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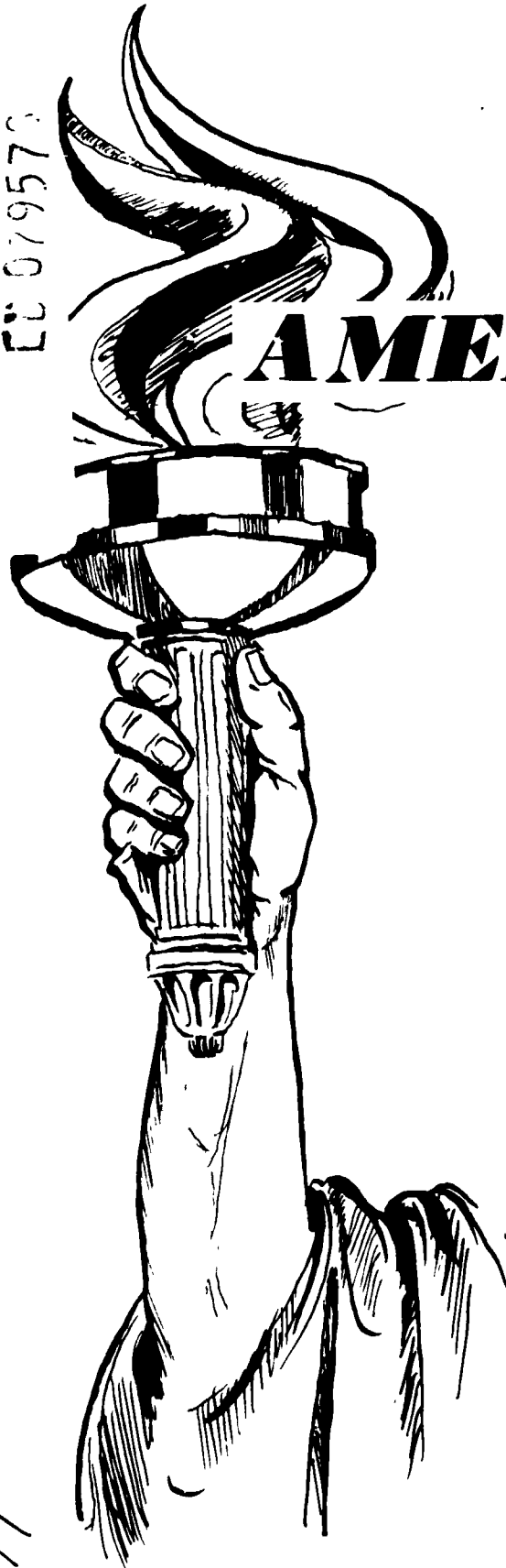
IDENTIFIERS \*Americanization Classes

ABSTRACT

An outline for use in Americanization classes is presented. Emphasis in these classes should be given to: (1) developing an increasing ability in speaking, understanding, reading, and writing English, (2) encouraging the student to become an effective, participating citizen, (3) helping the newcomer prepare for the citizenship examination, and (4) creating a desire for continued learning. Specific topics of study and resources are suggested for these areas: earning a living, consumer education, home and family life, health and safety, citizenship, leisure time, and everyday science and technology. Appendices deal with the student, the teacher, and instructional criteria. (Author/CK)

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# **AMERICANIZATION GUIDELINES**

FOR  
PUBLIC SCHOOL DIRECTORS  
OF CONTINUING EDUCATION  
AND  
TEACHERS OF THE  
FOREIGN BORN

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THE UNIVERSITY OF THE STATE OF NEW YORK / THE STATE EDUCATION DEPARTMENT  
BUREAU OF SPECIAL CONTINUING EDUCATION / ALBANY, NEW YORK 12224

In addition to Americanization, the Bureau of Special Continuing Education provides supervisory and consultant services in the following areas of Continuing Education:

- Education for older citizens
- Civic and public affairs
- International understanding
- Humanities and performing arts
- College proficiency examinations
- Home study courses
- Recreation for the elderly
- Community development
- Programs for municipal and government employees
- Special continuing education for handicapped adults

The Bureau serves public school directors of adult education by assisting with related problems of program operation; such as,

- Teacher recruitment
- Preservice teacher training
- Inservice teacher training
- Teacher certification
- Program planning
- Program financing
- Public relations
- Advisory committees
- District surveys
- Program administration

**REFER QUESTIONS RELATING TO AMERICANIZATION TO:**

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State Education Department  
Bureau of Special Continuing Education  
Albany, New York 12224

**REFER QUESTIONS RELATING TO OTHER AREAS TO:**

Warren C. Shaver, Chief  
State Education Department  
Bureau of Special Continuing Education  
Albany, New York 12224

## USE OF AMERICANIZATION GUIDE

This is a partial outline and, as such, is meant to be used as a suggestive outline rather than mandated course. The material contained herein should be used where it will be meaningful in every Americanization class.

### IN PREPARATION, EACH DIRECTOR SHOULD:

1. Develop positive recruitment techniques which effectively produce the maximum number of students for his locale.
2. Provide organized and systematic instruction for his Americanization classes.
3. Provide systematic service to each Americanization teacher so that students may benefit from maximum use of teaching aids.
4. Plan in-service activities for Americanization teachers within his system; or combine efforts with nearby directors to provide workshops, study groups, or conferences.
5. Request assistance from the Bureau of Special Continuing Education regarding Americanization programs.



### IN PLANNING, EACH TEACHER SHOULD:

1. Develop a comprehensive curriculum designed for the local situation.
2. Add or substitute topics and areas to fit the individual needs of students.
3. Emphasize areas and topics of primary concern to adults.
4. Include all subject matter content areas listed on page 3, adapt them to the achievement level and learning ability of each person.
5. Use diversified methods of instruction and learning activities.
6. Make use of resources available to enrich the offering and improve the techniques of instruction.
7. Keep in mind that this outline is a guide, and not a blueprint.

## AMERICANIZATION

Americanization is an educational process which assists the newcomer to adapt to a new life in this country. It is the preservation of cultures. It is appreciating qualities and practices from many lands. It creates a feeling of pride in the folkways, mores, customs, conventions, and social patterns of the immigrant's homeland.

Americanization education builds these original cultural patterns into the best of our country's traditions so that the growth and development of immigrants may be continuous and effective in his new community. What matters most is not how one becomes a citizen of this country but what kind of a citizen one becomes.

## GENERAL OBJECTIVES

A comprehensive program in Americanization education should consider both immediate and ultimate objectives. Emphasis should be given to:

1. developing an increasing ability in speaking, understanding, reading and writing English.
2. encouraging the student to become an effective, participating citizen and to give insight into the values of such participation.
3. helping the newcomer prepare for the citizenship examination by developing a background in American history and government.
4. creating a desire for continued learning and for self-realization.

## TEACHER GUIDE LINES

Knowledge of the processes of government does not, by itself, make one a good citizen. The most appropriate courses for the foreign-born are those in which whole areas of immigrant's needs and interests are carefully established and provision made to incorporate them in the course of study.

The degree of emphasis to be placed on any topic, the amount of information or number of sessions devoted to any of the areas will depend upon:

1. the immediate needs, goals, concerns and interests of the individual students in the class.
2. the students' command of the English language.
3. the students' ability to learn.
4. the goals and purposes of the offering.

Special consideration should be given to the following areas:

1. Earning a Living
2. Consumer Education
3. Home and Family Life Education
4. Health and Safety Education
5. Citizenship Education
6. Leisure Time Education
7. Everyday Science and Technology

## EARNING A LIVING

Earning a living, securing a shelter, food, clothing and related necessities are basic problems of all adults. This area should provide information, know-how and familiarity with the processes and channels for securing them.

The following topics are suggested. Others should be added or substituted to fit the needs of the students and community

## TOPICS

Basic Vocabulary - employer, salary, machines, job, secretary, union, interview, wage, bill, etc.

Occupations nearby - business, factories

Places of employment - manufacturing, retail store, offices

How to apply for a job - phone, letter, interview

Application blanks - samples to fill out, techniques

Holding a job - appearance, interpersonal relationships

How to advance on the job - education

Unions - dues, shop steward, contract, strike, bargaining

Types of jobs - sales, clerk, professional, industrial

Vacation - planning, how to take, etc.

Payroll deductions - taxes, withholding, retirement, social security, etc.

Taxes - local, county, state, federal, forms, income, etc.

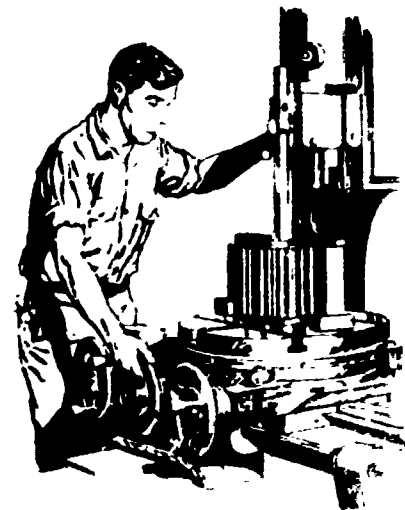
Insurance - group, medical, unemployment, household, health, compensation

Pay day - cash, check, banking, checking account, overtime

Pensions - annuities

Retirement preparation

Minimum Wage



## RESOURCES FOR TEACHERS

Local Offices - Personnel, Health, Insurance, Commercial, Labor, Industrial Relations, Sales, Chamber of Commerce, Union, Banks, etc.

State Offices - Employment, Compensation, Taxation and Finance, Health, Labor, Education, etc.

Federal Offices - Social Security, Labor Department, Health Education and Welfare, Internal Revenue Service, Post Office

## CONSUMER EDUCATION

Never before have adults had to make so many "choices." Multitudes of items of comparable value appear on every shelf. The skills of shopping, budgeting, planning and making judgements should be included in this area.

Topics selected should be suited to the individuals concerned. Local practices should determine content.

## TOPICS

Basic Vocabulary - account, tax, coupon, purchase, brands, contract, deposit, etc.

Native American foods - names, staples



Kinds of stores - super, food, drug, neighborhood, discount  
Food Contracts and plans  
How consumers influence producers  
Influence of advertising - newspapers, radio, TV  
Coins - recognition and use  
Intelligent buying - planning of ad. prices, etc.  
Taxes on certain items - local, state and federal  
Basic shopping rules  
Grade labeling - weights, contents  
Sizes for household supplies  
Me. suring the home for tape, wallpaper, curtains  
Protection of the consumer - laws, bureaus, agencies  
Standard brands - weights and measures  
Paying for purchases - charge, installment, COD, cash  
Savings accounts - loans, mortgages  
Writing checks - deposit slips, withdrawal slips  
Clothing - needs, replacement, style, fit, budget  
Budget - income, fixed expenses, bills, allowances  
Transportation - shopping for a car, used, new, financing

#### **RESOURCES FOR TEACHERS**

Better Business Bureau  
Labor Organizations  
Chamber of Commerce  
U. S. Food and Drug Administration  
U. S. Department of Agriculture  
School - homemaking department  
Banks and Loan Associations  
Cornell University, Agriculture Extension Division

#### **HOME AND FAMILY LIFE**

Home management and family relationships are important areas to be developed for successful living at home. Practical information, suggestions, and accurate facts are essential parts of the program. Specific topics will be determined by the local community - its customs, economic structure, etc.

The following topics are suggested. Others should be added or substituted to fit the requirements of individual students

#### **TOPICS**

Basic Vocabulary - apartment, family, relatives, sitter, neighbor, manners, etc.  
Planning - talking things over with members of the family

Household activities, organization and duties

Buying a house - renting a house, neighbor responsibilities

Renting an Apartment - neighbor responsibilities, leases

How the home helps make good citizens, democratic procedures

Responsibilities in bringing up children

Family fun - planning for good times together

Mass Media - discussions, radio, TV, theater

Parental Neglect - effects

Visits from friends

Money Management - ways to economize, short range long range

Community service - how can one help

Home Appliances - advantages, care of, etc.

Insurance - home owners, fire, theft, life, liability

Child Development - baby care, pre-school, etc.

Schools - PTA, Continuing Education, local meetings

Clubs and Organizations - joining, advantages, responsibilities

Drives - health, safety, cleanliness, civic, community

Community Services - fire, health, hospitals, police

Transportation facilities - public, private



#### **RESOURCES FOR TEACHERS**

Homemaking Department Local School System

State and Federal pamphlets, bulletins

Samples of leases and other forms

Local banks and other service agencies

Local government agencies - Fire, Health, Housing, Transportation

#### **HEALTH AND SAFETY**

Reliable information about good health practices, suggestions for the prevention of accidents and other basic safety measures constitute necessary information. The Americanization student should be familiar with the basic facts which relate to and affect his life in class, at home, in town and in the state and nation of which he is part.

#### **TOPICS**

Basic Vocabulary - danger, poison, patient, bleeding, posture, sanitary, injury, etc.

First Aid - in the home, remedies, supplies, rules

Frozen Food Storage



Cold Food Storage  
Preventive Information - local, police, fire, TP, etc  
How to get a Doctor  
How to get an ambulance  
How to get help in an emergency  
Home accidents - treatment, assistance, safety  
Nurse services - availability of local, county  
Emergency phone numbers - fire, police, poison center  
Basic driving rules  
Traffic regulations - speed, signs, law enforcement  
both local and state  
Basic rules - for pedestrians  
Insurance - Blue Cross, Blue Shield, others  
Care of - teeth, hair, eyes, ears, feet, skin, hands  
Value of exercise, fresh air, good posture, enough  
sleep  
Public health and safety - disposition of garbage  
and trash  
Civil Defense - meaning of signals, details of local  
organization, observance of rules  
Community - local, state, federal health and safety  
protection  
Accident prevention - personal, outside the home,  
falls, burns, electrical, etc.  
Accident treatment - poisons, cuts, asphyxiation, burns  
Medical care - regular physical and dental check-ups  
Campaigns - participation in local safety and health



**RESOURCES FOR TEACHERS**

Department of Health, Markets, Agriculture, Water, Sanitation, Fire, Police, Motor Vehicle  
Insurance companies  
Local school system - school nurse, health and homemaking  
Civil Defense Director  
Community Physicians

**CITIZENSHIP**

Life in America can be lived on many different levels but in its fullest sense living in this country means sharing in all facets of American life. It means having a personal sense of responsibility about what occurs in the community as well as in the nation.

Education for effective citizenship must therefore graphically demonstrate to the Americanization student how he can relate his personal vision and ambitions to those of his fellow Americans.

## TOPICS

Basic Vocabulary - government, executive, legislative, judicial, major, court, civil, etc.

Governments - Federal, State, City, Town, Village

Services - Police, Fire, Health, Sanitation, Parks, Welfare, Legal

Courts - Federal, State, Municipal, City, Supreme, Civil, Family, Traffic, Surrogate

Judges - Appointed, elected, titles

Financing Governments - sources of revenue

Constitutions - Federal, State, etc.

Departments of Government - Education, Conservation

Mass Media - determination of fact, opinions

Elections - political issues, campaign speeches, voting, primaries, candidates

Federal Law - constitution, supreme court

State Laws - legislative, capital

Citizenship preparation - naturalization, regulations

Civic Responsibility - jury duty, draft board, etc.

Local officials - services rendered, privileges, duties

Additional topics added or substituted



## RESOURCES FOR TEACHERS

Federal Textbooks on Citizenship. "Becoming a Citizen Series" and Our Country and Government

Local INS officials and examiners

Local events, campaigns, events, holidays, observances

Famous persons who were foreign-born

Film: "Are You A Citizen?" available from TV-R Incorporated, 550 West 54th Street, New York, New York 10019 -- \$35.00

## LEISURE TIME

Opportunities for developing and expanding interests, securing information, taking full advantage of available resources for assistance and advice have never been greater. This area should provide help in acquiring the ability to plan or engage in free-time pursuits which can lead to satisfaction, accomplishment, and advancement. Students should know the name of an individual to contact in each agency and service organization in his community so that he can take advantage of the benefits offered.

Add or substitute topics to fit student needs.

## TOPICS

Baby sitting - where to find, how to be one  
Local community resources - library, museum  
Clubs and activities for the children - Scouts, etc.  
PTA and other organizations in town  
Hunting and Fishing - licenses and regulations  
How to dress for various events, etiquette  
Opportunities for social service campaigns, drives  
Reading for pleasure, discussion groups  
Sports - ballgames, fishing, etc.  
Recreation - types and facilities available  
Music - attending a concert, singing, rhythm  
Hobby Show - committees, location, exhibits, etc.  
Picnics and outings - scenic areas, historic sites  
Physical activities - gardening, field trips, camping  
Drama - charades, pantomime, kits, puppetry, pageants  
Social programs - informal parties, dances, games  
Continuing Education - books, travel, informal classes  
Appreciation - Art, Music  
Plans for retirement - counseling, pre-planning  
Getting the most out of leisure time



## RESOURCES FOR TEACHERS

Local, State, and Federal offices - for the Aging, Health, Public Welfare, Employment, Continuing Education, Social Security, etc.  
Newspapers, Radio, and Television  
Volunteers - members of local groups, specialists, people recently returned from visiting interesting places  
Schools - guidance counselors, recreational department, librarian, etc.

## EVERYDAY SCIENCE AND TECHNOLOGY

Each day provides new evidence of the importance of science and technology in everyday life. An introduction to the common scientific things, a better understanding of the technical era and a familiarity with the means by which adults can make use of scientific advances for self and family becomes an important part of the basic content of an Americanization program.

Suggested topics (partial listing)

## TOPICS

Basic Vocabulary - nuclear, chemist, botanist, physicist, zoologist, mathematician, anthropologist  
Space age information - satellites, astronaut, computer

Electrical - appliances in the home, furnace controls, automotive electricity, etc.

Medicine - associations, drugs, vaccines, research, antidote, diseases, pesticides, etc.

Science - awards, discoveries, foundations, progress, scientists, and politics

Chemicals - everyday use around the home

Air Travel - turbo prop, jet planes, airports, noise

Optics - laser, lense, projectors, telescope

Air - pollution, motion, transportation

Universe - eclipse, planets, radiation

Matter and energy - sound, light magnetic, heat, friction, in everyday surrounding

Weather - eye in sky, forecasting, masses, clouds

Communication - telephone, television, radio



#### **RESOURCES FOR TEACHERS**

School - science teacher

Library - current magazines and texts, librarian

Agencies - Civil defense, foundations

Industrial - commercial booklets and materials

Volunteer speakers - specialist from industry and schools

Local Agencies - drug manufactures, druggist, hospital personnel, etc.

Class members - skills, knowledge, and experience

## APPENDIX



### THE STUDENT

A class of adult newcomers is no captive audience. These students do not come to classes because they have to; no law requires them to come. They come for many reasons: to improve their chances of getting better jobs, to be able to talk with and make friends with native Americans, to make shopping, watching television and reading newspapers easier. Many of them also realize that they must know English to preserve a close bond with their children who are going to schools in New York State.

The only thing they have in common among all their reasons for coming is that they themselves want to learn. They are free to leave the classes any time that they wish. And if they are not getting what they want, they may do just that!

They come to school one or two nights a week, in spite of the fact that most of them work all day and may often be both physically and mentally tired by evening. They come because they are eager to learn, and they are ready to work hard. Any teacher who works in this setting will vouch for the fact that these are people who are interested and excited about learning and most appreciative of teacher's efforts.

## APPENDIX

### THE TEACHER

The Americanization teacher is a very special person. He possesses not only particular teaching skills but also those human qualities which encourage the prospective citizen to see him as a friend and advisor on whom he can rely for answers to problems that go beyond the classroom.

The teacher in a class of newcomers soon becomes aware that, in most of the countries from which immigrants come, the teacher is held in particularly high esteem. By his very position, he is regarded as a figure of authority. A good teacher will usually find it possible to develop gradually a more informal atmosphere than is practiced with day classes.

One of the reasons that an adult fails to master a new language - particularly the sounds - as quickly as children is that he is more apt to be self-conscious and ill at ease. No one can learn a new language without making a great many mistakes and most adults find it difficult to accept this fact. It is part of the teacher's job to set students at ease, to create an air of confidence so that they can face their problems realistically. A good teacher will not only help to promote a comfortable warm atmosphere, but will take advantage of humor whenever possible. Levity need not divert people from the fact that both teacher and learners are engaged in a serious and demanding job. Teachers need to be aware that laughter can also be the greatest enemy of self-consciousness!

Besides setting the pace so far as good classroom manners are concerned, the teacher usually has an influence over other features of the newcomers' attitudes and behavior. Because of the extreme diversity in the backgrounds of immigrants, it is particularly important that complete impartiality is shown to everyone, regardless of educational background, social class or other factors. If barriers do exist among the students, it is the teacher's responsibility to demonstrate "democracy in action" by example.

## APPENDIX

### THE INSTRUCTIONAL CRITERIA

1. Goals for each lesson should be clear, practical and obtainable.
2. Lessons should teach one or two concepts thoroughly.
3. Content should, whenever possible, raise the self esteem and status of the adult student.
4. Materials should motivate or encourage individual study.
5. The presentation of a lesson should be adult in tone.
6. Sentences in instructional materials should be similar to the sentence patterns used by adults in oral communication.
7. Skills and concepts should be taught in a sequential, logical order.
8. Lessons should provide for review and reinforcement of skill and concepts already taught.
9. Drawings, illustrations, and other graphics should clarify ideas presented verbally.
10. Lessons or other printed materials could be prepared in a loose-leaf form, geared to individual needs, and presented in a flexible manner.
11. Lessons should be presented in such a way as to appeal to various avenues of learning: visual, auditory, motor, emotional, and intellectual.
12. Lessons should be planned to enrich the course of study with resources available both inside and outside the school.



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