

Tribute to Principal Henry Dickenson.

The teachers of the Lahaina Public School have drafted the following resolutions.

The teachers of Lahaina School desire to place on record a loving tribute to the memory of their lamented Principal Henry Dickenson.

In order to express these sentiments of regard, perhaps it may be advisable to make use of the somewhat trite and common place method of "Adopting Resolutions,"

In regard to Mr. Dickenson's professional ability, his successful teaching in Lahaina for thirty-two years is all sufficient testimony.

Although Mr. Dickenson had been in educational work so long, he was not behind the age, nor did he cling to antiquated methods.

Much more might be said, but the above will give some idea of the faithful laborer, and the broad minded, tender-hearted disposition of Henry Dickenson.

ROWENA K. HOSE, LUCY KAUKAU, ANN Z. HADLEY, DAZA BARNES.

LOCAL NOTICE TO MARINERS.

Honolulu, T. H., March 9, 1907. The following affects the List of Lights, Buoys and Daymarks in the 12th Light-House Subdistrict, 1907.

Pepeekeo Point Light - Station, page 9. Located on Pepeekeo Point, about 1/2 mile southerly of Alia Point and 7 miles northerly of Hilo Bay, on the easterly shore of the Island of Hawaii.

On March 1 the wooden trestle tower, 36 feet high, at this station, was removed, and the lens-lantern was established 124 feet above the water, and 61 feet above the ground, on a white mast having at its base a small white house with red roof and lead-colored trimmings.

The location and the characteristic of the light remain unchanged. By order of the Light-House Board, J. F. CARTER,

Lieutenant-Commander U. S. N. Assistant to the Inspector of the 12th Light-House District.

Questions Legality of Method of Voting.

There is likely to be a lot of trouble in the future if the opinion of a lawyer is correct as to the passage of some of the bills by the lower house. It appears that when House bills have passed third reading in that body and are referred to the Senate for action and amendments made there, it has been the custom in the lower house to take the vote on the concurrence in those amendments by raising of hands.

The School City laws may be thus summarized according to Rev. Thomas R. Slicer of New York.

The Annual Meeting.

The Maui Teachers Association held its annual meeting Friday in the Waiuku school building. A good attendance was present and the old time interest in any thing for the betterment of the schools was enjoyed.

President Moses Kaubimahu presided. After the reading of the roll and the minutes of the last convention the exercises were begun by the singing of "My Country 'Tis of Thee. A vocal solo by Miss Pihl was greatly appreciated as the young lady has a beautiful voice.

Owing to the illness of Mr. F. W. Hardy his paper was read by Mr. F. P. Rosecrans, the subject being "The School City." The subject was one of unusual interest and if carried out will do much toward the establishment of better government where ever it is put into practice.

The plan outlined in the method of governing the school is in practical use by the Waiuku school and is found an excellent one for the better government of the school and the grounds and is fitting the pupils for local self government.

THE SCHOOL CITY.

In explanation it should be stated that some months ago this subject was assigned Mr. S. R. Dowdle to be given by him before the Makawao teachers' association but as he was unable to perform the task he kindly allowed me the use of several pamphlets he obtained from Wilson L. Gill of Germantown, Philadelphia, the originator of school cities in America.

WHAT THE SCHOOL CITY IS.

According to Mr. Gill, the school city is an organization of the pupils of a school into the city form of government. The pupils are citizens. The three divisions of popular government, legislative, executive, and judicial are established. The pupils elect from their own number a mayor, city clerk, city council, etc. Each room in the school bears a relation to the entire School City like that of a ward to a city, electing ordinarily two members of the School City council and being apportioned its quota of police, health officers, etc. Elections are held at least four times a year. Responsibility for the good order and discipline of the school rests upon the pupils themselves as citizens of the School City and upon the officers in their various capacities.

The teachers, or principals give advice and guidance, and supervise, this pupil self-government, and it thus becomes a method of moral and civic training.

HOW IT ORIGINATED.

In 1888 Mr. Gill made an effort to have manual training introduced into the public schools of Columbus, Ohio, where he then resided. The proposition was defeated at the polls by the most ignorant element of the city's voters. This event deeply impressed upon Mr. Gill's mind the need for a better citizenship and led him to organize the Patriotic League for the study of citizenship.

After carrying on this work for awhile Mr. Gill became convinced that the place where citizenship can best be taught is in the public schools and that the best method of teaching citizenship is by the actual practice of it.

In the winter of 1896-7 he put his ideas successfully into practice in a large primary and grammar school in New York city which was in a most unruly condition.

The School City laws may be thus summarized according to Rev. Thomas R. Slicer of New York.

SCHOOL CITY LAWS.

Chapter I. The General City Law. Do to others as you would wish them to do to you. This is the natural law, without which no popular government can succeed, and it is the general law of this School City, to which all other laws and regulations must conform.

Chapter II. Things Prohibited.

Article I. Do not to others that which you would not wish them to do to you.

ORDER.

Article 2. Anything which disturbs the order in halls classrooms or in any place within the jurisdiction of the School City is prohibited.

Article 3. Anything which is profane, rude, intentionally unkind or impolite is prohibited.

CLEANLINESS.

Article 4. Anything which detracts from the neat and orderly appearance of our School City is prohibited.

HEALTH.

Article 5. Anything which detracts from the healthful conditions of our School City is prohibited.

PUBLIC AND PRIVATE PROPERTY.

Article 6. Anything which mars or destroys property in our School City is prohibited.

CHAPTER III. DUTIES.

Article 1. Every citizen is in duty bound to call the attention of the authorities to any violation of the laws of this School City.

CHAPTER IV. PUNISHMENTS.

Article 1. Any citizen violating any law of this School City shall be subject to punishment not less than a reprimand, and not greater than a withdrawal of the rights of citizenship.

Article 2. No punishment shall be carried into execution before it has been approved by the principal of the school and then it must be put promptly into effect.

CHAPTER V. OFFICERS.

Article 1. The Director of Public Safety, with consent of the Mayor, shall appoint one chief of police for the school and one captain of police and four policemen for each room. Appointments before going into effect must be approved by the City Council.

CHAPTER VI. TERMS OF OFFICE.

Article 1. The terms of office of all officers, unless otherwise provided, shall be until the next general election, and until their successors are appointed or elected.

Article 2. Captain of police shall serve two weeks and policemen one week, unless sooner removed by the Director of Public Safety.

Some of the advantages claimed for the system by Mr. Gill is as follows:

- 1. It produces better order and discipline in the school. 2. It is a beneficial influence upon the children when out of school. 3. It releases for constructive work much of the teacher's energy formerly consumed in police duty. 4. It removes causes of friction between teachers and pupils and develops most cordial relations. 5. It gives the students an acquaintance with governmental forms. 6. It tends to preclude snap judgments by establishing a system of judgment upon evidence. 7. It cultivates in the students the judicial frame of mind. 8. It improves the personal morals of the students. 9. It develops in the young people honor, respect, and obedience to laws of their own making, and hence to all properly constituted authority. 10. It increases and gives valuable support to self-respect. 11. It prepares for future participation in the city the state, and the nation, a body of citizens who are informed as to their duties, trained in the practice of them, and imbued with the interests and purposes of a true public spirit. 12. It furnishes a means, proven to be thoroughly successful, for constant training in the application of the Golden Rule and other ethical ideas. This is a decided improvement on the simple memorizing of moral precepts.

Among the many indorsement of The School City by persons of the highest standing in educational affairs is one from President Roosevelt in a letter read at the School City banquet given in the Franklin Institute, Philadelphia.

White House

Washington,

May 27, 1904.

My Dear Sir:

I hear with satisfaction that an earnest movement is well advanced in Philadelphia to establish in the schools of that city the teaching of civics by the admirable plan originated by Wilson L. Gill in the School City as a form of student government.

I know of the work of Mr. Gill, both in this country and in Cuba, where Mr. Gill inaugurated this form of instruction upon the invitation of General Wood. Nothing could offer higher promise for the future of our country than an intelligent interest in the best ideals of citizenship its privileges and duties among the students of our common schools. I

wish for you efforts in this direction the utmost success.

Very truly yours,

Theodore Roosevelt.

Some of its indorsers state: The School City is the best, the strongest, the simplest attempt yet made to solve the municipal problem. It is simply a reasonable apprenticeship in the art of citizenship or right living.

This apprenticeship is of necessity founded on the constant practice of the Golden Rule and the spirit and plan of government indicated by the Declaration of Independence and Constitution of the United States.

The children understand that the offices are not for officiousness but for kindly service to all the citizens.

As much as an hour a week ought to be allotted to this work. The plan is simple or complex according to the needs of the school or judgement of the teacher in charge. The teacher's absolute authority is not changed in the slightest. The teacher does not become a citizen, but is the leader, guide, and friend. The degree of its success, in any given school is dependent, the same as a method of teaching mathematics or drawing upon the tack and interest of the teacher.

Some suggestions for Maui Schools. THE SCHOOL COUNTY.

One room may be organized as a county or a number, each room in the latter case representing a district of the county.

If only one room is so organized, then five supervisors divided among the different grades or classes in the room should be elected every ten weeks. If more rooms than one are included, then supervisors should be elected from each.

These supervisors should choose a chairman from among themselves. They should immediately adopt a code of laws similar to those suggested by Mr. Gill.

They should appoint a sheriff every two weeks, and two Deputy-Sheriffs or Policemen every week to maintain order in the room or rooms on the verandahs, and on the grounds.

They should appoint two health officers every week (a boy and a girl) to look after yard and sanitary conditions generally. (The policemen may do duty as health officers, if the teachers deem it best.)

They should appoint a county judge every two weeks to try all cases arising from any infraction of laws or ordinances.

They should appoint a Board of Inspectors of Election every ten weeks to arrange for and to conduct elections according to the Australian ballot system now in use in the Territory.

They should pass ordinances from time to time whenever necessary. Every act of supervisors and other officers should be subject to supervision and indorsement of the teacher in charge.

Advantages of the School County. The cosmopolitan character of the pupils attending the schools of Hawaii and the fact that the parents of these pupils as a class are uneducated and therefore unable to instruct their children as to civic rights and duties, seem to justify an attempt on the part of the teachers to civil government in a simple way to the pupils.

It seems hardly right to allow future citizens of the great American republic to remain ignorant of the fundamental principles of good citizenship until they go to the ballot-box and then to be instructed by those who as a rule are unscrupulous politicians seeking their own selfish ends.

Appeals can not be made to an intense feeling of patriotism to aid in the matter, as was done in Cuba when the School City was being organized there, but a appeal can be made to the feeling of right and justice that exists, though may be lying dormant awaiting development, in every human mind.

If children learn to love and practice the principles embodied in the Constitution of the United States, they may gradually come to love the county government by such principles.

If boys and girls learn early in life to consider the right and wrong of matters, to think of things as they affect the general good, surely something marked in a moral way in the way of character building will have been accomplished.

AGRICULTURE IN OUR SCHOOLS.

It is not my intention to speak on "Agriculture" from a scientific point of view, but, rather from the standpoint of one who has only a limited knowledge of the subject. I shall therefore give you what I myself have

THE FIRST DEPOSIT IS A MAGNET. IT DRAWS to itself the small change which you formerly scattered. It starts a growing bank account and creates a fund which will finally make you independent. MAKE THAT FIRST DEPOSIT TODAY. WAILUKU-LAHAINA NATIONAL BANKS.

GET THE HABIT. Of trading at the LAHAINA STORE—the dependable store. You might save a few steps by buying elsewhere, but are you sure of the freshness and quality? Our goods in every department are of the best quality for the money. We would not make this statement if we did not mean it. The Best of Everything At Live and Let Live Prices. THE : LAHAINA : STORE. Dry Goods, Groceries, Hats and Shoes, No.ons, Plantation Supplies. LAHAINA, MAUI.

CARRIAGE BUILDING. When you want your carriage repaired to last bring it to the right shop. GENERAL BLACKSMITHING---HORSE SHOEING. DAN. T. CAREY. Main St. near Market, Wailuku, Mau.

THE SHERWIN-WILLIAMS BATH ENAMEL is just right for the purpose. Withstands the effects of hot and cold water. Makes old bath tubs look like new—often better than new. S-W Bath Enamel wears well and is most economical. Put up in large or small cans. Colors most suitable for the purpose. We have it. E. O. HALL & SON, Ltd. HONOLULU. AND Kahului Railroad Co's Merchandise Department Kahului, Maui.

BISMARK STABLES CO. Ltd. WAILUKU, MAUI. LIVERY, BOARD AND SALES STABLES. The BISMARK STABLES proposes to run the LEADING LIVERY STABLE BUSINESS ON MAUI. DRUMMERS' LIGHT WAGGONS. Excursion Rates to Iao and Haleakala with competent guides and drivers. NEW RIGS--NEW TEAMS. NEW MANAGEMENT. private entrance, which was not through the gate. The hedge was broken in many places and looked very much abused. Children, above all things, should be taught that the proper entrance to the school yard is through the gates provided for that purpose, and not through the hedge or over the fence or wall. A lot of narrow trails across a grass plot do not add anything to its beauty. Insist that the children enter and leave the school grounds by the proper entrances and exits. It may not be possible in city schools to have individual gardens, but, every school yard should have a piece of ground sufficiently large for each grade to have a community garden, where the various vegetables and flowers may be grown according to their season.