

SCHOOL ROOM SHORTLY WILL SUPPLANT PLAY

Children, Tired From Vacation's Pleasures, Will Resume Activities of Study

Public And Private Institutions Prepare For a Busy Year to Come

By Howard D. Case

Honolulu boasts of probably more private schools than any city of its size on the mainland, and these, in addition to the public institutions maintained by the territory, have been a big factor in sending out into the world from Hawaii young men and young women of every nationality, trained to meet and overcome the intricate problems of life or to match their skill with that of others in the American colleges and universities.

With the coming of September the joys of the summer vacation are cast aside, and the student looks forward to the opening of school. Like the public schools, the private schools of the city begin their fall term next month and for the past two weeks preparations have been going on, outlining courses, appointing instructors and completing the many plans which go toward making a successful school year. Unlike the schools of the mainland, the private schools of Honolulu have histories each and every one, some of which date back even as far as the earliest missionaries. Then, many of these schools were founded to fulfill some ideal, one, for instance, having been the outcome of a small training class for Hawaiian girls. This class grew in members until it was found necessary to build a small school house, and the result today is the largest exclusive school for girls of every nationality in the territory. The little stories which surround the founding of many of these schools would fill a large volume. The brief

music department has five teachers and courses in piano, violin, voice, and organ. Cooke library handsomely houses 15,000 books, which have been specially selected for school use and for students. In Cooke art gallery is an unusual collection of old masters, which gives distinction in art not only to the college, but to Honolulu. Besides numerous cottages, the college has, for students whose homes are not in Honolulu, a boarding department which accommodates about 40 boys and 50 girls. Rice Hall, a dormitory for boys, Dole Hall, a refectory and social hall, and Castle Hall, a new fireproof concrete dormitory for girls, give commodious quarters adapted to local conditions. The registration of Oahu College in June, 1913, was 250, including students of many nationalities.

Oahu College enters upon its seventy-third year September 8. President A. F. Griffiths has been spending his vacation in the east securing new ideas for his broad program of activities for the 1913-1914 college year. He will return to Honolulu in the Siberia September 1. There are a few changes in the strong faculty of last year. President Griffiths is bringing to Honolulu a new English teacher to take the place of Miss A. L. Foster, who has been granted a year's leave of absence. Frank E. Midkiff, a graduate of Colgate University, and a very popular instructor both at Colgate academy and at Peddie Institute, is to be an instructor in mathematics and sci-



COLLEGE OF HAWAII.

able small divisions and a large amount of individual attention for each pupil. This year the preparatory school is notably well equipped for this ideal, and the plan is to divide every grade in the whole school. The teaching staff will be as follows: Charles T. Fitts, principal; Miss Clara H. Uecker, first grade; Miss Mary P. Winne, second grade; Miss Emma Barnard, first and second grades; Miss A. Lucile Alderdice, third grade; Miss V. Harrisca, third grade; Miss Florence N. Carter, fourth grade; Miss Clara A. Wilson, fourth grade; Miss Zoe L. Watkins, fifth grade; Miss Blanche Eichen, fifth grade; Mrs. Frederica Davis, sixth grade; Miss Anna F. Johnson, sixth grade; Miss Ada E. Bentley, seventh grade; Mrs. J. A. Middledich, seventh grade; Miss Evangeline Holmes, seventh and eighth grade mathematics; Miss Zella Breckenridge, eighth grade English and history; Miss Ethel M. Damon, seventh and eighth grade German; Miss Esther A. Crosby, drawing; Miss Viola Crosno, vocal music; Miss Maude E. Martin, fourth grade; Mrs. Agnes P. Driver, physical culture. Miss Mary P. Winne resumes her former position as vice-principal after a year's leave of absence spent in study and travel in the United States and Europe.

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Honolulu School for Boys.

Among the many private schools of the territory that are preparing for the coming fall term is the Honolulu School for Boys. This is an institution of learning that has come to the front ranks very fast in the last few years, and at the present time has a roll of pupils that any school might be proud of. Incorporated in the school are a number of buildings, built in a most substantial manner and fitted with all modern conveniences and other apparatus characteristic of such an institution and needed in the ad-

With Increased Staffs Seats of Learning Planning For Season

Commercial training, as may be elected. Chinese, Japanese and Korean students in or below the fourth grade are required to study their own language one period each day, unless excused by the faculty, in response to a request from parent or guardian. These languages are offered to all students in any grade, but they are not required in and above the fifth grade. It is proposed that in the future students in the fifth to the eighth grades shall be requested to give four periods a week either to manual training or agriculture, at the preference of the students. The commercial department is open only to those students who have passed the eighth grade.

The crowning material advantage of the institution is the farm, of which the most valuable single asset is the copious spring which supplies Mills, Kawaihae and the dairy with all the water needed, and leaves an overflow of several thousand gallons. There is a dairy herd of about two dozen head, Jersey stock prevailing. Each school is supplied with milk and cream, and the surplus sold to private customers in the neighborhood. The students are given practical lessons in care of chickens, and in aquaculture. The institution keeps several mules and horses for work about the place. Pigs and ducks are raised, both proving a source of income. Vegetables, bananas and papayas also being grown on the farm. There is one faculty residence in the

time, 1864. Dr. and Mrs. Luther Gulick had gathered into their home several Hawaiian girls who needed a home even more than they needed education. Soon the home became too small for all the girls who clamored for admission, and it was thought wise to incorporate a school, move into a larger house and send for a lady principal. Miss Lydia Bingham, daughter of Mr. and Mrs. Hiram Bingham, who had gone out with the first band of missionaries, consented to leave her school in Ohio and come to Honolulu as the first principal of the Kawaihae seminary.

After six years of faithful work, Miss Bingham married Rev. Titus Coan of Hilo, Hawaii. The history of the school from 1864 to 1904 is one of steady progress, often under the most trying circumstances. With the coming to the islands of many Chinese and Japanese families to work on the sugar plantations, Kawaihae opened its doors to the girls of all races. The school soon outgrew the first building and moved into a larger dormitory. Principals and teachers came and went with kaleidoscopic rapidity. During these years the school was receiving help from the Hawaiian Evangelical Association, the mission board that continued the work so well established by the American board of commissioners of foreign missions.

On 1905 a group of prominent business and professional men decided to incorporate a new school to be called the Mid-Pacific Institute, taking Kawaihae Seminary as the girls' de-



PUNAHOU PREPARATORY SCHOOL AND CAMPUS.

histories of a few of these schools, which follow, have been taken largely from the writings of persons familiar with their subjects, while the rest have been secured from those professors and instructors who have been connected with the schools for years past.

Oahu College.

The founding of Oahu College, or Punahou, as a school for missionary children, not only provided means of instruction for the children of the mission, but also gave a trend to the education and history of the islands. In 1841, at Punahou, the mission established the school and built for it simple adobe halls. Although it was separated from the control of the mission at an early date, and became an undenominational school for white children, it has never lost its sturdy religious character. The charter as

of the Mary Castle trust, was ready for occupancy by teachers and students September 1. This magnificent hall, which was erected at a cost of \$100,000, is a three-story, fireproof, concrete building containing rooms for fifty girls and eighteen women teachers. It has parlors, social halls and well-equipped basement. Its furnishings are the very best. With large rooms protected by verandas, and with its facilities for the comfort and convenience of the occupants, Castle hall will make a most attractive school home.

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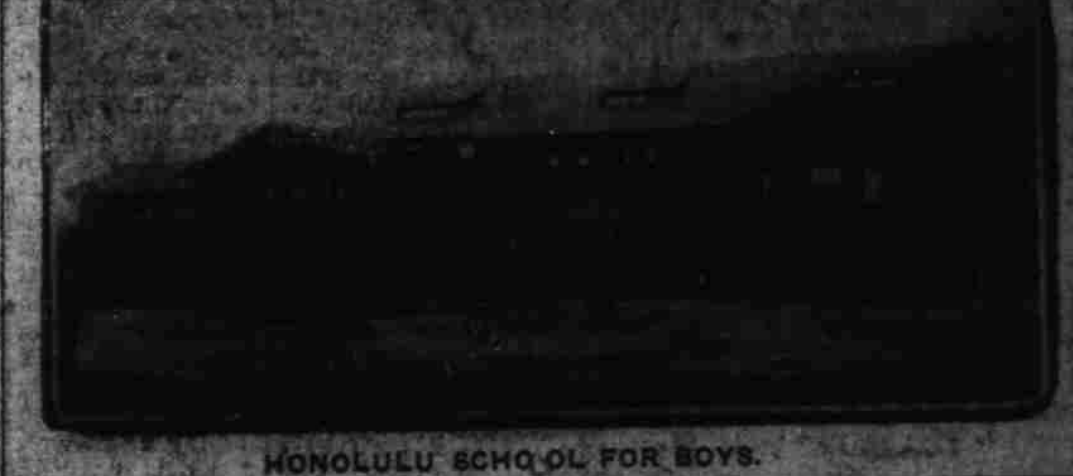
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ancement of boys for health, learning and recreation.

The school itself is situated on the east side of 18th avenue in a beautiful little valley just beyond the thickly settled portion of Kaimuki. The grounds comprise eighteen acres of well-leveled land, every foot of which is made to account for itself in one way or another. A special feature of the school is the large vegetable garden or gardens that are kept in the best of condition and which supply the table of the school with a variety of green food that is placed before the students within an hour of its picking from the ground. The school is well supplied with facilities for sports of different kinds as are all schools of this nature. There is a large swimming tank that is in constant use, baseball grounds and a running track. Tennis courts and a gymnasium are about to be constructed. At the lower end of the holdings there is a present building constructed on a large campus that will be a feature in itself when it is finished.

L. G. Blackman, the superintendent principal of the school, with a staff of able instructors is making the most of the present for every boy that is placed in the care of the institution. The teachers seem to have the knack of getting right into the life of a boy, at all times considered as "one of the bunch." Long hikes are taken to the beach, and to the east of the school, where woodcraft in all its branches is taught to the youngsters. A visit to the school cannot but impress one with the fact that there is sincere effort being made by all concerned for the betterment of every boy who attends the school. Previous to the inauguration of the Honolulu School for Boys there was a demand in these islands for an undenominational school, and this institution is filling the bill in a remarkable manner, and at the same time the cost for attendance has been set so low as to make it not prohibitive to modern circumstances. One has but to visit the pupils of this school for a few moments to gain the fact that character and manliness are not omitted from the curriculum. In this respect it may be said that the discipline of the school is strict and along military lines. Contentment is the first attribute that a boy must possess to be a success at anything, and contentment and happiness, supplemented with a home atmosphere are not among the least conditions making for the betterment of this school for boys.



HONOLULU SCHOOL FOR BOYS.

Francis William Damon, some years ago, enjoyed a vision of a Christian boarding school in Honolulu for Chinese boys, and from the vision evolved a concern. After extended thought and prayer, he and his wife, Mary Hopper Damon, opened their own home in Chaplain lane for the enterprise in September, 1892, with an enrollment of six boys and began what is today known as the Mills school. As time passed, it became apparent that the usefulness of the work would be greatly enhanced by extending its privileges to youths of any nation of the Orient. The private home of Mr. and Mrs. Damon was outgrown, and additional accommodation was erected. Some of the classes were marched up Fort street to the Chinese Y. M. C. A. for their recitations. The time soon arrived when ampler quarters were deemed necessary, and this situation received formal recognition from the Hawaiian board of missions in 1905, when approval was granted to the appointment of a board of managers of an institution for the Christian education of the youth of both sexes of all races, to be known as the Mid-Pacific Institute.

Entrance examinations at the Mills School will begin September 15, and on the 17th the school will open for the 1913-1914 term. Following is a list of the instructors for the coming year:

Rev. Wilbert Perry Ferguson, Ph.D., principal; Robert H. Wallin, bookkeeper; commercial department; Spalding's Commercial College, M. acct. William H. Meinecke, farm manager; agricultural department; College of Hawaii, B. S. Carl M. Hogan, shop superintendent; industrial



PAUHAHI HALL, OAHU COLLEGE.

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KAWAIIHAO SEMINARY.

department; North Dakota state normal and industrial school. B. S. Mrs. Ella Peabody Osborne, house mother. John F. Nelson, dept. mathematics and science; Colorado College, A. B. John F. Stone, department of English; Whitman College, A. B. Mary E. Stambaugh, department of English; Whitman College, B. L. Maurice G. Greenly, department of history; South Dakota State College, B. S. Merle L. Copeland, commercial department; Hillsdale College. Elmer Howard Yates, intermediate school. Whitman College, A. B. Margaret Myrick, intermediate school; University of Southern California. Elizabeth J. Jones, elementary school; East Stroudsburg, Pa., state normal school; Julia Peabody, elementary school; normal kindergarten school, Honolulu. Tong Kwan Yan, department of Oriental languages; Chinese; Foy Ying school of Canton, China. Yasaburo Sakai, department of Oriental languages; Japanese; Kato Gakko; the Fourth college of Kanazawa, Japan.

Kawaihae Seminary.

The progress of the educational work from 1820 to 1864, the date of the founding of the Kawaihae seminary, is a story in itself. At this

dy their own language under the guidance of a trained native teacher. Along with the class room work, and of equal importance, is the industrial training. Each child above the third grade has instruction in sewing for one hour each day. A special teacher has charge of the instrumental and vocal music. The chorus work is a prominent feature in the life of the school, and it is always a pleasure to have the girls sing their Hawaiian melodies.

The object of Kawaihae Seminary is to send out into the world useful Christian women. The moral and religious side of a child's nature is not forgotten. The average Hawaiian inherits a tendency to be immoral, but not immoral, and there is a vast difference between the immoral white woman and the immoral Hawaiian girl, it has been said. Through simple stages of nature study and physiology the children are led up to the subject of eugenics. The seminary is a mission school, although it is not under any board of missions. The average girl cannot afford to pay the \$50 which is all that is asked for her

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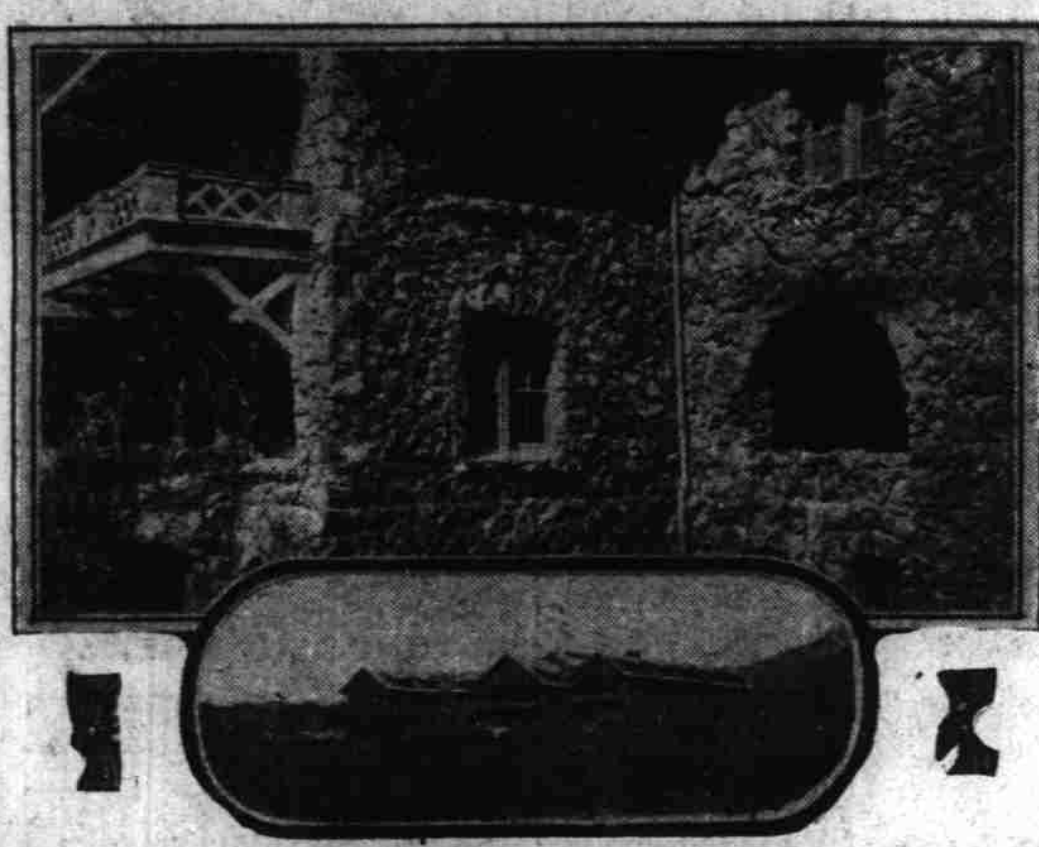
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Mills School, showing school and Portion of campus and detail of building.

(Continued on page eleven)