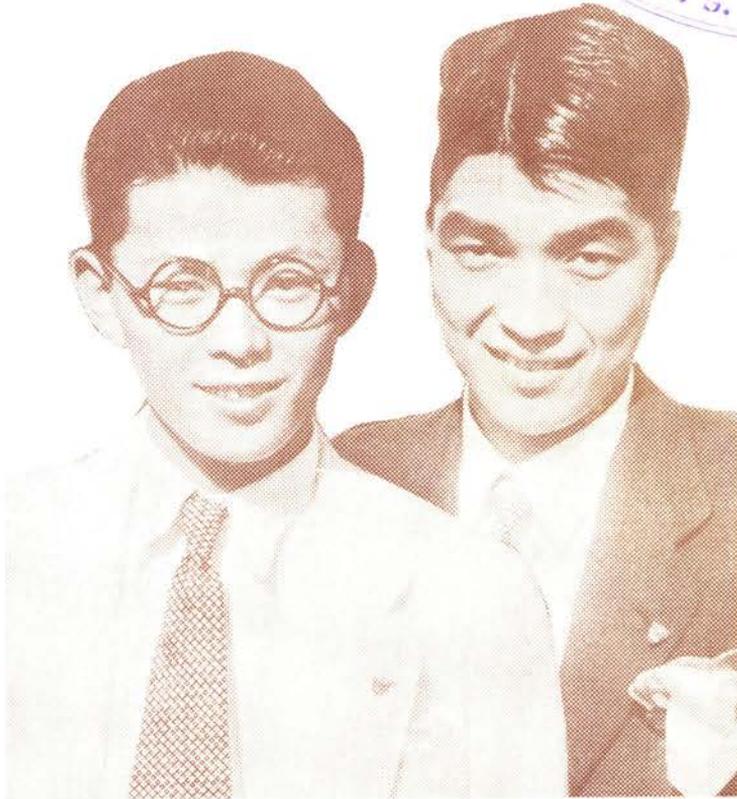


# MID-PACIFIC MAGAZINE

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*Eiji Tanabe (left) and Koi Nakayama represented the Pan-Pacific Students' Club of Tokyo at the World Council of Youth Conference in Los Angeles, August 15-25.*

# The Mid-Pacific Magazine

CONDUCTED BY ALEXANDER HUME FORD

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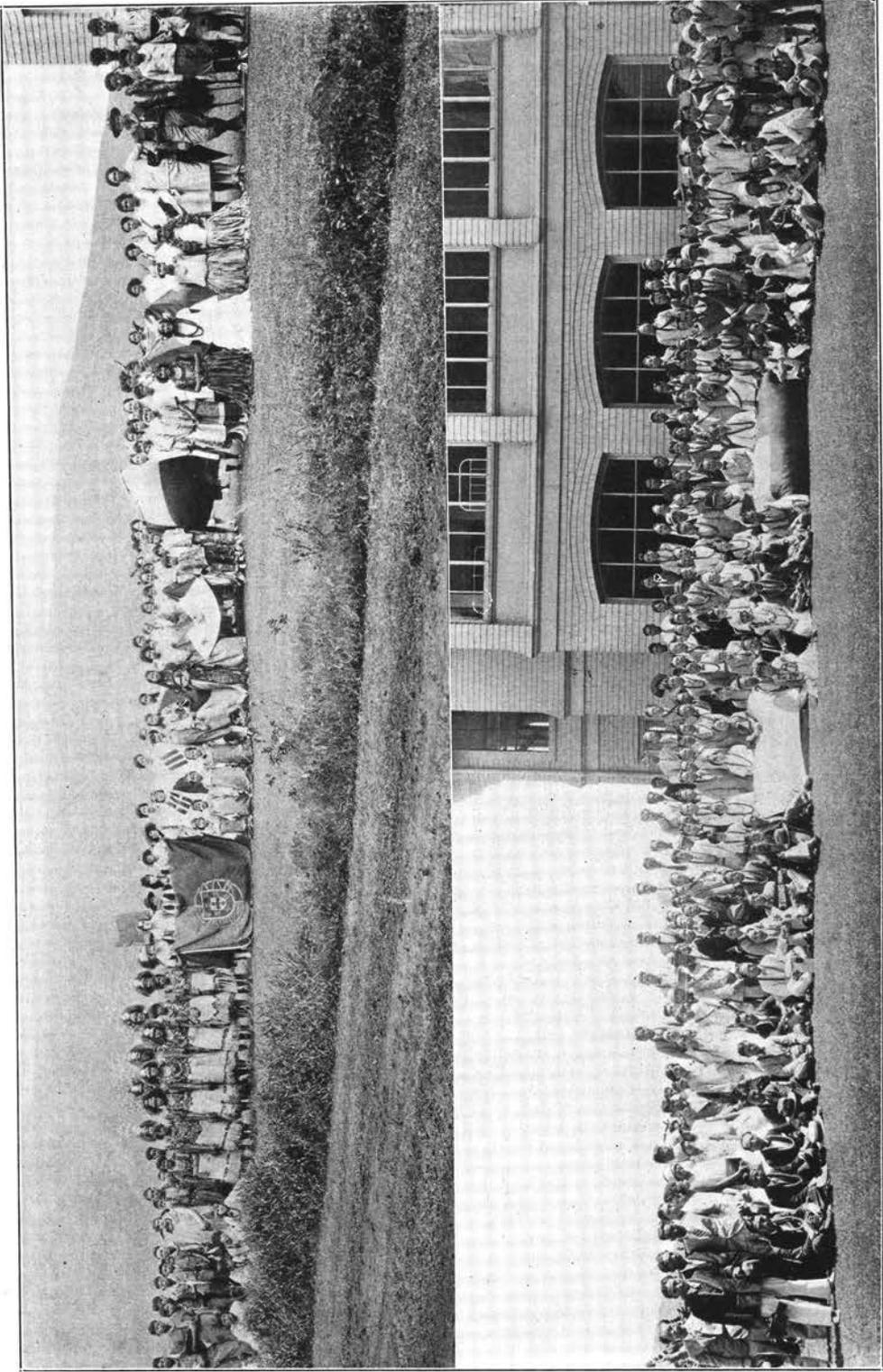
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### The Mid-Pacific Magazine

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*A group of two hundred Chinese students, on their way to American universities, being entertained at the Pan-Pacific Research Institution in Honolulu. Miss Jane Adams, of Hull House, Chicago, is among the guests of honor on this occasion.*  
*(Above) A pageant of Pacific races staged for a Pan-Pacific Union Conference.*



*Ginling College, the Chinese Women's University adjoining Nanking University.*

## Contributions of the Colleges and Universities of China to Amicable International Relations

By DR. SHAO CHANG LEE

(A paper presented at the Pacific Regional Conference of the World Federation of Education Associations, Honolulu, July 25-30, 1932.)

The colleges and universities of China are young institutions. Compared with the higher institutions of learning in America and Europe, they are only children. Indeed, many of the colleges and universities of China are the offspring of some of the great institutions of the Western countries. If the colleges and universities of China have any contribution to make toward bringing the peoples of the nations to a more friendly relationship, it is because the higher institutions of Europe and America have first

laid the foundation of international intellectual coöperation and it is because the cosmopolitan-minded men and women of the West have first built up the structure of international intellectual intercourse and have demonstrated to the Chinese and other students that the educational as well as the religious institutions are vital factors in the cultivation of not merely amicable but truly friendly international relations.

The international relations of China may be studied from various aspects.

From political and economic aspects, international relationship between China and some of the World Powers have not altogether been amicable and friendly. Any student who is acquainted with the facts of history of the past eighty years knows that during these years some of the highly industrialized nations, by the use of force of arms and diplomacy have successively and successfully opened up China for international trade and obtained concessions which have been given legal sanction in treaties signed unwillingly by the humiliated haughty Chinese government. The rising generation was dissatisfied. Students who ambitiously took upon their shoulders the heavy responsibility to save their country, under the leadership of Dr. Sun Yat-sen, started the revolutionary movement, which the tottering Manchu government was unable to suppress, resulting in the overthrow of the imperialism of the Manchu dynasty in 1911.

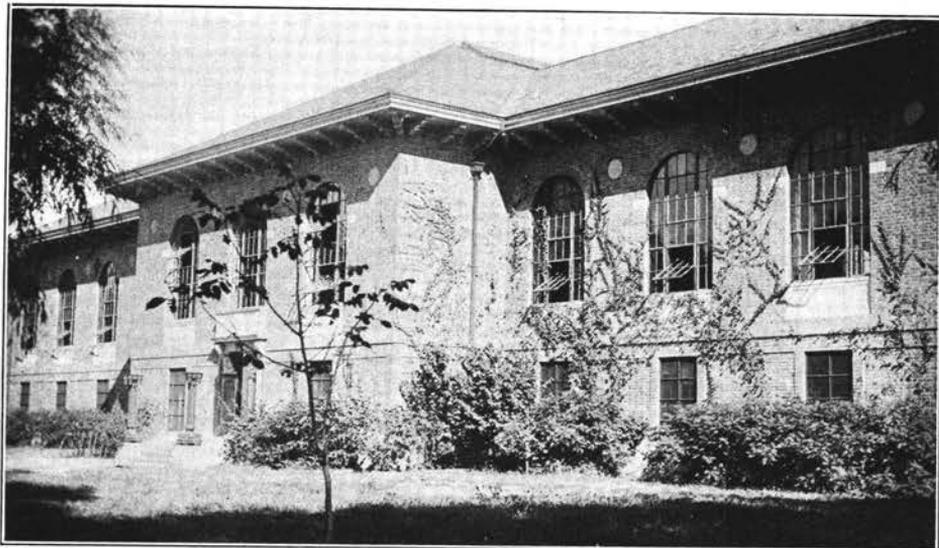
After the establishment of the so-called Chinese Republic the Western powers have changed somewhat their policy and assumed more and more an attitude of equality in dealing with the Chinese government. In 1914 war broke out in Europe. The European Powers were obliged to retire from the arena of Far Eastern politics so as to concentrate their attention on the life and death struggle on their own continent. Taking advantage of the situation, Japan wrested from China many valuable concessions by the so-called 1915 Treaty which was the result of the presentation of the famous or infamous twenty-one demands. In 1919 the Peace Conference was held at Paris. The Chinese delegates asked the restoration of China's rights in Shantung Provinces. The Japanese delegates claimed the same rights on the strength of the secret pledges obtained from Great Britain, France, Italy, and Russia in the early part of 1917. Great Britain and France, having already pledged secrecy to Japan, were obliged to support Japan's claims. Italy had already withdrawn from

the "Council of Five" in consequence of the "Fiume Question," President Wilson was left alone to decide the case. As he was bent on consummating the organization of the League of Nations and as he felt he could not afford to lose a World Power from its membership, he decided to let Japan retain the German rights in Shantung.

When the news of the Shantung decision reached China, the whole nation was aroused. On May 4, 1919, the students of the colleges and middle schools in Peking organized a huge demonstration. They marched to the homes of the three alleged pro-Japanese officials and set their houses on fire. Following the example of the students in Peking, students of other cities and towns began to organize, resulting in the formation of the well-known Student Movement, which is instrumental in the wide-awakening of national consciousness which has been manifested in the appearance of many kinds of unions, notably the Labor Unions, and the Farmers' Unions, and by the modern industrialization of some of the industries in the port cities.

Influenced by Soviet propaganda, most of the Chinese students have become very outspoken. They cry "Down with Imperialism," which has fastened its hold upon China since the "Opium War." They ask for the abolition of the "unequal treaties," the abolition of "extraterritoriality," and the rendition of the "concessions and settlements." Influenced by the teachings of such western scholars as Bertrand Russell, many of the students identify Christianity with all the wrongs done in the name of Christ by the so-called "Christians." In 1922 they started an anti-religious league against Christianity and other religions which they consider as hindrances to the development of science. They called the missionaries "running dogs" of imperialism, and regarded their enterprise as "cultural invasion."

Far-sighted statesmen, seeing the rising tide of nationalism, recognized the im-



*One of the buildings of Tsing Hua College, Peiping.*

portance of ameliorating China's international status. Since 1928 eleven western nations have concluded new treaties with China on basis of equality and mutual respect for territorial sovereignty. They recognized China's right to tariff autonomy. Great Britain beginning from 1927 successively restored to China her concessions in Hankow, Kiukiang, Chinkiang, and Amoy and returned the leased territory of Weihaiwei on October 1, 1930. Negotiation for the return of Boxer Indemnity was also successfully concluded. These acts of friendship remove once for all the anti-British feeling which ran high for several years.

In time of national crisis when patriotism was aroused to a white heat, the Chinese students in the colleges and universities as well as in the middle schools become insubordinate and unruly like many of the college students of other countries. They take upon their shoulders the responsibility of saving their country. They even take upon themselves the direction of the affairs of the nation. Because they are young and inexperienced they usually act on the impulse of the moment. Reason and common sense are pushed aside. Those public officials whom they regard

as weak and incapable of handling the national affairs to their satisfaction often become the objects of their bitter hostility. On September 28, 1931, Dr. C. T. Wang, Minister of Foreign Affairs, was attacked by a group of militant students for the passive policy that he had pursued. On May 3rd of this year, Mr. Quo Tai-chi, China's chief delegate to the Shanghai armistice conference, was attacked in his home by a group of men, mostly students. These incidents have received wide publicity and the students are considered to be the wildest specimens of humanity. The importance of these incidents has often been exaggerated by some observers. The constructive activities of the students are often overlooked.

Chinese students are often condemned for instilling anti-foreign sentiments into the labor unions. The government is condemned for being too lenient with the riotous student mob.

It is true that the students of the colleges and universities are anti-foreign but it is equally true that they are pro-foreign. In the colleges and universities they study "foreign" science, foreign literature, foreign philosophy, foreign art, foreign music, foreign commerce and foreign

trade. They like to wear foreign clothes, foreign hats, foreign shoes. They sometimes prefer to eat foreign food than their own national food. They like to live in houses built after the foreign style of architecture. They sing college songs in foreign tunes. They use foreign tooth paste, foreign toilet articles, foreign office equipment. They love to read foreign novels and foreign magazines. They love to see foreign moving picture shows. In their conversations, they like to use some foreign words. They even learn the foreign dance. In college they learn to play American baseball and English football and all sorts of outdoor games introduced by their foreign teachers. If they are anti-foreign why should they go in large numbers to those colleges and universities established and largely maintained by the foreigners? Why should they adopt the foreign way of living and even the mode of thinking? If they are anti-foreign, what is it then that they are against? It is what they term as foreign imperialism. They have witnessed recently that foreign imperialism, aided by military force, has played havoc among their people and has secured temporarily certain economic advantages in China as well as has gained for the time being some political control of some portion of China. They were excited and greatly irritated for a while. In their moments of excitement they have done something which is not a credit to true patriotic scholars.

Recent events at most of the colleges and universities of China show that their common sense has come back to them. They are willing to be guided and directed by their high-minded and sympathetic superiors who treat them as their very dear friends. The leaders of the Young Men's Christian Association Movement of China and the statesmanlike educators, both Chinese and foreign, have succeeded so far in arranging special lectures on international issues and in organizing study groups and round-table discussions in and outside of the college campus for

the students and their friends. A friend of mine who is responsible for these activities wrote to me last month saying "we have been doing everything possible to foster a better international understanding and good will, for which we have sore need today." From reading some of the letters sent by the students I gain the impression that the way of patience, persuasion, and reasonableness is considered by many students to be the best way in dealing with China's international political relations, and that many of the students believe that gaining justice through open discussion and friendship is the best hope for their country. To guide and direct the students to study calmly and judiciously the international issue so as to foster a better international understanding, good will and amicable international political and economic relations, is one of the most important contributions of the colleges and universities of China.

Allow me now to mention some of the contributions of America and Europe to amicable relations with China. To begin with, I should like to mention (1) the return of the Boxer Indemnity to China by America, (2) the establishment of the higher institutions of learning in China by the Mission Boards, and (3) the establishment of Hongkong University, and other institutions in China, and (4) the establishment of the department of Chinese studies in Occidental countries.

You are acquainted with the fact that on December 3, 1907, President Theodore Roosevelt in his annual message to Congress asked "for authority to re-form the agreement with China under which the indemnity of 1900 was fixed, by remitting that part of the stipulated indemnity which is in excess of the sum of \$11,655,492.69. and interest at 4%." He added that America "should help in every practical way in the education of the Chinese people so that the vast and populous Empire of China may gradually adapt itself to modern conditions. One way of doing this is by promoting the

coming of Chinese students to this country and making it attractive to them to take courses at our universities and higher educational institutions. Our educators should so far as possible, take concerted action toward this end."

On May 25, 1908, Congress passed a resolution returning the sum of \$10,894,507.71 to China, "as an act of friendship."

This concrete expression of good will on the part of the American Government makes the Chinese ever grateful beyond expression. Since 1908 many students who have successfully passed the competitive examinations have been sent to America. In the American colleges and universities these students have not only succeeded in getting the kind of liberal and technical education they wanted, but also succeeded in learning the art of cultivating international friendship, through participation in the extracurricular activities. Participation in the activities of the Cosmopolitan Club, of the College Glee Club, of the College Christian Associations, of the International House and so forth have been considered by many of the returned students from the United States as being more valuable to them than book learning.

It may be of interest to point out in passing that at present the Chinese students in American universities and other higher educational institutions outnumber those of any other foreign nationality. These students are not all supported by the Indemnity fund. In fact most of them are supported either by their parents or by their friends or relatives. They come to America not only because they feel sure that they can learn what they desire to learn, but because they know they will have an opportunity to come into intimate contact with some of their teachers and fellow students. They are welcomed to take part in athletics, in oratorical contests, in debates, and in other college activities. Many of these students have returned to China and are doing work in their special field. What they have done

so far is certainly a credit to the colleges and universities which they have attended and to those professors who have taught them.

Allow me to mention here that in 1925 the American Government has very generously returned to China the remainder of the "Boxer Indemnity," amounting to \$12,545,438.67. This sum of money was used to establish the China Foundation for the promotion of education and culture. It is administered by a joint Chinese-American Board of Trustees of 15 members. Our esteemed friend, Dr. Paul Monroe, is a member of this board. Dr. Monroe was instrumental in the organization of the China Institute in America, the chief aim of which is to disseminate information concerning Chinese and American cultures and to promote closer relationship between Chinese and American educational institutions.

It is a well-known fact that the Chinese have an unbounded faith in the power of education and knowledge as the best guarantors of peace and as promoters of international good will. Because they have faith in education and knowledge, far-sighted Christian statesmen and educators, in spite of the prevailing unfavorable political situation, have undertaken to establish higher institutions of learning in China. Mention may be made of the Oberlin College in Shansi province, Yale-in-China in Shangsha, Yenching University in Peiping, Nanking University and Ginling College for Women in Nanking, Hangchow Christian College in Hangchow, St. John University and Shanghai University in Shanghai, Central China University in Wuchang, Union University in far West Chengtu, The Lingnan University in Canton and the Catholic University in Peiping. The establishment of these and other educational institutions in various commercial cities is a concrete evidence of the desire of the American people to maintain amicable relations between the two sister nations not only through intellectual understanding but also through Christian fellowship. These

institutions have helped the remaking of the Chinese nation and the rejuvenation of the Chinese race. The students in these institutions have practically taken no part in the destructive activities of the student movement. Enlightened Chinese are very grateful for the establishment of these institutions in their country. They express their appreciation by donating part of the necessary funds for the erection of some of the college buildings and the maintenance of the institution. Lingnan University in Canton is a shining example of this type of international coöperation.

Catholic missionaries from France have established schools in China, of which the most renowned is the Zikawei College in Shanghai.

In the spring of 1912 (March 11) the people in Hongkong celebrated the opening of the Hongkong University. Donations to the building and endowment funds were received from all parts of the world, particularly from the Chinese at home and abroad. The aim of the University is not only to promote higher education but also to maintain good understanding with China and Great Britain. In Foochow, Tientsin, and other port cities, Anglo-Chinese Colleges are found. They help China to train the type of men that China needs.

In Europe and America several universities have established a department of Chinese studies or have offered courses in Chinese history and culture. These courses certainly are of help to students to get a better understanding of the culture of old China and an appreciation of some of the biggest issues of China's present-day problems.

It interests and inspires me very much to visit some of the universities in America where a department of Chinese studies has been established. If I am not mistaken, Columbia was the first American university to start such a department. The founding of the department was made possible through the generous gift of General Horace W. Carpentier. Gen-

eral Carpentier had a Chinese servant named Dean Lung who had served him faithfully a number of years. It is said that in his humble service Dean Lung had exhibited such characteristics and self-evident virtues that on his death the General decided that an effort should be made to study the civilization out of which such virtues grew. He made his donation to Columbia—a total of \$226,200. General Carpentier also donated to the University of California a sum from the income of which important collections of books both in Chinese and in Japanese were purchased.

In 1928 the Harvard-Yenching Institute in Cambridge, Mass., was established. This most generous gift of Mr. Charles M. Hall of Niagara Falls has enabled the Trustees of Harvard University to organize that department which in the future will be one of the most important media for international intellectual intercourse and for promotion of amicable international relations between America and the Orient. In McGill University, Montreal, there is a department of Chinese studies, of which Dr. Kiang Kang-hu, former professor at the National Imperial University, Peking, and at the National University at Nanking, is the head. In McGill University there is also the Gest Chinese Research Library, which contains, in addition to works in English and European languages, a Chinese collection of several thousand volumes. In the Congressional Library at Washington are found no less than 125,000 volumes of important Chinese works. In the libraries of Columbia, Yale, the University of California and our University of Hawaii are found many notable collections of Chinese and Japanese works. In these works are recorded the intellectual achievements of the great thinkers of the Orient, particularly of the past. At present these works are only useful to a handful of investigators but in future they should become one of the most important intermediaries of international intellectual understanding.



*Chinese university women at play.*

I have stated more or less at length the contributions of the institutions of America and Europe to amicable relations with China. Now I should like to indicate a few of the contributions of the Chinese colleges and universities to the promotion of amicable cultural relations.

Besides the colleges and universities established by the Mission Boards, there are in China Government universities and private universities. The first president of the National Imperial University at Peking was Dr. W. A. P. Martin. Missionary educators like Dr. Martin and Dr. Timothy Richard have done much in helping the Chinese government in monarchical days to inaugurate the new system of education. To them the Chinese owe an everlasting gratitude. Public-spirited Chinese have donated large sums of money to establish universities in Tientsin, Amoy, Shanghai, and other cities. It is not necessary to mention the names of these high-minded men. Some of these institutions are of high standing in the academic world. These higher in-

stitutions of learning engage western professors as well as Chinese who have received their training and degrees in American and European universities as instructors. They are instrumental in the introduction of the deeper study of western literature, language, history, art, philosophy as well as science. Since 1917 some of the Chinese professors undertook to translate the works of great philosophers, scientists, playwrights, educators, and other great thinkers of western countries. Others undertook to direct and guide the extracurricular activities of the students so that they may share the kind of experience that they had while studying abroad. They tried to lead the students "on the one hand to discover the inner secrets of Western strength, and, on the other, to bring out the deepest meaning in their own philosophy," so as to have a deeper appreciation of all that is best in both Chinese and Western civilizations and to effect a Chinese Renaissance.

To acquaint the students in China with

the better aspects of modern Western civilization and with some of the great personalities who are guiding modern thought, prominent college professors from America and Europe have been invited to give lectures in the universities and other educational institutions. In return some of the educational leaders of China have gone abroad to give talks on present-day China and her problems, so as to cultivate an adequate understanding between the Chinese and their friends.

Quite a number of Western professors have been connected with the colleges and universities of China for more than 20 years and they are still there. Their very presence in those educational institutions which they have been serving so unselfishly and loyally shows the existence of a harmonious and amicable relationship between them and their Chinese asso-

ciates. International gatherings of social and academic nature on the college campus are commonplace events in the Chinese educational world today. It is not uncommon to see a play of Ibsen or even of Shakespeare reproduced in the college auditorium by the students and to hear Lincoln's Gettysburg speech reproduced by the students who have taken up the study of American history.

I have indicated some of the activities of the college students and professors in China which tend to increase or better the cultural relations. It is my sincere hope that the political and economic aspects of international relations will soon be improved so that China's relationship with all nations will not merely be amicable but truly friendly. And to this end Chinese educators must dedicate their task.

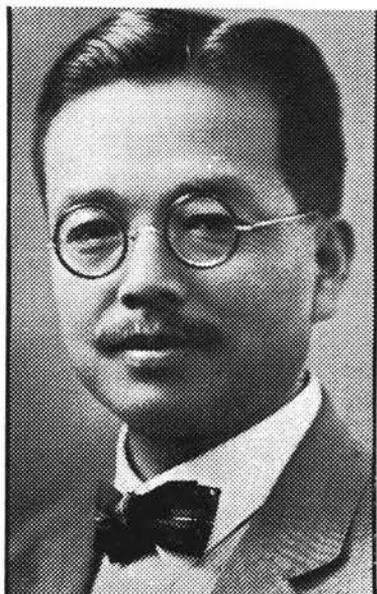


*Women at work on the grounds of the Women's Normal College, Nanking, raising vegetables under modern sanitary conditions.*

# Western Influences on Japanese Civilization

By DR. KOKICHI MORIMOTO

(A paper presented at the Pacific Regional Conference of the World Federation of Education Associations, Honolulu, July 25-30, 1932.)



*Dr. Kokichi Morimoto.*

For many years Japanese have indulged in the erroneous belief that Japanese ethical ideals are much superior to other peoples' because Japan is a special country specially favored by the gods of Japan. But such ideas have now changed with the advancement of education and Western influence.

In the progress of civilization, Japan owes much to both the East and the West. In the early state, Japanese sat at the feet of Hindu and Chinese sages. As early as the third century, Chinese ideographs and Confucian classics were taught in Japan by Korean teachers. There was even a time when Chinese costumes and customs were adopted in the Court.

In the sixth century, Hindu culture was introduced into Japan, and Buddhism became a state religion. During the age of feudalism this culture was quietly studied by Japanese scholars—chiefly by priests and samurai.

Since the beginning of the 19th century Western civilization has been gradually introduced, with Japan placed under the tutelage of American and European teachers. In the 20th century the

Japanese began to assimilate Western thoughts and culture not forgetting those of the Hindu and Chinese, besides their own original culture. The "intellectual welding of two hemispheres" and the "spiritual wedding of the East and the West" are the goals which Japanese are striving to attain.

Such, in brief, was the march of progress which built up the present civilization in Japan.

In tracing the history of the relationship between Japanese civilization and western influences the so-called "Discovery of Japan" is important. It was made by a Portuguese, Mendez Pinto, who was shipwrecked on a small island of Japan in 1542. He was a good-natured man and in return for the kindness of Japanese he taught them the use of firearms.

The Dutch were also the introducers of western civilization in the early days. There was a Dutch settlement in Nagasaki and many ambitious youths gathered there to learn the language and the industries of the West.

Expeditions to Japan which were frequently made by Americans in the 18th



*Western influence is irresistibly felt in Japan. The smart and speedy taxicab has all but displaced the rickshas in the cities. Women are discarding native costumes for Western styles, and the typewriter is supplanting the brush and ink slab.*

and 19th centuries, including the well-known expeditions by C. W. King in 1837, Commodore Biddle in 1846 and finally Commodore Perry in 1852, were generally prompted by economic and religious zeal. Most of the expeditions backed by Americans were the result of a desire to get Japanese protection for whale fisheries. Francis Xavier was the most zealous of the missionaries and converted more than 1,000,000 Japanese into Christians in the first three decades of his preaching. But the Tokugawa government thought that the missionaries were sent by Spain to corrupt the minds of Japanese and make them easy to subjugate. So the Government strictly forbade the profession of Christian faith.

However, when the door of Japan was opened by Perry, many Protestant missionaries came in and have done much in the introduction of Western civilization through schools and preaching. The contribution of Christianity to Japanese civilization has been very great. It may be summarized as follows:

(1) While Shintoism taught polytheism, and Buddhism taught atheism, Christianity preached the only God and His moral law; (2) the oriental religions taught Pantheism, Christianity presents a clear-cut idea of personality based on Theism; (3) the Japanese religions put less stress upon the intimate connection between religion and morality, tending as a result toward antinomianism, but Christianity emphasizes the close relations between religion and morality; (4) while Shintoism explains sin as uncleanness, and Buddhism interprets it as ignorance, Christianity teaches that sin is the conscious misusing of free will and selfishness against God.

The use of foreign languages—chiefly English, German and French—in Japan greatly influenced the progress of Japanese civilization. In the age of feudalism, the study of foreign languages was forbidden. At the dawn of the New Japan, or the Meiji era, the ban was lifted. It is interesting to notice that in 1811 a

“Translation Bureau” was established to deal with foreign affairs. In 1854, when Japan was opened to foreign trade, the bureau was changed to the “Institute for the Examination of Barbarian Books.” With the increase in foreign intercourse, its title was soon changed to the “Institute for the Inspection of Western Books,” and eight years later changed again to the “Institute of Progress.”

One of the reasons of the rapid progress of the New Japan is that Japan has succeeded in seeking knowledge throughout the world. Every year hundreds of young men of high caliber are sent out to the most advanced countries of Europe and America in search of knowledge. Until recent years many American and European experts and professors were employed in government service. At two different periods about 200 foreigners were employed by the government alone.

Japan is now trying hard to graft the best points from both the Eastern and the Western civilization on the tree of Bushido teaching which originated in Japan during the long period of feudalism. It is the creed of the samurai, Japan's knighthood, who were trained to follow it religiously. It springs from the cultivation of the sense of shame which is the soil from which grow all good morals. Such virtues as bravery, humility, loyalty, filial piety are considered most important for the education of the samurai, or knighthood.

Americans once expressed the opinion that the Japanese race is incapable of being assimilated, but what she has done since her entry to the world family shows that the charge is not true, because Japanese civilization at present is the result of the assimilation of Western and Eastern civilization. Of course we perceive in Japan two main currents of civilization flowing in many fields—namely that of the East and the West. But the most essential is that the current has the nature of the mixture of the East and the West.

From the East Japan has learned much

about materialism and utilitarianism, but she is not forgetting to retain the spiritualism and idealism of the East. Japan owes much to the West in the introduction of modern inventions, but she is striving hard to retain oriental art and beauty.

The progress of western civilization is moving westward and it is going to meet with Eastern civilization somewhere on

the Pacific. They say that the meridian is the dividing line of the East and the West but I must say that it is also the bond between the West and the East. The aim of Japan, considering her geographical situation, is to establish the new type of civilization made by the assimilation of both Western and Eastern civilizations.



*In the cities of Japan the small store is being rapidly modernized under Western influences.*

# Care of the Deaf, Dumb and Blind in Australia

By DR. ISABEL RANDALL-COLLYER

Consulting Psychologist, Social Service Bureau, Sydney

(A paper presented at the Pacific Regional Conference of the World Federation of Education Associations, Honolulu, July 25-30, 1932.)

Not being officially connected in any way with any of the institutions for the care of the deaf, dumb and blind, I cannot deal with statistics or the technical side of affairs at all, but only as a social service worker and one ever keenly interested and willing to serve, collect for, or assist in any way possible, these most deserving people for whose cause I can claim years of loving fellowship.

As a school girl in Tasmania my own homeland, I loved nothing better than to hurry off to visit the Blind Institution, after my own lessons were finished, that I might watch the deaf, dumb and blind receive instruction in learning to write the Braille; I studied it myself that I might write to some of the boys and girls when away on a holiday. Then, too, I was fascinated, I remember, in watching them learn geography, those wonderful physical maps, the raised effects, the outline of the map clearly defined, whilst the towns, rivers and mountains were marked by a series of little pin heads, or beads of varying sizes to mark the particular place or location. It was always a marvel to me how those little deft fingers knew so quickly which was a town and which the river or mountain.

In Hobart, Tasmania, they have a fine school for the blind, where they are taught all manner of useful trades and professions as well as being thoroughly well taught along the more ordinary lines of education.

They learn to make all sorts of mats, rugs, basket work, chair-mending and making, and brushwork of a very fine

order, supplying most of the shops with this kind of material, brooms, brushes and baskets of all shapes and sizes.

In the Hobart school music played an important part; it was found that so many of the students were keenly musical, most Tasmanians are. It is natural for them to play and sing, and it was noticed that the blind possessed a better ear for tone and pitch; also they seemed to excel in memory tests, often winning prizes at the different musical competitions, or passing examinations with honors, sitting for the exams that we girls of perfect vision would undertake and with none of the exemptions that might have been expected. No! they played the same pieces, scales and exercises and were treated to the same stern discipline.

One blind teacher that I would like to mention in particular here, is Mr. Frank Smith, who for many long years has taught and worked both musically and scholastically in the Hobart School for the Blind.

Himself a city church organist, conductor of a choir, teacher of the piano, voice production and as a hobby for home entertainment, a good violinist as well, this wonderfully active and most energetic of men, whose unselfish influence has had its far-reaching effect, is known and loved throughout the length and breadth of Australia and Tasmania for the noble work he has done for the various departments and the high standard of efficiency he has set for the blind, his one great aim ever being to assist these afflicted ones to rise above their handicap and to

be cheerful, self-expressive and independent.

In all the large cities in Australia we have well-conducted schools or workshops for the deaf, dumb and blind, that is to say in Melbourne, Sydney, Adelaide and Perth. They are carefully attended by teachers and technicians who have been specially trained for this particular work.

In the various schools that I have visited, the blind all seemed very happy and content, eager to learn and anxious to study the Braille, also typewriting; they use raised letters, of course, on the keyboard, and are quick to pick up the touch system.

The girls are taught many useful lessons in home management and domestic science and general economy, and encouraged to be as independent as possible, and many are so wonderful in this respect that at times it was hard to remember that they are really blind at all. They are good imitators and usually have a keen sense of humor and they love to pretend that they are perfectly normal.

I know more than once I have been tricked into answering a sudden call of "Quick, come here, look out of this window, now isn't that a lovely view? . . . don't you adore those little yachts on the harbor," or something like that. They become so perfectly natural that often one forgents entirely their handicap, and this pleases them most of all; they like to forget it too.

The deaf and dumb are taught the same useful occupations, only with many added arts and crafts, naturally, for possessing vision they can undertake the more technical trades, and in their exhibitions they demonstrate some fine examples of leather work, bookbinding, chairmaking, basket and brush work and many other handy things along the tinsmithing or carpentry line.

We have a most successful lady teacher in Sydney for lip reading, Miss Baird by name. Her work interested me profoundly; she gave special lessons to adult pupils and for the past year has used one of

my social service rooms for her demonstrations, so we came closely in contact; I marvelled at the success she had with the mutes, who in no time learned to talk and to read what others were saying, just by reading the lips. She would often ask me to come and exchange ideas with her pupils so that they would have the experience of reading a different voice.

Miss Baird teaches easily and effectively, and her methods are firm, simple and direct. She explains that all is vibration, and when she speaks she places the pupil's fingers on her own throat. As she enunciates certain words, they feel and sense the vibration; then by closely observing the formation of the mouth as the words are spoken, they gradually begin to speak, and the tone comes automatically. It is simply wonderful the way she concentrates and gets the desired effect.

She herself was a deaf mute, but now speaks so well and fluently that no one ever guesses that she has had any such handicap at all, for she chatters away and is most entertaining and much travelled. She studied abroad for many years, perfecting her methods of training by lip reading, gaining a wide experience in London, Paris and Germany.

We have a big school for the deaf and dumb in Sydney, with all the best possible improvements for recreation and outdoor exercises. They love sport and are well catered to in this respect as well as in all class work facilities. Had I known that I would be telling you these things or talking of the deaf, dumb and blind at all. I would gladly have brought over with me some books and pictures of their various schools and handiwork, but I will write home and see that some useful literature is posted on later.

When visiting London some years ago, in my research along psychological lines, I was taken by a great psychologist to spend a day in one of the most amazing schools that I have ever seen. It was called the school for "The Physically Defective or Crippled Children," situated

at Tennyson Street, Battersea, London. I understand it is controlled by the London County Council.

What I saw in that school has ever since stood out boldly in my mind and impressed me deeply with the great importance of the work to be done and the social and educational service to be rendered in this direction.

In this school, ignoring the fact that physical defect seemed the first principle (the children were all hopelessly crippled, deformed and in all stages of spinal and other maladjustments), according to their particular needs they were individually catered to with special desks, chairs or adjustable rests or tables to meet the case.

Never have I seen such wonderful mechanical devices for the convenience of such children anywhere. They were taught to use all the faculties they had, and a high standard was expected and demanded, too. The work exhibited was equal and in many cases even better than much that I had previously inspected in a more normal school. The crippled children were taught to be thorough, to use whatever gifts they had; if possessing only one hand, then they used that, if no hands, then I saw children learning to write, with their toes, and doing it well.

Others with no hands, but mere stumps,

were given mechanical assistance and were taught to write, knit and do useful trade vocations that would astonish the onlooker.

No matter what the physical defect, these little ones attend classes and listen to lectures and instruction on all the useful and helpful educational matters deemed necessary for their future welfare.

They are trained to be self-supporting and to be as independent as possible, the school having a selling or exhibition base, whereby the less fortunate children needing monetary help later in life, may send work done for sale or distribution, and gain by the prices paid for such work through the school fund.

In Sydney we are just starting a new venture of a similar kind, though only in its infancy yet. A fund has been started by the Rotarians to care for our crippled children of New South Wales and already many hundreds of outback country children have been brought to the various hospitals for treatment and later will be given vocational guidance and assisted in every way possible to overcome or at least to combat the deficiency and gain a better, wider vision of life and its usefulness, in spite of any physical or mental handicap.





*A kindergarten project depicting Honolulu's famous Aloha Tower in the background, a pineapple barge to the right, and boats anchored in the harbor.*



*Learning the mechanics of transportation in Hawaii.*

# The Free Kindergarten and Children's Aid Association

By FRANCES LAWRENCE  
Superintendent

(A paper presented at the Pacific  
Regional Conference of the World  
Federation of Education Associa-  
tions, Honolulu, July 25-30, 1932.)



*Mrs. Francis M. Swanzy, President, Free  
Kindergarten and Children's Aid Associa-  
tion, Honolulu.*

The first kindergarten in Honolulu was opened in the basement of the Fort Street Chinese Church opposite the present site of the Princess Theater, in the year 1892, by Mr. Frank Damon. He had recently returned from a trip around the world, and his creative mind, always on the lookout for something new for his beloved Hawaii, conceived the idea of opening kindergartens here, as they were being opened in Germany. A book concerning the philosophy of the kindergarten, by Froebel, a blackboard and six erasers, was all the equipment needed to get started. One can visualize those thirty little Chinese children in their picturesque Chinese clothes, coming to kindergarten to Miss Mildred Kinney. We can also imagine how her ingenuity was called upon to keep those thirty little pairs of hands busy, with nothing to be busy about.

But Mr. Damon was not content with

the one child of his dreams. He visualized every child in Honolulu going to kindergarten. He interested Mrs. Harriet Castle Coleman in starting four kindergartens under the auspices of the Women's Board of Missions. Two of these, a Japanese and a Hawaiian kindergarten of about thirty children each, were started in Queen Emma Hall, a two-story building where the Liberty Theater now stands. A Portuguese kindergarten was started in a tiny whitewashed cottage on Punch-bowl, and a foreign or Anglo-Saxon kindergarten was opened in a building built for this purpose on the property now belonging to the Rapid Transit. This makes a five-pointed star.

In 1894 the Women's Board of Missions felt that the kindergartens were fast outgrowing their committee, so the Free Kindergarten and Children's Aid Association was incorporated and took over

the maintenance and management of the kindergartens.

In 1896 the Palama kindergarten was started in the Palama Settlement, making a six-pointed star. It was made up entirely of Hawaiians. A family of Chinese across the street could not be persuaded to attend, although the teacher tried every inducement.

This status of the kindergartens continued until the bubonic plague broke out in Honolulu in 1900, with the attendant fire in Chinatown. After our three-months' vacation, Queen Emma Hall was given up and the kindergartens moved to Kakaako and Kauluwela, both becoming cosmopolitan. The Kakaako kindergarten has moved many times, and is at present held in the Kakaako Mission. The Kauluwela kindergarten was moved to the Liliha kindergarten, the building, a gift of Alice Cooke Spalding.

So we come to the present status of the kindergartens of the Association. They are nine in number, the enrollment of the largest being 180 and of the smallest, 65, with a total of about 1000.

The Palama kindergarten has become the Na Lei; Kalihi Union and Kalihi-kai have been added. The Nuuanu Kindergarten is a gift of the Japanese community, and Kinau has been in coöperation with the Territorial Normal School, training such teachers as wish this training. All these kindergartens are as cosmopolitan as circumstances will permit.

The Mother Rice Kindergarten must be mentioned as the result of a different impulse. It was started on the pavilion of the Mother Rice playground, with 12 children, in 1919. In 1926 the mothers of the Moiliili district raised the money to put up a kindergarten building to house 150 children. This is now one of our largest kindergartens.

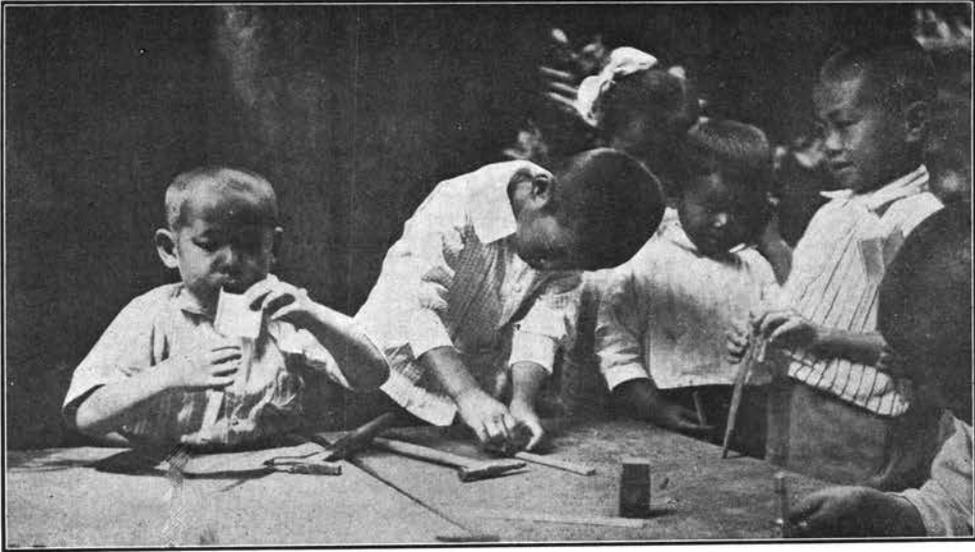
The Free Kindergarten and Children's Aid Association today draws its support from the United Welfare Fund, from dues, from gifts and from voluntary donations of the parents. Also, it has a small income from endowment. The expenses

for 1931 were \$28,816.78. Mrs. Francis M. Swanzy has been for many years the able president of the Association.

The nutrition work in these kindergartens is conducted by the Junior league. They pay the nutrition director, Mrs. James Russell, and besides give voluntary service of two hours a week. As a preliminary, the children are weighed and measured to find out what our problem is. Then each child is given a physical examination to determine its defects, of which nearly all the children have from one to seven or eight. We do not know whether these examinations will take place this coming year, but we hope they will. The physician makes out the card as indicated. We still have trouble with private physicians who pay no attention to the card, but write across it, "This child has no infectious disease, therefore is eligible for kindergarten."

Now the problem which faces the kindergarten is, possibly 36 per cent undernourishment with, as in the case of the Muriel kindergarten last year, a possible 53 per cent. The first thing is to get the mothers interested and started out on a general plan of procedure. No tea, no coffee, no candy, and at least a pint of milk a day, racial habits notwithstanding. The extra half-pint of milk served in the kindergarten with 2 graham crackers, the rest, lying flat on their backs for 20 to 30 minutes at 10 o'clock, quickly tells in those free from defects. Mrs. Russell now faces the fact of defects. How can she get even 50 tonsilectomies put through? Permission of the mothers and the fathers must be secured first. Then, if the income is sufficient so that the parents can pay the \$7.50 required, Palama Settlement will handle it through their nurses. If not, what is to be done?

The teeth of the children are looked after, a dentist going from kindergarten to kindergarten, putting the mouths in order. A dental hygienist cleans the teeth of the children first, an easy introduction to the chair and the machine. Good gains were made in some of the kindergartens



*Trained in doing things, the child is able to keep at work and to think of other people.*

after the dentist made his visit there. In some others we felt that the food was not sufficient or of a quality to justify gains, although the money brought by the children for milk fell only a few dollars short per month, of 1930.

The kindergarten builds its program around the health needs of the children. Where the malnutrition is great, the children have a rest from 8 to 8:30. Then at 10 o'clock they have their lunch of a half pint of milk and two graham crackers, and a rest of 20 to 30 minutes. This is never varied. We may vary every other thing in the kindergarten but the nutrition program.

Posture is one of the very common defects. Almost every child has the fatigued posture. We learn from Frank Howard Richardson and Winifred Johnson Hearn that there are five postural defects which nearly all children are in danger of developing:

1. Flat foot
2. Tight posterior muscles
3. Weak abdominal muscles
4. Exaggerated lumbar curve
5. Winged scapulae

To give exercises for these, it is necessary to use the play method, so hopping like rabbits, running like crabs, flying like

birds, have their value in postural effect. It is a great feat when a child can lie on his stomach, raise his feet and touch his head. Then, sometime during the morning, in the open, the children take three deep breaths, stand on their toes and open their arms as far as they can. When the end of the year comes the posture of the children shows an improvement, and, instead of being 97 per cent with a triple star, it is the other way around.

The subject matter of the kindergarten reflects the health program. We begin with a cow—with a visit to a cow if possible, songs about the cow and the nice sweet milk she gives. Thanksgiving is definitely connected with the nutrition program. Mrs. Russell uses her fruit and vegetable posters for this week, and the children take great pleasure in pointing out the fruit they know. A collection of fruit and vegetables is made, and it is surprising the kinds of vegetables that are not known. These are sometimes cooked to give the child a taste of vegetable soup.

Christmas has little reference to the nutrition program except in a negative way—NO candy—positively *no* candy. It is possible to have a perfectly good Christ-



*A dentist visits each of the nine kindergartens each year.*

mas with dates and figs or a box of seedless raisins and animal crackers done up in colored wax paper and put into tartan stockings. And it is quite possible to have Christmas without its aftermath of colds and consequent loss of weight which takes heavy toll of the malnourished child.

Then we develop gardens in the kindergarten. They are rather small, to be sure, but gardens for all intents and purposes. Here we raise lettuce—and some fine day, have lettuce sandwiches for lunch. Children who will not eat lettuce at home will eat it when it comes out of their very own garden, and like it, too. Another garden is given over to carrots. Then, about Easter time a bunny comes to live in the kindergarten. You should see him eat the carrots, tops and all!

The program of the kindergarten is carefully considered to avoid overstimulation, since we handle such large numbers of children. The teachers are sensitive to symptoms of fatigue, and so make work periods alternate with rest periods for the whole group and for individual

children as the need demands. When our gains in weight have been poor and the obvious causes slight, we examine the kindergarten procedure, since it might very well be caused through overstimulation.

The children in our kindergartens usually arrive very early in the morning, and a few do not have breakfast before coming. The teachers arrive at least by 8 o'clock. Unless rainy, the children are kept out of doors until 8:30, except where they are underweight and come inside to rest. In the yard there are sandboxes, gardens, some simple apparatus, balls, hoops, reins and, in a few cases, trees to climb. Each year we try to make the outdoor play periods more profitable to the children.

The first period in the morning is the long work period, lasting about an hour. There are many things for the children to play with and many kinds of material for them to transform into objects of interest. The subject matter of the kindergarten follows the children's interests, the teacher creating new experiences



*A Thanksgiving feast at Kinau Kindergarten.*

from time to time when needed to awaken new interests. As much of the work as possible is taken out of doors, such as clay modeling and looking at picture books, although all our kindergartens are airy, and sunny for part of each day, with one only exception—the Beretania kindergarten in the basement of the Beretania Chinese church.

After the first period, there is an outdoor period of games, active play, followed by a lunch and rest. The lunch is quite a ceremony. The table is set by the children, with attractive doilies and flowers. The serving and luncheon technique assumes considerable importance, the teacher sitting down with the pupils and also partaking of the lunch. The few cases of antipathy toward milk respond to treatment. Advantage is taken of group feelings. What everyone in the group is doing everyone wants to do. After the luncheon and rest, the children gather about their teachers for stories, games, rhythms, songs, looking at picture books; in fact, there are many ways in which this period may be profitably spent.

The following health habits are taught with the aid of the mothers:

1. To come to school clean.
2. Use of handkerchief—pride in keeping the nose clean.
3. To take three deep breaths in the open, usually at the opening of school.
4. Use of toilets, washbasins and drinking fountain.
5. To wash hands after use of toilet and before eating.
6. To relax and rest.
7. To like milk, vegetables, fruit, whole-wheat bread and butter.
8. To correct any undesirable habit not overcome, such as thumb-sucking, masturbating, etc.
9. Safety first, when going home and when on excursions.

The incentives and interests used are:

1. Desire to grow.
2. Desire for approval from one's social group.
3. Desire to imitate those we admire.
4. Desire to earn recognition for worth-while accomplishment.
5. Interest in personal appearance.
6. Interest in good report in school.
7. Desire to participate in outdoor sports.
8. Desire to do grown-up things.
9. Desire to be helpful at home and at school.



*A Chinese Madonna in a kindergarten version of the Nativity Play.*

In physical education some play apparatus is provided in the yard. Active toys like balls, hoops, reins and beanbags are used for running and throwing. Rolling down a short hill, turning somersaults, walking exercises on the floor after the rest period, form a part of the long list of things which are done by the children from time to time, a few every day.

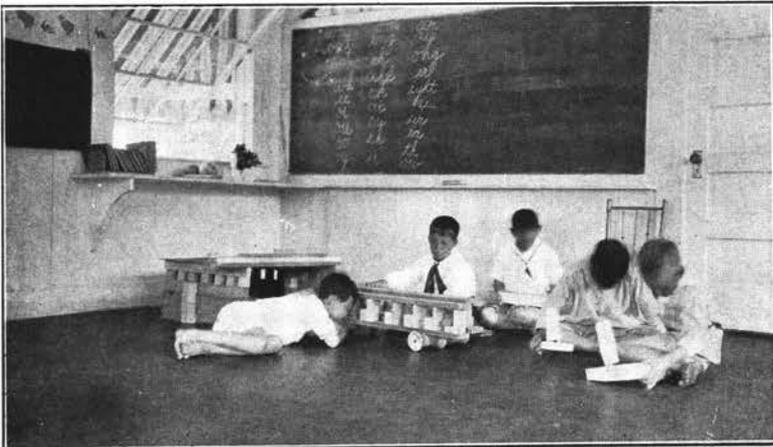
Marching in an informed or purposeful way, skipping in various rhythms, dramatizing the train, boat, airship, animals seen at the zoo and on the farm, toys of various kinds, industries in which the children have an interest, are a part of each day's program.

Free interpretation of music, sometimes using scarfs, balls, balloons, hoops, hobbyhorses, sometimes just alone, is encouraged. A rhythm band also helps in the interpretation.

We believe that this musical expression helps not only in securing desirable physical conditions which aid growth, but helps in bringing about wholesome mental attitudes, as well. As to mental hygiene, we find our children very shy at first, and a few show disagreeable qualities,

but very few, indeed, do not respond to the happy atmosphere of the kindergarten, to the chance for self-expression the many materials of the kindergarten afford. Occasionally a child with low intelligence is admitted into a kindergarten. If he has vicious tendencies or is upsetting to the other children, we feel that it is not wise to keep him; however, we let the psychologist decide this for us. The teachers encourage good relaxing laughter, feeling that there is nothing which will relieve strain or tension so well. To hear the children say "we had good fun" with laughter in their voices is to know that the mental atmosphere is good.

The Free Kindergarten and Children's Aid Association maintain, besides these nine kindergartens, two playgrounds: one endowed, the Mother Rice, and the other Kalihi Union. As these playgrounds are on private land, they could not be taken over by the Recreation Commission, so came to the Association. About 125 children play on each of them daily. The playground directors are more mothers than teachers, doing a constructive piece of work.





*Though practically the whole land surface is covered with dense forest, the volcanic soil and moist climate of Samoa make it a natural forcing house for all vegetation. The kava plant gives the Samoan a beverage that paralyzes his legs while his head remains clear.*

# Samoa

By GARNET S. CABOT  
University of Otago, Dunedin, New Zealand

Samoa, prosperous, turbulent, justly known as "The Pearl of the Pacific," is undoubtedly the loveliest of all those gems that have their setting in the Southern Seas. In this land of dreamlike beauty, you can hear the calling of the witching voice of the tropics—that realm of the sun's domain, the lure of which has at all times cast its potent spell over the imagination of mankind.

From the dawn of 1722, when Admiral Roggewein, the Dutch explorer, first sighted this group, to the present time, Samoa has had a checkered career. She is still unspoiled and her people are considered the purest surviving type of the inhabitants of the South Seas.

Britain, Germany, and America have all had a hand in the control of affairs, until the climax was reached and America and Germany were left with the islands. Petty native warfare, and the meddling of the British, German and American Consular Agents were causes of the internal troubles of Samoa which lasted from 1850 to 1900. From the American point of view, in which a settlement was reached, the treaty that was signed is significant in that it marks the first step over the confines of the Monroe doctrine, which forbade the assumption of outside responsibilities liable to bring the United States into conflict with a foreign power.

It was about this time, when in 1889, the three powers had assembled several of their warships in Apia harbor, that the disastrous hurricane of the 15th of March sprang up. Germany lost the *Adler*, *Eber* and *Olga*, while the American ships *Trenton*, *Vandalia* and *Nipsic* were destroyed. Due to superb seamanship and intuition on behalf of the Britishers, their ship the *H. M. S. Calliope*

put to sea and as she passed one of the American ships fast on the reef her crew cheered the Britishers to the echo.

The inhabitants of the island of Tutuila, alarmed at the tactics of the Germans, applied to the United States to extend its authority from Pago Pago (the American naval station) to the whole island of Tutuila, where the port is situated. Congress paid no attention to the request, and Theodore Roosevelt, when he became President, took it upon himself to accept. In 1900 he issued an order extending the "Naval Station" to include "the Island of Tutuila of the Samoan group and all other islands of the group east of longitude 171 degrees west of Greenwich." In so stating the order, he took in at least one island whose people had not requested annexation, but they presently agreed, and Mr. Roosevelt sent each of the native chiefs a gilt-edged diploma and a silver watch as an expression of gratitude. Thus America gained her only possession in the Southern Hemisphere, and from all accounts the 8,676 souls are a happy and contented people.

The western islands of the general group—usually referred to as Western Samoa and around which this story will center—again changed hands in 1914 as a result of the fortunes of war. The German-controlled islands were surrendered to the New Zealand troops who arrived under escort of the Australian squadron. After a military occupation of four years, the Treaty of Versailles, offered to (and was accepted by) the New Zealand Government, the mandate for the future control of Western Samoa.

These 950,000 acres of sun-kissed land enjoy a climate more beneficial than most



*High on a Samoan hill all that is mortal of the beloved Tusitala is at rest.*

places in the tropics. And, here, malaria, blackwater fever and similar disorders peculiar to the equatorial belt, are unknown. Over the sea from Utolu (the most commercially important island), the mountain tops of Savaii (a sister isle), 40 to 60 miles distant, may be easily discerned, sometimes with startling distinctness; and the planet Venus, at its greatest easterly or westerly elongation, may be picked up with the naked eye at any hour of the day, even under the noonday tropical sun. You can sleep comfortably in Samoa, as the nights are invariably cool and the atmosphere is devoid of fogs and miasmatic mists, droughtless as this area is; and as is often and erroneously supposed to the contrary, hurricanes rarely affect Samoa.

There is one name you can mention in Samoa with safety—Robert Louis Stevenson, poet, dreamer, and seeker of health. He built his home at Vailima—a large, rambling, comfortable white house, set in an amphitheatre of densely wooded hills. Though happy, contented, and vastly improved in health, "R.L.S." broke down under the strain of authorship and after only four years' residence he passed away in 1894.

On the tomb is the epitaph, written by himself, and perhaps the most beautiful in the world:

"Under the wide and starry sky,  
"Dig the grave and let me lie,  
"Gladly did I live and gladly die  
"And I laid me down with a will."

Most beloved of all who put foot on Samoan soil, Stevenson did really love the Samoans well. The natives invariably called him, "Tusitala!" "The Teller of Tales." High up on a hill behind his home, the natives themselves cut a path through the thick bush in order to carry "R.L.S.'s" remains to his last resting place. Famous himself in the world of literature, he was one of the means of putting Samoa on the map of world interest for all time.

Of late years the attention of the world at large has become increasingly concentrated on the tropics with its well-nigh inexhaustible sources of food supplies. There is no doubt that the equatorial region will play its part in the world economy of the future to an extent at present incalculable. Though practically the whole land surface is covered with dense forest, the volcanic soil and moist climate of Samoa make it a natural forcing house for all vegetation.

We find that like most tropical regions Samoa is a prolific producer of copra—the dried kernel of the coconut. The coconut palm requires but little attention and after seven years' growth will bear good

crops for 70 or 80 years. As the chief product and mainstay of the country, the two islands exported 12,941 tons in 1930, to the value of £308,880. The Mulifanua estate, owned by the Crown, is regarded as the largest and best-ordered plantation in the world. Besides being important commercially, the coconut, to the natives, is their tree of life. In its groves they construct their villages and parts of their fales (native dwellings) from its trunks and branches. The nut shell, cut in half, or with merely the top sliced off, is their universal container. They make copra from the kernel of the nut and get the white man's money for it. As one well-known writer on South Sea tropics puts it: "The kindest tree in the world is the coconut, and always in the shade of it is a lazy people."

With its distinctive flavor and rich aroma, the Samoan cacao reaches a high figure on the over-sea market. Though not fully developed, planters are satisfied with a return of about £40 an acre per year. Rubber was prominently placed on the export list before the great war and only now is there a revival of planting and tapping.

Despite world-wide trade depressions, introduction of "talkies" and wireless, the Samoan is as yet unspoiled and is perhaps the purest surviving type of Polynesian. The origin of these strangely European-featured people is not yet settled, for they were regarded as a roving race in the times of yesterday. In character (in their native state) they are friendly, hospitable and easily led. All the same they have all the faults natural to imperfect development and are at times most capricious and wayward, with primitive passions easily aroused. That those passions as easily subside again should not obscure the fact that the Samoan is a faulty human being and not the romantically perfect creature it has been the fashion of superficial observers to depict him.

One of the most striking things about native life in Samoa is that it is abso-

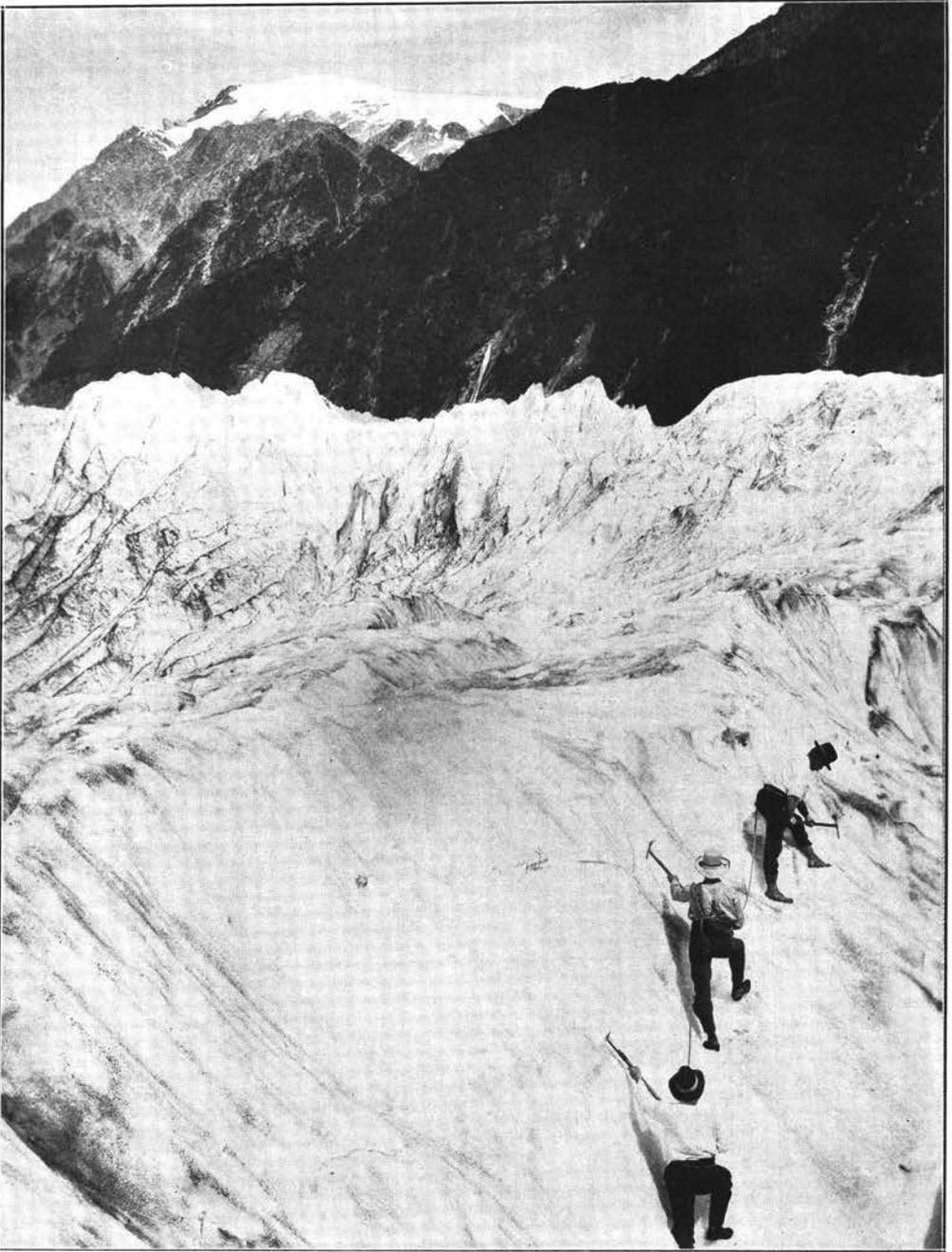
lutely native, in spite of the universal missionary influence. Adopting the white man's religion has not led the Samoans to adopt his civilization. They stick to a mode of life as thoroughly suited to the tropics as the European's is unsuited.

In the Samoan social system the unit is the family, or rather an aggregation of families forming a clan. The political system is so nearly coincident that for the present purpose it may be treated as identical. The clan, whose head is called a matai, owns all the land, and parcels it out to its members as necessity arises. All produce of the soil is theoretically the property of the matai in trust for the community, but in modern days it is becoming increasingly common to allow the actual cultivator to retain for his own use the fruits of his labor.

In former times the Samoan practiced polygamy, but it was by no means the rule. The moral question was not a factor in the problem; it was rather economic. The number of a man's wives depended largely upon his ability to provide support. Hence it is that chiefs had usually a plurality of consorts, though such a household was not forbidden to commoners. The marriage arrangements, especially the preliminaries, of a chief, or even of a man of lower rank, were such as to check any ambition to add unnecessarily to the domestic circle. Substantially the custom remains the same to-day.

Apart from dancing, they have few pastimes. They dance to receive visitors; for those departing; a marriage, a birth, a death; in rain or sunshine; night or day; or anything that can be reasonably offered as an excuse to start a dance. A rival to dancing is a game compounded of cricket and baseball.

Apia, the seat of government and principal town, suffers in contrast to the American port Pago Pago—or Pango Pango, as it is always pronounced and often spelt. The latter is one of the best sheltered harbors in the Pacific, and admitted to be the most beautiful.



*New Zealand's mountain scenery is surpassed by none in the world. Scores of peaks more than ten thousand feet high are covered with great living glaciers, and at the edge of the snow line may be found edelweiss far surpassing the Swiss variety in beauty.*

# Tongariro National Park

By R. C. MURIE

In the Australian Ski Yearbook

Situated in the "King Country," in the heart of the North Island of New Zealand, the Tongariro National Park covers an area of over 200 square miles, and contains within its borders Mount Ruapehu (9,175 feet), the highest mountain in the North Island, Mount Ngauruhoe (7,515 feet), New Zealand's only active volcano, and Mount Tongariro (6,458 feet), now almost extinct, but before a tremendous upheaval altered its original contour, probably the largest of the three. Bordered on the west and south by the Main Trunk railway line, to north and east by the Waimarino Plains, and reaching out northeastward toward Lake Roto-a-Ira and Lake Taupo, this is the country that for generations has been the home of the Ngati-Tuwharetoa tribe, probably the finest and bravest of the tribes comprising our picturesque Maori race. It was due to the generosity of their Chief, Te Heuheu Tukino (Horonuku), who, in 1887 gave the nucleus of the area, that this wonderful tract of country is now the heritage of the people of New Zealand for all time. We are glad to be able to record that Te Heuheu's grandson, Hoani te Heuheu, still lives with his people at Taupo in the district.

The western slopes of Mount Ruapehu, clothed at the lower altitudes with dense native bush, are skirted by the Main Trunk railway line, and from Ohakune, the nearest township, climbers proceed by a bush track to the Ohakune Hut, a three-roomed building with twenty-two bunks, and situated at an altitude of 4,550 feet. The slopes on this side of the mountain are somewhat precipitous in places and scarcely suitable for good skiing. No description of the southern area of the Park, and of Mount Ruapehu itself, for that

matter, would be complete without mention of Mr. T. A. Blyth of Ohakune, who has now over 130 ascents of the main peak to his credit, and also the late Mr. H. E. Girdlestone, F.R.G.S. (killed in France in the great war), whose pioneering work in both instances is so well known to all New Zealanders.

From Waiouru on the Main Trunk line the old coach road to Lake Taupo traverses the plains, from which, at the 19-mile peg, a track leads to the Waihohonu Hut, situated to the northeast of Mount Ruapehu. In the early days this hut was the usual base of operations, not only for Ruapehu, but also for Mts. Ngauruhoe and Tongariro as well. The locality known as Whakapapa, which was for many years the base of operations of most mountaineering and skiing expeditions and is now the site of the "Chateau Tongariro," is reached from National Park railway station by a good metalled road. The total distance is about 11 miles, including the gradual ascent of 4 miles from the main road to the Chateau itself. Many of us remember only too vividly the problems of transportation that were met with during the early stages of development and prior to the construction of the Bruce Road, giving access to the Whakapapa base. Prodigious feats of packing were necessary to enable a party to spend their holidays in this locality during the winter sports season.

During 1929 the erection of the Chateau ended the self-help arrangements that had existed up till this time. Built under the auspices of a private company and the National Park Board, this building, with accommodation for three hundred guests, has solved the accommodation problem here and enables all parties to

meet together for winter-sports tournaments. In addition to the Chateau, accommodation is also available in the Lodge buildings adjacent, as well as in the original huts.

During the months of July, August, and September, occasional heavy falls of snow enable visitors to don their ski at the Chateau (3,750 feet), but this snow, as a rule, soon vanishes, and by far the greater part of our skiing is undertaken at Scoria Flat (5,000 feet), an hour's walk up the slopes of the mountain. From here good skiing ridges lead up to the Whakapapa Glacier and on to the very summit—a distance of about 7 miles from the Chateau. "On top" a number of peaks encircle the Crater Lake, that phenomenon of Nature fully a quarter of a mile across, whose sulphurous waters lap the base of the surrounding ice cliffs. In the center, however, the waters frequently steam as a result of heat in some deeply hidden part of the mountain. From the summit on a good, clear day what more could one desire than the exhilarating run homeward, traversing the steep slopes of the Whakapapa Glacier. More especially might this be so for the average runner, who very often descends much too suddenly and involuntarily for comfort! Up to the present a trip to the summit on ski has been a somewhat rare and noteworthy event, but we look forward to the day when improved facilities will enable a larger number to undertake this journey.

On Upper Scoria Flat we have the Salt Memorial Hut which was erected last year in memory of the late Mr. W. Salt of Wanganui. Being comparatively close to the Chateau, it has no facilities for accommodation, but is invaluable for use by skiing parties during the daytime. At 6,000 feet is the Ruapehu Ski Club's Hut (erected 1923) with sleeping ac-

commodation for a party of four or six. On occasions the club members have had to dig in the snow to locate the hut. In this vicinity Olaf Pedersen, the popular ski expert employed at the Chateau, thrills and delights the crowds with his spectacular jumping. Here, also, the mountain offers splendid slopes for slalom and downhill racing, and good langlauf courses (though rather broken country) may be obtained by traversing the successive ridges.

Seven miles northeast of Whakapapa, across the rolling tussock-covered plains, stands Mount Ngauruhoe, connected by a low saddle to Tongariro, which in turn lies alongside to the north. At the foot of the saddle stands the Mangatepopo Hut (altitude 4,000 feet), containing sixteen bunks and from which either mountain is accessible. The former mountain, almost a perfect cone and easily the steepest of the group, sweeps upward (in perfect symmetry) for over 3,000 feet to an angle of nearly 40 degrees. As yet it is too difficult for us, but Tongariro, consisting of four extensive saucer-shaped craters, completely snowbound all the winter, is a ski-runner's paradise, and, although little use has been made of this locality so far, except in isolated visits, Tongariro will some day become a winter-sports rendezvous of considerable fame and importance.

So we have tried to picture for you—though somewhat imperfectly—the principal features of the Tongariro National Park; but we cannot bring to you the glamor and the attractions of this entrancing region—the everchanging coloring of the ridges, the plains below, the beautiful mountain flowers, and, chief among them all, the snowfields and peaks of these, our beloved mountains. You must come and see them for yourselves.

# Mandated New Guinea

By PHILIPPA ROSLING

On Staff of the "United Empire"



Two "Duk-duks," a "Tabuan" in the center.

The very words "New Guinea" conjure up an irresistible picture of wild and woolly cannibals, of pirate gold, copra and pearls. The copra is still there although, in these hard times, being a planter "is not all it's cracked up to be," and the distinctive smell of the copra vies with that of the kanakas handling it. The cannibals are, however, favored protégés of the League of Nations, and whereas formerly they buried their friends and relations in a matey sort of way under the bed, and their enemies in the cooking pots, interfering district officers now compel them to make more conventional cemeteries.

The only oysters seem to grow in mangrove swamps, and to consist of a particularly tough brand of rubber, in which no self-respecting pearl would allow itself to be found. (I read somewhere that pearls have been occasionally found in the bark of the coconut palm, of an amber hue, but I have never met anyone who has actually seen one.) As for the pirates, people do say that they are reincarnated

in certain traders; but then people will say anything as a change from the stock topics—kanakas and copra.

To get to Rabaul, headquarters of the Australian administration, as of the German before them, one takes ship from Sydney, and obtains the first idea of the tropics at the tiny but beautifully laid-out island of Samarai, belonging to Papua. Here the tourists get their first drink of "kulau," the milk of the green coconut, and expose film after film of "Native climbing palm tree." All are full of enthusiasm, and unforgettable was the sight of one stalwart, perspiring M.P. with a Mission, no coat, and startlingly vivid braces, haranguing a "picturesque" group of kanakas on the beauties of trade unionism.

As, however, the "man belong talk" could speak no pidgin, his argument rather missed fire, fortunately perhaps. Incidentally, some big-mouthed American negroes off an overseas ship met with more success recently at spreading their propaganda. They apparently got into

conversation with some of the more sophisticated of the Rabaul kanakas, boat-crews, police sergeants and the like, telling them they were fools to work for a small wage, and that all they had to do to improve matters was to strike, and all the white masters would come to heel, as it were. The recipients of this information not unnaturally considered this a number-one idea, with the result that one fine morning Rabaul woke up to find itself entirely without either police or house-boys, no fires, no baths, no breakfasts; and the Mission compound three miles out was full of an orderly crowd of natives. Owing to the multitudinous number of languages, their only method of communication was *bêche-de-mer* English, fully three-quarters of the mob not having the foggiest idea of the reason of the assembly. They just sat down and waited for something to happen. The climax came quickly: the police superintendent arrived and told them to return, arrested the ringleaders, dismissed the police boys concerned, and the whole affair, which might have been serious had there been proper coördination between the natives, fizzled out.

Rabaul, or rather the harbor, is beautiful, seen from the deck in the early morning; though old residents say that it is even more attractive going away! From the blue waters of the bay rise in gracious, green-clad curves the mother, and, further away, the two daughters, all three volcanic hills rising far above even the residential heights of Namanula. Soft early morning mists veil the peaks in rose-colored transparencies and lie along the water; canoes steal out of Matupi of the sulphur springs, to rock idly in the wake of the big ship; the cool morning sun shines gently and becomingly on red-roofed bungalows, each in its garden of sweet-scented flowering shrubs, over picturesque, unhygienic Chinatown, on wharves and schooners, without any of the brazen, glaring heat that later in the day melts ideals and wilts collars.

After the usual formalities with doctors

and customs, one goes ashore full of enthusiasm, which, at this early stage, is whetted rather than otherwise by the many strange smells which distinguish Rabaul; chief amongst them, of course, is that of kanaka, a good second that of dried copra, mixed equal quantities of sulphur and petrol and flavored slightly with frangipani.

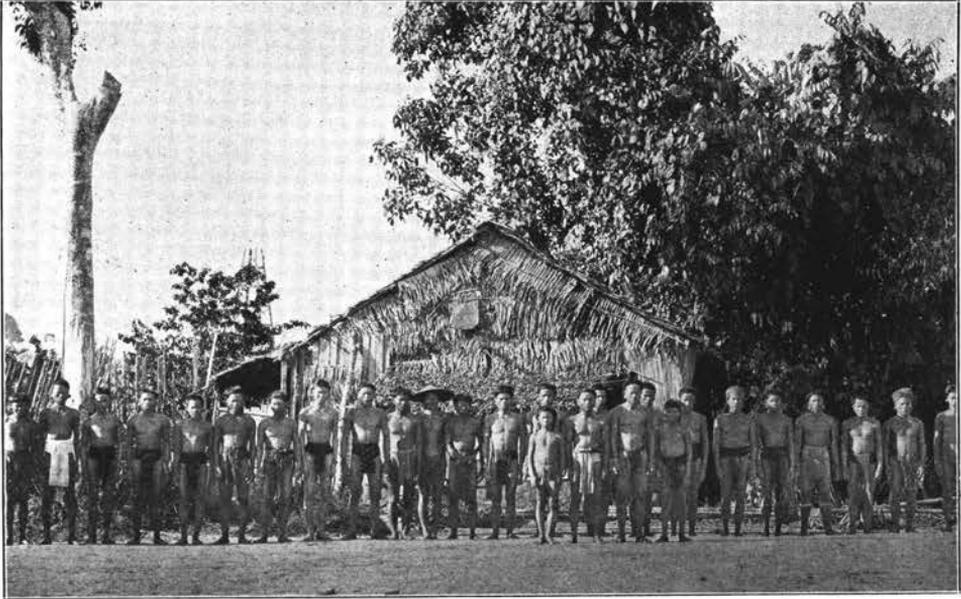
In the large and luxurious car, the driver, a capable but shirtless and well-greased "boy," drives in an apparent state of fury over what must be one of the worst roads in the southern hemisphere; safely arrived at the hotel, however, a smiling Chinese bartender pours out a couple of "quick ones" and life resumes its roseate hue.

After the second, one can sit up and take stock of the surroundings and of the very superior looking residents; an assumed superiority surely, considering that most of them have driven in many miles to participate in the joys of boat day.

Were it not for the enervating heat and the high cost of living, life in Rabaul would be quite pleasant, with tennis, swimming, dancing, bridge and golf, both miniature and real, or as real as is possible outside Scotland, and with a "rough" constantly intruding into the fairway and consisting of the razor-edged kunai grass.

The Rabaul native is not too prepossessing and has few redeeming features. He is more or less blood-brother of, and only about three days away from, the wild man of New Britain. These are still in the habit of raiding their neighbors and stealing their wives, and the chief weapon is a spear of limbung or black palm, tipped with bamboo.

There are some lovely drives around the town, along good roads, past plantations and native villages; in one direction lies Kokopo, once *Herbertshöhe* the old German headquarters, about 20 miles from Rabaul, a graded switchback winding round the many little bays, some of which have the reputation of being bottomless. They are the most gorgeous silky-looking turquoise blue. Driving is



*A dress parade of New Guinea natives.*

not without incident: pigs, suddenly seized with wanderlust, stroll gently across the road at a critical moment, calling their families behind them; kanakas choose the main road to practise on their new "wheel-wheel," and though too proud to alight at the sound of a car, their nerve gives out as one approaches, and they wobble madly all over the track, finally collapsing on to the grass border, just in time to save their lives, but not the shock to one's nerves.

After four days in steamy, hectic Rabaul, it is quite pleasant to return to the quiet and cool breezes of the ship. Kavieng, in New Ireland, is the next large port of call, and is the spiritual home of the late Herr Bulaminski, still venerated and feared by the local natives as a god, and originator of the great road since completed most successfully by the Australian administration.

Approximately running for 140 miles down the coast, this road is for a good part of the way hewn and dynamited out of the solid rock, is graded up pre-

cipitous hills, and bridges mountain torrents. Swamps suck at it, sand covers it, kunai crowds it, yet it is always kept in sufficient good order to serve well the planters, who have made their homes along its course.

The kanakas of New Ireland make some of the best house boys; they are biddable, and addicted to washing, more than are the mainland natives.

Manus, formerly the Bismarck Archipelago, government station Lorengau, is the next place en route, and is built up the side of a mountain, the commercial element represented by two stores at the foot of the hill, and the district officer on top—a position of eminence decidedly exhausting to attain.

The German architect responsible for Madang, on the mainland of New Guinea, had a decided penchant for the Swiss chalet style of building, the effect being extraordinarily good. Again one enters the harbor at sunrise, approaching past dozens of green islets set in a sapphire satin sea; in the distance, blue mountains, cloud-wreathed as with snow, the town itself set in a perfect garden of

greenery studded with hibiscus, cream and scarlet, with the golden-tinted frangipani, and every other flower possible to grow in the tropics.

And so, via Salamoia, where the talk is of aeroplanes and gold, and copra is unimportant, back to Rabaul. A study in contrasts at the gold port was rather interesting. The ship happened to be there at a time when the district officer was about to proceed on leave. Some of the local kanakas gave a "singsing," a wild-looking and barbarous affair, in the real old style. No women were admitted, except as accompanists on the kundu (a sort of elongated drum), and the men wore a single shell and a flower in the hair. Half-way through the show, an aeroplane appeared overhead, diving and swooping in various stunts, then, developing a stoppage in the petrol pipe, glided out to sea, and to the horror of the white population, buried itself nose first in the water. Rescue boats dashed out, and the occupants were rescued unharmed, but, and this is the point, the kanakas never ceased their "singsing," merely increased the noise into a perfect frenzy of yelling, almost developing into a song of primeval triumph.

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(At a recent meeting of the Cambridgeshire Branch of the Royal Empire Society, Dr. A. C. Haddon, F.R.S., late University Reader in Ethnology, Cambridge, gave an excellent lecture on British New Guinea, explaining that it is as difficult to give a comprehensive lecture on New Guinea as it would be to give one on Europe. The languages are so different, and the types of inhabitants and their modes of life are so diverse. The languages of Papua, as British New Guinea is called, do not even form a linguistic group. The name Papua means woolly-headed. This, while it is true for many of the inhabitants of British New Guinea, is by no means true for them all. On the west coast the people are extremely backward. Their houses are

small shanties of grass, their clothes are nil, their religion and sociology are primitive in the extreme. They are a wandering type of people, and they do very little in the way of cultivating the land. It is to Papua that you would go if you wanted to be killed by a British subject without his feeling that he had done anything very wrong. It is all in the day's work. The Government has great difficulty in persuading the Papuan that he must not kill. Up till recently it has been a custom that no girl will marry a young man unless he has killed another man and has brought back his skull. There is great wisdom attached to this, as, if a man has not succeeded in killing another man, how can he be a proper protector for the lady whom he hopes to make his wife?

These men are cannibals. It would be a great mistake to waste the flesh of a man who had been killed either in vengeance or at the initiation ceremony of a new house. One man when asked why he had killed his neighbor, replied that it was because he talked too much: an excellent reason. The moral the Papuans follow with regard to those they kill is: Waste not, want not. The Government has great difficulty in stopping cannibalism, because if they succeed in stopping it in, say, a shore-living tribe, their neighbors come down and make a raid on them, and if they may not kill, what are they to do? It would be bad luck for a tribe to be eaten just because they are doing what a few white people think is a good thing, and abstain from killing. As we go further east, the houses improve and the people become more civilized. Their sanitation becomes better and their general mode of living improves. In the west there are sacred clubs. These are only for the men, and they form a center in village life. When a new club is started, a human sacrifice has to be made. Eastwards these clubs are replaced by special holy platforms on which the men of the village sit and talk.)

# An Outline of Vocational Guidance in Japan

By HEIJIRO SHIMOKAWA

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(A paper presented at the Pacific Regional Conference of the World Federation of Education Associations, Honolulu, July 25-30, 1932.)

In Japan the importance of vocational guidance from an educational standpoint was recognized from ancient times, although it was not based upon scientific theories of the present day.

In older days to educate the common people it was customary to give practical training, by teaching reading, writing and arithmetic. A special emphasis was given to make it a fundamental guide for widening the field of the future vocational activities of the pupils.

During the reign of Emperor Meiji (1851-1912), communication with foreign countries increased tremendously. Feeling the need of elevating the intellectual standard of the people, our Government made an effort to perfect the educational system and to bring it to the level of the nations of the world. This idea was made clear in Article 1 of the Elementary School Ordinance issued by the Department of Education in 1885, which reads as follows:

"The object of primary schools is to pay attention to the physical development of children, and to give them a foundation for moral and national education as well as knowledge which is essential in their daily lives."

This has been the fundamental principle of our primary school education and it has continued until the present day. But, since the great war, vocational guidance based upon scientific theories has come to occupy an important place in the education of our youth.

During the great war, the development of industries in Japan was immense, and

the demand for the labor of women and children greatly increased. Thus, the educational authorities began to consider this problem seriously and to make an appropriate provision for it. The changing social condition gave an opportunity for the practical application of the principle of vocational guidance.

This tendency was recognized by the government and in 1925 the Department of Education called a conference for the establishment of vocational guidance in education. It was called "A conference for the vocational guidance of young people"; and the opinions of educators who attended it were invited on the following subjects:

1. Educational significance of vocational guidance.
2. Promotion of equipment for vocational guidance in public schools and for social education.
3. Organization for vocational guidance.
4. Mental test.
5. Publication of materials for the study of vocations.
6. Social investigation into vocations.

Furthermore, a systematic study on the following points was made:

1. Principles of vocational guidance for youth.
2. Relations between the educational authorities for the vocational guidance of youth and the juvenile employment office.
3. Educational facilities for the vocational guidance of young people.
  - (a) Articles that should be installed by the Educational Department.
  - (b) Articles that should be equipped by Hokkaido, urban prefectures, prefectures, cities, towns and villages.
  - (c) Equipment in public schools.
  - (d) Equipment for social education.

The result of these investigations was presented to the Minister of Education, and the policy of the Department was decided upon. In November of the same year (1925), the Minister of Education issued an instruction concerning "the Individuality of Pupils and Vocational Guidance" to the prefectural governors and encouraged them to put into operation the principles of vocational guidance in public schools. The instruction read as follows:

"In view of the progress of the age and the change in our society, it is an urgent necessity to give proper education to the children at school according to their mental and physical inclinations, and to give them proper guidance with respect to their individuality in their new career after graduation. Thus, in public schools, it is essential to give proper attention to the study of the special characteristics of the pupils, and to give them proper and kind guidance for practical education to meet their circumstances. This will aid them to develop their superior character and to select their occupations. Thus, along with cultivating the true national spirit and inculcating the habit of respecting labor, let them have a proper understanding of their vocations. In this way alone can the real purpose of education be accomplished.

"Henceforth, the special attention of the school authorities is called to the following points:

1. The character, conduct, ability, taste, characteristics, scholarly attainment, health, home, and other circumstances of pupils shall be studied and considered as important materials for education.

2. The superior qualities of pupils shall be developed with respect to their individualities, and proper direction shall be given for the selection of occupations after their graduation from schools.

3. The school authorities shall have constant touch with the parents or guardians of the pupils concerning educational guidance mentioned above.

"The governors of prefectures are requested to bear these in mind and to make their utmost efforts to attain the true object of education."

The foregoing instruction was conveyed on the same day to the prefectural governors and they were requested to take notice of the following items in order to carry these instructions into effect:

1. The school authorities shall study the method of observation about the characteristics of the pupils, their environments, and the system of recording the results.

2. The school authorities should be in close touch with the employment offices.

3. Instructors of the normal school, technical continuation school, training school for teachers, etc., shall have to pay special attention to these instructions.

4. Teachers shall be given a short course of training for studying the individual characteristics of the pupils.

5. The purpose of instruction shall be made clear to the parents and guardians of the pupils.

Besides, we are making extraordinary efforts to spread and to put into effect the purpose of vocational guidance through short courses of training and lectures.

At the same time, in view of the importance of the work of the Juvenile Employment Office, the Department of Home Affairs in coöperation with the Department of Education gave instructions to the officials under their jurisdiction to impress all the employment agencies of the country with the importance of vocational guidance and the improvement of their methods.

Although the conditions of practical operation of vocational education may differ somewhat in different districts, the real aim is based upon the Instruction of the Educational Minister.

The plan for the practical operation of vocational education in the City of Tokyo for 1932 is as follows:

*I Organization for practical operation.*

1. Elementary school— School: Committee on vocational guidance—director.

Ward: Meeting of the directors of vocational guidance—Head of the ward. City: Meeting of the committees on vocational guidance—Principal of elementary school.

2. Higher elementary school—School: Committee on vocational guidance—Director. City: Meeting of the directors of vocational guidance—Head of the section.

#### II *Organization for investigation.*

The investigation committee on vocational guidance in Tokyo is subdivided into four sections:

1. Elementary school section—8 men.
2. Higher elementary school section—8 men.
3. Industrial continuation school section—9 men.
4. Individuality section (investigation of children)—8 men.

#### III *Organization for vocational guidance in the City of Tokyo.*

1. The research bureau for vocational guidance.
2. The committee on juvenile employment agencies (under the auspices of the Bureau of Social Welfare).
3. The meeting of school inspectors.
4. The meeting of the standing committee on the elementary schoolmasters' conference.
5. The meeting of the principals of higher elementary schools.

6. The meeting of the principals of industrial continuation schools.

7. The Research Association on introducing children to Industrial Education.

8. The committees on Employment in higher elementary school.

#### IV *Cases for investigation.*

1. Preparation for concrete plans for leading elementary school children.

2. Preparation of the plan for giving employment to elementary school children.

3. Investigation of the teaching materials and the method of treatment for giving an understanding of vocation to the elementary school children.

4. Preparation of a concrete plan as to

the method of study by inspection for vocational guidance.

5. The examination of the method of treatment of the curricula and of the teaching materials of the higher elementary school for vocational guidance.

6. Preparation of the summary of vocational guidance in higher elementary schools.

7. The examination of materials as to the method of vocational guidance.

8. The examination of the method of guiding individualities.

9. Preparation of a conclusive plan as to the examination of individualities.

10. Preparation of a standard plan for various examinations based upon the investigation of individualities.

11. Preparation of a system of vocational guidance in industrial continuation schools.

12. Preparation of a concrete plan as to the method of introducing pupils in industrial continuation schools for employment.

13. Preparation of a concrete plan as to the method of connection between elementary schools and industrial continuation schools.

#### V *Matters concerning the educational training of school teachers in the City of Tokyo and lectures and short courses.*

1—The short course:

(a) The short course concerning the theories and facts of vocational guidance in elementary schools—20 times.

(b) The method of treatment of each curriculum and teaching materials of the elementary school from the standpoint of vocational education—6 places, 5 times each.

(c) The short course for the method of guiding individuality—6 places, 2 times each.

(d) The short course for the method of measuring intellect—6 places, 2 times each.

2—Lectures:

(a) On labor.

(b) On laws for the protection of women and children.

(c) On social, industrial and economic conditions.

The administrative and executive plans of all cities throughout the country are almost similar.

Conditions in each school are different in accordance with their environment, but the main items of practical operation are as follows:

I *An inquiry into individuality and home environment.*

1. The conditions of home (family, rich or poor, occupation).

2. Environment (surrounding conditions of the children's homes).

3. Scholarship (results, diligence, like and dislike of lessons, especially strong and weak in lessons).

4. Physical condition (health, physical merit and defect).

5. Mentality (general intellect, special ability, sentiment, nature).

6. Interest.

These points shall be recorded properly and systematically after careful examinations.

II *To give the children an understanding as to their occupation and vocational training.*

1. Lecture (Make a time arrangement for it, separate teaching materials for male and female audience, invite some learned persons of experience).

2. The use of teaching material (Teach properly in pamphlets together with the present national textbooks).

3. The use of moving picture films.

4. The investigation of employment (Let pupils themselves examine and publish result by a proper method).

5. A guide for proper reading (Choose proper juvenile literature for their reading).

6. Study by inspection (Study employment under a proper system).

7. The preparatory training for vocation (Use practical lessons).

8. Participation in employment.

III *Assistance and direction for employment.*

1. Assisting children to employment in vocations chosen by themselves from their self-consciousness.

2. Promotion of efficiency in children's employment by systematizing employment work in schools.

3. Assisting children for their rational employment by an organic method having connection with children's employment office.

4. Increasing opportunities for employment by utilizing other relations and social organizations.

5. The effort for the preservation of children's future happiness by bringing their egoistic elders and employers into understanding.

IV *Assistance after obtaining employment.*

1. Keeping connections with employers (for visiting employers).

2. Utilization of class meetings and alumni associations.

3. Giving advice to the parents about the working condition of the children by keeping in connection with them.

4. To make opportunities for study for the children in training schools or industrial continuation schools in coöperation with their employers.

5. Proper guidance of children in coöperation with employment offices and other social organs.

By means of such contents and methods, we have come to obtain quite satisfactory results.

Now, in closing I wish to state that education in Japan is about to begin tremendous progress along the lines of vocational guidance of the school children and is destined to develop a new world.



Surabaya  
the First  
Commercial  
City of  
Netherland  
India



Surabaya, the capital of East Java, ranks, with an import and export value of over 365,500,000 guilders in 1930, first among the commercial centers of Netherland India.

It is a town of modern growth, although the first mention of the name is found in an ancient Javanese poem of the fourteenth century. Practically nothing is known of the town until 1617, when Jan Pieterszoon Coen, after founding his city of Batavia, established at this point a branch factory of the Netherland East India Company. This placing of the branch at Surabaya shows the keen perception of Coen for commercial values, for at that time the town of Grissee still held the position of dominance which it had maintained for several centuries. Coen, however, with his admirable foresight, believed that the site at Surabaya offered greater possibilities, a belief which has been amply justified by subsequent events.

During the seventeenth and the early

years of the eighteenth century Surabaya was a shuttlecock tossed to and fro in the petty wars of various native princes, and in that time, naturally enough, made but little progress. Coen's prevision could only begin to be realized in fact after 1743, in which year the town of Surabaya was definitely ceded to the East India Company by the then ruling prince.

In the beginning of the nineteenth century the city rapidly increased in importance if not much in size. Its territorial growth was long hampered by the fortifications with which it was surrounded and it was only after their removal in 1871 that the modern development of the old town into a great city became possible. In the past thirty years of the twentieth century the growth of Surabaya has exceeded all dreams of its former designers and it has become one of the foremost cities of the East.

This has largely been due to the great

expansion of the sugar industry in East Java which has become one of the largest sugar-producing centers of the world, the principal harbor of export for the produce being Surabaya.

Not only is the city the capital of East Java, but also the headquarters of the Netherland fleet in Indian waters, and the navy has a magnificently equipped dockyard in Surabaya with drydocks capable of doing repairs on large ships of war and of building ships of considerable size for the Government when required.

Surabaya is a municipality governed by a Mayor (the *Burgemeester*) and four Aldermen (*Wethouders*) assisted by an elected Council of 31 members. It is a large city of some 337,000 inhabitants, among whom are over 38,000 Chinese, well known over the whole East as the principal retail merchants and small shopkeepers, which testifies to its brisk trade.

Like Batavia, Surabaya is a very healthy city. It is necessary to lay a certain emphasis on this fact, since the world at large and tourists in particular seem often to have overlooked the enormous strides which have been made in municipal public health in Netherland India during the past ten or fifteen years, and which have brought the greater cities of this country to a position where they bear direct comparison with the great cities of Europe, America and Australia in cleanliness and sanitary efficiency. Formerly the East was sometimes called the "white man's grave," and wild stories used to be told in the "old countries" of the sunstrokes, malarias, choleras and even serpents that lay in wait for the unwary in the cities of the East. Assuming that everyone knows now that the serpents were rather exaggerated, many may be surprised to learn that the rest was, for Netherland India at least, equally overdrawn. The death rate per 1,000 for all Europeans in Surabaya is 10.3 and the figure would be far lower if it were

restricted to immigrated Europeans to the exclusion of all locally born persons with the legal (and statistical) status of Europeans. This figure, officially supplied by the Public Health Service of Netherland India, and so, trustworthy, compares favorably with those of cities in other countries of the world.

This has partly been brought about by bettered living conditions for the Europeans. Surabaya's many Europeans now live for the most part in a special up-town district, spaciouly laid out with a view to the needs of the white man in the tropics, which makes the city hardly less comfortable to live in than the cities of Europe, and which certainly avoids many of the disagreeable features of life in old-country towns. Another important factor contributing to improved public health and lowered morbidity and mortality is the splendid water-supply systems more or less recently developed; that of Surabaya bringing two-thirds of its water from springs lying nearly 30 miles away from the city, and purifying it as well as the other third by the most up-to-date methods in such a way that all water as it comes from the taps can be guaranteed entirely free from the germs of all water-borne diseases.

Surabaya, first opened up to Europeans as a commercial center, has developed along commercial lines and is today the center of trade and industry in Java. Its importance rests largely on the sugar industry, although it is also a large center of export for tobacco, rubber, coffee, tapioca, copra, and other products of tropical agriculture.

The city has many beautiful buildings, erected to house the central offices of the various sugar interests, the banks, and the provincial and municipal government departments.

Surabaya is also an important center of industry. Many machine shops are situated here to cater for the machinery used on the sugar estates. There are also soap, cardboard, alcohol, rubber, kapok and other manufactories in or

near the city. Quite close by lies the great refinery of the Bataafsche Petroleum Maatschappij, where petroleum is worked up into its various commercial products. The tanks of the Standard Oil Company of New York are also situated near by.

For the tourist Surabaya can offer fine de luxe hotels and others more moderate in price, which give him quiet comfort within his means. At the de luxe hotels dinner music is given by excellent orchestras. There are many good restaurants, several clubs where visitors may be introduced, modern cabarets and dance clubs as well as a number of moving picture theaters all equipped with the most modern sound reproducing systems. For the more serious-minded there is the newly opened Museum of Native Arts and Crafts, a public library and reading room, an amateur dramatic society and symphony orchestra. But above all there is the zoo, in which an effort has been made to present the various animals in their natural surroundings. Many rare beasts and beauti-

ful birds are on exhibition here, some that are to be seen alive nowhere else, such as *Varanus komodoensis*. An aquarium has recently been added.

No visitor should miss a trip to the old Chinese and Arab quarters of the town, and the great mosque in Kampong Ampel divides the interest equally with the Chinese temples. Equally interesting is a visit to old Grissee, which lies close to Surabaya on the shores of the Straits of Madura. This is one of the oldest Mohammadan settlements in Java and is still the center of ancient native handicrafts, such as ornamental wood-carving and metal work. The famous minaret is one of the very few in Java, where the mosques are usually built without.

Within easy reach of Surabaya by road or train lie many lovely hill stations. Among these may be mentioned Prigen and Tretes; Tosari near the Bromo volcano and the sand sea; Nongkodjadjar; the Mountain City of East Java, Malang, Lawang, Batoe, Songgoriti and Poedjon, all worth visiting.



# The Progress of Women in Costa Rica

By DON MANUEL GONZALEZ ZELEDÓN

Chargé d'Affaires of Costa Rica

(An address delivered at Alva Belmont House, National Headquarters of the Woman's Party, Washington, D. C., July 17, 1932.)

On the girdle of this continent there is a narrow strip of land with an area of 56,000 square kilometers, through which the lofty mountains which form the backbone of America squeeze themselves to pass from the North to the South, making out of it what has been baptized with the name of America's Switzerland. From the Caribbean Sea to the Pacific Ocean, it measures only an average of two hundred miles; and as a consequence of its orography, you can easily imagine that it enjoys many different climates, from the heat of its shores to the cool air of its high valleys up in the middle of the country; and at the same time you will realize the immense variety of its agricultural possibilities and natural products.

It was on the fourth and last voyage of Columbus, one morning of October, 1502, that he discovered this strip of land, in his search for a passage to his dreamed oriental golden realm. He was so astounded with the beauty of the scenery, with the wealth of the aborigines, and with the stories of great deposits of gold which the crafty Indians made him believe, that he baptized the newly discovered land with the pompous name of "Costa Rica" (the "Rich Coast") imposing upon its future owners the tremendous task of making good his exaggeration.

But you are not here this evening to hear descriptions of its natural beauties, climate, ores, woods, fauna and flora, or dry statistics of its exports and imports, currency, rates of exchange, and all those highly interesting aspects which consti-

tute the delight of professors and scholars.

In that little strip of God's land, there are now happily living, working and progressing 535,000 human beings, more than 90 per cent of pure white race, of Spanish stock, and of this number, no less than half of them are women, all deserving to be loved and respected throughout the world.

Travelers visiting that country, without exception, have always words of praise for our women, calling them extremely beautiful, and alluring. Beauty is only skin deep. What they really are is one of the finest collections of intelligent, energetic, devout, home-loving, and patriotic souls living upon this earth; and this is vouched by dry facts already registered and inscribed by history.

While Costa Rica was struggling for independence, Costa Rican women were kindling the fires of patriotism in the hearts of their mates. Many illustrious names I would be able to mention, but I prefer not to do it, lest I may omit some of those deserving eternal gratitude. During the very dangerous years of 1856 and 1857, when we were forced to defend our land from adventurous invaders, our women accompanied our soldiers into the battlefields, encouraging them with their presence, helping them with unweaving activity, healing and nursing the sick and the wounded, closing the eyes of the dead, burying the beloved heroes and even snatching from their hands the abandoned weapon and using it for the defense of their country's integrity.

Whenever in the history of Costa Rica patriotism has had to be the keynote of the moment, women have shown it conspicuously and in a very high degree. It was due to their patriotic attitude on the memorable 13th of June, 1919, that the vacillating minds of the people threw their virile protest against the tyrants then misgoverning Costa Rica, succeeding a few days later in throwing them out of power and reorganizing the republic under law and justice.

Public instruction is the leading pre-occupation of our people. We use more than one-sixth of our revenues in education. We keep open 475 schools with 45,000 pupils and 1,460 teachers, advantageously comparing with our 300 soldiers. It is the proud boast of our country that we, among the nations, have almost five times as many teachers in our schools as soldiers in our army. Recently, when a new school was needed, a barracks was taken over, remodeled, and turned from military uses to the instruction of our children. This is the reason why our illiteracy is negligible, and why Costa Rica occupies with great pride the second place, in this regard, among her sisters of this continent.

Under our civil laws, woman is free to trade, and she can freely dispose of her property by sale, donation or will, without any restraint whatever and without needing the consent of her husband. Divorce offers her freedom not only from her unfaithful mate, but also from a lazy, brutal one.

In all the important activities of life, the Costa Rican woman exercises her intelligence and energy; industry, science, arts, commerce, find her struggling under the same privileges and obligations granted to men, and in many instances obtaining higher success than her competitors of the male sex. In the schools, women have shown great ability; under their careful guidance many of the public learning institutions are yielding excellent crops, and women have been the initiators of the most progressive steps

for the welfare of the child, the home, the destitute.

It is my proud recollection that in 1902, when I was Director of Statistics in Costa Rica, I was the first government official of my country to employ women in government offices, and thereby open to them a new field of development and of service. So successful was the innovation, and so popular, that when, five years later, I became Consul General of Costa Rica in New York, a woman, one of that first splendid group who came into my department, was my successor as Director of Statistics! Since then, women have rendered efficient service to the State in ever increasing numbers and in all departments.

You will find the Costa Rican woman doing her share, and often far more than her share, in every walk of life. Our women toil with the men in the fields, in the coffee groves, pitting their forces against nature, man's best friend and worst enemy in the tropics, and wresting a livelihood from the soil. Women own their businesses; they are becoming an important factor in professional life. They have long been a motive force for every betterment in government. Courage, strength, and energy have characterized them in their upward course toward economic and political independence, and equality before the law.

Just at this moment, when facts have amply demonstrated that the Costa Rican woman is ripe for the enjoyment of full rights and for the fulfillment of political duties, our legislators are discussing a bill reforming and amending our constitution, granting her the right to cast her vote in the free election of public officials; and public opinion is so much in favor of the project, that there is no doubt that it will soon form a part of our constitution.

Not slowly, but by swift strides, woman in Costa Rica has reached a very high place in our institutions; and in the very near future she will be enjoying the same rights and privileges enjoyed by men.

# Health Supervision in the Philippine Provinces

By ROSA MILITAR

Supervisor of Health Education Bureau of Education.

(A paper presented at the Pacific Regional Conference of the World Federation of Education Associations, Honolulu, July 25-30, 1932.)

The following information regarding the work of health supervision throughout the provinces in which the Bureau of Education plays a large part is offered.

Physical examinations and immunizations within the school and corrective work and treatments in public dispensaries are activities carried on by physicians and nurses of the Philippine Health Service. Health supervision within the school is rendered by nurses employed by the Bureau of Education, by nurses of the American Red Cross and by dentists of the Junior Red Cross. The Bureau of Education has adopted a regular policy regarding school nursing and this is followed by nurses of any organization when working within the school. It serves in a measure to standardize the work and makes possible better coöperation on the part of the school personnel.

Bureau of Education nurses are designated as teacher-nurses in recognition of the health educational nature of their work. They do not take charge of classroom teaching but carry on educational activities with the teachers, parents, and pupils. The number of nurses is far from adequate and they are not uniformly distributed. In the division having the largest number of nurses in proportion to school enrolment the average number of pupils per nurse is 5,300. The amount of time the nurse can give to one school varies from three to nine days within the year. In many localities days of difficult travel intervene between school visits. In 1931 there were 10 of the 50 provinces without any school nurses.

More than 900 schools and 120,000 children were without school nursing service.

In order to provide for some carry-over after the nurse's brief visit to the school a plan has been developed whereby each school should have a first-aid teacher. These teachers are given some preliminary instruction in normal institutes and summer schools and in addition they observe the work of the nurse while she is in the school clinic. It is the duty of this first-aid teacher to continue the application of simple remedies within the school after the departure of the nurse and to render such first aid as may be needed from time to time. In the absence of local medical and nursing personnel and because of the distance to public dispensaries and the difficulties of travel this plan has proved helpful in the case of many minor conditions requiring daily care.

An idea of the extensiveness of this work can be gathered from an examination of the following table:

Number of schools (including Manila)	7,757
Annual enrollment .....	1,207,146
Number of teacher-nurses (B.E.).....	82
Number of Senior Red Cross nurses	46
No. of schools with first-aid teachers	3,848
No. of schools with medicine cabinets	3,828
No. of pupils treated by first-aid teachers:	
For eye infections.....	83,905
For minor injuries to skin.....	103,685
For malaria .....	12,645
For skin diseases .....	224,941
Total number of treatments given in school clinics exclusive of dental treatments .....	808,655
Amount spent for medical supplies.....	\$43,234.88



*It is a problem to obtain a sufficient number of physicians and nurses to cover the country districts.*

## Health Supervision of the Public School Children in Manila

By M. C. ICASIANO, M.D., C.P.H.

Chief, Section on School Health Supervision, Philippine Health Service.

(A paper presented at the Pacific Regional Conference of the World Federation of Education Associations, Honolulu, July 25-30, 1932.)

The first attention given by the Government to the public schools with a view to medical supervision dates back to 1906 when the first attempt to regulate the sanitary condition of school buildings was made by the Bureau of Health. Systematic vaccination was carried out in the following year and in 1910 physical examination of school children in Manila was first performed. This last activity was prompted by the occurrence of several cases of diphtheria in the public schools.

In 1912 and in 1913 all the pupils of the grade schools were individually examined, and provisions for the treatment

of the defects found were first made in the latter year.

In 1914 medical inspection of public schools in the provinces was ordered by the Director of Health in places where the health officers were physicians.

The year 1917 was marked by the appointment of four full-time graduate nurses to work in the Manila schools.

Preadmission inspection of all new pupils in Manila was started in 1918. Trachoma was then the major problem occupying the attention of the administration and preadmission inspection was aimed mainly at preventing the access of

trachomatous children from the provinces to the city schools. This same year the first dentist on a full-time basis was appointed.

In 1919 medical inspection was standardized throughout the Philippines and made a compulsory part of the general health activity of the health officials.

In 1922 the service was strengthened by the entrance into the field of the American Red Cross. This institution furnished at the beginning a few nurses and dentists and steadily increased its staff from time to time.

With such a modest start, directed mainly to the search and prevention of communicable diseases, it has gradually increased its usefulness to include all phases of health activities that may help the child realize the highest degree of health possible.

In Manila health supervision in the schools is handled by a group of physicians, nurses and dentists devoting their entire time to school work. In the provinces, with the exception of a relatively small number of nurses from the Bureau of Education and nurses and dentists from the Red Cross, the rest of the personnel does school work as a part of the general activity on public health and, therefore, is only able to devote to the schools a meager portion of their time.

Considering these differences, it has been deemed necessary to discuss the type of work done in Manila apart from that in the provinces.

At the beginning the work of school medical inspection in Manila was conducted as an occasional activity of the five municipal (district) physicians then in charge of the general sanitation of the city. A definite personnel was not assigned to the schools till 1911, when a full-time school physician was appointed. The occasional help of the municipal physicians continued up to 1919 when two physicians were assigned on a full-time basis to the schools.

In 1926 this number was increased to three, and again one was added in 1928.

Four full-time nurses were first assigned to the city schools in 1919, when the school enrollment was 34,549, giving a proportion of 8,637 pupils per nurse. This was increased to 9 nurses in 1922 and to 20 nurses in 1930. At the time of writing of this paper the total number of nurses is 23. Of these 10 are from the Bureau of Education, 6 from the Red Cross and the remaining 7 from the Philippine Health Service.

Last year, with a total registration of 67,917, the 20 nurses had an average load of 3,395 pupils per nurse.

One full-time dentist began work in 1918. Another was assigned in 1922. They were gradually increased till at present there are 8 dentists working full time for the schools, one paid by the city government and 7 by the Junior Red Cross. With last year's registration the proportion of pupils per dentist was 8,490.

A summary of the above discussion may be visualized through the following table.

PROPORTION OF HEALTH PERSONNEL TO ENROLLMENT

Year	Number of physicians	Number of nurses	Number of dentists	Total number Annual Enrollment	Total number of pupils		
					per Physician	per Nurse	per Dentist
1919-20	2	4	1	34,549	17,274	8,637	34,549
1925-26	3	9	2	57,856	19,285	6,428	28,928
1931-32	4	20	8	67,917	16,979	3,395	8,490

Great importance is attached to systematic search for contagious diseases. Due to the close association of children in the schools any communicable disease is apt to spread and affect a large group at any time. Besides this the effect of some contagious diseases is so disastrous immediately or so far reaching as to produce permanent injury to the victim.

The search for these diseases starts before the opening of the schools every year. Pupils entering for the first time or transferring from one school to another are required to produce a medical certificate to the effect that they are free



*Baguio, a health resort and summer capital, is accessible from Manila by a fine highway.*

from contagious diseases. For this purpose clinics are opened at strategic points of the city one month before the opening of classes. This early examination enables the children who may be denied a certificate to have their condition treated in time and reexamined before school registration begins.

In the preadmission examination of last year, out of 8,116 children examined the following contagious diseases were found:

Trachoma 28, acute conjunctivitis 9, scabies 151, tænia flava 120, ringworm 2, tropical ulcer 7, impetigo 1, pediculosis, alive 33.

The finding of such a number of contagious diseases is enough justification for the trouble that such examinations entail. But there is still more benefit to be derived from them, and that is, the attention given to the physical well-being of children, which otherwise would have been neglected. In the Philippines where people seem so eager for education, the rejection of a child from schools is felt keenly by the parents. In preparation for this important event of physical inspection mothers make many efforts to fatten, clean, treat skin diseases and other de-

fects they may be aware of several months ahead of time.

Another procedure followed to find cases of communicable diseases is the rapid classroom inspection. Each nurse inspects all children in the group of schools at frequent intervals by this method. A typical rapid inspection is made as follows: The nurse posts herself near a window with her back against the light, so as to have a good view of every child while marching in front of her. With arms exposed up to the elbows, each child approaches the nurse and shows her the front and back side of his hands and forearms. The child next everts his lower lids with the forefingers, then lifts the nose with the thumb. Next opens wide his mouth, with the face lifted up, and says "ah" to give a full view of his throat. Then parts her hair if a girl and lastly shows his ears.

Young children are early trained in their first day of school in this procedure, so that as time goes by, they become so accustomed to what is expected of them by the nurse that the inspection goes on rapidly and smoothly without the nurse touching a single child.

Children found with suspicious signs of contagion or any other abnormality are singled out for a more detailed inspection at the clinic room. Doubtful cases and those apparently needing attention are referred to the school physician.

Whenever cases of acute communicable diseases, such as chickenpox, diphtheria and the like are found in classroom, the class concerned is inspected every day by the nurse (if she is scheduled to visit that school daily) till the incubation period following the last case is over. If the nurse has under her care more than one school (no nurse has more than two schools) she instructs the teacher what signs and symptoms to look for according to the particular disease, and delegates to her the class inspection on her (the nurse's) off days.

Dangerous communicable diseases are reported immediately to the health station of the district for proper isolation or quarantine. Other cases are excluded from the school till cured. Cases causing no danger to other pupils are treated at the school clinic. No excluded child is allowed to attend classes without a certificate from the school physician.

Prophylactic inoculation is another activity which is carried on as a matter of routine in the schools. In the Philippines where systematic vaccination is efficiently done, practically 100 per cent of all infants are vaccinated before they reach one year of age. After this they are relatively neglected and the majority are not again vaccinated till they enter school. We, therefore, make it a point to vaccinate them at this time. The regular procedure is to do this on all first grades every year during the first month of the school term and the 7th graders later in the year.

Antityphoid, anticholera and anti-dysenteric vaccines are given as the need arises. As a general rule, however, typhoid vaccine is given to every pupil every two years and cholera and dysentery vaccines once a year.

During the last school term the number

of school children given prophylactic inoculations are as follows:

Cholera vaccine .....	66,841
Typhoid vaccine .....	56,867
Smallpox vaccine .....	26,798
Dysentery vaccine .....	3,418

It is a routine procedure to make a health examination of every school child at definite intervals three times during the elementary grade and once in the high school. A yearly examination though undoubtedly better is materially impossible. An examination every three years is quite satisfactory. If children found with defects are treated properly, and educated properly, too, in matters of health, it is likely that no defect of care will develop in three years' time.

An individual health examination covers the taking of height and weight (by the teacher or the nurse); testing of vision and hearing (by the nurse); and a thorough medical examination by the physician. The measurements and testings are usually performed and entered on the records before the child is gone over by the physician. The health examination is done by the physician in the school clinic where some privacy is always had. All boys, and girls up to 13 years of age are examined with the body naked up to the waist and older girls with the chemise on.

An individual health record is provided for each child. This card follows the child from class to class, and from school to school throughout the Islands during his school life as a permanent record of his health condition.

During the last year (1931-1932) 20,294 children were given complete health examination. Of these 15,079 were found with one or more defects, the most prevalent of which were the following:

Teeth .....	9,936
Eyes .....	3,456
Underweight (10% or more).....	1,938
Skin .....	1,698
Nutrition .....	1,103
Tonsils .....	834
Glands .....	786



*Health service is compulsory even in the small villages.*

Vision .....	748
Pediculosis .....	333
Lungs .....	244

It may be of interest to discuss here the comparative frequency of each of the most important defects observed in school children as it affects different age groups. The discussion will naturally be limited to those grades covered in the routine physical examination.

Dental defects decrease as the child progresses in age. This is due to several factors. The change of temporary teeth by new ones, the dental care given the school children, the continuous instruction given by the classroom teacher concerning tooth hygiene, and last the natural desire for beauty which comes at puberty.

Eye defects, but more particularly vision defects, show marked tendency to get worse with age. The excessive use of this organ during the process of education is manifestly harmful and its use apparently is considerably more than what nature has intended for the organ to perform. So long as our educational system exerts too much burden on the eye we shall have to expect an ever increasing defect of vision which calls for more efforts to promote the hygienic care of this organ.

Underweight will not be discussed, as the writer attaches no importance to it as a diagnostic sign of ill-health. This is only important when accompanied by such symptoms as pallor, flabbiness of the muscles, and proneness to fatigue. Underweight alone in an otherwise active and healthy child is of no significance.

Skin diseases are normally higher in younger children of school age than in older children. The apparent low frequency among first grades is undoubtedly due to the fact that most skin diseases among prospective first graders are eliminated in the preëntrance examination.

Nutritional defects are practically constant in all age groups. The slight increase among the seventh graders may be due to rapid growth at this stage of development. All in all the figures on nutrition seem rather low compared with ordinary literature of this kind. This is undoubtedly due to our strict standard in the diagnosis of malnutrition. We only declare a child malnourished when showing pallor, flabbiness of muscles, 10% or more underweight and a general appearance of tiredness.

Getting defects corrected is one of the most important but at the same time most



*Philippine sunsets are noted for their splendor, and the reputation is truly deserved. A ride along the Pasig at sunset is an experience long to be remembered.*

difficult tasks in school health supervision. Finding defects would be useless unless the defects found are corrected. Building the health of the child, which is our main aim, must of necessity start with the correction of existing defects.

We always endeavor to shift to the parents the responsibility of having the defects of their children corrected. Poverty, however, and lack of sufficient understanding have made it impractical to rely on them alone. Referring the children to outside dispensaries alone or with their parents is oftentimes not productive of good results either, unless the nurse accompanies them. So, whenever possible and convenient, children are brought by the nurse in groups. For this purpose an appointment is arranged by the nurse beforehand to minimize the loss of time in waiting and to be sure that the children will be attended to.

We have been very fortunate of late in getting the kind cooperation of all the private dispensaries and hospitals of the city in behalf of the poor children. In former years we relied solely on the only public hospital available. On account of the big crowd that daily sought treatment in this institution the school children could not be given the service they needed. The help rendered by private dispensaries has increased considerably the number of defects corrected last year.

Every school in Manila is equipped with a small clinic under the care of the nurse and the supervision of the school physicians. Here, first aid and small dressings and treatments are given. There are always cases of small lesions, mild skin diseases, eye trouble and the like, which would be impractical to send to outside dispensaries because of the enormous loss of time that daily trips to such places entail. In treating children at the school clinic we do not lose sight of the educational side of this phase of the work. In cases needing prolonged treatment or those liable to recur due to housing conditions the mother of the child is invited to the clinic and taught how to do the

treatment herself. She is then given a prescription or the list of the medicines needed and instructed to treat the child at home. This child is followed up by the nurse to see to it that the treatment is being followed. Every mother so instructed is a potential factor for good in her household. The clinic is also utilized for demonstration in classes of first-aid treatment and as an examination room for the physicians and nurses.

The amount of corrective measures accomplished last year either by the nurse or through her help was as follows:

Number of pupils treated.....	24,649
Number of treatments.....	77,319
Pupils with defects corrected.....	7,350
Number of defects corrected.....	15,237

Dental service is performed by seven Red Cross dentists and one municipal dentist. The Red Cross dentists treat from school to school according to a fixed schedule for a total stay of four weeks per school per year. The municipal dentist is stationed at a permanent clinic and takes care of important cases found by nurses and doctors in schools where no dentist is assigned at the time.

The amount of service rendered by the eight dentists last year is as follows: 18,498 pupils were examined. Of these 16,190 received treatment; 20,087 had filling work done; 12,072 had tooth extraction and 13,490 had their teeth cleaned.

As a means of stimulating children to desire improvement in their health, several devices have been introduced and are being developed in the city schools.

Monthly weighing of children by the teachers is one of these, and is being carried out by almost all the classroom teachers in the city. Since this is not compulsory, its adoption may be more or less considered as an index of the convincing power of the nurses and doctors to persuade teachers to this additional work and also of the health-consciousness that is fast developing among teachers.

In this monthly weighing, teachers always correlate any gain or loss in weight

to certain good or bad practice as the case may be and emphasize the need of following the rules of health through this method. In one school where experimental work on health education and supervision is being conducted, every child is provided with a beautifully decorated individual card whereon his monthly weight is recorded. At the back of the card the "The rules of the game of health" which he is supposed to follow daily are printed. A space is provided for the parent's signature monthly to show that he is aware of the child's changes in weight and at the same time to signify his willingness to help the child follow the rules of the game of health.

Formation of health clubs; intergroup competitions in matters of health achievements; the awarding of health badges for the attainment of certain health standards are other devices used by the teachers in classrooms under the stimulating leadership of nurses and doctors.

Realizing the fact that the presence or absence of defects and the changes in weight are not the only indices of health, but that a child may show no signs of ill health through these records and yet be very sickly and susceptible to frequent acute diseases, we have endeavored to learn more of the child's health by recording the frequency of his absences from school due to illness, and the kind of illness that causes these absences.

By this activity we also hope to be able to make monthly graphs of the health condition of the entire school population which may serve as a health barometer to fortell what epidemic or particular disease we should be on guard against from month to month.

A summary of the records during January and February of this year, which incidentally marks the beginning of this survey, is as follows. In the 23 schools included in this work, with a total enrollment of 35,585, the number of children absent for one-half or more days due to illness were 518 in January and 620 in February; and the total number

of days lost was 2,051½ for the first month and 2,947 for the second month.

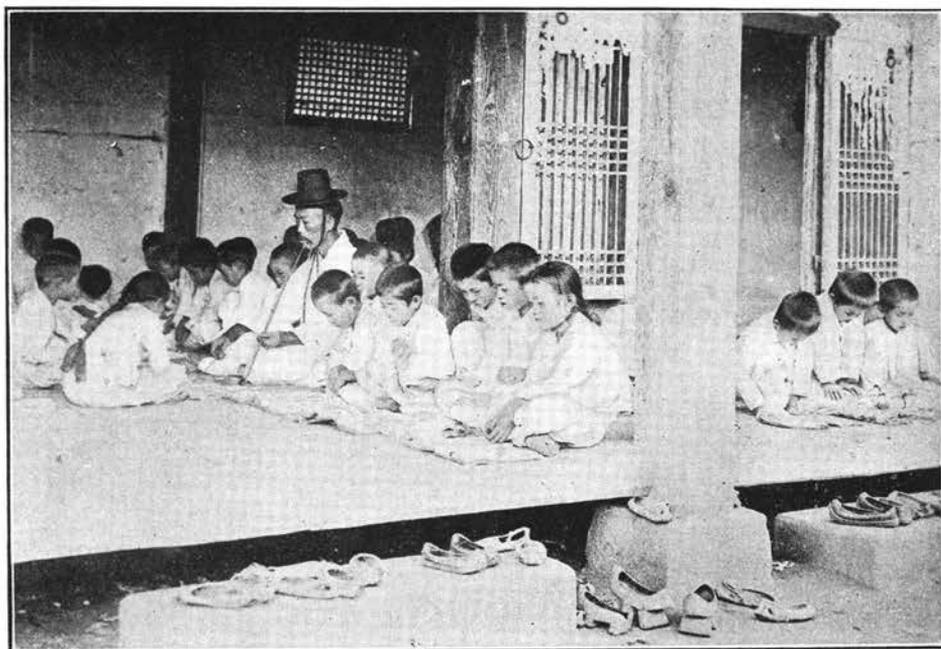
The proportion of illness for both months was practically the same, with the exception of chickenpox, which jumped from 24 cases in January to 121 in February. Incidentally an epidemic of chickenpox developed during these months up to March, as usually happens every year throughout the Philippines. The disease was mild, a painstaking inquiry was given every case to be sure that no case of varioloid was mistaken for varicella. Every single case was excluded from school till all the scabs of the pox fell off. Immunity against smallpox does not seem to have any preventive power against varicella, as evidenced by the fact that children successfully vaccinated a few months before the epidemic acquire the infection just as readily as the rest.

The amount of absences per month was at the averages of 16 pupils per 1,000 and the amount of time lost was 4.4 days per pupil per month.

There were more boys absent than girls, the proportion being 6 boys for every 5 girls absent.

The work in the provinces is patterned after the system used in Manila. But due to the fact that most health workers devote only part of their time to school work and because of manifest lack of sufficient personnel, and the geographical distribution of our rural communities, a close and uniform supervision of all the schools is materially impossible.

There is in project a scheme to train at least one teacher in every school for the treatment of minor defects and first aid. This is to remedy to a certain extent the condition in many rural places where no dispensary, doctor or nurse can be had for hundreds of miles around. To these places public health doctors or nurses may come once a year and examine children. If somebody can carry out the doctor's order or continue the nurses's treatment much good undoubtedly will be accomplished.



*The old Korean School has been superseded by modern methods and equipment.*

## Education in Korea and Formosa

By G. TATSUYAMA,

Educational Association of Japan.

(A paper presented at the Pacific Regional Conference of the World Federation of Education Associations, Honolulu, July 25-30, 1932.)

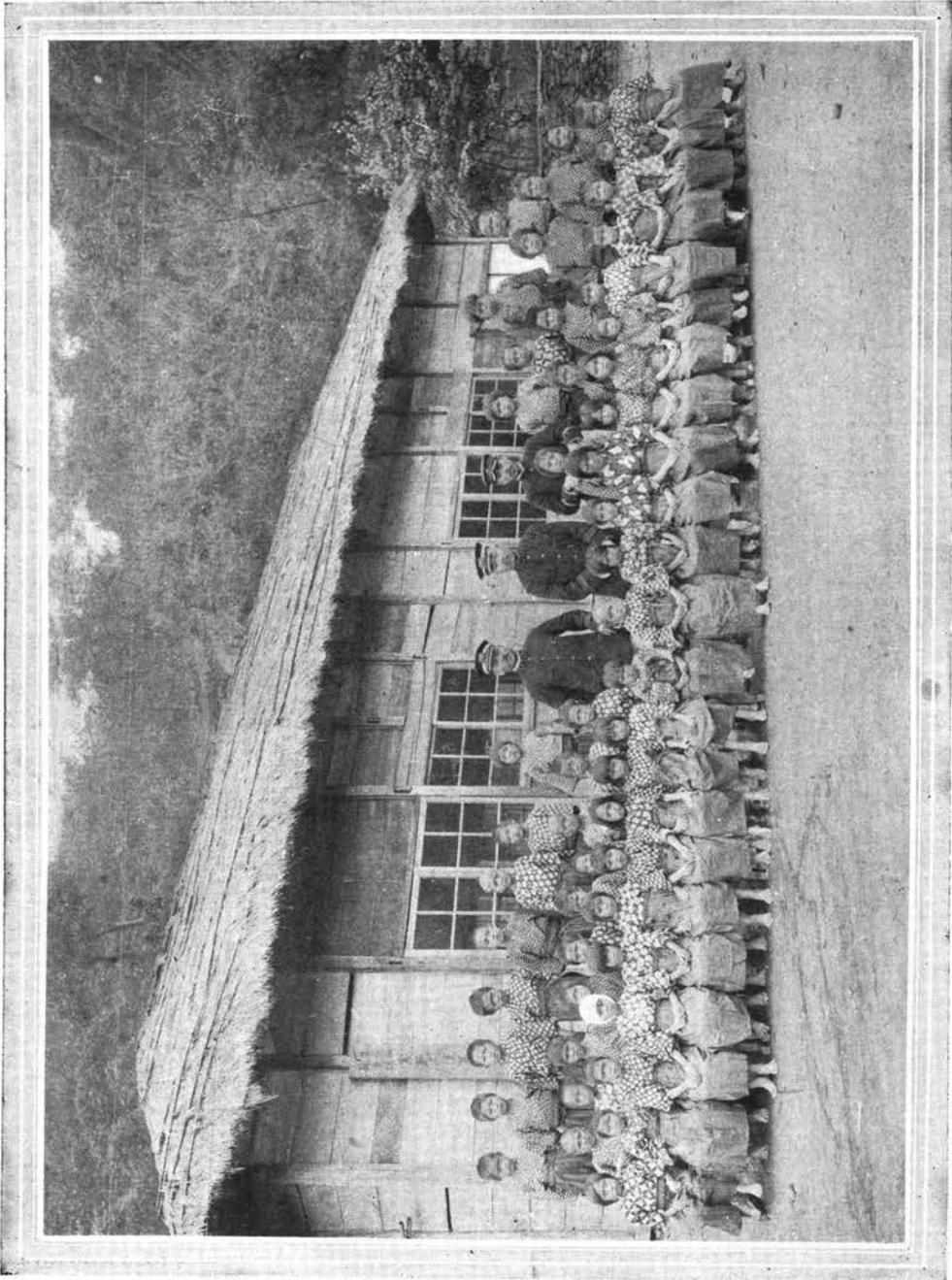
The following is a brief description of special features of education in Korea and Formosa.

Education in Korea and Formosa is placed under the control of their Governor-Generals, while in Japan proper it falls under the jurisdiction of the Minister of Education. The system and the fundamental policy of education in these territories, however, generally coincide with those of Japan proper.

The fundamental motive is to unify the people under identical organizations with Japan proper, based on impartial equity without any race prejudice, but the common education of these territories is treated separately, so as to adjust to

their specific environment what is necessarily a consequence of the historical and geographical peculiarities of the region.

In these regions the schools, which formerly gave an elementary or secondary education, were called common and higher common schools in Korea, and public and higher common schools in Formosa. This system is still being carried on, with the exception that in 1922 the term of "higher common school" in Formosa was changed to "middle school" as in Japan proper. Other schools than those of elementary and secondary common education, for example, technical schools, normal schools, colleges and universities, are open to Koreans and Formosans as well



*The children in this Formosan school, as well as those in Korea, take practically the same courses of study as are given in Japan proper; the fundamental motive is the unification of the people.*

as those of the Japanese race. Moreover, under special circumstances, Koreans and Formosans may enter Japanese schools and students of Japanese race also are permitted to enter the Korean or Formosan common schools.

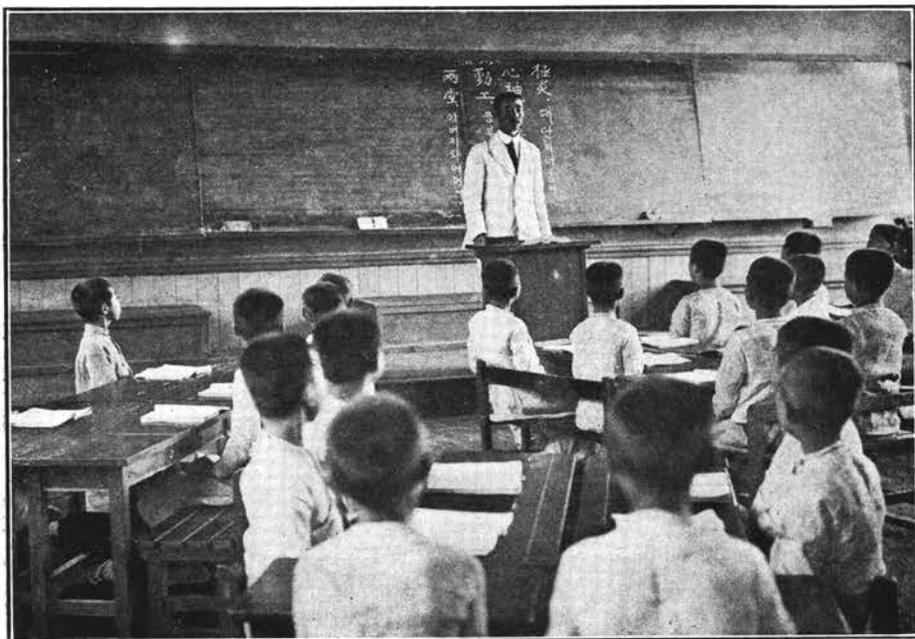
The subjects given in the elementary schools in these territories are generally the same as those in Japan proper. Nevertheless, in Korea two compulsory subjects, i. e., the Korean language and vocational education, and, as an optional subject, Chinese classics, are added. So far as Formosa is concerned the practical subjects are added as compulsory and Chinese classics as optional. The higher common schools in Korea give the same subjects as those of middle schools in Japan proper. Moreover, the Korean language, Chinese classics and industrial subjects are compulsory. In the middle schools in Formosa both Japanese and Formosan students are given the same subjects as those given in Japan proper. The teaching materials are naturally adjusted to the actual conditions of the

region, and textbooks are specially compiled for them.

Generally speaking, in these territories, that sort of education by which one can train the mind to love labor, is more valued, and an effort is being made to be in conformity with practical needs.

In short, efforts are being made to make education in both Korea and Formosa identical with that of Japan proper, but elementary education has to be treated differently, on account of their special conditions. Nevertheless, one completing a school or certain course is given the same privileges as one who has finished the corresponding school or course in Japan proper, and he is free to change schools and to enter other schools. Moreover, all schools, colleges, and universities are open to these students, and their entrance into these schools is encouraged.

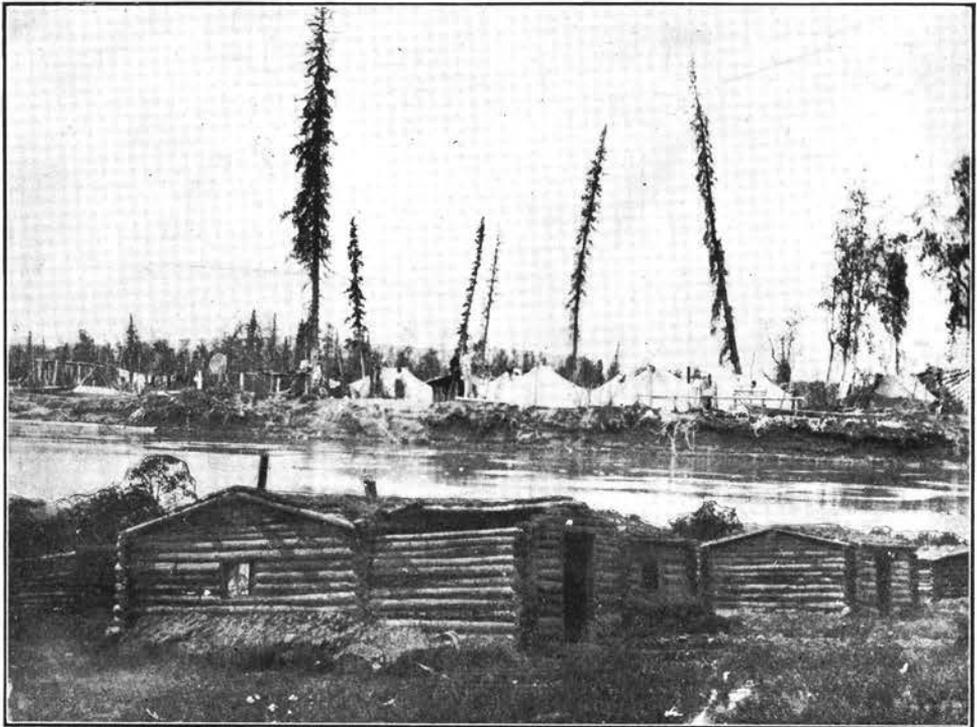
The eventual object of education in Korea and Formosa is to give to Koreans and Formosans in a liberal spirit an equal opportunity with Japanese students proper, so that they may contribute to the civilization of the world.



*The Korean language and vocational education are compulsory in Korean elementary schools in addition to the Japanese language.*



*One gazes with awe upon these hills so near the end of the world, fascinated by the sight of glaciers streaming down.*



*An Alaskan mining town in the gold rush days.*



*Dog teams carry the mails over routes no automobile will ever travel.*

## Alaskan Trails on Top of World

By LAURA LEWELLYN

On Staff of *All Outdoors*

Travelers who sail the Inside Passage along the Pacific coast are struck with the grandeur of our last frontier, Alaska. But it remains to the tourist who takes a motor trip over the Richardson Highway to discover the really unique and mystic charm of that vast Territory.

This road leading from Fairbanks, the Golden Heart of Alaska, was once an old pack trail. Made by the Federal Government into an automobile route, it now runs south over moss-covered plains through glacial valleys, and over mountain passes till it reaches Valdez on the seacoast, 370 miles distant. In the summer time it knows practically no night, the sun or its pleasant afterglow lighting the way for most of the 24 hours. And the weird, exhilarating spell of this nearly

perpetual daylight, accompanied by a delicious coolness, not common at this season of the year in temperate zones, puts a finishing touch to the delights of the trip.

Strewn along the roadside, wild flowers excite the surprised admiration of lovers of plants. Flags, golden mustard, wild roses, daisies, exquisite bluebells, flaming fireweed abound. Grasses, feathery and slender, bend and sway. Spruce woods and birch forests flank the road. Forty-six miles out of Fairbanks or thereabouts, Birch Lake appears. Among graceful birch trees that surround it, small log cabins are nestled, summer homes of town people. These are equipped for week-end outings, and serve as dressing rooms for the bathing fraternity. Ice-

bound in winter, the water is now no colder than the ocean in California. From it, also, enthusiastic fishermen draw large pickerel and other fish as they angle from canoes.

Beyond this resort in undulating waves an excellent roadway stretches, constructed of fine granite sand which has been dug from pits alongside. Years ago some accommodating glacier pulverized and left this ready-made material for the road builder. But if labor has been lightened in this locality, in other places much work has been expended on laying roadbeds. In low regions the spongy tundra has required a foundation of logs over which gravel must be spread. There is no danger of much sinkage in this country, however. Dig down a few feet beneath this tundra, and frozen earth is found. Because of this condition, telegraph wires that follow the route are supported by three poles in a tripod fashion, like skeleton tepees, which rest upon the surface of the ground. The frost, it is said, would cast these poles out should they be set in ordinary holes.

The Richardson Trail swoops down from hilly, sandy regions to parallel the banks of the Tanana River, a tributary of the mighty Yukon. There is something fascinating in the picture it presents of lazy width and countless flats. Presently, where it narrows and flows swiftly, the automobilist is pleased to perceive his car entering the ferry. It seems quite like an adventure to drive upon the scowl-like boat which, attached to a cable, is propelled across the river by the power of the current. Once on the other side, the path sweeps on while in the distance the snow-tipped mountains begin to loom upon the horizon.

If one be traveling in the twilight hours, one may engage the time in counting the rabbits that dart across the road. There seem to be hundreds of them. At any rate they are so thick that some invariably pay with their lives for their frolic. These grayish creatures, like the ptarmigan, change their coats to pure

white in the winter time. Occasionally, too, porcupines lumber across the way.

Far off in the edges of the plain, big game abounds. Now and then a stately moose may be seen swimming a stream; or a herd of a thousand caribou may even block the road when they are making their "crossing," the regular migration to the south.

Black bears enliven the journey at times. A "chechako" of the gentler sex once descried a large black object leave the highway and jog off leisurely toward a clump of trees.

"See the cow!" she exclaimed.

The driver, an old "sourdough," repressing a smile replied, "That is a bear! In this country you will never see a cow loose. She is too valuable. Warmed barns, and the greatest care are given that expensive luxury. Bears, on the other hand, are plentiful and pestiferous. They are known to break into cabins when the owners are absent."

At intervals along the trail, log roadhouses stand out as beacons, not spaced so obligingly near each other as the ever-multiplying motor taverns of the "outside," the States; but, nevertheless, quite adequate for this land of magnificent distances. Among these is the Richardson Roadhouse, the first night's stop out from Fairbanks. It is a large two-story log structure divided into three sections, the two outer being cut off and sealed up during the long dark nights of the winter. One side of this building is finished in smooth boards; the other rough. Accordingly the price for rooms varies as the finish suits the lodger. Sort of "with or without" bath choice for the tourist. Taken all in all, however, the rates are not exorbitant.

As in most of these far-north wayside inns, the traveler finds here a comfortable, warm lobby or reception room made cheerful by huge stoves, walls adorned with bearskins and pictures of the aurora borealis; and the inevitable phonograph. Back of this lobby a spacious dining room and kitchen supply the

hungry effectively. Generous helpings of moose or venison, mashed potatoes, hot biscuits, fresh salad, stewed fruit appease the appetite, reminding one, except for a few dishes, of meals cooked back home. When the salmon are running in their mad rush from the ocean up the rivers of Alaska, nothing can quite compare to the savory meals built around this fish, and accompanied by wild blueberry short-cake.

If one goes exploring back of the kitchen likely as not one will find a garden and small greenhouse. Vegetables grow rapidly in the former because of the long days; and in the latter hothouse products attain unusual dimensions. Tomatoes especially develop well and constitute a great delicacy. After the long, hibernating winter, fresh foods bring to the inhabitants of the Territory a joy little appreciated by the happy-go-lucky excursionist. He indeed, takes the well-spread table without much thought of the effort spent in supplying it. And it is quite agreeable to him to find that in spite of labor and the high cost of transportation from the States, reasonable prices are charged for meals.

Tourists express surprise when they hear and see the results of plant culture in a country 100 miles from the arctic circle. Tales of other customs necessitated by the rigors of the climate add piquant interest to the novel journey. Imagine being told that people store tons of ice in their back yards handy to the kitchen door! This is done, they say, to provide for washing and drinking during the bitter months. Chunks of ice are brought in and thawed out, and used as needed.

In preparation for sleep in the Richardson Roadhouse, shades have been drawn down to shut out the light that seems so strangely unneeded for once. But the darkless night passes and with a new dawn the vacationist is leaving for new adventures on the road. The Tanana River is left behind. An endless plain, enveloped in a silence so deep it seems uncanny, must be crossed. This is

one of the charms of the trip. The lure of the soundless desert is present without the heat of burning sands. There is a thrill in this deathlike loneliness.

The plain, however, gives way to mountainous country. The automobile is soon skirting gorges where, upon looking down, the winding Big Delta River may be seen shining in silver loveliness touched by a shaft of light from a rift in clouds, while beyond it peaks covered by snow rear skyward with a grandeur never surpassed. With awe, one gazes upon these hills so near the edge of the world, fascinated by the sight of glaciers streaming downward in long ribbons. Imagination experiences no difficulty in reverting to past ages, and clothing this country with an immovable ice cap. Today, however, the glaciers are melting and mingling their grayish waters with the rivers.

The Government trail at one point traverses for a distance a moraine left by one of these receding glaciers. Near this place a few years ago, a party of automobilists, running out of gasoline, applied at a small log roadhouse for gasoline. The price was 90 cents a gallon! Cheerfully the driver paid! For a moment in this calm stillness gasoline seemed more valuable than Alaskan gold!

Rising among the glacial moraine, the highway wends its way past shadowy ravines, by rims of chasms. It slips down gorges and somber canyons through first the Alaskan, and then the coast mountains until it reaches its terminus at Valdez. This little town nestles between towering peaks eternally snow-clad. It is one of the most picturesque of all the harbors. A brisk walk from the docks brings one to the great American playground, a ball park which backs up against the end of a glacier. Perhaps by this time the boat's whistle announcing its departure for warmer waters may sound the home call. Motoring in Alaska may have come to an end.

If, however, the summer explorer in the land of the midnight sun has had time for a more leisurely spent vacation,

he may, before starting over the Richardson trail at Fairbanks, try some of the byways that lead out of that metropolis.

He will find it interesting to visit the Government Experimental Farm which in connection with the Farthest North Agricultural College and Mining School is accumulating slowly but surely an inestimable knowledge of the farming methods best adapted to the land enshrouded by darkness for over half a year, a soil encased in frost perpetually except where rays of the beneficent sun do overtime in the months of June, July and August.

It is delightful to find in the midst of so much that is strange, countrymen who are just "folks from back home." And like folks from back home who have been shut in for a long winter, these people welcome the passing tourist as if he were a king. Dances may be trumped up in towns on a moment's notice, a crier dashing madly down streets summoning in a loud voice all who care to meet refreshing "outsiders." The key to the city is theirs.

If the subject of growing grains and foodstuffs interest the traveler, he may take a road leading past farms where hardy pioneers have wrested success against adverse circumstances. But before these appear, a fork in the road adds a characteristic touch of American humor to the scene. Two signs inform the passer-by that, "This the is Farm Road; the foxes are on the Farm Road," and "This is the Fox Road; the farms are on the Fox Road."

Suppose the traveler takes the Farm Road. Presently he will come to an enclosure surrounded by a high wire fence inside of which, atop of numerous little kennels, sit nervous silver foxes, bright-eyed fellows totally unaware of the value

of their black or silver-gray coats. To prevent the escape of these creatures by burrowing, wire extends into the ground for a considerable distance. Visitors may not remain long here, for foxes are extremely sensitive, and their reaction to company is detrimental to their health.

No trip to Alaska is complete without the experience of viewing an old placer-mining creek where millions in gold have been taken from the beds and banks. Old tailings pile high, speaking volumes of the fortunes that have been wrung with great hardship from the streams. But the end of the story is not yet. Here today is to be seen the latest modern dredges brought in by a mining corporation, and set up to revamp the Goddess Luck. Millions are still to be extracted from these abandoned gravels, it is said.

If the sight-seer arrives on the right day, he may see the sluice boxes running water, and witness the excitement of the clean-up where quite nonchalantly a miner brushes up with a whisk broom the shining particles of gold from the bottom of the wooden troughs.

Should a stop-over in Fairbanks occur on the 21st of June, an American would certainly feel at home. For out at the park there would be in progress a midnight ball game. The longest day in the year would have arrived. The sun would drop behind hills only for a few hours, leaving in its wake a gorgeous twilight made of a dozen sunsets, brilliant beyond description. The northern sky would blaze! It would fade! It would glow again with sheets of flame! The ball game would soon be forgotten. The sunsets of Alaska—never!

Trails on top of the world. Unique! Mystic!

# Problems of a Bilingual Child

By DR. MADORAH E.  
SMITH

Assistant Professor  
of Education and Psychology  
University of Hawaii



*The small child readily picks up a second language.*

One of the essentials in friendly relations is the understanding of each other's ideas. A common language is a great asset in furthering understanding. In every community where many people have come from other lands where another speech is current, the problem of comprehension by the newcomers and the older residents of each other's language arises. In order that the newcomer may feel at home and adjust satisfactorily in the new situation, he must acquire a knowledge of the dominant language. Here in the Islands, the language problem is complicated by the prevalence of five distinct languages spoken by extensive groups, besides others used by smaller groups. Moreover, English being a difficult language, a mongrel dialect has sprung up—in pidgin English—a very ungrammatical English which has borrowed from various of the other languages spoken here and which is the only variety of English spoken or understood by many. Thus a majority of the children in the Territory are struggling with three languages, the one spoken by their pa-

rents, pidgin English used by their parents when they attempt English, by the children's playmates and on the street and the English which their teachers in the public schools are trying to teach them.

Noting the apparent readiness with a small child picks up a second language and the early age at which he recognizes to whom each language must be used, we fail to realize the really difficult task a child has in learning two languages at once, let alone three, and, on the contrary, often think that it is really advantageous for the child to learn two languages in his infancy and be saved apparently greater difficulty later. It is true that Ronjat and Pavlovitch have reported on cases of bilingual children who seemed not to suffer in any way from this learning of two languages at once and that there are many places where children do learn at an early age two languages, but studies by Frank Smith and Saer of Welsh school children and university students found the intelligence of the monolingual children and students to be

higher than that of bilinguals as measured by mental tests.

I had an opportunity to study a family of five children all of whom for a period of their lives were bilingual and after returning to the home of their parents forgot their second language. Some interesting facts were brought to light. Of the two older girls whose I.Q.'s at 3 and 4 and at 9 and 10 years were approximately the same, the girl who was monolingual at two years had a vocabulary 40 per cent larger than her sister's, counting the words in both languages her sister used. Not only did this child at two years excel her sister in size of vocabulary but also her younger brother and a younger sister both of whom at 7 or 9 years of age excelled her in I.Q. as measured on the Stanford-Binet by from 10 to 12 points. The youngest child had just begun to talk in both languages when she was brought to America at a little over a year. She stopped using not only the Chinese she no longer heard but also nearly all her English words. Another similar case has been brought to my attention. Evidently the change causes confusion to the young child when words he has formerly used that have heretofore brought results no longer do so, and not being mature enough to understand why, it appears useless to try to secure results by speech, as he was just learning to do. The second youngest girl was three years old when she came to America. She spoke fluently in English for her age and did not confuse English with Chinese but her vocabulary at 3 and at 3½ years was each time but three-fourths that of children of her age according to norms on the Smith vocabulary test. Her Stanford-Binet I.Q., moreover, was but 87. This advanced as the year went by during which time her Chinese was completely forgotten until at 4 years the same test gave her an I.Q. at 102 and some time later at 9 years an I.Q. of 112. Her school work at that time and since then has been of such a character as to corroborate the highest I.Q., at least.

Another complication that might arise is suggested by a trilingual child who stuttered badly until he was removed to Germany where he heard only his mother tongue and ceased stuttering almost immediately. Evidently the strain of remembering the correct word for the language he was using was too great for him.

In all these cases, the children did eventually overcome the handicap of bilingualism, but not until after they had ceased to use more than one language. The highest I.Q. of those children who were given mental tests was 114. If heredity is important in mentality, it would be suspected that the children Pavlovitch and Ronjat studied, their own, were of highly superior intelligence. It is quite probable that the handicap is not too great for children of superior intelligence.

Besides the confusion arising in failure to secure the same response at different times to the same word and that of deciding upon which is the correct word or idiom in the particular language used at any time, the bilingual child has another handicap which may explain the lower I.Q. Jane, the bilingual elder sister, at two years, knew 122 English words and 42 Chinese words. Ruth, the monolingual, at two years 250 words. Each of Ruth's words verbalized for her a different idea. Jane's did not, for several of her Chinese words duplicated English ones. She thus had even fewer verbalized ideas than the combined total vocabulary of the two languages. A recent study by Pyles showed the great value to preschool children in verbalization in learning. In trying to associate certain shapes with the correct choice to discover a hidden object, the children succeeded of TBT an average of 21 trials when no name was given to the shapes, TBT an average of 14 trials when a made-up name was given, and TBT an average of only 5 trials when a familiar name was given. This would indicate that verbalization is of great help in learning and the more ideas the child



*Children of American parents, born and brought up in a foreign country, easily become bilingual.*

could verbalize the greater mental development would be likely to occur. In order then for the bilingual child to be unhandicapped in mental development he must have a word in both of his languages for every word the monolingual has, which means two words for one, and even if the second word may be more easily learned it is certainly more difficult to learn two words than one.

Samplings of the English vocabulary of bilingual children in the territory from 3 to 15 years of age whose use of English has received much practice either in kindergarten or school show very few whose vocabulary is commensurate with their mental age. This is a study for which data are still being gathered. A master's thesis by Babbitt dealing with the gain of vocabulary in kindergarten children showed that the language spoken in the home had more influence over the child's gain in English vocabulary than did mental age, and another thesis by Breed showed that the pupils in Washington Junior High, only 23 per cent of whom are from

monolingual English homes, were from  $1\frac{1}{2}$  to 2 years behind the norms on the Thorndike test of word knowledge.

In a study of the language development of 300 children from  $1\frac{1}{2}$  to 6 years of age 67 monolingual children from Honolulu were included. These children were of the same social classes as the mainland children, almost all of whom were Iowans, except that there were almost none of the laboring class among the Honolulu group and quite a number of these were included in the Iowa group. The majority of the Honolulu group mingled with bilingual children at kindergarten or elsewhere and in many cases servants speaking pidgin English were employed in their homes. The method of the study was to record the spontaneous speech of the children in two situations, one when he was at play with other children and one when he was alone with one or two adults. The children were divided into age groups from 2 to 6 years, being placed in that group which they were nearest, e.g., 18 to 30 months counted as

2 years. Three criteria were used in comparing the language development of these children, criteria which were found by the study to show improvement with age. These criteria were the average number of words per sentence, the average number of errors per word spoken, the percentage of sentences used that were interrogative in nature. There were thus 30 comparisons made—three criteria in each of two situations at each of five age levels. Of these, 21 favored the Iowa children, 3 showed no difference and only 6 favored the Honolulu group. The average sentence was one-half word shorter, the errors 5 per cent greater, the questions 5 per cent less than for the mainland group. This is but a preliminary study, but it suggests that the monolingual child receives less stimulus to improvement in speech from bilingual than from monolingual companions, with their more limited vocabularies. That their speech is contaminated by the greater number of errors and the pidgin English of their bilingual schoolmates, parents in the Territory have recognized, with the result that English standard schools have been organized in the Territory to which only children using high standards of English speech are admitted. This has very desirable features in separating for instructing children whose needs for instruction in English differ so markedly. But it has the drawback of segregating groups in the community who might otherwise have mingled as children in a relation that would tend towards stronger friendship when older. A very few children from bilingual homes reach the standard, but the result is not always fortunate. Cases have come to my attention where the child was the only one of his race for some years in an English standard school and he has developed such inferiority feelings through his conflict over difference as to

result in an exceedingly shy and withdrawn personality. Another case of a child whose brother and sister were admitted to English standard, probably by a narrow margin, but she was turned down and was fast developing into a serious problem for her teacher when she was referred for study.

Upon starting school, most of our bilingual children meet with another difficulty. The majority of them start to attempt to learn to read English and an Oriental language at the same time. Now English is written horizontally and from left to right; the Oriental languages vertically and from right to left, requiring very different eye movements. That this is confusing to the children was shown by a study of Oriental first-graders who attended foreign language school, as compared with some who did not. More confusion in reading direction and more errors of word recognition which involved a confusion of orientation, e.g., big, dig; not, ton; were made by the foreign language school attendants.

These are some of the problems that occur. Their solution is not known. It is desirable that the children speak both the language of their parents and that of the land in which they were born; it is desirable that monolingual children do not have their mastery of language hindered too greatly by the errors and limited vocabulary of their fellows and at the same time it is desirable that they make contacts with these others of their fellow citizens; it is desirable that the children from Oriental ancestry know something of the written language and culture of the country whence their parents came that they may understand and appreciate their parents, but it is unfortunate that their difficulty in public school be enhanced. Further investigation of these problems is desirable.



*McKinley high school girls in Honolulu prepare meals for special school occasions as well as the cafeteria demands of nearly 3000 students.*

## Vocational Guidance at McKinley High School

By JAMES O. O'NEAL,  
Placement Director, McKinley High School.

The center of interest today in the field of education is undoubtedly the subject of the relation between education and industry. Of great importance is the recognition that vocational preparation, while important, is not in itself sufficient. In a time of economic unrest such as the present the individual must learn not only how to make a living but how to live, how to adjust himself to the complexities of his individual environment. Therefore, we are not urging the abandonment of all the elements in education which do not contribute to the immediate usefulness of the individual as a bread earner. Preservation of democracy is dependent upon a thoroughgoing, comprehensive educational program and in a democracy an in-

dividual is entitled to an education which will prepare him to fulfil the duties of a citizen in the large sense of the term. Preparation for a vocation is a phase, and a natural and necessary phase, of training for citizenship in a democracy. Vocational training has its place, but it cannot be a substitute for general training. There should be a proper balance between cultural and vocational training. In view of the preceding statements we feel that the best training in vocational guidance that we can give our young people at McKinley will include the following features:

- (1) Pursuance of subjects that teach the individual how to live, not just to make a living.
- (2) Training in some occupational field in which the student is interested.

- (3) Placement and follow-up work by the School Placement Bureau.

As regards the first item, we feel that every student should be given a chance to take the subjects in which he is interested. Literature, Citizenship, Art, Music, Science, Mathematics, all have their part in developing a well-rounded socialized individual. We encourage the students to engage in activities they like so that we may provide worthwhile things for their leisure time. We want the student to enjoy life and to be able to get the most out of it.

As regards training in some vocational field, we realize that the vocational needs for communities large and small have to be studied. In our Social Science courses and Core Courses we devote much time to the study of occupational opportunities here in the Territory. At McKinley this past year we offered the following courses to help prepare our young people to take their places in the community. In the Agriculture Department there were 29 enrolled in Smith-Hughes Vocational Agriculture, 237 in Prevocational Agriculture and 16 in Landscape Gardening.

In the Vocational Home Economics Department there were 515 students enrolled in the following courses:

- (1) Professional Housekeeping; (2) Sewing; (3) Foods; (4) Boys' Cooking; (5) Home Management; (6) Cafeteria Management.

In the Commercial Department there were 755 enrolled in these courses:

- (1) Typing; (2) Shorthand; (3) Bookkeeping; (4) Machine Calculation; (5) Retail Selling; (6) Office Training; (7) Multigraph.

In the Industrial Arts there were 404 boys enrolled in:

- (1) Architectural Drawing; (2) Mechanical Drawing; (3) Electricity; (4) Radio; (5) General Metal Work and Auto Mechanics; (6) General Woodwork and Carpentry.

In addition to these, there are courses in Library Training, Health Service, Art and Music that we feel have vocational values.

We have quite a number of students in

Retail Selling classes, as we believe that field is not yet overcrowded. The advanced students are placed in stores on a three months' probationary period without pay, after which time they receive 15 cents an hour. This arrangement is working out well.

We have 504 pupils working on part-time jobs while attending school, according to a questionnaire sent out in April. We try in as much as possible to tie up the work of the school with the work the student is doing on the job. A great number of students work into full-time jobs through this part-time work. Here, too, they gain valuable experience that may help them to decide upon their lifetime work.

The third feature of our program is the placement and follow-up work. We feel that after we help an individual to choose an occupation and prepare for it we should next assist him in finding a suitable place in which to work. Our aim, wherever possible, is to place him on the kind of job for which he is best suited. It so happens, however, that our young people generally have to fit into the first available job. Sometimes they drift from one job to another before they accidentally hit upon something that appeals to them. But at the same time we are just beginning to notice the flexibility or adaptability of human nature. It is becoming quite evident that individuals can adapt themselves to a variety of situations often quite regardless of innate qualities which they possess, once their enthusiasm or determination is aroused.

The Placement Bureau at McKinley has as its purpose a closer coördination of the schools and industry through the placement of young people who have left or are leaving school. We hope to accomplish this through an occupational survey of industry, making contacts with employers relative to the placement of our young people on part- and full-time jobs. We made a survey of the school for potential workers and a survey of the unemployed graduates as to studies pursued

and qualifications for work. The important part is the placement of the young workers on the jobs with personal follow-up on all placements. Adjustments were often made and the labor turnover was not so great because of the follow-up work.

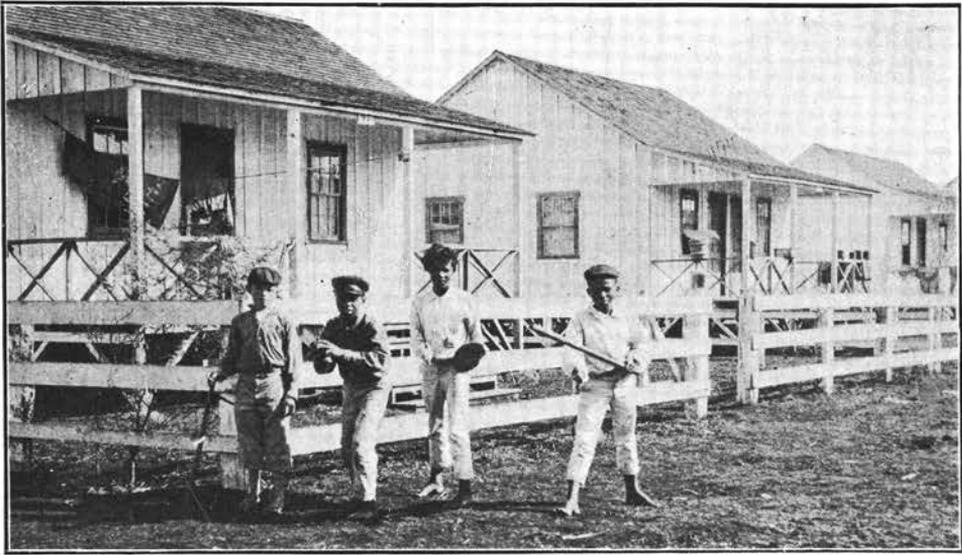
We have at all times worked with the various employment agencies in the city. The following is a list of placements for the school year of 1931-32.

General work (part time), 113; Yard-work, 128; School boy (board and room), 33; Graduates (full-time work), 54; Retailing, selling, 126; maid service, 250.

Our great worry is not our high school group, as figures show that it is a select group. In 1920 there were 10,860 pupils

entered in the first grade of the public schools in the Territory of Hawaii. In 1932, 12 years later, out of this 10,860 about 1,450 graduated. Our high school group turns out to be a survival of the fittest. Our concern should be with the 9,000 young people who left school to go to work before they ever reached high school. We will have on our hands a large group of unskilled, poorly educated workers.

A survey of our 1931 graduating class of 716 members, made about November of that year, showed that only 63 were unemployed. Most of these have since been placed.



*Many McKinley High School graduates will find their work among boys in the sugar plantations.*



*The redwood forests of California are the supreme example of the earth's finest vegetation, sole survivors of an ancient tree family linking us to a dim and distant past.*

# The Importance of a Forest Policy for the Empire

By FRANK J. D. BARNJUM  
On Staff of "United Empire"

I have just returned to Canada from a three months' trip through England, Italy, France, Switzerland, Holland and Germany, more than ever convinced of the serious world shortage of wood.

The only weak link in the British Empire's chain of natural resources is in its limited forest area. I would respectfully suggest that our governments could not make a wiser or more necessary move than to purchase, and conserve as a reserve, every acre of forest within the Empire that can be obtained at a reasonable figure. The present time is the best and last opportunity that will occur to purchase forest lands at a moderate price. Owing to the depression, land containing mature timber can be purchased in Canada today for a trifling advance over the cost of planting young seedlings.

Control of a majority of the remaining available wooded areas, with the enormously advancing values which are bound very shortly to occur, would give the Empire greater prestige than control of the gold supply, for no amount of gold can replace forests within the lifetime of two generations, nor the few thousands of acres of our remaining big trees in fifteen generations.

Personally, I am cutting short a most interesting forest investigating trip in Europe in order to be in time to purchase another tract of timber on Vancouver Island, to prevent the slaughter of age-old giants that were planted by nature from 400 to 1,000 years ago, trees that are being as ruthlessly cut down and wasted as if they were an annual crop instead of a crop that has seen some fifteen to thirty generations come and

go. As a matter of fact, if a farmer permitted the amount of waste in his wheat fields that now takes place in our forests, he would be considered nothing short of insane. The amazing thing is that a so-called intelligent people should allow millions of acres of mature trees to be burned up annually while they plant a few thousand of acres of seedlings that will take a hundred years to replace what they are burning up.

The securing and retaining of forested area by the Empire is not only a national necessity, but is the wisest investment that can be made to-day, as it would be purchasing a commodity that is daily drawing nearer to the point of complete exhaustion, a commodity that will take a hundred years to reproduce, a natural resource that is as necessary to sustain life as the food that we eat and the water we drink. Governor Gifford Pinchot, that eminent forest economist, says, "Nothing that we eat or drink or wear can be produced, manufactured or transported without the aid of wood."

The overproduction of all wood products today, in the face of a wood famine, is nothing short of criminal, for, as Dr. Robert Marshall, Ph.D., in his invaluable treatise on "The Social Management of American Forests," says, "This cheapness today has been bought at the cost of tomorrow. Overproduction, which has so deflated present prices, inevitably means a future timber shortage and a consequent acceleration of prices."

When this acceleration of wood prices once begins, which will be just as soon as the public commences buying normally again, there will be a runaway market



*In Canada the total amount of reforestation is only one per cent of the area devastated, and the wood supply is shrinking faster than any other commodity.*

on all wood products such as never before occurred in any other commodity. In this respect the forest is in a class by itself on account of the great length of time that it takes to raise trees, and, unlike minerals, the location of every tree on the globe is known. An alarming result of forest devastation of far greater importance than the loss of our wood supply, serious as that will be, is the disastrous effect it is having upon our climate. Deserts are interesting to visit as a phenomenon and for the purpose of noting their extreme heat by day and extraordinary chill by night, but they would not make desirable places in which to live or produce a living. We might possibly be able to exist without products made from wood, but not in climates devoid of trees.

Of this we have practical evidence on every hand, and, as Dr. Marshall further says, "Throughout the country the influence of the forest on climate would be a valid reason for Government regulation, because of the vast amount of water which trees return through transpiration to the atmosphere." And, again, Dr. Raphael Zon, Director of the Lake States Forest Experimental Stations in Minnesota and Northern Michigan, and one of the best-known authorities in the U. S. Forest Service, says, "that forests contribute more water vapor to the air than lakes and streams, and consequently are the actual rain-producing sections of a continent."

When the question is discussed as to when the actual wood famine will arrive, the fact that we are already suffering, and suffering severely from an insufficiency of forest areas, is entirely overlooked.

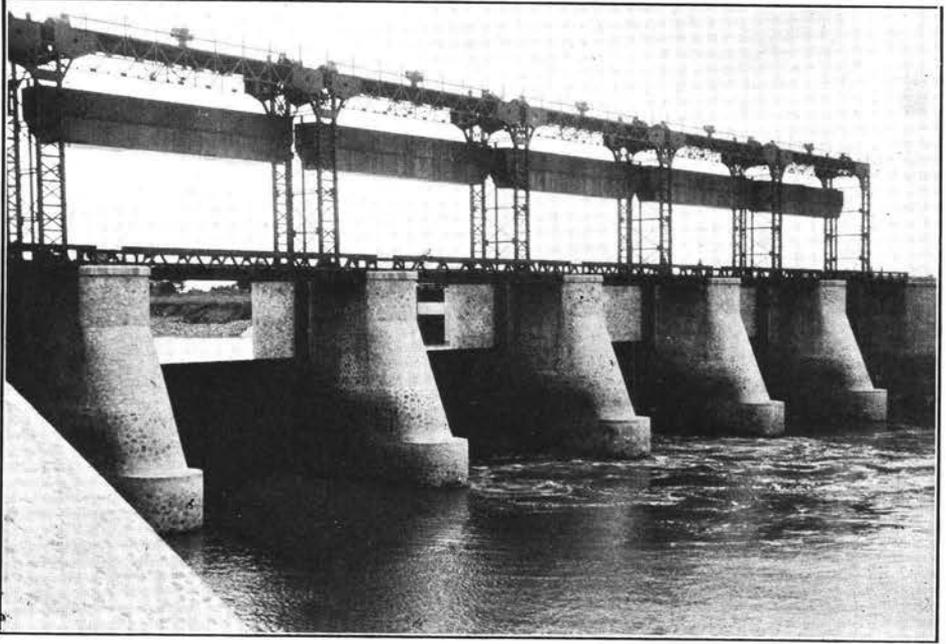
We are spending hundreds of millions of dollars in an effort to repair the damage and loss occasioned annually through flood, famine, wind, insects, disease, drought, frost, heat and forest fires (which are increasing and will continue to increase as the country becomes drier and drier), consequently it is silly to

discuss the date when our last commercial tree will be cut.

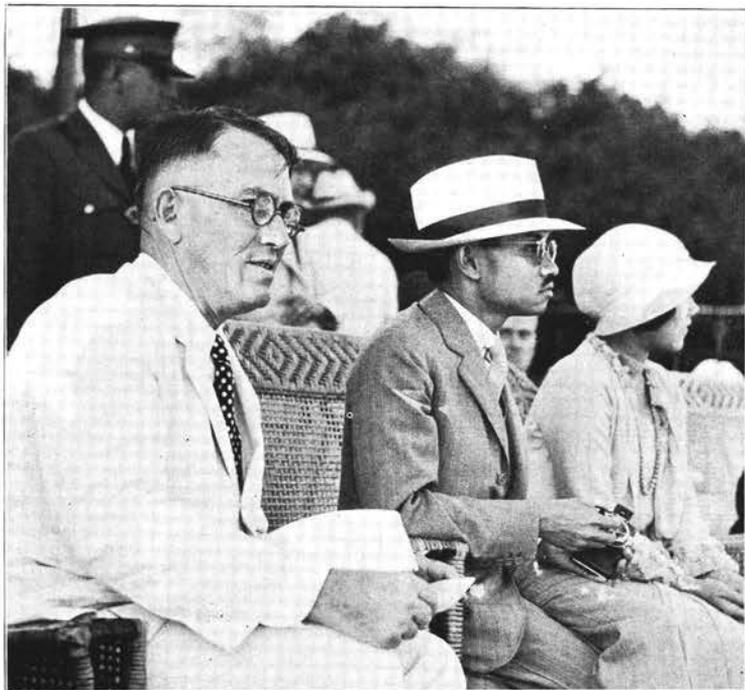
The most ridiculous feature of all in connection with this very alarming situation is the fact that these trees and their products are practically being given away or sacrificed without profit to anyone. The people who are supposed to own them, the men who do the actual labor of felling and sawing and the operators themselves, are, today, all working without profit. The latter phases of this extraordinary situation are brought about entirely by overproduction through lack of any Government control in the amount of the annual cut of this priceless national asset. Our total amount of reforestation is about one per cent of the area annually devastated, hence the only hope for the future depends upon the immediate purchase and conservation of as many of the remaining forest areas in the Dominion as is possible.

The quickest and cheapest way of procuring a forest is, of course, to purchase one that is already grown, though in some locations, such as Great Britain and in the treeless, dried-up areas of Western Canada, the longer and more expensive method of planting is the necessary and only way of supplying the deficiency of trees. Briefly, our wood supply is shrinking faster than any other commodity. No other commodity on the earth takes so long to reproduce, and still no other product is selling so much below its replacement value as timber land is today. This absurd situation cannot, of course, last, and these facts, which no one attempts to dispute, should cause our Governments grave concern and call for immediate reforms.

In this urgent matter, I appeal not only to the Governments but to private citizens of the Empire as well. If the remaining giant Douglas fir trees of British Columbia especially are not secured at once, it will be too late to save even these monarchs of the forest.



*Great irrigation works have been installed in Siam to increase the production of rice, already one of the chief crops, millions of acres of it being under cultivation.*



—Photo by Hawaii Tourist Bureau.

*Their Majesties, the King and Queen of Siam, and His Excellency, the Governor of Hawaii, at Waikiki Beach. Both King Prajadhipok and Governor Judd are honorary presidents of the Pan-Pacific Union.*

## The Situation in Siam

By DR. H. G. QUARITCH WALES

On Staff of the *Asiatic Review* and late of the Royal Siamese Service.

The news of the revolt in Siam came as a complete surprise to those of us in Europe who are familiar with Siamese national characteristics and institutions. It seemed incredible that this quiet and peace-loving people with their innate respect for authority could have risen against the monarchy. It is true that indications have not been lacking in the last few years that a change must sooner or later come about, but no one would have expected this sudden *coup d'état*.

The only form of government that the Siamese had ever known since they obtained their independence in the thirteenth century was absolute monarchy,

which was at first mild and parental, but became more and more harsh and tyrannical after the foundation of Ayudhya in A. D. 1350. The kings imitated the luxury and pomp of their former Khmer suzerains, and the people imbibed over-developed Hindu ideas of the divinity of their rulers which led them to bear the oppression of the kings and the extortion of the officials for more than four hundred years almost without complaint. There were no powerful castes of Brahmans or Ksatriyas to curb the power of the kings, and it was very exceptional for a monarch to give any thought to the welfare of his people.

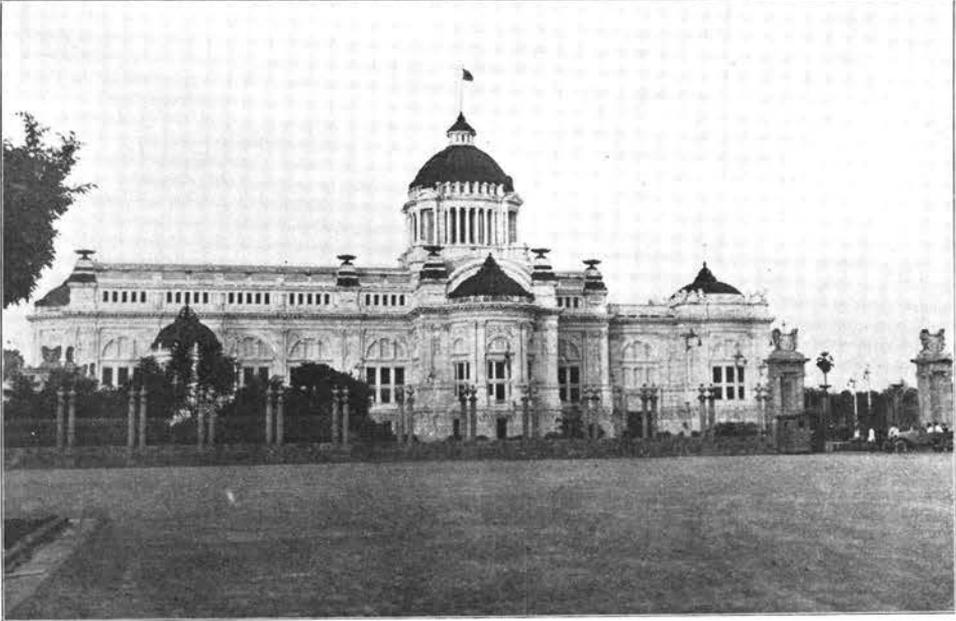
Ayudhya was destroyed by the Burmese in A. D. 1767, and in 1782 the present capital, Bangkok, was founded by the first king of the Chakri Dynasty. But there was little change in methods of government during the reigns of the first three kings of this dynasty, for they were not in favor of admitting Western influence to Siam, and were intent on reconstructing their capital on the time-honored model of Ayudhya. We have at least to thank them for thus preserving for posterity much of the ancient culture of the Thai race which was in danger of permanent loss after its dispersal at the sack of Ayudhya.

The introduction of Western ideas and the abolition of many of the old abuses came with the accession of King Mongkut in 1851, who made commercial treaties for the encouragement of trade with America and the chief European powers. Himself a learned man, he saw the importance of introducing Western education, and made a beginning by placing his own children under the care of an English governess at Bangkok. One of these children was the future King Chulalongkorn, who, after his accession in 1868, introduced a series of far-reaching reforms, of which the one which endeared him most to his people was the abolition of slavery. He also abolished the crouching attitude which until then had been compulsory for all officials and subjects when in the presence of royalty. This was the outward sign of a change which from then on came about in the bearing of the officials who gradually grew into the comparatively conscientious and self-respecting class which as a whole they now are. Throughout the whole of his long reign (he died in 1910) King Chulalongkorn ruled as a true father of his people and furthered their welfare and prosperity; and his policy has been worthily followed by both of his successors, King Vajiravudh and the present King.

In reorganizing the old administration in 1892, King Chulalongkorn replaced the

old military and civil divisions of the Right and Left by ten Chief Departments of State, the heads of which formed a Cabinet in which matters of State were debated. The Cabinet sat regularly until 1910, and its deliberations in connection with the many reforms introduced in the last years of King Chulalongkorn's reign contributed much to the advancement of the country. After 1910 the Cabinet met only to consider matters of the highest importance, but one of the first acts of King Prajadhipok on coming to the throne in 1925 was the establishment of a Supreme Council of State, formed of five of the most experienced and respected princes, over the meetings of which the King presided as Prime Minister. But it should be understood that both the Cabinet and the Supreme Council were purely advisory bodies, necessitated by the increasing complexity of a modern administration, and the King until the recent revolt was most particular as to the full recognition of his absolute power over his subjects, but this power was always wielded by modern kings of Siam solely in the best interests of their subjects. It may be added that the nature of the coronation ritual and other royal ceremonies shows that the theory of divine kingship was retained, and is probably still an integral part of the creed of the simpler up-country people.

The ultimate cause of the recent upheaval in Siam is no doubt attributable to the spread of Western education, which, as elsewhere in the East, is the cause of so much unrest. The result of this education has been the growth of a very large official class—for the educated Siamese is averse to a commercial career—and for some years the growth of such a class was highly desirable, for it was necessary to replace the old-fashioned court satellites by younger men capable of adapting themselves to the new administrative conditions. It was natural that these men would sooner or later wish for a voice in the government, but so long as salaries were well and



*One of the beautiful marble palaces for which Bangkok is celebrated.*

regularly paid, it appeared that the officials would be quite content to await such time as a measure of self-government was accorded to them, in the meantime consoling themselves with an occasional letter to the newspapers. The supply of men educated in government schools, and even of those who had been to Europe, was already beginning to exceed the demand for officials when King Prajadhipok came to the throne, and he wisely saw that it was better to oblige these young men to seek other modes of earning a living than to allow the Government Departments to become overburdened with expensive sinecures. Thus from the very beginning of his reign the present King had to wield the axe of economy, and the discontent thus caused amongst the axed officials perhaps assisted to prepare the way for the more acute trouble resulting from the further cuts that became necessary.

In order to balance the Budget it became necessary not only further to cut down the strength of the various departments of State, but also to levy new taxes. It being impossible to collect an

income tax, the government decided to raise money by means of a salaries tax, which, because of its obvious unfairness and the fact that the Siamese had hitherto had little experience of direct taxation, precipitated the revolt. If the change to a limited monarchy is to be regarded as final, and if this means that representative government is to be introduced in the near future, one cannot but regard the future with some anxiety. The Siamese, unlike the Indians, have never had any experience of self-government at any period of their history and the masses are certainly quite unfitted for it. Moreover, it is regrettable that the so-called People's Party, in which the highest power is now vested, seems to consist almost entirely of officers in the army and navy, who are neither the most highly educated nor the most responsible section of the population. As for the simple agricultural people of the provinces, who for the last eighty years have responded so well to a kindly paternal government, it is difficult to help feeling that their lot in the future will be unenviable.

# Lessons by Mail for South Australian Children

By CLARENCE G. LEWIS  
Director of Education for South Australia

One of the most difficult public administrative problems to be faced in South Australia is the education of children in sparsely settled rural areas. The Education Department, however, attempts, as far as practicable, to give equality of educational opportunity to all children. Schools are established for as low an average as six pupils.

But, in parts where the children live beyond the reach of existing educational agencies, the means of education most favored by the parents is that provided by the correspondence school.

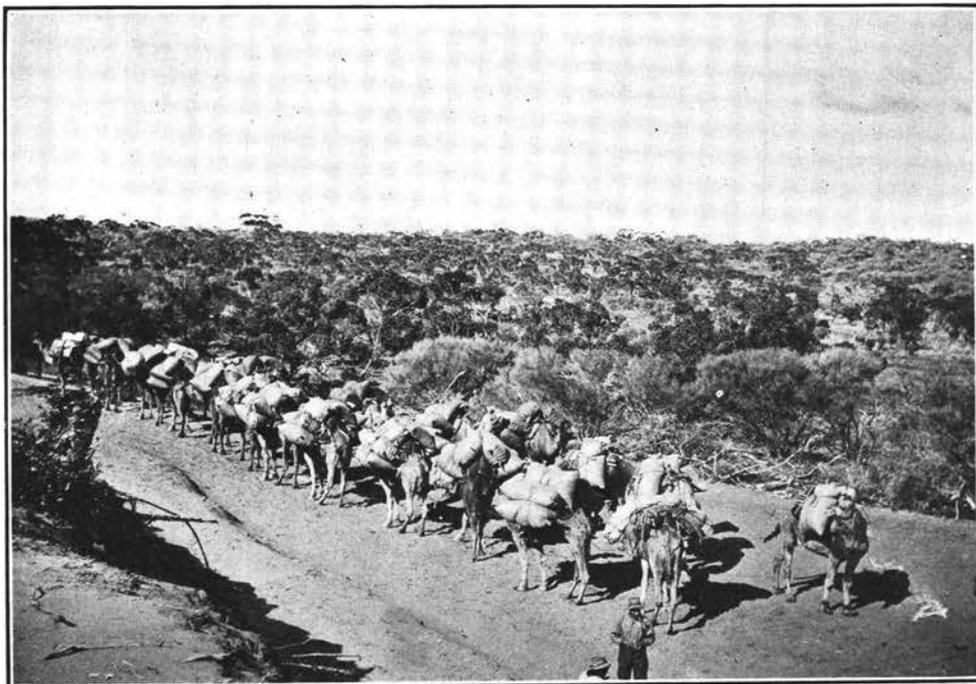
To realize the immensity of the scheme, it must be borne in mind that the area of the State is 380,070 square miles. The population is approximately a little more than half a million, about 50 per cent of which is settled in the rural areas. It is obvious, then, that there will be found in the far-flung parts of this great country many families who are out of reach of schools of any kind. To meet the educational needs of these families and to bring them into touch with a world beyond their own limited horizon are the aims of the correspondence school.

This school was established in 1920, and a certificated teacher was entrusted with the task of organizing the scheme, and enrolling eligible pupils. Out-back clergymen, missionaries, and bush nurses, as well as the teachers of Class VII schools, were requested to submit the names and addresses of any children who were living too far from a school to be able to attend. By this means 253 pupils were enrolled by the end of the first year, necessitating the addition of three teachers to the staff. At the present time there are 810 names

on the roll, and the staff consists of a head mistress, 18 assistants, and three typists. Altogether, since the establishment of the school, 3,450 pupils have been enrolled. The school is equipped with modern typewriters, and a mimeograph and mimeoscope for duplicating purposes. The teachers are certificated women with special fitness for the work, which demands skill, initiative, imagination, insight, sympathy, and thoroughness.

Each of the teachers employed in the school is responsible for a number of families, and each has, in the aggregate, about 45 children to care for. The pupils are proud to belong to a real school, and to have a real teacher all to themselves, and the teacher soon becomes conversant with their particular needs, limitations, and environment. In the little letters received from the pupils there is a personal touch that is almost pathetic, and the teacher is kept well posted on what is happening on the "station." Thus she knows that "the baby is teething," that "Davey hurt his toe in the wool press," that "goats are good for milking and eating," and that "poor mother has to work for 17 shearers."

The interest of the parents in the work of the children is very cheering. Some parents not only supervise the work of their own children, but perform the same office for the children of their less educated neighbors. Of the children enrolled during the first year, 90 had never seen the inside of a schoolroom. One family lived 400 miles from the nearest school; others had no school within 100 to 175 miles of their homes. The average dis-



*Some of the children at far distant points in Australia have to travel to civilization by camel train.*

tance from any school for the total enrollment was  $28\frac{1}{2}$  miles.

The conditions of enrollment at the correspondence school are that a child must be not less than seven years of age, and must live not less than four miles from a school. Exceptions in special cases are made. Inpatients and outpatients of the Children's Hospital are admitted to the school. If, when the patient leaves the hospital, a doctor certifies that he is unfit to attend a school, he may continue on the roll of the correspondence school, and receive regular assignments of lessons in the same way as ordinary pupils.

Pupils are classified in grades from I to VII, and are arranged in groups of about 45 up to and including Grade VI. As the task of setting and correcting lessons in the Grade VII group is very heavy, fewer than 45 pupils are usually allotted to the teacher. If it is possible, all the members of a family are placed in charge of the same teacher. In this way she becomes acquainted with each family, and learns to

know their circumstances, their difficulties, and their limitations, and can better adapt her methods to suit their particular needs. In the correspondence, the teacher is brought into contact with the boy "as a boy," and the boy on his part sees phases of his teacher's personality which the classroom would not reveal to him. Eventually he learns to look upon his teacher as his comrade and friend rather than as the one who has been set in authority over him. Those who have been fortunate enough subsequently to attend superprimary schools have shown that they are well able to hold their own in competition with other pupils.

The curriculum includes reading, writing, spelling, mathematics, geography (general and physical), history (English and Australian), grammar, composition, poetry, nature study, gardening, recreative drawing, and coloring of set pictures correlated with the lessons. Recently an extension was made for the sake of girls who had obtained the qualifying certificate

or had reached the standard of that examination. A course was provided for them which included English literature, drawing, needlework, and applied arts suitable for home decoration; 50 girls over 14 years of age have been taking this course and have done excellent work.

The cost to the parents of education by correspondence is practically nothing. Usually all textbooks published by the education department are provided free of cost. Stationery for working lessons is supplied without charge, and even the postage is paid by the department. If any books other than departmental books are required, they may be purchased by the parents, or may be lent by the school to the children during the period of their enrollment. The work of each grade is prepared by different teachers, who plan out the work and prepare a sufficient number of lessons to cover the course of instruction for the year. Lessons are mailed to the pupils at intervals, and, when postal facilities permit, are returned regularly.

Some of the parcels containing the lessons are sent to their destination by rail car or motor car, some by a camel train, but many are left 20 miles and more from the homes of the pupils, who think it no hardship to ride long distances to the bush post office to mail or receive the lessons. On the part of the department there is never-failing punctuality. Confidence is necessary when, as one parent wrote: "Our boys have been about five miles over the range to the little post office to get the parcels of lessons;" and another, "Father goes out into the rain and rides across the flooded creeks for our lessons."

In some families the school work is done under the direction of a supervisor paid by the parents—it may be a girl who has gained her qualifying certificate, or a young woman who has not had a particularly good education but is capable of teaching the children with the help of the correspondence school. In the majority of cases, however, the supervisor is the mother, who undertakes this task in addition to her multifarious household duties.

Her anxiety to educate her children is generally in inverse ratio to the sum of her own attainments, and she often pathetically explains that she has had very little "schooling." One mother wrote: "Please excuse Jean's papers being rather soiled this time, as we are living in a tent and the temperature is 117° in the shade."

The pupils served by the correspondence school are to be found in all parts—in the lonely lighthouse on the tropic north coast of the continent 70 miles north of Darwin, as well as on the cold and stormy south coast; in small islands in the Southern Ocean; in the wide spaces of the interior of the continent where sheep and cattle are bred; in the newly peopled wheat-growing areas; in the cottages of railway employees; along the Great Trans-Australian Railway; and in the fertile fruit-growing areas of the River Murray. Some children are 400 miles from a school; others travel daily with their parents driving stock from one part of the State to another. In some cases the fathers are learning with their children.

When parents, with or without their children, visit the city, they seldom fail to call at the school to meet their friends, the teachers. To the out-back child the correspondence school is not second in interest to the zoo gardens or the museum.

Since 1923, pupils of Grade VII have been prepared for the test known as the qualifying certificate examination. The holder of this certificate is entitled to attend a high school, which prepares students for the university. Seventy-three correspondence-school pupils have gained this certificate. In order to sit for the examination many children are obliged to travel long distances. In one case a brother and sister journeyed 120 miles on a camel and 50 miles by motor car to reach the nearest examination center. Another child traveled 140 miles to Marree. Some have arrived at the examination room camel-sick.

Many former pupils are at present attending State high schools and private secondary collegiate schools.

# BULLETIN of the PAN-PACIFIC UNION and PAN-PACIFIC YOUTH

An unofficial organization, the agent of no government, but with the good will of all in bringing the peoples of the Pacific together into better understanding and cooperative effort for the advancement of the interests common to the Pacific area.

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### HONOLULU

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# AIMS OF THE PAN-PACIFIC UNION

From year to year the scope of the work before the Pan-Pacific Union has broadened, until today it assumes some of the aspects of a friendly unofficial Pan-Pacific League of Nations, a destiny that both the late Franklin K. Lane and Henry Cabot Lodge predicted for it.

The Pan-Pacific Union has conducted a number of successful conferences; scientific, educational, journalistic, commercial, fisheries, and, most vital of all, that on the conservation of food and food products in the Pacific area, for the Pacific regions from now on must insure the world against the horrors of food shortage and its inevitable conclusion.

The real serious human action of the Pan-Pacific Union begins. It is following up the work of the Pan-Pacific Food Conservation Conference by the establishment of a Pan-Pacific Research Institution where primarily the study and work will be along the lines necessary in solving the problems of food production and conservation in the Pacific Area—land and sea. Added to this, will be the study of race and population problems that so vitally affect our vast area of the Pacific, the home of more than half of the peoples who inhabit this planet. The thoughts and actions of these peoples and races toward each other as they are today, and as they should be, for the welfare of all, will be a most important problem before the Union, as well as the problem of feeding in the future those teeming swarms of races, that must be well fed to preserve a peaceful attitude toward each other.

The Pan-Pacific Union is in no way the agency of any Pacific Government, yet having the good will of all, with the Presidents and Premiers of Pacific lands as its honorary heads. Affiliated and working with the Pan-Pacific Union are Chambers of Commerce, educational, scientific and other bodies. It is supported in part by government and private appropriations and subscriptions. Its central office is in Honolulu, because of its location at the ocean's crossroads. Its management is under an international board.

The following are the chief aims and objects of the Pan-Pacific Union:

1. To bring together from time to time, in friendly conference, leaders in all lines of thought and action in the Pacific area, that they may become better acquainted; to assist in pointing them toward coöperative effort for the advancement of those interests that are common to all the peoples.
2. To bring together ethical leaders from every Pacific land who will meet for the study of problems of fair dealings and ways to advance international justice in the Pacific area, that misunderstanding may be cleared.
3. To bring together from time to time scientific and other leaders from Pacific lands who will present the great vital Pan-Pacific scientific problems, including those of race and population, that must be confronted, and, if possible, solved by the present generation of Pacific peoples and those to follow.
4. To follow out the recommendations of the scientific and other leaders in the encouragement of all scientific research work of value to Pacific peoples; in the establishment of a Research Institution where such need seems to exist, or in aiding in the establishment of such institutions.
5. To secure and collate accurate information concerning the material resources of Pacific lands; to study the ideas and opinions that mould public opinion among the peoples of the several Pacific races, and to bring men together who can understandingly discuss these in a spirit of fairness that they may point out a true course of justice in dealing with them internationally.
6. To bring together in round table discussion in every Pacific land those of all races resident therein who desire to bring about better understanding and coöperative effort among the peoples and races of the Pacific for their common advancement, material and spiritual.
7. To bring all nations and peoples about the Pacific Ocean into closer friendly commercial contact and relationship. To aid and assist those in all Pacific communities to better understand each other, and, through them, spread abroad about the Pacific the friendly spirit of interracial coöperation.

## Alexander Hume Ford Advises Japanese and Foreigners to Cooperate in Promotion of the Commercial Era of the Pacific

The Japan Times and Mail, Tokyo, July 18, 1932

Alexander Hume Ford, publicist of the Pacific, international good relations organizer, and director of the Pan-Pacific Union, delivered the following address before the Pan-Pacific Club of Osaka, while on his way to China, a few days ago:

I am on my way to China to confer there with the Pan-Pacific leaders. I hope the result will be that I can return to Japan assured of coöperative effort on the part of all Pan-Pacific organizations in achieving better understanding and greater united commercial prosperity in the future. If I succeed in this I hope on my return to Japan that I will have your help in reorganizing all Pan-Pacific efforts here along lines of real constructive work for a greater and more prosperous Hanshin. Let us be first Pan-Hanshin, Pan-Japan, then Pan-Pacific.

I believe that if we can start Japan on an era of seeking out and establishing new industries, especially small ones, utilizing the experience and the money of the foreigner to do this; and at the same time persuade China to drop everything else to devote her energies to binding her vast country together by a system of good roads, that we may solve the economic difficulties of both countries and bring them together to understand each other. Certainly so long as both face hunger and distress they will continue to mutually distrust each other.

How can we make the countries about our great ocean content with themselves and with each other? This is the problem ever before the workers in the Pan-Pacific Union. We had underpro-

duction, and nations were unhappy, we have overproduction, and now they are even more unhappy.

America's theory put into practice of super-efficiency, has broken down, while Japan's doctrine—business conducted for the benefit of both efficient and inefficient—is breaking down and we wonder if there is a middle course that will spell safety and contentment.

In America the man who can do the work of ten men gets the salary of ten men, or even more, if he is a good bluffer.

In Japan it seems to the foreigners to be the rule to employ many men to do the work that might be done by one expert, dividing the labors so that each has little to do and little responsibility, and consequently small pay, but enough to escape starvation, and so the frightful depression suffered by the rest of the world still falls somewhat more lightly on Japan, where the agricultural, rather than the industrial, are suffering most, and in America it is the industrial laborer without a job who is being driven back to the land and to an agricultural life. (In my opinion a good thing for him.)

In theory, America is Christian, while Japan, even in business, actually and truly practices the golden rule, "Serve thy neighbor as thyself" and this is carried out everywhere in the land regardless of what lack of efficiency it engenders.

But can Japan in the face of the present world competition keep up her care for the almost helpless, will she not as America has done, be compelled to scrap the inefficients? If she can find a way to avoid this she should become the envy

and the model of the world. It would be well to retain one country in the world that actually carries out in daily life the teachings of Jesus Christ—even if that country is not labelled "Christian."

The eighteen months I have spent in Japan compels from me an unbounded sympathy for some of the methods of business in this country, while at the same time many of them nearly drive me to distraction, for after all I am still an American and cannot change. I have known Japan for a generation, since 1899, when I first visited Dai Nippon. The population has, I believe, more than doubled since then; certainly the people of Japan seemed to me more contented then. I do not believe that in those days there was a three-story building on the Ginza in Tokyo; while Osaka was just beginning to notify Hyogo—Kobe, that she was commercially on the map. On the Ginza for miles there were the little family factories. In front, the wares manufactured by the family were exposed for sale; behind the sales room was the little factory and behind this the living quarters and the tiny well-kept garden. This is the Tokyo I recall as it seemed in the days of my youth when there was not an automobile in all Japan and the ricksha ruled supreme.

Then came the days of modern reconstruction and every country leaped forward, from decade to decade, distances it had taken millenniums to accomplish before the eras of steam and electricity. Has it not been overdone and must we not go back (or forward) again to the days of home factories and small industries, but with modern appliances, or is that impossible? It seems to me that here in Japan the foreigner, with his experience of the ages and the Japanese (especially those educated abroad) might get together in round table discussions and sift this out.

We have had a quarter of a century of these round table discussions in Hawaii. I have learned much, and have much more to learn. I recall when young

"Jim" Dole came to Hawaii a score of years ago and talked "Pineapples" everyone smiled, for Hawaii (thanks to a high tariff) was a sugar community, no place for anything else. But some one loaned young Dole twenty thousand dollars. His canning factory is today the largest in the world and pineapple production in Hawaii has all but out-distanced that of sugar—Formosa is now seeking to oust Hawaii in pineapple production.

At our Pan-Pacific Club in Hawaii for many years we have discussed "Small industries for Hawaii, and we are now making an impression. During recent years, many new industries have sprung up and we hope in time to be independent of a vast enterprise that can only exist so long as the party in power at Washington levies a heavy tariff on all imported sugar. Even with that tariff in operation, every sugar plantation in Hawaii, I believe, is now losing money—you see we are all in the same boat and are learning the lesson of Japan (I hope the world round) that we must help each other and that the teachings of Christ should be carried into practice in business life.

Often I have urged Dole to tin our mangoes, papaia, alligator pears, etc., that grow practically wild in Hawaii, our natural products; but pineapple canning paid too big dividends.

I brought to Formosa some eight years ago many kinds of papaia seeds from Hawaii and explained that they might thrive in southern Formosa (one of the world's tropical garden spots). Today they are canning papaia in Formosa, while this wonderful fruit rots on the trees in Hawaii and falls unheeded. (We still have acres of diamonds going to waste in Hawaii—Have you?)

I believe that in Japan there are hundreds of small industries that might be created that would in the aggregate give employment and life to many. It has been the foreigner who has made America, it has been the visitors to Hawaii

who have created our new industries, that now promise to save us. I would like to get together the leading business men of Japan, including our foreign friends here, with visiting experts from every land, from time to time, to talk in round table discussion on the opportunities for the foreigner in assisting the Japanese to create new industries.

Now I am not altogether a fool. I know that the Japanese people will not long consent to any business in Japan manned and controlled by foreigners. When I came to Japan a year and a half ago the foreigners told me they were being rapidly frozen out and compelled to leave the country because the Japanese would not purchase goods from a foreign-owned factory, and that they would permit foreign managers but three years to found a plant and turn it over entirely to Japanese management.

All right! if that is true, let us play the game that way. America excludes the Oriental, absolutely and entirely, the Orientals accept that decision, let us accept theirs. We exclude, if we can, the manufactured products of the world, and the world angrily submits—but we do get away with it—for the present—and you see the suffering we have brought on ourselves by making others suffer—eight million idle and discontented.

In Hawaii, the Pan-Pacific Union began by calling a remarkable series of Pan-Pacific conferences of leading experts from America, Canada, China, Japan, Australasia and Latin America. These conferences were held on agriculture, commerce, food, science, fisheries, education, medicine, etc. Once the conference convened, these groups organized their own Pan-Pacific associations that now call their own international conferences in Pacific cities.

The people of the Pacific have been trained to visit Honolulu to attend these conference organizations, so that Honolulu has become known as the Geneva of the Pacific. Americans have learned to

come to Hawaii for conferences, why not now have them come to the Orient? The Pan-Pacific Union can well aid in this, its trained corps of workers could aid in teaching methods of securing and holding Pan-Pacific conferences.

In the past year and a half throughout Japan I have aided in organizing both student and university groups of Pan-Pacific workers, I have learned that the Japanese and the Americans have different methods that attain the same results; we must give and take. There is a splendid foundation laid by the English-speaking Japanese and foreigners in Japan. Now to get this need of coöperation translated to those who do not speak English, that is the next step for us to take.

I feel from now on that the Pan-Pacific Clubs must have a broader mission than merely meeting at weekly luncheons. They can now organize round table groups to take up the serious problems before us, for we have had a training. In Japan we should have more new industrial enterprises; in China better communications and good roads. These are the two crying needs of Japan and China. Once this is seriously begun, how can we of the rest of the Pacific aid you to achieve these results? A contented Orient means a prosperous Pacific world; we rise or fall together.

In October greater Tokyo becomes the second largest city in the world, soon Hanshin will vie with Tokyo in size and population, while Greater Shanghai is soon to become a reality. We will have here in the Orient three of the world's greatest cities, each larger than London and pressing close on New York as the largest and most populous city of the world. The Commercial Era of the Pacific is here now; shall we unite in coöperative effort to achieve the things that are to our mutual advantage? If so, let us get together, foreigner and Japanese alike, to study this great problem that affects us all alike.

I hope to spend the next two years, bringing to Japan, perhaps, some of the staff of the Pan-Pacific Union; to lay our plans before you, and to study yours. We feel that if we can secure the sup-

port of the great commercial leaders in Japan, the thing may be done and we of the Pacific will unite in a common effort and plan of work that will lead us on to understanding and mutual prosperity.

## The Institute of International Relations and Education\*

By DR. CHARLES E. MARTIN

University of Washington, Chairman of the Executive Committee, Institute of International Relations, and Director of the Hawaii School of Pacific and Oriental Affairs

My subject this afternoon is the relation of the Institute of International Relations to the general subject of education. To define and discuss the Institute of International Relations is a simple undertaking. It is a concrete thing; it enjoys a continuous existence; it has a definite goal; and its leadership and following are known and responsible. The great field of thought and action to which I seek to relate the Institute is not so easy either to define or to discuss. There are as many definitions of education as there are men who attempt it; and most of the definitions are wrong. They represent some phase of education which the definer wishes to promote or to spread, at the expense of other phases, and at the expense of education in general.

I use the term education in the sense the Father of our Country referred to in his farewell address when he said: "Promote, then, as an object of primary importance, the general diffusion of knowledge." To most people it is just that—the *general diffusion of knowledge*—nothing more and nothing less. Such a definition embraces all disciplines, cultures, and departments of knowledge, and includes all of the objects and activities of the Institute of International Relations.

Perhaps I should say what the Institute is *not*, as well as what it is. It is not a *political* organization in any sense of the word. It discusses policies of government

freely, critically, sometimes with sympathy and approval, and sometimes with an intellectual impatience and even a righteous indignation. Representatives of our own and foreign governments are sometimes present to discuss and explain a point of view. They do not control the discussions. No poll, record, or canvass is made of opinion in any direction, and no effort can be made, under our unwritten constitution, to discover either the corporate thought or the collective judgment of the group. It is neither the servant nor the master of any political group or division.

It is not a propagandist organization. It has no ideas or doctrines to sell. It does attempt to make certain facts and points of view known, and available to the use of others. It makes no attempt to market them. To some, the organization is a failure because it "puts nothing over," and accordingly, to such persons, it gets nowhere. To others, this feature of the Institute is evidence of its greatest worth.

It is not a pacifist undertaking. The problems of peace are of course discussed, and emphasized, on the common-sense ground that peace and not war is the normal, and therefore the more sane and reasonable condition of mankind. However, it is not the proverbial "peace conference," in the general sense of this term of opprobrium. Our discussions run the gamut of every field of thought and activity in international affairs. Many of our international relations do not concern

\* Given before the Department of Colleges and Universities, Pacific Regional Conference of the World Federation of Education Associations, Honolulu, T. H., July 27, 1932.

directly the problem of preserving peace and preventing war. Partisans of the peace movement, and even genuine pacifists attend the sessions. This fact does not give any special character to our discussions, except that they are open to all who deserve to be heard.

Nor it is a militarist organization. Problems of the national defense find their legitimate channel of discussion. Disarmament as an international movement and as an American national policy is frequently discussed. The presence of a naval officer affords the representation of a point of view which it would be folly to ignore in any such discussion. It does not, however, give any special direction to our course, except as the naval officer by superior logic and reasoning can make his will prevail. All discussions start on a basis of intellectual equality.

It is not a hortatory organization. It does not say "Let us do this," or "We should do that." Institutions of society have existed for ages which are engaged in the moral betterment of mankind for its own sake. The Institute does not try to do the work of the organized church, nor does it compete with religious institutions of any kind. It does not neglect the ethical side of things. It seeks to promote that all too infrequent but highly desirable alliance between the *good* and the *wise*. Seldom do these groups combine, and more seldom still do we find both righteousness and wisdom in the same person or group.

We will look for a moment at the other side of the picture—what the Institute of International Relations *is*. For one thing, it is *educational*. In the broad sense in which we have used the term, it seeks to do for its members, in a short period of time, and less thoroughly, what the university seeks to do for the student over a longer period of study. It seeks to make people think about international questions. I know the employment of the thinking process is arduous, and all the more so in international affairs, where the influence of the shyster, the propagandist,

and the social fake have found so fertile a field, and where they have cultivated it so actively. Education which falls short of compelling a mental reaction on the part of the student is not education at all. In no field of thought is a reasonable use of the mind so needed.

The Institute of International Relations, through its various modes of discussion and presentation, seeks to be *informative*. Facts are sacred. Many people, intellectually honest and well informed, differ as to the essential facts in a given case. Nothing so contributes to the understanding of a situation as a statement of the facts concerning it. Had the Allied Powers realized the full import of the Senate's power to reject treaties, they would not have relied so heavily on President Wilson's representations as to what America might be expected to do. If we can start with an agreement as to the "facts of the case," progress has been made. Nothing is more important than the broadcasting of reliable international information.

The Institute is committed to the practice of discussion. To discover facts and to stop with the discovery does little good. There must be a channel of discussion where the varying interpretations of facts may be presented, and where different points of view may be reconciled. Nothing so clarifies a controversy as a full and frank discussion by all parties concerned, or by all having an opinion worth stating. Most human associations, unfortunately, are made up of the like-minded, and agreement rather than discussion is sought. The aim of the Institute is to get together the people of different and even conflicting opinions and interests. No resolutions or memorials will be passed by such a group. But each opinion group will leave the discussion benefited by the opportunity to associate with their opponents in thought and doctrine. It often leads to a modification of points of view, and to an increasing tolerance for a neighbor's opinion.

The Institute aims to be *technological*

in its approach. Discussion of international relations is a science, a technique, which only the competent may lead and direct, and only the informed may share, to full advantage. These things are not so simple that he who runs may read. The Institute seeks to deal with things as they are—not as they ought to be. Accordingly, the study of international relations is clinical in character, objective, ever searching for the stark realities in a given situation. This approach explains our unpopularity with certain groups having axes to grind. However, the organization could not last a month, professing and following the above-named principles, should it advocate special causes, or be guilty of special pleading.

So much for what the Institute is not, and is. How does it function? This scheme of organization is designed to meet the needs of three groups of interested people.

The *round tables* are led by persons of demonstrated leadership in their fields. The responsible leader must be an expert, and must have been recognized as such by those in a position to know and judge. Associated with him are others, often as expert as himself, making possible the representation of diverse points of view, and providing an expert guidance. About a dozen round tables are provided, as neither the leadership or the membership may be expected to be well versed or interested in all fields. Moreover, the round table membership is limited to those who can easily follow. The most expert leadership will fail unless the membership can share intelligently in the discussions.

The afternoon *conferences* are made up of the entire Institute membership, where topics of general interest to the group, but beyond the grasp of the general public, are presented and discussed. These discussions are not so detailed as those of the round tables, and are pitched on a plane for the intelligent student of general international relations. These sessions are closed to the public.

The *evening lectures* are open to the

general public, and are intended to widen the international information and understanding of the man in the street, so-called. The subjects are popular in the sense that they are of contemporary importance, and ones which the people wish to hear discussed. The aim is to have these lectures given only by those who have done enough to be heard, and who can be heard. This is one of the Institute's most effective educational agencies.

The winter sessions of the Institute are held at the Mission Inn, Riverside, Calif. Annual winter sessions have been held since 1925. Biennial Summer sessions are held at institutions on the Pacific Coast, varying from region to region. The 1928 summer session met at Seattle; the 1930 session at Berkeley; the 1932 session at Portland. Each session was under the auspices of an educational institution. Both the winter and summer sessions have ceased to be experimental, and they have become a permanent part of the intellectual life of the Pacific Coast. Like all successful enterprises, the Institute has had the opposition of certain persons and interests. Every knock has been a boost, and those who have impeded its progress have unwittingly contributed to its success.

The method of administration is simple. It is governed by a Chancellor and an Executive Committee, made up of one representative from the leading educational institutions on the Coast. An advisory committee or board is made up of a number of leading American citizens. There is no constitution, no rules; no regulations, on paper. Its organic growth is like that of the English Constitution.

Those sharing in this enterprise are in a labor of intellectual interest. No one draws a salary for anything. The services of round table and conference leaders, and of lecturers are contributed. The Director, who rotates from institution to institution each year, makes the program, and serves without honorarium. Expenses, of course, are provided through funds or contributions in kind furnished for the

purpose. No ambition, financial or professional, can be gratified.

The proceedings of the Institute are published and circulated widely.

Wherever the Institute has been held, the thinking of the community on these questions has been widened and raised, and its cumulative effect has been felt for years after the meetings had adjourned.

Such are the principles and objects, the organization, and the channels of education and of discussion of the Insti-

tute of International Relations. As it holds to its policies it will succeed and continue. As it departs from them it will fail and dissolve. Only a revolutionary about-face could make the latter course possible; and the probability is so remote that to discuss it is a vain thing.

As an experiment in voluntary adult education, it is worthy of the study of educationists and international experts of all countries.

## Means of Developing Closer Relations Between the Universities of the Occident and the Universities of the Orient

By PRESIDENT DAVID L. CRAWFORD  
University of Hawaii

Given before the Department of Colleges and Universities, Pacific Regional Conference of the World Federation of Education Associations, Honolulu, T. H., July 27, 1932

For bringing universities of the East and the West into closer relationship I have three concrete suggestions: The first is largely a matter of facilitating something that is already under way. Graduate students ought to migrate more across the Pacific, and this World Federation could well set up machinery to facilitate and direct the migration so that it may be something more than wandering. A central office somewhere in the Pacific area should be established to which any graduate student could write for information as to the best places for him to go for certain objectives. This ought to be more than a mere office full of catalogues. It ought to be presided over by a person who makes it his or her job to become really acquainted with what the various universities and research institutions around the Pacific can offer in the way of facilities for foreign students.

Undergraduate migration should ordinarily not be much encouraged except in cases such as American-born youngsters of Oriental parentage who desire to return to the land of their parents to live. Such individuals would benefit from spending their younger and more impres-

sionable years in the country where they are to live. This, however, is an inconsequential number in proportion to the whole problem and need not concern us unduly at this time.

Student migration across the Pacific thus far has been very much from one direction. Chinese and Japanese students in large numbers have been seeking education in American and European universities, but very few Caucasian students have gone to the Orient for such purpose. A few have done so in recent years and have profited richly, some going singly and some in small groups. It is not necessary that degrees be sought by these migrating graduate students and for that reason it is less essential that the language of the country be thoroughly mastered. The chief objective is that ultimately there shall be a wholesomely large number of educated people in a country who know other countries across the Pacific in a more intimate way than comes from tourist travel. For example, eight young men from a California college spent a year as graduate students in Japan and China, seeking no degree, but identifying themselves for a month or several months

at one institution and then transferring to another, and so on. Their purpose was to study sociology and economics and they sought out the professors of these subjects and those advanced students who showed an interest in meeting foreign students. Or, the matter may be approached more seriously and the graduate student may register as a candidate for a degree. Many Oriental students have American and European degrees. Why not reciprocate and have Oriental degrees sought by westerners?

If the answer is made that very few Oriental universities can offer sufficient attraction to draw American and European scholars as degree candidates, then I say that it is time we corrected the situation. In at least a few universities in the Orient a western scholar ought to be able to study for a degree without mastering an oriental language. If Tsing Hua or Yenching in Peiping and the Imperial University in Tokyo would announce a new plan whereby western students would be admitted for graduate study in certain specified departments without requiring a mastery of the language of the country and would offer some sort of advanced degree, I am sure that the response from the West would be surprising. And it would do much to build up a better understanding of the East by the West. This is something tangible the W. F. E. A. can foster.

The second proposal concerns professors. There is a moderately extensive movement of professors across the Pacific, but it is haphazard and not capitalized nor does it follow any plan. Many from the Orient go to the West as graduate students or to lecture, but most of those who go from the West to the Orient go as sight-seers only and do not have any close contact with student life.

A central clearing house should be at work somewhere in the Pacific area to gather and disseminate information about professors who are traveling on sabbatical leave or furlough so that universities in their path could take advantage of their

coming. Also, efforts should be made to develop a plan whereby professors on leave could be invited on visiting appointments at universities across the ocean. What if language barriers do exist! Interpreters can be provided. Take them in socially as well as educationally. It will prove an excellent antidote for race prejudice.

It would not cost much to have an agent in the Orient, one in the Antipodes and one in western America, all working through a central office, and this office in close touch with the International Education Institute in New York. This latter organization might function in the Pacific if its eyes were not fixed so firmly on Europe. Latin America receives good attention, but the Orient very little.

The third proposal is of a different nature and has something of the zest of the impossible, the tang of that which most people would say can't be done. Let us rewrite the school textbooks of the Pacific countries, with less emphasis on national pride and prejudice and more emphasis on truth which knows no national lines. We could scarcely denationalize them, and would not wish to do so, even if it were possible, because the world is not yet ready to slough off nationalism. But our school textbooks go too far and something must be done to correct the situation.

The proposal is this. Create a small board or committee whose function would be to make an examination of the more important textbooks of all Pacific countries and note all passages which are not in accordance with the truth and especially those which seem to have a malicious intent of stirring up hatred or prejudice against another nation. Such passages would first be referred to a national education association in the country concerned, and if in due time that should fail to bring a correction of the evil, then resort would be had to general world-wide publicity. Nothing is quite so effective a corrective agency as public ridicule.

## KGU in Aloha Program to New Zealand

To the strains of "On the Beach at Waikiki," Hawaii's aloha program to the radio audience of New Zealand was opened over KGU, the radio service of the Honolulu Advertiser, Sunday night, July 19, at 10 o'clock and continued until midnight.

This program was broadcast in appreciation of the numerous letters received from radio fans in New Zealand congratulating KGU upon their change in wave length and the excellence of the programs. Through the cooperation of the Royal Hawaiian Hotel, with KGU, and the several groups of Hawaiian entertainers who took part, this unusual broadcast was made possible.

Long before the scheduled hour of the broadcast, the public gallery of KGU was well filled with former residents of New Zealand, who came to hear and see this program which would reach their native land. As Webley Edwards, program director of KGU, stepped up to the microphone for the opening announcement, a hush fell over the audience, each picturing in his mind friends and relatives "down under" who might be listening in.

Following is the message by Raymond S. Coll, managing editor of The Advertiser:

"Gentlemen of the Press and Friends in New Zealand:

"Balboa, when he labeled the broad expanse of this western ocean from a palisade of California, named the Pacific better than he knew. For Pacific relation has come to mean more than mere oceanic contacts, more than trade incentives. It signifies frequent visits, good will and cultural agreement.

"There is much in common between the English-speaking press of the Pacific; many sympathetic viewpoints affecting the lives and happiness of those who dwell north and south of the equator. We are, so to speak, the Pacific man,

separate and apart from others. In that spirit I greet you this evening in the name of Hawaii through station KGU.

"On the rim of this ocean half the population of the world is waking to claim its inheritance. That the mightiest body of water is destined to become the greatest trade highway on earth is confidently predicted by those who should and do know. Up and down the American west coast trade lanes find their way. Across the Pacific from North and South America shipping lines radiate out to Vancouver, Seattle, San Francisco, Los Angeles and Panama canal ports conveying cargoes and passengers with New Zealand and Australia as their destination, and Hawaii in the middle as a calling port.

"This awakening of travel and trade brings home to us the belief that forces beyond our control have set the stage for making the Pacific the 20th century Mediterranean in this age of world development.

"Today Hawaii and New Zealand are well along in developing an understanding and relationship that reduce great wastes of water to front-yard distances. Many of our neighbors and friends are your countrymen and kinsmen. When folks know one another well they build close and lasting friendships. In my humble way I am trying to symbolize that spirit in this brief message. And along that trend may I digress to say that fate has brought together here a strange citizenry. It is not so much the people that make Hawaii different from any other spot on the globe. It is the thought and feeling that flows through their minds to level former prejudices and subdue the community to a new and vital life.

"Here now Mother Nature has opened her color box in full splendor. Beauty spots are calling in Hawaii. Flowering trees, shrubs and plants are splashing

mountain, valley and streets with pigments that rival dreams of Paradise and bring peace and contentment to mankind.

"So a toast and an invitation to you; hands across the sea from a land that really has had pots of gold at the end of its rainbows.

"Good-bye and good luck!"

Following is the text of the greeting made by J. Howard Ellis, president of the Rotary Club of Honolulu:

"Five years ago Mrs. Ellis and I were sent by the Rotary Club of Honolulu to represent the United States of America at the Rotary District conference in Auckland.

"This was not my first contact with the people from your beautiful Islands. As a banker in Honolulu, I had met many interesting and congenial men and women from there, and had grown to admire and respect them for their ruggedness of character, their sturdiness of purpose, their indomitable spirit.

"But our visit to your land has increased our admiration and our regard. The uniform courtesy, the spontaneous friendliness, the unfailing attention to us while we were your guests, we shall never forget, and the friendships we formed while there will last as long as life itself.

"Your forefathers were pioneers, just as ours were in New England, and they came from the same land. Both met much the same conditions. Both learned

to work with Nature. Both overcame obstacles which at times seemed insuperable.

They built homes. They tilled the land. They raised families. They conquered a new and strange, and at times a terrifying land.

"It is a bond between us. But it is not the only bond.

"The people of New Zealand, and we in Hawaii live on islands far removed from any other land in this Pacific ocean of ours. We both are to a large extent dependent on ourselves for happiness, for comfort, for our very livelihood.

"And while many thousand miles of the blue Pacific separate us, and although each of us has our own serious problems to face and to solve, that common bond remains, and I predict, and it is my most earnest hope that as the years go by, with the steady increase and improvement in transportation and communication facilities, we of Hawaii, of the United States of America, and you of New Zealand, a priceless part of the British Empire, will grow closer and closer together in understanding, good will, and spirit.

"And, not only to my friends in Auckland, Wanganui, Wellington, Christchurch, Dunedin, and Invercargill, but to everyone in New Zealand, I send sincere and hearty greetings, or as we express it in Hawaii, Aloha."

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## Where East Meets West

By GEORGE SAKAMAKI  
On Staff of Honolulu Star-Bulletin

The westernization of contemporary Japan has been made more complete by the wholesale adoption of many thousands of words that are not indigenous to the country, but are of European origin.

Dutch, German, French, Spanish and Italian words are widely diffused and are in general use.

Particularly amazing is the embracing during the last two generations of innumerable words derived from the English language.

So extensive is the popularity of English that any English-speaking visitor to Japan today will experience no particular hardship in traveling from one place to another.

Directions, signboards over shops and stores, posters, menus and other sources of information are written legibly in English. Four thriving newspapers printed solely in the English language supply daily news of local, national and world interest.

In addition, a considerable proportion of the natives possess an understanding knowledge of the English language for the purposes of ordinary simple conversation.

The latest moving pictures, phonograph records, magazines and other language-promoting agencies are all highly popularized.

Many colleges and universities prescribe entrance examinations in English, while applications for positions with larger business concerns and governmental departments also require a speaking and writing knowledge of this language.

Not only learned dissertations, but the more ordinary essays, speeches, magazine and newspaper articles and everyday conversations are considered weak and antiquated if western origins are not freely employed.

Names of household goods and fixtures, scientific terminologies and phraseologies, and expressions of love probably contribute the largest number of English words to the Japanese language of today.

In most cases the original semblance of English words is lost in their transcription into Japanese syllabaries. But the essential meanings are retained in their Japanese forms.

Of interest is the review by S. Okuyama of a recent exhibition of so-called modern Japanese words held at the Matsuya department store on the Ginza, Tokyo.

Mr. Okuyama lists the words which made up the exhibit. All of them have wider generic connotations than is the case among English-speaking peoples.

They are used by the Japanese themselves as part of their language and not for the convenience of foreigners.

In speaking to foreigners, Japanese will speak more understandingly than the following spellings will indicate.

These words are given here merely to show some of the more popular adaptations and the extent to which the Japanese language has become Westernized: "Itto"—This is the equivalent of the English "it." By "hyaku paacento itto," a Japanese means a girl has more than her share of attractiveness.

"Saabisu"—This is the English word for service, or kindness without charge.

"Er"—This is taken from the Greek God of Love, Eros. It is also an abbreviation of the word "erotic," suggestive of love or passion.

"Guro"—Although borrowed from the word "grotesque" as used in architecture and art, it is used by the Japanese categorically to imply abnormal sex appeal or any distortion, absurdity or incongruity.

"Jazzu"—This word means anything noisy or superficial. It has direct reference "to the maddening melody of the decadent music of the natives of America."

"Demo"—This is an abbreviation of the word demonstration, and means anything showy or gaudy. Anyone parading about in attractive attire is referred to as making a "demo."

"Supessharu"—Anything out of the ordinary is denoted by this word, which is the Japanese understanding of the English word "special."

"Mo'shun"—Taken from the word "motion," it means conduct or movement. "Slow mo'shun" may mean indisposition, lack of enthusiasm, and reluctant gestures.

"Shan"—This word means "pretty." It is derived from the German word "schön." "Toteschan" means a very pretty girl, while "doteschan" means exactly the opposite.

Other Japanized words in very prevalent use include the following "Esuo Esu" (S. O. S.); "sumaata" (smart); "on paraido" (on parade); "furappa" (flap-

per); "tempo" (tempo); "anaunsu" (announce); "kuraimakkuzu" (climax); "dema" (demagogue); "ookei" (O. K.); "kyasutengubooto" (casting vote); "aramodo" (à la mode); "jaanarisumu" (journalism); "randebu" (rendezvous); "rizumu" (rhythm); "kondeshon" (condition); "supai" (sky); "ekkusutora" (extra); "yumoa" (humor); "nansensu"

(nonsense); "patoron" (patron); "rebyu" (revue); "goshippu" (gossip); "torrikku" (trick); "senseishon" (sensation); "riido" (to lead); "kamufuraju" (camouflage); "jiremma" (dilemma); "surogan" (slogan); "tero" (terrorism); "fuan" (fan, as "baseball fan"); "san-chimentaru" (sentimental).

## Pan-Pacific Student Correspondence

Bruce Chalmers, 402 E. St. Andrew's Place, Santa Ana, California, writes on September 2, the following letter:

*To My Pacific Pen-Friend in Japan:*

Greetings! I am very glad, through the offices of the Pan-Pacific Union, to be able to correspond with a student of my own age in Japan, and I am hoping that our correspondence will yield much that is of interest to both of us.

It is easy enough for us on one shore of the ocean to read in magazines of our fellow Pacific races on the other shores, but we can hardly come to know one another very well unless we come into direct contact, such as we now have. Let us hope, as this inter-Pacific student correspondence grows, that we fellow races of the Pacific will come to know and understand each other's problems.

There is much in your land, both of the old Japanese life and of the modern, that is of great interest to us in California and I will always be happy to receive whatever information you may write on the subject.

In your letter, please tell me of your own interests in California—whether they are concerning our educational, economic, or political affairs or are centered in historical or nature studies, etc., as I shall be very glad to gather whatever data or information you desire, and send it to you. Also, if you are interested in any special hobby, such as in forming some collection, I shall be happy to assist you through whatever specimens or pic-

tures, etc., which may be obtained here. Personally, my hobby is stamp collecting, and if by any chance, you, too, are a collector, we may be able to exchange duplicates, new issues, etc.

If you are acquainted with other students there who would also like to open correspondences with students of their own age on this shore of the Pacific, I can furnish the names and addresses of interested students here who would be glad to open correspondences with them.

Hoping that this opening letter of our correspondence finds you in the best of health and that you will write soon to your Pacific pen-friend in California, I am, with best wishes,

Su amigo californio,  
(Your California friend),

Bruce Chalmers.

In submitting this sample letter which he has addressed to a student in Japan in opening correspondence with him through the Pan-Pacific Union, Mr. Chalmers suggests that one group of Pan-Pacific students choose some other Pacific nation to write to and that they write the letters and forward them to Union headquarters for distribution.

He suggests that each choose a letter to his liking, perhaps because the writer follows his own hobby or is interested in the same general subjects.

The Pan-Pacific Union will be glad to assist in any way.

## Australian Literature

102 Hotham St., East Melbourne, C. 2.  
Victoria, Australia, August 15, 1932.

*Secretary, Pan-Pacific Union:*

Mrs. Beatrice M. Fowler, Director, Press Cutting Bureau, 443 Little Collins Street, Melbourne, Victoria, has asked me to write to you concerning an approved list of books relating to Australian Literature.

At your present juncture, I take it that what you require is sources from which you can select, rather than comparisons of the work of individual writers. You will make your own comparisons later. I am sending you a list chosen for the Public Library, Toronto, Canada, by A. G. Stephens, one of Australia's foremost critics. I think you could not do better than get in touch with Mr. Stephens. His address is Box 711, G. P. O., Sydney, New South Wales. Another mine of information on Australian literature is Captain Peters, Manager, Robertson & Mullens, Booksellers, Elizabeth Street, Melbourne, Australia. Going more into detail there is Nettie Palmer's Lothian Prize Essay, "Modern Australian Literature," published 1924. Mrs. Palmer confines herself mostly to fiction and poetry. For history there is Ernest Scott, Melbourne, and H. M. Green, Sydney. I'm sorry I haven't a copy of Mrs. Palmer's little *vade mecum* to send you, but the Lothian Book Publishing Company (Melbourne and Sydney) would be sure to have it in stock.

At the request of Mrs. James Dyer (Rue 17, Paris) the Australian Literature Society of Melbourne recently compiled for her a list of Australian books to be translated into French. I'm sure Dr. James Booth (154 Victoria Street, N. Melbourne), President of the Society, would be happy to send you the list, if you so wished.

Turning to outside sources, there is C. Hartley Grattan's University of Washington Chapbooks, Australian Literature,

a salutary, though not palatable commentary on Australian Literature from a visitor's viewpoint. I'm sending you a copy of this book for yourself.

Mrs. Fowler desires me to send her kindest good wishes for yourself and for success to your fine work and labor of love in your great mission—to which may I add my own?

Yours sincerely,

Kate Baker.

*A List of 100 books compiled by A. G. Stephens, Editor, Bookfellow, Box 711, G. P. O., Sydney, for the Public Library, Toronto, Canada.*

### *Anzac*

1. Bean, C. E.—Anzac Book, 1917.
2. DeLogue, S.—Straits Impregnable, 1919.
3. Downing, D. H.—Digger Dialects, 1919.
4. Harris, P. L.—Aussie, 1920.
5. Hartt, C. L.—Diggerets, 1919.
6. Stephens, A. G.—ed. Anac Memorial, 1916.

### *Art and Illustration*

7. Hirst, A. D.—Through the Gates, 1921.
8. Julius H.—Theatrical Characters, 1912.
9. Oathwaite, I. R.—Elves and Fairies, 1919.
10. Pelloe, E. H.—Wild Flowers of Western Australia.
11. Smith, S. U.—The Art of J. J. Hilder, 1918.
12. Stevens—The Pen Drawings of Norman Lindsay.
13. Smith and Stevens—Australian and New Zealand Etchings.
14. Stephens, A. G.—ed. Phil May in Australia.

### *Drama*

15. Adams, A. H.—Three Plays for Australian Stage, 1914.
16. Esson, L.—Three Short Plays, 1912.
17. Palmer, Vance—The Black Horse, 1912.

### *Essays and Criticism*

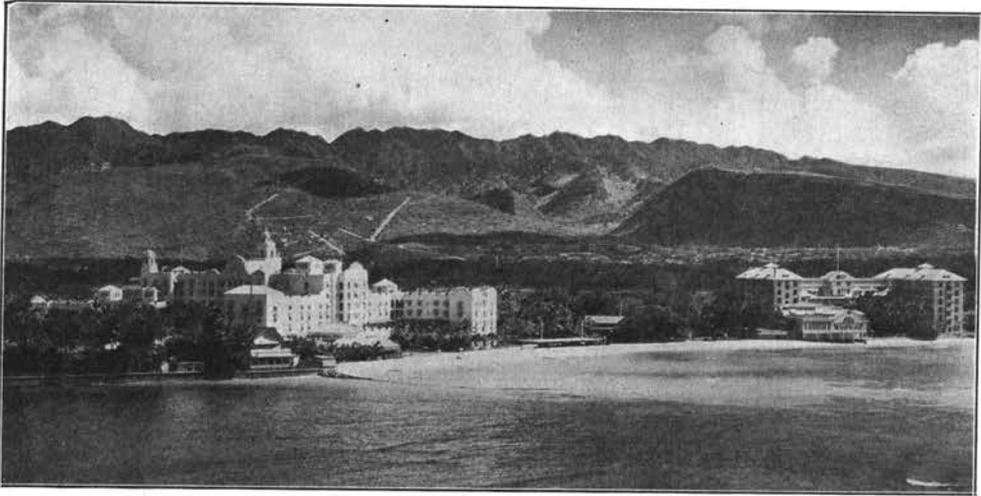
17. Barton, G. B.—The Poets and Prose Writers of New South Wales, 1866.
18. Boote, H. E.—A Fool's Talk, 1915.
19. Sinclair, F.—Annotations, 1920.
20. Stephens, A. G.—The Red Pagan, 1902.

### *Fiction*

21. Becke, L.—By Reef and Palm, 1894.
22. Bedford, R.—The Snare of Strength, 1894.
23. Baynton, B.—Bush Studies, 1902.
24. Bartlett, A. T.—Ceranie's Book, 1921.
25. Browne, T. A.—Robbery Under Arms, 1888.

26. Clarke, M. A. H.—For the Term of His Natural Life, 1874.
  27. Davis, A. H.—On Our Selection, 1898.
  28. Dyson, L. G.—Fact'ry Ands, 1906.
  29. Franklin, I. M.—My Brilliant Career, 1901.
  30. Furphy, J.—Such Is Life, 1903.
  31. Hay, W.—An Australian Rip Van Winkle, 1921.
  32. Kerr, D. B.—Painted Clay, 1917.
  33. Jones, D. E.—Peter Piper, 1913.
  34. Lawson, H.—While the Billy Boils, 1896.
  35. Lloyd, M. E.—Susan's Little Sins, 1919.
  36. Mander, J.—The Story of a New Zealand River, 1920.
  37. Russell, F. A.—The Ashes of Achievement, 1920.
  38. Stephens (ed.), A. G.—The Bulletin Story Book, 1902.
  39. Stone, L.—Jonah, 1911.
  40. Wolla Meranda—Pavots de la Nuit, 1922.
  41. Wright, A.—A Game of Chance, 1922.
- Juvenile*
42. Bruce, M. G.—Mates at Billabong, 1922.
  43. Dwyer, V. G.—The Kayles of Bushy Lodge, 1921.
  44. Howes, E.—The Sun Babies, 1910.
  45. Littlejohn, A.—Rainbow Dreams, 1919.
  46. Lloyd, C.—The House of Just Fancy, 1921.
  47. Mack, L.—Teens, 1897.
  48. Peacocke, I. M.—My Friend Phil, 1915.
  49. Pedley, E.—Dot and the Kangaroo, 1899.
  50. Smith, T. E. G.—Three Real Bricks, 1920.
  51. Turner, E.—Jennifer, 1922.
  52. Whitfield, L. M.—Tom who was Rachel.
- Reference*
53. Fraser, M.—The New Zealand Official Year Book, 1922.
  54. Hocken, T. M.—A Bibliography of New Zealand Literature, 1902.
  55. Walker, R. C.—Australian Bibliography, 1893.
  56. Wickens, C. H.—Official Year Book of Commonwealth of Australia, 1922 (an indispensable book).
- Travel and Description*
57. Abbott, J. H. M.—Plain and Veldt, 1903.
  58. Bean, C. E.—On the Wool Track, 1916.
  59. Cowan, J.—The Maoris of New Zealand.
  60. Gunn, J.—The Little Black Princess, 1906.
  61. Kaleski, R.—Australian Barkers and Biters, 1914.
  62. Le Loueff, W. H. D.—Wild Life in Australia, 1917.
  63. Maning, F. E.—Old New Zealand, 1863.
  64. McNab, R.—Old Whaling Days, 1913.
  65. Meiklejohn, W. D.—Some Old Timers of New Zealand, 1916.
  66. Moses, J.—Beyond the City Gates, 1923.
- Verse*
67. Adams, A. H.—Maoriland and Other Verses, 1899.
  68. Alexander, W. E.—New Zealand Verse, 1905.
  69. Bayldon, A. D.—Poems, 1897.
  70. Baughan, B.—Shingleshort and Other Verses, 1908.
  71. Boake, B. H.—Where the Dead Men Lie, 1897.
  72. Bourke, J. P.—Off the Blue Bush, 1915.
  73. Brady, E. J.—The Ways of Many Waters, 1899.
  74. Brennan, C. J.—Poems, 1913.
  75. Church, H.—Poems, 1913 (recently died in Melbourne).
  76. Crawford, R.—The Leafy Bliss, 1921.
  77. Cross, Z.—Songs of Love and Life, 1917.
  78. Daley, V. J.—At Dawn and Dusk, 1898.
  79. De La Mare, F. A.—The Old Clay Patch, 1920.
  80. Dennis, C. J.—The Sentimental Bloke, Doreen.
  81. Forrest, M.—Streets and Gardens, 1922.
  82. Gilmore, M.—Marrid and Other Verses, 1910.
  83. Gordon, A. L.—Poems, 1920.
  84. Kendall, H.—Poems, 1921.
  85. Lawson, H.—When the World Was Wide, 1896.
  86. Macartney, F. T.—Poems, 1920.
  87. Mackay, J.—Land of the Morning, 1909.
  88. McCrae, H. R.—Satyrs and Sunlight, 1909.
  89. Murphy, E. G.—Jarrahland Jingles, 1908.
  90. Neilson, J. S.—Heart of Spring, 1919.
  91. O'Hara, J. B.—Poems, 1918.
  92. Oglivie, W. H.—Fair Girls and Grey Horses, 1898.
  93. Oliphant, E. H. C.—ed. Australian University Verse.
  94. Paterson, A. B.—Collected Verse, 1923.
  95. Ross, D. M.—The After Glow, 1904.
  96. Sonter, C. H.—The Mallee Fire, 1923.
  97. Stephens, A. G.—ed. A Southern Garland, 1904.
  98. Tregear, E.—Shadows and Other Verses, 1919.
  99. Wall, A.—London Lost, 1922.
  100. Wilson, A. G.—A Book of Verses.

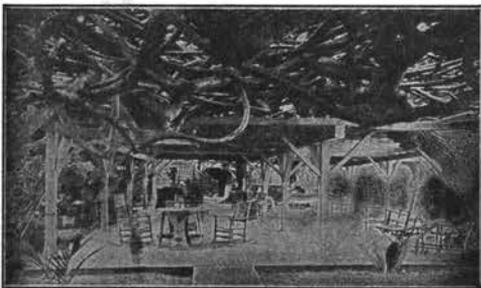
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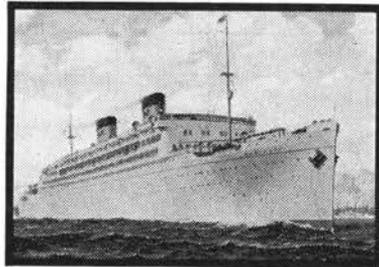
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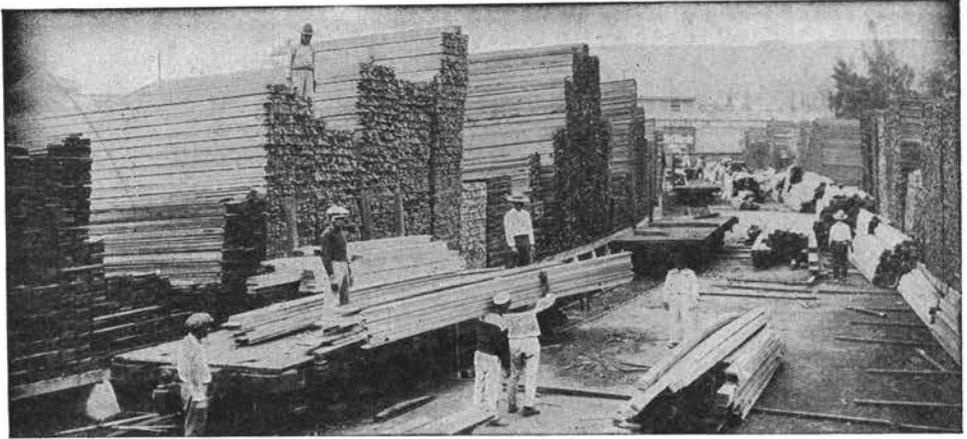
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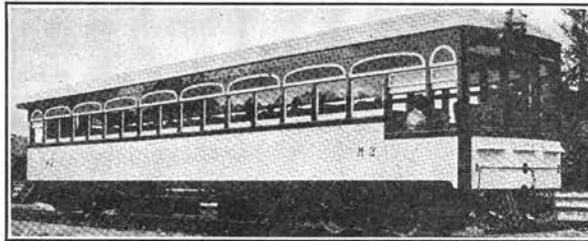


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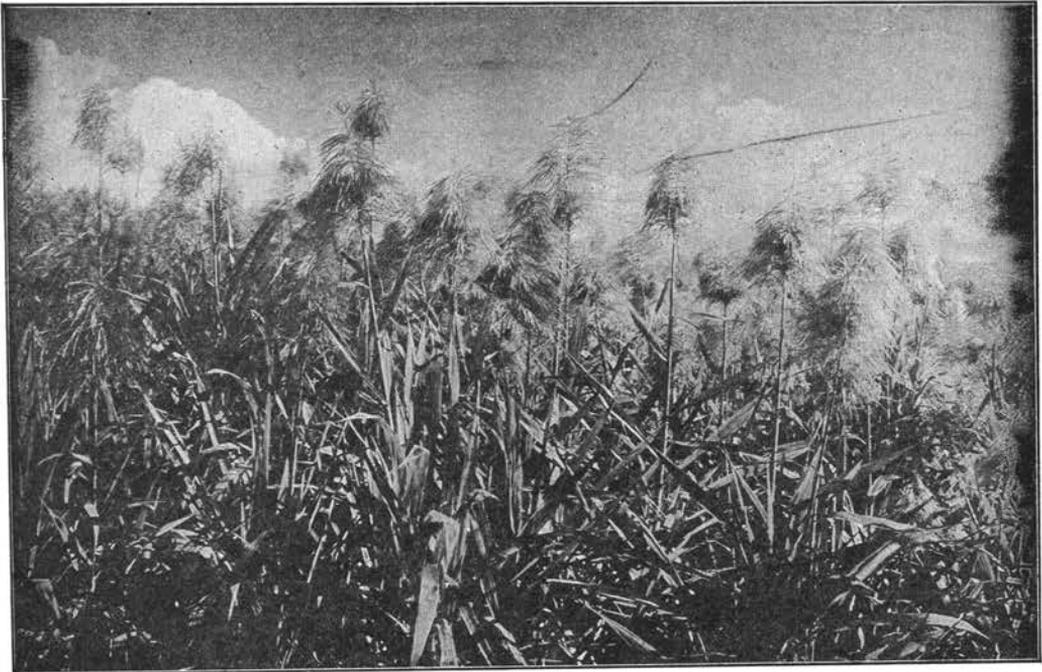
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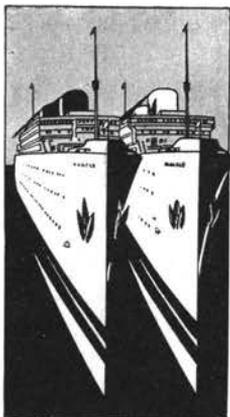
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**The City Transfer Company,** at Pier 11, has its motor trucks meet all incoming steamers and it gathers baggage from every part of the city for delivery to the outgoing steamers. This company receives, and puts in storage until needed, excess baggage of visitors to Honolulu and finds many ways to serve its patrons.

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**The Pacific Engineering Company, Ltd.,** construction engineers and general contractors, is splendidly equipped to handle all types of building construction, and execute building projects in minimum time and to the utmost satisfaction of the owner. The main offices are in the Yokohama Specie Bank Building, with its mill and factory at South Street. Many of the leading business buildings in Honolulu have been constructed under the direction of the Pacific Engineering Company.

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*The Liberty House, Hawaii's pioneer dry goods store, established in 1850; it has grown apace with the times until today it is an institution of service rivaling the most progressive mainland establishments in the matter of its merchandising policies and business efficiency.*

The Waterhouse Co., Ltd., in the Alexander Young Building, on Bishop street, make office equipment their specialty, being the sole distributor for the National Cash Register Co., the Burroughs Adding Machine, the Art Metal Construction Co., the York Safe and Lock Company and the Underwood Typewriter Co. They carry in stock all kinds of steel desks and other equipment for the office, so that one might at a day's notice furnish his office, safe against fire and all kinds of insects.

The Honolulu Star-Bulletin, 125 Merchant Street, prints in its job department the Mid-Pacific Magazine, and that speaks for itself. The Honolulu Star-Bulletin, Ltd., conducts a complete commercial printing plant, where all the details of printing manufacture are performed. It issues Hawaii's leading evening newspaper and publishes many elaborate editions of books.

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The Honolulu Dairymen's Association supplies the pure milk used for children and adults in Honolulu. It also supplies the city with ice cream for desserts. Its main office is in the Purity Inn at Beretania and Keeaumoku streets. The milk of the Honolulu Dairymen's Association is pure, it is rich, and it is pasteurized. The Association has had the experience of more than a generation, and it has called upon science in perfecting its plant and its methods of handling milk and delivering it in sealed bottles to its customers.

Stevedoring in Honolulu is attended to by the firm of McCabe, Hamilton and Renny Co., Ltd., 20 South Queen Street. Men of almost every Pacific race are employed by this firm, and the men of each race seem fitted for some particular part of the work, so that quick and efficient is the loading and unloading of vessels in Honolulu.

Twice a week the **Inter-Island Steam Navigation Company** dispatches its palatial steamers, "Waialeale" and "Hualalai," to Hilo, leaving Honolulu at 4 P.M. on Tuesdays and Fridays, arriving at Hilo at 8 A.M. the next morning. From Honolulu, the Inter-Island Company dispatches almost daily excellent passenger vessels to the island of Maui and twice a week to the island of Kauai. There is no finer cruise in all the world than a visit to all of the Hawaiian Islands on the steamers of the Inter-Island Steam Navigation Company. The head offices in Honolulu are on Fort at Merchant Street, where every information is available, or books on the different islands are sent on request. Tours of all the islands are arranged.

Connected with the Inter-Island Steam Navigation Company is the world-famous Volcano House overlooking the everlasting house of fire, as the crater of Halemaumau is justly named. A night's ride from Honolulu and an hour by automobile, and you are at the Volcano House in the Hawaii National Park on the Island of Hawaii, the only truly historic caravansary of the Hawaiian Islands.

There are other excellent hotels on the Island of Hawaii, the largest of the group, including the recently constructed Kona Inn, located at Kailua on the Kona Coast—the most primitive and historic district in Hawaii.

**The Bank of Hawaii, Limited**, incorporated in 1897, has reflected the solid, substantial growth of the islands since the period of annexation to the United States. Over this period its resources have grown to be the largest of any financial institution in the islands. In 1899 a savings department was added to its other banking facilities. Its home business office is at the corner of Bishop and King streets, and it maintains branches on the islands of Hawaii, Kauai, Maui, and Oahu, enabling it to give to the public an extremely efficient Banking Service.

ADVT.



*Interior View of Bishop Trust Co.*

**The Bishop Trust Co., Limited**, largest Trust Company in Hawaii, is located at the corner of Bishop and King Streets. It offers Honolulu residents as well as mainland visitors the most complete trust service obtainable in the islands today. The Company owns the Guardian Trust Co., Pacific Trust, Waterhouse Trust, and the Bishop Insurance Agency, and is thus able to offer an all-inclusive service embracing the following: Trusts, Wills, Real Estate, Property Management, Home Rental Service, Stocks and Bonds and the Largest Safe Deposit Vaults in Hawaii.

**Honolulu Paper Company**, Honolulu's leading book and stationery store, is located on the ground floor of the Young Hotel Building in the heart of Honolulu's business district. The company has a complete stock of all the latest fiction, travel, biography and books relating to Hawaii. It is also distributor for Royal Typewriters, Adding Machines, Calculators and steel office furniture.

**The Haleakala Ranch Company**, with head offices at Makawao, on the Island of Maui, is as its name indicates, a cattle ranch on the slopes of the great mountain of Haleakala, rising 10,000 feet above the sea. This ranch breeds pure Hereford cattle and is looking to a future when it will supply fine bred cattle to the markets and breeders in Hawaii.

