coptic yesterday for home. He received his leave by the Coptic and on account of the present uncertainty of steamer schedules decided to sail at once. The Minister called on President Dole in the forenoon to say good bye and was received with the customary honors. He does not expect to return to Honolulu, for the first reason that Japan will merely keep a Consular Agent here in future. Mr. Shimamura is in very bad health. The Minister's wife has been in Japan more than a year.

Annexation and Drugs.

Druggists are among the people who will feel the benefits of annexation, though the public treasury will suffer correspondingly. It is a fact that 97 per cent. of the drugs imported from the United States pay duty. Of course that means nearly all. Drugs are sold here at American standard rates. Annexation will increase the profits to drug men and in time will enable a reduction in prices. Philadelphia Coming. WASHINGTON, July 7.—Secretary Long today gave orders for the Philadelphia to proceed to Honolulu. Admiral Miller will be charged with the function of raising the flag of the United States. The Philadelphia will probably sail in two or three days.

WAR NOTES.

ISMAHILIA (Egypt), July 6.—The machinery of the Spanish battle ship Pelayo is out of order. A dispatch from General Shafter says that the Cherokee will follow the Iroquois with 325 wounded Americans. SUEZ, July 6.—The Spanish fleet has been notified by the officials of the Egyptian Government that it must leave this port within twenty-four hours and that Admiral Camara will not be allowed to coal here. WASHINGTON, July 6.—It is said the War Department has information to the effect that Gen. Shafter has succeeded in closing negotiations for the exchange of Lieut. Hobson and the others of the Merrimac crew. MANILA, July 1, via Hongkong, July 4.—It is reported that Yalo, in the Sulu Islands, a part of the Philippine group, has been ceded to Germany by Spain. The story comes from the highest authority. It is declared that Germany will maintain the autonomy of the place. WASHINGTON, July 5.—General Pando's reported arrival at Santiago with 5,000 reinforcements is a subject of much concern at Washington tonight. General Miles is authority for the statement here that all measures have been taken to re-enforce Shafter and that 22,000 fresh troops will be moving toward Santiago by transports tomorrow to join him. The evacuation is 42,000 American troops will be available at Santiago.

IT CAME AT LAST WAS GIVEN A CUP

How the Coveted News Was Received In Various Quarters.

Presentation to Capt. Inman Sealby of the Coptic.

HE BROUGHT THE GREAT NEWS

A Silver Loving Cup Address Was Read—Happy Responses By The Loyal's Gallant Master.

AT THE WHARF.

The first annexation news was telephoned to Minister Sewall, Consul Haywood and the Executive building from the U. S. S. Mohican.

After boarding the Coptic the officers brought the Mohican's launch to a stand in the middle of the harbor and signalled the annexation news to their ship.

A great crowd was gathered on the Pacific Mail wharf to hear the news. National Guard officers read the Mohican's flag signals and gave it out.

The waterfront hustler for the Advertiser brought the first paper news of annexation ashore. He gave San Francisco extras to Minister Sewall, President Dole and others.

UP TOWN.

As soon as the news was received up town the fire whistle and then the regular whistle of the electric light station were turned on.

STAR SPANGLED BANNER.

At the wharf a procession was formed behind the band and marched up Fort street. Many men carried flags. Every American flag was cheered as the procession passed.

THE PRESIDENT.

President Dole was at his beach cottage below Diamond Head when the Coptic was sighted and standing on the beach in front of it when the steamer came opposite the signal station.

A BIG BONFIRE.

At 5 o'clock last night a large crowd of citizens, headed by Wm. Hoogs, lighted a huge bonfire on the floor of Lisman's quarry on the side of Punchbowl.

WAIT FOR PHILADELPHIA.

The Committee of One Hundred has decided to have no formal annexation celebration until the Philadelphia and Admiral Miller arrive with the fleet.

Arrangements were made yesterday morning most hastily for a presentation to Capt. Inman Sealby, U. S. R. master of the U. S. S. Coptic, which brought to Honolulu the news



CAPT. INMAN SEALBY, U. S. R.

of Annexation. The affair was in the hands of Geo. W. Smith, chairman of the Committee of 100 on entertainment, or "Boys in Blue" and sailors of the American navy.

Honolulu, U. S. A., July 11th, 1898. Captain Sealby:—I have been asked by the Committee of One Hundred, and citizens of Honolulu, to express to you their appreciation of the fact that it was the good ship Coptic, commanded by yourself, and by your orders decorated so gallantly in honor of the occasion, that brought the joyful news of the annexation of Hawaii to the United States.

As a mark of their esteem I take pleasure in presenting to you this cup, hoping that it may be in years to come a reminder of an event momentous in the history of Hawaii.

CAPTAIN INMAN SEALBY, U. S. R. S. S. Coptic.

Capt. Sealby said in response: "On behalf of the officers of the ship and for myself personally I thank you most heartily. I realize that the circumstances of this occasion are those of a lifetime and I shall never forget the event. I am proud and happy to have brought to you the news which is so welcome to you and I consider it a further honor and distinction to have brought the account of the second and remarkable victory of the American navy in this war. I only wish that the schedule were so arranged that it could be my privilege and fortune to bring you tidings of the occupation of San Diego by American troops and the news that the victories of the United States had culminated in peace. Again I thank you and I shall cherish this beautiful token as long as I may live."

Three cheers were given for Capt. Sealby, three for the Coptic and three for Minister Sewall, who was referred to by Geo. H. Carter as the "ex-United States Minister." Mrs. Sewall presented Capt. Sealby with a fine presentation cup.

Capt. Inman Sealby, U. S. R., is a young man, 24, but an old sailor. He is an Englishman. His education for the sea began when he became an apprentice on a sailing vessel in 1879. On the Pacific before reaching his present position he was first officer of the Oceanic and the Coptic. Capt. Sealby has circumnavigated the globe no less than nine times and in all this he has not met with an accident of a serious nature. As Capt. Sealby is now but 25 years of age it will be seen that he has advanced rapidly in his career. Promotion has been well earned. Capt. Sealby is very well liked by all who know him and always will be welcome in Honolulu.

Missed Pilot.

Capt. M. Saunders, the youngest in terms of service of the port pilots, is certainly the annexation mascot. Captain Saunders brought the news alongside the Oceanic wharf when the vessel had the news of the passage of the joint resolution by the House of Representatives at Washington. Again Captain Saunders was on the bridge of the O. & G. S. Coptic when the

ANNOUNCED. Outcome of a Hearing Before School Board.

Inspection of the Hawaiian School Inspector Arthur Bernhardt, Esq., Prof. W. D. Alexander, H. J. Van Hout, Mrs. Billington and Mrs. Leland were present at a meeting of the Hawaiian School Board.

The case of J. F. Young, principal of the Hawaiian school in Kali, Hawaii, was taken up. Mr. Young had presented and explained his position in the matter. He was vindicated by the Commissioner.

Application of J. F. Young for privilege of using map plates of the Hawaiian Islands was granted. Anonymous applications for positions of assistant and translator were referred to various committees.

At 4 o'clock the meeting adjourned.

WIND AND WAVE.

ALONG THE WATER FRONT, July 12.—Continued in the story of the wharves today as to the story of the Government regarding the proposed wharves near the Esplanade and the harbor.

The schooner Aloha and the schooner Archer are now in the harbor for the San Francisco route. The liner Coptic is at the Mole wharf tonight aloft with Japanese papers and decorated with American and British flags in honor of the great day she brought.

ALONG THE WATER FRONT, July 13.

The schooner J. H. Stephens will call for San Francisco next Saturday, having departed yesterday. The schooner Aloha and the schooner Archer are now in the harbor for the San Francisco route.

The liner Coptic is at the Mole wharf tonight aloft with Japanese papers and decorated with American and British flags in honor of the great day she brought.

On the water front today the ship Coptic is at the Mole wharf. The schooner Aloha and the schooner Archer are now in the harbor for the San Francisco route.

The schooner J. H. Stephens will call for San Francisco next Saturday, having departed yesterday. The schooner Aloha and the schooner Archer are now in the harbor for the San Francisco route.

The liner Coptic is at the Mole wharf tonight aloft with Japanese papers and decorated with American and British flags in honor of the great day she brought.

On the water front today the ship Coptic is at the Mole wharf. The schooner Aloha and the schooner Archer are now in the harbor for the San Francisco route.

The schooner J. H. Stephens will call for San Francisco next Saturday, having departed yesterday. The schooner Aloha and the schooner Archer are now in the harbor for the San Francisco route.

The liner Coptic is at the Mole wharf tonight aloft with Japanese papers and decorated with American and British flags in honor of the great day she brought.

On the water front today the ship Coptic is at the Mole wharf. The schooner Aloha and the schooner Archer are now in the harbor for the San Francisco route.

The schooner J. H. Stephens will call for San Francisco next Saturday, having departed yesterday. The schooner Aloha and the schooner Archer are now in the harbor for the San Francisco route.

The liner Coptic is at the Mole wharf tonight aloft with Japanese papers and decorated with American and British flags in honor of the great day she brought.

On the water front today the ship Coptic is at the Mole wharf. The schooner Aloha and the schooner Archer are now in the harbor for the San Francisco route.

The schooner J. H. Stephens will call for San Francisco next Saturday, having departed yesterday. The schooner Aloha and the schooner Archer are now in the harbor for the San Francisco route.

The liner Coptic is at the Mole wharf tonight aloft with Japanese papers and decorated with American and British flags in honor of the great day she brought.

WINDY MOOD



MR. AYER'S

Advertisement for Ayer's medicine, mentioning its benefits for various ailments.

Advertisement for a product, possibly a food item, mentioning its quality and availability.

Advertisement for a service or business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Advertisement for a business, mentioning its products and services.

Advertisement for a business, mentioning its location and offerings.

Pacific Mail Steamship Co. and Occidental & Oriental Steamship Co. advertisement.

Table with shipping schedules for various routes, including dates and ship names.

H. Hackfeld & Co., Ltd. advertisement with contact information.

OUR REPUTATION advertisement for Wilder's Steamship Company.

TIME TABLE advertisement for Wilder's Steamship Company.

S. S. KINAU advertisement for Wilder's Steamship Company.

H. F. WIGHMAN advertisement for Wilder's Steamship Company.

Our Claim advertisement for Wilder's Steamship Company.

S. S. CLAUDINE advertisement for Wilder's Steamship Company.

THE SAFETY DOCUMENT FILE advertisement for Wilder's Steamship Company.

Wall, Nichols Company advertisement for Wilder's Steamship Company.

Vapo-Resolene advertisement for Wilder's Steamship Company.

CHILD AND NATURE

Colonel Parker's Powerful Address in Progress Hall.

LARGE AUDIENCE INTERESTED

Believes in Myths as Principles of Primary Education—Good Advice to Ambitious Pedagogues.

(From Wednesday's Daily.)

Progress hall was filled last evening with teachers and people specially interested in educational topics to hear the lecture of Colonel Parker on the subject of "The Child and Nature."

Colonel Parker said that the greatest mystery, the most profound problem beneath the throne of the Eternal, a problem which wise men of all ages had tried to answer, and yet had not solved, was the question "What is the child?"

"I believe that the nature of the universe is God's open book. Myth goes over to and sinks in Nature. As the child learns more of nature, he knows more of God. Nature is always right; always beautiful."

"The address was remarkably forceful. It lasted nearly an hour and a half. A vein of humor kept the audience on a keen edge. In the middle of the lecture the lights unfortunately went out, and remained out the rest of the evening. The lecture was finished in the darkness."

ages by oral words. Observation means a continued act upon the conscience to produce images. The strong images always come from observation. It is the foundation of learning to read and the child should never begin to read until he is thoroughly prepared. Speech should first be taught.

"The child should be taught nature for the reason that this is an age of nature study. In the past 250 years the world has been changed by it. This world today is full of light from this study. Look back to Watt, Hugh Miller, Fulton, Franklin and many others. The child must adopt it because he must live in the age in which he finds himself."

"If your endeavor to help your children is accompanied with the whole heart, it will receive divine blessing and will be successful."

"I repeat again, find the child. Every child loves nature. That is the key. He loves the hills, the valleys, the flowers. Talk to him about these things and have him tell you what he knows and thinks of them. That will open the way. The child must be taught nature. This spontaneous education of childhood must be continued by the teacher."

"The child should be taught nature for the reason that this is an age of nature study. In the past 250 years the world has been changed by it. This world today is full of light from this study. Look back to Watt, Hugh Miller, Fulton, Franklin and many others. The child must adopt it because he must live in the age in which he finds himself."

"I believe that the nature of the universe is God's open book. Myth goes over to and sinks in Nature. As the child learns more of nature, he knows more of God. Nature is always right; always beautiful."

THE SECOND DAY.

Miss Allen Tells of Her Plans for Kindergarten Work.

The work of the second day's session of the Summer school began yesterday at 8 o'clock in Progress hall with a talk on kindergarten teaching by Miss Allen. The early hour, for Hawaii, did not prevent a good sized audience from assembling. The kindergarten teachers and many other teachers were there, and the public was well represented. Miss Allen's talk was chiefly a mapping out of work and topics for discussion during the session. Her enthusiasm for her work is contagious. She inspires her hearers with her earnestness, her love for children. During the session she will tell teachers of what value music is in the kindergarten and in the school. She says that this feature is a much neglected one, although it plays an important part in the school room. Discipline is necessary. Because the parent and the teacher loved the child sincerely, it should not be thought that petting and fondling should alone be indulged in. Often her love went out to the most ill child who needed the most discipline. She often found herself exclaiming that child because she knew that its condition was due to a considerable degree to environment.

Miss Allen wishes especially to become acquainted with the mothers, to talk with them of the child's habit of thought, of what the mental food in the home should consist. She wished to talk with them of the nature of the playthings in the home, and of temperance for little children, temperance in speech, in food, in drink. She wishes it announced that she will meet the mothers at 9:30 o'clock this morning.

Miss Allen then had a three-quarter hour session of kindergarten with about a dozen children on the stage, as a practical illustration of the principles which she expounds.

At 9:35 o'clock Col. Parker gave his first lecture of the morning. He spoke a second time at 11:25, following Mrs. Parker. At the first lecture Col. Parker said that the true teacher is an artist, who is studying every question of education who is concentrating his attention on the children before him, studying and thinking. He presented several working hypotheses. The first of these was the one function of the word, its use. The word recalls something into consciousness. All learning to read consists in the functioning of words, reading presents imagery. As an illustration he wrote several German words on the blackboard. The majority of the audience did not understand them. They brought up only the image of the word itself. He gave their meaning and the words recalled the image of the objects which he named.

Imagery, said Col. Parker, is the substantial flow of conscience. When there are two images in the conscience simultaneously or in immediate succession, thereafter one of them may, and usually does, recall the other. This is a fundamental law of recollection or memory. All words are learned under one law only; the image of the word and the appropriate image of the object. The meaning of the word is the image it recalls. He applied this principle to characters. She chooses characters, for instance, if no longer was recalled it was almost a crime to teach the words. Children often learn a word by once hearing it. The stronger the image is in the mind, the quicker the word is learned. The way of the word makes no difference. A child will learn a large word as quickly as a small one.

The interest of learning to read, he said, comes after the formation of images by oral words. Observation means a continued act upon the conscience to produce images. The strong images always come from observation. It is the foundation of learning to read and the child should never begin to read until he is thoroughly prepared. Speech should first be taught.

Environment determines the image flow. The teacher should begin with the environment of the child. Every child has a natural flow of strong imagery. It is the imagery primarily of the ground in the immediate vicinity and the child can see creation right at hand without knowing much about philosophy or reasoning about it. When the mind is full of imaginary words come naturally. Every object he sees in nature is infinite in its possibilities. The child has a deep love of nature and all nature lives for the child. The teacher must understand the working of the child's mind.

Col. Parker said the islands presented greater object lessons than the United States. Here there is the process of creation in the volcano, the formation of soil and minerals. Mrs. Parker spoke of the modes of expression. The voice, she said, was used most of all through life, yet the voice was the most neglected. The body was a most complicated machine. A person with a sewing machine would take great care of it, that it might perform its duty well. Yet many persons went through life with body unadjusted, although it is the means by which one soul communicated with another soul, the means by which the knowledge of every beautiful thing was transmitted. She said a voice should be cultivated so that the speaker could be heard and understood. Mrs. Parker then gave examples of imperfect or defective articulation. She pointed out the causes to which the voice is subjected. She said that to cultivate their voices. They allowed themselves to be controlled by fashions of dress. She laid emphasis on the value of breathing exercises, and the cultivation of the muscles of the sides in order to give the carrying quality to the voice.

Mrs. Parker said that the inability to draw a deep breath stifled enthusiasm. To illustrate her meaning she spoke of a woman by the sea or in the woods or mountains when a beautiful scene came upon her. Her first impulse as an expression of her feelings was to draw a deep breath. Falling in this, because of her mode of dressing, her enthusiasm was expressed by a few weak words of praise.

The defect of the voice was a part of the personality, she said, it told of the character. The body, she said, should not be neglected in its cultivation. They were as worthy as the soul.

The effect of fatigue upon the physical and mental development is one of the most important recent discoveries. Fatigue is a physical poison, and bodily fatigue always induces mental fatigue. Overstrain at school, by producing fatigue, may be the occasion of such destruction and disintegration of bodily tissue as to cause serious and permanent mental defect. The best period of the day for physical and mental vigor is between 8 a. m. and 10:15 a. m. The heaviest school work should be assigned to the hours when the child's mind is most vigorous. Because of disregard of these facts in regard to fatigue, not a day passes in a city like Chicago, where some child is not made a helpless cripple in some of the large stamping works and canning factories. After working under constant pressure for several hours the child becomes so wearied that he can no longer direct the tired fingers and aching arms with any degree of accuracy, and he becomes the easy prey of the jaws of the great machine.

Defects of vision increase from grade to grade with the increase of school work. The teacher may not always detect the defect in the pupil's eyes, but by simple tests an expert would recognize what was wrong in the child's eyesight. Eleven per cent of the children in the public schools of Illinois have been found to have defective vision. Sixty per cent of the children in most cases, suffer from defective hearing. If a stupid scholar has an open mouth and a drawn down face there may be adenoid growth in the vault of the pharynx that a surgeon could easily remove. Nineteen per cent of the pupils in the public schools of Illinois have defective hearing in one or both ears. Children thus affected have been accused of being lazy and inattentive, when the fault was in the ears.

The last point made in the magazine article from which these facts and suggestions have been summarized is that in all education we should follow the path of least resistance. "Suppose that you have a dynamo with four strands of wire, copper, German silver, steel, zinc. Which wire will conduct most of the current from the generator? The copper wire, of course. Then why insist that the current must be conducted by the German silver wire? You burn out and ruin your dynamo, for the electric current will follow the path of least resistance. Why not use the same common sense in the case of children?"

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

CHILD AT SCHOOL

A Strong Plea for Consideration of the Individual Pupil.

Growth of Body and Mind—How Abuse of the Little Ones May Be Avoided.

(Written for the Advertiser.)

A magazine article sums up some of the results of the recent scientific study of childhood. In the physical growth of the child, there is the well known fact of periodicity in the process of development. All parts of the body do not grow proportionately at one and the same time. The body grows first in length, then in girth. Children unfold their physical powers in exactly the same order, but children of the same age do not grow at the same rate. The muscles of the upper arm get their maturity a year and a half before the muscles of the fingers; the muscles of the shoulders six months before the muscles of the elbow; and these in turn five to eight months before the muscles of the wrist; which last are in form for training from three to six months before the muscles of the fingers. When we insist that a child shall begin to write by means of the finger muscles only with a small pencil, in narrow spaces, we run counter to the principles that are plainly written in this physical constitution of the child. We must first train the large shoulder muscles before attempting to burden the tender undeveloped muscles of the fingers.

Just as the body unfolds by stages, the mind also develops in the same way. Only two senses are operative at birth, the sense of touch and the sense of temperature. The rest of the organs are enclosed and developed in regular order, vision, hearing, rotation, joints and tendons, and so on through the whole category. In order that mental development may be full and complete, we must surround the child with such natural objects, as will give ample opportunity for the exercise of these sense-experiences. The games and elementary science work in the kindergarten follow this line of natural law of physical and mental development.

A second epoch in the mental development of the child is the memory stage, when it is essential to cultivate this function of the mind, because at this period of growth there is a prodigious power of remembering details. The adult consults to memory rules or figures, that the child absorbs and affixes with little effort. Imagination characterizes the next period. Children find special pleasure in living in a make-believe world; what becomes sources of dolls, must be believed of all companions; a bit of ribbon will transform the prattling toddler into a very body of society; and the four-year-old will preach to an assemblage of miscellaneous objects that he edifies as

much as an ordinary Sunday congregation. Then comes the period of judgment and comparison. The child, full of curiosity, wants to show the way and the wherefore of this and that. "No child whose curiosity is throttled and starved will ever become a good reasoner. He must first ask questions and reasons of others, in order to be able to ask questions and reasons of himself."

A well organized course of study must be in harmony with these processes of development. Some years ago four teachers in the city of Paris, asked permission of the Minister of Education that each of them might give his twenty-five pupils the same studies as were prescribed in the regular course, but in a different order, such as the natural development of a boy's mind. These boys completed the studies prescribed in three and one-half years instead of the seven years assigned in the prescribed program. All the arithmetic taught in our schools for a period of seven or eight years, could be better taught in the three years between seven and ten years of age. Instead of muddling the child's mind by such dawdling processes as are now in vogue there would be an alertness in seeing through arithmetical problems and rushing through the work that are desirable results of school training, as well as a saving of time for some important studies now crowded out.

The effect of fatigue upon the physical and mental development is one of the most important recent discoveries. Fatigue is a physical poison, and bodily fatigue always induces mental fatigue. Overstrain at school, by producing fatigue, may be the occasion of such destruction and disintegration of bodily tissue as to cause serious and permanent mental defect. The best period of the day for physical and mental vigor is between 8 a. m. and 10:15 a. m. The heaviest school work should be assigned to the hours when the child's mind is most vigorous. Because of disregard of these facts in regard to fatigue, not a day passes in a city like Chicago, where some child is not made a helpless cripple in some of the large stamping works and canning factories. After working under constant pressure for several hours the child becomes so wearied that he can no longer direct the tired fingers and aching arms with any degree of accuracy, and he becomes the easy prey of the jaws of the great machine.

Defects of vision increase from grade to grade with the increase of school work. The teacher may not always detect the defect in the pupil's eyes, but by simple tests an expert would recognize what was wrong in the child's eyesight. Eleven per cent of the children in the public schools of Illinois have been found to have defective vision. Sixty per cent of the children in most cases, suffer from defective hearing. If a stupid scholar has an open mouth and a drawn down face there may be adenoid growth in the vault of the pharynx that a surgeon could easily remove. Nineteen per cent of the pupils in the public schools of Illinois have defective hearing in one or both ears. Children thus affected have been accused of being lazy and inattentive, when the fault was in the ears.

The last point made in the magazine article from which these facts and suggestions have been summarized is that in all education we should follow the path of least resistance. "Suppose that you have a dynamo with four strands of wire, copper, German silver, steel, zinc. Which wire will conduct most of the current from the generator? The copper wire, of course. Then why insist that the current must be conducted by the German silver wire? You burn out and ruin your dynamo, for the electric current will follow the path of least resistance. Why not use the same common sense in the case of children?"

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

What would you say of a manufacturer, who knew every pulley, joint and rod of his intricate machinery, but did not pay any attention to the kind of cotton he bought, whether sea island, short fibre or long staple? The strain of school work affects children of poor physical development very differently from what it does children of sound bodily constitution. The nervous system of the child differs very materially from the nervous system of the adult. It is excitable, under feeble, inhibitory control. The sources of rife irritation in the child are many, and the nerve centers discharge their force more readily and faithfully than in the adult. The nervous systems of many children are also suffering from malnutrition, and they are not capable of doing the work of their grade, if age only be taken into account. Some children of feeble physical development should be placed in a grade lower than that to which their age and general intelligence would assign them. If not, under the strain of school work they may develop chorea, hysteria, or some other form of neurosis. Among the important considerations in the hygiene of the school room is plenty of fresh air. For when we speak of school work as the cause of disease, we mean not only brain work, but all that is comprehended in the environment as well as the curriculum of the scholars, examinations, rest periods, public display of precocious, that is, abnormal, attainments. We should make the child's nervous system the ally of our educational arrangements, and not a foe to all possible progress.

IN THE CIRCUIT COURT OF THE FIRST CIRCUIT, HAWAIIAN ISLANDS—IN PROBATE. In the matter of the Estate of Adelia Corsewell, late of Honolulu, Oahu, deceased.

The Petition and Accounts of the Executors of the Will of said deceased, wherein they ask that their account be examined and approved, and that a final order be made of distribution of the property remaining in their hands to the persons thereto entitled, and discharging them from all further responsibility as such executors.

It is Ordered, that Monday, the 15th day of August, A. D. 1898, at 10 o'clock a. m., in Chambers in the Court Room of the said Court at Honolulu, Island of Oahu, be and the same hereby is appointed as the time and place for hearing said Petition and Accounts and that all persons interested may then and there appear and show cause, if any they have, why the same should not be granted.

Honolulu, July 12, 1898. By the Court: P. D. KELLETT, JR., 1895-31P Clerk.

IN THE CIRCUIT COURT, FIRST CIRCUIT OF THE HAWAIIAN ISLANDS, IN PROBATE. In the matter of the Estate of Jose Maria Espritto Santo, late of Honolulu, deceased.

The last will and testament of said deceased, having been presented to said Court, together with a petition for the Probate thereof, and for the issuance of Letters Testamentary to John Gaspar, having been filed; notice is hereby given, that Friday, the 12th day of August, A. D. 1898, at 10 o'clock a. m., in the Judiciary Building, Honolulu, is appointed the time and place for proving said will and hearing said application, when and where any person interested may appear and show cause, if any they have, why the prayer of said petition should not be granted.

Honolulu, July 7, 1898. By the Court: P. D. KELLETT, JR., 1985-31P Clerk.

IN THE CIRCUIT COURT OF THE SECOND CIRCUIT, HAWAIIAN ISLANDS. In the matter of the Estate of Luka (w), Makalena (k), Palena (k), Makamalehele (k), Kaiti (k), Ika (k), Kanahana (k), Kuanea (k), Keolu (k), Hoopi (k), Kautama (k), of Hamakua, Island of Maui.

All parties interested in the above entitled cause are hereby notified to present to the Clerk of the Circuit Court of the Second Circuit within twenty days from date hereof their receipts of the amount of money deposited with the late Clerk G. Armstrong in the said cause.

By the Court: A. P. TAVARES, Clerk. Dated Waikuku, July 9, 1898. 1984-60

IN THE CIRCUIT COURT OF THE FIRST CIRCUIT OF THE HAWAIIAN ISLANDS—IN PROBATE. In the matter of the Estate of Jose Maria (k) late of Honolulu, Oahu, deceased.

The Last Will and Testament of said deceased, having been presented to said Court, together with a petition for the Probate thereof, and for the issuance of Letters Testamentary to Thomas Honan, having been filed, notice is hereby given that Friday, the 5th day of August, A. D. 1898, at 10 o'clock a. m., in the Judiciary Building, Honolulu, is appointed the time and place for proving said Will and hearing said application, when and where any person interested may appear and show cause if any they have why the prayer of said petition should not be granted.

Honolulu, July 5th, 1898. By the Court: P. D. KELLETT, JR., 1983-31 F Clerk.

IN THE CIRCUIT COURT OF THE FIRST CIRCUIT OF THE HAWAIIAN ISLANDS, IN PROBATE. In the matter of the Estate of Johnson Beswick Wilkinson, late of Auckland, New Zealand, deceased.

Whereas, a document purporting to be the duly authenticated copy of the last will and testament of Johnson Beswick Wilkinson, late of the City of Auckland, in the Province of Auckland, Colony of New Zealand, deceased, and also of the probate of said will at the place of domicile of the said Johnson Beswick Wilkinson, in the Probate Court held at said Auckland, having been presented to said Probate Court for probate thereof, and a petition for probate thereof, having been filed by John D. Holt, Jr., praying that Letters of Administration with the will annexed be issued to said John D. Holt, Jr.

It is therefore ordered, that Friday, the 29th day of July, A. D. 1898, at 10 o'clock a. m., at the Court Room of said Court, at said Honolulu, be and the same is hereby appointed the time for proving said will and hearing said application when and where any person interested may appear and contest the same.

Dated Honolulu, H. I., this 21st day of June, A. D. 1898. By the Court: J. A. THOMPSON, Clerk. 1978-4F

IN THE CIRCUIT COURT OF THE FIRST CIRCUIT, HAWAIIAN ISLANDS. Henry E. Cooper, Minister of the Interior ad Interim vs. George H. Newton and Caroline Newton Clarke. Action for condemnation of land for public use.

at the August Term thereof, to be holden at Honolulu, Island of Oahu, on Monday the 1st day of August next, at ten o'clock A. M., to show cause why the claim of Henry E. Cooper, Minister of the Interior ad Interim, plaintiff should not be awarded to him pursuant to the tenor of his annexed petition.

And have you then there this writ with full return of your proceedings thereon. Witness Hon. A. Perry, First Judge of the Circuit Court of the First Circuit, at Honolulu, Oahu, this 11th day of May, 1898. GEORGE LUCAS, Clerk. 1967-3ms

IN THE CIRCUIT COURT, FOURTH CIRCUIT, OF THE HAWAIIAN ISLANDS, IN PROBATE. In the matter of the Estate of James Cowan, late of Wainuku, Hilo, Hawaii, deceased, intestate.

Petition having been filed by John A. Scott, praying that Letters of Administration upon said estate be issued to said John A. Scott, notice is hereby given that Wednesday, the

