was an afterthought which grew up perhaps during the next day—
that is, of actually proposing annexation as an immediate thing. I
know that it was not in my own mind. I was not thinking about that.
I was thinking about what kind of a government would be put up. It
was quite evident there was going to be a change. Annexation might
or might not come. People had to act and think rapidly. We had had
some training in the revolution of 1887. That had been an education
to our leading men.

Q. What do you mean by education? In what particular?
A. An education in planning for a form of government. An educa-
tion in prompt action of the right kind.

Q. What do you mean by prompt action of the right kind?
A. I mean such action as was actually taken. Experience had taught
the people that no confidence was to be placed in any royal promise;
that there was only one thing to be done—to make clean work and
swipe the monarchy away. The people there had a very distinct educa-
tion in what may be termed the strategy of a revolution.

Q. Do you mean that the white element here had learned what they
could accomplish by courage and organization?
A. Yes; exactly. I would add to that also that the native popula-
tion got an education in the impossibility of resistance to a determined
action on the part of the whites.

Q. Now, Mr. Bishop, was this change of Government brought about
by any action from the other islands—or was it done entirely on this
island?
A. Entirely. There was no time to communicate with the other
islands. The white population of the other islands were as thoroughly
in sympathy as the white population of Honolulu.

Q. Did they have any knowledge of it?
A. None.

Q. Did the native population on the other islands know anything of
the movement?
A. I think they knew of the movement to proclaim a new constitution.
Q. That is not what I mean—
A. Well, they could not. The whole thing was done so rapidly.
There was no vessel going up to the other islands during those days.
I think no vessel went up during that period.

Q. In the education you say the whites received here and the natives
received in connection with revolutions, was there in the minds of the
whites to enable them to succeed, and in the minds of the natives to
induce them to submit, any calculation as to the aid of the forces of
any foreign government?
A. I should say there was none whatever. I was myself fairly inte-
mate with the public sentiment in that matter, and I am certain that
there was no calculation of any such aid. There was a calculation on
the maintenance of the usual practice of landing troops to maintain
order against mob violence, and to protect the property of citizens.
There was an expectation of that.

Q. How was that force to be applied? The Queen’s Government was
in existence up to the time of your recognition?
A. It may be said to have had no manner of existence. It had no real
existence. It was wrecked by the panic produced by the unconstitu-
tional acts of the Queen. All persons had ceased to look to it; at
least, all owners of property and intelligent people.

Q. Then you did not expect the use of troops to enforce or sustain
any action on the part of the Queen?