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



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By

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OFFICE OF EDUCATION - - - - - William John Cooper, Commissioner

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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.

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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 requests for information made of the Office of Education and by experience were the controlling factors. While an effort was made to prepare 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 Philippines 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 education 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 bibliography 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 encouraging discovery made during the compilation of the bibliography is that graduate students in increasing numbers in continental universities and colleges are preparing theses and dissertations on education 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 included varies somewhat according to the subject itself and type of material available, the general plan followed is similar. Each section includes references concerning (1) the social and economic background of the group under consideration, (2) general educational conditions and problems, (3) problems of school organization, curriculum, 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 included for the reason that a reasonably comprehensive and recent

bibliography on that subject was issued by the Office of Education as Bulletin, 1931, No. 17.

The Library of Congress and the Library of the United States Office of Education were the chief sources of material. Consulted also were such compilations of references as the Cumulative Book Index, Readers' Guide to Periodical Literature, Education Index, International Index to Periodicals, Record of Current Educational Publications, Bibliography of Educational Research, Monthly Catalog of Government Publications, and Publishers' Weekly Digest.

I. GENERAL APPROACH TO PROBLEMS CONCERNED WITH THE EDUCATION OF NATIVE AND MINORITY-GROUPS

A. STUDIES OF RACE RELATIONS, ATTITUDES, AND PROBLEMS

1. **Brown, W. D.** Emergence of race consciousness. *Sociology and social research*, 15: 428-36, May-June 1931.

The article aims to interpret conditions under which race consciousness emerges. Race prejudices pre-conditions 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.

3. **Butterfield, Kenyon L.** Toward a literate rural world. *Journal of adult education*, 4: 383-88, October 1932.

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. Laubach's work among the Moros of the Philippines, "community" and "village" schools such as are being developed in Africa and India.

4. **Cole, Fay-Cooper.** The relation of anthropology to Indian and immigrant affairs. *Science*, 71: 251-53, March 7, 1930.

An address delivered before the American Association for the Advancement of Science, December 1929, which points out the value 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 practical use 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 the enduring aspects of native life as a means for development toward changes essential under new conditions of life.

5. ——— The trends of anthropology. *Journal of applied sociology*, 9: 351-55, May-June 1925.

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. David Barrows and A. E. Jenks.

6. **Daniel, Robert P.** Basic considerations for valid interpretations of experimental studies pertaining to racial differences. *Journal of educational psychology*, 23: 15-27, January 1932.

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. Presents criteria for accepting an experimental study as valid for generalizations.

7. **Davis, Roland C.** Ability in social and racial classes. Some physiological correlates. New York, The Century company, 1932. 110 p. (Publication of The University of Virginia, institute for research in the social sciences.)

Two questions discussed: (1) Do variations in biological 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.

8. **Detweiler, Frederick G.** The rise of modern race antagonisms. *American journal of sociology*, 37: 738-47, March 1932.

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

9. **Garth, Thomas B.** Race psychology; a study of racial mental differences. New York City, McGraw-Hill book company, 1931. 260 p.

A summary and discussion of studies in race psychology with relation to mental heredity, mental traits, intelligence, intelligence and eugenics, racial esthetics, color preference, musical talent, personality, 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 summarizes in tabular form experimental and statistical studies in race psychology with respect to date, investigator, race, number of cases, test, results.

10. **Grace, Alonso G.** Race relations and education. *Religious education*, 27: 168-70, February 1932.

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 recognize its opportunity to retain and add the good in other civilizations to the best in ours toward a more effective and enduring civilization.

11. **Gregg, James E.** The comparison of races. *Southern workman*, 54: 70-75, January 1925

Discusses various studies of racial comparisons and warns against "the loose, wild, hasty, clearly unscientific generalizations 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.

12. **Hambly, W. D.** Origins of education among primitive peoples. A comparative study in racial development. New York, Macmillan company, 1926. 432 p.

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 specialized functions in tribal life; the moral training of children by indirect methods, abstract principles, and puberty rites.

13. **Havemeyer, Loomis.** Ethnography. New York, Ginn and company, 1929. 508 p.

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 such groups, treating their environmental and racial characteristics, the main aspects of their self-maintenance, self-perpetuation, self-gratification, religion, and regulative organization. The book includes discussions of the Polynesians, Eskimos, and North American Indians.

14. **Hertz, Friedrich O. Tr. by A. S. Levetus and W. Entz.** Race and civilization. London, Kegan Paul, Trench, Trubner and company, ltd.; New York, Macmillan company, 1928. 326 p.

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.

15. **Holmes, S. J.** Changing effects of race competition. *Science*, 75: 291-8, February 19, 1932.

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

16. **Huxley, Julian.** The education of primitive peoples. *Progressive education* 9:122-30, February 1932.

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 organization 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.

17. **International review of missions.** Organ of the International missionary council, London, England. Issued quarterly.

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.

18. **Johnston, Harry H.** The backward peoples and our relations with them. London, Oxford university press, 1920. 64 p.

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.

19. **Leaker, Bruno.** Race attitudes in children. New York, Henry Holt and company, 1929. 384 p.

An extensive sociological study of influences which tend to develop racial attitudes in children, made under the direction of Bruno Leaker, by members of The Inquiry, a national organization for the promotion

of cooperative studies of problems in human relations. Part I deals with the question of what race attitudes children have; part II, with how race attitudes are acquired; part III, with how race attitudes are taught; and part IV, how race attitudes may be modified. Includes references in related fields.

20. **Levy, John.** The impact of cultural forms upon children's behavior. *Mental hygiene*, 16: 208-20, April 1932.

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.

21. **Lowie, Robert H.** Are we civilized? New York, Harcourt, Brace and company, 1929. 306 p.

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

22. **Mead, Margaret.** Growing up in New Guinea. New York, William Morrow and company, 1930. 372 p.

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.

23. ——— The methodology of racial testing: its significance for sociology. *American journal of sociology*, 31: 657-67, March 1926.

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.

24. ——— The primitive child. In *Handbook of child psychology* (compiled by C. A. Murchison), p. 669-87, Worcester, Mass., Clark university press, 1931.

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.

25. **Munts, Earl E.** Race contact. New York, the Century company, 1927. 407 p.

"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.

26. **Nutting, C. C.** The mentality of "inferior" races of man. *School and society* 24: 89-96, July 24, 1926.

A discussion of the differences 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.

27. **Phelps Stokes fund.** Twenty-year report of the Phelps-Stokes fund, 1911-1931. With a series of studies of Negro progress and of developments of race relations in the United States and Africa during the period, and a discussion of the present outlook. New York city, the Fund, 1932. 127 p.

Compilers of the report were: James H. Dillard, Thomas J. Jones, Charles Templeman Loram, Joseph H. Oldham, Anson Phelps Stokes, Monroe Work. A complete survey of the activities of the Fund, including 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.

28. **Pitt-Rivers, George Henry Lane-Fox.** The clash of culture and the contact of races. An anthropological and psychological study of the laws of racial adaptability, with special reference to the depopulation of the Pacific and the government of subject races. London, George Rutledge and sons, ltd., 1927. 312 p.

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 surest 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.

30. Yoder, Dale. Present status of the question of racial differences. *Journal of educational psychology*, 19: 463-70, October 1928.

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 many factors, finds no proof of racial inferiority or superiority, and eliminates the usual methods of determining such standing from the field of scientific usefulness.

31. Young, Donald B. American minority peoples; a study in racial and cultural conflicts in the United States. New York, Harper and brothers, 1932. 621 p.

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

32. Buell, Raymond L. Problems of the Pacific. A bibliography. In Association for international conciliation, American branch. Documents, 216-25, p. 147-70, New York, Carnegie endowment for international peace, 1926.

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.

33. First Pan Pacific conference on education, rehabilitation, reclamation, and recreation. Report of the proceedings. Washington, Government printing office, 1927. 494 p.

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.

34. Howland, Charles P. American relations in the Caribbean. New Haven, Yale university press, 1929. 329 p. (A preliminary issue of Section I of the Annual survey of American foreign relations, prepared for the Council on foreign relations of the American council of the Institute of Pacific relations.)

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.

35. Institute of Pacific relations. Problems of the Pacific, 1931; proceedings of the fourth conference of the Institute of Pacific relations, Hangchow and Shanghai, China, October 21 to November 2. Ed. by Bruno Lasker and W. L. Holland. Chicago, University of Chicago press, 1932. 559 p.

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, 1926, 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, Kyoto, 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.

36. Jones, Chester Lloyd. Caribbean backgrounds and prospects. New York, D. Appleton and company, 1931. 353 p.

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.

37. Kennedy, W. F. Some racial problems in the Pacific. *Mid-Pacific magazine*, 34: 207-16, September 1927.

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.

38. **National advisory committee on education.** Federal relations to education. Part I, Committee findings and recommendations; part II, Basic facts. Washington, D.C., The committee, 1931. 140 and 448 p., respectively.

Chapters IV, V, and VI of each volume deal with the following special educational problems: Education in special Federal areas; Education of Indians and other indigenous peoples; and Education in the territories and outlying possessions.

39. **Park, Robert E.** Our racial frontier on the Pacific. Survey, 56: 192-96, May 1, 1926.

Discusses international and race relations, with particular reference to race relations around the Pacific Coast and especially on our West Coast. What has happened with respect to race relations on the Atlantic Coast and other parts of the world where international commerce and economic problems bring various races together will gradually happen on the Pacific Coast and eventually social distances must give way. Gives as an example the new culture arising in Hawaii as a result of mingling of races.

40. **Samonte, Vedasto Jose.** The American system of colonial administration. Iowa City, Iowa, The State university of Iowa, 1925. 202 p.

A study of the political principles and policies which underlie the institutional machinery of the American colonial administrative system. It attempts (1) to show the origin and development of the American colonial policies and activities; (2) to describe the political processes and agencies by which they were, and are, carried out in the colonial administration of the mother country, and (3) to discuss the schemes of government in the territories and dependencies.

41. **Sixth Pan-American child congress.** United States delegation to the Pan-American child congress. Report of the delegates of the United States of America. Washington, Government printing office, 1931. 61 p.

A brief account of general and outstanding features, organization of and representation at the Congress, resolutions passed, etc. Among resolutions of the education group were those looking toward provision of appropriate schools for Indians and native indigenous groups.

42. **United States. Office of education.** Bibliography on education of the Negro. Washington, Government printing office, 1931. 34 p. (U.S. Department of the interior, Office of education. Bulletin, 1931, no. 17.)

Comprises a classified and annotated list of selected references published from January 1928 to December 1930. Compiled by Ambrose Caliver and others.

43. ——— Education of certain racial groups in the United States and its territories. Washington, Government printing office, 1931. 56 p. (U.S. Department of the interior, Office of education, Bulletin, 1931, no. 20, Volume I, Chapter 17.)

A survey, for the biennial period 1928-30, of types of education afforded the various minority groups and native populations now living under our flag, made by Katherine M. Cook in collaboration with J. H. McBride, Jr., W. Carson Ryan, Jr., William Hamilton, and Ambrose Caliver. Sets forth the extent and significance of the educational undertaking. Discusses education in Hawaii, Puerto Rico, Philippine Islands, Alaska; education of the Indians; education of Negroes.

44. **Viscarrondo, Francisco.** Education aspects of the Pan American child congress at Havana, Cuba. In National education association. Addresses and proceedings, 1928. pp. 136-39.

A brief survey of the various Pan American congresses on child welfare, of which this was the fifth; a summary of educational topics covered at the Havana congress, and comments on results of the congresses. It is believed that the unity in educational aims and ideals among the school systems of the Pan American republics represented created by these congresses is one of their most desirable outcomes.

45. **Wilbur, Ray Lyman, and Du Puy, William Atherton.** Conservation in the Department of the interior. Washington, Government printing office, 1931. 253 p.

Among the varied conservation activities of the United States Department of the Interior are those concerned with the administration of affairs of the Alaskan natives and the Indians. This book includes information on problems concerned with their administration, and outlines present program and policies.

II. HOW CERTAIN FOREIGN GOVERNMENTS ARE MEETING EDUCATIONAL PROBLEMS OF NATIVE GROUPS

A. NATIVE EDUCATION IN AFRICA

46. **Africa.** Journal of the International institute of African languages and cultures. Published by the Oxford university press, Humphrey Milford, publishers, London. Quarterly.

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—not making a European of him. The magazine adopts the progressive attitude now taken by British and other European governments responsible for education of native groups.

47. **African education commission.** Education in Africa: A study of West, South, and Equatorial Africa by the African education commission. Report prepared by Thomas Jesse Jones, Chairman of the commission. New York, Phelps-Stokes fund, 1922. 323 p.

The commission spent nearly a year visiting schools in the parts of Africa designated. The report describes social and economic conditions, adaptations of education, organization 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.

48. ——— **Education in East Africa: A study of East, Central, and South Africa** by the second African education commission under the auspices of the Phelps-Stokes fund, in cooperation with the International education board. Report prepared by Thomas Jesse Jones, Chairman of the Commission. New York, Phelps-Stokes fund, 1924. 416 p.

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 organization of schools, and follows with treatment of general conditions and of education in each of the several divisions which the survey covers.

49. **Brookes, Edgar H.** The history of native policy in South Africa from 1830 to the present day. Pretoria, S.A., J. L. Van Schaik, Ltd., 1927. 524 p.

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.

50. **Buell, Raymond L.** The native problem in Africa. New York, the Macmillan Co., 1928. 2 vols., 1,045 and 1,101 p.

Published under the auspices of the Bureau of international research of Harvard and Radcliffe. Based upon 15 months' travel and investigation in Africa and the study of a large amount of documentary material. The 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.

51. **Church, A. G.** Education for environment. *Nature*, 125: 261-63, February 22, 1930.

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. Ormsby-Gore, 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 1929 by the Governor of Southern Rhodesia (Southern Rhodesia. Report of the Education Committee, Cape Town, Cape Times, Ltd., 1929. 187 p.)

52. **Dougall, James W. C.** Africa today. *Southern workman*, 54: 167-69, April 1925.

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.

53. ——— **Ed.** The village teachers' guide; a book of guidance for African teachers. London, The Sheldon press, 1931. 32 p.

Compiled by members of the staff of the Jeanes 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 Jeanes teacher in Africa is attempting to do.

54. Experiment in African education in Kenya. Round table, 20: 658-72, June 1930.

"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 Jeanes teacher, in which he has applied new knowledge in a practical way but taken away nothing good of native culture.

55. **Fraser, Donald.** The new Africa. New York, Missionary education movement of the United States and Canada, 1928. 207 p.

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

56. **Great Britain Colonial office.** Advisory committee on native education in British tropical Africa dependencies. Education policy in British tropical Africa. London, His Majesty's stationery office, 1925. 8 p.

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.

57. **Hammond, S. A.** Biology and African education. *International review of missions*, 17: 495-504, July 1928.

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

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.

58. Huxley, Julian S. African education. *Atlantic monthly*, 146: 256-62, August 1930.

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.

59. ———. Africa view. New York, Harper and bros., 1931. 478 p.

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' experiences there and presents his views on the situation in general as well as on education. Chapter 28, "The Education of the African," discusses problems and principles of native education.

60. International review of missions, 15: 321-623, July 1926.

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.

61. Johnson, James W. Native African races and culture. Washington D.C., John F. Slater fund, 1927. 28 p. (Occasional papers no. 25).

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 races are studied the more complex, fascinating, and profound are seen to be their cultural inheritance and gifts to the rest of the world."

62. Loram, Charles T. The education of the South African native. New York, Longmans, Green, and Co., 1917. 340 p.

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

63. ———. Native education in South Africa: The community outlook. *School and society*, 33: 69-73, January 17, 1931.

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.

64. Lugard, Frederick D. The dual mandate in British Tropical Africa. London, William Blackwood and sons, 1923. 2d ed. 643 p.

An extensive study dealing with the history of British administration in Tropical Africa and problems concerned therewith. Chapters 21 and 22, pages 425-60, 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 education; tuition; teaching staff; the language difficulty; education of girls; cost of education; compulsory education.

65. Murray, Albert B. School in the bush: A critical study of the theory and practice of native education in Africa. New York, Longmans, Green and Co., 1929. 413 p.

The book treats of education in general as well as the type of education which the author believes should develop African natives 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.

66. Oldham, J. H., and Gibson, B. D. The remaking of man in Africa. London, Oxford university press, 1931. 185 p.

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. Analyzes 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.)

67. Seaton, W. H. Linking school and community in Southern Rhodesia. *Southern workman*, 60: 33-37, January 1931.

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.

68. Seaton, W. H. Schools in travail. New York, The Carnegie corporation, Visitors' grants committee, 1932. 56 p.

A short study of the 1-teacher Negro rural schools of the Southern States with some applications to African conditions. A report of a visitor formerly inspector of 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.

69. Sharp, Evelyn. African child: an account of the International conference on African children. New York, Longmans, Green and Co., 1931. 125 p.

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 African child at work. The discussions as reviewed here throw much light upon problems concerned with educating and training primitive and native races.

70. Sibley, James L., and Westermann, D. Liberia—old and new. A study of its social and economic background, with possibilities of development. New York, Doubleday, Doran and Co., 1928. 313 p.

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.

71. Smith, Edwin W. The golden stool: Some aspects of the conflict of cultures in Africa. New York, Doubleday, Doran, and Co., 1927. 2d ed. 328 p.

The author, Fellow of the Royal Anthropological Society of Great Britain and for many years a missionary in Africa, has written much on African cultures and problems. This book deals with contrasts in conditions in Africa between 1870 and 1920, the general problem of cultural conflicts; problems raised by commerce and industry, population and land, government, social conditions; contributions made by Christianity toward solution of the problems. Chapter XI, pages 283-314, considers Education of the African.

72. Textbooks for African schools. Africa, 1: 13-22, January 1928.

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.

73. Wesley, Charles H. The rise of Negro education in the British empire. Journal of Negro education, 1: 354-66, October 1932.

The first of two articles. It treats of the beginnings of education during slavery extending from 1782 to 1833, the period of emancipation. Part II appearing in the January 1933 issue of the quarterly deals with the period 1833 to 1840, the period of governmental intervention and organized educational activity. The author finds 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.

74. Willoughby, William C. Race problems in the New Africa. London, Oxford university press, 1923. 296 p.

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

75. Agricultural and industrial education in Haiti. Bulletin of the Pan American union, 63: 1009-21, October 1929.

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

76. American high commissioner, Haiti. Annual reports to Secretary of State. Washington, Government printing office, 1923-date.

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

77. Balch, Emily G., ed. Occupied Haiti. New York, Writer's publishing co., 1927. 194 p.

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

78. Davis, H. P. Black democracy: The story of Haiti. New York, Dial press, 1928. 383 p.

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

79. Fletcher, Henry P. Quo vadis, Haiti? Foreign affairs, 5: 533-48, July 1930.

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.

80. **Hinshaw, Augusta W.** Haiti takes a day in court. *World's work*, 59: 37-41, July 1930.

An account of the work of the President's commission of inquiry. Estimated proportion of illiteracy is from 85 to 96 percent. The culture of the Elite, on the other hand, is said to surpass that of any other mulatto or Negro.

81. **Logan, Rayford W.** Education in Haiti. *Journal of Negro history*, 15: 401-60, October 1930.

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 revolution, and attempts to evaluate the program by which the American occupation is endeavoring to promote stability in education.

82. **Millspaugh, Arthur C.** Haiti under American control, 1915-1930. Boston, World peace foundation, 1931. 253 p.

Reviews the facts relative to America's occupation of Haiti and problems connected therewith. Considers education briefly on pages 162-165 and 188-190.

83. President's commission for the study and review of conditions in the Republic of Haiti. Report, March 26, 1930. Washington, Government printing office, 1930. 45 p. (Publications of the Department of State, Latin American series, no. 2.)

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 20 tables and graphs.

84. United States commission on education in Haiti. Report, October 1, 1930. Washington, Government printing office, 1931. 45 p. (Publications of the Department of State, Latin American series, no. 5.)

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.

85. **Weatherly, Ulysses G.** Haiti: An experiment in pragmatism. *American journal of sociology*, 32: 353-66, November 1926.

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 intervention. Concludes that occupation should continue until stable social order is established. Its justification must rest on practical rather than theoretical grounds.

86. **Williams, W. T. B.** Haiti. *Southern workman*, 53: 113-22, March 1924.

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

87. **Abel, J. F.** An experiment in the education of 247 millions of people. *School life*, 15: 118-119, February 1930.

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.)

88. **Commission on village education.** Village education in India. London, Oxford university press, 1920. 210 p.

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.

89. **Fleming, Daniel J.** Schools with a message in India. London, Oxford university press, 1921. 209 p.

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.

90. **Gogate, Bajarem V.** Problems of education in India. In National education association. Addresses and proceedings, 1928. p. 602-15.

An address before the national convention of American secondary schools by the chairman of the education committee of the Hindustan association of America, 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.

91. **McKee, William J.** *New schools for young India*, Raleigh, N.C., University of North Carolina press, 1930. 435 p.

A study undertaken in 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 a bibliography on Indian education and cultures.

92. **Mayhew, Arthur I.** *The education of India*. London, Faber and Gwyer, Ltd., 1926. 306 p.

A study of British educational policy in India, 1835-1920, 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.

93. **Olcott, Mason.** *Village schools in India*. Calcutta, India, Association press, 1926. 235 p.

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.

94. **Paranjpe, M. B.** *India*. *Journal of education and school world* (London) 56: 813-15, December 1924.

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

95. **Abel, J. F.** *Education in French Indo-China*. *School and society*, 35: 357-58, March 12, 1932.

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 Indochine en 1930."

96. **Brainard, Heloise.** *Progressive schools in Latin America*. *Bulletin of the Pan American union*, 62: 453-67, May 1928.

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.

97. **Browning, Webster E.** *The native peoples of Latin America*. *International review of missions*, 17: 266-77, April 1928.

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.

98. **Buell, Raymond L.** *Two lessons in colonial rule*. *Foreign affairs*, 7: 439-53, April 1929.

"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.

99. **Butchers, A. G.** *Young New Zealand; a history of the early contact of the Maori race with the European*. Dunedin, N.Z., Coulls, Somerville, Wilkie, Ltd., 1929. 380 p.

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. Outline the subsequent development of educational facilities for the children of both races.

100. ———. *Education in New Zealand*. Wellington, N.Z., Coulls, Somerville, Wilkie, Ltd., 1930. 652 p.

An historical survey of educational progress among the Europeans and the Maoris since 1878, 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, XXI, XXXIII deal with the Maori schools.

101. *Canada*. Department of Indian affairs. *Annual report for the year ended March 31, 1931*. Ottawa, Ontario, Canada, 1932. 66 p.

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.

102. *Christian education in Africa and the East*. London, Student Christian movement, 1924. 116 p.

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, Shoran S. Singha; Christian education in relation to foreign ideas; introduction by Sir Michael Sadler.

103. **Cook, Katherine M.** House of the people: an account of Mexico's new schools of action. Washington, Government printing office, 1932. 73 p. (United States Department of the interior, Office of education. Bulletin, 1932, no. 11.)

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.

104. ——— **The Mal del Pinta school.** School life, 17: 26-27, October 1931.

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.

105. ——— **Mexico's new schools.** School life, 18: 45-46, November 1932.

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.

106. **Elliott, Arthur E.** Paraguay: its cultural heritage, social conditions, and educational problems. New York, Teachers college, Columbia university, Bureau of publications, 1931. 210 p. (Contributions to education no. 473.)

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.

108. **Grenfell, Sir Wilfred.** Education in Labrador. School life, 17: 71-72, December 1931.

Describes the development of schools for natives in Labrador.

109. **Holstein, Otto.** Brilliant French colonial policy. Social science, 7: 383-88, October 1932.

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

110. **Lagden, Godfrey.** The native races of the empire. London, W. Collins sons and Co., ltd., 1924. 377 p.

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.

111. **Reinsch, Paul S.** Colonial administration. New York, The Macmillan Co., 1905., 422 p.

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 East Indies, and others.

112. **Schrieke, B.** The effect of Western influence on native civilizations in the Malay Archipelago. Batavia, Java, Royal Batavia society of arts and sciences, 1929. 247 p.

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, 1926. This intensive study in one area was made with the hope that it would be suggestive in the utilization of anthropological knowledge elsewhere in relation to the government of backward peoples.

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

A description of a school started on the Chukotaky 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 fears, and shows how these problems are being met.

114. **Vahl, M. and others.** *Greenland.* vol. III. London, Humphrey Milford (Oxford university press), 1929. 474 p.

Published by The Commission for the Direction of the Geological and Geographical Investigations in Greenland. In three volumes: volume I, The Discovery of Greenland, Exploration and Nature of the Country; volume II, The Past and Present Population of Greenland; volume III, The Colonization of Greenland and its History until 1929. On pages 351 to 361 of last volume is a study of The Educational System of Greenland by C. W. Shultz-Lorentzen, a brief but good account of its origin, growth, and present status.

III. THE EDUCATION OF INDIANS IN CONTINENTAL UNITED STATES

I. HISTORICAL AND CULTURAL BACKGROUND

115. **Abbott, Arthur P.** *A loving people.* Bayonne, N.J., Jersey printing company, 1931. 147 p.

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 Colonies until the present. Includes a brief account of Incas, Mayans, and Aztecs. A review of material of early writers on primitive Indian life whose studies afford authentic information is also presented.

116. **Austin, Mary.** *Social and economic organization of the New Mexico pueblo.* Progressive education, 9: 117-21, February 1932.

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.

117. **Coolidge, Dane and Coolidge, Mary Roberts.** *The Navajo Indians.* Boston, Houghton Mifflin company, 1930. 316 p.

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.

118. **Crane, Leo.** *Indians of the enchanted desert.* Boston, Little, Brown, and company, 1925. 364 p.

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.

119. **Davis, John Benjamin.** *Public education among the Cherokee Indians.* Peabody journal of education, 7: 168-73, November 1929.

Describes the schools maintained from 1801 to 1898 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.

121. **Grinnell, George B.** *The Indians of today.* New York, Duffield and company, 1911. 426 p.

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.

122. **Harsha, W. J.** *Education and the six nations.* Southern workman, 58: 562-66, December 1929.

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 heroic struggle for life, liberty, and the pursuit of happiness is worthy of admiration.

123. ——— *Education and the so-called "civilized tribes."* Southern workman, 59: 36-41, January 1930.

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

124. **Hoopes, Alban W.** *Indian affairs and their administration, with special reference to the Far West 1849-60.* Philadelphia, University of Pennsylvania press, 1932. 264 p.

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.

125. **La Farge, Oliver.** Unscientific expedition. *World's work*, 60: 50-55; 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.

126. **Lowie, B. H.** American Indian cultures. *American mercury*, 20: 362-66, July 1930.

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

127. ——— The inventiveness of the American Indian. *American mercury*, 24: 90-93, September 1931.

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.

128. **Mathews, John J.** *Wah'Kon-Tah; the Osage and the white man's road.* Norman, Oklahoma, University of Oklahoma press, 1932. 359 p.

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.

129. **MacLeod, William C.** *The American Indian frontier.* London, Kegan Paul, Trench Trubner and company, Ltd.; New York, Alfred Knopf, 1928. 598 p.

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.

131. **Mooney, James.** *The aboriginal population of America North of Mexico.* Washington, Government Printing Office, 1928. 40 p. (Smithsonian institution, Miscellaneous collection, vol. 80, no. 6, Publication 2955.)

A more extended presentation of the material on population included in the "Handbook of American Indians", Bureau of American Ethnology, Bulletin No. 30. Includes discussion of the Indian populations by sections in all of America, north of the Mexican boundary, and an extensive bibliography.

132. **Munts, E. E.** Effect of contact on the social organization of the American Indian. *Scientific monthly*, 24: 161-68, February 1927.

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

133. **Nichols, Claude A.** *Moral education among the North American Indians.* New York, Bureau of publications, Teachers college, Columbia university, 1930. 104 p. (Contributions to education no. 427.)

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.

134. **Parsons, Elsie C., ed.** *American Indian life,* New York, B. W. Huebsch, inc., 1922. 419 p.

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.

135. *Primitive Indian education.* *School and society*, 32: 356, September 13, 1930.

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 Yuki, Kato, and Wallaki tribes of the Athabascan language group.

136. **Radin, Paul.** *The story of the American Indian.* New York, Boni and Liveright, 1927. 371 p.

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."

137. Seymour, Flora W. *The Indians to-day*. Chicago, New York, Benjamin H. Sanborn and company, 1926. 235 p.

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.

138. ———. *The story of the Red Man*. New York, Longmans, Green and company, 1929. 421 p.

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.

139. *United States Indians: Historical references*. Chemawa, Oregon, United States Indian school, 1928. 7 p. Washington, United States Department of the Interior, Office of Indian affairs, Bulletin, 1928, no. 3.

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

140. Smith, Dama Margaret. *Hopi girl*. Palo Alto, California, Stanford university press, 1931. 273 p.

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.

141. Verrill, Alpheus H. *The American Indian*. New York, D. Appleton company, 1927. 485 p.

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

142. *Annual report, Board of Indian commissioners, for fiscal year ended June 30, 1932*. Washington, Government Printing Office, 1932. 39 p.

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

143. *Annual report, Commissioner of Indian affairs, fiscal year ended June 30, 1931*. Washington, Government Printing Office, 1931. 69 p. (United States Department of the Interior, Office of Indian affairs.)

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 40-60, presents statistics concerning Indian population.

144. Blackmar, Frank W. *Social assimilation of the American Indian*. *Journal of educational sociology*, 3: 7-19, September 1929.

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.

145. ———. *The socialization of the American Indian*. *American journal of sociology*, 34: 653-69, January 1929.

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 change in social contact outside of school.

146. Cloud, Henry B. *As an Indian sees it*. National conference of social work. Proceedings, 1929. p. 559-66.

Problems of the Indian from his own standpoint.

147. *Cooperation in Indian administration, Federal, State, county, and local*. Washington, Government printing office, 1931. 40 p.

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 La Du; "Indian attitudes", Mrs. Ruth Muskrat Bronson.

148. Guthrie, M. C. *The health of the American Indian*. Washington, Government printing office, 1929. 13 p. (Reprint no. 1277, from Public Health Reports, vol. 44, no. 19, 1929.)

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.

149. **Hulbert, Winifred.** *Indian Americans.* New York, Friendship press, 1932. 161 p.

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.

150. **Hyde, Warren G.** *Indians go "Big business."* *National republic*, 19: 26-27, 40, May 1931.

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 independent citizenship.

151. *Indian missions of the United States.* Phoenix, Arizona, Native American press, 1930. 9 p. (Washington, United States Department of the interior, Office of Indian affairs, Bulletin, 1928, no. 8.)

A brief history of mission work among the Indians, including the work of the mission schools, from the earliest known records in 1642 until the present time. Includes bibliography.

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

Analyses 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.

153. **Lathrop, Julia C.** *What the Indian service needs.* In *National conference of social work. Proceedings, 1930.* p. 641-50.

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

154. **Lindquist, Gustavus E. R.** *A handbook for missionary workers among the American Indians.* New York, Council of women for home missions, 1932. 87 p.

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

155. ———. *The Red Man in the United States; an intimate study of the social, economic, and religious life of the American Indian.* New York, Doubleday Doran and company, 1923. 461 p.

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

156. **McCaskill, J. O.** *Social hygiene in racial problems—the Indian.* *Journal of social hygiene*, 18: 438-46, November 1932.

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 great need for proper social training in the schools for Indian children through better trained personnel. Gives suggestions for planning programs of social hygiene.

157. **Meriam, Lewis.** *The Indian problem: A challenge to American capacity for social service.* In *National conference of social work. Proceedings, 1929.* p. 548-58.

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.

158. **Meriam, Lewis, and Hinman, George W.** *Facing the future in Indian missions.* New York, Missionary education movement and Council of women for home missions, 1932. 239 p.

Part I, *A Social Outlook on Indian Missions*, 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 place in modern civilization. Part II, by Mr. Hinman, traces the work of pioneers in establishing Christian missions among Indians.

159. ——— and others. *The problem of Indian administration.* Report of a survey made at the request of Hon. Hubert Work, Secretary of the Interior, and submitted to him, February 21, 1928. Baltimore, Md., The Johns Hopkins press, 1928. 872 p. (Issued as a publication of the Institute of government research.)

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.

160. *Missionary review of the world*, vol. 55. July-August 1932, p. 387-464.

Entire number devoted to the "American Indian." Included are "Our predecessor, the Indian," by Hugh L. Burleson; "Indian problem approaches solution," Ray Lyman Wilbur; "Are missions to Indians effective?" Henry Roe Cloud; "Indian romance and reality," by Princess Aialoa; "Indian views of missions to Indians," by W. David Owl; "Twice-born Indians I have known," Bruce Kinney; "Where are the unvangelized Indians?" G. E. E. Lindquist. A list of books of value in studying the American Indian is given on pages 461-463.

161. *Nash, Boy*. Seminole Indians. Washington, U.S. Government printing office, 1931. 88 p. (Senate document no. 314.)

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 "cattle, hops, 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."

162. *Owl, W. David*. Remaking the American Indian. Religious education, 26 : 115-18, February 1931.

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 religious work among the Indians. Points out the favorable and unfavorable effects of such work.

163. ———. What the Indians want from the Government. In National conference of social work. Proceedings, 1930. p. 624-31.

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

164. *Parker, A. C.* Attitude of the American Indian to American life. Religious education, 26 : 111-14, February 1931.

The author, the director of the Rochester Municipal museum, is a Seneca Indian born on the Cattaraugus reservation. He attempts to analyze the attitude to American life of the present-day American Indian. Considers the deculturation 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.

166. *Reeves, John B. T.* What the new administration is doing. In National conference of social work. Proceedings, 1930. p. 632-40.

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.

167. *Seymour, Flora W.* Red man and white. Religious education, 26 : 104-10, February 1931.

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."

168. *Wilbur, Ray L.* The American Indian's rehabilitation. Current history, 34 : 179-82, May 1931.

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' advisers, 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 Lapetus 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

169. *Brosius, S. M.* Industrious Blackfeet. Southern workman, 54 : 165-66, April 1925.

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.

170. *Craig, Eugene*. An Indian school in Death Valley. Southern workman, 54 : 554-58, December 1925.

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 parents.

171. **Craig, Eugene.** Going to school in Death Valley. *American childhood*, 15 : 17-20, November 1929.

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.

173. **Education of the Indians.** Washington, D. C., Government printing office, 1927. 8 p. (U.S. Department of the interior. Bureau of Indian affairs, Bulletin 1927, no. 9.)

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

174. **Folsom, Cora M.** When the Sioux came to Hampton. *Southern workman*, 57 : 113-21, March 1928.

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.

175. **Girl scout leader.** *Indian number*, May 1932.

Contains the following articles on the Indians: American Indian girl scouts, Marguerite Twohy; Navajo nuggets—the pinon nuts, Lorraine M. Reynolds; Indian lore for summer camp, Bertha C. Cady; Chicken pull—an Indian game; The Katchina doll, Carolyn M. Gray; Units of Indian design. Helps toward Indian study.

176. **Gold, D.** Blackfeet learns to write his name; results of a two-weeks illiteracy school for Indians. *Montana education*, 7 : 9-10, May 1931.

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.

177. **Harrington, Isis L.** An English foundation for Indians. *New Mexico school review*, 11 : 8-9, December 1931.

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.

178. **Harsha, W. J.** The longing of the Sioux for education. *Southern workman*, 58 : 396-400, September 1929.

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

179. **Heger, Nancy L.** Before books in an Indian school. *Progressive education*, 9 : 138-43, February 1932.

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

180. **Hyde, W. G.** New type of Indian schools. *National republic*, 19 : 25, 41, July 1931.

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.

181. **Indian children and the public schools.** *School and society*, 33 : 582, May 2, 1931.

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.

183. **Kuyper, George A.** Home economics in Indian schools. *Southern workman*, 61 : 110-12, March 1932.

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.

184. **La Farge, Oliver.** An experimental school for Indians. *Progressive education*, 9: 87-94, February 1932.

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 ethnology, environment, and economic situation of the tribe for which the school is established.

185. **Language experiments of Indian children.** *Progressive education*, 9: 144-79, February 1932.

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.

186. **Lawhead, Helen E.** Teaching Navajo children to read. *Progressive education*, 9: 131-35, February 1932.

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

187. **Lindquist, G. E. E.** The Indian problem is an educational problem. *Southern workman*, 58: 170-81, April 1929.

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."

188. **McKittrick, M.** Lost: a tradition. *School arts magazine*, 30: 449-53, March 1931.

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.

189. **Meriam, Lewis.** Indian education moves ahead. *Survey*, 66: 253-57, 293, June 1, 1931.

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

190. **Morris, Enaley E.** Vocational education at Chilocco. *Indian school journal*, 31: 12-17, January 1932.

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; Tsabetsalo, Juan; and Lakesty, 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*, 53: 284-87, April 1930.

Address at the 35th Indian Conference, Mohonk Lake, N.Y., October 1929, by the principal of the Santee Normal training school, Santee, Nebr. Deplores the policy of rationing the Indian by the Government which has tended to idleness and pauperization. Advises using Government funds for creating work for the Indian, making him self-supporting through employment and proper vocational training in the schools.

193. **Ryan, W. Carson, jr.** Educational conferences of Indian service superintendents. *School and society*, 34: 764-65, December 5, 1931.

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., Winslow, Ariz., and Oklahoma City, Okla.

194. ——— Federal-State cooperation in Indian education. *School and society*, 34: 418-23, September 26, 1931.

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.

195. ——— Indian schools and education. Washington, D.C., Department of the interior, Office of Indian affairs. 10 p. 1932. (Circular, January 19, 1932.)

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.

196. ——— The new plan for Indian education. *School life*, 16: 134-35, March 1931.

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 65 percent of Indian children are now in school.

197. Ryan, W. Carson. Special capacities of American Indians. *School and society*, 36: 777-80, December 17, 1932.

Paper presented before the third International congress of eugenics, August 1932. Calls attention to the fact that not only experimental studies but a study of the gifts which Indian-primitive culture has given to civilization show that the Indian is not mentally inferior. Concludes that "In our program of education and adjustment today with the Indian people we must somehow find the way to save and advance the significant contributions they have made and can make to our civilization."

198. ———, and Brandt, Ross K. Indian education today. *Progressive education*, 9: 81-86, February 1932.

Discusses the general situation with respect to Indian education today. Finds two groups with which to deal—a larger group 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.

200. Seneca, P. L. Indian education in New York state. *New York State education*, 18: 165-67, October 1930.

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

201. Crump, B. L. The educability of Indian children in reservation schools. Durant, Oklahoma, Southeastern state teachers college, 1932. 58 p.

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.

202. Downey, June E. Types of dextrality among North American Indians. *Journal of experimental psychology*, 10: 478-88, December 1927.

Reports data collected from 266 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 deserves consideration.

203. Fitzgerald, J. A. and Ludeman, W. A. The intelligence of Indian children. *Journal of comparative psychology*, 6: 319-28, August 1926.

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 Terman group test of mental ability were used and results studied with respect to certain types and characteristics.

204. Garth, Thomas B. The community of ideas of Indians. *Psychological review*, 34: 391-99, September 1927.

Also offprinted 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.

205. ——— A comparison of mental abilities of nomadic and sedentary Indians. *American anthropologist*, 29: 206-13, July-September 1927.

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 35 percent better than those of sedentary ancestry." They are more nearly alike in their performance of memory tests and least alike in ingenuity tests.

206. ——— A comparison of the intelligence of Mexican and mixed and full-blood Indian children. *Psychological review*, 30: 388-401, 1923.

The author finds both intelligence and education higher in mixed-blood Indian children; next Mexicans, next Plains 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.

207. ——— The handwriting of Indians. *Journal of educational psychology*, 22: 705-9, December 1931.

Report of comparison of legibility and speed of handwriting of Whites and Indians. Groups measured: 303 full-blood and 196 mixed-blood Indian school children and 230 white school children.

208. Garth, Thomas E. The intelligence of mixed-blood Indians. *Journal of applied psychology*, 11: 268-75, August 1927.

Also reprinted as separate.

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 bloods is 0.74, of one-half bloods is 75.3, and of one-fourth bloods is 77.5. 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.

209. ——— Mental fatigue of Indians of nomadic and sedentary tribes. Paper read before the American psychological association, December 1923, at Madison, Wis. *Journal of applied psychology*, 10: 437-52, December 1926. Also reprinted as a separate.

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 nomadic Indian blood), is it just a matter of Indian blood or of nomadism as distinguished from sedentary practices?

210. ——— The mind of the Indian. *Indian school journal*, 22: 132-36, February 1923.

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 stronger 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 reference to Negro and Indian temperament. Includes bibliography.

212. ——— and Garrett, James E. A comparative study of the intelligence of Indians in United States Indian schools and in the public schools. *School and society*, 27: 178-84, February 11, 1928.

Also printed as a separate.

Brings together and compares results of the performances 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.

213. ——— and Isbell, S. B. The musical talent of Indians. *Music supervisors' journal*, 15: 83-87, February 1929.

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.

214. ——— Serafini, T. J., and Dutton, Dewey. The intelligence of full-blood Indians. *Journal of applied psychology*, 9: 382-89, December 1925.

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. Analyses show (1) approximate IQ, 69; (2) tendency for IQ's to increase with education; (3) correlation of distributed IQ's and school grade a small positive one; (4) mental age of these Indians and whites in the United States grade for grade stands in ratio of 100 to 114 in favor of whites; (5) social status of the Indians in a United States Indian school more nearly that of the average white than of the Indian not so favored.

215. ———; Smith, Hale W.; and Abell, Wendell. A study of the intelligence and achievement of full-blood Indians. *Journal of applied psychology*, 12: 511-16, October 1928.

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

216. Jamieson, Elmer, and Sandiford, Peter. The mental capacity of southern Ontario Indians. *Journal of educational psychology*, 19: 536-51, November 1928.

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 nearly 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.

217. Klineburg, Otto. Racial differences in speed and accuracy. *Journal of abnormal and social psychology*, 22: 273-77, October-December 1927.

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.

218. **Spalsbury, E. L.** Retardation studies in Indian schools. *Indian leader*, 28: 5-16, March 1925.

Report of an investigation made in the schools of the supervisory district which includes western Oklahoma, Kansas, and Nebraska.

219. **Telford, C. W.** Test performance of full- and mixed-blood North Dakota Indians. *Journal of comparative psychology*, 14: 123-45, August 1932.

The Goodenough intelligence test was administered to 225, the Rational learning, Healy puzzle "A", and Mare and foal tests to 35 pupils of the United States Indian school at Wahpeton, N. Dak. The test performances of these groups are compared with those of white and Negro groups in various parts of the United States. The relationship between degree of Indian blood and test performance is also studied.

220. **Weisser, Elizabeth.** A diagnostic study of Indian handwriting. *Journal of educational psychology*, 23: 703-7, December 1932.

A comparison of the handwriting of white children, full-blood Indian children, and mixed-blood Indian children to determine racial differences, if any. Scores of 260 whites, 603 full-blood Indians, and 180 mixed-blood Indians were compared. No differences attributable to race are revealed in the study.

5. INDIAN ARTS AND HANDICRAFTS

221. **Bunzel, Ruth L.** The Pueblo potter: A study of creative imagination in primitive art. New York, Columbia university press, 1929. 134 p. (Columbia university, Contributions to anthropology, no. 8.)

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.

222. **Bynner, Witter.** Paintings by Pueblo children. *School arts magazine*, 31: 451-56, April 1932.

"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.

223. **Densmore, Frances.** The American Indians and their music. New York, Womans press, 1926. 143 p.

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.

224. **Evans, May G., and Evans, Bessie.** American Indian dance steps. New York, A. S. Barnes, 1931. 104 p.

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.

225. **Fergusson, Erna.** Dancing gods. New York, Alfred A. Knopf, 1931. 276 p.

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.

226. **Fogg, P. M.** Art sense of the Indian. *School arts magazine*, 26: 348-49, February 1927.

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.

227. **Goddard, Pliny E.** Pottery of the southwestern Indians. New York, American museum of natural history, 1928. 30 p. (American museum of natural history, Guide leaflet series no. 73.)

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.

228. **Guthe, Carl E.** Pueblo pottery-making. New Haven, Connecticut, Yale university press, 1925. 88 p.

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.

229. **Hagan, N.** Art work in the Indian schools. *School arts magazine*, 30: 170-73, November 1930.

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.

230. **Halseth, Odd S.** The revival of Pueblo pottery-making. *Journal of applied sociology*, 10: 533-47, July-August 1926.

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.

231. Indian art and industries. Chilocco, Okla., Chilocco Indian agricultural school print shop, 1927. 15 p. (Washington, U.S. Department of the interior. Office of Indian affairs. Library bulletin 4, 1927.)
 Excerpt from the Handbook of American Indians, Bulletin 30, Bureau of ethnology. Includes extensive bibliography on basketry, beadwork, blankets, pottery, weaving.
232. Indian music. Chilocco, Okla., Chilocco Indian agricultural school print shop, 1928. 8 p. (Washington, United States Department of the interior. Office of Indian affairs. Bulletin no. 19, 1928.)
 Excerpt from the Handbook of American Indians, Bulletin 30, Bureau of American ethnology. Includes 6 pages of bibliography including books, piano and victrola records, and music.
233. James, George W. Indian blankets and their makers. Chicago, A. C. McClurg and company, 1914. 213 p.
 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.
235. Millington, C. Norris. Modern Indian pottery. American magazine of art, 24: 461-64, June 1932.
 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.
236. Morrison, Aimee L. Art among the Pueblo Indians. School arts magazine, 30: 238-39, December 1930.
 Gives suggestions for teaching art in Indian schools based upon original Indian art designs. Includes illustrations made by Indian school children below the sixth grade.
237. Orchard, William C. Beads and beadwork of the American Indians. New York, Museum of the American Indian, Heye foundation, 1929. 140 p.
 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.
238. School arts magazine. Indian number. Vol. 27, no. 3, November 1927. p. 130-92.
 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, P. 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.
239. ————. Vol. 30, no. 7, March 1931. p. 387-474.
 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 Catcina doll; Lost; a tradition; Crafts del Navajo; Native crafts in New Mexico; Art of the Navajo silversmith; Indian drawings; Navajo art; Wick Miller, Friendly Indian trader and his post for Pueblo Indians; Going to school with the little Domingos.
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 of the Navajo Indians, Indian masks, Indian sculpture, Indian poetry.
241. Westlake, Ines B. American Indian designs. Philadelphia, H. C. Perleberg, 1925-1930. 2 v.
 First series published in New York.
 First series includes 36 plates, of which 16 are in color, containing 200 designs representing both prehistoric and modern Indian designs, with an explanatory text. Second series contains more than 200 designs, illustrating the gradual development into modern forms. Includes 36 plates of which 6 are in color, with explanatory text.
242. Wislizer, Clark. Indian beadwork. New York, American museum of natural history, 1919. 30 p. (Guide leaflet no. 50.)
 Description of technique employed in bead and quill work, together with a series of design motives from typical Plains Indian beadwork.
243. University of California. Publications in American archeology and ethnology, vols. 1-32, 1903-1932.
 These papers deal largely with primitive Indian cultures. Among others which may be of interest to the student of Indian art may be mentioned: Carver's Art of the Indians of Northwestern California, Isabell T. Kelly, in vol. 24, no. 7, 1930, p. 343-360; Pottery-making in the Southwest, E. W. Gillard, in vol. 28, no. 8, 1928, p. 353-372; Yurok-Karok Basket Weavers, Lila M. O'Neale, in vol. 32, no. 1, 1934 p.; Yuki Basketry, I. T. Kelly, in vol. 24, no. 9, 1930, p. 421-442.

IV. ALASKA AND NATIVE ALASKANS

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

244. **Andrews, Clarence L.** *Story of Alaska.* Seattle, Washington, Lowman and Hanford company, 1931. 258 p.

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.

245. **Clark, Henry W.** *History of Alaska.* New York, The Macmillan company, 1930. 208 p.

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.

246. **Davis, Mary Lee.** *Uncle Sam's attic, the intimate story of Alaska.* Boston, W. A. Wilde company, 1930. 402 p.

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.

247. **Ekblaw, W. Elmer.** *The material response of the Polar Eskimo to their far Arctic environment.* Albany, New York, Clark university press, 1928. 147-198 p. (Reprint from *Annals of the Association of American geographers*, December 1927 and March 1928 issues. Nashville, Tenn., George Peabody College for Teachers, 1927, 1928.)

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, habitations, dress, food, hunting, travel, etc.

248. **Everett, M. L.** *Shall we teach fables or truth? Educational method,* 11: 140-42, December 1931.

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.

249. **Faris, John T.** *The Alaskan pathfinder. The story of Sheldon Jackson.* New York, Fleming H. Revell company, 1926. 221 p.

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.

250. *General information regarding the Territory of Alaska.* Washington, Government printing office, 1931. 152 p. (U.S. Department of the interior, June 1931.)

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.

251. **Hrdlicka, Ales.** *Anthropological survey of Alaska.* Extract from the 46th annual report of the Bureau of American ethnology. Washington, Government printing office, 1930. 374 p.

An account of observations made during an anthropological and archeological expedition among the Alaskan natives. Includes, The Yukon territory—sites, Indians, Eskimos; Anthropology of the Yukon; Archeology 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.

252. **Jenness, Diamond.** *The people of the twilight.* New York, The Macmillan company, 1928. 245 p.

The author, an ethnologist, spent 2 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.

253. **Leroy, Mabel.** *Health conditions among natives of Southeastern Alaska.* *School life*, 11: 77, December 1925.

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.

254. **Nichols, Jeannette P.** *Alaska: A history of its administration, exploitation, and industrial development during its first half century under the rule of the United States.* Cleveland, Ohio, Arthur H. Clark company, 1924. 456 p.

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.

255. **Stefansson, Vilhjalmur.** *My life with the Eskimos.* New York, The Macmillan company, 1927. 382 p.

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.

257. **Thornton, Harrison B.** *Among the Eskimos of Wales, Alaska, 1890-1893.* Baltimore, The Johns Hopkins press, 1931. 235 p.

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.

258. **Weyer, Edward M., jr.** *The Eskimos; their environment and folkways.* New Haven, Connecticut, Yale university press, 1932. 508 p. (Louis Stern Memorial fund publication.)

An extensive study of the Eskimos in their natural condition unaffected by influence from without; concerned simply with their adjustment to their original life-conditions. Data have been drawn widely from other writers on the subject as well as from observations made by the author when he accompanied the Stoll-McCracken Arctic expedition of 1928. A comprehensive bibliography is included.

259. **Wickersham, James.** *A bibliography of Alaskan literature, 1724-1924.* Fairbanks, Alaska, Alaska agricultural college and school of mines, 1927. 635 p. (Miscellaneous publications, vol. 1.)

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.

260. **Wilbur, Ray Lyman.** *A new Alaska in the making.* *Current history*, 35: 81-84, October 1931.

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

262. **Bunnell, Jean.** *Home economics and the Smith-Lever act in Alaska.* *Journal of home economics*, 21: 500-2, July 1929.

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.

263. **Churchill, Frank C.** *Reports on the condition of educational and school service and the management of reindeer service in the District of Alaska.* Washington, Government printing office, 1906. 176 p. (Senate document, no. 483, 59th Congress, 1st Session.)

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.

264. **Forrest, Elizabeth C.** *Cross-sections of Eskimo life.* *Hygeia*, 10: 628-32, July 1932.

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.

265. **Governor of Alaska.** Annual report to the Secretary of the interior for fiscal year 1932. Washington, Government printing office, 1932. 144 p. (U.S. Department of the interior, 1932.)

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

266. **Hagle, C. E.** Alaska and her schools. Journal of the National education association, 15: 165-67, June 1926.

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.

267. **Hamilton, William.** Education and welfare work for native Alaskans. School life, 9: 207-10, May 1924.

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.

268. **Jackson, Sheldon.** Report on education in Alaska. Washington, Government printing office, 1886. 95 p. [Out of print.]

In 1885 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.)

269. **Keithahn, Edward L.** Eskimo school. Progressive education, 9: 136-37, February 1932.

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.

271. **Tigert, John J.** The work of the Bureau of education in Alaska. In National education association. Addresses and proceedings, 1924. pp. 355-56.

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

272. **United States.** Bureau of education. Course of study for United States schools for natives of Alaska. Washington, Government printing office, 1926. 101 p. (United States Department of the Interior. Bureau of education bulletin.)

Based upon a survey of conditions among the natives of Alaska. Emphasis placed on the subject matter with especial relation to: 1. Health and sanitation; 2. Agriculture and industry; 3. Safety and comforts of the homes; 4. Healthful recreation and amusements.

273. ——— Rules and regulations regarding the Alaska school service for the natives of Alaska. Adopted May 20, 1911. Washington, Government printing office, 1911. 30 p.

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", 1890; "Rules and Regulations Relating to District Superintendents and Teachers in Alaska", 1906; and the latest, the one listed above.

274. ——— The work of the Bureau of education for the natives of Alaska. Washington, Government printing office, 1886-1929. U.S. Department of the interior, Office of education, reports, 1886-1929.

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

275. **Benner, Thomas E.** American difficulties in Porto Rico. Foreign affairs, 8: 609-19, July 1930.

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.

276. **Brookings institution.** Survey staff, Victor S. Clark, director. Porto Rico and its problems. Washington, D.C., The institution. 1930. 707 p.

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.

277. **Granger, Lawrence.** Social needs of Porto Rico. Sociology and social research, 15: 463-71, May-June 1931.

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.

278. **Marin, Luis M.** The sad case of Porto Rico. American mercury, 16: 136-41, February 1929.

Protests against the stamping out of Puerto Rican cultures. 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.

279. **Mixer, Knowlton.** Porto Rico. New York, The Macmillan Company, 1926. 329 p.

Includes discussion of Puerto Rico's geology, 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.

280. **Monroe, Paul.** Stars and stripes and royal palm. Graphic survey, 68: 120-23, May 1, 1932.

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.

281. **Padin, José.** The Porto Rican people. In National education association. Addresses and proceedings, 1930 p. 130-33.

An address by the Commissioner of education concerning the importance of developing a clearer understanding of Puerto 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.

282. **Pedreira, Antonio S.** Bibliografía Puertorriquena, 1493-1930. Rio Piedras, P.R., University of Puerto Rico, 1932. 707 p.

A very comprehensive bibliography of references in both Spanish and English pertaining to all phases of Puerto Rican life and history. References to education (Instrucción) will be found in pages 316-345 inclusive.

283. **Ramirez, Rafael W.** The inter-American significance of Puerto Rico's educational program. In National education association. Addresses and proceedings, 1927. p. 730-735.

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.

284. **Sherman, H. C.** A glimpse of the social economics of Porto Rico, 1930. Journal of home economics, 22: 537-45, July 1930.

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.

285. **What Porto Rico needs.** New republic, 66: 341-43, May 13, 1931.

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.

2. THE EDUCATIONAL PROGRAM, PROGRESS, PROBLEMS

286. **Brumbaugh, M. G.** Problems in the beginning of American government in Porto Rico. *Porto Rico school review*, 14: 18-19, 48, April 1930.

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.

287. **Cebollero, Pedro A.** Education in Porto Rico, 1920-1930. Washington, Government printing office, 1930. 13 p. (U.S. Office of education. Education leaflet no. 4.)

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 1928, to which the author devotes considerable space.

288. **Cremer, Henry.** Spanish and English in Porto Rico. *School and society*, 36: 338, September 10, 1932.

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.

289. **Hayes, Thomas S.** The hurricane and the schools of Humacao. *Porto Rico school review*, 13: 22, 47, October 1928.

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

290. ———. Socialization of secondary education. *Porto Rico school review*, 12: 19-21, November 1927.

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

291. **Lindsay, Samuel McCune.** Inauguration of the American school system in Porto Rico. In U.S. Bureau of education. Report of the Commissioner, 1905, Chapter XV, p. 293-344. Washington, Government printing office, 1907.

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.

292. **Lopez, A. Andion.** The story of six years' progress in education in Porto Rico, 1921-1927. *Porto Rico school review*, 12: 7, May 1928.

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

293. **Osuna, J. J.** The magnitude of our educational problem as I see it. *Porto Rico school review*, 11: 15-16, 30, 48; 14-15; 9-10, 19; 8-9, 30. September-December 1926.

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

294. **Padín, José.** The new educational program. *Puerto Rico school review*, 15: 8-11, 28, March 1931.

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 practical education, 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.

296. **Rodriguez, Antonio, jr.** The parent-teacher movement in Puerto Rico: historical sketch and present status. *Porto Rico school review*, 16: 15-17, March 1932.

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

297. **Roosevelt, Theodore.** Schools of Porto Rico. *School life*, 17: 121-22, 137, March 1932.

Describes attempts which are being made to develop educational activities which will prove "the fulcrum on which to rest the lever wherewith 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 university; authorized 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, 1900-1926; 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 devotion to education and a readiness to make sacrifices for it which are scarcely matched in any other American community.

299. Van Deusen, Elizabeth K. The plight of the Porto Rican schools after the hurricane. *Current history*, 29: 434-40, December 1928.

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. Vasquez, Julio C. Effects of the hurricane on the schools of the district of Arbonito-Barranquitas. *Porto Rico school review*, 13: 18, 47, November 1928.

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 States. Part I, Porto Rico. Washington, Government printing office, 1923. 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? *Porto Rico school review*, 16: 21-22, 35, January 1932.

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.

304. Crumbine, Samuel J. Children of Puerto Rico in 1931. *Porto Rico 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.

305. ———; Mitchell, H. H., and Tapping, A. M. Porto Rico—an inquiry 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 appropriation of \$100,000 placed at the disposal of a committee for medical supplies, milk stations, and school lunches. 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.

307. Gordian, Antonio. Physical education. *Porto Rico school review*, 10: 45, 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*, 21: 1362-64, December 1931.

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.

309. Home economics in Porto Rico. *Journal of home economics*, 18: 637-38, November 1926; 19: 388-90, July 1927.

Two editorials which discuss the development of home economics methods as they have been adapted to meet the Puerto Rican situation.

310. **Irvine-Rivera, Edith M.** Health for Porto Rico's children. *Porto Rico school review*, 11: 22-23, May 1927.

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.

311. ——— Physical education in the public schools of Porto Rico. *Porto Rico school review*, 11: 17-18, September 1926.

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

313. **Litton, Pedro Faberile.** The object and scope of physical education in our school system. *Porto Rico school review*, 10: 39-40, February 1926.

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

314. **Marquez, Stella.** School lunch rooms. *Porto Rico school review*, 13: 21, 47, December 1928.

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.

315. **Mitchell, Harold H.** A study of factors associated with the growth and nutrition of Porto Rican children. *Human biology*, 4: 469-508, December 1932.

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 disease upon the growth and development of children.

316. **Padín, José.** The school and rehabilitation. *Porto Rico school review*, 15: 3-5, 26, October 1930.

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

317. **Pastor, J. Rodriguez.** Health education in Puerto Rico. *Porto Rico school review*, 16: 23-25, 29, January 1932.

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.

318. **Rosario, Jose C.** Home economics in the rural schools of Porto Rico. *Porto Rico school review*, 11: 11-12, April 1927; 8-9, May 1927.

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.

319. ——— Home economics in the rural schools of Porto Rico. *Bulletin of the Pan American union*, 61: 685-92, July 1927.

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

320. **Thompson, H. C.** School lunches and gardens in Porto Rico. *Porto Rico school review*, 13: 29-31, February 1929.

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

4 SPECIAL PROBLEMS OF SCHOOL ORGANIZATION, METHODS, CURRICULUM

321. **Aran, Pedro P.** The second-unit rural schools. *Porto Rico school review*, 14: 15-16, 46, April 1930.

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

322. **Blanco, J. P.** One aspect of the teaching of English in the grammar grades. *Porto Rico school review*, 13: 15, December 1928.

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

323. ——— Notes on the teaching of elementary English. *Porto Rico school review*, 16: 13-15, 36; 17-19, 27, November-December 1931; 15-18, January 1932.

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.

324. **Boggs, Ralph S.** Common difficulties for Porto Ricans in American pronunciation. *Porto Rico school review*, 13: 7, 45-46, December 1928; 18-19, 45-48; 22-25, January-February 1929.

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

325. **Gil, Pedro.** The Dalton plan an experiment at the Guayama, Porto Rico, high school. *Porto Rico school review*, 14: 28-30, February 1930.

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

326. **Harding, H. F.** Our second-unit agricultural schools. *Porto Rico school review*, 14: 14, #7, February 1930.

Describes objectives which these schools hope to attain.

327. **Lamont, Frank L.** Teaching drawing in Porto Rico. *School arts magazine*, 28: 183, November 1928.

Outlines the aims of teaching art in Puerto Rico.

328. **Negron, Julio F.** Job analysis of the work of district supervisors. San Juan, Porto Rico, The department of education, 1928. 39 p. (Bulletin 23, whole no. 99.)

A survey of the activities of the district school supervisors of Puerto Rico with a view to a reorganization 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.

329. **Puerto Rico.** Department of education. Division of supervision. Condensed outline of the course of study for the elementary urban and rural schools of Porto Rico. San Juan, Puerto Rico. The department, August 1930. 19 p.

330. ——— Course of study for the continuation schools of Porto Rico, 1927. San Juan, P.R., The department, August 1927. 95 p. (Bulletin no. 4, whole no. 80.)

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.)

333. **Puerto Rico** preparing for vocational program. *Porto Rico school review*, 15: 31, May 1931.

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

334. **Rodriguez, A., jr.** Are bilingual children able to think in either language with equal facility and accuracy? *Bulletin of the Department of elementary school principals*, 10: 98-101, January 1931.

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.

335. **Roosevelt, Theodore.** Plans and policies in Porto Rico. *Journal of adult education*, 4: 153-55, April 1932.

An account of problems of adult education in Puerto 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. **Bosario, 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.

337. **Viscarrondo, Francisco.** Recent progress of vocational education. *Porto Rico school review*, 14: 18, 48, December 1929.

Describes changes in plans and methods of vocational education in Puerto Rico during the past 2 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.

338. Vocational education in Porto Rico. *School and society*, 33: 853-54, June 27, 1931.

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.

339. Willsey, Miles W. Policies of our department of education. *Porto Rico school review*, 12: 22, 45, April 1928.

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

340. Rosario, Jose C. Uniformity of school marks. *Porto Rico school review*, 10: 26, 37, March 1926.

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

341. Soltero, Vicente, Jr. Per cent of rural population in rural schools at end of first school month 1929-30. *Porto Rico school review*, 14: 41, March 1930.

A table of rural population statistics for Puerto Rico.

342. Vicenty, Nestor L. The intelligence of first-graders in Porto Rico. Santuroc, Puerto Rico, Department of education, 1929.

The tests used in this study were: Detroit first-grade intelligence test; Pintner-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.

343. Walters, Fred C. Psychological tests in Porto Rico. *School and society*, 25: 231-33, February 19, 1927.

Analyses 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 efforts to secure a higher reliability.

344. ——— Standards of attainment for high-school seniors in Porto Rico. *Porto Rico school review*, 15: 12-14, 39, November 1930.

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

345. Puerto Rico. Commissioner of education. Annual report, fiscal year, 1930-31. San Juan, Puerto Rico, The Department of education, 1931. 148 p.

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 lunch-rooms 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.

346. ——— Department of education. Bulletin of general information on positions open to teachers of the United States in the public-school system of Porto Rico. San Juan, P.R., The department, 1931. 14 p. (Bulletin no. 1, 1931.)

347. ——— Governor. Annual reports. Washington, Government printing office.

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

348. *Porto 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.

349. **Viscarrondo, Francisco.** The second-unit rural schools of Porto Rico. San Juan, Puerto Rico, Insular department of education, 1930. 15 p.

Report submitted to the Columbus meeting of the National education association, concerning a type of prevocational school established 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 Habana.

7. PROFESSIONAL AND HIGHER EDUCATION

354. **Benner, Thomas E.** University of Porto Rico an instrument for inter-American understanding. School life, 13: 44-46, November 1927.

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.

355. **Carreon, Manuel L.** Professional training in education. Porto Rico school review, 14: 14, May 1930.

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.

356. **Gil, Pedro.** What are the graduates of the Bureau of extension and examination doing? - Porto Rico school review, 14: 9-11, April 1930.

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

357. **Irvine-Rivera, Edith M.** School of tropical medicine, University of Porto Rico. Bulletin of the Pan American union, 61: 164-67, February 1927.

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."

358. **Negron, Julio F.** Maximum training of teachers: Porto Rico, 1928. Porto Rico school review, 14: 39, April 1930.

Tabular information concerning training of teachers in Puerto Rico.

B. VIRGIN ISLANDS

1. SOCIAL PROBLEMS AND AMERICAN OCCUPATION

359. **Baker, C. S.** America's responsibility in the Virgin Islands. Current history, 34: 561-64, July 1931.

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 had 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.

360. **Colcord, Joanna C.** Virgin Islands, U.S.A. Survey, 66: 214-15, May 15, 1931.

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 civilian government and hopes for the future.

361. Economic conditions in the Virgin Islands, 1931. Monthly labor review, 34: 1056-59, May 1932.

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.

362. Hoffman, E. Glimpse of the Virgin Islands. Southern workman, 57: 370-73, September 1928.

Reviews the history, the industry of the Islands; describes the people.

363. Hoover, D. D. Virgin Islands under American rule. Foreign affairs, 4: 503-6, April 1926.

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.

364. Loomis Milton E. A glimpse of the Virgin Islands. New York university alumnus, 12: 263-64, May 18, 1932.

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.

365. Morton, C. Our job in the Virgin Islands: interview with Paul Pearson. Review of reviews, 83: 96-99, May 1931.

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

366. Zabriskie, Luther K. The Virgin Islands of the United States of America. New York, G. P. Putnam's sons, 1918. 339 p.

Early history of the islands, from their possession by Denmark in 1666, through the more than a half century of negotiations 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

367. Annual report of the Governor of the Virgin Islands, fiscal year 1932. Washington, Government printing office, 1932. 41 p. (U.S. Department of the interior.)

Describes conditions, plans, and achievements of the year. Educational conditions and problems are discussed on pages 2-3, 28, 32.

368. Hampton, normal and agricultural institute [Virginia]. Report of the educational survey of the Virgin Islands. Hampton, Va., The Institute press, 1929. 69 p.

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.

369. Lindborg, Arthur E. Education in the Virgin Islands. Washington. U.S. Government printing office, 1932. 4 p. (U.S. Department of the interior. Office of education, Leaflet no. 42.)

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

370. Schools improve in Virgin Islands. Journal of education, 115: 673, December 5, 1932.

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

371. Some Island neighbors. American junior Red Cross news, September 1931.

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.

372. Upjohn, Anna M. In the windy corner. Junior Red Cross journal, 9: 34-35, October 1932.

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

373. Barrows, David P. History of the Philippines. New York, World book company, 1924. rev. ed. 406 p.

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 1400 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.

374. **Bogardus, Emory S.** What race are the Filipinos? *Sociology and social research*, 16: 274-79, January-February 1932.

Analyzes the sources of the so-called "Filipino" race. Finds them to be an admixture almost as "mixed" as Americans in the United States.

375. **Counts, George S.** Education in the Philippines. *Elementary school journal*, 26: 94-106, October 1925.

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."

376. **Eddy, Sherwood.** This freedom for the Philippines. *World's work*, 59: 65-69, October 1930.

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 4,500 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.

377. **Fernandez, Leandro H.** The Philippine republic. New York, The Faculty of political science, Columbia university, 1926. 203 p. (Columbia university studies in history, economics, and public law, no. 268).

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."

378. **Fisher, Fred O.** Present-day problems of the Philippines. *In Institute of Pacific relations. Proceedings*, 1927. p. 44-54.

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.

379. **Forbes, William C.** The Philippine Islands. Boston, Houghton Mifflin company, 1928. 2 vols., 620+636 p.

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. Includes a chapter on education.

380. **Hibbard, David S.** Making a nation. Missionary education movement, 1926. New York, Board of foreign missions of the Presbyterian Church in the United States of America, 1926. 127 p.

By the President of Silliman 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.

381. **Kroeber, Alfred L.** The peoples of the Philippines. rev. ed., New York, American museum of natural history, 1928. 244 p. (Handbook series no. 8.)

Presents 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 Mohammedan 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."

382. **Militar, Rosa.** Health supervision in the Philippine provinces. *Mid-Pacific magazine*, 44: 247, September 1932.

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.

383. **Moe, Kilmer O.** The little known tribes in the Philippines. *Mid-Pacific magazine*, 31: 433-40, May 1926.

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

384. **Orosa, Sisto Y.** The Sulu Archipelago and its people. Yonkers, World book company, 1923. 134 p.

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.

385. **Osias, Camilo.** Our education and dynamic Filipinism. Manila, Philippine Islands, Oriental commercial company, inc., 1927. 328 p.

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.

386. **Orias, Camilo.** Philippines in international education. In National education association, addresses and proceedings, 1930. p. 71-75.

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 Philippine 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.

387. **Palma, Rafael.** The national character. Philippine education, 22: 180, September 1925.

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 nationalization.

388. **Reinsch, Paul S.** Colonial autonomy, with special reference to the government of the Philippine Islands. Reprint from the Proceedings of the American political science association, December 28-30, 1904. 28 p.

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.

389. **Rhoads, Thomas L.** The Philippines. Boyertown, Pa., The author, 1930. 250 p.

Largely based on experience and observation during 6 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.

390. **Rodriguez, Eulogio B.** Libraries in the Philippines. Library journal, 57: 414-16, May 1, 1930.

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.

391. **Bojo, Trinidad A.** The English language in the Philippines. Mid-Pacific magazine, 44: 503-7, December 1932.

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.

392. Social integration of the Philippines. Manila, P.I., Philippine independence commission, 1924. 91 p. (Philippine information pamphlets, v. 1, no. 1.)

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 Geronimo Siwa; The consolidation of Filipino national consciousness, by V. D. Diamonon; Current political events, January to September 1924.

393. Unemployment of college graduates in the Philippine Islands. School and society, 33: 787-88, June 13, 1931.

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.

394. **Worcester, D. C.** Philippines, past and present. New York, The Macmillan company, 1930. 862 p.

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

395. **Zachokke, Theodore C.** The Filipino, what he is and why. Mid-Pacific magazine, 32: 21-26, July 1926.

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

2. GENERAL EDUCATIONAL CONDITIONS, PROGRESS, PROBLEMS

396. **Alexander, Carter.** A transplanted educational administration—the Philippine school system. School and society, 23: 697-707, June 5, 1926.

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.

397. **Alsona, Encarnacion.** A history of education in the Philippines, 1565-1930. (Limited edition.) Manila, P.I., University of Philippines press, 1932. 400 p.

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.

398. **Banas, Raymundo C.** Historical sketch of education in the Philippines. Philippine education, 21: 328, 375, December 1924.

Discusses two periods in the educational history of the Islands: prior to 1863; after 1863. Describes the various kinds of schools found at the present time and methods of their supervision.

399. **Benitez, Francisco.** Educational progress in the Philippines. Manila, P.I., The Institute of Pacific relations, 1931. 18 p. (Series of papers on Philippine progress.)

A brief treatise 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."

400. **Bewley, Luther B.** Progress in Philippine public education in the last 30 years. Modern education, 3: 8-11, 54-55, February 1931.

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 method 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.

401. **Carreon, Manuel L.** The past and future of our public education. Philippine education magazine, 23: 716-17, 743-44, May 1927.

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

402. ——— Trends in our educational research. Philippine education magazine, 23: 612, 632-36, March 1927.

An address delivered before the Manila Teachers association which outlines research activities in education undertaken in the Islands since 1915-16.

403. **Catapang, Vincent B.** The development and the present status of education in the Philippine Islands. Boston, Mass., The Stratford company, 1926. 137 p.

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.

404. Education of the Filipino people. Round table, 17: 56-80, December 1926.

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.

405. **Elwang, W. W.** American educational experiment in the Philippines. Our world, 6: 63-71, December 1924.

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 confusing disharmony between the schoolroom and the external world." Feels the need to be for a frankly utilitarian education in the native vernaculars.

406. Joint educational committee of the Philippine legislature. Joint legislative committee report on education. Manila, P.I., Bureau of printing, 1926. 395 p.

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.

407. **Monroe, Paul.** Education in the Philippines, 1913. In his Essays in comparative education: Republished papers. New York, Teachers college, Columbia university, 1927. p. 5-31. (Studies of the International institute of Teachers college, no. 7.)

The report republished 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-

ment—including personal hygiene and school and community sanitation; agricultural education; industrial education; household arts; commercial education; the school as a social center; training of teachers; administration; financial support, etc.

408. **Monroe, Paul.** Report on the Philippine educational system, 1925. *In his Essays in comparative education: Republished papers.* New York, Teachers college, Columbia university, 1927. p. 32-49. (Studies of the International institute of Teachers college, no. 7.)

Republication of a selection from an extended report on a study of the Philippine school system made in 1925 which offers material for comparison with the study made in 1913. Discusses the language problem; teacher training and the normal schools; training of teachers in service; universal education; academic versus social education.

409. **Osias, Camilo.** The significance of American-Filipino cooperation in education. *Philippine education*, 21: 15-16, 63. June 1924.

Extracts from a more extended article. Summarizes the outstanding contributions that America has made to the educational system of the Philippines.

410. *Philippine education (now Philippine magazine).* Monthly magazine, published by the Philippine education company, inc., Manila, P.I., 1904-27.

Originally issued, in 1904, under supervision of the Philippine Board of education as "The Philippine teacher", it was predominantly educational until 1926-27. In 1928, when the Bureau of education inaugurated "Philippine public schools", the name of this magazine was changed to Philippine magazine, and the contents became more broadly cultural. As an educational magazine it contained many reports and studies of educational activities and problems in the Islands.

411. **Polley, Mary E.** The public-school system of the Philippines. *School and society*, 30: 544-48, October 19, 1929.

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

412. **Frosser, C. A.** Philippine education. *League scrip*, 12: 5-6, April-May-June 1932.

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.

413. **Providing primary education for all.** *Philippine journal of education*, 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.

414. **Ryan, Archie Lowell.** Religious education in the Philippines. Manila, P.I., Methodist publishing house, 1930. 205 p.

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

416. **Aldana, Benigno V.** The evolution of the provincial normal curriculum. *Philippine journal of education*, 14: 163-64, 198, October 1931.

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

417. **Darraach, Marie L.** Manila and English. *Commonweal*, 12: 401-3, August 20, 1930.

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.

418. **Gatal, Benito.** What is the attitude of our people toward vocational education. *Philippine education*, 21: 271, 318, November 1924.

Finds the school system leans in emphasis toward general culture and academic training rather than toward definite vocational training and intensive industrial education. Finds a need for special training in agriculture, the predominating industry.

419. Griffith, Charles E. School music in an oriental setting. Music supervisors journal, 18: 32-33, 35, March 1932.

Describes music activities in the Philippine high schools developed following the recent authorization of elective classes in chorus, vocal and instrumental ensembles, rudiments, orchestra, band and "appreciation."

420. Icasiano, M. C. Health supervision of the public school children in Manila. Mid-Pacific magazine, 44: 247-54, September 1932.

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.

421. Laubach, Frank. The Lanao system of teaching illiterates. Philippine magazine, 29: 16, 41, June 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.

422. Moe, Kilmer O. Agricultural education in the Philippines. Mid-Pacific magazine, 31: 149-54, February 1926.

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.

423. Orata, Pedro T. The Philippine normal-school graduates. Manila, P.I., Bureau of education, 1930. 30 p.

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.

424. Osias, Camilo. Barrio life and barrio education. Yonkers-on-Hudson New York; World book company, 1921. 175 p.

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.

425. Philippine Islands. Bureau of education. Opportunities for seventh-grade graduates. Manila, P.I., Bureau of printing, 1928. 58 p.

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.

427. Ramos, Aurelio C. The "guiding star" of Philippine curriculum revision. Philippine journal of education, 15: 61-63, 86, 88, July 1932.

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.

428. Rosario, Adela del. Vocational education in the Philippines. Philippine journal of education, 15: 40-44, June 1932.

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

429. Sanguinet, Edwin H. How the curriculum problem is being attacked in the Philippines. Educational administration and supervision, 17: 665-74, December 1931.

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.

430. Sears, Elizabeth. Our million Moslem subjects. World's work, 60: 78-80, January 1931.

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.

431. Stewart, Elvessa A. Home economics in the Philippine Islands. Journal of home economics, 21: 237-42, April 1929.

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

432. **Suarez, Jose B.** Deficiencies in teaching reading. Philippine education magazine, 23: 538, 587-89, February 1927.

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

433. **Bartolome, Candido.** Physical measurements of freshmen Filipino students in the University of the Philippines. Springfield, Mass., International Young Men's Christian Association college, n.d. 30 p.

The purpose of the study 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.

434. **Carreon, Manuel L.** Philippine studies in mental measurement. Yonkers-on-Hudson, N.Y., World book company; Manila, P.I., Philippine book company, 1926. 175 p. Original study, doctor's thesis, University of Minnesota, 1923.

Author shows how the technique of measurement and adjustment, developed in recent years in American 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.

435. ———. The second survey of central, academic, and normal classes. Manila, P.I., Bureau of education, January 1929.

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

436. **Kelley, Truman L.; Buch, Giles M.; and Terman, Lewis M.** Philippine adaptation by the Philippine educational survey commission of the Stanford achievement test. Yonkers-on-Hudson, N.Y.; 101, Escolta, Manila, P.I.; World book company, 1926. 61 p.

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

437. **Manalac, G. B.** Comparative achievement of different divisions in grades three and four. Manila, P.I., Bureau of education, 1930. 9 p.

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 tests, 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 45 divisions tested, in the rural-vocational survey conducted by the General Office during the July-December 1929 period.

438. **Philippine Islands.** Bureau of education. Age-grade census and progress study. Manila, P.I., The Bureau, January 1929.

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 1928 as compared with the results in 1925.

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

440. **Philippine Islands.** Governor-general. Annual report 1929. Message from President of United States transmitting report of Governor-general of Philippine Islands, including reports of heads of departments of Philippine government, calendar year 1929. Washington, Government printing office, 1931. 257 p.

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.

441. ———. Director of education. Thirty-first annual report for the calendar year 1930. Manila, P.I., Bureau of printing, 1931. 213 p.

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, Romano, and others.** The peoples of Hawaii. 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 Kane-Zo.** 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 Hawaiian boys. A questionnaire study of rural boys in school and college expectation. Contains suggestions for readjusting 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.

445. **Collins, George M.** Educators join business men to solve Hawaii's school problem. *School life*, 16: 63-64, December 1930.

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.

446. ——— The Governor's advisory committee on education. A survey of the relation of education and industry in Hawaii. In *Proceedings of the second Pan-Pacific women's conference, 1930*, p. 355-61. Honolulu, Hawaii, Pan-Pacific union, 1930

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: 113-14, January 1931.

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

448. **Dean, Arthur L.** Assimilation in Hawaii. In *Institute of Pacific relations. Proceedings, 1925*. p. 116-19.

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 language schools, their advantages and disadvantages.

449. **Du Puy, William Atherton.** Hawaii and its race problem. Washington, U.S. Government printing office, 1932. 131 p. (United States Department of the interior publication.)

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.

450. **Freeman, O. W.** Peopling of Hawaii. *Journal of geography*, 27: 125-41, April 1928.

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

451. **Greene, Marc Tiffany.** Educational experiment in Hawaii. *Journal of the National education association*, 16: 141-42, May 1927.

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

452. **Kuykendall, Ralph S. and Gregory, Herbert E.** A history of Hawaii. New York, The Macmillan company, 1926. 375 p.

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.

453. Lind, Andrew W. Some ecological patterns of community disorganization in Honolulu. *American journal of sociology*, 36: 206-20, September 1930.

A discussion of problems which will inevitably arise out of the fusion of various cultural elements if misdirected or if they take place too rapidly. The avoidance of paying serious social costs in delinquency and dependency challenges social technology in Hawaii and the world at large.

454. Littler, Robert M. C. The governance of Hawaii: A study in territorial administration. Stanford university, California, Stanford university press, 1929. 280 p.

The author believes that difficulties usually involved in reconciliation of the interests of a dominant country with the antagonism of native races are not found in the Islands of Hawaii. Each chapter of the book includes a bibliography of references used as a background of study. Chapter X deals with education.

455. McCleery, Maybelle. Hawaii's schools in relation to Hawaii's industry. *Hawaii educational review*, 17: 180, 191-92, March 1929.

Analyses the racial, social, industrial and economic problems peculiar to Hawaii and points out the relationship of the school to these problems.

456. Miyoshi, Isamu. Back to the land in Hawaii. *Bulletin of the Pan-Pacific union*, new series, no. 146, p. 11-15, April 1932.

Urban industrial conditions are gradually forcing back to the country the rural Hawaiian youths who had immigrated in such large numbers to the cities for the purpose of securing better vocational opportunities.

457. Moe, Kilmer O. The great American experiment. *Hawaii educational review*, 15: 53-55, 74, November 1926.

An address before the Honolulu Rotary club on problems of education in the Philippines as brought out by the Philippine education survey of 1925. A similar need for a practical education which will "connect closely with the actual life activities and needs of the people" is found in Hawaii. Two school organizations developed to meet this need are described.

458. Palmer, Albert W. The human side of Hawaii race problems in the mid-Pacific. Boston, Pilgrim press, 1924. 148 p.

Lectures delivered at the Union theological seminary in New York and the Pacific school of religion in Berkeley, Calif. They present problems of civilization and race adjustment found in Hawaii. Information is included concerning history of the Islands, characteristics of natives, etc. Bibliography included.

459. The Territory of Hawaii: The crossroads of the Pacific. *Journal of the National education association*, 20: 92-93, March 1931.

An illustrated article presenting highlights of Hawaiian life, government, schools, etc. Includes short bibliography of books on Hawaii.

460. Talbot, E. G. Making Americans in Hawaii. *American review of reviews*, 73: 280-85, March 1926.

Analyses the racial elements which go to make up Hawaii's people and discusses what is being done to educate and Americanize this polyglot population. Includes some interesting photos of school children representing the many races involved.

2. SURVEYS AND DESCRIPTIONS OF GENERAL EDUCATIONAL CONDITIONS

461. Aitken, Victor M. The schools of Hawaii. In *National education association. Addresses and proceedings, 1930.* p. 92-94.

An address in which the speaker presents a brief description of Hawaii, its people, its relation to the United States, and its schools.

462. Bolton, Frederick E. Going to school in Hawaii. *Nation's schools*, 8: 41-48, October 1931.

Problems of education in Hawaii, with special reference to the activities of McKinley high school, which serves nearly 3,000 pupils of diverse races and religions, and is the scene of an interesting educational experiment.

463. Coleman, Myrtle; Flickinger, Jean; Newman, Margaret; and Weeber, Lorle. Adult education in Hawaii. In *Pan-Pacific women's conference. Proceedings, 1930.* p. 39-42. Honolulu, Hawaii, Pan-Pacific union, 1930.

A review of the work of the various agencies engaged in adult education.

464. Coursault, Jesse H. Impressions of the character and outstanding needs of public education in Hawaii. *Hawaii educational review*, 14: 1-3, September 1925.

A reprint of an interview with the author, at the close of his six weeks of lecturing and teaching in the Territorial normal school summer session.

465. Crawford, Will C. Education in Hawaii. In *Pan Pacific conference on education, rehabilitation, reclamation, and recreation. Proceedings, 1927.* p. 39-42. Washington, U.S. Government printing office, 1927.

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

466. Fleming, Mary E. The changing functions of Hawaii's schools. *Hawaii educational review*, 16: 199, 202, 213-14, April 1928.

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.

467. Hawaii education association. Educational policies committee. Report by E. V. Sayers, chairman. Lihue, Kauai, Hawaii, The association, 1930. 20 p.

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.

469. Historical sketch of education in Hawaiian Islands, 1888: Official documents from the Archives of Hawaii. *Hawaii educational review*, 15: 32, 38-40, October 1926.

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.

470. Kuykendall, Ralph S. Education prior to 1831. *Hawaii educational review*, 20: 60-63, 67, November 1931.

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

471. Leebrick, K. O. Education in Hawaii. *Sunset*, 58: 16-17, 64, 65, January 1927.

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.

472. Livesay, Thayne M. A study of public education in Hawaii; with special reference to the pupil population. Honolulu, Hawaii, University of Hawaii, 1932. 120 p.

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.

474. Schwartz, Henry Butler. The foreign language schools of Hawaii. *School and society*, 23: 98-104, January 23, 1926.

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.

475. Survey of education in Hawaii. Washington, U.S. Government printing office, 1920. 408 p. (U.S. bureau of education. Bulletin, 1920, no. 16.)

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. Prosser. Includes recommendations for reorganization of the schools to more nearly coordinate their work with the industrial problems peculiar to the Territory.

477. Thomas, Augustus O. A visit to the schools of Hawaii. *Grade teacher*, 47: 692-93, 740-41, May 1930.

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.

478. Winship, A. E. Wonderful Hawaii. *Journal of education*, 109: 240-50; 279, March 4-11, 1929.

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 sane solution of many complex problems.

3. SPECIAL PROBLEMS IN SCHOOL ORGANIZATION AND TEACHING PRACTICES

479. An experiment in teaching appreciation. *Hawaii educational review*, 18: 90, 99-101, December 1929; 119, 126-133; 152-54, January, February, 1930.

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.

480. Baylor, Adelaide S. Home economics in the Territory of Hawaii. *Journal of home economics*, 18: 513-16, September 1926.

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

481. Brown, Alma. Conditions in Hawaii create especial need for home economics. *School life*, 13: 54-57, November 1927.

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 suites developed in schools, etc.

482. Cary, Miles E. Some phases of the secondary school situation in Hawaii. *Hawaii educational review*, 17: 178, 186-87, March 1929.

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

483. Child hygiene, Palama settlement (Honolulu). *American journal of public health*, 22: 768-70, July 1932.

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.

484. Glowes, Fred A. Recollections from twenty years' association with the promotion of vocational education in Hawaii. *Hawaii educational review*, 19: 235-37, May 1931.

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

485. Coxen, James A. Vocational education in Hawaii. *In First Pan Pacific conference on education, rehabilitation, reclamation, and recreation. Proceedings*, p. 100-104. Washington, Government printing office, 1927.

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

486. Dinmore, 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 the Division of research will attempt to work out a program exemplifying the best modern thought.

487. Edwards, Caroline W. Feeding the school children in the Hawaiian Islands. *School feeding*, 20: 5-7, 22; 7-12 September-October 1931.

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.

488. ———. Homemaking education in the public schools of Hawaii. *Journal of home economics*, 21: 555-59, August 1929.

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

489. ———. Vocational homemaking classes for elementary schools in Hawaii. *Hawaii educational review*, 14: 219-20, 230, 233, June 1926.

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

490. Exton, Beas. The growth of the nutrition program in Hawaii. *In Second Pan-Pacific women's conference. Proceedings*, 1930, p. 88-92. Honolulu, Hawaii, Pan-Pacific union, 1930.

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.

491. Farrington, W. E. Hawaii's public school teachers and their local environment. Hawaii education review, 17: 59-61, 70-72, November 1928.

An address delivered by Governor Farrington at the last convocation 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.

492. Hawaii educational review, 22: 113-138, January 1932. Health number.

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 public instruction; coordination in health work under the Joint committee on child health; expansion of dental work in the schools; problem of tuberculosis in the schools, etc.

493. History of agricultural extension work in Hawaii. Bulletin of the Pan-Pacific Union, new series, no. 141, p. 7-8, November 1931.

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.

494. Kawananakoa experimental school. Hawaii educational review, 17: 229-56, May 1929.

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

495. Lawrence, Frances. The free kindergarten and children's aid association. Mid-Pacific magazine, 44: 219-25, September 1932.

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

496. Midkiff, Frank E. The Kamehameha schools. School and society, 25: 679-84, June 11, 1927.

Describes the work of the Kamehameha schools—private schools endowed by the Bernice Pauahi Bishop estate, and the plans which have been made for an extensive building program.

497. ———. The cooperative plan of education as employed at Kamehameha schools. Hawaii educational review, 16: 254-57, 267-68, June 1928.

Presents a unique plan of cooperation between education and industry which has been in operation in the Kamehameha schools since 1924-25. It provides for half-time school work with an equal amount of actual industrial experience along lines of the boys' school training.

498. Newman, Margaret E. Public libraries in Hawaii. Western journal of education, 37: 15-16, September 1931.

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.

499. Peppin, Hazel B. The arts—an integrating factor in industrial life. Hawaiian educational review, 19: 198-99, 204, April 1931.

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.

500. Pratt, Helen. Activities in Kaulani School. Hawaii educational review, 18: 174-75, 192-95, March 1932.

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

501. ———. Our changing schools. Journal of educational method, 8: 3-10, September 1928.

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.

502. ———. The problem of securing trained teachers and supervisors in Hawaii: its history and present status. Hawaii educational review, 17: 88-90, 93, 96-101, December 1928.

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: 57-84, 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.

504. Smith, Madorah E. Problems of a bilingual child. Hawaii educational review, 21: 112-20, 132, December 1932.

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.

505. Smith, Norman C. The plantation child. *Hawaii educational review*, 19: 116-17, 122, January 1931.

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 37 questionnaires submitted directly to a group of seventh-grade boys on a plantation.

506. Smyth, Mabel. School health examination in Honolulu. *In Proceedings of the second Pan-Pacific women's conference, 1930.* p. 154-56. Honolulu, Hawaii, Pan-Pacific union, 1930.

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.

507. Thomson, Semerville. The functions and time distribution of the public school principals of the Territory of Hawaii. *Hawaii educational review*, 15: 256, 263-65, June 1927.

Report of an investigation undertaken with the cooperation of the Department of public instruction, of the principalship 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.

508. Tsuboi, Sakae. The Japanese language school teacher. *Journal of applied sociology*, 11: 160-65, November-December 1926.

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.

509. Webling, G. H. Adjusting the school to the community. *Bulletin of the Department of elementary school principals*, 9: 630-43, April 1930.

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.

510. Weeber, Lorie B. The preschool child here and in the States. *Mid-Pacific magazine*, 44: 571-75, December 1932.

A paper presented at the Pacific regional conference of the World federation of education associations, Honolulu, Hawaii, July 1932. Points out the need for and problems of providing kindergarten education in Hawaii.

511. ———. Preschool education. *Hawaii educational review*, 15: 197-98, April 1927.

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.

512. White, M. Elmina. Extension work in home economics in Hawaii. *In Second Pan-Pacific women's conference. Proceedings, 1930.* p. 94-97. Honolulu, Hawaii, Pan-Pacific union, 1930.

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

513. ———. Home economics extension work in Hawaii. *Journal of home economics*, 22: 569-70, July 1930.

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

514. Wiley, Ross B. The new division of research in the department of public instruction. *Hawaii educational review*, 16: 8, 21-22, September 1927.

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.

515. Wist, Benjamin O. Some recent developments in the preparation of teachers for Hawaii. *Hawaii educational review*, 19: 58-59, 80-81, November 1930.

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

516. Barnes, Homer F. Outline of vocational guidance at Kamehameha school for boys. *Hawaii educational review*, 21: 36-38, 62, October 1932.

An illustrated 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.

517. **Capellas, Eugene E.** The history of curriculum making in Hawaii. *Hawaii educational review*, 17: 206-7, 219, April 1929.

Traces early culture found among primitive Hawaiians 100 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. **Cary, Miles E.** Adapting the high school curriculum to the needs of our young 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.

519. **Davis, Emma.** Nature study in the Hawaiian Islands. Abstract. *In National education association. Addresses and proceedings, 1926.* p. 631-633.

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

520. **Department of public instruction, Hawaii.** Activity program for the primary grades. Honolulu, Hawaii, The department, 1930. 278 p. (Elementary curriculum series.)

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, organization 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 interest; (2) develop individual self-dependence and initiative; (3) develop appreciation of social relationships and responsibilities.

523. ——— Some descriptions of progressive education in the public schools of Hawaii. Honolulu, Hawaii, Kawanakoa experimental school, 1929. 282 p.

The Kawanakoa 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.

524. **Edwards, Caroline W.** Home economics in the public schools of Hawaii. *In Second Pan-Pacific women's conference. Proceedings, 1930.* p. 92-94. Honolulu, Hawaii, Pan-Pacific union, 1930.

Outlines the course of study.

525. **Moe, Kilmer O.** The sugar cane project. Ventures in progressive education at the Kamehameha schools, no. 1. Honolulu, The Kamehameha schools, 1927. 148 p. (A student enterprise in printing.)

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.

526. **Pratt, Helen G.** The need for re-grading, reclassification and curriculum adjustments in the schools of Hawaii. *Hawaii educational review*, 15: 203-4, April 1927.

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

527. ———; **Dunlap, Jack W.; Cureton, Edward E.** The subject matter progress of three activity schools in Hawaii. *Hawaii educational review*, 17: 257, 269-70, June 1929.

(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 program of studies. The three schools maintained about the same rate of subject-matter progress under the new program as under the old.

528. **Stafford, F. E.** Character education in the schools of Hawaii. *Hawaii educational review*, 15: 111-12, 122-25, January 1927.

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

529. **Wist, Benjamin O.** Brief history of curriculum construction in Hawaii. *Hawaii educational review*, 16: 29-30, 42-43, October 1927.

Presents the history in seven periods, beginning with 1820. The seventh period (1927 to the present) sees the organization of a special department of curriculum and research in the Department of Public Instruction and plans for an intensive study of the curriculum problem as related to the particular needs of Hawaii under way.

5. INTELLIGENCE AND PERSONNEL STUDIES

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

Reports the results of an examination of 700 maladjusted children. Reviews important conclusions bearing upon research in the field of mental differences in racial groups. Includes a number of case histories. Of value to persons working in the field of mental diagnosis in the Hawaiian Islands.

531. **Cox, Isaac M.** Growth of Hawaiian girls. *Hawaii educational review*, 14: 172, April 1926.

The average physical development of Hawaiian girls is compared with that of Chinese and American girls, and also with Hawaiian boys.

532. Department of public instruction. Repeaters in the public schools. Honolulu, Hawaii, The department, 1930. 11 p.

For 3 years preceding 1930 the Department of Public Instruction engaged in a program of pupil grouping and curriculum adjustment, designed to eliminate the necessity of requiring pupils to "repeat." Figures show facts regarding "repeaters" by grades and by supervising districts, as of January 1927, 1929, and 1930.

533. **Dunlap, J. W.** Race differences in the organization of numerical and verbal abilities. New York, Columbia university, 1931. 71 p. (Archives of psychology, May 1931, no. 124.)

A study of differences found in groups of Japanese, Chinese, Portuguese, Hawaiian, part-Hawaiian, Korean, and Filipino children, 10 years to 13 years 11 months, in public schools of Honolulu in 1927. Data are presented in detailed statistical tables.

534. **Livesay, Thayne; Caro, Ida J.; and Traut, Gladys M.** Reliability of the Stanford achievement test in Hawaii. *Hawaii educational review*, 19: 67-69, November 1930.

A study to discover the validity for Hawaiian conditions of the reliability coefficients for the separate tests and grades published in the manual of the Stanford achievement test. Finds that reliabilities for Hawaii, of the separate tests, vary considerably for grades and subjects.

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

A brief report of a study in which visual, auditory, and visual-choice reaction times were measured on 280 university students representing four racial groups—Caucasian, Chinese, Japanese, part-Hawaiian. Racial comparisons of average performance show insignificant differences; sexual differences in all cases favor the males.

536. **Louitt, O. M.** Racial comparisons of ability in immediate recall of logical and nonsense material. *Journal of social psychology*, 2: 205-15, May 1921.

Based upon test data secured from the 12-year-old boys and girls of whites, Japanese, Chinese, and Hawaiian or part-Hawaiian ancestry in seven public schools in Honolulu. Differences between sex and age groups are larger than those between race groups. Comparison of various racial groups with white group shows insignificant differences. Ten of 24 comparisons favor whites.

537. ——— Test performance of a selected group of part-Hawaiians. *Journal of applied psychology*, 15: 43-52, February 1931.

Presents the results of a testing program showing performance by age, grade, and race of all students of the Kamehameha schools at Honolulu. A part of a larger study of the mental ability of Hawaiian hybrids conducted by the Psychological clinic of the University of Hawaii with financial aid from the Rockefeller fund for the study of race.

538. **Murdoch, Katharine.** A study of differences found between races in intellect and in morality. *School and society*, 22: 628-32; 659-64, November 14, 28, 1925.

The preliminary report of an extended study of races in Honolulu, Hawaii. Traits were selected as representative of the various races and test and other data available concerning 12-year-old children were used as measures with regard to these traits. Comparisons were made as to social status, general intelligence, language ability, moral traits, musical ability.

539. **Porteus, Stanley D.** Race and social differences. *In Genetic psychology monographs*, vol. 8, no. 2. p. 93-208. Worcester, Mass., Clark university press, 1930.

A study made by the University of Hawaii, which deals mainly with the psychological approach to the problem of racial differences. Various tests were used with 1,617 children (766 boys and 852 girls) in attendance at either the grade or high schools of Vineland and consisting of native-born American, Jewish, and Italian children, and a second group of 463 children attending Punahou academy in Honolulu, made up of Hawaiian and mixed races. Performance is analyzed by sex, age, grade, race, social status. The general conclusion is that nation-racial mental differences occur and, generally, may be considered of significance, more particularly in relation to industrial adaptability.

540. **Porteus, Stanley D., and Babcock, Marjorie E.** Temperament and race. Boston, Richard G. Badger, publisher, 1926. 364 p.

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, Portuguese, Hawaiian, Filipino, and Puerto Rican; part IV discusses brain development of races; part V, mentality of races; VI, psychosynergic traits of races; VII, racial implications. Chapter 31 of the last part discusses education and temperament.

541. **Pratt, Helen G.** Some conclusions from a comparison of school achievement of certain racial groups. *Journal of educational psychology*, 20: 661-68, December 1929.

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.

542. **Schwartz, Henry Butler.** An attempt to measure the ability of Japanese language school pupils. *Hawaii educational review*, 14: 124-26, February 1926.

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

543. ——— A study of the effect of attendance at language schools upon success in the McKinley high school. *Hawaii educational review*, 14: 30-32, 40-41, October 1925.

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."

544. **Symonds, Percival M.** Effect of attendance at Chinese language schools on ability with the English language. *Journal of applied psychology*, 8: 411-23, December 1924.

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.

545. ——— The intelligence of Chinese in Hawaii. *School and society*, 19: 442, April 12, 1932.

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.

546. ——— The significance of intelligence tests in the University of Hawaii. *School and society*, 22: 601-6, November 8, 1924.

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.

547. **Symonds, Percival M.** Verbal vs. nonverbal tests as valid intelligence tests for Hawaii. *School and society*, 20: 248-49, August 23, 1924.

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

548. **Wissler, C.** Growth of children in Hawaii; based on observations by Louis R. Sullivan. Honolulu, Hawaii, Bernice P. Bishop museum, 1930. 257 p. (Memoirs of the Bernice P. Bishop Museum, vol. XI, no. 2, Bayard Dominick expedition publication no. 17.)

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

549. **Hawaii. Governor.** Annual report to the Secretary of the Interior, 1931. Washington, U.S. Government printing office, 1932. 144 p. (U.S. Department of the interior.)

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.

550. ——— Department of public instruction. Biennial report, 1931-32. Honolulu, Hawaii, the Department, 1933. 110 p.

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.

B. EDUCATIONAL PROGRESS IN THE CANAL ZONE

551. Canal Zone [Panama]. Annual reports of the Governor of the Panama Canal. Washington, U.S. Government printing office, 1915 to date.

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.

552. Lang, A. B. Our government schools in the Canal Zone. Educational review, 65: 299-304, May 1923.

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.

553. Report of the survey of the schools of the Panama Canal Zone. N.L. Engelhardt, Director. Made by the Division of field studies, Institute of educational research, Teachers college, Columbia university. Mount Hope, C.Z., The Panama Canal press, 1930. 221 p.

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

554. Sackett, Everett B. The Negro schools of the Canal Zone. Journal of Negro education, 1: 347-53, October 1932.

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

556. Cox, L. M. and others. The island of Guam. Washington, U.S. Government printing office, 1926. 82 p.

Original report presented to Governor of Guam in 1904 by Civil Engineer L. M. Cox, U.S.N., and revised from time to time as follows: 1910, Capt. E. J. Dorn, U.S.N.; 1911, Past Asst. Paymaster, K. C. McIntosh, U.S.N.; 1916, Lt. Comdr. M. G. Cook, U.S.N.; 1925, Mrs. Allen H. White.

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.

557. Hornbostel, H. G. The island of Guam and its people's tragic history. Philippine magazine, 25: 452-53, 475-82, January 1929.

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

558. American Samoa. A general report by the governor. Washington, Government printing office, 1927. 137 p.

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.

559. Blakelee, George H. Future of American Samoa. Foreign affairs, 7: 139-43, October 1928.

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

560. Bohn, F. White man's burden in American Samoa. Current history, 19: 651-56, January 1924.

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."

561. Evans, Capt. W. American Samoa. Mid-Pacific magazine, 35: 257-60, March 1928.

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

562. Green, W. M. Living conditions among Samoans. *Journal of applied sociology*, 9: 34-39, September-October 1924.

563. ——— Social traits of Samoans. *Journal of applied sociology*, 9: 129-35, November-December 1924.

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 Samoa, Government 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."

564. Mead, Margaret. Americanization in Samoa. *American Mercury*, 16: 264-70, March 1929.

An account of American administration of American Samoa, 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.

565. ——— Coming of age in Samoa. New York, W. Morrow and company, 1928. 297 p.

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

566. ——— Social organization of Manua. Honolulu, T.H., Bernice P. Bishop museum, 1930. 218 p. (Bulletin 76.)

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.

567. Taylor, Paul S. Samoa and plus-fours. *Graphic survey*, 66: 420-21, August 1, 1931.

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

568. Tennent, Hugh C. Something about primitive Samoa. *Mid-Pacific magazine*, 29: 757-62, May 1925.

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

569. Education in American Samoa. *In* Second Pan-Pacific women's conference. Proceedings 1930. Honolulu, Hawaii, Pan-Pacific union, 1930. p. 25.

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

570. Keesing, Felix M. Language change in relation to native education in Samoa. *Mid-Pacific magazine*, 44: 303-13, October 1932.

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.

571. Su'a K. Education in American Samoa. *In* First Pan-Pacific conference on education, rehabilitation, reclamation, and recreation. Proceedings, p. 42-45. Washington, U.S. Government printing office, 1927.

Brief description of the present school system of Samoa.

572. ——— Vocational education in Samoa. *In* First Pan-Pacific conference on education, rehabilitation, reclamation, and recreation. Proceedings, p. 98-100. Washington, U.S. Government printing office, 1927.

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

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