

CHRONOLOGY OF HILO BOARDING SCHOOL

HILO, HAWAII

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EARLY MISSIONARY DAYS

The Missionaries who came to Hawaii in the First Company as in subsequent Companies, were sent by the American Board of Commissioners for Foreign Missions, who were headquartered in Boston, Massachusetts. (Hence forth the American Board for Foreign Missions will be ABCFM.) The First Company arrived in Hawaiian waters in 1820 not knowing that Kamehameha I had died in 1819 and with him the Kapu system as he knew it. Change was taking place even as they were still at sea. Their first port was Kailua, Kona where they recieved permission for some of the party to stay and the rest sailed for the port of Honolulu.

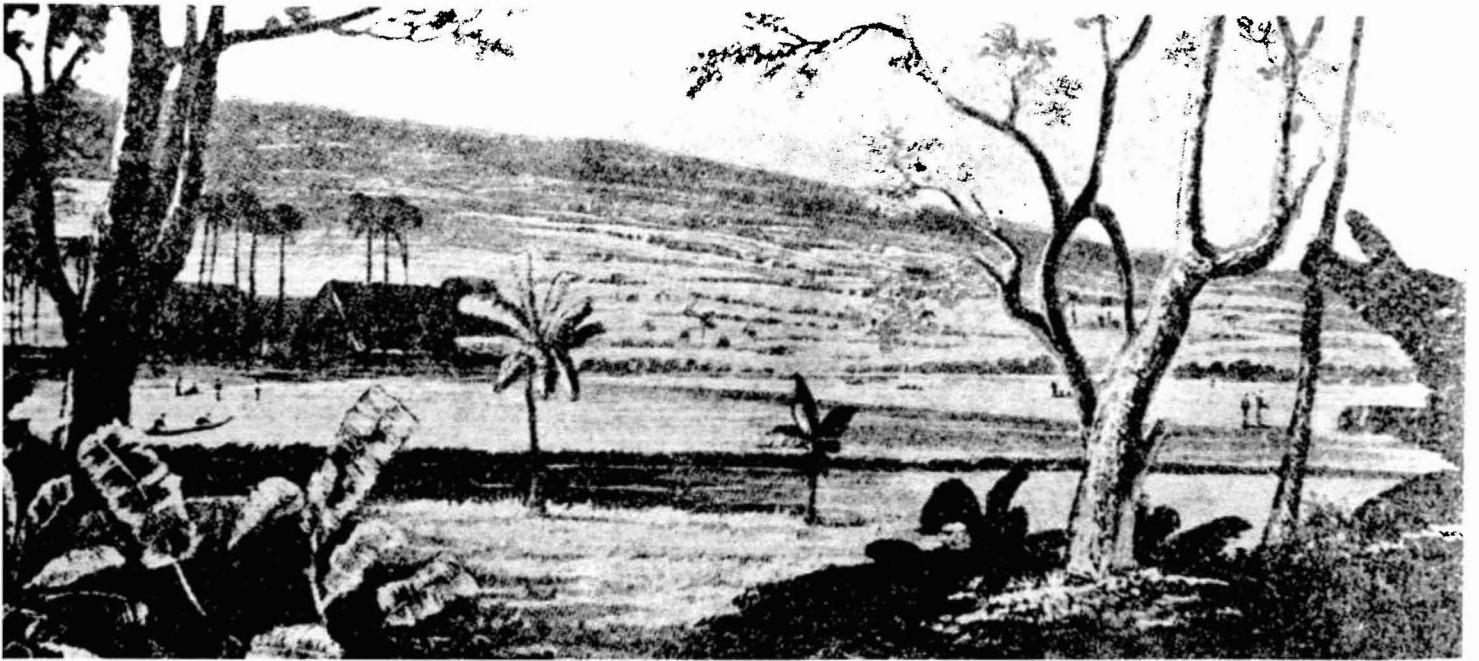
This Chronology will not include all of the landmark information about the Missionaries because it is about the Hilo Boarding School and the people involved with it.

STARTING THE MISSION IN HILO, ISLAND OF HAWAII

1822 In April Rev. William Ellis and a London Mission Society deligation from Tahiti on their way to the Marquesas went no farther than Hawaii. A month later two of the Tihitian members of the group, Auna an his wife are invited to become part of the house of Kaahumanu and Kaumualii. As such they and William Ellis are part of the group who visit Hilo where Auna is the first Missionary to give a sermon.

1823 The Rev. William Ellis, on the invitation of the ABCFM Missionaries returns to Honolulu with his family to aid the group. In July and August the "Ellis Party" tour the island of Hawaii to study conditions and locate sites for stations. The group included the Rev. Ellis, Rev. Thurston, Rev. Bishop, Mr. Goodrich and Mr. Harwood. Waiakea is chosen as one of the sites for a Mission Station. In October the chiefs, Naihe and Kapiolani do not want the Missionaries to go to Waiakea, they would rather they go to Kona with them.

1824 In January Messers Bingham, Ellis, Goodrich and Chamberlain call upon Kaahumanu who states that they should not go to Waiakea until she is able to go with them. However, she recants and agrees to send a man with them. who would introduce them to the people and provide them with a house. Eight days later, having stopped at Lahaina to pickup John Homalii, the Water Witch



anchored in the harbor of Waiakea. There were ten people in the group; the Ruggles family, Mr and Mrs. Goodrich (for Waiakea Station); Dr. and Mrs. Blatchley; Mr. and Mrs. Ely (enroute to their station), and Messers Ellis and Chamberlain to help open the station.

On the Monday they choose a strip of land convenient on the river with water for cooking, drinking and washing obtained from a pond one/fourth mile distant.

In February, the Chief Kaukoa, a representative of the Queen and the government, under whose protection the Hilo Missionaries would live, arrived. He said they would have a church and a home built.

Two schools were opened in the same week, the women opening a school attended by children and adults and a second school in the Ponahawai area started by Mr. Ruggles.

The Chief at Waiakea, Ma'alo and the Chiefess Namaha at Pi'ihonua had to be convinced of the worth of the schools. Once they were in favor of the program the people followed. The visit of the Chiefess Kapiolani, who had been living in Kona was to put the seal of approval on the Mission. She wanted to help them so planned a visit, stopping at Kialuea Volcano where Mr. Goodrich was with her at the edge of the crater when she defied Pele and showed her faith in the God of the Missionaries. Then they went down to Hilo where, for ten days Kapiolani visited and encouraged the people to attend the schools.

1825 Mr. Chamberlain visits Hilo and the school which had 90 to 100 scholars and was being held in a canoe shed. He is impressed with the method of instruction. "The scholars were called three at a time and made to read by recognising the letters.

some in the alphabet, some in words of two letters and others in words of two, three and four syllables and in plain reading and eight or ten in the hymns, reading in class. This plan I think vastly preferable to the method pursued in the schools conducted by the native teachers where the whole class stands up (and) with one voice pronounces the word after the monitor. This may be done without the knowledge of a single letter." (Chamberlain 1825:4)

In that same year the H.M.S. Blonde (George A. Byron) came into Hilo Bay carrying the bodies of King Liholiho and Queen Kamamalu who had died in England of the measles. After visiting Maui and Oahu, Byron returned to Hilo in June. Kaahumanu came with him to visit the Missionaries. Since land had been given to the other Stations, the Hilo Station received the land of Punahoa, this would move the Mission complex to the cooler side of the bay in comparison to the hot Waiakea area. The relocation of the Mission, church and the school was followed by a population shift to the present section of down-town Hilo, and the second Haili Church was built, in the present Kalakaua Park. In November Mr. Goodrich reports 130 scholars including persons from eight different districts receiving instruction before returning to their areas as teachers.

1828 Mr. Goodrich built the "Little Red New England Farm-house," later known as the Coan house. In the same year the Ruggles family transferred to Kaawaloa, leaving the Goodrichs alone until Mr. Bishop arrives for five weeks.

1829 Rev. E. P. Clark and Mrs. Clark arrive in May at the Hilo station where they find Gov. Adams with 150 men to superintend the building of the meeting house and erect a sawmill. The Clarks left in September.

THE COMMON SCHOOLS

1830 Mr. Andrews left Lahaina to go to the aid of the Hilo Station and he started a school for the improvement of the teachers. In the same year Rev. and Mrs. Jonathan Green arrived at the station in Hilo. A stone house was built by Rev. Green..."the walls were of stone and plastered; the roof was thatched. At first it had but two rooms, but afterwards another was added. Mr Greens family occupied the house until they left in 1832."(S.J.Lyman 1832:26)

1831 Rev. David Belden Lyman and Sarah Joiner were married on November 2nd and on the 26th left Boston Harbor with the Fifth Company of Missionaries sailing for the Sandwich Islands.

1832 Sailing around the Horn the Fifth Company arrives in Honolulu aboard the Avarick after a voyage of 174 days. On June 7th., while in Honolulu they witness the funeral of Queen Kaahumanu. They sail into Hilo Harbor on the Wavelry on July 16th, the first permanent missionaries at the station, who would live and work in the field never returning to New England.

When we arrived in Hilo "there were no foreign residents, save the Missionaries who proceeded us. There was but one frame building in this region, ... that built by Mr. Goodrich. There were no roads, only footpaths, no fences and the Wailuku River was crossed on a plank ... the only bell was hung in a breadfruit tree. I might add that there were no trees except the breadfruit, which were abundant and flourishing. Coconut trees fringed the beach. The people were numerous and had a healthy look.....very friendly. A few schooners, owned by the chiefs, came here occasionally, not to bring blessings to the natives, but to levy contributions of tapa, nuts, dried fish, pigs, etc.,

The house in which most of our schools were kept stood half way between ours and Mr. Dibbles (on present Haili St.). There was another one where the lunas and better sort of men were taught. There were schools at Puueo, Piihonua, Kukuaao and Waiakea taught by natives, (everybody went to school in those days) but the pupils at station schools were more select than those of the others. We were not slow to perceive that our predecessors had planned intelligently and labored faithfully and successfully. The school system was admirable for the times; there being school buildings through the two districts at convenient distances for all to attend, and they did pretty generally attend. And all whose eyes were not dim with age learned to read. Each school had two sets of teachers, and whilst one was teaching, the other was here attending the teachers school, which was taught by the missionaries." (S. J. Lyman B-503:2)

1832-1833 "When we came there were nearly 80 teachers parts of the Bible had been translated and well used in the schools. Believing as we did, that the way to convert a nation was to give them the Bible in their own language, and that the easiest way to get it into circulation was to introduce it into the schools. The result was that in a few years the people became intelligent readers of the Bible and some of them living in the vicinity of the mission stations good Biblical scholars. Scripture maps on a large scale interested them much and helped them to a better understanding of what they read. The teachers were instructed in making large mapsfor their schools, to accompany the new Geographythis elevated the teachers these teachershad no compensation...(monetary)..for teaching. It was an honor to be appointed a teacher, besides their desire to increase learning, was sufficient inducement to engage in teaching. And they were truly ambitious to have their schools make a good show when they were visited and examined by the missionaries as they were for many years."(S. J. Lyman B-503:2)

The general meeting of the Hawaii Mission Society held in Honolulu recommended that twenty dollars be given to each of the Station (government) schools for building material.

"We examined the schools in Puna. Their appearance was encouraging. Better than we had expected considering the teachers all have been absent from their schools for the whole term to attend the teachers school here. I am more and more convinced that if this people is ever to be raised, schools must be one of the prominent means of accomplishing it." (D. B. Lyman's Journal 1-12-1833)

1834 The King and Chiefs recognized the advantages of the Station Schools and the work produced, set aside land

for these schools and appropriated funds for buildings. In the next year the General Assembly voted one hundred dollars to each school.

1835 On January 6th "our children's (Station) school commenced, eighty children present, sixty knew their letters. A number of the more forward children are employed as monitors to assist the less forward. (ie.Advanced) I have also engaged one of our forwardest teachers to instruct in this school on the same terms as Baranaba, for one yard of cloth per week.Of the schools that exhibited in January the childrens school, had six in reading and eleven in the old Testament out of forty-five. In the female schools forty-two exhibited in reading and scripture history. Thirty-four teachers exhibited in arithmetic, geometry and natural history." (D. B. Lyman's Journal 1-6)

The Dibbles in the fall of 1834 had transferred to the Lahaina station, where he would teach at Lahainaluna. The Goodrichs, both in poor health were getting ready to return to America. In the spring a new reinforcement arrived in Honolulu during the Annual meeting of the mission. The Lymans made known and were granted the addition of Rev. and Mrs Titus Coan in what would be a life long partnership.

Another event took place which were it understood would fortell future history. Sarah Lymans Journal tells that "the first cart ever seen in Hilo, came tumbling down from the sawmill, today, drawn by four yoke of oxen....Men, women and children came running to look at it."

At this time the Station Report states that time given to the teachers school, equals that of the preceeding year but there was a great lack of books and apparatus. There were forty five scholars of which nine entered Lahainaluna School.

1836 As of January the fifty teachers were taught five days per week and three of those days they were taught in four classes with the forty children of the station school. The other two days those who have attended the Station school and who live within six miles teach in their own school.

1860 "By request of the Board of Education I called in all the teachers near the close of the last two quarters for a thorough examination, for lectures and for anything which might excite them to a faithful discharge of the duties. We on each occasion kept them together as long as we could, without requiring any of them to be over eight days absent from their homes." (D. B. Lyman.. HBS Reports 5.24.1860:80)

1879-1880 From the Principal's Report of Hilo Boarding School...
"Another project which has received the approbation of the Inspector General of schools, who proposes to put it into effect this summer, is the conduct of a Teachers' Institute at a convenient point several times a year.... If these Institutes can be established, two results may be hoped for, 1st.--That the present corps of teachers in the different districts will be given substantial help and thus be rendered more effective in this branch of their work and, 2nd.-- That a demand will arise among the constituency of these various schools for such teachers as can best teach English, thus displacing some teachers and introducing into the work those who have had special advantages fitting them for this work such as graduates from Lahainaluna and Hilo and other high grade schools." (HBS Principal's Report.. 1879-80)

HILO BOARDING SCHOOL

1836 For several years the forming of a boy's boarding school had been discussed at the Annual Meetings and while they were all in favor of said venture they were not sure of its success; no one had offered to start a school. At the 1836 meeting it was decided that the school should be in Hilo "leaving it for the brethren to decide as to who should develop the much desired thing. The great object in view was to train more intelligent teachers for the common schools. So we were given carte blanche for the Island of Hawaii." (S. J. Lyman B-503:3) Mr. Abner Wilcox, who had arrived with the recent Company that spring, was assigned to Hilo to take charge of the teachers school and the educational department of the boarding school. Returning to Hilo the group met and it was decided that since Mr. Coan really didn't want to teach and since Mr. Lyman had experience and did want to teach, that he should take the school.

Two hundred dollars were placed with the Hilo group to start the Boarding School. The location picked was between the Coan and the Lyman homes. (The former across from the present Haili Church and the latter below the present Y.W.C.A. Building.) The foundation of the house was laid in August measuring sixty-four by twenty-four feet. It would house a school room, dinning room, pantry, two lodging rooms and a study for Mr. Lyman, all to be complete in three to four weeks. Posts were set into the ground, the entire building was thatched and wall partitions were of course matting.



In August Mrs. Lyman notes in her journal that she is cutting and basting shirts to sew for the boys who would enter the boarding school.

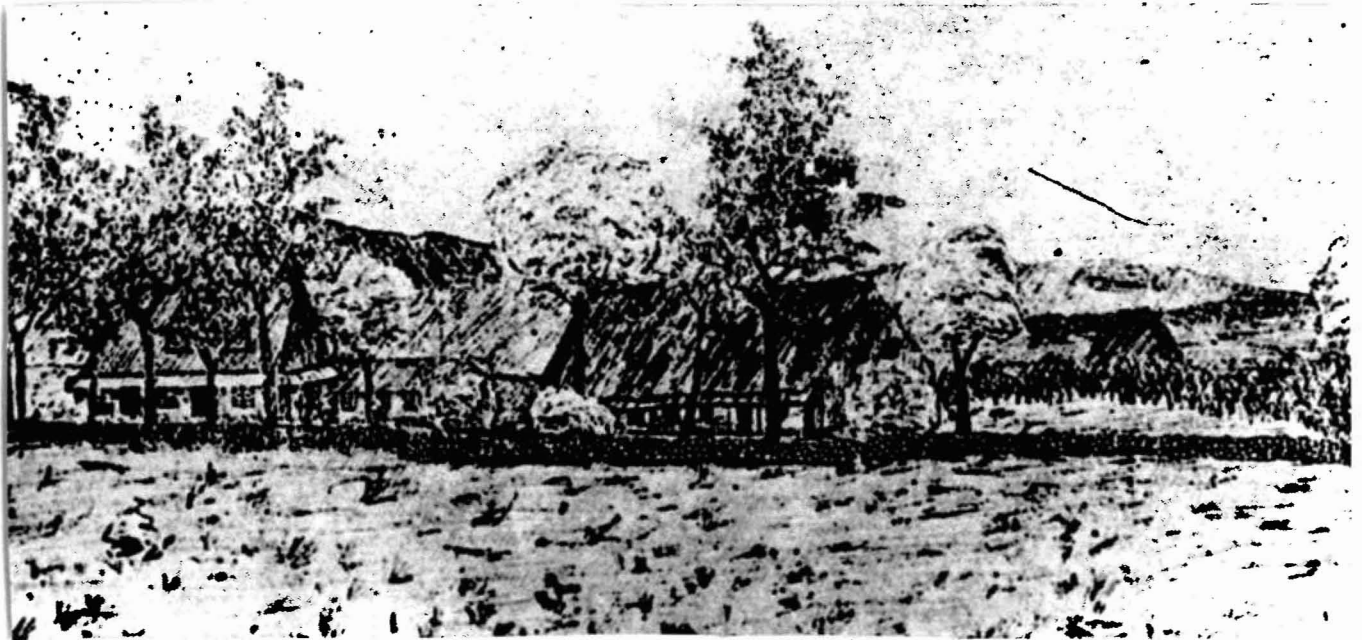
On October 3rd the school opened, about which Mr Lyman and Mr. Coan had the following to report:..."In less than two months two native houses were completed at...less than 140 dollars...the school was opened with eight boys...their dress is blue cotton made in English form. They sleep in seperate compartments, eat at a common table, in English style, and adopt many of the habits of similiar schools in civilized lands." (Mission Herald 1837)

The school was operated to an extent on a manual labor program and unless future boys are younger than those at present it was planned that they would continue to cultivate land to produce their own food. The boys ages ran from seven to fourteen, it was the thought to enlarge the school and perhaps include a younger class of boys. Those at the school in the first year had good health and less behavior problems had been experienced than expected. "Mr. Lyman who was brought up on a farm had an abiding faith in the value of manual labor; and his work in Hilo had convinced him that such activity in both primitive and introduced vocation was as necessary as book learning during the perion of transition from one culture to another."
(NHL Scrapbook 74)

DAILY SCHEDULE 1836

5:20		Prayers
6:15		Breakfast
7:00	- 9:00	Labor
9:00	- 12:15	Bathe and Study Geography
12:15	- 12:30	Lunch
12:30	- 3:00	Natural History of Wild Beasts
2:00	- 3:30	Study Helu Kamalii & recite
4:30	- 5:30	Labor
6:00		Supper
7:00		Prayers

1837 - 1838 The enrollment was thirty-one, boys, picked from the different station schools on the island. More room was needed for the school and the gardens. The new site had been laid out a year earlier. The first shipload of lumber to be landed in Hilo arrived from Puget Sound, to be purchased by Rev. Lyman, to be used in building Haili Church, Hilo Boarding School and a home for the Lymans. The home was to be built near the school farm lands and the school buildings, this put it at the head of Church Street (Haili St.) which ended at School Street (Kapiolani St.).



The school buildings were placed to the north of the new Lyman home (present day Union School). "The new house was a story and a half frame building placed on a stone foundation and provided with wooden floors and glass windows, but covered over with native thatch. The lower floor was fitted up as school rooms, the upper story was divided with mat partitions into little sleeping rooms for the scholars. Behind the principal edifice stood another building of ordinary Hawaiian pattern, but furnished with glass windows and substantial doors. This was the dinning hall...where the pupils were taught to sit on wooden benches around civilized tables, eating with knives and forks and spoons....A considerable distance in the rear was the cook house, an ordinary native building. Besides these structures, there was a small building designed as an isolation hospital, also a sort of barn used as a carpenters' shop and tool house." (Henry Lyman 1906:B-474)

The school buildings, one-fourth mile from the bay are laid out for the patches of melons, bananas, etc., and playgrounds, the area surrounded by a stone fence and the kalo and sugar cane plantations for the school. Access to the premises was only through the outer yard leading to the Lyman home. The gate at the rear of the complex was only to the gardens and kapu for anything else.

A Hawaiian couple who had worked as domestics in the home of the Lymans were assistant guardians and native assistants were employed as teachers. Mr. Lyman made it a point to open and close every school (class) himself except the writing and singing classes conducted by Mrs. Lyman. He was there to hear recitations half a day and spent as much other time as possible in the school room. The branches of learning stressed were arithmetic, (both mental and

written) reading, singing, writing, and geography, (general and sacred) and the study of the Bible.

1839-1841 In three years the pattern changed, in the first year there were eight , then twelve students, the second year thirty-two; the third year twenty-eight; the fourth year twenty-eight; the fourth saw fifty-five; the fifth year fifty-seven and in the sixth year there were sixty-three. The boys came as in the beginning from the several stations on the Island of Hawaii. The daily schedule in 1840 shows change from that listed in 1836.

THE DAILY SCHEDULE

5 :00	Rise
5 :15	Assemble for morning prayers
6 :15	Breakfast
7 :00 - 8:00	Labor
9 :00 - 11:30	Attend School
12:30	Bathe - Dine
1 :30 - 4:30	Attend School
4 :30 - 5:30	Labor
6 :15	Supper
7 :00	Attend Evening Prayers
9 :00	Lights Out

In addition to food grown and raised by the Boarding School, and that donated by the people a plantation of sugar cane which was the product of the monthly concert labor when manufactured, gave 5,400 pounds of sugar and 400 gallons of molasses. The profits of the plantation were given to the Boarding School.

Clothing was also a problem when there were no stores and every item had to be hand made. In a letter to her sister Sarah Lyman writesPerhaps you would like to know how I manage in regard to the boy's clothes (the family and the school). I arrange them in classes according to the sizes and number them. I then take the measure of one boy in Class No. One, and this serves for all in that class and so for No. two and etc. A native woman takes the shirt

which I have cut for a pattern and if I keep her under my eye and have the work spread out on the floor, she will cut the other shirts. when she has fitted the smallest ones they are all distributed among the boys to make. One of the native assistants has cut the pantaloons the past year,.....fitting the smaller boys and the larger boys doing their own.....and these they also sew.....Sometimes I call them all together and direct the head steward to deprive every boy of fish, whose clothes are not in order, until they are well mended. (S. J. Lyman to M. J. Hall-Letter 1841) In the following year she writes that she has taught some of the boys to cut pantaloons, feeling it should have been done sooner as they made their shirts and could mend thus began the Tailoring Department at the Boarding School.

In 1841 the school was visited and commented upon by J. J. Jarvis, who found between fifty and sixty boys. Both he and Commander Wilkes of the United States Exploring Expedition remarked on the neatness and excellence of the boarding school. Wilkes staying in Hilo while setting up an observatory on Haili Hill above the school had brought several new inovations. When the Missionaries first came to Hilo the kitchen fire or any fire was started with a tinder box, when Wilkes brought matches they may have been the first introduced to them. It was also during Wilkes stay that a monetary system using coins was first used in Hilo. while it did not immediately replace the barter-trade system it did introduce a commercial system as coins, half and quarter (cut) of all denominations and countries appeared.

An assistant teacher, Kaiana a recent graduate from Lahianaluna has been employed at the Boarding School and Rev. Lyman was doing remarkably well.

He was not happy to report that "a portion of the land designed to be cultivated by the school, had been taken the last year for the King's Poalua. Should further encroachments of this kind be made, against which we have no security, the operations of the school will be embarrassed and the expenses increased." (D. B. Lyman Report MSS 1841)

1842-1845 Clothing was still a problem, a letter from Rev. Lyman to "the Brethren" request three hundred-fifty to four-hundred yards of ticking and blue drilling (not so light as brown) for pantaloons. He requests that the material arrive soon so that the job of making a years supply of pantaloons would not take place in the few weeks after General Assembly.

The music at the school extended beyond just singing, to a band, after the boys had heard the band on one of the ships. They made flutes or fifes out of bamboo. The band was enlarged with a base Viola and a real F-keyed flute. Rev. Lyman wrote several times to the ABCFM requesting instruments and defending the music program. He noted that Mrs. Lyman taught singing three times a week and that every boy learned to sing correctly by note. "In an intellectual view, we think they lose nothing by the attention given to this branch and we should be extremely unwilling to dispense with the influence it exerts in taming the scholars and rendering them docile and happy." (Lyman-277:23) The boys sang at Haili Church on Sundays and from this came the Haili Choir.

In 1844 we find the problem, the wolf that was always at the door; the expenses of the last year have exceeded eight hundred dollars. During the last eight years (exclusive of the Lyman familys' support) the expenses have been 4,500 dollars coming from the

following: 3,920 dollars from the Mission funds, one hundred sixty dollars from the missionaries, their children and other foreign residents and during the first four years over four hundred dollars from the Hawaiian people. In 1845 the school needed a grant for the year..."the sum needed will depend on the course pursued by the Government...three years since....applied to the Government for a charter for the school.....Under the old law, the school received a part of the same privileges granted to the common schools." (Letter-D B Lyman to "Brethren" 5-31-1845)

The Abner Wilcoxes transferred to Wailua, Kauai.

1848 The school needs more land, the amount available for cultivation is not large enough to support the school, the average number enrolled in the last two years being fifty six. At the time the report was made one had died, sixteen entered Lahainaluna and twenty four were teaching.

The school opened with eight scholars which increased to twelve, and thirty in the two succeeding years since which it has averaged fifty eight for the past twelve years.

1836 - 1848

Whole number admitted.....	325
Run away or taken away by parents.....	18
Dismissed or expelled - Misconduct.....	18
" on account of ill health.....	9
" in year after entering not promising	28
Entered Lahainaluna School.....	90
Deceased.....	45

About one third were employed as teachers, who taught for a time, have left that employment.

Now employed as teachers.....	75
Supposed now to hold office as Judge.....	3
Of Taxgatherer.....	3
Of School Superintendent.....	2
Of School Treasurer.....	1
Pastor of a Church.....	1
Licensed Preacher.....	1



HAIL CHURCH & MISSION HOUSE IN 1849

REDRAWN FROM SKETCH BY W. D. ALEXANDER
BY G. H. RICHARDS, 1918



HILO BAY IN 1849

REDRAWN FROM SKETCH BY W. D. ALEXANDER
BY G. H. RICHARDS, 1918

The American Frigate Independence brought measles into Hawaii. The school did not lose any of the boys, Mrs. Lyman took care of the Lymans and Mr. Lyman took care of the boys at the school. Help was also received from Dr. Maxwell of the U. S. Cyane.

On May 10, a letter accompanied the charter giving forty acres of land to Hilo Boarding school from King Kamehameha III. It states...."that forty acres of land adjoining said school be appropriated to this object, to be devoted to the promotion of the general objects of the school, according to law.....Should the school cease to exist or essentially change its character or for any cause, the reasons of this grant, cease to exist, the land will then revert to His Majesty's Government." (Letter - Property:5-10-1848)

1849 The new year brought good news in the persons of the Wetmores who would become part of the mission, the community and spend their lives in Hilo. Dr. Wetmore was the long looked for doctor and took his place in the school teaching. It is good that he came because measles and whooping cough also arrived. Once again the families and the school came through with no losses. Of the fifty-two boys in the school they gave their time to reading, singing, writing, composition, geography, arithmetic, algebra, natural theology, Etc..

1851 Mr. Lyman is appointed as Government Land Agent, much to his displeasure, having no desire to enter into government work. However, good news came, saving the money from the sale of the mission herd would go to the Boarding School.

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The native teachers have been paid principally by the government. Dr. Wetmore conducted the school for the teachers and the advanced students, in session twice in the year.

The small-pox epidemic reached the island but again the boarding school was able to hold its own ~~and~~ by keeping the boys on the school grounds.

On November second the main school was burned, and all it contained with the exception of two flutes was lost. No lives were lost and only one boy was burned. The foreign residents, seamen, other missions and Hawaiian people donated, work, money and goods. It was voted unanimously by the board of trustees that the new building be erected on the grounds appropriated by the Government for the use of the school.

1855 The Lyman's home (present Lyman Museum) was changed when the thatched second story was replaced with wood and an iron roof, adding an attic. Workmen were Henry Williams and C. E. Richardson.

The same two gentlemen, from Honolulu were also given the contract for the building of a new (the fourth) Boarding School building. It was to be fifty two feet by thirty feet; two stories, an attic and a stone basement with the heavy timbers of ohia and a zinc roof. Although Mr. Pitman donated much of the lumber, most of the other material had to come from away and Mrs. Lyman sounds quite of the present when she says "it takes time to do anything in this country." The coral for the lime, wood for burning it and sand for the mortar were gathered by the boys of the Boarding School. They had three yoke of oxen which they worked with in the morning, evening and on Saturdays.

In September (15-1856) Mrs. Lyman writes to her sister "our new school house is commodious, airy and convenient, well adapted to the necessities of the school...in the basement which is of stone, we have the dinning room, store room and storage for farm utensils; on the first floor, a school room, a room for the native assistant and a second room. The second story is used for sleeping as is the attic. Their beds are single--made by nailing four strips of boards on to four square legs with slats across the bottom. The cook-house is of stone and a little in the rear of the school house. It is pleasant and much better than our old one.

Enoch Kauihelani was paid two hundred fifty dollars for a quick-claim deed for land given to the school in 1848 by the King that he claimed belonged to him.

1859-1865 From 1836 to 1851 the pupils were taught almost exclusively through the Hawaiian Language. In all religious instruction and most of the instruction in the various branches of secular education the language is Hawaiian. In 1854 Mr. Lyman states that he taught in English "one half to three quarters of an hour each day and Mr. Auston the District and police justice for eight months taught for one to one and a half hours per day." (N. H. Lyman 1932:81) In 1859 the parents were in a better position to appreciate the advantages of the school as stated by Mr. Lyman in a letter to the ABCFM. The parents found that the English schools taught little, enough to enable the boys to leave and go to sea, whereas at the Boarding School they received the same amount of English and in their own language an education to qualify them to do something when they left.

In August Mr. Lyman was appointed as one of local directors of English Schools for Hawaiian youth, in the Districts of Hilo and Puna,to continue in office during the pleasure of said Board. And he was told that the law would be his guide.

In the report of 1861 it is learned that the two native assistants have done well, one teaching in English and the other in Hawaiian. There seemed to be a necessity the last eight or nine years for "teaching the English language as much as convenient. It is necessary to teach some English to attract the bright pupils, so far it is possible to teach enough English to equal that taught in the English Schools and still carry on in Hawaiian." (D. B. Lyman-ABCFM-5-7-1861)

The 'Building Fund' was started through the sale of cattle from the Boarding School herd, bringing in 2,105 dollars.

In August Mr. Lyman (and the Boarding School are still having problems with the Board of Education and) is not sure they will continue to support the school or if they do they will want more power in directing policy. In another letter he states that while some members of the Board of Education, had difficulty with the school not being taught entirely in English, Mr. Fornander, Superintendent of all Schools in the Kingdom while on a visit stated that he and some of the members were in favor of the system.

Further in the letter he states there are seventy seven pupils in the school. Before closing he states "It is time a younger man should be connected with the school either as assistant or principle." (D. B. Lyman-ABCFM-8-18-1865)

In April, 1863 Dr. C. H. Wetmore was elected auditor

of the Boarding School and Mr. H. M. Alexander is teaching at the Hilo Boarding School. The following year Rev. Lyman is elected as a permanent chairman of the Board of Trustees.

The ABCFM deeming Hawaii no longer a foreign mission in regard to support divided the Hilo Mission lands between the three missionaries Lyman, Coan and Wetmore. (See year 1878)

1868 The year of the eruption of Mauna Loa which caused island-wide damage. At the school the underpinnings of the main building were so shattered that the basement was done away with and the building was lowered. The trustees contracted for re-roofing the Boarding School building - One thousand dollars.

1874 Rev. David Belden Lyman resigned as Principal of the Hilo Boarding School after thirty eight years of service. He and Mrs. Lyman worked in the pioneer period when there was little in material goods to work with, when for the first thirteen years they had to be parents, teachers, doctors, diplomats, inn-keepers and carry many other roles. The missionaries were responsible for the government schools, not only training the teachers, they had long journeys on foot and by horse to examine the schools and aid the teachers. " In additionthe regular classes must go on, the school farm must be made to produce food for the school family andthere came times of shortage...There was a spirit of real helpfulness and generosity shown by those early Hawaiians." (N. H. Lyman 1932:42)

REV. J. MAKAIMOKU NAEOLE

1874-1878 "Following the resignation of Rev. Lyman, the Rev. J. Makaimoku Naeole was appointed principal in which capacity he served for four years. There seems to be very little material written on this period.

 During this period it was decided to hold the Board of trustees meetings in Hilo instead of Honolulu. Rev. Lyman reports that Rev. Elias Bond contributed one thousand dollars toward a home for the principal.

REV. WILLIAM BREWSTER OLESON

1878-1886 Mr. and Mrs. Oleson, natives of New England, who were both college graduates and teachers arrived with an assistant teacher from Honolulu.

 The new principals home on the school grounds is completed and a paved driveway put in from the street to the school and a telephone installed between the principals and Dr. Wetmore's home.

 In the reports from 1878-1880 Mr. Oleson states: the incentive to industry in school-work and as an educating influence, I have taken the liberty to order from Boston a printing press that is about to arrive. He felt it would prove an aid to school discipline

vide printed material for the school and small jobs could be done for for people in town. A carpentry class started, by doing projects for the school.

 From this period English was taught exclusively and a small board tax was levied on the pupils. (N. H. Lyman 1932:20)

Due to the younger age of the boys and stoppage due to the measles only nine acres had been planted. Because of a scarcity of food about four hundred dollars was spent for food-supplies that normally would have come from the farm. The expense of meat and fish was three times what it had been the year before.

In March of 1881, Mrs. Oleson died and Mr. Oleson with the children returned to New England. Nine months later he was reinstated at the Boarding School. While he was away Rev. E. P. Baker and the Hon. Joseph Nawahi were acting principals.

In an attempt to provide a more varied diet and combat the high prices a boat was purchased so that the boys could catch fish for the school. On the farm potatoes were added to the taro crop and one thousand banana plants, one hundred fifty strawberry plants and one hundred coffee trees were planted. The yard was graded and the avenue of palms was planted.

A new sheet-iron cookhouse, and bath house were built. On the south side of the grounds a class room building was erected, on the second floor was a dormitory. The old dinning hall was replaced by a new two story building which included a dormitory and a tailoring room.

On October 4th, 1884, David Belden Lyman dies and is buried at Homelani Cemetary. His son, Frederick becomes President of the Board of Trustees and Rev. Oleson becomes Secretary. In the next year on December 5th, Sarah Joiner Lyman dies and is buried next to her husband in Homelani Cemetary.

In 1886 the Jubilee Anniversary of the Boarding School is celebrated. It is noted on the same line that the ensowment fund had reached the 39,963.00 mark.

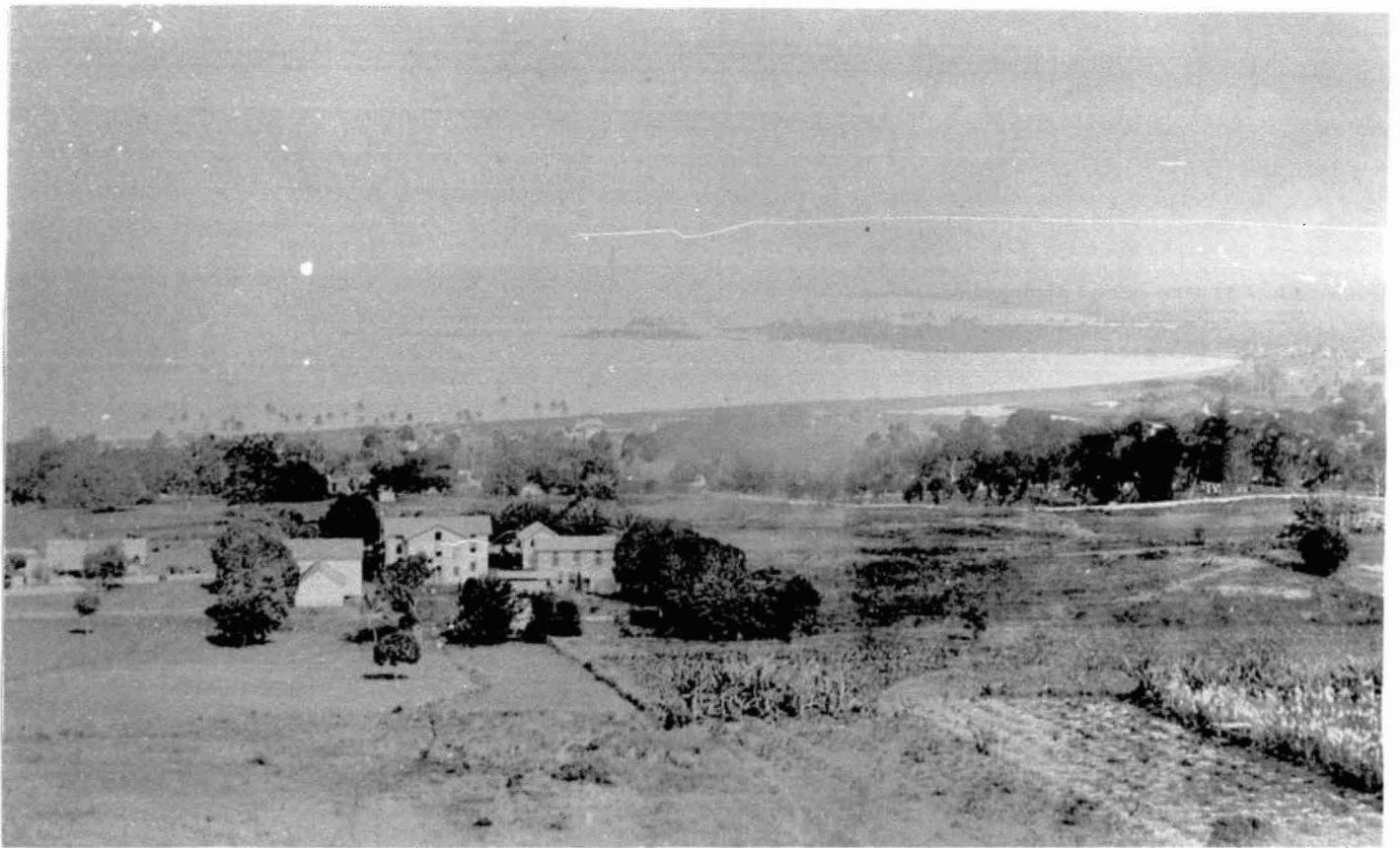
It was in this year that the first Japanese students were admitted to the school.

Rev. Oleson had come to Hilo Boarding School at a critical time in its history, so successful had he been in pulling it back to its former standard that the trustees of Kamehameha School invited him to be their first principal.

REV. A. W. BURT

1886-1890 No written material has come to light for this period.

Carpentry classes were organized when a supply of tools were donated. In addition the gift of three sewing machines did much for the tailoring department. In 1887 a long felt need was satisfied when a government appropriation of 1,500 dollars was received for an industrial building. During the year a larger printing press and a lath were also donated to the school. In 1888 Mr. Alexander Young, manager of the Hilo Iron Works, donated a turbine wheel, complete with the necessary iron work, shafting, pully and the pully flanges ready to be erected.



MR. AND MRS. WILLARD TERRY

1890-1897 In 1889 Miss C. A. Reamer, Principal of Kamehameha Boys' Preparatory School was invited to become the Principal of the Hilo Boarding School. She married Mr. W. Terry and they both became principals of the Hilo Boarding School. Mrs. Terry took charge of the academic department and Mr. Terry devoted his time to the farm and shop classes. The coffee trees were bearing and a coffee milling house was added, cleaning, husking, drying and roasting came next.

 In 1891 Mr. Terry designed and manufactured a wooden poi machine which was a great saving of time and energy. In the following year a 15-light dynamo was installed providing the school buildings with their power and the first electric lights in Hilo. An engine lathe was donated and installed in the industrial building, to be followed by a steam boiler. The next addition of a class was the blacksmith course.

 In 1894 a one-half ton ice plant was installed and ice sold in Hilo to regular costumers was delivered by the boys in hand carts. By 1897 the school was producing more electricity and people who were receiving it free were very happy, but more people wanted it. The school applied for a patent to go into the business but were not accepted as they were a school, so they formed a seperate group and the Hilo Eletric Light Company was started and the ice plant discontinued.

 In April the Terrys resigned and Rev. R. K. Baptiste was the principal from April to June.

LEVI CHAMBERLAIN LYMAN

1897-1923 Levi Lyman, grandson of the founder was the second long term principal for twenty five years. During his term the landscape changed, only three of the old buildings were to remain, the Academic Hall (later to become a shop), the principal's home and the annex classroom - dormitory building. To be built were the Academic Hall (228 feet by 38 feet; containing class rooms, assembly room, dinning hall, dormitories,) the kitchen and store room erected to the rear of the building; four teachers cottages, a new blacksmiths shop, a four room utility building accomodating a steam plant, dairy, poi factory and woodroom for craft supplies. In 1916 the gymnasium (100 feet by 70 feet) was finished and in 1922 a Mechanic Arts building was given by the Japanese students and alumni.

The student population in 1897 was thirty six. It grew to one hundred and one, a number more than the site could accomodate. There after the number was kept to one hundred. With the increase in students came an increase in teachers from four plus one assistant in 1897 to ten teachers and three assistants in 1922.

"Vocational instruction of a high grade, in carpentry both proctical and fine cabinet work, in blacksmithing, in printing, in Home Crafts and in Automobile instruction were carried on. Agriculture became more than simple farm labor, scientific instruction was taught and practiced and a scientific dairy was run under supervision." (N. H. Lyman 1932:75) In coperation with the U. S. Experiment Station the school planted cocoa, bluefield bananas, rubber trees, pineapples and they traded varities of taro with different lands.

In 1897 a work-study program was started, students who were not able to pay twenty five dollars per month (fifty dollars when the school closed) were allowed to work an hour extra for every three required. Since most of the students were on the program it was necessary to maintain the program and the work instead of money grants upheld the theory of building character.

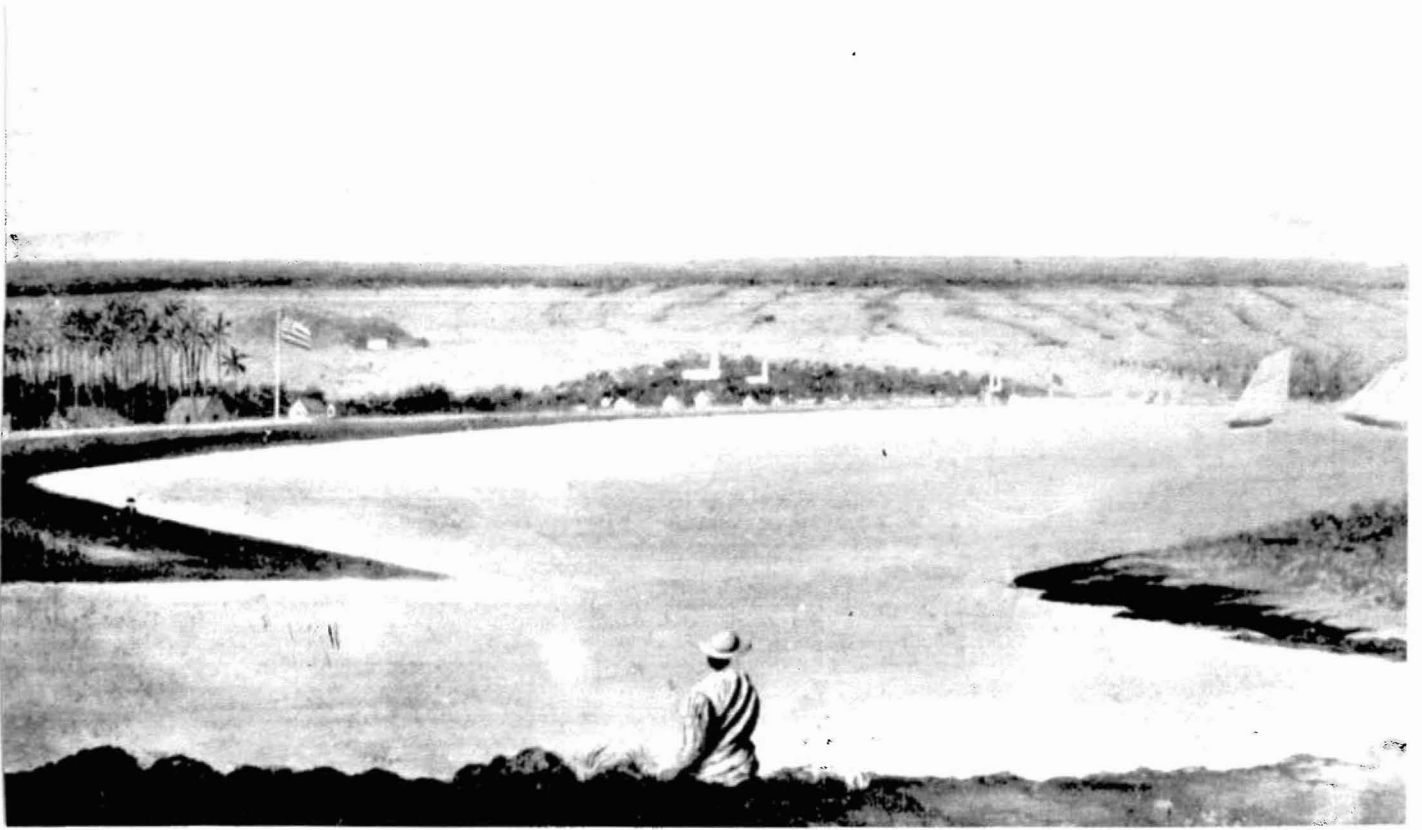
1904-1905 DAILY SCHEDULE

5 :30	Rising Bell
5 :45 - 7:15	Work Hour
7 :30	Breakfast
8 :00	Hospital & Inspection
8:30	Chapel
9 :10 - 12:15	Academic Classes
12:30	Lunch
1 :30 - 3:00	Work hour
3 :00 - 5:00	Shop
5 :30	Supper
6 :45 - 8:45	Study Hour
8 :55 -	Taps

SUNDAY SCHEDULE

6 ;00	Rising Bell
7 :00	Hospital
7 :30	Breakfast
8 :00	Reading Hour
8 :45	Inspection-room
9 :30	Chapel
10:00 - 11:00	Sunday School
11:00 - 12:00	Church
12:30	Lunch
3 :00 - 4:00	Story hour for small boys
4 :15	Inspection
4 :45	Drill
5 :30	Supper
6 :00	Christian Endeavor
7 :00	Chapel
7 :30	Church
9 :00	taps

In 1903-1904, Mr and Mrs Lyman spent a year at Hampton Institute in Virginia, the school founded after the civil war, based on Armstrongs memory of the Hilo Boarding School. One of the ideas that returned with them was instituted in 1910, military uniforms, drills, rifles, and a code of conduct. The uniforms were worn at all times except when at work on the farm or around the school. Tan uniforms were worn daily and white ones on Sunday and for special occasions.



From 1893 to 1905 the school and Hilo Electric Light Company had close ties, one might say the school was the parent of the Light Company (see the years under Mr. and Mrs. Terry.) Trustees of the boarding school were founders of the Light Company created when the school could not obtain a patent to start the company. The water rights owned by the school allowed them to come to an agreement in the trade of water for electricity.

1910-1911 From the new dining department (above mentioned) comes.....: "The bill of fare is simple, but wholesome. For breakfast there is rice and milk, bread and fruit, and coffee once weekly. For lunch there is meat, gravy, poi and vegetables. For supper salmon, poi and tea once weekly." (75th Annual Report 1932:91) This is a far cry from the 1830's when some days the menu was boiled taro for breakfast, baked taro for lunch and cold taro for supper.

From the early years the theory 'all work and no play would make Jack a dull boy' was apparently in the minds of the those in charge of the school. At each of the locations of the three schools a play ground area was laid out and much used. Rev. Lyman took the boys on hiking and camping trips and the whole school through the years went on several outings during the school year. Three times a year a field day was held...Picnics and excursions were held...twice a week the battalion drilled...once a month the boys could invite their friends to 'Rhetoricals'. In later years field and track meets were held with other schools,

Discipline has not been dwelt upon but it was very important and always present as is seen by the large number of pupils who were asked to leave and no doubt in the number who left on their own. In the last ten years of the school the discipline was kept

strict according to the last classes who graduated.

In 1917-1918 Mr. G. A. Young was Acting principal while the Lymans and their son went to Detroit where Levi Lyman learned about cars, repairing etc., and his son learned all about tires. On their return classes were started in automobile repairs.

The Government was granted the use of the class rooms, the assembly hall and the gymnasium for classes of the English speaking school in 1922. In return the Government would paint and maintain the building and take all the upkeep expense.

In 1922-1925 George M. Hargrave was the principal. It was during 1925-1926 that the academic and vocational classes were given up as a step toward the change in the future Hilo Boarding School activities. the Crafts Shop continued with a small working force to attend to repairs and general upkeep. Other activities were written off at this time.

The fact that Lahainaluna became a Government and the public schools starting high schools started the Hilo Boarding School moving into a new era. The Boarding School began as an academic institution whose purpose was to teach boys and young men and prepare them so they could attend Lahainaluna School and come out as teachers could attend Lahainaluna School and come out as teachers and ministers, It is in later years after David Belden Lymans time that so great an emphasis was put on the vocational classes.

It was during Levi Lymans term as principle that the schools land and water-right problems were solved. The land and water (from the Wailuku River) rights given by King Kamehameha were not received with Quit Claim Deeds. The schools water-right claim was settled in the Hilo courts in 1915 and went to the Supreme Court where

the decision was up-held in 1917 giving the Hilo Boarding School the use of 5,590,000 gallons of water every twenty four hours.

The land question was settled in 1921 when a definite written deed was granted for thirty three acres in exchange for 6.87 acres of school land to the government for a Quit Claim Deed and 5,000 dollars. In 1922 with additions the acreage was close to 70.85 acres.

The Missions walked a financial tightrope and the wolf at the door was their constant companion. The farm was not just an educational product, it was necessary to keep food in the boys and in the missionaries. ABCFM funds were not going to last forever, government funds depended on who was in office, so in later years the funds and an endowment were necessary but not enough to allow the school to match the equipment and facilities of the government schools.

G. SHANNON WALKER VILLAS DRAGOO ERNEST A. LILLEY JOHN H. BEUKAMA

1926-1943 The above gentlemen carried out the project of changing the Boarding School into a community center. The Boarding School became a community center, a dormitory for high school students and young men, and a place where religious and community groups met. A private kindergarten was held in the ground level area. In the late twenties, early thirties the Hilo Center as it was known was a main focus for athletics. It was felt that a more central location was needed and land was purchased on Kamehameha Avenue. This was central to Puueo and Waiakea, the Center was home to the Boy Scouts and the Girl Scouts and to many other groups until the 1946 tidal wave.

In 1942 Arrangements were made for joining the U. S. O. and the Hilo Center for service men. In 1942 the Lyman Hall Department of the Hilo Boarding School was turned over to the Army who returned it to the trustees in 1943.

In 1947 a new tradition took root...Lyman Hall was the first home of the Hilo Branch of the University of hawaii a center of the University Extention Division. There was an instructor in charge, there were two full time and four part time instructors with thirty two regular and fourteen part time students. The Center filled a real need in that economic factors no long completely barred people from entering the academic world. The first year saw establishment of a library, a series of public lectures, the Ka Leo Iki (a newspaper) and a basket ball team.

Expansion started with a permanent summer school in 1948. Although still under the Extension Division the institution changed its name to University of Hawaii, Hilo Center, in 1949. Two years later disaster came close when a cut in University funds would have closed the school. Citizen pressure caused the legislature to reopen the school. While the fight was in progress the addition of a Science Survey Course and a laboratory (built by Chester K Wentworth and students) allowed completion of requirements for two years work.

In 1943 the Center had grown and Governor King announced that the Lanikaula site had been approved. On June 17, 1955 the lease ran out at Lyman Hall so after summer sessions at Hilo High the move was completed to the present site.

In 1971 the caption read LYMAN HALL PURCHASED FOR USE AT CAMP SITE followed by the information that a Hilo hui, Christian

Camps of Hawaii would transfer the building to their site to use it in much the same purpose as it was originally intended. (Hawaii Tribune 10.15.71)

All of the Boarding School Buildings are gone now only the Spanish Cannon and the trees remain. But the area is not quiet for in 1980 the Hilo Center affiliated with the Boy's Clubs of America. The Boy's Club of Hilo are the present residents on the Hilo Boarding school land. The Boy's Club have their trustees and the land is governed by the Boarding School Trustees who are living by the charter given by King Kamehameha III.

BIBLIOGRAPHY

All of the sources used for this paper are part of the Lyman Museum Archives. While available some of the material is not catalogued so the finding aid is the registration number. When the number is preceded by a B it is an old number (still in use) and when LHM it is a number that was entered after 1974.

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Sarah J. Lyman Letters	B 503:26
Sarah J. Lyman Letters	B 503:2
David Belden Lyman-Journal - Bound	B 226
David Belden Lyman-Journal - Loose pages	B 604
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Sarah J. Lyman - Papers	B 503.3
Mission Herald 1837	B 509
Nettie H. Lyman - Scrap Book	B 223
Henry Lyman - Papers	B 464
David Belden Lyman Report - 1841	B 349
David Belden Lyman to ABCFM Letter	B 277
Letter Book - Land and Water-Rights	LHM 48.24.1

PICTURES

All of the pictures come from the Lyman Museum Photograph Collection.

1. Copy of a drawing made of the Mission Houses in Waiakea when Lord Byron visited with the ship Blonde in 1825-6.
2. Pencil sketch of the first Hilo Boarding School, Lyman Home and Coan Home by T. M. Coan.
3. Pencil sketch of the second Hilo Boarding School and on the left the Lyman Home. (Also by T. M. Coan)
4. Pencil sketch of Haili Church and Mission House in 1849 from a drawing by W. D. Alexander - by S. Hironaka in 1928.
5. Hilo Bay in 1849, S. Hironaka from a drawing by W. D. Alexander (also in 1928.)
6. Hilo Boarding School and gardens from Haili Hill looking toward Hilo Bay. (1856)
7. From a painting by J. Nahiwai - Waiakea and Hilo Bay.