Index

“Race of color”, 167–9
Atkinson, Fred, 16, 41, 45, 91, 176; Hiring of teachers, 29, 31, 59, 75; On the appointment of black teachers, 76–7, 103; On the appointment of women teachers, 61; Views on industrial education, 17, 189–90
“One Hundred Songs of Mary Helen Fee” (Perez), 290
Acebedo, Emigdio, 226–8
Acebedo, Nicanor, 226, 229
Act 74, 16, 29–31
African Americans, 10–12, 38;
Articulating the notion of a “race of color”, 135, 167–9; Claiming American identity, 98–100; Comparison of Filipinos to, 38–40;
Debate over the participation in empire of, 52, 74–80, 166–7; Depiction of themselves as brave and strenuous, 105, 124–5; Depiction of themselves as effective teachers, 103–4, 125–8;
Depiction of themselves as the best colonizers, 88, 100–1, 135;
Discrimination against, 157–60;
Education of, 16–17; Employment of, 33–4; Filipino attitudes toward, 162–5; Opportunities in empire for, 97–8, 103, 294–5; Presence as disrupting narratives of white supremacy, 134
African Methodist Episcopal Zion Church, 43, 47, 76
Aglipayano movement, 233
Agoncillo, Teodoro, 284
Aguinaldo, Emilio, 13–14, 167, 204
Alaminos, 100, 127, 163
Alaska, 18, 299
Albert, Alejandro, 73, 278–80
Altiveros, Josefa, 205
Americanization, 4–5, 17, 37, 84, 175, 181, 183, 206, 209–10, 214, 241, 291, 302;
African Americans as best agents of, 88, 128; African Americans as the best agents of. See African Americans;
Pensionado program and, 202–3, See Pensionados; Socializing and, 229–35, See Socializing
Anglo-Saxonism. See Whiteness, See Whiteness Armstrong, Samuel Chapman, 18
Artamanoff, Jessie Downing, 270–1
Assimilation, 16, 169, 175, See Americanization Association for the Study of Negro Life and History, 34, 296
Athletics, 183–6
Atkinson: Views on industrial education, 17
Bagobo, 96–7
Baguio Teachers’ Camp, 160–1
Balangiga, 114, 218, 226, 228
Bard, Harry Erwin, 293–4

© in this web service Cambridge University Press  www.cambridge.org
Barrows, David P., 77, 81, 136–7, 206, 223, 293–4; Conflict with Civil Service, 66–9; See Civil Service Board; Defining teacher fitness, 50, 59, 63, 67, 77–8, 86; School strikes and, 256–8; Views on education, 17–18, 190–2
Bartlett, Murray, 266
Baun, Louis D., 149, 186, 237
Beattie, G. W., 223–4
Benedict, Laura Watson, 96–7, 116
Benevolence, colonial rhetoric of, 2, 7, 16, 47, 50, 54, 62, 213, 291, 300–1
Benitez, Francisca Tirona, 205
Benitez, Paz Marquez, 205
Benton, Guy Potter, 270
Bess Priestley, 42
Bewley, Luther, 79, 83, 298; On the hiring of female teachers, 70–4; School strikes and, 275–82
Biao, Emilio Asensi, 226–7
Biao, Mrs., 240
Blackness, changing notions of, 10–12, 135, 157–71
Bocobo, Jorge, 209, 254–5; Patriotism and, 206; Student politics and, 286–8; Students politics and, 252
Bonifacio, Andrés, 12, 204
Bonner, Charlotte Stokes, 76, 79–80, 104, 193
Bonner, Frederick Douglass, 76, 79–80, 103, 147, 166, 295–6
Bordner, Harvey A., 70, 273–4, 276
Brigandage Act, 14, 110
Briggs, George N., 61, 109–10, 222
Brunnmitt, Mabel, 74, 273–8
Bryan, Elmer B., 44, 47, 77
Bryan, William Jennings, 254
Buck, Hammond H., 151, 262–4
Buck, W.A., 149
Buckland, Ralph Kent, 36, 38, 64, 93, 221–2, 240; Depiction of himself as a white explorer, 107, 111–13
Buffalo Pan-American Exposition, 26
Bureau of Education (Bureau of Public Instruction), 20, 31, 40, 42–4, 63, 76, 82, 84, 86, 91–2, 103, 144, 149, 160, 176, 191, 202, 206, 299; Conflict with Civil Service, 37–62; Creation of, 28–9; Criticism of, 30–1, 43, 49, 92; Filipinoization of, 206–9; Hiring of teachers and, 51–2, 62–74, 79–80, 101; Industrial education and, 193–4; Instructions to teachers, 47–8, 113,
182, 186, 212, 230, 253, 256; Response to school strikes, 252, 278–65, 273–81
Bureau of Insular Affairs, 32, 51, 62–3, 68, 73–4, 116, 297, 299; Appointment of black teachers, 74–80; Correspondence with Filipino students, 82–4; Mediating conflict between the Bureau of Education and Civil Service, 51, 58–62
Bureau of Non-Christian Tribes, 17, 107, 116–7, 190
Butler, John Henry Manning, 43, 47, 76–7, 147, 159–60, 165, 219, 294–5; Articulating the notion of a race of color, 169; Claiming American identity, 99–101; Criticism of racial prejudice, 47–8, 168; Depiction of African Americans as the best colonizers, 48, 100–3, 165, 169–71; Depiction of himself as brave and strenuous, 125; Depiction of himself as effective teacher, 101–27; Socializing with white teachers, 160–2; Travel to the Philippines, 38; Views on Filipino capacity, 199–200

Calangaman, 105
Calderon, Fernando, 288
California: Racial hierarchy in, 130; Racial violence in, 250, 270, 272
Carlisle Indian School, 17, 292
Carlson, Mabel, 273–6, 279
Carpenter, Frank W., 152, 294
Catholic Church: Concern about proselytizing in colonial schools, 30–1; Concern about proselytizing in the colonial schools, 43–4; Conflict with the Aglipayan movement, 233
Caulkins, Glenn A., 293
Cebu, 98, 105, 114, 211, 217
Central School, the, 84–5
Chase, J. Maud, 37
Chinatown (San Francisco), 26–7, 34–6
Chinese diaspora in the Philippines, 132–3
Cholera, 40, 114, 116, 180, 246
Christie, Emerson, 191
Civil Service Board, 51; Admission of women to exams, 66
Civil Service Board (Philippines): Admission of women to exams, 65
Civil Service Board (Philippines), 86; Admission of women to exams, 67–9;
## Conflict with Bureau of Education, 58–61; Creation of, 53–6; Defining teacher fitness, 57–8; Different classifications of American and Filipino teachers, 56

- Civil Service Commission, 51, 53, 58, 60, 86; Admission of women to exams, 66–8, 71; Examinations for teachers, 53, 55
- Cole, Harry, 32, 36, 92, 115, 249; Acting as an intermediary between Filipinos and the military, 226–7; Attitude toward Filipinos, 227–31, 238–40; Criticism of Bureau of Education, 42, 91, 93; Fear of violence, 113–14; Treatment of domestic servants, 243–7
- Cole, Mary, 32, 36, 91, 217–18; Attitude toward Filipinos, 38–9, 227–8, 238–40; Criticism of Bureau of Education, 92; Treatment of domestic servants, 243–7
- Commonwealth of the Philippines, The, 85, 92, 248, 297
- Constantino, Renato, 303
- Cordillera, 189
- Corporal punishment, 254–7, 262–4
- Crans, Mary B., 115–16, 196
- Crone, Frank, 90, 92, 263–4, 293
- Cuba, 8, 12–13, 29–30, 56
- Daniels, Bradford K., 44–5
- Davis, Dwight F., 280–1
- De Tavera, T. H. Fardo, 53
- De Veyra, Jesus, 114
- DeHuff, Elizabeth Willis, 293
- DeHuff, John D., 35, 113, 137–8, 207, 218–19, 231, 248, 292–3, 297, 303; Attitude toward intermarriage, 149–50; Depiction of himself as brave, 110–12; Investigation of school strikes, 258–9
- Dewey, George, 13, 27, 40
- Dickerson, Mary E., 33
- Domesticity, 9–10, 116
- Donalson, Anna M., 220
- Dorsey, George A., 96–7
- DuBois, W. E. B., 101, 168
- Dunne, Finley Peter, 34, 129
- Early, John C., 106–7
- Education, Spanish colonial, 28; American criticism of, 20–1; American erasure of, 21, 107; Influence on American colonial education, 19–20; Reform of, 19
- Edwards, Clarence R., 58, 60, 67–8; Appointment of black teachers, 77–8
- English language: Filipino attitudes toward the, 200–1, 213, 243; Filipino attitudes toward the, 188; Use of in Philippine schools, 8, 16, 20, 27–30, 45, 189
- Epps, R. D., 45–7
- Faurote, May, 120
- Fee, Mary Helen, 3, 33, 40, 179, 182, 194, 200, 202, 208, 232, 290, 297–8; Depiction of Filipinos as feminine, 197–8; Depiction of single women as the best colonizers, 122–3; Depiction of supervising teaching as masculine position, 65, 124; On teacher appointments, 45; Relations with domestic servants, 243–4, 246–8; View on Filipino capacity, 199; Views on changing notions of gender and femininity, 187–8; Views on Filipino capacity, 173–4; Views on Filipino capacity, 196–7, 200–2; Views on importance of athletics, 183–6
- Femininity: Changing notions of, 187–8; Depiction of Filipinos as feminine, 197–8; Female teachers negotiating ideas of, 9, 113–19; Teachers’ depiction of Filipinas as overly feminine, 118; Teachers’ depictions of Filipinas as overly feminine, 185–6
- Fiesta politics, 230
- Filipinoization, 55, 84, 199, 205, 234, 249, 265, 269; Decline of American teachers and, 71, 79, 206–9, 296
- Filipino Teacher, The, 260
- First Year Book, The (Fee), 173
- Fisher, Herbert D., 35, 64–5, 147; Depiction of himself as racially degenerating and regenerating, 105–6
- Fitzhugh, William Vincent, Myra, 33
- Fitzhugh, James H., 33, 159
- Forbes, W. Cameron, 159, 186, 207–8, 234, 269; Views on industrial education, 192–3
- Fortune, T. Thomas, 163–4, 171
- Freer, William B., 108–9, 223, 243
Index

Friendships, American and Filipino, 215–16, 235–40
Fugate, James R., 223–4
Funston, Frederick, 46
Gibraltar, 38
Gibson, Josephine Twogood, 161–2
Gómez, Dominador, 205
Gonzalez, Bienvenido, 286
Gray, Clarion C., 180, 184, 186
Guam, 13, 299
Guerra Warfare, 14–15
Haiti, 294
Hampton Institute, 17–18, 75
Harding, Warren G., 269
Hare–Hawes–Cutting Bill, 287–9
Harrison, Francis Burton, 73, 84, 139, 205, 207–9, 265, 269
Hawaii, 18; Influence on Philippine education, 18–19
Hemenway, Francis, 91, 237
Herrera, Mateo, 275, 278–9
Hong Kong, 12–13
How to Live (Knapp), 96, 180–1
Hunter, Bedford B., 29, 166, 215, 237; Articulating the notion of a “race of color”, 168–9; Challenging local networks of authority, 224–5, 231–2; Contrast of racial prejudice in the US with the Philippines, 160; Depiction of himself as brave and strenuous, 124; Depiction of himself as effective teacher, 125–7; View of opportunities in empire, 98; Views on Filipino capacity, 170, 218
Hygiene and sanitation, teaching of, 180–2
Ide, Henry C., 53
Igorots, 108–9, 123–4; Education of, 189–90
Ilustrados, 12
Independence, Philippine, 7, 205, 207, 209, 269–70, 296, 298–9; African Americans linking freedom struggle to Filipino desire for, 11, 168; American views on Filipino capacity for, 55, 196–202, 209–10, 234–5, 238, 238–9, 297; Colonial education as forestalling demands for, 5, 206, 291; Colonial education as preparing Filipinos for, 7, 291; Filipino agitation for, 12–14, 84, 205, 219, 234, 254–5, 270–2, 287–8; Linking student protests to, 230–1, 253, 257–8, 265–70, 273–4, 278–9, 285–4, 289
Indians. See Native Americans
Independence, Philippine: Linking student protests to, 242
Industrial education, 17–19, 101, 124, 141, 168, 175–6, 188–96, 209
Insurrectos, 110, 112–14, 121–2, 126–7, 218, 227, See Ladrones
Jessup, Minnie E., 123–4
Jim Crow, 11, 23, 79, 157–8, 167
Jones Act, 84, 209, 234, 252, 265, 268–9, 296
Kalaw, Maximo, 287
Kalaw, Teodoro M., 188
Kalinga, 108
Katipunan, 12–13, 205, 219, 234–5
Kelly, Alice M., 190
Kepner, William Allison, 226
Kindley, George C., 216
Knapp, Adeline, 1–2, 21, 95–7, 180
Kramer, Paul, 62, 230
Ladrones, 14, 110–12, 114, 151
Legarda, Benito, 53
Letye, 46
Lewis-Perez, Angie Florence, 143–6
Letye, 39, 105, 113–14, 218, 226
Linea, 38
Lisk, Louis H., 150, 233–4
Log of the Thomas, The, 12–3, 95, 300
Lopez, Juliana, 204, 215–16
Luzon, 26, 106, 112–13, 117, 126, 164, 189–90, 251
Luzuriaga, José, 53
MacArthur, Arthur, 15
Malolos Congress, 13
Manila: American community in, 159, 234; Racial prejudice in, 48, 158–9, 162, 164; Teachers’ visions of, 40
Manila School of Arts and Trades, 191, 200
Manila Times, The, 158–9, 265; Depiction of 1930 Manila high school strike, 233; UP students’ protest against, 265–8
Marquardt, Walter W., 20, 35, 81, 98–9, 114, 132, 146, 148, 154–5, 184, 216,
## Index

<table>
<thead>
<tr>
<th>Page Numbers</th>
<th>Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>237, 248, 294, 300</td>
<td>Depiction of carrying firearms as cowardly, 112–13</td>
</tr>
<tr>
<td>241–2</td>
<td>Domestic servants as muchachos,</td>
</tr>
<tr>
<td>Recruitment of teachers, 69–73, 79–80</td>
<td></td>
</tr>
<tr>
<td>Marriage: And teacher appointments, 32, 41, 61, 63, 68–9, 73–4</td>
<td>Between Americans and Filipinos, 133, 149–52, 162, 164–5, 237–8; Teacher appointments and, 94</td>
</tr>
<tr>
<td>Masculinity, 2, 9; The position of supervising teacher and, 64–5; White female teachers engagement with, 115–24; White female teachers engaging with, 9–10; White male teachers engagement with, 105–15</td>
<td></td>
</tr>
<tr>
<td>Maternalism, 9–10, 62, 88</td>
<td>McIntyre, Frank, 68, 78, 294</td>
</tr>
<tr>
<td>McKinley, William, 12, 15–16, 30, 43, 53</td>
<td>McKinnon, William D., 27</td>
</tr>
<tr>
<td>McVey, William E., 262–4</td>
<td>Mestiza, 131–3</td>
</tr>
<tr>
<td>Monroe, Paul, 195</td>
<td>Montilla, Paz, 124, 237</td>
</tr>
<tr>
<td>Moore, Blaine Free, 37, 41, 63, 132, 231, 237, 257</td>
<td>Attitude toward Filipinos, 38, 218; Depiction of carrying firearms as cowardly, 112; Hopes for advancement, 90–2; Warning parents to keep letters private, 45–7</td>
</tr>
<tr>
<td>Moro Province, 107, 136, 138</td>
<td>Depicted as a white man’s paradise, 107; Depiction as a white man’s paradise, 137–8</td>
</tr>
<tr>
<td>Moros, 116, 139; Education of, 189–91</td>
<td>Moses, Bernard, 41–2, 45, 53, 96, 137, 153, 189, 203</td>
</tr>
<tr>
<td>Moses, Edith, 231</td>
<td>Mountain Province, 106–7; Depicted as a white man’s paradise, 107</td>
</tr>
<tr>
<td>Mr. Dooley (character), 34, 129</td>
<td>Muchacho. See Servants, domestic; Filipino students resent being called, 242; Referring to domestic servants, 241–2</td>
</tr>
<tr>
<td>Mythologizing of American teachers, 1–2, 21, 300–2</td>
<td>Nacionalistas. See Partido Nacionalista National Association for the Advancement of Colored People, 169, 296</td>
</tr>
<tr>
<td>Native Americans, 12; Comparison of Filipinos to, 39–40; Education of, 16–18, 190, 292–3</td>
<td>Neal, Benjamin E.; Travel to the Philippines, 26</td>
</tr>
<tr>
<td>Neal, Benjamin E., 48, 205, 217, 232, 238</td>
<td>Attitude toward firearms, 112–13; Travel to the Philippines, 37, 40</td>
</tr>
<tr>
<td>Neurasthenia, tropical, 62</td>
<td>New Youth Movement, 285</td>
</tr>
<tr>
<td>Nicaragua, 294</td>
<td>Noble, Delfina, 239</td>
</tr>
<tr>
<td>Noffsinger, John S., 302</td>
<td>O’Reilly, P. S., 66</td>
</tr>
<tr>
<td>On the Education of the People in India (Trevelyan), 17</td>
<td>Osmeña, Sergio, 280, 287</td>
</tr>
<tr>
<td>Otis, Elwell, 15, 28</td>
<td>Overcivilization, 9</td>
</tr>
<tr>
<td>Palma, Rafael, 252, 271, 286–7</td>
<td>Palmer, G. M., 43–4</td>
</tr>
<tr>
<td>Panama Canal Zone, the, 299</td>
<td>Paradox of empire, 4</td>
</tr>
<tr>
<td>Partido Nacionalista, 234, 258</td>
<td>Paxton, Euphemia (Pattie), 41, 120–2, 146–7, 219–21, 231, 235, 247</td>
</tr>
<tr>
<td>Peace Corps, 301–3</td>
<td>Pensionados, 71, 202–3; Challenging the civil service distinctions between Americans and Filipinos, 81–2; Marriages with Americans, 154; Nationalism of, 203, 206, 254–5</td>
</tr>
<tr>
<td>Perez, Gilbert Somers, 140–7, 239–301</td>
<td>Perez, Tony, 290</td>
</tr>
<tr>
<td>Pershing, John J., 297</td>
<td>Peru, 293</td>
</tr>
<tr>
<td>Pestalozzi, Johann, 18</td>
<td>Philippine Assembly, 55, 205, 207, 234, 248</td>
</tr>
<tr>
<td>Philippine Collegian, 287–8</td>
<td>Philippine Commission, 14–16, 29, 34, 37, 47, 51, 53–5, 62, 96, 152, 204, 209, 234, 265; Conflict with US military, 42</td>
</tr>
<tr>
<td>Philippine Revolution, 12–13, 205, 219</td>
<td>Philippine Women’s University, 205</td>
</tr>
</tbody>
</table>
Index

Philippine–American War, 14–15, 215–20, 226–8
Philippines: American ignorance about, 34–5; Black community in, 170–1, See African Americans Government of. See Malolos Congress, See Philippine Commission, See Philippine LegislatureHistory of, 204–6; See Philippine–American WarReligion in. See Aglipayano movement

Philippines Herald, 270, 278–81, 283
Philippines Weekly, The, 163, 171
Photography, 118–19, 193–4
Price, Stella, 121, 156
Priestley, Bess, 32, 94, 242, 245
Priestley, Herbert, 32, 37, 42, 89, 93–2, 94, 131, 196, 230, 244, 246
Puig, 5
Puerto Rico, 8, 13, 261, 299
Pulahanes, 114, 217
Purcell, Margaret, 33, 35, 95, 115, 117, 121, 151, 177, 187, 235
Quezon, Manuel, 269, 280, 285, 287–9

Racialization: Filipinos challenging, 201; Of Asians by Americans, 26–7, 35–6; Of Filipinos by American teachers, 108–9, 196–200, 212; Of Filipinos by the colonial state, 131–2; Of Filipinos by the Spanish, 20; Of Filipinos by the US Army, 14; Teachers’ comparison of Filipinos to other races, 38–40; Teachers’ use of racial epithets to describe Filipinos, 92

Racism and racial issues: African American concern about, 80, 159; Concern about threat to Filipino collaboration and, 158–9; Filipinos challenging, 82–6, 258–9, 270–83; In Manila, 158–60, 162–3; In the provinces, 160; In the US, 11, 79, 130, 272

Ramos, Benigno, 281, 283
Rand, Philinda Parsons, 33, 35–6, 87, 90, 95, 115, 122, 151, 153, 177–80, 212, 221, 225, 230, 235; ”Bronzing” Filipino men, 154–5; Depiction of herself as brave and strenuous, 117–21; Relations with domestic servants, 244; Views on Filipino capacity, 186–7, 198–200
Ratcliffe, Jesse Walker, 77, 145, 147
Recognition, politics of, 4
Reconcentration, 12, 14
Religion, politics of, 30–1, 43–4, 232–4
Reyes, Sofia, 235
Ricarte, Artemio, 270
Rizal Day, 204–5
Rizal, José, 13, 103, 204
Robinson Crusoe, 44, 87
Robinson Crusoe (character), 87
Romulo, Carlos, 266–8
Romulo, Gregorio, 237
Romulo, Maria, 237
Roosevelt, Nicholas, 84, 298
Roosevelt, Theodore, 2, 14, 27, 76, 106, 163, 207
Roxas, Manuel, 287

Sakdalista movement, 285
Saleeby, Najeeb Mitry, 136–40
Samar, 46, 114, 218, 226
Sanitation: American fears about, 228; Teaching of. See Hygiene
Sargent, Nina, 37, 292
Sargent, Perry, 37, 292
Schurman Commission. See Philippine Commission Schurman, Jacob Gould, 15
Secret societies, 270
Seidensticker, Lizzette, 115
Self-government. See Independence, Philippine Senate Committee on the Philippines, 46
Servants, domestic, 183, 241–3; See Muchacho; Acts of resistance by, 245–7; As a boon for single women, 122; Reciprocal relations with, 214, 248; Teachers’ demonstration of mastery over, 241, 243–5; Teachers’ depiction of, 108; Teachers’ involvement in the personal lives of, 214, 247–8; Teachers’ voyeurism of, 144–5
Shoenes, George T., 215, 220–1, 293
Smallpox, 228
Smith, James F., 61, 66
Smith, Laura Gibson, 154, 161, 234
Socializing: Between African Americans, 170–1; Between African Americans and Filipinos, 102; Between American teachers, 36–8, 90–1; Between American teachers and missionaries, 232–3; Between Americans and Filipinos, 132, 229–35; Between black and white teachers, 160–2
Spain, 12–14
Index

Squier, H. G., 63, 90, 92
SS Doric, 36
Star of Zion, 47–8, 102, 138, 165, 170
Starr, Frederick, 17
Staunton, John A., 211–13
Steward, Theophilus Gould, 28, 39, 138, 163, 169; Articulating the notion of a "race of color", 167–8
Story of the Philippines For Use in the Schools of the Philippine Islands, The (Knapp), 96
Strenuous Life, The, 2
Sullivan, D. P., 37
Suter, Russell, 151

Taft Commission. See Philippine Commission
Taft, William Howard, 15, 17, 43–5, 53, 77–8, 234, 238
Talisay, 121
Teachers, Filipino, 19, 29, 38, 56, 126, 151, 176–7, 198, 207, 235, 238, 248; Civil service distinctions regarding, 52, 56, 80–4; Protest and, 254, 260–1
Thibault, L.H., 267–8
Tobera, Fermin, 250, 272
Todd, Albert, 28
Tolentino, Arturo M., 271, 278–9
Torture, 14, 46, 218–19, 226–7
Townsend, Harry S., 37
Trace, Helen, 235–6
Trace, Russell, 203–4, 213–16, 225, 235–6
Treaty of Paris, 13
Trevelyan, Charles E., 17
Tuo, 126, 224–5, 231–2
Turner, E. G., 153
Tuskegee Institute, 17
Tutelage as colonial metaphor, 7, 30, 50
Tydungs-McDuffie Act, 287, 298

US Army. See Spanish–American War, See Philippine–American War; Conflict with civilian government, 15, 42, 139; Opening schools, 15–16, 27–9
University of the Philippines, 81, 203, 205, 209, 253, 261, 265–7, 270–2, 285–9
USAT Buford, 33, 36
USAT McClellan, 38, 125
USAT Thomas, 1, 16, 21, 32–3, 36–7, 40, 45, 90, 95, 115
US Maine, 12

Varona, Francisco, 230
Varsity News, The, 266–8
Vijandre, Romualdo A., 263–4
Villamor, Ignacio, 209, 265–9
Vinzones, Wenceslao Q., 285, 288

War Department (US), 31, 75, 78
Washburn, William S., 54–5, 81; Conflict with the Bureau of Education, 58–61, 67–9; Defining teacher fitness, 57, 86
Washington, Booker T., 75, 171
Water Cure. See Torture
Watsonville Riot, 250, 272
Weston, E. E., 232
Weyler, Valeriano, 12
White, Frank R., 192, 216; Response to student protests, 258–9, 261–2, 264
Whiteness, changing notions of, 10–11, 131, 133–57
Wilson, Woodrow, 79, 207, 265–6
Wolcott, Oliver George, 87
Woman’s Impressions of the Philippines, A (Fee), 200

Women: African American, 98, 102, 104, 170, See African Americans; Danger of intimacy between white women and Filipino men, 153–7; Debate over participation in empire of, 51–2, 62–74; Depiction of white women as unhealthy in the Philippines, 62–3; Different standards of behavior for, 152–3; Engaging with notions of masculinity, 4; White women as representing benevolence and suasion. See Maternalism, See Benevolence; White women depicting themselves as brave and strenuous, 115–24
Women, African American, 33
Wood, Leonard, 139, 234, 269
Wood-Forbes Commission, 70, 269
Woodson, Carter G., 34, 77, 103–4, 295–6
Woolley, Elisa Feced, 151
Worcester, Dean C., 53, 226
World War I, 69–71, 147, 265, 269
World War II, 299–300
Wright, Luke E., 53