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HONOLULU LETTER TELLS OF INTERESTING FACTS

Rumor of Changed Tariff Scares People--School Commissioners Hard At It--Another Yacht Race--Business Dull Just Now.

[Special Correspondence.]

HONOLULU, Dec. 5.—I met a couple of well groomed business men yesterday making their way through the crowds on King street looking as though they wished a traffic squad was one of the blessings of the metropolis. When I saw them I thought they were in regular order, they might have been going to a Womans Board meeting or a funeral, anything not on a regular daily schedule so I asked them.

"We are a committee appointed to wait on the newspaper editors," one of them replied, "with a view to asking them to suppress news which might have a tendency to show a damp blanket on those who have money they wish to spend with us. We have been well received and royally treated. Now, we expect business to flow along the channels leading to the retail stores, for with the scares omitted from the daily sheets the public will be as forgetful of tariff as a well man is of disease."

It all sounded as refreshing as the babbling brook to the man whose thirst cannot be quenched with anything but water and I felt that all of the stores were going to do a land office business from now until the singing boys come out on the evening of the 24th. and sing their carols in real ragtime. But I was jolted this morning when I saw a big picture of Joe Cooke and a statement that the public would take up their minds that it would be cheaper next year than necessary to say about tariff; cheap sugar, what the cause, is the tariff that sets holders of stocks trembling and the tariff in every store in town. I believe from the Merchants' Association making the request say not notice the editors' muffs so they must be but did not understand were driving at.

TEACHERS.

Commissioners of education on the second day of a meeting which Principal of the Normal school is to rack. Whether it is a bed is not a mixer or for any reason he lacks popularity still remembered that there was some kind of among the supervising of whom Wood is not mentioned into the game and consternation. Brother of your town seemed to over the actions of Wood he heard of others who s about him that did not d nature. I remember a years ago a teacher from Kansas came here to position in the first class. s no doubt her capabilities had certificates and sufficient to paper a room. e claimed she was investigating here and then lemon in the form of a subordinate teacher in al. A few days watching convinced her that the chil-

dren studying under his direction could not possibly learn what they were sent to school for and she criticized the principal, not behind his back. Shortly afterward she quit the job and went back to see Kansas bleed some more.

One of the teachers in the present disturbance has for her attorney J. B. Lightfoot which means much. Sometimes the voice of this attorney recalls the call of the wild. As they say of Roosevelt, but in reference to the voice only, of this distinguished, but defeated democrat, sounds ninety-nine per cent bull and one per cent human. Its the voice however that counts before men who are listening to the pleading for an injured man, or rather feelings of a woman who believes she has been injured. At this writing it looks as though Wood will get at least a call down, maybe worse. But looks are deceiving—he won out and the teachers are fined.

YACHT RACE.

Arrangements are under way for another race between the Mollylou and the Hawaii and "Drydock Smith," with true sportsman spirit, has offered to donate fifty dollars toward a new set of sails for the Hawaii so she will be able to compete with her smaller rival. Smith is the superintendent of the great dry dock now under construction at Pearl Harbor. He was a poor boy, once, and said to have been poorer than his parents so he ran away to sea and plowed the raging main for a time until he became, I believe, a master mariner. Somewhere about this point he discovered that he was lacking an essential to success in life namely a good education so he went to school for a while graduating from the higher grades and finally landing in college from which he also graduated as a full fledged constructing engineer. But he never lost his love for the sea, and sailing, so up on the coast he built or bought a yacht which he named the Mollylou after two of his children taking a slice out of the name of each so there would be no jealousy. In one of the transpacific races in which the Hawaii was a part the little yacht entered and made remarkably good time. I believe Smith sailed her. Every so often down here he enters for a race with bigger craft and counting time allowance he usually, if not always, wins. His connection with the dry dock followed his arrival in Honolulu and barring the difficulties arising from an inferior, or unsuitable quality of sand, he has been as our late friend used to say, a "succeed" ever since.

MORE MAILS.

Maui folk will no doubt be delighted to learn that their efforts toward a better mail service is to be rewarded with success. Boats will ply to and from Maui ports nearly every day in the week so that there will be no delay in the matter of shipping Christmas presents and other goods this season. For this Maui will be happy.

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Dr. Sinclair On Disease

Duty Of Every Citizen Is To Become Interested In Vital Question.

In a previous paper in the MAUI NEWS I called attention to the campaign against pulmonary tuberculosis, or consumption, the impetus being given to it, and the necessity of public interest. Before that is entirely out of mind, permit me to add to it a further summary of its relation to the public.

Statistics are handled with difficulty. As a means of conveying a clear impression of a subject they are not always satisfactory. For the use of the active workers whose duties lead them to the study and analysis of conditions, statistics are a necessity, but not to the casual reader who is here in his subject today and from the subject is gone tomorrow. I would refer to call your attention to a less tangible phase of the tuberculosis campaign than that set forth in statistics.

A modern problem that has arisen through modern methods of business is combining public sentiment. San Francisco considered its Panama-Pacific Exposition as it would a commercial enterprise and makes it possible by the way its leaders have united the city, painting on the popular mind with a few broad masterly strokes a clear perspective of everything that the exposition means to every one in the city. The picture they created was intimate, its details attractive to the rich and humble alike; its answer was such as to flatter the most exacting of artists.

If public sentiment in Hawaii could be combined with equal success as regards the fight on tuberculosis which is no less a distinctly commercial enterprise results would soon be as apparent as they are in San Francisco regarding the Fair. It will be just as impossible to wipe out the disease in this Territory without a combined interest as it would have been in the Golden Gate City to build fifteen million dollars worth of exposition palaces without its. It was not enough to awaken interest in the pocketbooks of a portion of the city's population whose businesses might be expected to increase during Fair prosperity. It was necessary to excite and enlist sympathies of the humble hack-driver to whom it meant but a few extra fares or the saloon hanger on picking up odd drinks who might expect nothing but disadvantages.

The commercial barons might have built the palaces; the loyalty and enthusiasm of the rest of the city was necessary to send a telegraphic wave out of San Francisco that assured the world that the Fair would be a success. It will be the second element.

It will be that element, that air of reordained success, that will enlist enthusiasm in the cause against tuberculosis in the Territory.

For that reason by the slow processes that must be used, public interest in Hawaii in the anti-tuberculosis campaign must be aroused. The sanatoriums and government officials might be able to cure tuberculosis. It will not altogether be wiped out until the whole Territory's figurative shoe is set down upon this single pest with all the firmness and determination with which the ordinary individual puts his brogan on a scorpion.

For obvious reasons this task of

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More School Discipline

Wailuku School Principal's Paper That Was Read At The Annual Meeting.

This week we are able to give another instalment of Miss Lida Crickard's admirable article on "School Discipline. Starting on the subject of the "bad pupil" the paper goes on to say:

We frequently say "Keep the bad pupil busy," but I have found that the best way to keep that particular one busy, is to keep all the rest busy.

Even the unruly pupil resents such discrimination; but if all are kept busy, no one is likely to have time for wrong doing.

Let your pupils know from the first that you are in the school-room for work, and that you expect their co-operation and help. I believe that pupils should learn in the beginning of their school life—whether they are of Kindergarten age, or the regularly approved school age—that school means work, and not play; and the idea that every lesson must be some sort of a "game" is an erroneous one, and is not fitting the child for future usefulness. It is easy to amuse a class, but not so easy to implant actual ways and means for solving the many problems of life that face all our pupils.

The teacher who plays such games as "Pigs in Clover" with numbers may feel flattered at the enthusiasm of her pupils, (if noise, and disorder, irrelevant may be termed enthusiasm), but what are the pupils learning?

It does not follow that such pupils are really bad or vicious—they are simply unrestrained, and are forming wrong habits because they are led through wrong paths.

A teacher can force a child by mere superior strength to obey her, yet, if that child is not obeying in spirit he is not receiving training in real obedience, and this he will be apt to prove as soon as the pressure is removed. Obedience that comes from the inexorable application of the rod is not obedience, but submission.

Authority is normally applied when it is used with firmness, fairness and justice—not otherwise; and every child has the utmost respect for such authority inherent within him.

With young pupils—I mean below the third grade perhaps—you can not appeal to either their reason or sense of honor, and if such a child chooses to be troublesome there is only one cure. Make him feel your strength.

Again, where a word and a blow is the rule at home, kindness will not at first be understood.

The thoughtful teacher who is not too fully imbued with an idea of her own importance, will study her pupils before attempting much discipline.

The child who can arouse in us impatience, excitement or anger, feels himself stronger than we; and a child only respects strength. The inner and unconscious ideal which guides our life is precisely what touches the child. The child sees what we are, behind what we pretend, or even wish to be; and the first rule to follow "if you wish to possess a child's will—master your own."

The child must discover in us no passion, no weakness of which he can make use. He must feel him-

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VOCATIONAL EDUCATION FOR HAWAII SCHOOLS

Methods Discussed By Supervising Principal George S. Raymond--The Aim Is To Teach Children of Different Races. One Language First.

There is at present much discussion in reference to educational methods; courses of study; and school work in general and we hear frequently the term, "Vocational Education," which to many ears sounds like a solution to our complex educational problems. Vocational schools is the only wish of those who believe that we are misdirecting our educational forces and the more mentioning of the term, implies, to them, a better method of attacking our school work. This is owing to the fact that at the present time Vocational Education is vague and very impressive and has yet to be clearly defined as to its real purpose and use. That it will be and that education along industrial lines will have a real meeting is unquestionable.

Before any changes are made in our educational system now working rather smoothly one must be sure that it is for the better, and then again the material that we are working on must be considered as well as the methods. Teachers are kept busy with their detailed work and experimentation is as impossible as it is undesirable. In few words; our teachers in the public schools are the busiest of the community workers and if they have not kept abreast of the social, industrial and economic problems it is as unintentional as it is impossible for them to do so.

Those interested in education here in Hawaii have much to accomplish in giving the child in the elementary schools a form of vocational education that will prepare him for his future work and citizenship. And more than to prepare him, to fix well in his mind and that of his parent the utmost importance of such an education, the certain value of it to him as a future citizen and the economic reasons for it in Hawaii.

The correlation of manual work and academic studies in the schools within recent years and more recently of the establishment of special schools to carry on the work of preparing the boys and girls for their future occupations in life has caused much interest to be shown by all concerned with the education of the young. There is a wide spread demand that the schools relate their training with the work that the child is to follow in life. The answer seems to be in Vocational Education.

Vocational Education may be defined as that whose controlling purpose is to fit for a calling or vocation. It assumes activities of intellect, will and feeling. It involves formation of habits, development of intelligence and cultivation of ideals, with respect toward manual work and labor. It calls for practice in the productive work of the vocation itself and a study of and about the sciences, art mathematics, economy, history or technique which enter into or relate to it.

Vocational Education may be divided into five forms, as follows: Professional, Commercial, Industrial, Agricultural and Household. Of these different vocational schools we have some very good examples here in Hawaii.

We are aiming here in the public

schools to give the child of this cosmopolitan gathering, one language, first and foremost, and yet we should involve methods that will give the youth the training that will enable him to become an efficient wage earner and a safe and good citizen.

We must look for an independence between our schools and the industries here in Hawaii. The children should be trained in the possible vocations we have now and the future ones which will be involved in any developing industrial community. They should be trained in a broad industrial education for the future permanency of the Territory. There seems to be a vital need for Cooperative and Continuation Schools here.

Much has been written and said about the present educational system here in Hawaii in respect to school children being trained away from the industries and the manual work of the plantation. Is this just criticism? Let us examine a few facts about school children and their opportunities.

Over 80% of our school children have left school before the end of the fifth grade for the most part owing to economic reasons in the home. These reasons could never be caused by any school system and are rather the result of industrial causes.

At the end of the fifth grade the child has been in the school room approximately 3200 hours getting his schooling and outside of the school room 105,120 hours getting an education. For every hour that over 80% of our school children had the opportunity of spending in the classroom, using a language that few of them use in the home or think in, they have spent 33 hours out of it getting their education in the street, field, picture show, ball ground and wherever their indifferent parents may allow them to go. This ratio is 33 to 1 for the public school to contend with and yet if we do not get wonderful results our system is a failure to some minds.

All this, you understand, happens in the first dozen years of more than 80% of our school children. After that what? For the most part they are at work we can gladly say, but the education has stopped with the great majority. It is true that in a few communities night schools are open for the ambitious and a still smaller number take advantage of correspondence school work.

Yet if the youth fails to become a Thomas Edison or George Westinghouse in the shop or an expert in cane culture, or if he sees more opportunity in the store or office than that of freeing H 20 for section M 7 or the hiding of four inches of cane beneath the soil for forty cents per diem the schools and their systems are at fault and the tax payers are being robbed. The true is that our youths are in a good many cases more ambitious than some desire them to be and seek a better education than the tendency of the general industrial conditions here will permit. As for example, the desire of boys to go to Honolulu and carry on Evening School work while

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