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Overseas AMERICA

OUR TERRITORIAL OUTPOSTS

(16)

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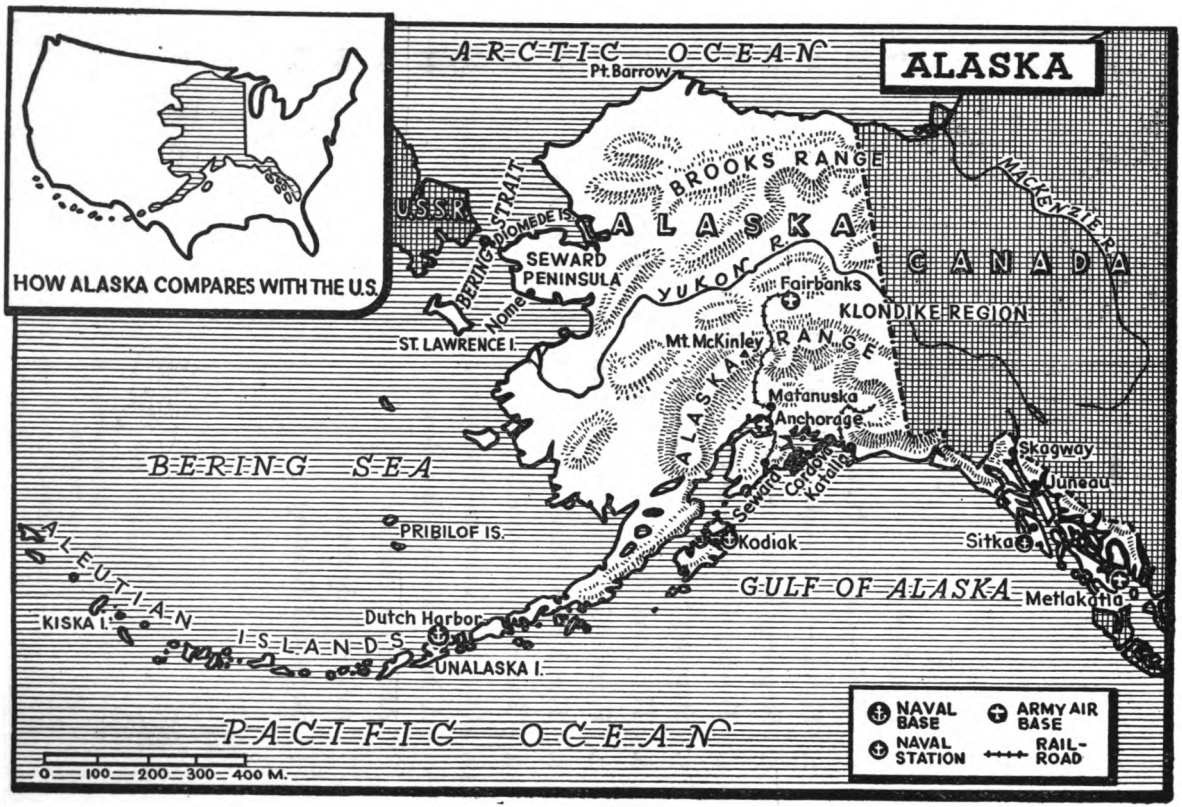

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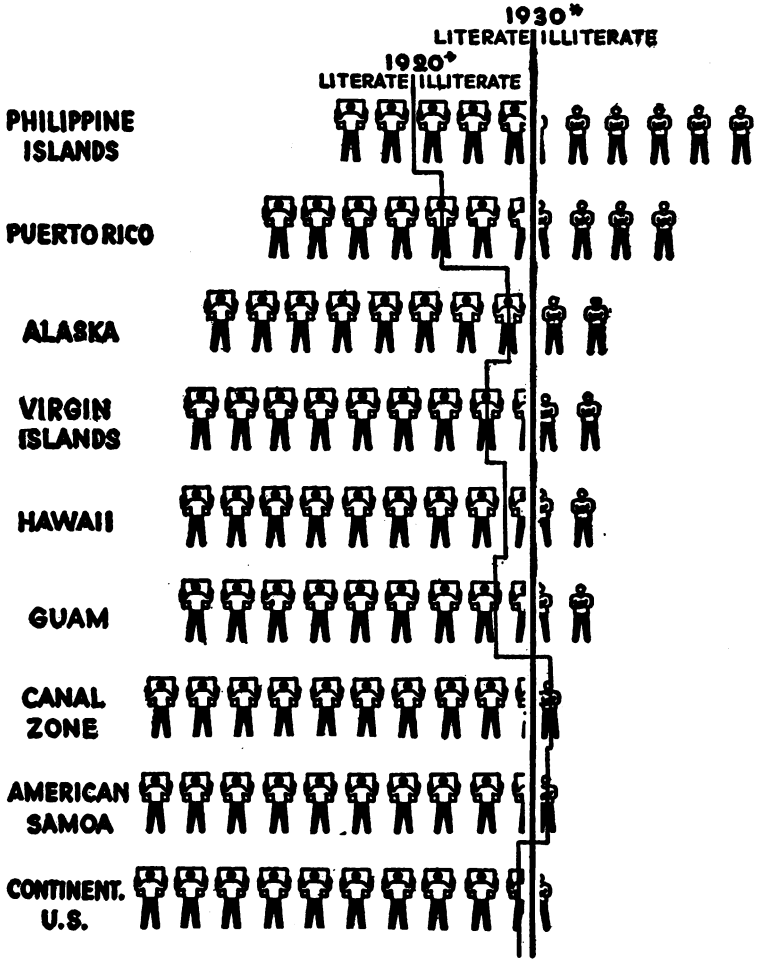
MORE PEOPLE CAN READ AND WRITE



EACH FIGURE REPRESENTS 10% OF POPULATION OF EACH AREA

+ EXCEPT FOR PHILIPPINES (1903) AND VIRGIN ISLANDS (1917)

* EXCEPT FOR PHILIPPINES (1939) AND PUERTO RICO (1935)

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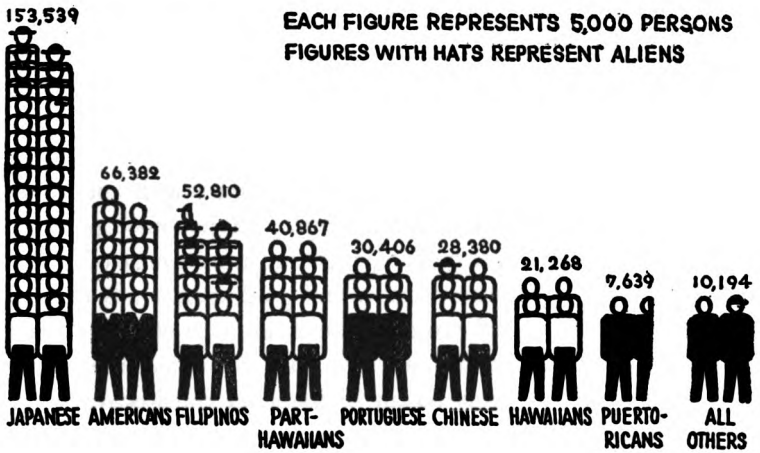
THE PEOPLE OF HAWAII — 1938



As a result, practically all the younger generation in Hawaii can read and write (see chart, page 15), and three out of four persons can speak English. Many parents of Oriental extraction send their children to Oriental-language schools after public-school hours to learn something of the Chinese, Japanese, or Korean language and the culture of their ancestors. Although these institutions undoubtedly sprang from the very natural desire of immigrants to preserve their own culture in an alien land, the Japanese-language schools in Hawaii aggravate the problem of distinguishing the loyal from the disloyal at a time when the United States and Japan are at war.

But despite all these educational opportunities, young people in Hawaii find themselves up against it when they try to make a place for their talents in the economic system. Just as on the mainland, many of them want to go into professions and other "white-collar" work. In Hawaii, however, the big-

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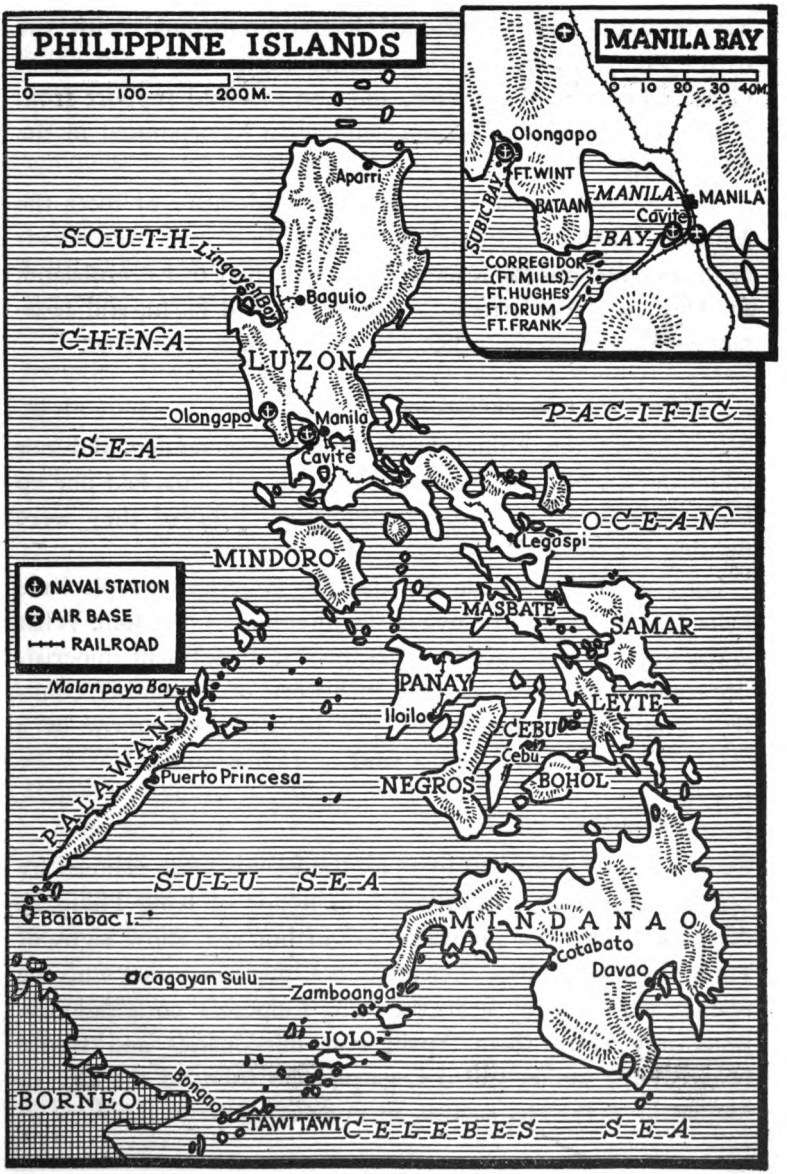

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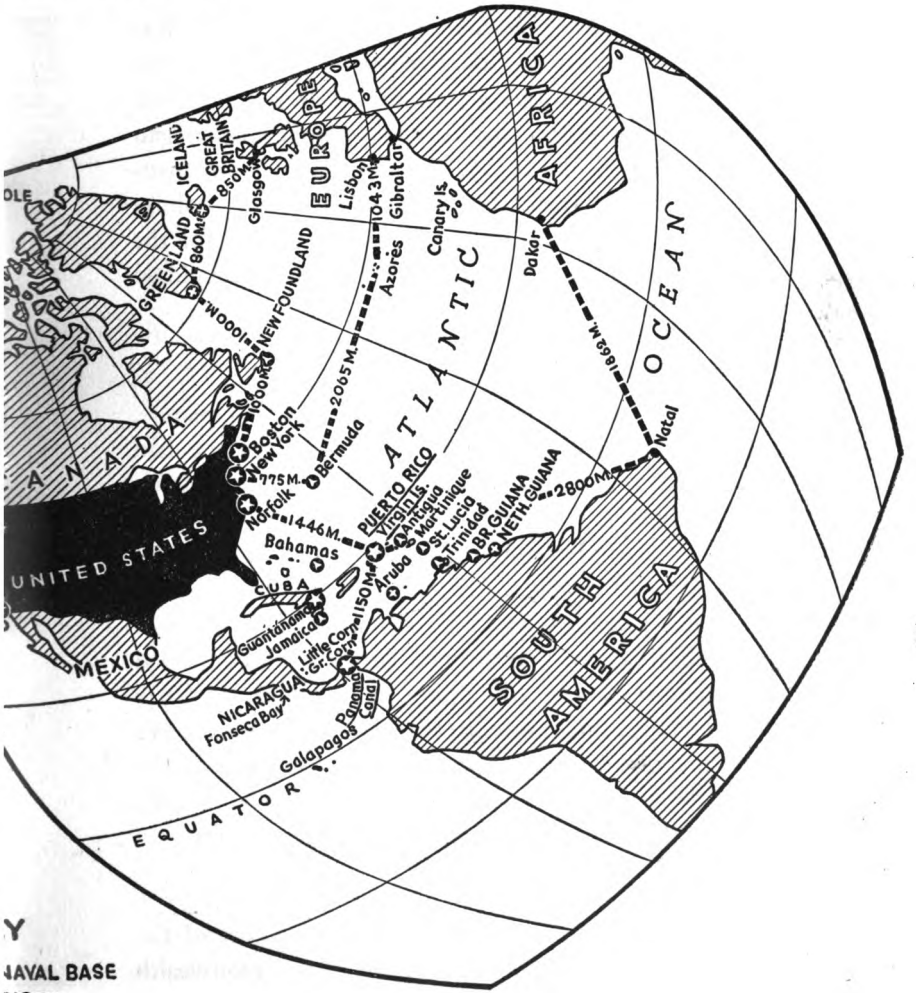
AMERICA



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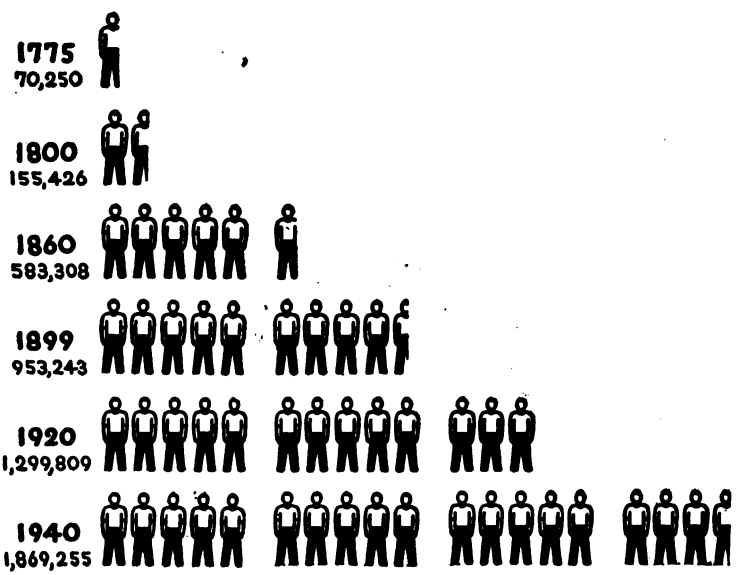
In the United States, statisticians figure that it takes 2.5 acres of cultivated land per person to maintain the American standard of living. But the Puerto Ricans have barely half an acre of cultivated land per person. If you count only the land in food crops for home consumption, then there is less than one-sixth of an acre per person.

If Puerto Rico had other resources, besides agriculture, the situation would not be so serious. But mining is negligible—the known ore deposits are too scant to be worth while working—and the magnificent forests of which the early explorers wrote were long ago destroyed by natives who cleared the land by fire, and by shipbuilders in search of ship timbers. The

PUERTO RICO'S GROWING POPULATION



EACH FIGURE REPRESENTS 100,000 PERSONS

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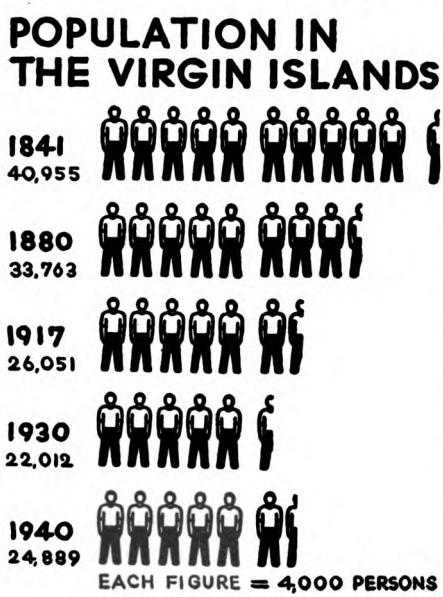
But no local government could hope to make much headway against the handicaps of the Virgin Islands without outside help. Droughts, marginal land, and the vagaries of shipping and sugar prices, make the economic problems of St. Thomas and St. Croix practically insoluble, but the Federal government has tried several measures of relief. It has sought to diversify land use to reduce dependence on sugar, without abandoning sugar altogether. Thus it has started subsistence homesteads, and at the same time is providing employment in a cane plantation, two sugar mills, handicrafts (Virgin Island Industries), and a rum distillery which it has restored to operation. The last was made possible by the repeal of prohibition. In St. Thomas the Federal government has also helped to extend hotel facilities and market buildings and is trying to encourage tourist trade.



In 1941 Congress extended sugar benefit payments to the cane-growers of the Virgin Islands, which up to that time had been the only United States sugar-producing area denied such benefits. At the same time, the local legislature repealed the export tax on sugar. While this

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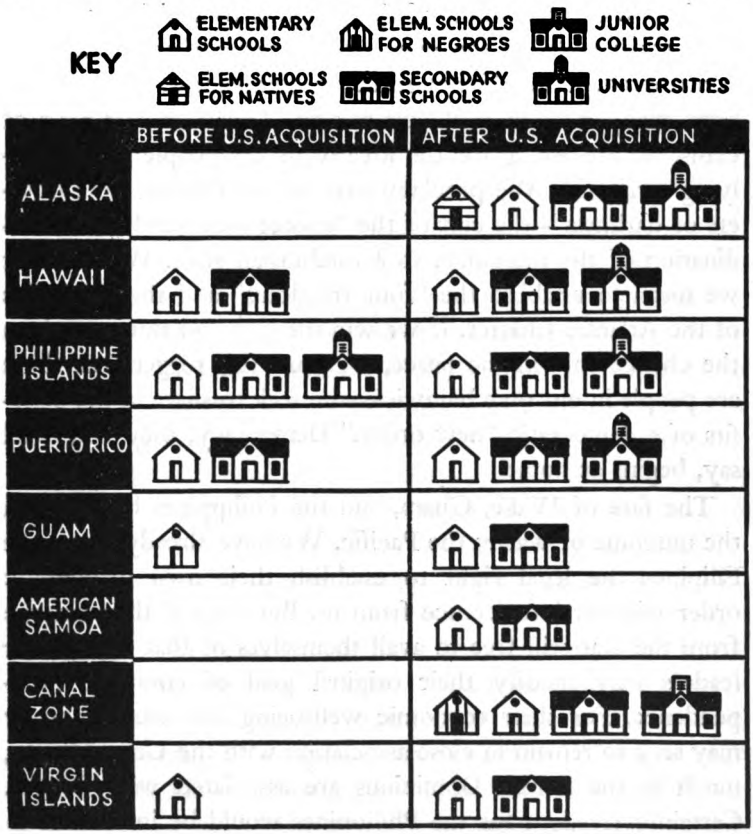
HOW PUBLIC SCHOOLS HAVE GROWN



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OVERSEAS AMERICA

Our Territorial Outposts



by

CHARLES F. REID

Illustrated by

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