THE EDUCATION OF NATIVE AND MINORITY GROUPS
A BIBLIOGRAPHY, 1923–1932

BULLETIN, 1933, No. 12

By

KATHERINE M. COOK
Chief, Division of Special Problems, Office of Education

and

FLORENCE E. REYNOLDS
Office of Education
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter of transmittal</td>
<td>v</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>I. General approach to problems concerned with the education of native and minority groups</td>
<td>3</td>
</tr>
<tr>
<td>A. Studies of race relations, attitudes, and problems</td>
<td>3</td>
</tr>
<tr>
<td>B. General reports and studies relating to indigenous and minority peoples in continental United States, and outlying parts</td>
<td>6</td>
</tr>
<tr>
<td>II. How certain foreign governments are meeting educational problems of native groups</td>
<td>7</td>
</tr>
<tr>
<td>A. In Africa</td>
<td>7</td>
</tr>
<tr>
<td>B. In Haiti</td>
<td>10</td>
</tr>
<tr>
<td>C. In India</td>
<td>11</td>
</tr>
<tr>
<td>D. In other countries</td>
<td>12</td>
</tr>
<tr>
<td>III. The education of Indians in continental United States</td>
<td>14</td>
</tr>
<tr>
<td>1. Historical and cultural background</td>
<td>14</td>
</tr>
<tr>
<td>2. Problems concerned with the social, economic, and educational rehabilitation of the Indian</td>
<td>16</td>
</tr>
<tr>
<td>3. Indian education</td>
<td>18</td>
</tr>
<tr>
<td>4. Measurements of Indian traits and abilities</td>
<td>21</td>
</tr>
<tr>
<td>5. Indian arts and handicrafts</td>
<td>23</td>
</tr>
<tr>
<td>IV. Alaska and native Alaskans</td>
<td>25</td>
</tr>
<tr>
<td>1. General background: History, economic, and social conditions, native cultures</td>
<td>25</td>
</tr>
<tr>
<td>2. Native education in Alaska</td>
<td>26</td>
</tr>
<tr>
<td>V. The American West Indies</td>
<td>28</td>
</tr>
<tr>
<td>A. Puerto Rico</td>
<td>28</td>
</tr>
<tr>
<td>1. The social and economic background and its educational implications</td>
<td>28</td>
</tr>
<tr>
<td>2. The educational program, progress, problems</td>
<td>29</td>
</tr>
<tr>
<td>3. Child welfare, health, nutrition, physical education</td>
<td>30</td>
</tr>
<tr>
<td>4. Special problems of school organization, methods, curriculum</td>
<td>31</td>
</tr>
<tr>
<td>5. Intelligence and personnel studies of school children</td>
<td>33</td>
</tr>
<tr>
<td>6. Official reports and pamphlets</td>
<td>33</td>
</tr>
<tr>
<td>7. Professional and higher education</td>
<td>34</td>
</tr>
<tr>
<td>B. Virgin Islands</td>
<td>34</td>
</tr>
<tr>
<td>1. Social problems and American occupation</td>
<td>34</td>
</tr>
<tr>
<td>2. Education</td>
<td>35</td>
</tr>
<tr>
<td>VI. Philippine Islands</td>
<td>35</td>
</tr>
<tr>
<td>1. General social, economic, and historic background and educational implications</td>
<td>35</td>
</tr>
<tr>
<td>2. General educational conditions, progress, problems</td>
<td>37</td>
</tr>
<tr>
<td>3. Special problems in school organization, curriculum, teaching methods</td>
<td>39</td>
</tr>
<tr>
<td>4. Tests and measurements</td>
<td>41</td>
</tr>
<tr>
<td>5. Official reports</td>
<td>41</td>
</tr>
</tbody>
</table>
## CONTENTS

### VII. Hawaii and other Pacific insular parts

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Hawaii</td>
<td>42</td>
</tr>
<tr>
<td>1. The social and economic background and educational implications</td>
<td>42</td>
</tr>
<tr>
<td>2. Surveys and descriptions of general educational conditions</td>
<td>42</td>
</tr>
<tr>
<td>3. Special problems in school organization and teaching practices</td>
<td>43</td>
</tr>
<tr>
<td>4. The curriculum</td>
<td>45</td>
</tr>
<tr>
<td>5. Intelligence and personnel studies</td>
<td>49</td>
</tr>
<tr>
<td>6. Official reports</td>
<td>50</td>
</tr>
<tr>
<td>B. Educational progress in the Canal Zone</td>
<td>51</td>
</tr>
<tr>
<td>C. Educational progress and problems in Guam</td>
<td>51</td>
</tr>
<tr>
<td>D. Samoa</td>
<td>51</td>
</tr>
<tr>
<td>1. The general situation</td>
<td>51</td>
</tr>
<tr>
<td>2. Educational progress and problems</td>
<td>52</td>
</tr>
</tbody>
</table>

Index                                                                | 53   |
LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D.C., June 1933.

Sir: One of the fields new to the office to which I have given considerable attention during the period of my incumbency as Commissioner of Education is the education of the various native groups which have come under our flag. My conviction has been that the education developed in the United States should not be merely grafted upon them. Rather, a new type should be developed adapted to their special needs and abilities. The attached bibliography presents a compilation of studies concerned with the education of native and minority groups which I think fits into this purpose. Accordingly, I recommend that it be published as a bulletin of this office.

Respectfully,

Wm. John Cooper,
Commissioner.

The Secretary of the Interior.
THE EDUCATION OF NATIVE AND MINORITY GROUPS—A BIBLIOGRAPHY, 1923–32

INTRODUCTION

The purpose of this bulletin is to present a selected working bibliography of practical usefulness to students and others interested in the education of native and minority groups. The field is a relatively new one in American education, and so far as information is available, this is the first effort to formulate a bibliography concerned with it.

The primary purpose is to assist students of education and others interested in securing information or in pursuing studies concerned with the education of native and minority peoples living under the sovereignty of the United States. In continental United States there are large Indian and Negro populations still in process of attaining complete integration into American life. Native or minority groups in outlying parts widely scattered throughout the globe number more than 14 millions in population and live in territory more than 711,609 square miles in area. They possess different racial traits and characteristics and speak many different languages. Education is a significant agency in the social and economic rehabilitation of the people concerned, and in their integration into Western civilization and culture. Increased knowledge of conditions and progress influencing education which this bibliography should promote will, it is hoped, lead to better mutual understandings and further scientific studies of social and educational problems. These results should lead to more intelligent functioning of the school systems established throughout the outlying territories.

Complete understanding of the problems involved necessitates also some familiarity with racial relations; attitudes, and characteristics as a background. Again it is well known that neighbor countries, American and European, have had longer and more varied experiences with the education of native and minority groups than we. Some knowledge of their experiences is essential as an approach to intelligent judgments concerning problems which are definitely our concern or responsibility. This bibliography is selected with all of the foregoing considerations in mind. It is arranged under seven classifications as follows:

I. A general approach to problems concerned with native and minority groups; II. How certain foreign governments are meeting these problems; III. The education of Indians in continental
United States; IV. Alaska and native Alaskans; V. Education in the 
American West Indies; VI. Education in the Philippine Islands; 
VII. Hawaii and other Pacific insular parts.

In the selection made for inclusion in the bibliography the needs of 
students of education and practical educators as indicated by re-
quests for information made of the Office of Education and by experi-
ence were the controlling factors. While an effort was made to pre-
pare a list which will give the student a comprehensive approach to 
the general subject and cover all the important phases of education 
affecting the groups indicated, it is limited to recent and accessible 
publications and to material in English, though Spanish references 
are of considerable importance in studying education in the Philip-
pines and Puerto Rico. The list as a whole covers the 10-year period 
preceding 1933. There are a few exceptions made in connection with 
material of special value or interest, particularly references to educa-
tion in outlying insular parts. References are, however, limited to 
education established since the American occupation. One interested 
in the historical development of education will, therefore, need to 
search further than this list for studies of that type. However, useful 
bibliographies suggestive for more intensive study will be found among 
the references listed. An example is the excellent and complete bib-
liography prepared at the University of Puerto Rico, listed herein as 
number 282.

Magazine articles local to and concerned with education in the 
island groups are included in this list when concerned with authentic 
information of general interest on educational conditions or progress; 
and when commonly accessible in educational libraries. An encour-
aging discovery made during the compilation of the bibliography is 
that graduate students in increasing numbers in continental uni-
versities and colleges are preparing theses and dissertations on educa-
tion problems in our outlying parts. Descriptions of these studies 
indicated that many were of exceptional value and interest. They 
are excluded somewhat regretfully, because they are not available to 
those whom this list is designed to serve.

While the organization followed under the different sections in-
cluded varies somewhat according to the subject itself and type of 
material available, the general plan followed is similar. Each sec-
ton includes references concerning (1) the social and economic back-
ground of the group under consideration, (2) general educational 
conditions and problems, (3) problems of school organization, curricu-
lum, teaching methods, (4) personnel studies—when significant ones 
are available, and (5) official reports.

References on education of Negroes in the United States are not 
cluded for the reason that a reasonably comprehensive and recent

The article aims to interpret conditions under which race consciousness emerges. Race prejudice precludes such consciousness; other conditions include the economic and social interdependence of society; culture conflicts and culture disorganization; diffusion of literacy.

2. The nature of race consciousness. Social forces, 10: 90-97, October 1931.

Race consciousness is defined as the tendency towards sentimental and ideological identification with a racial group. This interpretation is based upon data secured from studies among South African natives, Negroes of the United States, and various minority groups, racial and otherwise. Discusses certain characteristics of race consciousness.


The significance of and problems concerned with mass education of the illiterate populations throughout the world, particularly among the rural people, are set forth. Various techniques for meeting these problems which have been suggested by outstanding educators, or which are now in practice are described. Among these are Dr. Yen's Mass Education Movement in China, Dr. Leibech's work among the Moros of the Philippines, "community" and "village" schools such as are being developed in Africa and India.


An address delivered before the American Association for the Advancement of Science, December 1929, which points out the values of anthropological knowledge in dealing with various types of native, foreign, or minority peoples. While abundant information is available dealing with the American Indian and his culture, little practice has been made of it in guiding efforts to adjust Indians to our own civilization and to help him socially and economically. Author cites examples to show that governments dealing with primitive peoples have been successful only to the extent that they have studied their history and culture, and used this enduring aspects of native life as a means for development toward health status conditions of life.


A review of developments in the field of anthropology within the last half century and its value in lines of endeavor which touch upon the lives and cultures of different races. Mentions a number of outstanding studies, among them the work among the hill tribes of the Philippines, by Dean C. Worcester, Dr. W. David Barrows, and A. R. Jenks.


Analyses these considerations, chiefly with reference to the testing of Negroes, in the light of three "major conditions": namely (1) environmental opportunities; (2) testing set up; (3) significance of data presented as basis for comparison. Prescribes criteria for accepting an experimental study as valid for generalizations.


Two questions discussed: (1) Do variations in physical constitution bear any relation to what we speak of as ability? (2) Are favorable biological variations distributed equally among the various social and racial classes? Groups included in the study: white city children; white college students; Negro children; Negro college students; country children; mountain children; white feeble-minded; Negro feeble-minded. The results seem to answer the first question in the affirmative and the second in the negative. Chapter I reviews and summarizes studies comparing social classes, including many dealing with different racial groups.

The historical origins of race antagonisms existing in the modern world are shown from the period of their discovery to the present.


A summary and discussion of studies in race psychology with relation to mental heredity, mental traits, intelligence, mental fatigue, and community of ideas. The main conclusions are (1) Selection operates in man as well as elsewhere. (2) The races of men are mobile. (3) Nurture changes native traits. Includes extensive bibliography. The appendix summarises in tabular form experimental and statistical studies in race psychology with respect to date, investigator, race, number of cases, test, results.


A general discussion of racial differences and a plea for a better understanding and adjustment of these differences as a means of better world relations. Education should recognise its opportunity to relate and add the good in other civilisations to the best in ours toward a more effective and enduring civilisation.


Discuss various studies of racial comparisons and warns against "the loose, wild, hasty, clearly unscientific generalisations which have confused the thinking even of intelligent and scholarly persons upon these subjects." Intelligence tests may be unfair as a basis for making racial comparisons.


Present types of education found in the cultures of various primitive races. Chapter headings cover: Child welfare and the decline of primitive races; the general education of boys in preparation for tribal life; the training of boys for specialised functions in tribal life; the moral training of children by indirect methods, abstract principles, and puberty rites.


A textbook on ethnography. The author selected a few tribes under the main races about which practically all the typical and significant facts are known, and describes each group, treating their environmental and racial characteristics, the main aspects of their self-maintenance, self-perpetuation, self-gratification, religious and regulative organisation. The book includes discussions of the Polynesians, Eskimos, and North American Indians.


A survey of race theories, race differences, and race problems throughout the world and their relation to the world's history. History and ethnology seem to teach that the fundamental traits are the same in all races. Adaptability of one race to social and cultural conditions created by other races is not limited by inherited qualities. Discusses race mixing and influence of environment. Of value and interest to persons studying racial differences and their effects in connection with educational provisions and practices.


Discusses the various aspects of contemporary evolution of our own species. Considers influence upon relation of white race to native Indian, Polynesian, Negro, and other races.


Three essentials in the education of primitive peoples are set forth: First, to relate the type of education to local conditions, including geography and economics of the people, their social organisation and traditional ideas; second, to relate it to the ideal set up for their future development; and, third, to relate it to the general culture of the world.


A magazine relating to missionary work and problems of racial intercourse in all parts of the world. The various issues contain articles of interest to students of primitive peoples; reviews of outstanding books in the field of missions, sociology, and related topics; and bibliographies.


A valuable reference book. Fully half of the book is devoted to an analysis of who the backward peoples are—shows their location, their numbers, their cultural status. A chapter on "Why are They Backward?" follows. In the chapter on "Our Relations With Them" are discussed the work of Christian missionaries and ways in which the white man has wronged the colored. Includes bibliography.


An extensive sociological study of influences which tend to develop racial attitudes in children, made under the direction of Bruno Lasker, by members of The Inquiry, a national organisation for the promotion...
of cooperative studies of problems in human relations. Part 1 deals with the question of what race attitudes children have. Part 11, with how race attitudes are acquired. Part 111, with how race attitudes are taught. Part IV, how race attitudes may he modified. Includes references in related fields.


Discusses problems of behavior produced by various cultural systems. The author says, "We must look, not only at the child, but also at the culture in which he lives, to reach a clear understanding of any case of social maladjustment. Every form of society creates its own types of maladjustment in accordance with its own constitution." Gives examples of behavior problems developed within a number of cultural systems.


Compares present-day civilization to the customs and cultures of the primitive savage. Includes an extensive bibliography.


Describes and interprets, from the standpoint of our modern social organization and ideas of child psychology, the methods of training children employed among the Manus of the Admiralty Islands north of New Guinea, one of the few peoples still retaining untouched their primitive native cultures.


Three problems are involved in racial testing: (1) the racial admixture factor; (2) the social status factor; (3) the linguistic disability factor. The methodology of each of these phases of the problem is discussed.


Considers the problems centering about the child in an untouched primitive environment and the investigations to which observations on such children may be contributory. Assuming that the primitive child starts life with the same innate capacities as the child of civilized parents, the differences in habit, emotional development, and mental outlook between primitive and civilized man must be due to differences in social environment.


The rapid dispersal of Caucasian peoples throughout the world has been fraught with unfortunate consequences for the backward races. The effects of race contact upon the economic concepts, character, struggles for existence, land and labor questions, political and social organizations, population, and education of indigenous peoples of North and South America, Australia and Polynesia, and Africa, are discussed. Includes an extensive bibliography.


A discussion of the difference in mental capacity between various races. The author finds little reason to support the widespread belief in "superiority" and "inferiority" in races of man so far as potential intelligence is concerned.


Compliers of the report were: James H. Dillard, Thomas J. Jones, Charles Templeman Loram, Joseph H. Oldham, Aneurin Seebohm, and the Trustees. A complete survey of the activities of the Fund, including a financial summary, as well as certain studies in the development of the Negro and of better race relations both in Africa and the United States during the 20-year period since the Trustees began their work.


Surveys some urgent problems the administrator of British dependencies has to face, and suggests ways in which scientific anthropology can help toward their understanding and solution. "Concludes that: It is impossible to infuse a foreign culture upon a people not adapted to it; the efficiency of native peoples can only be shown by the exercise of their own and not our functions of government; the safest promise of their racial achievement is in learning to value whatever is sound or beautiful in their own culture rather than in blindly following the lead of a people whose cultural gifts they can never truly make their own.

29. Royal colonial institute. Select bibliography of recent publications in the library of the Royal colonial institute illustrating the relations between Europeans and coloured races. Compiled by Evans Lewin. London, The Institute, July 1926. (Royal colonial institute bibliography, no. 3.)

A valuable source book for one interested in the general problems of race contact and treatment of native peoples.

Summarizes recent studies presenting various viewpoints with respect to racial superiority and inferiority. Concludes that the consensus of competent scientific thought, in the light of major factors, finds no proof of racial inferiority or superiority, and eliminates the usual methods of determining such standing from the field of scientific usefulness.


The author states as his purpose in making the study, "to give new perspective to academic discussions of American race relations as well as to summarize and interpret the outstanding facts in the history and present condition of our minority peoples." The racial groups included are Negroes, Orientals, Indians, and European peoples. An extensive selected bibliography is included. Pertinent subjects dealt with include: "Race and ability," "The Education of American minorities," "Educational segregation," "Art and race relations."

B. GENERAL REPORTS AND STUDIES RELATING TO INDIGENOUS AND MINORITY PEOPLES IN CONTINENTAL UNITED STATES AND OUTLYING PARTS


Prepared for the Institute of Pacific relations, it annotates and evaluates, to a certain extent, references relating to countries in and bordering on the Pacific with respect to the following general subjects: Peoples of the Pacific; Political relations of the countries of the Pacific; Problems of imperialism in the Pacific; Commercial and industrial problems of the Pacific; Problems of population and emigration; Treatment of Orientals in Western countries; Interracial cooperation; Religious and cultural contacts in the Pacific; Naval and strategic problems of the Pacific.


Report of a conference, called by the President of the United States, and held under the auspices of the Department of the Interior at Honolulu, Hawaii, April 11 to 16, 1927. Among subjects discussed in the Education Section were: Education in Australia, in Japan, in Mexico, in New Zealand, in Peru, in Hawaii, and in American Samoa; Vocational education in Mexico, Samoa, and Hawaii.


An account of American relations with Cuba, Santo Domingo, Haiti, and the six republics of Central America. The book deals largely with history, government policies, and social and economic problems; a brief description of development of schools under United States military government in Santo Domingo is included.


The Institute of Pacific Relations is an unofficial international body established to promote the cooperative study of relations among the peoples in the various countries bordering on the Pacific Ocean. Four conferences have been held and proceedings of the conferences are available in printed form, as follows: Honolulu session, 1928, published by The Institute, Honolulu, Hawaii; Second conference of the Institute, Honolulu, Hawaii, 1927, published by the University of Chicago press, 1928; Proceedings, Third conference, Kyotodai, Japan, 1929, University of Chicago press, 1930. These include discussions of political, economic, and social problems of countries in the Pacific area, place of education in a solution of these problems, cultural contributions of native races, etc.


A study of the economic and social factors which have played a part in the life of the communities lying in the quadrilateral roughly bounded by the Guianas, Panama, Guatemala, and the Bahamas. Attention is given especially to the progress made since 1900. It discusses general history, racial factors, industries, trade with United States, education, finance, and government. Includes extensive bibliography.


Presents a view of racial problems brought about through expansion for trade of the white races throughout the world. With two different standards of civilization facing each other across the Pacific, there must be worked out between them a sense of fair play, justice, and understanding, or they will destroy each other. Education the most powerful force toward the changes in racial attitudes.
II. HOW CERTAIN FOREIGN GOVERNMENTS ARE MEETING EDUCATIONAL PROBLEMS OF NATIVE GROUPS

A. NATIVE EDUCATION IN AFRICA


The first issue of this magazine, January 1928, contains an excellent statement of the aims and purposes of the International Institute. One of the objects of the institute is to interest itself in making practical applications of scientific research concerning Africa and the African native, looking toward his development as an African—no longer a European of him. The magazine adopts the progressive attitude now taken by British and other European governments responsible for education of native groups.

The commission spent nearly a year visiting schools in the parts of Africa designated. The report describes social and economic conditions, adaptations of education, organisation and supervision of education in Africa, and includes accounts of schools visited in each of several British, Portuguese, and Belgian colonies and in Liberia. Recommendations follow section on education in each colony, protectorate union, or republic.


A continuation of the survey made by the commission in West, South, and Equatorial Africa. Sets up principles on educational objectives and adaptations; describes educational administration and organisation of schools, and follows with treatment of general conditions and of education in each of the seven divisions which the survey covers.


Education discussed on pages 449 to 476. The author speaks of Doctor Loram's "Education of the South African Native" as a model for all subsequent researches on the native problem.


Published under the auspices of the Bureau of International research of Harvard and Radcliffe. Based upon 16 months' travel and investigation in Africa and the study of a large amount of documentary material. This report points out the problems which have arisen out of the impact upon primitive peoples of an industrial civilization, and discusses how and to what extent these problems are being solved by the governments concerned.


Reviews progressive movements and activities which indicate an awakened interest in and desire to improve education of native peoples. Among these are efforts of the Advisory Committee on Education, work of Mr. Ormeby-Ora, Mr. Thomas Jesse Jones and his associates, and the members of the Hilton Young Commission; calls attention to report of the Education Committee appointed at the beginning of 1925 by Governor of the Southern Rhodesia (Southern Rhodesia. Report of the Education Committee, Cape Town, Cape Times, ltd., 1929. 187 p.)


An address delivered at Hampton Institute which points out some of the racial problems facing Africa.

"The hope of the new day in Africa is the union of the church and the school, the cooperation of missions and government, the union of education and religion." Gives examples of some cooperative activities of the type indicated.


Compiled by members of the staff of the James School, Kabete, Kenya, with a supplementary chapter on the Visiting Teacher by J. W. C. Dougall. Although prepared in the form of a manual for teachers' use, it throws much light upon what the James teacher in Africa is attempting to do.


"The problem of native development in its widest sense is recognized more and more as both an economic and a social problem." Describes a school founded by a native James teacher, in which he has applied new knowledge in a practical way but taken away nothing good of native culture.


Seeks to show the "subtle changes that are coming over the pagan peoples of Africa and how the influence of the West may be so directed that Africa may find abundant life." Chapter VII, "Education in Africa," describes the methods of the primitive Bush Schools and other schools conducted by the missionaries.


Presents recommendations of the committee, following an 18 months' survey of native education in British tropical Africa, as to principles which should form the basis of a sound educational policy, and indicates methods by which these should be applied.


The author, engaged in school work in Africa, examines his methods in view of the modern theory that education must suit itself to the needs of the child and not force him into an arbitrarily conceived mould. The needs which he sees and uses as a basis of teaching are: food; shelter; health; training in the use of...
BIBLIOGRAPHY

natural environment, and knowledge of nature, animate and inanimate, in relation to man and his work; understanding of social organization and government; intellectual training; character training. Upon these needs he develops a plan for African education. Finds the study of the humanities, particularly biology, a good basis for such a program.


An account of education of the newer type in Africa which aims to build on and develop native culture, economic and social life—not impart an English academic system slightly diluted for African consumption. Gives examples of schools which are successfully experimenting with types of education looking toward this end.


The author was requested by the Colonial Office Advisory Committee on Native Education, to advise upon certain aspects of education of natives of British East Africa. The book reviews his 4 months' experience there and presents his views on the situation in general as well as on education. Chapter 26, "The Education of the African," discusses problems and principles of native education.


Special double Africa number. Includes papers written in preparation for an International Conference on the Christian Mission in Africa, held in Belgium in September 1926. They discuss many of the problems concerned with education of the African native from the standpoint of mission education.


A brief treatise giving an analysis of African races, their origin, political organization, religion, industry, art, and manners. The author states that, "The more the native race are studied the more complex, fascinating, and profound are seen to be their cultural inheritance and gifts to the rest of the world."


A detailed and comprehensive study of the subject. Author discusses racial problems; reasons for education of natives; mission schools; elementary, secondary, and higher education and how financed; and makes proposal concerning administration of schools and courses of study. Includes bibliography.


Describes the development of native schools in Africa, calls attention to the newer trend, following the Phelps-Stokes Commission Inquiry—the slogan of which is "education as adjustment"—and gives examples of activities looking toward this aim.


An extensive study dealing with the history of British administration in Tropical Africa and problems concerned therewith. Chapters 21 and 22, pages 429-69, deal with problems of education. Among the phases of education discussed are: effect of European influence and education; the example of India; the system in British colonies; in West Africa; mission responsibility; residential schools; moral and religious instruction; the machinery of education; types of educational institutions; teaching staff; child guidance; education of girls; cost of education; compulsory education.


The book treats of education in general as well as the type of education which the author believes should be developed for participation in life in Africa as it will be in the future and as they should make it. It treats at length of attitudes of white men and governments to a black and subordinate race.


This book gradually took shape following discussions of a mission group, meeting monthly in London over a period of three or four years. Its purpose is "to consider the contribution of Christian education to the right solution of the far-reaching consequences of contact between western civilization and the less advanced peoples of Africa. Analyses the whole problem of missionary education. Two interesting appendices are included, viz: A. Use of the vernacular in education; B. Summaries of educational systems in all the various colonies—French, English, Portuguese, etc.


The author believes: If education in a backward community is to be effective, it must be linked to the community. Describes a special plan of training for teachers and agricultural demonstrators being followed in Southern Rhodesia by the Native Development Department looking toward this end.


A short study of the 1-teacher Negro rural schools of the Southern States with some applications to African conditions. A report of a visit to formerly inspect schools, Native Development Department, Southern Rhodesia, to the Negro rural schools of the Southern States. The author describes conditions as he sees them and draws certain parallels and applications to conditions and schools in Africa. In doing this he describes conditions there and advocates policies to ameliorate them.

The conference was called in Geneva in June 1931 under the auspices of the Save-the-Children International Union. Attendance included representatives of eight European nationalities, many Africans, Roman Catholics and Anglicans, Swiss Protestants and French Evangelicals, anthropologists of various schools, medical and health authorities, university professors, and other educationists, officials and missionaries, public and private administrators, experts and philanthropists, communists and individualists. Chapters included: Why do African children die? The African mother; The African child at school; The discussions as reviewed here throw much light upon problems concerned with educating and training primitive and native races.


Mr. Sibley, appointed by seven organizations interested in education in Liberia as their representative in Liberia to advise with local workers, government officials, and home groups on educational policies, presents here some of his findings. Five chapters by Professor Westermann include an ethnological study of the natives.


The author, Fellow of the Royal Anthropological Society of Great Britain and for many years a missionary in Africa, has written much on African culture and problems. This book deals with contrasts in conditions in Africa between 1876 and 1936, the general problem of cultural conflicts: probis at school; the African child at work. The discussions as reviewed here throw much light upon problems concerned with educating and training primitive and native races.


A memorandum by the Council of the International Institute of African Languages and Cultures, which calls attention to the serious and urgent problem of providing appropriate textbooks for African schools. Describes the study which the Institute has made with respect to this problem.


The first of two articles. It treats of the beginnings of education during slavery extending from 1723 to 1833, the period of emancipation. Part II appearing in the January 1933 issue of the quarterly deals with the period 1833 to 1940, the period of governmental intervention and organized educational activity. The author shows the movement for education of the Negro population in the British Empire similar in many respects to the movement for the education of the Negro population in the United States. Present systems of Negro education have been built upon the foundation of missionary effort, private philanthropy, and governmental intervention.


An extensive and comprehensive study of the relation of Bantu and Britons in those parts of Bantu Africa which are under British control. In chapter IX of the section on Europeanization of Bantu Africa under the title of "Some problems of government in Bantu Areas", education is discussed at some length.

B. EDUCATION IN HAITI


Describes program being developed as a policy of the Haitian government for instituting agricultural schools in rural and industrial schools in urban communities.


These reports, issued since 1923, discuss briefly the educational situation in Haiti.


A survey of conditions in Haiti by a committee representing the Women's International League for Peace and Freedom, consisting of Charlotte Arwood, Zonia Barber, Emily G. Balch, Paul H. Douglas, Mrs. Addie Hunt, and Mrs. J. Harold Watson. Chapter 8 is devoted to a discussion of educational problems by Zonia Barber and Emily G. Balch. The conclusions of the committee and the trend of the reports favor the discontinuance of American occupation.


Presents the history of the Haitian people from the discovery of Hispanola by Columbus to the present time. Education is touched upon throughout the book as it has developed under various phases of Haiti's history.


Describes conditions previous to the American occupation of Haiti and shows improvements brought about by the occupation. Discusses also the educational situation and especially the Service Technique d'Agriculture organized for the purpose of implanting a system of industrial and vocational training.
BIBLIOGRAPHY

   An account of the work of the President's commission of inquiry. Estimated proportion of illiteracy is
   from 80 to 95 percent. The culture of the Elites, on the other hand, is said to surpass that of any other mu-
   tatio or Negro.

   A review of Haiti's history leading up to the establishment of a republic in 1918, and since the American
   occupation, with particular reference to educational problems. Points out the lack of education afforded
   under colonial administration, difficulties met in establishment of a system of education following the revo-
   lution, and attempts to evaluate the program by which the American occupation is endeavoring to promote
   stability in education.

   Reviews the facts relative to America's occupation of Haiti and problems connected therewith. Considers
   education briefly on pages 139-145 and 146-150.

   Among the aspects of the Haitian situation discussed are political agitation, American intervention, the
   financial situation, health and medical relief, professional training of natives for public health service, the
   state church, judicial procedure, race prejudice. An appendix contains 30 tables and graphs.

   The report embodies an outline of the program of education now conducted in Haiti, an analysis of its
   main features, an interpretation of its values and deficiencies, and the recommendations of the commission
   with a view to such improvements as will give to the people of Haiti a system of education adapted to their
   needs as well as their traditions and designed to serve the best interests of the Republic.

   The author finds value in associations of strong and weak States, examples of which are given in the
   experiences of the United States with Cuba, Santo Domingo, and Haiti. Reviews events leading up to
   America's intervention in Haiti, results, accomplishments, and problems brought about by such interven-
   tion. Concludes that occupation should continue until stable social order is established. Its justification
   must rest on practical rather than theoretical grounds.

   Describes Haiti's history, people, and social, geographic, economic, and political conditions. Finds poor
   schools. Under American occupation many improvements in the way of good roads, and hospital and
   sanitary conditions have been made. It yet remains for Americans and Haitians to provide adequate and
   effective schools, to improve agriculture, and to organize finances upon a sound basis.

C. NATIVE EDUCATION IN INDIA

   Reviews the report of a survey of education in British India, undertaken in May 1928 by the Auxiliary
   Committee on the Growth of Education. (Review of Growth of Education in British India. London, His
   Majesty's Stationery office, 1929.)

   A report of a survey made by a commission, under chairmanship of Rev. A. G. Fraser, appointed in 1916
   as representative of missionary societies in Great Britain and North America. The commission spent four
   months travelling in the United States, Japan, the Philippines, and Ceylon, bringing to bear on Indian
   questions knowledge and experience gained in these lands.

   The author, a member of the Commission on Village Education in India, describes 12 different types of
   schools representing some of the best experiments in Indian education.

   An address before the national convention of American secondary schools by the chairman of the educa-
   tion committee of the Hindustan association of American, which points out problems brought about in
   India through contact with Western industrialism, and the lack of provision of an education based upon an
   understanding of native Indian nature.

A study undertaken to the development of a curriculum for effective rural education in the Punjab. To accomplish this the author undertook four investigations: (1) history of education in India; (2) present educational system; (3) environmental conditions as they affect education; (4) modern social and educational ideals in relation to education in India. Gives an excellent idea of progress and problems in education in India. Includes an account of the school at Moga of which the author was principal. Includes also bibliography on Indian education and cultures.


A study of British educational policy in India, 1877-1920, and of its bearing on national life and problems in India today. An extensive study of all phases of the Indian educational problem. Includes bibliography.


An account of educational conditions in villages in India, with recommendations concerning improvement in type of education fitted to needs, and preparation of teachers for such schools.


Describes the development of the English educational system in India; points out failures, influences, and results. Believes the system should be modified to meet special needs of the native population.

D. NATIVE EDUCATION IN OTHER COUNTRIES


Reviews information concerning the school system of French Indo-China, given in report of the direction general of public instruction, "Le Service de l'Instruction Publique en Indo-Chine en 1930."


Describes various school systems throughout Latin America which are attempting to put into practice new ideas in progressive education. Includes a description of the Mexican rural schools.


Finds mission work among the indigenous races of Latin America a neglected field. Reviews history and culture of the Mayan races; gives their present number and distribution; describes present organized Christian activities among them, and suggests a program of future missionary action.


"One of the outstanding problems in the world today is the relation of 'advanced' and 'primitive' peoples." Three recent reports on this problem are discussed: (1) East Africa Commission; (2) Report of the Commission on Closer Union of the Dependencies in Eastern and Central Africa; (3) Ceylon: Report of the Special Commission on the Constitution. The author concludes that lessons can be drawn from the scientific studies discussed in these reports by the United States of America in dealing with her dependencies, and even more in her dealings with Haiti, Cuba, and Nicaragua.


A comprehensive study of the historical background and development of a national system of education in New Zealand. Describes the reaction of the Maoris to their early intercourse with the English, and discusses various civilizing agencies—particularly the mission schools—and their effect upon the natives up to the time of inclusion within the British Empire. Outlines the subsequent development of educational facilities for the children of both races.


An historical survey of educational progress among the Europeans and the Maoris since 1877, forming with "Young New Zealand", a complete history of education in New Zealand from the beginning of the nineteenth century. The survey was carried forward under the encouragement and assistance of the Government. Chapters XI, XXXI, XXXIII deal with the Maori schools.


Reports activities of the Canadian Department of Indian Affairs for the year indicated, and conditions found among the Indians of Canada. These activities include health supervision, education, those concerned with lands and timber, building and construction work, etc.


Compilation of a series of lectures given for the Student Christian movement. Lectures included are: the Western contribution to education in Asia and Africa, J. H. Oldham; higher education in India, Sibon S. Singh; Christian education in relation to foreign ideas; Introduction by Sir Michael Sadler.

The author describes Federal rural schools in Mexico; discusses the curriculum and how it is formulated; shows how a unified national program, based on local needs and situations, has evolved chiefly as a result of successful experience. Gives a brief account of related activities including the work of the cultural missions, the rural normal schools, residence schools for Indians, and other special educational activities directed by the Federal Government. Includes bibliography on education in Mexico.


Description of a school which is representative of the type of rural school springing up in Mexico as a result of the revolution in education there. These schools are located in the heart of the native population areas in the hope that they will offer the benefits of a residence school and yet be free from the tendency of this type of school to wean its students away from their native environment.


Describes the schools which are being evolved in Mexico upon the cultural foundations of the Mexican native and which are seeking to revive, preserve, and restore the old folkways and the native arts and handicrafts.


A study of missionary education in Paraguay. It has for its primary purpose a survey of Paraguay's outlook as to health, economic conditions, social organizations, educational accomplishments; and upon the basis of facts found, to determine as accurately as possible what the objectives of a mission school in that country should be. In a chapter devoted to a general consideration of the "Objectives and aims of mission schools" the author quotes from recent studies of missionary education in Korea, India, China, and Africa to show the aims toward which present-day mission education is tending.

107. Good references on the education of the indigenous peoples of Mexico. Washington, United States Department of the interior, Office of education, 1932. 11 p. mim. (Bibliography no. 8.)

Includes selected and annotated references relating to the new Federal program of education now under way in Mexico, probably the most significant phase of which is concerned with the education of her indigenous and minority groups.


Describes the development of schools for natives in Labrador.


Discusses French colonial policy in Africa and Indo-China. Finds France to be particularly successful in relation with the subject peoples in Africa.


Brief historical review of the various native groups under British government, and accounts of characteristics, customs, economic conditions, and education. Includes extensive bibliography. A good book for one who wishes to secure a general idea of native races under British rule.


Furnishes a statement of problems confronting colonial governments, indicates the main lines of solutions attempted, and presents selected illustrations. Chapter II, Education and general improvement, shows the relation of education to social condition of native groups. Includes discussions of the language problem and how it has been met; literary versus industrial and scientific education; types of systems provided in the Philippines, India, Africa, Dutch, and others.


A collection of papers by anthropologists and others who have had practical experience with Malay peoples, compiled for the Committee on Anthropological Knowledge appointed at the Third Pan-Pacific Science Congress in Tokyo, 1928. This intensive study in one area was made with the hope that it would be suggestive in the utilisation of anthropological knowledge elsewhere in relation to the government of backward peoples.

113. **Semiak, T.** A school in the Arctic. Soviet Union review, November 1931.

A description of a school started on the Chukotsky Peninsula not far from the Alaskan coast by a group sent from Moscow for the purpose of establishing hospital, factory, and school. Gives a picture of the people living there, their customs, dress, food, superstitions, and laws, and shows how these problems are being met.
III. THE EDUCATION OF INDIANS IN CONTINENTAL UNITED STATES

1. HISTORICAL AND CULTURAL BACKGROUND


A sympathetic historical account of indigenous peoples in North, Central, and South America. Bulk of the material is devoted to Indians of North America, their legends, ways of living, etc., from the time of the colonization until the present. Includes a brief account of Incas, Mayas, and Aztecs. A review of material of early writers on primitive Indian life whose studies afford authentic information is also presented.


Describes the foundation of the pueblo idea, customs, etc., of the Pueblo Indians, and discusses problems of Indian education in the light of this background.


In order to record the customs, history, cosmogony, and religion of the "largest" and "most virile" tribe in America before they were altered or lost, the authors spent many years among the Navajo Indians, making first-hand observations, as well as consulting all available literature on the subject. Part 5, which deals with the Navajos and the Government, includes a chapter on health, education, and progress.


The author, as an Indian agent, spent many years among the Hopi and Navajo Indians of the Painted Desert. He gives his observations and impressions of Indian life, nature, and characteristics, and shows the many problems which an agent had to meet in carrying the "white man's" civilization to the Indian. One chapter tells of experiences in getting the children into the schools.


Describes the schools maintained from 1801 to 1836 by the Cherokee nation for Indian children, without Federal aid or supervision and supported by tribal funds.

120. Estabrook, Emma F. Givers of life. Albuquerque, N. M., the University of New Mexico press, 1931. 101 p. Also, Boston, Marshall Jones.

A series of essays to show advances made by the Indians before the white men came, and to give an understanding of the gifts of their culture to modern civilization. The medium used, as generally typical, is the culture of the Pueblo Indians. The Indian is presented as inventor and artist, town builder, engineer, law maker, poet and dramatist, plant experimenter and agriculturist. Includes bibliography.


A standard work on the North American Indian, his character, his belief, his myths and stories. Gives former distribution, main family divisions and tribes, with important facts about each. The reservations, the Indian agent, and other phases of the Indian question are considered.


The first of two articles outlining the efforts of the Indians of the Six Nations to establish and maintain schools. They are shown to have had a passion for education from earliest times, and their heroism struggle for life, liberty, and the pursuit of happiness is worthy of admiration.


Second of the two articles above listed, describing educational activities among the Six Nations.


A thesis from the University of Pennsylvania press, outlining the important aspects of the Indian situation and the Government's Indian policy during the years indicated, which saw the rise and development of the reservation system.
BIBLIOGRAPHY

125. La Farge, Oliver. Unscientific expedition. World's work, 60: 59-55; 76-80; 72-76; 69-73; 54-59; January-March, May, July 1931.
A series of articles describing a journey by horseback through the Indian country of the Southwest. Presents information concerning Indian customs and characteristics, conditions among them, their attitude towards the Government. Describes a few reservation schools.

An interesting account of early cultures of different Indian races, contrasting their inter racial customs, cultures, arts, and crafts; and all of them with present-day civilization.

Credits Indians with much initiative and inventiveness. Cites as examples, development of corn, pottery, mathematics, and architecture among early inhabitants of Central and South America and Mexico. Says culture found could not have been borrowed from Asian, African, or European civilizations, as is sometimes claimed.

The author, an Indian raised on the reservation, presents sketches of experiences of Maj. Laban J. Miles, agent on the last reservation of the Osages, which illustrate the character of these Indians and the problems of their adjustment to a white man's civilization.

An extensive and comprehensive study of the American Indian from earliest knowledge of the race until the present, written particularly from the viewpoint of the Indian side of the frontier development.

130. Mead, Margaret. The changing culture of an Indian tribe. New York, Columbia university press, 1932. 313 p. (Columbia university, Contributions to anthropology. no. 15.)
A pioneer study of present-day culture of the Indian as it has been modified and influenced by years of contact with white culture with special reference to the Indian woman. The author has selected a tribe in the Mississippi Valley as the subject of her intensive study.


Summarizes and discusses studies showing the effects of contact with the white man upon various customs of the primitive American Indian.

The author has made a thorough study of Indian literature, ethnological and anthropological studies, myths, legends, religious ceremonies and social life, to discover how and what moral qualities of individual and social value were taught in their native cultures. Includes bibliography.

A collection of authentic Indian folk stories told by certain students of Indian anthropology in an attempt to present and interpret the psychology of the various Indian tribes in an interesting and popular way.

Brief review of study being made by the department of anthropology of the University of California, showing that the Indians of the Pacific Coast had a definite educational system previous to the settlement of that section by the white man. Data has been collected concerning school systems found among the Yukti, Kato, and Wallaki tribes of the Athabascan language group.

Describes some of the more salient traits of the life of the American Indian in simple and untechnical language. "The outstanding fact in aboriginal American history is the spread of the great civilizations that developed in Mexico, Central America, and along the Pacific coast of South America from Ecuador to Peru, and it is around this theme that these pages have been written."

The author, a member of the Board of Indian commissioners, in this book attempts to awaken the interest especially of boys and girls in the Indian of the twentieth century, and to tell in simple form some of the events which have brought a few of the many different tribes to their present location and manner of life. Last chapter, Indians at School.


An extensive and valuable study of the history of the Red Man from the coming of the white man until the present day. Includes chapters on The Red Man at school, The Red Man and the land, The Red Man at home. Includes extensive bibliographical notes.


An annotated list of references dealing with the history of the Indians.


Fiction. Tells the story of the readjustment of an Indian girl who, trained in the white-man's ways at a government school, is abruptly returned to her own people. Stresses the lack of understanding of Indian nature through many years on the part of many who were responsible for their training, and the inappropriateness of the traditional course of study offered Indian children. Shows the contribution of the Indian to American art.


An account of the American Indians from the earliest known inhabitants of the New World until the present day.

2. PROBLEMS CONCERNED WITH THE SOCIAL, ECONOMIC, AND EDUCATIONAL REHABILITATION OF THE INDIAN


Discusses the activities of the Indian Office for the fiscal year indicated, including the educational activities.


Among activities reviewed are those relating to education of Indians and Alaskans. Also describes present health, social, and economic conditions among the Indians. Appendix, pages 40-49, presents statistics concerning Indian population.


Aims to interpret and evaluate from a sociological standpoint the cultural relations which have existed between Indians and dominant Euro-Americans within the United States from early pioneer days until the present. Calls attention to the magnitude of the problem which the Government faces in carrying out its new program designed, through a system of education, to make of the Indian an independent individual citizen, cooperating and competing with his fellow citizens in the struggle for shelter, food, and clothing, and for political and social achievement.


Discusses effects on the American Indian of more widespread education and better custodial care. The great problem is his assimilation into ordinary independent citizenship. Discusses the changing attitude of the Indian toward education and the "white man's" civilization, and indications of changes in social contact outside of school.


Problems of the Indian from his own standpoint.


Four papers presented before the Committee on the American Indian of the National conference of social work, Minneapolis, June 1931. They are: "Analysis of the problem", Lewis Meriam; "Cooperation in education", W. Carson Ryan, Jr.; "What Minnesota is doing", Mrs. Blanche Le Du; "Indian attitudes", Mrs. Ruth Mustrad Bronson.


The author is Director of the United States Public health service, Office of Indian affairs. He reviews health conditions among the approximately 225,000 Indians under care of the United States Government, and activities of the Government looking toward the improvement of health and sanitary conditions among them.
BIBLIOGRAPHY


- Brief interesting account of daily life among the Indians, including a brief discussion of their education. Will help a general reader to a better understanding of some of the problems involved in the Indians' adjustment to civilized life.


- An account of educational and industrial progress made by Minnesota Indians as a result of the present policy of the Government looking toward training for independence.


- A brief history of mission work among the Indians, including the work of the mission schools, from the earliest known records in 1843 until the present time. Includes bibliography.

152. Le Farge, Oliver. White man's burden. World's work, 60: 45-48, 64-65, August 1931.

- Analyzes the new policy of the Indian Office and contrasts conditions now with those which formerly prevailed in Indian schools. Discusses improved staff of principal and teachers under the new regime of higher educational qualifications and better salaries. Says that for the first time real educators are in charge of educational work.


- Reviews the Mariman report and makes concrete suggestions for carrying out recommendations. Need for social-service workers seen.


- Contains information concerning Indian backgrounds, racial characteristics and their significance, government relationship to the Indian, characterizations and geographical distribution of tribal groups, qualifications of the missionary, and organizations at work. Includes an up-to-date bibliography.


- A survey of Indian affairs conducted primarily to aid the work of the Protestant church among the Indians, but containing comprehensive data on social, economic, and educational conditions as well. Appendices contain much useful statistical material.


- A paper presented at the national conference of social work, May 22, 1932, by a member of the research staff of the Institute for government research. Points out the need for proper social training in the schools for Indian children through better trained personnel. Gives suggestions for planning programs of social hygiene.


- A general discussion of the Indian problem by the Technical director. Survey of Indian affairs, Institute for government research, Brookings Institution, Washington. Surveys various classifications of Indians, influence of white civilization, needs to be considered in education and social work for the Indian. Says there is a growing demand that the Government furnish its Indian wards with a social service abreast of the best rendered any people.


- Part I, A Social Outlook on Indian Mission, by Mr. Meriam. A wealth of background material for the student and educator. Presents the problems and the place of missionary activities among present-day Indians as they seek to find their places in modern civilization. Part II, by Mr. Hinman, traces the work of pioneers in establishing Christian missions among Indians.


- The main detailed report contains the following sections: (1) a general policy for Indian affairs, (2) health, (3) education, (4) general economic conditions, (5) family and community life and the activities of women, (6) the migrated Indians, (7) the legal aspects of the Indian problem, and (8) the missionary activities among the Indians. Chapter I gives a brief summary of the entire survey; chapter IX is devoted to education.
EDUCATION OF NATIVE AND MINORITY GROUPS


A survey and report made in 1930 of the Seminole Indians of Florida and presented to the Commissioner of Indian Affairs. Compares present conditions with conditions 50 years ago when the Bureau of American Ethnology made a similar survey. Finds little progress made in education or improvement in conditions. Makes recommendations for at least another 25 years of supervision by the Federal Government, with a program of "training, boys, the development of handicrafts, curtailment of liquor, and a gateway of education through which Seminole children shall be permitted, but not urged, to pass out into industrial pursuits."


The author considers that the white man's efforts to educate Indians by segregation, especially that of placing children away from their homes in boarding schools, alienates the Indian from "his origins." He approves the movement to educate Indians in public schools and discusses the problem in its relation to religion work among the Indians. Points out the favorable and unfavorable effects of such work.


Treats of Indians' legal status, relations with white population, education—elementary, secondary and vocational, economic and social status, recreation, and other activities and problems.


The author, the director of the Rochester Municipal museum, discusses the Cattaraugus reservation. He attempts to analyze the attitude of American life of the present-day American Indian. Considers the desirability of the aboriginal Indian stock and the capacities for future development which are inherent in the race.

165. Peairs, H. B. Indians trained to compete on even terms with other races. School life, 11: 144-45, April 1926.

Points out many ways in which mistakes have been made in dealing with Indians, including placement on reservations. Individual ownership of lands and education as means of reestablishing personal initiative should steadily increase.


Following the survey known as the "Problem of Indian administration, and increased appropriations, the Indian Office is slowly attempting to reorganize along the lines suggested. Reviews achievements already made, and new plans for improved service to the Indians.


Discusses relationships of the Red Man and white of the present day. Finds that the Indian encounters exploitation or antagonism in his relations with the white man. Believes that the road to wholesome race relationship lies in thinking of the Indian as an individual and not as a problem. Discusses status of the Indian as a "ward of the government."


The article lists 18 constructive achievements accomplished by the United States Department of the Interior for the welfare of the Indian within the past two years. These include: Appointment of a director of education; emphasis given Indian arts and crafts; requirements for positions as teachers, principals, boys' and girls' advisors, school superintendents and farm agents raised; a home demonstration program centering on work with Indian women in their homes, launched on eight reservations; vocational training given infants in the schools; organization of Boy and Girl Scout troops; addition of over 200 institutional employees to the boarding schools to relieve children of unsuitable labor in the schools.

3. INDIAN EDUCATION


Describes an industrial plan inaugurated by Supt. F. C. Campbell for the Blackfeet Indians of Montana which embraces a 5-year program in farming and gardening.


Describes the activities of a 1-room rural school for Indians in Death Valley, Inyo County, Calif., which is seeking to carry its training to the child in his home environment as well as to his parent.
BIBLIOGRAPHY

   An account of activities and accomplishments of a school for Indians conducted at Furnace Creek Ranch in the heart of Death Valley, Calif., provided for the children of the Shoshone laborers on the ranch. Activities relate as closely as possible to the primitive lives of the pupils and at the same time aid them to meet the demands of the white man's civilization.

172. Dunn, D. Going to school with the little Domingos. School arts magazine, 30: 469-74, March 1931.
   Description of activities developed in an Indian boarding school among the children of the pueblo of Santo Domingo, with special reference to art activities.

   A brief history of progress and development in Indian education from the beginning of the reservation system until the present.

   A chapter from an account of Indian work at Hampton by Miss Folsom, who for more than 40 years was connected with the Indian department of Hampton Institute.

   Contains the following articles on the Indians: American Indian girls; scouts, Margaret Twobpy; Navajo nuggets—the pine nuts, Loraine M. Reynolds; Indian lore for summer camp, Bertha C. Cady. Chiricahua piki—an Indian game, The Kachina doll, Carolyn M. Gray. Units of Indian design. Helps toward Indian study.

   An account of an experiment in adult education conducted on the Blackfeet reservation (Montana), under supervision of the Indian office. National advisory committee on illiteracy, and local school authorities. Many definite, constructive results were obtained.

   Discusses the Indian's foundation for the study of English, problems met in bridging the gap between the pupil's foundation and the material used, and suggestions relative to the same.

   Surveys attitude and actions of the Sioux with relation to education since 1815. Finds them ever determined to learn.

   Author describes activities developed to build up a practical vocabulary among Navajo children who neither understood nor spoke English upon entering school, thus having no common meeting ground with the teacher.

   Vocational courses are assuming importance in present-day Indian school programs designed to equip pupils for a place in the modern industrial organization. The activities of this type offered at Flandreau, S.Dak., are described.

   Admission of Indian children into public schools at various points in California, Nevada, Arizona, Oklahoma, and Iowa, in line with a policy of the Indian Service to help them grow up into normal citizens through contact with normal American life, is reported by the supervisor of education of the Indian Service.

182. Indian schools and education. Washington, Department of the interior. Office of Indian affairs, 1931. (Circular, January 19, 1932.)
   A brief summary of facts and statistics relating to Indian education. It includes a brief historical sketch; statistics concerning federal support of Indian education; types of Indian schools; distribution of Indian children; and a list of various types of schools for Indians.

   Summarizes the work in home economics in Indian schools carried on under the direction of a field supervisor of home economics for the Bureau of Indian Affairs. The aim of the Indian Service is to prepare the Indian girl to work out the problems which she will have to face in making her own home.

Presents suggestions for the development of an Indian school, following the lines somewhat of the Mexican rural schools, in which consideration is given to the technology, environment, and economic situation of the tribe for which the school is established.


Presents examples of compositions representing daily classroom work by Indian children in our Government schools. They reflect the results of the new spirit that is beginning to permeate the teaching of Indian children in which an effort to base school work upon the Indian child's interests and experiences is being made.


Calls attention to some of the problems met in the teaching of Navajo children to read and describes methods used.


Reviews favorably the report on Indian administration of the Institute for government research, but believes too little consideration has been given to the traits and characteristics of the Indian of yesterday in planning for the Indian of today. Concludes that "a recognition of the Indian's racial background is imperative and has a bearing on present-day problems and their solution in dealing not only with his economic life, but in connection with such subjects as schools, health, and social welfare."


Discusses the beauty of the arts of the primitive Southwest Indian, so much of which has been lost through contact with the white race. Describes attempts which are being made through schools and associations to revive and preserve this art.


Describes progress in Indian education under new regime in Office of Indian affairs.


Discusses the need for vocational guidance and a vocational training program adapted to prepare the Indian boy or girl to make an honorable living.

191. Poncho, David; Tsabetaio, Juan; and Lakeste, Cecil. A letter from Zuni Indian children to School-arts magazine readers. School arts magazine, 28: 94-100, October 1928.

Letters from three Zuni Indian children, with illustrations, describing Indian customs, history, schools, etc.

192. Riggs, F. B. In Indian education what might have been and what still may be. Missionary review of the world, 63: 284-87, April 1930.

Address at the 38th Indian Conference, Mohonk Lake, N.Y., October 1929, by the principal of the Santee Normal School, Santee, Neb. Deplores the policy of rationing the Indian by the Government, which has tended to idleness and panoplistism. Advises using Government funds for creating work for the Indian, making him self-supporting through employment and proper vocational training in the schools.


An account of four regional conferences of superintendents of Indian agencies and schools, dealing primarily with educational matters, held in October 1931, at Bismarck, N.Dak., Spokane, Wash., Winlow, Ariz., and Oklahoma City, Okla.


See also Proceedings, National conference of social work, 1931, p. 617-25.

A paper presented at the National conference for social work, Minneapolis, June 1931, which sets forth some of the problems met in putting into effect the new policy of the government in Indian education, steps taken, and aims set up.


A brief summary of facts and statistics relating to Indian education, including lists of Indian schools types of Indian schools; federal support of Indian education; distribution of Indian children, etc.


The Federal Office of Indian affairs believes that a large share of the responsibility for Indian education should be turned over to the individual States. Suggests a plan of cooperation between Federal and State departments. Points out that 85 percent of Indian children are now in school.

Paper presented before the third International congress of eugenics, August 1932. Calls attention to the fact that not only of comparatively little Indian blood and culture, and a smaller group, mainly in the Southwest, with really significant survivals. The problems are to adjust the Indian to modern life, and to capitalize upon the cultural contribution which the Indian can make to the rest of the world. Gives examples of methods which are being used to obtain these aims.

199. School facilities for Indian children. School and society, 32: 520, October 18, 1930.

Statistics furnished by the Federal Government concerning the number of Indian children in public and government schools, money expended, types of schools, etc.


An account of the education offered Indian children by the district schools on the eight Indian reservations of New York State, which are under the supervision of the Special schools bureau of the State Education department.

4. MEASUREMENTS OF INDIAN TRAITS AND ABILITIES


Report of a research study, prepared as a doctor's thesis for Columbia university. Tests administered to 50 full-blood Indian children from five civilized tribes of Oklahoma. Average I.Q. lower than for white children with a wide range. Significant differences among tribal groups. Summarizes previous experimental tests and points out differences between them and this study.


Reports data collected from 206 North American Indians of seven different tribes. Summarizes previous studies of dextrality, which suggest that a survey of racial differences would be of great value particularly should they indicate traits of personality. Study is tentative, but believed sufficiently positive in outcome to suggest a field for exploration of racial differences and a method of attack that desolves consideration.


The purpose of this study was to discover from tests given Indian children reasons, if any, for lower intelligence norms reported in other investigations of intelligence of Indian children. The National Intelligence tests and the Torrance group test of mental ability were used and results studied with respect to certain types and characteristics.


Also reprinted as a separate.

Fifty-six full-blood Indians given the "continuous association" experiment for comparison with 56 White students. In both groups the sexes were equally divided and the school grades equally represented. Eighty-five additional Whites were used as further control. Results are tabulated, discussed, and summarized.


Comparison was made by three educational subgroups from the fourth to the tenth grades. Group psychological tests were used. "In tests of higher mental processes, the Indians of nomadic ancestry are on the average 36 percent better than those of sedentary ancestry." They are more nearly alike in their performance of memory tests and least alike in ingenuity tests.


The author finds both intelligence and education higher in mixed-blood Indian children; next Mexicans, next Pueblo Indians, next Pueblos, and last Navajos and Apaches. Since social status and education were not controlled it cannot be said that differences in intelligence are racial, but differences in opportunities and mental attitude toward White man's ways of living.


Among results which this study seems to indicate are: (1) Intelligence is not peculiar to any special race but is a variable factor in all races. (2) While degree of white blood tends to improve the intelligence, it is no guarantee of intelligence. (3) The IQ of three-fourths blood is 0.74, of one-half blood is 73.8, and of one-fourth blood is 75.8. However, these measures are rather high in variability. (4) School education has only slight effect on intelligence. More influenced by degree of white blood. (5) Degree of white blood is more influential in lower school grades than in higher ones. Includes bibliography.


In this study the problem is: If full-blood nomadic Indians resist the onset of mental fatigue as here measured more successfully than whites, or mixed bloods (white and Indian blood), is it just a matter of Indian blood or of nomadism as distinguished from sedentary practices?


A discussion of findings of research studies with respect to the intelligence of the Indian, and the possibilities of further research along this line to determine whether Indian nature is what it is as a result of inheritance or environment.

211. and Barnard, Mary A. The will-temperament of Indians. Journal of applied psychology, 11: 512-18, December 1927.

Results of group will-temperament tests used with Indian and white groups compared. Whites seem to possess more personalities than Indians as here measured. Greatest differences are in speed of movement, speed of decision, coordination of impulses, and perseverance. In only the last does the Indian excel. Comparison is also made with Negro and Indian temperament. Includes bibliography.


Brings together and compares results of the performance of Indians in the National Intelligence test in two types of schools—the United States Indian schools and the public schools of the United States.


The problem: To discover what musical ability the American Indian possesses in comparison with the white man. Method: Seashore Musical Talent Tests administered to mixed and full-blood Indian students in the United States Indian Schools at Chilocco, Okla., Rapid City, S. Dak., and Santa Fe and Albuquerque, N. Mex., a total of 769 Indian students in all. Results of tests when compared to tests of whites indicate no real racial differences.


Test data secured from 1,102 children of the Pueblo, Navajo, and Apache tribes, attending United States Indian schools at Chilocco, Okla., and Albuquerque and Ship Rock, N. Mex. Analyzing how (1) IQ and school grade a small positive one; (2) mental age of these Indians and whites as measured by the Wechsler-Bellevue test; (3) age of these Indians and whites as measured by the Wechsler-Bellevue test; (4) degree of full-blood Indians. Includes bibliography.


Report of a study which attempts to measure intelligence as influenced by factors of nurture in the case of 1,000 full-blood Indians.


Jamieson, who carried out this investigation under Sandiford's direction, is an Indian who has resided on the Six Nations reserve from birth and can speak the Mohawk dialect. The Indian children tested had a knowledge of English, but suffered from a language handicap. The results: Indian pupils do not perform as well as whites on the Ayres-Burgess silent-reading test; they rank below the whites in writing and spelling ability, and both their educational quotients and accomplishment quotients are below normal, on the average. Includes bibliography.


The five tests in the Pintner-Patterson series were given to 120 Indian children on the Yakima Reservation, Washington, and 110 white children of Reservation City, Washington, and results compared with reference to speed and accuracy. They indicate the whites to be quicker and the Indians more accurate. Certain suggestions regarding tests and testing which grew out of the study are presented.
5. INDIAN ARTS AND HANDICRAFTS


An analysis and interpretation of pottery-making as practiced today among the Pueblo Indians, based upon material collected during two seasons spent among the pueblos of New Mexico and Arizona. The book is illustrated and includes an extensive related bibliography.


"The Pueblo Indians of the Southwest have had for centuries an extraordinary sense of conventionalized design." The author believes this artistic instinct should have a chance for natural development in the schools. Illustrated with drawings by Indian children who have been permitted to follow out their own instinctive ideas. Advocates preservation of Indian characteristics rather than imitation of white man's art.


A portion of this book is devoted to the history and customs of the Indians, and a portion to their music, but the chief purpose of the book is to promote an acquaintance with our nearest neighbor—the American Indian.


Presents a careful and scientific study, through personal observation and research, of the fundamental movements and characteristics of Indian dance forms, especially those of certain Pueblo tribes of New Mexico.


A popular presentation of the dances of the Navajo, Apache, and Pueblo Indians. Includes considerable descriptive material concerning the history and ethnography of these tribes.


Calls attention to the Indian's inborn artistic instinct as illustrated by the work in school of the younger children of certain tribes of the Southwest.


A brief description of methods of making and characteristics of pottery among the southwestern Indians, both prehistoric and modern. Contains bibliography and 12 pages of reproductions of typical examples.


A detailed study of pottery-making by the Pueblo Indians of San Ildefonso, New Mexico. Each step of the work from the preparation of the clay to the symbolism of design used is explained and illustrated.


Describes the art work in one of the Government's Indian schools, in which the objective is to retain and develop, along the lines of their own native art, the artistic instinct inherent in Indian children.


An account of activities organized and conducted looking toward revival of the ancient art of Pueblo pottery-making. Many of the domestic, social, and economic problems of the Indians are being solved through this means.
Excerpt from the Handbook of American Indians, Bulletin 30, Bureau of ethnology. Includes extensive bibliography on basketry, beadwork, blankets, pottery, weaving.


Includes information on the history and home life of the Navajos; care of sheep, spinning, weaving, colors and designs of Navajo blankets; reliable dealers. Includes full-page illustrations of blankets in color.

234. Lemos, Pedro J. Zuni, the strangest art center in America. School arts magazine, 27: 489-500, April 1928.
A description of school and art activities among the Zuni Indians in New Mexico. Includes many illustrations.

An account of accomplishments being made in the revival of the old art of pottery-making among the Pueblo Indians, through the stimulation and encouragement of such scientists as Edgar L. Hewett and Kenneth L. Chapman. Attention is called to the beautiful work of the San Ildefonso Pueblos under the direction of Julian and Marie Martinez. The latter has a class at the Government day school, which is turning out beautiful work. Includes illustrations.

Gives suggestions for teaching art to Indian schools based upon original Indian art designs. Includes illustrations made by Indian school children below the sixth grade.

An extensive and detailed study of beadwork among the American Indians, based on specimens in the Museum of the American Indian, Heye foundation, New York city.

This issue of the magazine is devoted to Indian art. Includes: Indian art for Indian schools, K. M. Chapman; On the trail of the Indian artist, F. J. Lemos; School for the Indian children, H. L. Morrison; Art in dress, Miss Jimmie Otten; Cultivating the baby artist, B. M. Wadsworth; A good supervisor of art, B. M. Wadsworth.

A second issue, devoted to Indian art and art activities. Included are: America's most ancient art: An old-world trip in our own United States; Indians of the Southwest; The Catlin doll; Loom; a tradition; Crafts del Navajo; Native crafts in New Mexico; Arts of the Navajo silversmith; Indian drawings; Navajo Domaglos.

240. Sloan, John and La Farge, Oliver. Introduction to American Indian art. New York, Exhibition of Indian tribal arts, inc., 1931. 2 v.
Prepared to accompany the first exhibition of American Indian art selected entirely with consideration of esthetic value. Includes two essays which discuss the ideas underlying Indian works of art and point out the difference between the genuine and the cheap, accompanied by 24 reproductions of photographs and 9 color plates illustrating the various types of art. Appended are 12 pamphlets on such subjects as sand painting, Navajo Indians, Indian masks, Indian sculpture, Indian poetry.

First series published in New York.
First series includes 36 plates, of which 9 are in color, containing 200 designs representing both prehistoric and modern Indian designs, with an explanatory text. Second series contains more than 500 designs, illustrating the gradual development into modern forms. Includes 36 plates of which 6 are in color, with explanatory text.

Description of techniques employed in bead and quill work, together with a series of design motives from typical Plains Indian beadwork.

These papers deal largely with primitive Indian cultures. Among others which may be of interest to the student of Indian art may be mentioned: Corver's Art of the Indians of Northwestern California, Isabelle T. Kelly, in vol. 24, no. 1, 1929, p. 243-297; Pottery-making in the Southwest, E. W. Gillett, in vol. 33, no. 8, 1930, p. 339-378; Yurok-Karok basket weavers, Lila M. O'Neal, in vol. 35, no. 1, 1931; Yuki Basketry, I. T. Kelly, in vol. 26, no. 9, 1930, p. 431-463.
IV. ALASKA AND NATIVE ALASKANS

1. GENERAL BACKGROUND: HISTORY, ECONOMIC AND SOCIAL CONDITIONS, NATIVE CULTURES


A history of Alaska by one who as a long-time resident has first-hand knowledge of the territory. Chapter 24, "Missions and schools," tells the story of the early establishment of schools for natives, and the beginning of the reindeer industry. Chapter 36, "A third of a century of progress," describes the schools of today.


Brings together and summarizes some of the researches of recent years, picturing the people and true perspective of Alaska's place in the world of today. Among the topics covered are: Geography and climate; Russian occupation; Purchase of Alaska; Neglect; The "Rush" era; Economic development; Modern Alaska.


The author has spent many years in Alaska and has learned to love the country of her adoption. She writes in an interesting way of the country, its possibilities, its native races, their customs and habits, etc.


The author, in order to make a first-hand study of the influences of environment upon the material culture of the Eskimo, spent 4 years among a group who still retained in large measure the pristine simplicity and directness of relationship to their environment. He presents information concerning native villages, habits, dress, food, hunting, travel, etc.


Considers authenticity of information concerning Alaskan life found in textbooks and educational articles covering a period of years. Finds much information unsupported and contrary to that contained in the writings of such explorers of the North as Vahl, Stefansson, Nansen, Byrd, Wilkins, Putnam, and Macmillan.


A biography and appreciation of the missionary, Sheldon Jackson, who was largely instrumental in the establishment of government schools for natives and was first General Agent of Education in Alaska. Difficulties of establishing the first schools described.


Contains information concerning the history, geography, climate, population, government, all phases of industry and commerce, health conditions, schools, etc. Includes lists of publications on Alaska issued by various government departments and other books on Alaska.


An account of observations made during an anthropological and archeological expedition among the Alaskan natives. Includes: The Yukon territory—Nites, Indians, Eskimos; Anthropology of the Yukon; Archetomy of Central Alaska and Western Eskimo region; Physical anthropology; Skulls of Eskimo children; Strange group of Eskimo near Point Barrow; Origin and antiquity of the Eskimo, etc.


The author, an ethnologist, spent 5 years with the primitive Eskimos of the Coronation Gulf region. An interesting account is included here of their customs, habits, social relationships, characteristics, before being touched by the white man's customs and mechanical devices.


A public health nurse describes improvement in health conditions observed during her 8 years of experience. Finds more attention given to personal cleanliness, better care taken of children, and more sanitary dwellings.

An extensive and detailed history of the development of government in Alaska. Problems of education are touched upon here and there as they occur in the general evolution of a government for the Territory. The appendix gives a list of source material used, largely government documents and early histories.


The author, scientist and explorer, writes of his experiences among the native Eskimo tribes before they had come in contact with the white man.

256. ———. The real Eskimo. Instructor, 42: 14, 15, 57, January 1933.

This well-known explorer and student of life among the Eskimos gives suggestions to teachers with regard to presenting the study of the Eskimos to their children. Includes a list of good books about the Eskimos.


Impressions of Eskimo life and characteristics gained by the author during three years in Alaska, 1890-93, in connection with the establishment of a mission school in Cape Prince of Wales, Alaska, a school which acted as the agent of the United States Government in educating and civilizing the natives. Describes establishment of the reindeer industry, its contribution to the development of education and better conditions among the natives.


An extensive study of the Eskimos in their natural condition unaffected by influences from without, concerned simply with their own life-conditions. Data have been drawn widely from other sources and from observations made by the author when he accompanied the Stoll-McCracken Arctic expedition of 1926. A comprehensive bibliography is included.


An indexed bibliography of all "histories, travels, voyages, newspapers, periodicals, public documents, etc., printed in English, Russian, German, French, Spanish, etc., relating to, descriptive of, or published in Russian America, or Alaska, from 1724 to and including 1924." Includes also an outline of the history of such literature.


Reviews the history of Alaska's development and calls attention to its vast resources and potentialities. The present policy of the United States Department of the Interior with respect to administration of Alaskan affairs is outlined.

261. ———. Progress in Alaskan administration. Washington, United States government printing office, 1931. 9 p. (Extract from the book, Conservation in the Department of the Interior.)

Among the progressive developments described is that of education for the natives of Alaska, administered under the direction of the United States Department of the Interior.

2. NATIVE EDUCATION IN ALASKA


A brief account of home-economics activities in Alaska and the needs and possibilities of such work. Much hope for progress since the recent extension of the benefits of the Smith-Lever Act to the Territory.


The author, appointed Special agent of the Interior Department to investigate conditions of the educational and school service and the management of the reindeer service in the District of Alaska, reports the results of his investigations, points out needs of the service, and makes recommendations for improvement. Includes much information concerning the natives, their habits, needs, etc.


An account of experiences of government teachers in attempting to carry on a health and hygiene education program in the Alaskan community to which they were assigned.
BIBLIOGRAPHY


Includes report on native education for the year indicated. Progress over a number of years is shown in previous Governor's reports.


The Superintendent of schools at Wrangell, Alaska, describes the growing interest of teachers and others from the States in Alaska, calls attention to Alaskan resources, outlines the two systems of school organization, and discusses difficulties and problems of education there.


Describes activities of the Bureau of Education in behalf of the aboriginal races of Alaska. These activities include the maintenance of schools, hospitals and orphanages, relieving destitution, fostering trade, organizing cooperative business enterprises, and controlling the reindeer industry.


In 1886 the Secretary of the Interior assigned the work of making provision for the education of the children in Alaska to the Bureau of Education, and the author was appointed the general agent of education in Alaska. In this first report of the agent the magnitude of the undertaking, difficulties met, and accomplishments are set forth. Much information concerning the country, native races, etc., is included. (For future reports on Alaskan education see annual and biennial reports of the United States Office of Education, reference no. 274.)


Describes a day's activities in an Eskimo 1-room school when the thermometer registers 40 below zero and it is pitch dark.

270. Lavrischeff, Tikhon I. Teacher-training for Alaska. Phi delta kappa, 14: 40-44, August 1931.

Abstracts from a master's paper, School of education, University of California. The study is concerned with the training of teachers for the native schools. It sketches recent policies in the administration of Alaskan education, presents possibilities, and outlines a special course for training of teachers for this particular field.


An address delivered before the National council of education outlining the educational work of the Bureau of education in Alaska.


Three publications which set forth the provisions made for the government and administration, by the United States, of schools for the natives in Alaska, and of the Alaska reindeer service, have been issued by the United States Office of Education. These are: "Rules and Regulations for the Conduct of Schools and Education in the District of Alaska", 1905; "Rules and Regulations Relating to District Superintendents and Teachers in Alaska", 1905; and the latest, the one listed above.


Reports on the work of the Bureau of education for the natives of Alaska have been issued regularly since 1886, when the administration of this work was placed in that office. They were included in the annual and biennial reports of the Commissioner of education under varied titles. Beginning with 1911-12, these reports have also been issued as separate bulletins of the United States Office of education under the title indicated.
V. THE AMERICAN WEST INDIES

A. PUERTO RICO

1. THE SOCIAL AND ECONOMIC BACKGROUND AND ITS EDUCATIONAL IMPLICATIONS

Discusses some problems resulting from the setting, background of Spanish rule, transition to American control, the nature of that control, and the changes which have followed. In spite of mistakes, educational progress in Puerto Rico has been without parallel since the American occupation; credit is largely due to the readiness of Puerto Ricans to make the necessary sacrifices.

An exhaustive economic and social survey undertaken under the auspices of the Brookings institution upon the request of various groups of Puerto Rican citizens with the purpose of pointing the way toward better economic and social conditions and establishing mutually satisfactory relations between the Island and the mainland. Chapter 4 presents the results of the institution's survey of education with recommendations.

Some socio-economic problems considered are: (1) the over-population of the Island; (2) the land problem; (3) low wages with high living costs. Although illiteracy is reported to be declining the schools do not hold 80 percent of children beyond third grade.

Protests against the stamping out of Puerto Rican culture. Says Puerto Ricans face two problems: one deals with consequences of American economic development which has increased poverty among the populace, the other with cultural Americanization.

Includes discussion of Puerto Rico's ecology, topography, climate; her history; customs and habits of the people; economic conditions and social problems; status of education under the American period; present organization of government, and development under American occupation.

Discusses present day social, labor, food and political problems of Puerto Rico. Describes the new activities of the rural schools looking toward the development of better health conditions, diversification of diet through school gardens, improved economic conditions, etc.

An address by the Commissioner of education concerning the importance of developing a clearer understanding of Porto Rico's relation to the United States and her strategic position in the development of a common ground between Latin American and North American cultures.

A very comprehensive bibliography of references in both Spanish and English pertaining to all phases of Puerto Rican life and history. References to education (Instructón) will be found in pages 816–845 inclusive.

The author, professor of history of the University of Puerto Rico, outlines the development of the Puerto Rican school system since occupation of the United States; presents problems met and mistakes made. Advocates a closer relationship and understanding between Latin American countries and the United States by retaining and developing the best in the cultures of both nationalities through the schools.

An account of social and economic conditions in Puerto Rico observed during a number of weeks spent there as lecturer at the School of Tropical Medicine of the University of Puerto Rico, with particular reference to problems of nutrition and health.

Reviews and comments on findings of Brookings survey in relation to economic situation and its implications to education; points out impossibility of supplying adequate education facilities with present financial resources.
I. THE EDUCATIONAL PROGRAM, PROGRESS, PROBLEMS


The first commissioner of education for Puerto Rico following American occupation describes problems met in developing an educational system, and attempts made to solve them.


A survey of the development of the Puerto Rican school system since 1920, with a short review of achievements under American administration prior to that date, by the assistant commissioner of education of Puerto Rico. One of the most significant educational events of the decade was the educational survey conducted in 1925, to which the author devotes considerable space.


The author, a visiting professor of educational psychology in the summer session of the University of Puerto Rico, describes his impressions with regard to the use of the two languages. Finds Spanish spoken generally; English seldom and very poorly. Questions this practice, also questions whether Puerto Rico can effectively serve as a link between Latin America and the United States.


The principal of Humacao high school describes the special problems and difficulties brought to the school by the hurricane district because of the hurricane, and ways in which they have been surmounted.


A discussion of the value of extracurricular activities to the high school, and some suggestions as to their administration.


Sets forth the educational problems at the beginning of American occupation and traces development through the various periods of military and civil governments. The last section presents the policy at the time of writing, results of the 5 years' work, and the outlook for the future.


A brief outline of accomplishments during the period indicated. Presents a table of statistical data showing progress made.


A series of articles presenting the various problems related to elementary, secondary, and university education in Puerto Rico, and suggesting methods of attacking same.


Published also as Bulletin of information no. 3, Department of education, San Juan, P. R. An address before the Caribbean seminary in which the Commissioner of education points out certain social problems of the Puerto Rican people, their over-population, and comparatively small means of subsistence. The rehabilitation program including better health and living conditions; more intensive agriculture; more industries; and more educational, is largely dependent upon education for its fulfillment. Ways in which the school is aiding in this program are pointed out.

295. ———. Where are we going? Porto Rico school review, 15: 3-5, 40, May 1931.

The author finds problems of education greatly complicated by Puerto Rico's lack of a definite political status in relation to the United States. Believes that a definite political goal should be decided upon and worked toward, before satisfactory objectives in education can be set up.


A report on accomplishments and objectives of the parent-teacher movement in Puerto Rico and suggestions for improvement and progress.


Describes attempts which are being made to develop educational activities which will prove "the fulcrum on which to rest the lever whereby we hope to change the conditions on the Island." Through the rural schools and the assistance of Federal vocational aid it is hoped to disseminate practical knowledge to both children and parents.
298. Survey of the public educational system of Porto Rico. Made under
the direction of the International institute of Teachers college, Columbia un-
iversity; authorised by the University of Porto Rico. New York city, Teachers
college, Columbia university, 1926. 453 p. (Studies of the International
institute of Teachers college, Columbia university, no. 8.)
Surveys the history of education in the island; economic and social background of educational progress,
1800–1925; discusses instruction; elementary education; secondary education; teaching staff and teacher
training; general school administration and supervision; financing public education and the University of
Porto Rico. Finds a deviation to education and a readiness to make sacrifices for it which are scarcely
matched in any other American community.

299. Van Deuse, Elizabcth K. The plight of the Porto Rican schools
The article portrays the remarkable development of public education in Puerto Rico under many and
varied difficulties. Describes how the most tragic obstacle of all—the destruction of the schools by the
hurricane—is being overcome.

300. Vásquez, Julio C. Effects of the hurricane on the schools of the district
A supervisor of schools describes the destruction caused by the hurricane and its effect upon school
program of that district. In spite of very few regular classrooms available, school equipment buried under
fallen buildings, school population without food, shelter and clothing, and extremely low municipal.budgets,
it was but a short time until 90 percent of schools were functioning. The school staff engaged actively
in rehabilitation.

3. CHILD WELFARE, HEALTH, NUTRITION, PHYSICAL EDUCATION

301. Aran, Pedro P. Rural school lunchrooms. Porto Rico school review,
14: 33, March 1930.
Experiences met in establishing the first rural school lunchroom in Puerto Rico are described.

302. Bary, Helen V. Child welfare in the Insular possessions of the United
75 p. (Children's bureau publication no. 127.)
The report of a study undertaken at the request of the Department of education of Puerto Rico. The
project took the form of a Children's Year survey, in which demonstration was combined with investigation.
Presents data concerning general conditions affecting child welfare, and describes activities undertaken
by the Children's Bureau with the Puerto Rico Department of Education and the American and Junior
Red Cross to stimulate child welfare work.

303. Bourne, Dorothy. Where do we stand on the nutrition question?
Reviews conclusions of various studies regarding nutrition in Puerto Rico. Points out the need of further
studies and experiments relating to the nutritional value of the diet, and emphasizes the importance of the
social worker in teaching better food and health habits to the Puerto Ricans.

school review, 16: 5–6, September 1931.
A survey of the activities set up with the funds provided by the Children's Fund, Inc., of the American
relief administration, for the welfare of Puerto Rican children.

as to the health of the children. New York, American child health association,
1931. 170 p., mimeog.
The report of an inquiry made by a committee of the American child health association. It is divided
into two parts: 1. Urgent needs for immediate but temporary relief; 2. Needs for permanent betterment
and continuing program for normal growth and development. The former was met in part by an approp-
riation of $100,000 placed at the disposal of a committee for medical supplies, milk stations, and school
lunchroom. The second phase of the inquiry makes recommendations for the improvement of economic,
social, and health conditions.

306. Faberle, Francisco. Physical culture up to the present time. Porto
Rico school review, 10: 29–30, December 1925.
Describes development of the physical culture program in Puerto Rico and present plans and objectives.

10: 45–46, May 1926.
Presents the special need of an objective for a worth-while physical education program in Puerto Rico.

308. The health of Puerto Rican children. American journal of public health,
Calls attention to the importance of sanitary problems of one section of the United States to other parts,
and the consequent need for serious consideration of Puerto Rican health problems. Reference is made to
a number of recent studies presenting facts along this line.

November 1926; 19: 89–90, July 1927.
Two editorials which discuss the development of home economics methods as they have been adapted
to meet the Puerto Rican situation.
BIBLIOGRAPHY


Reviews the various activities in physical education and child health which have done much to arouse an interest in such work in the islands during the past few years.


A report of the physical education campaign being carried on by the Department of education in the graded and high schools of the Island.

312. ——— The personal hygiene campaign carried out in the public schools of San Juan, Porto Rico. Porto Rico school review, 11: 31, 33, October 1926.

As a result of a 3-year campaign in the graded schools of San Juan, a marked change is noted in the physical and moral conditions of the children. Places followed in the campaign are described, as suggestive to other schools planning such campaigns.


The instructor of physical culture of Caguas school district writes of their program and the program of the department of education.


The school lunch should be the means of promoting the physical, mental, and social welfare of the children, and of supplying the deficiency in children’s diet. Includes suggestions for developing the work along these lines.


An inquiry into the health, nutritional, and social conditions in Puerto Rico as they may affect children made at the request of President Hoover, a part of a larger study made by the American child health association. It attempts to determine the effects, if any, of diet and diseases upon the growth and development of children.


Presents a program by which the school may cooperate with the Departments of Health and Agriculture in the rehabilitation of Puerto Rico.


Reviews the prevalence of malnutrition and disease in the islands and points out the need for teaching health and hygiene habits. Describes activities carried on to this end by the Public health unit and the Second unit schools. Makes suggestions for a health education program suited to the need in Puerto Rico.


Two articles by the head of the Rural education department, University of Puerto Rico, presenting a program of home economics which would coordinate the course with the native rural life.


Describes the program and objectives of home economics teaching in the rural schools of Puerto Rico as directed toward the betterment of conditions in the homes.


An account of a visit to the schools of Puerto Rico and of work observed in connection with school lunchrooms and gardens.

4. SPECIAL PROBLEMS OF SCHOOL ORGANIZATION, METHODS, CURRICULUM


Describes the plan of reorganization of the “second unit” rural schools now in progress.


Suggests ways to encourage and teach Spanish-speaking pupils conciseness in speaking and using English.


A series of articles, the purpose of which is to direct attention to certain important problems connected with bilingualism and the teaching of English in the grades, and to suggest paths that may be followed by teachers, with special reference to the schools of Puerto Rico.

A special study of difficulties found most commonly among Puerto Ricans in learning the English language. Bears on problems of bilingualism.


Describes an experiment in adapting the Dalton plan to the work in Guayama high school. Results were promising and continuance of the experiment recommended.


Describes objectives which these schools hope to attain.


Outlines the aims of teaching art in Puerto Rico.


A survey of the activities of the district school supervisors of Puerto Rico with a view to a reorganisation of their work. The study is based upon answers made by the supervisors themselves concerning duties actually performed and duties which they think they should perform.


330. ——— Course of study for the continuation schools of Porto Rico, 1927. San Juan, P.R., The department, August 1927. 95 p. (Bulletin 6, whole no. 104.)

331. ——— Course of study for the high schools of Porto Rico; general course, 1927. San Juan, P.R., The department. 168 p. (Bulletin no. 6, August 1927, whole no. 82.)

332. ——— Supplement to the general course, 1928. San Juan, P.R., The department, 1928. 93 p. (Bulletin no. 28 [1928] whole no. 104.)


Sets forth the provisions under which the benefits of the Federal vocational education and vocational rehabilitation legislation have been extended to Puerto Rico.


Compares test scores of Puerto Rican children, educated under the bilingual system of instruction, made in both English and Spanish. Finds Puerto Rican children unable to think in both languages with same facility and accuracy. Finds differences in favor of the mother tongue which functions in the community life in Puerto Rico. Sets forth factors which seem to be responsible for this difference.


An account of plans of adult education in Porto Rico and efforts made to solve them. There are two phases of the problem—academic and vocational. Advocates extension of vocational education to adults. Extension of Smith Hughes fund and extension work under the Department of agriculture are means being used. The Department of health and the educational system are working at the problem.

336. Rosario, Jose O. Profiting by Germany's example. Is the time ripe for industrial schools in Porto Rico? Porto Rico school review, 10: 9-10, 12, 18, March 1926.

After a study of industrial schools in Germany, the author concludes that similar conditions, making the establishment of industrial schools necessary, prevail in Puerto Rico and that their establishment would be of great value.


Describes changes in plans and methods of vocational education in Puerto Rico during the past 3 years (1) to include as many children as possible and (2) to introduce into the curriculum activities adapted to develop economic conditions and possibilities of the Island.

An account of the proposed vocational education program for Puerto Rico. Principal emphasis for the present will be on agriculture and home economics. Development of vocational education in trade and industry will go hand in hand with the development of the industries in which the trained workers can find employment.


The Department of education believes that new educational methods and ideas must be tried and tested as to their practicability in the schools of Puerto Rico before their definite adoption. To this end a study of the plan of socialized organization has been authorized looking towards its adaptation to the Puerto Rican secondary schools.

5. INTELLIGENCE AND PERSONNEL STUDIES OF SCHOOL CHILDREN


Discusses variations in marks as found in the various Puerto Rican school districts and suggests remedies for meeting the situations which prevail.


A table of rural population statistics for Puerto Rico.


The tests used in this study were: Detroit first-grade intelligence test; Pieter-Cunningham primary mental test; Dearborn group test of intelligence (Series I, Form A). Findings: Need of ability grouping in the first grades is clearly evidenced by results of tests.


A summary of results obtained in a general-ability test of high-school seniors and tenth-grade continuation school pupils in Puerto Rico with a view to the reliability and value of such testing. Author believes that its reliability is too low to justify its use in serious considerations where the present and future of individuals are concerned if it is possible by any reasonable effort to secure a higher reliability.


A study of the extent to which high-school seniors in Puerto Rico constitute a uniform group in terms of ability and achievement. The University of Puerto Rico general-ability test was used. Scores are compared with similar scores for the United States. Indicates that minimum standards of attainment for entrance to the senior class of the high school is somewhat more rigorously enforced in Puerto Rico than in the United States.

6. OFFICIAL REPORTS AND PAMPHLETS


A comprehensive survey of educational conditions for the year indicated. Outstanding events are: Adoption of new certification laws; extension of benefits of Federal legislation for promotion of vocational education and rehabilitation; extension of second-unit organization; reorganization of central office of Department of education; strengthening cooperative work with other departments of government, with the University of Puerto Rico and the Teachers' Association of Puerto Rico; maintenance of school lunchrooms as educational and social agencies.

Previous editions of the annual reports of Commissioners of education furnish valuable sources of information concerning development of the Puerto Rican educational system over a period of years.


The reports for various years include discussion of the progress and development of education in the Island.

348. Puerto Rico school review. Monthly magazine, published by the Department of education. Contains editorials, news items, and information concerning education in Puerto Rico besides more extensive articles in both Spanish and English. The annual report of the Commissioner of education is run as a serial; articles on the new educational program, vocational education, rural education, etc., are included.

Report submitted to the Columbus meeting of the National education association, concerning a type of practical training establishment in the rural zones of Puerto Rico.

350. —— The school system of Porto Rico. San Juan, Puerto Rico, The Department of education, 1925. 11 p.

Outline of the report on the school system of Puerto Rico presented to the convention of the World Federation of education associations at Edinburgh, Scotland, by Mr. Viscarrondo, Puerto Rico's representative.

351. —— The school system of Porto Rico. San Juan, Puerto Rico, Department of education, 1927. 24 p. (Bulletin no. 2, 1927.)

Outline of report presented to the Convention of the World federation of education associations, Toronto, Canada.

352. —— The school system of Porto Rico: a survey of the year's work. San Juan, Puerto Rico, Department of education, 1928. 39 p. (Bulletin no. 21, 1928.)

Outline of report presented to the Convention of the National education association, Minneapolis, Minn.

353. —— Education in Porto Rico. San Juan, Porto Rico, Department of education, 1929. 93 p.

The fourth of a series of reports on education in Puerto Rico. Two experiments promise radically to modify the work in all school levels, the so-called "second-unit" project in rural schools, and the extension of vocational courses to many pupils above the fourth grade. Includes a report of the Child-welfare congress at Havana.

7. PROFESSIONAL AND HIGHER EDUCATION


The Chancellor of the university tells how, because of its location, the university is aiming to become a meeting place for Latin and Anglo-Saxon points of view.


Methods followed by the department of education in Puerto Rico to raise standards of training of teachers. Lists qualifications required for supervising teachers and elementary-school principals.


A statistical study of quality of work done by graduates who have entered colleges and universities.


Describes the opening of the new school. The author believes that in this achievement "Puerto Rico takes one more great stride forward in health as well as higher education."


Tabular information concerning training of teachers in Puerto Rico.

B. VIRGIN ISLANDS

1. SOCIAL PROBLEMS AND AMERICAN OCCUPATION


A naval officer discusses some economic reasons for the present situation of the natives. Believes colonial administration has been successful in its policies. Education has a tendency to draw the islanders away from their homes to the cities of the United States. Concludes that America must continue to assist the inhabitants.


Miss Colcord, from many years of experience in the Virgin Islands as a representative of the American Red Cross, relates how the islands came under the government of the United States, what was accomplished in the way of education, health, and sanitation under naval government, problems met, needs with relation to industry and agriculture. Discusses the present civil government and hopes for the future.


Conditions found in the islands when transfer from the Navy to the Interior department was made, and experiments which are now being made to stimulate native industry.
Reviews the history, the industry of the Islands; describes the people.

A survey of governmental and economic problems as they appear at time of writing. Calls attention to the percentage of illiteracy and characterizes the people on the average as more intelligent, more cheerful, and of better class generally than those of other Caribbean Islands.

The author describes his impressions of scenery, people, conditions and problems of the Islands following his first visit there. Finds them of real interest to the student of education.

Discussion of general conditions in the Virgin Islands and plans of Governor Pearson looking towards their better development.

Early history of the Islands, from their possession by Denmark in 1666, through the more than a half century of negotiation between the United States and Denmark for their purchase, until the final purchase in 1917 and the appointment of the first United States governor; geography, climate, industries, resources, population, education, and government under Danish rule, are also dealt with.

2. EDUCATION

Describes conditions, plans, and achievements of the year. Educational conditions and problems are reviewed on pages 2–3, 5, 22.

A survey conducted upon the authorization of the Secretary of the Navy under the auspices of Hampton and Tuskegee institutes. Gives a detailed survey of educational facilities of the Islands, includes data on finance, reviews educational facilities and objectives; surveys the existing school system, and adaptation of course of study to needs of the Islands. Includes recommendations. While conditions have improved, the Virgin Islands still labor under serious disabilities; relatively, education suffers in comparison with the support given to many other services.

The author, formerly Director of education for the Virgin Islands, presents facts concerning the school system of the Islands.

A brief description of the public school system which has been developed in the Virgin Islands.

An interesting article on the Virgin Islands. It includes several letters written by school children of the island describing their life and other information concerning schools, industries, government, etc.

What the schools of the Virgin Islands are doing, by means of school gardens, to improve the West Indian diet. Other activities of the schools are mentioned also.

VI. PHILIPPINE ISLANDS

1. GENERAL SOCIAL, ECONOMIC, AND HISTORIC BACKGROUND AND EDUCATIONAL IMPLICATIONS

The author was Chief of the Government Bureau of Non-Christian Tribes 1901–3. This volume is a revision of the 1906 edition, and includes chapters on: The peoples of the Philippines; Europe and the Far East about 1600 A.D.; The great geographical discoveries; Filipino people before the arrival of the Spaniards; History during Spanish rule; Progress and revolution; America and the Philippines.
Analyses the sources of the so-called "Filipino" race. Finds them to be an admixture almost as "mixed" as Americans in the United States.

Presents and discusses the point of view that one of the great needs in Philippine education, as in American education, is "the application of scientific methods to the problem of developing a school system and a curriculum that take into account the conditions under which people live."

Author believes that, except for economic reasons, the Philippines are ready for independence. Progress has been made in all lines of endeavor. Enrollment has advanced from 1,400 pupils under Spanish rule to 1,200,000. More than one third of the children are in school and receiving practical vocational training. Over 60 percent of the population estimated as literate.

A study of the "Philippine revolution, using that term to mean the armed conflict which began as a revolt against Spain and ended as an act of resistance to the United States." Presents the history of a de facto government often referred to under the name of the "Philippine Republic."

The author, a former Justice of the Supreme court of the Philippines, surveys problems which now confront the American and Filipino people. Includes a discussion of education as it has developed in the Islands.

An extensive and exhaustive study of Philippine history and conditions under American government by former Governor-general W. C. Forbes, assisted by former Executive secretary, Frank W. Carpenter. Included a chapter on education.

By the President of Stillman institute, a mission school in the Philippine Islands. Deals with the racial history of the people, conditions under foreign rule, Filipino characteristics, health, and industry, educational progress (special reference to mission schools), missions, and a free nation. Includes bibliography.

Prepares essential facts concerning racial and cultural characteristics of the Philippine Island populations. The author does not describe the lives of the people but traces their racial and historic relations to the Pagan and Mahometan tribes still resisting encroachments of European culture. To the student of the development of civilization successive layers of culture are recognizable, "giving a complete transition from the most primitive condition to full participation in Western civilization."

Presents information concerning health work in the schools throughout the provinces by nurses employed by the Bureau of education and the American Red cross, and dentists of the Junior Red cross. All work is outlined by the Bureau of education.

A description of some of the various cultural and racial groups comprising the population of the Philippines.

Presents information concerning the geography, population, government, customs, and religion of the Philippine Islands. Discusses the importance of religion in the scheme of Philippine administration. Chapter 11 deals with education.

A collection of addresses and articles expressing views on various aspects of education and Philippine national life. Advocates more practical and efficient instruction relating subject matter with the realities of Philippine life.
BIBLIOGRAPHY


An address before the National education association, General sessions, July 1930. Traces the early cultural background of the Filipino people to explain educational progress made under American-Filipino cooperation and sets forth Filipino contributions to education. Points out difficulties in relation to education caused by uncertain political status of the Islands, and the possibilities of the Philippines as a laboratory for international education.


Excerpt from the inaugural address of the President of the University of the Philippines in which he defines Filipinism as a union of the choicest elements of a basic Oriental culture with two representative Occidental civilizations, put through the test of long years of trial so as to come to a working formula of right nationalism and right nationality.


A critical analysis of our governmental policies in the Philippines. Believes that we have imposed our own complex institutions upon an alien and primitive people with too little careful consideration of the possibilities of development contained in native conditions and qualities of character. Considerable attention devoted to the problem of education.


Largely based on experience and observation during 8 years' service as an Army surgeon there. Furnishes information in condensed form on important matters pertaining to Philippine Islands and people. Contains a chapter on education, traces religious beliefs and customs which have been carried over into various educational movements, and shows their effects. Gives many statistics of educational conditions to-day and general attitude toward education. Includes bibliography.


Traces library facilities from early pre-European times to the present. The National library combines the functions of a national and city library, provincial extension office, legislative reference and bill-drafting bureau, and archives and vital statistics office. Plans for extending its services to the entire archipelago are contemplated when financial conditions warrant.


The author believes one of the outstanding problems confronting the Philippines is lack of a national language. Thinks that the possibilities are against the universal adoption of English for the islands and sets forth his reasons.


Contains: The social education of the Philippines, by S. S. Macaraig; The spread of English in the Philippines, by L. B. Bewley; Progress of education in the Philippines, by W. W. Marquardt; Physical education in the Philippine Islands, by Cerronillo Sierra; The consolidation of Filipino national consciousness, by V. D. Diamond; Current political events, January to September 1924.


The Philippines have suffered little from economic pressure and have no appreciable amount of unemployment, except among college graduates. Two measures are suggested to relieve the situation: (1) The use of college graduates for manual labor in the great expansion plans of the University; (2) The imposition of an effective entrance examination at the University.


An extensive study of Philippine problems, racial, social, economic, political, etc. Includes a chapter on Education.


A discussion of racial characteristics of the Filipinos, traits which have been developed through contact with other nations, their present-day standards with respect to sanitation, morality, industry, honesty, and sanitation.

2. GENERAL EDUCATIONAL CONDITIONS, PROGRESS, PROBLEMS


Gives a picture of education in 1926 in the Philippines; shows the influence of politics; points out defects in the system, and suggests methods of improvement. An address given in part before the Educational research association, Washington, February 24, 1926.

A complete history of education in the Philippines. Presents educational needs, problems, and ideals of the Filipinos from the sixteenth century to 1930, primarily for the general reader. The background of early history preceding the sixteenth century is briefly described in the introduction; part I of the book deals with the Spanish period; part II, the American period. Includes a valuable bibliography of the principal works consulted in its preparation.


Discusses two periods in the educational history of the Islands: prior to 1883; after 1883. Describes the various kinds of schools found at the present time and methods of their supervision.


A brief treatment of the development of education from the coming of the Spaniards until the present time. The author finds that, "with the growth of national consciousness and national spirit among the Filipinos, we are witnessing the rise of a new conception of education, the training of the individual for the rights and duties of citizenship not only for his own happiness and efficiency, but for national service and welfare."


The director of education of the Philippine Islands reviews the educational system as it has developed from its early beginnings under American occupation to meet the economic and social conditions peculiar to the Philippines. Modern educational ideals, concepts, and practices have been introduced into this system 10 years or more before like tendencies exerted any marked degree of influence upon the content and methods of education in other countries. Considers curriculum; vocational and home economics instruction; physical training; health education; education for non-Christians; common language as medium of expression; support of education.


Reviews significant events in the history of education in the Philippines.


An address delivered before the Manila Teachers association which outlines research activities in education undertaken in the Islands since 1913-16.


Surveys development of education in the Philippine Islands from ancient times to the present. Deals with the early education of the natives; educational development from the conquest of the Islands in 1521 to 1899; establishment of elementary and normal schools under the Spanish government; the 25 years of American government in the Islands, during which the Filipino people have had the opportunity to show their natural abilities for higher education and other types of school activities. Includes bibliography.


A discussion of the development of the American educational system in the Philippines, which in 25 years was created out of nothing into one of the largest under the American flag. Treats of education in the early days, The new school system, Agricultural and industrial training, Physical and moral improvement, The backward elements.


Also in China world review, 31: 275-77, February 7, 1925.

A criticism of the ready-made American system of education "imposed upon a child people such as the Filipinos." It has resulted "in creating a confounding disharmony between the schoolroom and the external world." Feels the need to be for a frankly utilitarian education in the native vernacular.


Report of a joint committee on education of the Philippine Senate and House of Representatives, appointed following the publication of "A survey of the educational system of the Philippine Islands," to study the report, consider the advisability or practicability of the reforms recommended, and suggest and recommend to the legislature measures to carry out the reforms and modifications to be introduced into the school system.


The report published here was made in 1913 at the request of the Bureau of Insular Affairs of the War department of the United States. Gives an account of salient features of the Philippine educational experi-
I trial education; in agriculture, the predominating toward definite vocational training and intensive industrial education. English, had been the lamp of instruction during the 30 years of schools; general administration; finance; University of English'.

August 20, 1930. Philippine journal of education, 14: 163-64, 198, October

The following phases of education in the Philippines are presented: Measurement of survey culation for all the children of the Philippines.

30: 544-48, October 19, 1929.

A discussion of the extent and significant accomplishments of the present system.


A report to the Philippine government concerning vocational education in the public schools of the Islands. Finds rural-school equipment in splendid condition, in contrast to a very poor situation in the high schools.

15: 46-47, 81, July 1932.

An editorial discussing ways and means which are being considered by the Governor and chairmen of Committees on public instruction of the legislature looking toward the wider provision of primary education for all the children of the Philippines.


History of the organization and activities of the Philippine Islands Sunday-school union (now Philippine council of religious education.) While the emphasis is upon religious education, much information concerning the social and economic background is presented in chapter I, and chapter II deals with the Philippine school system.

415. Survey of the educational system of the Philippine Islands, by the Board of educational survey created under acts 3162 and 3196 of the Philippine legislature. Manila, Bureau of printing, 1925. 677 p.

Report of an extensive survey made under the provision of the Philippine legislature in 1924. The survey commission consisted of 23 outstanding educational authorities, directed by Dr. Paul Monroe. The following phases of education in the Philippines are presented: Measurement of the results of instruction, elementary education; secondary education; teacher training; health and physical education; private schools; general administration; finance; University of the Philippines.

3. SPECIAL PROBLEMS IN SCHOOL ORGANIZATION, CURRICULUM, TEACHING METHODS


Presents the history of the development of the normal-school curriculum in the Philippine Islands.


A discussion of the language problem in the Philippines. Traces the development of so-called "bamboo English". Believes that the Filipinos of today would be better fitted for citizenship if Tagalog, instead of English, had been the language of instruction during the 30 years of American occupation.


Finds the school system leans in emphasis toward general culture and academic training rather than toward definite vocational training and intensive industrial education. Finds need for special training in agriculture, the predominating industry.
Describes music activities in the Philippine high schools developed following the recent authorization of elective classes in chorus, vocal and instrumental ensembles, rudiments, orchestra, and "apprenticeship." 

A discussion of the health supervision which is provided the public school children in Manila. Presented at the Pacific Regional conference of the World federation of education association, Honolulu, July 1932.

Describes a plan by which Moros in the province of Lanao (Philippine Islands) are being taught to read and write. By means of certain "key" words a chart has been prepared which can be used for the purpose and the people are being taught to read at the rate of 3,000 per month.

An address in which are set forth the need and present tendency of education looking toward the preparation of the young people for living in the country and the development of a strong rural class of home builders. Describes particularly the Central Luzon Agricultural School which is being developed to serve such an end.

An extended and critical analysis of the work of Philippine normal-school graduates of 1923 to 1929. Findings: Majority of the graduates follow the line of work for which they were prepared, and have satisfactory efficiency ratings. There is a need for their systematic placement.

Considers the special problems concerned with the administration of schools in the barrios (or rural villages) of the islands. Written largely from the viewpoint of the barrio teacher and supervisor. Systematic development of barrio education will increase the percentage of literacy in the Philippine Islands and will be an effectual means of strengthening Filipino citizenship, it is believed.

A pamphlet describing five insular vocational schools.

426. Philippine Islands, Department of public instruction. Courses of study, revised editions, Manila, P.I., The department, 1924 to date.
During recent years the Philippine school system has devoted much attention to revising the course of study for the islands. Since 1924 revisions have been received from the Department in the fields of Home economics; Health, Food selection, Diet and home nursing; School and home gardening; Industrial arts; Drawing; Music; English Composition for secondary grades; Philippine history and government, as well as complete courses of study for primary and intermediate grades. An outline of a course in Principles of teaching for normal schools has also been developed.

An analysis of principles set up by the Curriculum committee of the Bureau of education to be considered in the reconstruction of the curriculum in the Islands.

Discusses various phases of the history of the development of a vocational education program in the Philippines and describes courses offered in individual schools.

States that the objective of the curriculum program is to build a well-balanced and articulated group of courses of study adjusted to the needs of the Islands. Analyzes techniques and objectives.

A description of the work of an American woman, Caroline L. Spencer, among the Moros of the Philippines. Largely instrumental in establishing the Willard Straight agricultural school for boys, of which she is the director. Good results are being accomplished among this little understood race of people. A school for the Moro girls is now contemplated.

An account of the development of home-economics teaching in the Philippine Islands and methods followed at the present time.
BIBLIOGRAPHY

Discusses criticisms and recommendations of the Survey commission with respect to reading deficiencies and points out some of the probable causes of and remedies for the situation.

4. TESTS AND MEASUREMENTS

The purpose of the survey was to determine the stature of Filipino college students. The different races were separated into specific groups and their differences taken in height, sitting height, weight, and lung capacity. In all, about 430 men and 300 women were measured, from 7 racial groups.

The author shows how the technique of measurement and adjustment, developed in recent years in American and European schools, can advantageously be applied to schools in the Philippine Islands. Includes a bibliography of usable tests and scales for Philippine schools and selected periodicals and books for reference.

The relative standing of central schools, academic high and normal schools in arithmetic, reading, language, and national (spelling) as compared with 1926 and 1927.

A manual of directions for primary and advanced examinations, as they have been adapted to meet the conditions in the Philippines.

Table 1 shows the median composite scores and the corresponding grade-location equivalents for the rural and vocational schools in 1929 on the Philippine educational achievement test, series A, B, and C, form 2. Table 2 presents the comparative achievement in grades three and four of the rural (barrio) primary schools in 46 divisions tested, in the rural-vocational survey conducted by the General Office during the July-December 1929 period.

A study of the percent of under-age, normal-age, and over-age pupils, and of rapid-progress, normal-progress, and slow-progress pupils in 1929 as compared with the results in 1928.

439.——. Comparative achievement of the rural schools in grades three and four. Manila, P.I., Bureau of education, 1930.
Forty-seven divisions were covered in the survey. Only third- and fourth-grade achievements are compared. The relative ranks of these divisions and the schools in terms of months below or above the normal achievement were secured.

5. OFFICIAL REPORTS

The annual reports of the Governor-general for the various years include reports from the Secretary of public instruction of the Islands which show progress made in education.

Report of the 1930 school activities in Philippine Islands by the Director of education. Mr. Luther B. Bewley. Distinctive features of the year’s work are: Opening of 700 new primary classes in 45 provinces; improvement in quality of instruction; reconstruction of curricula; expansion of the vocational program; correlation of food selection and gardening activities in the elementary schools and the practical application of fundamental health principles in the health program. Previous annual reports are of value in showing educational progress over a period of years.
VII. HAWAII AND OTHER PACIFIC INSULAR PARTS

A. HAWAII

1. THE SOCIAL AND ECONOMIC BACKGROUND AND EDUCATIONAL IMPLICATIONS

442. Adams, Romanzo, and others. The peoples of Hawaii. Honolulu, the Institute, 1925. 42 p.

A statistical study by a Committee of the Institute of Pacific relations. Discusses population; its distribution in city and rural districts; length of residence in Hawaii of the foreign-born, age-sex distribution of the peoples of Hawaii, their political status, and marital condition; interracial, marriages; economic progress of workers; education in Hawaii; juvenile delinquency, and the like.

443. —— and Kai Dan Kaneko. The education of boys of Hawaii and their economic outlook. Honolulu, Hawaii, University of Hawaii, January 1928. 59 p. (University of Hawaii, Research publication no. 4.)

Discusses economic and social problems peculiar to Hawaii and their relation to the type of education now offered! A questionnaire study of rural boys in school and college expectation. Contains suggestions for re-adjusting conditions in native industries toward the end of holding the youth on the island.

444. Bunker, Frank F. Education in Hawaii is directed to students of many races. School life, 12: 105-8, February 1927.

An account of various types of education offered in the Hawaiian Islands and the serious problems arising from many different races and race mixtures with which education has to deal.


In order to utilize the output of the Island's schools for the greatest good of the Islands' industries and their demand for labor the Governor appointed a committee of educators and business men to make a thorough survey of both the schools and industry, and to present their recommendations.


The growth of education and industry in Hawaii has resulted in the education of young people away from the basic industry of the Islands, agriculture, and presents a problem of unemployment, which the Committee seeks to solve. The work of the committee has three main divisions: (a) survey of the schools; (b) survey of industry; (c) coordination of schools with industry.

447. —— Governor Judd's advisory committee on education. Hawaii educational review; 19: 112-14, January 1931.

An address delivered before the Oahu (Hawaii) teachers association, explaining the organization and plans of the committee.


An address discussing assimilation of Orientals in Hawaii into the American civilization. Problems met by children in transition from one type of civilization to another pointed out. Discusses foreign languages, their advantages and disadvantages.


Report of a first-hand investigation of conditions in these mid-Pacific islands, giving special attention to the class of Americans that are evolving. Chapter headings indicate the scope of the material included: the evolution of Hawaii; Hawaii to-day; Scenic Hawaii; Agriculture; Races in Hawaii.


An article describing the geography and peoples of the Hawaiian Islands. Includes a brief section on education.


Sees Hawaii as the scene of an educational and racial experiment which aims to establish internationalism, so far, at least, as it embraces nationalistic animosity and interracial understanding. This aim is being attained through the influence of the educational program.


A history, intended primarily for school use, prepared under the direction of the Historical commission of the Territory of Hawaii. Describes briefly and simply the historical process by which Hawaii came to be an integral part of the United States.
BIBLIOGRAPHY


4. SURVEYS AND DESCRIPTIONS OF GENERAL EDUCATIONAL CONDITIONS


Outlines the development of public education in Hawaii and gives data concerning status of the school system at the time indicated.

The article traces the development and changing functions of Hawaii's schools as influenced by economic and industrial conditions in the Island, especially with relation to the reorganization of the school curriculum.


Contains discussions of: The relation between education and industry in Hawaii; The general policy of the schools; The future of the high school; The extension of adult education; Vocational education; Principles that should guide the development of the program of education of teachers for the elementary and secondary schools.

468. Hawaii educational review. Published monthly, except July and August, by the Department of public instruction, Honolulu, Hawaii.

A valuable source of information concerning developments in education in Hawaii. Includes professional articles on education of general interest as well as historical sketches; descriptions of special activities of the schools; statistical reports; discussions of educational problems peculiar to Hawaii, etc. A number of a general nature relating to Hawaii are annotated and included in this bibliography.


Includes history of the period previous to the organization of government schools; the early mission schools; the organization of government schools; the present organization; the teachers.


Describes the system of education introduced into Hawaii by the earliest missionaries after 1778 until the establishment of the Lahainaluna high school in 1831.

471. Lesbrich, K. C. Education in Hawaii. Sunset, 58: 16-17, 64, 65, January 1917.

A general review of the development and present status of education in Hawaii. Points out some of the problems, such as Americanization, dual citizenship, teaching of English.


While the study is principally concerned with the problem of public school pupil population with particular reference to educational achievement of different racial groups, it also calls attention to general lack of knowledge concerning conditions in the Territory, indicates the peculiar geographic and racial features, and outlines the general educational organization.

473. Pratt, Helen. A brief survey of the influences which have shaped education in Hawaii. Hawaii educational review, 18: 36, 50-52, October 1929.

Reviews the aims and objectives underlying the development of Hawaii's educational system, brought to the Island over 100 years ago by New England missionaries. Points out problems and mistakes and reviews recent changes from formalism to a progressive pattern. Attempts are being made to fit the school to the needs of the people.


The history of the foreign-language schools, their growth, influence upon the native population, problems concerned with them, and means adopted by the Territorial legislature to cope with them.


An extensive survey of the educational system of Hawaii, made under the direction of the United States Commissioner of Education. Includes an analysis of the educational problem; the organization, administration, supervision, and financing of the Department of public instruction; the foreign language schools; teaching staff of the public elementary schools; classroom procedure and the course of study of the elementary schools; the public high schools; the University of Hawaii; the private schools of Hawaii.

476. Survey of schools and industry in Hawaii. Honolulu, Hawaii, the Printshop company, ltd., 1931. 156 p. (Governor's advisory committee on education.)

Report of a survey of educational and industrial conditions in Hawaii, conducted by a committee appointed by the Governor, upon authorization of the 1929 session of the Territorial legislature, under the direction of Mr. C. A. Proctor. Includes recommendations for reorganization of the schools to more nearly coordinate their work with the industrial problems peculiar to the Territory.


An educator visits the Territory and writes of his reactions as to the type of civilization achieved by the native peoples, status of industries, schools, etc.
BIBLIOGRAPHY


Dr. Winship surveys education in Hawaii. Believes that nowhere else has education been so quickly established along modern lines as in Hawaii. Education has played a vital part in the creation of a virile civilization and helped in the mass solution of many complex problems.

3. SPECIAL PROBLEMS IN SCHOOL ORGANIZATION AND TEACHING PRACTICES


Describes a 3-year correlated program in English, art, and music developed in the Washington junior high school. Presents the general outlines of the program, outlines a specific unit of literature, and describes a unit of art work, and one of music. The articles are informative on educational conditions and practices in Honolulu.


Describes the program of home economics as it has been developed in the schools to fit the needs of the native Hawaiian people.


Training for the home is promoted by private organizations as well as by public agencies. Among methods used are: A model house on wheels as a means of demonstration; use of dairy products encouraged; home making suited developed in schools, etc.


Experiences met in reorganizing the secondary school program along more flexible lines and providing a more appropriate education for the individual child.


The account of a unique combination of medical, dental, nursing, recreational, and health-education activities for children at Palama Settlement, located in the most congested district of Honolulu.


History, achievements, and needs of vocational education in Hawaii are presented here.


Describes the problems met in developing a definite program of vocational education in Hawaii, principles followed in its development and some results.

486. Dhinsmore, Mary. The Fort Street experimental school. Hawaii educational review, 16: 36, 43, October 1927.

Describes plans under way for making the Fort Street school (Honolulu) a laboratory for the Territory where research will attempt to work out the program exemplifying the best modern thought.


The territorial supervisor of home economics describes the system of school cafeterias conducted in Hawaii. Points out how they serve as a medium for the Americanization of Hawaii's school children, the teaching of good health habits, etc.


A history of the development of homemaking activities in the public schools of Hawaii, and descriptions of present methods.


Presents the objectives of vocational homemaking work, its value for the Hawaiian elementary schools, and suggestions for outline of work.


A statement concerning the objectives, program, activities, methods, and growth of the nutrition program which has been carried on under the supervision of the Social-service bureau since 1921.

An address delivered by Governor Farrington at the last convention of the 1928 summer session of the Normal school. Outlines industries of Hawaii for which trained workers are needed, and points out the importance of the teacher's place with relation to the industrial and economic situation in the islands.


This entire number is devoted to health activities in the schools of Hawaii. The articles point out the health needs of Hawaii; suggest programs; describe activities being conducted by the Palama Settlement which is working in close cooperation with the Department of health work under the joint committee on child health; expansion of dental work in the schools; problem of tuberculosis in the schools, etc.


A short history of agricultural extension as given over the radio by Gladys M. Wood, administrative assistant of the University of Hawaii. Presents an outline of the work planned for the next few years.


The entire number is devoted to activities carried on at the Kawanakajao experimental school. A series of articles which together present a picture of a progressive school adapted to Hawaiian social conditions, rural industries, and community life in action. Includes some conclusions as to outcomes of such teaching.


Tells the story of the development of the kindergarten movement in Honolulu and describes present and past activities and methods. The program of the Free kindergarten and Children's aid association is built around the health needs of the children.


Describes the work of the Kamehameha schools—private schools endowed by the Royal Family— and the plans which have been made for an extensive building program.


Presents a unique plan of cooperation between education and industry which has been in operation in the Kamehameha schools since 1924. It provides for half-time school work with an equal amount of actual industrial experience along lines of the boys' school training.


Describes in detail the development of the public library system in the Hawaiian Islands, its present work and capacity, and the county and school service afforded.


A discussion of the value of a study of the arts as an aid in the enrichment of the life of the Hawaiian laborer in the rural districts.


Describes changes being brought about in the Kailaulani school (a school of the conservative traditional type) through the application of progressive education principles.


Describes experiences met and results obtained in the experiment of putting progressive school practices into operation in the educational system of Hawaii. Analyzes failures made and points out ways in which past failures may lead to more constructive work in the future.


Outlines problems met and accomplishments in supplying properly equipped teachers for the schools of Hawaii from the early beginnings of Christian missionary schools to the present time.

503. The problem child. Hawaii educational review, 18: 57-64, November 1929.

The entire number is devoted to the education of the problem child with special reference to provisions made for him in Hawaii, and includes five articles by different authors.


Analyzes the problems and difficulties from the standpoint of the child who is forced to struggle with two or even three languages upon entrance to school.
BIBLIOGRAPHY


Describes the problems and needs—vocational, ethical, educational—of the plantation child, found so extensively in the islands. The discussion is based upon responses to 79 questionnaires submitted directly to a group of seventh-grade boys on a plantation.


During fall months of 1929 an attempt was made to give every child entering school for the first time as complete an examination as possible. Honolulu children have many defects which are correctible when proper diagnosis is made.


Report of an investigation undertaken with the cooperation of the Department of public instruction, of the time spent by the principals in the public schools of the Territory of Hawaii. One hundred and twenty-nine (71 percent) of the principals replied to questionnaires, recording in detail activities in which they engaged during each day of a school week.


Sets forth the purpose of the Japanese language schools in both Hawaii and the United States, objections to, and laws regulating. Points out how teachers of such schools can best serve through cooperation with home, public school, and community.


Presents the Hawaiian program of adaptation of the school to the local environment—taking into consideration the whole territory. The following special phases of the program are discussed: Parent-teacher associations in Hawaii; a child-centered program; studying local problems; Welfare work.


Reviews the development of the nursery-school movement. Hawaii is still struggling toward a kindergarten program, and the preschool age is a largely neglected one. Points out the opportunity this age affords in “the early training in the English language and for development of civic attitudes.” Improvements are expected through the recent initiation of public lectures, a regular course on the preschool child offered at the Territorial normal school, and study classes conducted by the American association of university women.


A general review of extension work for boys and girls in agriculture and home economics, with special reference to achievements in Hawaii.


A brief account of work of the staff of the University of Hawaii in home-economics extension in rural Hawaii.


The director of the newly organized Division of research in the Department of public instruction of Hawaii describes the organization, plans and objectives of the division.


Reviews the teacher preparation situation in Hawaii leading up to the year 1930 and describes improvements made during that year. A new plant for the Normal school, organization of the School of education in the University, and raising standards for preparation of elementary school teachers are among the developments.

4. THE CURRICULUM


A revised article describing the vocational guidance program. The school situation is pictured and descriptions of the “exploratory course”, of the work of the faculty counselors and method of part-time employment are given.

Traces early culture found among primitive Hawaiians 106 years ago; the education brought in 1820 by the missionaries, curriculum developments of the first school board under monarchical rule, and finally activities of the Department of public instruction under Territorial government.

518. Gay, Miles E. Adapting the high school curriculum to the needs of our yVIng people. Hawaii educational review, 20: 221, 242, May 1932.

Outlines the various factors which should be considered by high school leaders in establishing a curriculum suited to the "needs and ability" of all normal boys and girls of the Territory.


Outlines and extent, problems and needs of the work in nature study in the Hawaiian Islands and its relation to the Territorial normal school.


A program, developed from actual experiences of teachers throughout the entire school system, with a view to making school instruction more practical and vital. Three sections are: (1) Suggested ways of approach into an activity program, organisation and planning; (2) suggested activities for first, second, and third years; (3) bibliography and reference.

521. ———. Progressive education and the public schools of Hawaii. Honolulu, Hawaii, The department, 1930. 20 p. (Division of research bulletin no. 5)

The school system of Hawaii is working out a new program, based upon the following principles: (1) The school must change continually; (2) must prepare its pupils for a changing world; (3) must serve all types of children; (4) must seek moral and intellectual qualities first; (5) must do things differently; (6) must have practical social purposes.

522. ———. Social studies for the junior high school. Honolulu, Hawaii, The department, 1930. 249 p. (Bulletin no. 4, Junior high school series)

One of a series of courses prepared by a committee of junior high school teachers. The following are the objectives: (1) Develop a wide range of interests and discover some dominating interests; (2) develop individual self-dependence and initiative; (3) develop appreciation of social relationships and responsibilities.


The Kawanakajos experimental school works out in practice, in terms of Hawaiian conditions and materials, the principles of what is usually known as "progressive education." Includes an account of the work done in this school, and in numerous other places throughout the Territory.


Outlines the course of study.


Describes an extensive school project in this leading industry of Hawaii. A practical demonstration of the principle that attitudes, skills, and information are acquired best through living experiences.


Presents some results of an extensive testing program carried out in many of the schools in Hawaii which point to the need indicated.


(See also Journal of educational psychology, 20: 494-500, October 1929.)

During the school year 1927-28 a study was made in three schools having activity programs to determine whether subject-matter achievement as measured by the Stanford achievement test tends to improve, remain constant, or decrease under such a program as compared to the traditional programs of studies. The three schools maintained about the same rate of subject-matter progress under the new program as under the old.


A report of the work of the Interracial committee on moral conduct, organised to form "an Interracial standard of moral conduct acceptable and recognised by the conglomerate population of Hawaii." The Interracial standard, drafted by the Committee, is based upon the motive of "loyalty to human civilisation."
BIBLIOGRAPHY


530. Babcock, Marjorie E. Applications of clinical psychology in Hawaii. Honolulu, Mercantile press, 1927. 82 p. (University of Hawaii research publications no. 1.)


535. —— and Louttit, G. M. Reaction time experiments with certain racial groups. Journal of applied psychology, 14: 557-65, December 1930.


An investigation of racial psychology. Part I surveys material available in field of race study; part II includes a historical survey of races in Hawaii; part III, a social analysis of races, including the Japanese, Chinese, Filipino, and Puerto Rican; part IV discusses brain development of races; part V, mentality of races; VI, psychosynthetic traits of races; VII, racial implications. Chapter 21 of the last part discusses education and temperament.


In 1924 and 1925 standard achievement advanced examinations were given children in the Japanese, Chinese, Hawaiian, and part-Hawaiian groups in schools in Hawaii. Chinese excel other groups in school achievement; Japanese and part-Hawaiian reach about the same level, and the Hawaiian falls below the other groups. The author suggests that this indicates an unsuitable school environment and the need for curriculum changes.


Presents the results of a survey using a standardised test constructed by the author for the special purpose of measuring the ability of pupils in the Japanese language schools of the Territory.


Presents statistics comparing the relative standing of pupils attending language schools with those of same race not attending. Concludes that, "with two Japanese pupils of equal ability, attendance at language school doubles the chance of failing in English."


A study to determine what influence, if any, attendance at a school conducted in an Oriental language has on the acquisition of and ability to use the English language. Concludes: Individual differences exceed differences caused by attendance at Chinese language school.


Statistics based upon various measures, of 513 Chinese girls in Hawaii. Concludes that superiority should be considered in terms of separate functions or groups of functions rather than upon a blanket conception of racial superiority.


Analyzes results of the Thorndike Intelligence tests for high school graduates given two freshman classes of the University. Presents recommendations looking toward more reliable examinations and ways of measuring success in college.


Concludes from experience and results of tests that verbal tests are superior to nonverbal tests for the purpose of classification of pupils in Hawaii.


One of the studies resulting from the Bayard Dominick expeditions of the Bishop museum and the American museum of natural history concerning origin and migrations of the Polynesian peoples. It presents data secured by measurements of 8,640 school children of pure and mixed nationalities found in the Hawaiian Islands and similar data for adults presented in an earlier study by Dunn.

6. OFFICIAL REPORTS


A section of each annual report deals with education in Hawaii. Information is given concerning general progress and development during the year in question, as well as special projects or outstanding achievements.


Attention is called to all the biennial reports of the Department. They furnish a picture of the development and educational progress made over a period of years; point out problems and needs, etc.
BIBLIOGRAPHY

B. EDUCATIONAL PROGRESS IN THE CANAL ZONE


These reports usually contain a summary of school progress for the year; information on number of schools maintained, both white and colored; enrollment and attendance; expense of maintenance; teaching staff; proposed and needed new buildings, new activities, etc.


The building of the Panama Canal brought auxiliary problems of government, among them the establishment of schools for children of the American employees and for the natives. This article describes the school system as it was developed to meet these needs.


A complete survey of the school system, its administration and finances, staff, educational opportunities and achievement, health, curriculum, and the like.


The author states that "both pupils and teachers of the Canal Zone Negro schools are of West Indian stock." Describes the types of schools and courses of study provided for this particular group of children. Achievement of pupils, quality of teaching, and similar data are presented.

555. School bulletins. Published by the Division of schools, Canal Zone.

The school bulletins, reports on curriculum revision, and other publications of the Division of Schools of the Canal Zone are valuable sources of information concerning the administration of schools there.

C. EDUCATIONAL PROGRESS AND PROBLEMS IN GUAM


A volume of information concerning geography; ethnology; climate; history; government; inhabitants; revenues; industries; arts, crafts, and education; miscellaneous information for visitors and prospective settlers. Chapter XI, p. 60-66, deals with arts and crafts, religion, and education.


History of Guam from its discovery by Magellan until the present. Describes population, primitive cultures, present economic conditions, political status, problems brought about by naval government, etc.

D. SAMOA

1. THE GENERAL SITUATION


The latest printed report of the Naval Governor to the Secretary of the Navy. It includes chapters on The land and the people; Samoan chronology; Government; Government departments and activities (including Department of Education); Missions and mission schools; Communication; Transportation; Miscellaneous; U.S. Naval Stations, Naval Observatory; Stores; Holidays; Living conditions; Bibliography.


A general survey of the status of American Samoa, its history, importance, problems and accomplishments of Naval government, etc.


Describes events leading up to the occupation and administration of Samoa by the United States and developments made in improving conditions of the natives under Naval government. Touches upon education, which was largely missionary until 1923, when the Governor pointed out the need and made plans for an educational system. Finds our 8,000 Samoans no longer comprising a "white man's burden."


Presents briefly some of the outstanding facts with regard to geography, population, climate, government and institutions of American Samoa.


Two articles by a former principal of a government school, which describe in an interesting way living conditions and social traits among native Samoans. The author appends information concerning composition of American Samoan population, schools. He concludes: "In other Pacific Islands where the natives have perhaps been less protected against the vices and the greed of the whites, changes are resulting in the disappearance of the race. It has not so resulted in Samoa. Changes are coming slowly and adaptation is keeping pace with the changes."


An account of American administration of American Samoas, how we acquired the Islands rather informally and how we continue to govern them with very little interference with native customs and traditions. Believed to be our greatest success in dealing with primitive peoples.


A study of adolescence in a primitive culture, made to throw some light upon the effect of civilized upon a developing human being at the age of puberty. Chapters 13 and 14 contrast our own and Samoan educational problems with the adolescent.


A study based on ethnological material gathered during 9 months in American Samoa in 1925–26, but concerned chiefly with psychological facts relating to development of the adolescent girl among a primitive people.


A plea for the preservation of the little that remains of Polynesian culture.


Read before the Pan-Pacific club of Honolulu. Gives information concerning origin of the Polynesian race, describing especially the Samoans.

2. EDUCATIONAL PROGRESS AND PROBLEMS


A summary of regulations of the Department of education, submitted by the Government of American Samoa.


An enlightening article on the language situation and its probable implications for the future which is of value and interest to educators interested in the cultural integration of Samoans and other primitive peoples.


Brief description of the present school system of Samoa.


Presents the need for vocational education in Samoa and describes which is available.


Tells of the beginning of education about 1830 when the missionaries came. Describes the present school system. Points out the great need of assistance in developing education.
INDEX

AUTHOR AND SUBJECT

[The numbers refer to items, not to pages]

Abbott, A. P., 115.
Abel, J. F., 87, 95.
Abell, W., 216.
Adams, R., 442-443.
ADULT EDUCATION, HAWAII, 463; INDIANS, 176;
PHILIPPINE ISLANDS, 321; PUERTO RICO, 335;
RURAL PEOPLES, 1.
Africa, 2-3, 27, 46-74, 98, 102, 109, 111.
Africa (journal), 46.
AGRICULTURAL EDUCATION, HAITI, 75; HAWAII, 493;
PHILIPPINE ISLANDS, 422; PUERTO RICO, 326.
Aitken, V. M., 461.
ALASKA, 43, 44, 113, 243-274.
Aldana, B. V., 416.
Alexander, C., 396.
Allan, N. N., 102.
Alsona, 447.
Andrews, R., 359.
ANTHROPOLOGY, 4, 5, 28, 231.
Aran, P. P., 301, 321.
ARTS AND HANDICRAFTS, HAWAIIAN, 499; INDIAN,
125-127, 140, 221-243; PUERTO RICAN, 327.
Asia, 101.
Atalaia, Princess, 160.
Austin, M., 116.
AUSTRALIA, 25.

B

Babcock, M. E., 530, 540.
Balch, E. O., 77.
Baner, R. C., 269.
Barnd, M. A., 211.
Barones, P. F., 518.
Barrow, D. P., 373.
Bartolome, C., 433.
Bary, H. V., 302.
Baylor, A. B., 480.
Benites, F., 399.
Bender, F. E., 375, 384.
BIBLIOGRAPHIES, ALASKA, 259; INDIANS, 139;
MEXICANS, 107; NEGRITOS, 43; PUERTO RICO, 282; RACE
RELATIONS, 29, 32.
Blackmar, F. W., 143-144.
Blakeley, G. H., 589.
Bogardus, E. S., 374.
Boggs, R. S., 334.
Bohn, F., 500.
Bolton, F. R., 402.
Bourne, D., 303.
Brainerd, Heloise, 95.
Brandt, R. K., 198.
Bronson, R. M., 147.
Brookes, E. H., 49.
Brookings institution, 276, 286.
Brooks, R. M., 169.
Brown, A., 481.
Brown, W. O., 1, 2.
Browning, W. E., 97.
Brumbaugh, M. G., 286.
Buell, R. L., 32, 50, 98.
Bunker, F. F., 444.
Bunnell, J., 362.
Bunzel, R. L., 221.
Burleson, H. L., 160.
Butchers, A. G., 99, 100.
Butterfield, K. L., 3.
Byrner, W., 222.

C

Caliver, A., 42-43.
CANADA, 101.
CANAL ZONE, 551-555.
Capel, E. B., 517.
CARIBBEAN ARMS, 34, 36.
Cero, J. J., 334.
Cary, M. E., 482, 518.
Catapang, V. R., 403.
Caballero, P. A., 267.
CENTRAL AMERICA, 34.
CEYLON, 88, 98.
Chapman, K. M., 228.
China, S. 5, 102, 109.
Church, A. G., 51.
Churchill, F. C., 263.
Clark, H. W., 245.
Clowes, F. A., 484.
Color, J. C., 200.
Cole, Eay-Cooper, 4-5.
Coleman, M., 483.
COLONIAL ADMINISTRATION, AFRICA, 68, 111;
AMERICAN, 40; Ceylon, 98; DUTCH EAST INDIES,
111; FRENCH, 109; HAWAII, 497; INDIA, 111;
PHILIPPINE ISLANDS, 111, 288.
Commission on village education, India, 88.
Cook, K. M., 43, 103-105.
Cooledge, D., 117.
Cooledge, M. R., 117.
COUNTS, G. S., 375.
Courtois, J. H., 484.
INDEX

<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cos, I. M.</td>
<td>631</td>
</tr>
<tr>
<td>Cox, L. M.</td>
<td>566</td>
</tr>
<tr>
<td>Cozen, J. A.</td>
<td>658</td>
</tr>
<tr>
<td>Craig, E.</td>
<td>170, 171</td>
</tr>
<tr>
<td>Crane, L.</td>
<td>118</td>
</tr>
<tr>
<td>Crawford, W. C.</td>
<td>665</td>
</tr>
<tr>
<td>Cremer, H.</td>
<td>289</td>
</tr>
<tr>
<td>Crumbine, B. J.</td>
<td>304-305</td>
</tr>
<tr>
<td>Crump, B. L.</td>
<td>201</td>
</tr>
<tr>
<td>Cuba</td>
<td>34, 65, 98</td>
</tr>
<tr>
<td>Currin, E. E.</td>
<td>527</td>
</tr>
<tr>
<td>CURRICULUM</td>
<td>53, 57, 72</td>
</tr>
<tr>
<td>CURRERA, AFRICA</td>
<td>53, 57, 72</td>
</tr>
<tr>
<td>ALASKA</td>
<td>272</td>
</tr>
<tr>
<td>PHILIPPINE ISLANDS</td>
<td>416, 419, 420-425, 431-432</td>
</tr>
<tr>
<td>HAWAII</td>
<td>470-480, 685, 488-489, 516-529</td>
</tr>
<tr>
<td>Daniel, R. P.</td>
<td>4</td>
</tr>
<tr>
<td>Darrach, M. L.</td>
<td>417</td>
</tr>
<tr>
<td>Davis, E.</td>
<td>619</td>
</tr>
<tr>
<td>Davis, H. P.</td>
<td>78</td>
</tr>
<tr>
<td>Davis, J. B.</td>
<td>119</td>
</tr>
<tr>
<td>Davis, R. C.</td>
<td>7</td>
</tr>
<tr>
<td>Dean, A. L.</td>
<td>446</td>
</tr>
<tr>
<td>Denison, P.</td>
<td>223</td>
</tr>
<tr>
<td>Department of the Interior (United States), publications on ALASKA</td>
<td>45, 253, 261, 265, 267-268, 272-274</td>
</tr>
<tr>
<td>VIRGIN ISLANDS</td>
<td>387, 389</td>
</tr>
<tr>
<td>Delwaller, F. G.</td>
<td>8</td>
</tr>
<tr>
<td>Diamonon, V. D.</td>
<td>922</td>
</tr>
<tr>
<td>Dinsmore, M.</td>
<td>685</td>
</tr>
<tr>
<td>Dougall, J. W. C.</td>
<td>52, 53</td>
</tr>
<tr>
<td>Downey, J. E.</td>
<td>202</td>
</tr>
<tr>
<td>Drake, F. S.</td>
<td>102</td>
</tr>
<tr>
<td>Dunlap, J. W.</td>
<td>527, 533</td>
</tr>
<tr>
<td>Dunn, D.</td>
<td>172</td>
</tr>
<tr>
<td>Du Puy, W. A.</td>
<td>45, 449</td>
</tr>
<tr>
<td>DUTCH EAST INDIES</td>
<td>111</td>
</tr>
<tr>
<td>Dutton, D.</td>
<td>214</td>
</tr>
<tr>
<td>Eddy, S.</td>
<td>576</td>
</tr>
<tr>
<td>Edwards, C. W.</td>
<td>487-489, 524</td>
</tr>
<tr>
<td>Elkhaw, W. E.</td>
<td>247</td>
</tr>
<tr>
<td>Elementary Education, HAWAII</td>
<td>489, PHILIPPINE ISLANDS, 424, PUERTO RICO, 239</td>
</tr>
<tr>
<td>Elliott, A. E.</td>
<td>106</td>
</tr>
<tr>
<td>Elwang, W. W.</td>
<td>405</td>
</tr>
<tr>
<td>Engelhardt, N. L.</td>
<td>558</td>
</tr>
<tr>
<td>Ernesto, 13, 38, 43, 45, 103, 108, 112-114, 238-247, 261-262, 265-266, 268</td>
<td></td>
</tr>
<tr>
<td>Estabrook, E. P.</td>
<td>120</td>
</tr>
<tr>
<td>Ethnography</td>
<td>18</td>
</tr>
<tr>
<td>Evans, B.</td>
<td>234</td>
</tr>
<tr>
<td>Evans, M. G.</td>
<td>234</td>
</tr>
<tr>
<td>Evans, W. R.</td>
<td>681</td>
</tr>
<tr>
<td>Everett, M. L.</td>
<td>463</td>
</tr>
<tr>
<td>Exton, B.</td>
<td>490</td>
</tr>
<tr>
<td>Faberle, F.</td>
<td>306</td>
</tr>
<tr>
<td>Faris, J. T.</td>
<td>369</td>
</tr>
<tr>
<td>Farrington, W. R.</td>
<td>491</td>
</tr>
<tr>
<td>Ferguson, E.</td>
<td>226</td>
</tr>
<tr>
<td>Fernandes, L. H.</td>
<td>377</td>
</tr>
<tr>
<td>Filipinos, See PHILIPPINE ISLANDS</td>
<td></td>
</tr>
<tr>
<td>Fisher, F. C.</td>
<td>376</td>
</tr>
<tr>
<td>Fitzgerald, J. A.</td>
<td>203</td>
</tr>
<tr>
<td>Fleming, D. J.</td>
<td>89</td>
</tr>
<tr>
<td>Fleming, M. E.</td>
<td>466</td>
</tr>
<tr>
<td>Fletcher, H. P.</td>
<td>70</td>
</tr>
<tr>
<td>Flickinger, J.</td>
<td>463</td>
</tr>
<tr>
<td>Fogg, P. M.</td>
<td>226</td>
</tr>
<tr>
<td>Folsom, C. M.</td>
<td>174</td>
</tr>
<tr>
<td>Forbes, W. C.</td>
<td>370</td>
</tr>
<tr>
<td>Forrest, E. C.</td>
<td>264</td>
</tr>
<tr>
<td>Fraser, A. G.</td>
<td>88</td>
</tr>
<tr>
<td>Fraser, D.</td>
<td>55</td>
</tr>
<tr>
<td>Freeman, O. W.</td>
<td>450</td>
</tr>
<tr>
<td>French Indo-China</td>
<td>95</td>
</tr>
<tr>
<td>Garrett, J. E.</td>
<td>212</td>
</tr>
<tr>
<td>Garth, T. R.</td>
<td>9, 304-215</td>
</tr>
<tr>
<td>Gataal, B.</td>
<td>418</td>
</tr>
<tr>
<td>Gibson, B. D.</td>
<td>66</td>
</tr>
<tr>
<td>Gifford, E. W.</td>
<td>243</td>
</tr>
<tr>
<td>Gill, P.</td>
<td>325, 356</td>
</tr>
<tr>
<td>Girl scout leader (magazine)</td>
<td>173</td>
</tr>
<tr>
<td>Goodk, F. P.</td>
<td>277</td>
</tr>
<tr>
<td>Gogata, R. V.</td>
<td>90</td>
</tr>
<tr>
<td>Gold, D.</td>
<td>176</td>
</tr>
<tr>
<td>Gordian, A.</td>
<td>307</td>
</tr>
<tr>
<td>Grace, A. O.</td>
<td>10</td>
</tr>
<tr>
<td>Granger, L.</td>
<td>277</td>
</tr>
<tr>
<td>GREAT BRITAIN Colonial Office Advisory committee on education, 51, 55, 59</td>
<td></td>
</tr>
<tr>
<td>Green, W. M.</td>
<td>562-563</td>
</tr>
<tr>
<td>Greene, M. T.</td>
<td>451</td>
</tr>
<tr>
<td>Greenland</td>
<td>114</td>
</tr>
<tr>
<td>Gregg, J. E.</td>
<td>11</td>
</tr>
<tr>
<td>Gregory, H. E.</td>
<td>452</td>
</tr>
<tr>
<td>Grenfell, W.</td>
<td>108</td>
</tr>
<tr>
<td>Griffith, C. E.</td>
<td>419</td>
</tr>
<tr>
<td>Grinnell, G. B.</td>
<td>121</td>
</tr>
<tr>
<td>Guam</td>
<td>556-557</td>
</tr>
<tr>
<td>Guth, C. E.</td>
<td>226</td>
</tr>
<tr>
<td>Guthrie, M. C.</td>
<td>148</td>
</tr>
<tr>
<td>Hagae, N.</td>
<td>226</td>
</tr>
<tr>
<td>Hagie, C. E.</td>
<td>288</td>
</tr>
<tr>
<td>Haiti</td>
<td>34, 75-93, 93</td>
</tr>
<tr>
<td>Halseth, O. S.</td>
<td>230</td>
</tr>
<tr>
<td>Hambly, W. D.</td>
<td>12</td>
</tr>
<tr>
<td>Hamilton, W.</td>
<td>43, 297</td>
</tr>
<tr>
<td>Hammond, S. A.</td>
<td>57</td>
</tr>
<tr>
<td>Harding, H. F.</td>
<td>236</td>
</tr>
<tr>
<td>Harrington, I. L.</td>
<td>177</td>
</tr>
<tr>
<td>Harsha, W. J.</td>
<td>122, 128, 178</td>
</tr>
<tr>
<td>Hasek, L.</td>
<td>13</td>
</tr>
<tr>
<td>HAWAI</td>
<td>1 EDUCATION ASSOCIATION</td>
</tr>
<tr>
<td>HAWAI</td>
<td>1 EDUCATIONAL REVIEW (magazine)</td>
</tr>
<tr>
<td>HAWAI</td>
<td>1 PEOPLES, 52, 443, 449-450, 468, 480</td>
</tr>
<tr>
<td>Hayes, T. S.</td>
<td>289, 302</td>
</tr>
<tr>
<td>HEALTH PROBLEMS, AFRICA</td>
<td>69, ALASKA, 264, 267</td>
</tr>
<tr>
<td>HAWAII</td>
<td>483, 487, 490, 692, 698, INDIANS, 148, 158</td>
</tr>
<tr>
<td>PHILIPPINE ISLANDS</td>
<td>383, 429, 440, 490, 499, 516, 529</td>
</tr>
</tbody>
</table>

ERI
INDEX

V

Vahl, M., 114.
Van Deusen, E. K., 200.
Vasques, J. C., 300.
Verrill, A. H., 141.
Vicente, N. L., 342.
Virgin Islands, 330-372.
Vizcarra, F. E., 44, 337, 340-353.
Vocational Education, Haiti, 73; Hawaii, 33, 443-447, 455, 476, 484-485, 486, 497, 516; Indians, 169, 180, 190; Mexico, 33; Philippine Islands, 418, 425, 428; Puerto Rico, 297, 333, 336-338; Samoa, 53, 572.

W

Wadsworth, B. M., 238.
Walters, F. C., 343-344.
Webling, G. H., 510.
Welser, E., 220.
Wesley, C. H., 73.
Westerman, D., 70.
Westlake, L. B., 341.
Weyman, E. F., 268.
White, M. E., 512-513.
Wickersham, J., 209.
Wiley, R. B., 514.
Williams, W. T. B., 86.
Wilmouthby, W. C., 74.
Wilson, H. R., 573.
Winship, A. E., 478.
Wisnul, C., 242, 548.
Wist, B. O., 515, 529.
Worcester, D. C., 394.

Y

Yoder, D., 31.
Young, D. R., 31.

Z

Zabriskie, L. K., 305.
Zubok, T. C., 305.