

School Fund Commission's Plan FOR Financing Hawaii's Public Schools

(Continued from Page 7.)

Prepared by the Department of Public Instruction that shall consider: (a) Grade of School, as Primary, Grammar or High School; (b) Number of teachers; (c) Enrollment of School; (d) Schools having regular industrial instructors.

This Commission recommends that the appropriation for special schools as Lahainaluna, Boys' Industrial, Girls' Industrial, be placed under the General Fund of the Budget.

TERRITORY AND COUNTY.

One of the problems facing the people of the Territory at the present time is the adjustment of the responsibilities of the Territory and the Counties.

Of late years there has been a steady drift toward assumption of greater authority over the schools by the Counties. The causes for this are too numerous and complex to cover in a report of this character, but the Commission is satisfied that except for occasional lapses of executive capacity a large share of the complaint against the present system of school management is primarily due to the fact that for the last ten years, or since the public revenues were reduced through the loss of the custom house collections, the Department of Public Instruction has been without sufficient funds to carry on its work. The Department has been as frequently criticised for short-comings due to legislative neglect as it has been for administrative incompetence.

LOCAL CONTROL—SCHOOL AGENT.

In adjusting the demand for greater local control without doing injury to the general system of education, the Commission has concluded that the greatest source of friction and dissatisfaction may be eliminated by giving the school agent of each district more authority. A great many people fail to realize that education in Hawaii has passed through the stage of absolute local control. The form of centralization which was brought about under the law of 1894 and which is now largely in vogue, may be termed excessive centralization. In ridding the Territory of the errors of this system great care should be taken that the pendulum does not swing to the opposite extreme. Reference to the brief outline of education in Hawaii submitted with this report will show that in the early days the public schools were under a localized system.

The Chiefs provided schools in their various districts in much the same manner as the township schools in countries of more advanced civilization. The next step was the levy of a local school tax, raised and used in the district. The school agent came into existence in 1841 and remains at the present time, but he is practically shorn of all authority. Under the scheme in vogue in the early days the local funds raised in each school district were expended in that district, but the school agent had to write to the central authority for permission to make the smallest expenditure. This was not satisfactory because the school agent had no power to act on his own initiative. Later the administrative scheme moved toward centralization and the apportionment of funds without giving the school agent any greater authority for independent action. In 1894 all school funds were centralized in the general realization of the Territory and the school agent became more of a figurehead than ever. He expended the funds that were parcelled out to him in the manner directed by the central authority.

This Commission does not urge a return to the old condition, but recommends the development of local control through the school agent according to the best recognized systems developed in America.

This Commission proposes that the school funds shall be distributed among the districts according to the schedule prepared under approved methods, the appropriation to be apportioned to each school district and the school agent given the authority to use the funds for his district as the needs of the district become manifest, subject of course to proper accounting and auditing. This will give a large measure of local control without taking away the necessary supervision from the Central Authority of the Territory as represented by the Board of Public Instruction.

Following is the summary of the scheme proposed by the Commission:

SCHOOL BUDGET

Prepared by the Department of Public Instruction under the following heads:

GENERAL FUND
 Salary of Superintendent.
 Salary of Office Force and General Expense.
 Salaries of Teachers, Supervisors, Inspectors and Medical Inspectors.
 Supplies.
 Libraries and Books.
 Industrial and Manual Training.

SPECIAL FUND
 New buildings (school houses, shops, cottages and outbuildings).
 Repairs and maintenance of buildings and grounds and new grounds.
 Janitor Service.
 Furniture and fixtures.

The items under the GENERAL FUND should be grouped as follows:

- Administration.**
 Salaries of Superintendent, Office Force and general expense.
- Instruction and supervision.**
 Salaries of Teachers, Supervisors and Inspectors.
- School supplies.**
 Equipment and material for Industrial and Manual Training.
 Libraries, desk books and general supplies.

It is recommended that the Department purchase its supplies of text books from local firms. The cost of books for primary grades should be at list price, and those for Grammar and High School Grades should not exceed ten per cent above list price.

- Administration.**
 The items under the head of office force and general expense should be appropriated as a lump sum.
- Instruction and Supervision.**
 The items under the head of instruction and supervision should be appropriated as a lump sum. This amount should be distributed according to salary schedule prepared by the Department of Public Instruction.

The amount necessary for salaries under this head, based on salary schedule should be appropriated under an Act making the amount necessary under salary schedules available from year to year without further specific Act of the Legislature.

Any cutting that may be necessary should be on the physical side of the school work, e. g., supplies, repairs, etc.

C. School supplies.
 The items under the head of school supplies should be appropriated as a lump sum and distributed among the schools according to a schedule prepared by the Superintendent of Public Instruction. This schedule should consider:—(a) Kind of schools as Primary, Grammar and High School. (b) Number of teachers. (c) Enrollment of school. (d) Schools having regular industrial instructors. The apportionment shall be made annually for the fiscal year, July 1st to June 30th. Each school or district shall be credited with the amount of the apportionment and each school agent and supervising principal held responsible for the proper distribution of the funds. Supplies are purchased through the Department. Each principal should be supplied with a copy of authorized price list. All requests for supplies must be in accordance with terms outlined and be approved by the Superintendent of Public Instruction or his authorized agent.

The items under the SPECIAL FUND:
 The items under the SPECIAL FUND are required expenditures by the Counties under the authority of the Legislature and have to do with the strictly local needs and demands. The expense of new wooden buildings should be provided for out of the current revenues of the Counties. The expense of new buildings of a permanent character in centers of population should be provided for under a loan fund or bond issue. (Supreme Court decision, N. Y., 1898).

BOARD OF ESTIMATES.

How constituted. There shall be a Board of Estimates for the Territory of Hawaii consisting of six members, four of whom shall be the chairmen of the Boards of Supervisors of the Four Counties, one the Secretary of the Territory and the sixth the Superintendent of Public Instruction, ex-officio. The Secretary of the Territory shall be the chairman of the Board of Estimates, and in case of his absence, any member of the Board may be chosen to preside over the meetings of the Board. All members of said Board shall serve without pay except that mileage expenses may be allowed for outside members.

Duties. The Board shall examine the Budget prepared by the Department of Public Instruction. They may approve the Budget or may with the exception of the items under the head of Administration, Instruction and Supervision of the General Fund reduce the estimate. They cannot add to the budget. The Board must submit the approved budget to the Governor thirty days before the opening of the Legislature. The Governor submits it within ten days after the opening of the Legislature, with his approval or with his recommendations. School accommodations shall be estimated on the basis of forty pupils per teacher for centers of population. Provision must be made for children of school age in outer districts either by the construction of suitable school buildings or by providing transportation to most conveniently located school.

REVENUE.

School Tax. An annual tax of two dollars for the support of public schools shall be paid by every male inhabitant of the Territory between the ages of twenty and sixty years, unless exempted by law. This tax shall be collected and used exclusively for the public schools.

Land Revenue. Fifty per cent of the net proceeds of the public lands whether from sale or license should be set aside for the use of public schools.

School Tax on Real Property and Personal Property. There shall be assessed on all real property and all the personal property within the Territory an annual tax of as many mills on the dollar as shall be necessary to meet the difference between the amount of the General Fund of the Budget and the estimated income from the poll school tax, the proceeds from the permanent fund, and fifty per cent of the net proceeds of public lands whether from sale, lease, or license (except such as may be set apart for the construction of roads, survey, and purchases of land for public purposes.)

PERMANENT TERRITORIAL SCHOOL FUND.

Purpose. For the purpose of affording the advantages of a free education to the children of the Territory, the Territory shall establish a Permanent School Fund, the interest of which shall be used for the public schools.

POSSIBLE SOURCES OF REVENUE FOR PERMANENT FUND.

1. Money from donors.
2. All fines for violations of school laws.
3. Escheated property.
4. Property forfeited to the State.
5. All land sold and bought in for taxes.

FEDERAL APPROPRIATION.

Early in the sessions of the Commission a suggestion was made that the Territory appeal to Congress for the appropriation of one-third of the revenues of the custom house of the customs district of Hawaii to the uses of the Public Schools of the Territory. This involved such far-reaching possibilities in connection with exceptional legislation for this Territory that active promotion of this subject was dropped. There are at present, however, before Congress, two bills which have for their purpose the appropriation of Federal Funds to aid the public schools of the States and Territories. There is no question but that Hawaii should under any circumstances cordially and actively campaign for the passage of such measure if it be deemed inadvisable to appeal to Congress for a Special Appropriation. Theoretically one of the most fitting pieces of legislation that could be accomplished would be an appropriation by the Federal Government of a sum sufficient to establish throughout this Territory, either schools in manual training, agriculture and domestic science and art, or the inauguration in the Territory of vocation schools having for their purpose the education of every child in the Territory in agriculture and house work as well as in the three "R's."

This Commission recommends that work be undertaken for a Federal appropriation through the Davis Act or any other similar measure to be used to establish and support industrial schools in each island that will offer lines of work in harmony with our peculiar conditions. Such a Federal appropriation would be derived from funds that come indirectly from the aliens whose education, many of our fellow citizens feel and claim, is too heavy a burden for the citizen to carry. It would also support a system of education that is needed, and one which will in a comparatively short time show the error of the critic who claims that too much education ruins the child for work. If children could be taught the dignity of manual labor, and learn that by the application of intelligence they can increase the returns obtained from the work of their hands, they would certainly turn to the soil where they are needed as against the walks of life in cities and towns that are overcrowded.

The people of this Territory have the power in their hands. If the boys and girls are not raised aright they will in the near future be a menace to the Territory. On the training given them rests the economic future of this Territory. Our children and our work are interdependent, and on the training of the one rests the progress of the other.

WORK OF COMMISSION.

The foregoing covers in general outline the conclusions of the Commission and its recommendations.

The Commission has held more than fifty formal meetings and has used every endeavor to secure the views of as many citizens as possible on each island. The first meeting was held on the 29th day of June, 1909, in the office of Mr. W. A. Bowen in the Stangenwald Building, and organized with Mr. Wallace R. Farrington as Chairman, Mr. Edgar Wood as Statistical Secretary, and Mr. W. A. Bowen as Recording and Corresponding Secretary.

The original plan for study was outlined under five heads: (1. Work for a suitable Federal appropriation)

2. A publicity campaign for the information of the people;
3. An investigation of means and methods of raising and apportioning elsewhere;
4. An investigation of conditions existing in the Territory of Hawaii; and
5. Recommendations for the solution of the educational problems of Hawaii by the adaptation of approved methods in vogue on the Mainland to conditions as they exist in this Territory.

The Federal appropriation matter gave rise to possibilities of so many complications that the Commission dropped the active promotion of it for the time being.

In the publicity campaign the Commission has used the press of Honolulu freely and found the editors and publishers of our papers very willing to help in any way. The Chairman of the Commission has published a strong series of brief statements under the caption of "Hawaii's School Facts," which are made a part of this report. A number of carefully-prepared articles have been published in different newspapers with very emphatic editorial notes appended. The Commission also printed a comprehensive statement in twelve pages and mailed it to about one thousand representative men and women throughout the islands, asking not only their attention but also their suggestions as to the best solution of the problems involved.

In the study of methods employed elsewhere and in our own Territory, we have drawn upon the reports and publications of the Department at Washington, the various State departments, sundry school commission reports, and publications by the leading educational authorities throughout the country.

In connection with the investigation of the conditions in Hawaii, the Commission has studied the Hawaiian reports both educational and financial.

The former Superintendent of Public Instruction, Mr. W. H. Babbitt, and the present Superintendent, Mr. W. T. Pope, have been consulted freely and they have given of their time and attention without stint and have made many valuable suggestions which have materially assisted the Commission in its investigations.

Very valuable suggestions have been submitted by citizens of the Territory and these have been gladly welcomed and carefully considered. The members of the Commission have endeavored to consider every phase of the subject again and again in their weekly meetings. They are under obligations to the Governor of the Territory of Hawaii, the Chief Justice of the Supreme Court, and other leading officials and prominent business men who have met the commission in conference and gave without reserve their views on the educational situation in the islands. The commission has been very materially assisted in its work by the Rev. C. N. Pond, who volunteered his services and who did a great amount of detail investigation which brought matters before the commission in reference to the conduct of public school systems on the Mainland in a concise and striking form. The detailed minutes of the sessions of the commission together with the correspondence carried on and the suggestions gained from many different sources are submitted herewith as a part of this report.

Respectfully submitted,

WALLACE R. FARRINGTON,
 Chairman.

EDGAR WOOD,
 Member.

VOLCANO IN STATES ALIVE

RENO, Nev., Aug. 23.—Lava is issuing from the crater in the top peak of Peavine mountain, clouds of sulphuric smoke overhanging the summit and the earth for miles around trembled and shook at intervals all day yesterday, according to reports received in this city last night.

A telephone call received in Reno late in the afternoon was the first information received that the supposedly extinct volcano on Peavine mountain was in eruption. It was declared that the flow of lava was quite heavy and that clouds of cinders were being belched up from the bowels of the earth.

Telephone inquiries at the F. Heinz ranch in Purdy road disclosed the fact that a pall of smoke had been noticed hovering over the crater all day.

The volcano is about seven miles from the ranch and the discharge of lava was not apparent. Indistinct rumblings were heard during the day, however. At the H. Jensen ranch, on the other side of the mountain, similar reports were received. Residents had noticed a smudge of yellowish smoke over the crater, and they, too, had felt the queer subterranean rumblings.

That ranch is also too far away to allow the lava to be seen from there. It has been ascertained that a party of campers, visited the crater of the supposedly extinct volcano about three weeks ago. On their return they told ranchers along the road that the apparent activity of the volcano had frightened them away. The ranchers paid no attention to the reports, believing that the campers intended to intimidate them.

Few people are aware of the existence of the volcano in Peavine mountain. The inactive crater is good sized, and the mud in its bottom is always warm. Occasionally a sulphuric haze hangs over the mouth, rendering it impossible to peer into the depths. Visitors to the place in the last few months have reported that the heat around the crater has grown more appreciable lately.

The news of the apparent awakening of the volcano yesterday was received with misgivings among the ranchers on the mountainside. Many refused to believe that lava was really pouring from the sides of the crater and, while granting that smoke overhung the peak, believed that the sleeping monster was still quiet.

THEY SAY "One-Third Your Life Is Spent In Bed"

so naturally it behooves us to give some attention to the fittings of our bedroom. To awaken in a cheery, cozy bedroom gives one a feeling of happiness and perfect content and helps to start the day right, and it costs but little to accomplish this—it is money well spent.

BEDS

METAL BEDS are in most demand these days, of which we are showing a very comprehensive line in single, three-quarter and full sizes, from the plain light tube beds at \$4.50 up to the massive two-inch posters at \$50, with or without brass trimmings, in scroll effects, or those with perfectly plain lines, devoid of all ornamentation, known as the chilles, while ivory and Vernis Martin and the popular finish, for those who would like a little more coloring, we have the mahogany, pink, green and combinations.

Perhaps you are tired of the metal beds. If so, we have a nice line of **BRASS BEDS**, in straight posts and bent pillar effects, in round or square tubing, in satin or bright finish, from \$34 to \$100. Or your fancy may run to **WOOD BEDS**, say a genuine mahogany with its rich red grain, in Napoleon or Colonial designs, at \$40 to \$80; or the plain styles in quartered oak and birdseye, at \$27 to \$40.

BUREAUS

Our showing of **BUREAUS** is unsurpassed. Such a variety of designs and different woods and finishes is seldom shown in a community of this size.

The soft-toned birdseye in natural finish is quite the vogue, and deservedly so. What could be more appropriate for the young lady's room or the guest chamber? Nothing cooler and cleaner looking, and at prices to suit all—\$30 to \$93.

Then there is the genuine mahogany, that for richness of color and beauty of grain we must look to when more elaborate furnishing is considered. In this we are showing some beautiful reproductions of the earlier periods, from \$45 to \$100.

In oak we have the largest showing, both plain and quartered, in golden and fumed finish; every conceivable design in plain or shaped fronts; and oval, square or shaped mirrors. Solid oak dressers, \$18 to \$68; imitation golden oak as cheap as \$12.75.

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Maybe you lack closet room. Then one of our chiffoniers will be just the thing. All sizes from 26 inches to 42 inches in width, with and without mirrors, in mahogany, birdseye, quartered oak, golden or fumed finish, plain and imitation oak, in golden finish, some to match the bureaus and some odd. Prices from \$9 to \$75.

To sum it all up, we are justly proud of our assortment of bedroom furniture and its reasonableness, and we want to show it to you. It will give us pleasure to do so.

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Complete bedroom outfit, comprising 1 solid oak dresser, 1 washstand, 1 table, 1 straight chair, 1 rocker, golden finish; 1 white enamel metal bed, 1 woven wire spring, 1 Excelsior Mattress, 1 pair of pillows. Regular price, \$53; special sale price this week.

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