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AN AMERICANIZATION PROGRAM

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AN AMERICANIZATION PROGRAM.

Chapter I.

AMERICANIZATION AS A PROBLEM.

AMERICANIZATION DEFINED.

The purpose of this bulletin is to point the way to those interested in Americanization, to show them what is being done throughout the country, to indicate successes and failures in the work of Americanizing the great group of foreigners.

Such a point of view of necessity will eliminate as irrelevant attempts at minute construction of methods of classroom plans. This is mainly for the teacher in the field. However, it is necessary for the superintendent, principal, teacher, or other persons or agencies interested, to direct their own actions or that of their assistants, and for this purpose we have inserted some few suggestions on what might be termed "type lessons" and the like.

As an Americanization problem is granted, our purpose is not to study the numbers and types coming into the United States, except incidentally, but to look through the eyes of such persons who ask themselves if there is need of action on their part, and if so, what shall be the direction of their efforts and how shall they make them a success.

As there is often confusion between the ideas relating to Americanization and that of citizenship, the former relating to the immigrant and the latter to children who are in the grades or high school, we wish to emphasize the fact that we are to consider the group of more mature years, with limited English-speaking ability that hardly has come in contact with its new brothers because of the intervening gulf of misunderstanding due to differences in language and changed social conditions.

Citizenship has for its purpose a program acquainting the young people in American schools with their civic obligations, with certain fundamental truths at the base of American society. This program indicates citizenship rights common to all, health laws that must be adhered to, the nature of our Government, the obligations of the

child to parents, other members of the family group, teachers and schoolmates. It acquaints him with the work of the police, fire, street, and health departments and demands of him thrift, community loyalty, clean habits, industry, self-reliance, and the importance of "safety first."

It is taught through civic texts, in history courses, in English work, and on the playground through the study of American hero stories, historical tales, State stories, and other literary material.

Americanization, on the other hand, is the bringing together of the old and the new America. It makes America known to the foreign born and the foreign born known to Americans. Americanization is going on when we say to the new arrival: "We Americans welcome you. We want you to speak our language, take part in our social life, and assume civic responsibilities with us. Let us understand each other; let us get together." Americanization is not charity or patronage. It is an honest effort to obtain like-mindedness on the part of our population—to obtain mutual understanding and trust.

Various agencies have been carrying on the work. The very nature of their activities indicates that the school should be responsible, that the superintendent of schools should be formulating programs and getting his patrons to back him in a solution of the question by supplying the necessary funds. When civic clubs organize English classes and employ teachers to care for the children while parents study two or three days a week, we observe a failure of schoolmen to see their responsibilities.

Instead of pointing out numerous instances of the kind, seen in scores of communities, we shall devote space to outlines of what can be done, what has been a success, and what really constitutes an intelligent and workable plan of action. In other words, an Americanization program that will be suggestive and helpful.

EVIDENCE OF NEED.

There are a number of approaches by which one can learn the needs of a district. In most cases to-day there is no difficulty in discerning evidence of these needs; for other agencies than the school have taken over the work, are directing classes, and carrying on its various phases. It is our purpose, therefore, to point out those means used by public schools and private agencies that have proved their need, success, and importance and are essentially public-school activities.

Agencies other than the schools that are now competing in the work are: The Young Men's Christian Association, the Young Women's Christian Association, the National Catholic War Council, the

Council of Jewish Women, and Young Men's Hebrew Association, and various Protestant churches. Many women's clubs and chambers of commerce (such as at Detroit) and industrial plants are also carrying on classes and directing various phases of Americanization activity on their own initiative.

Should this type of evidence be lacking information can be obtained from the United States census records as evidencing the presence of large numbers of non-English speaking persons in the community. In this State valuable information is given out by the Commission of Immigration and Housing of California.

Pupils in the schools have been used in such a survey with great success. Cards have been given selected pupils. These cards have called for information regarding members of the family not in school—such as nationality, nature of daily work, foreign languages, if any, spoken in the home, information on literacy, desire for citizenship, location of nearest school, and other information thought necessary.

Sometimes on information of Federal officers Boy Scouts are sent with an invitation to attend school to the homes of all aliens applying for first papers (declaration of intention) or to those seeking their certificates of naturalization. A check is kept on these.

Another source of information is in industry itself. Cards seeking necessary information may be distributed through the employer, who can almost always give valuable assistance. This is almost always granted without persuasion. However, one must contend with the inclination of some to consider certain men in their employ to be "as much American as you or I."

Other evidence of this kind may be sought out in the school when a study can be readily made of the type and nationality, with home conditions, of the students. Facts regarding the grouping of nationalities in districts, the evidence of national games and amusements, reports of accidents due to lack of understanding of directions, even the existence of juvenile delinquency itself, where there is likelihood of lack of home training and the presence of ignorance, will aid the superintendent in arriving at a fairly accurate estimate of the situation.

Civic organizations and religious bodies are only too willing to aid in such a survey. Everywhere there is a feeling of cooperation in the matter; and should it be lacking, reports show that it has been aroused with universal success by a strong publicity campaign.

THE SURVEY AS A MEANS OF OBTAINING INFORMATION.

The survey method approach is an excellent one to obtain valuable information to aid in determining the Americanization needs of the community.

The Scranton, Pa., survey (1918–1920) puts clearly one observation in the matter:

> The information obtained from this survey gave the school board and everyone else concerned a definite basis upon which the Americanization work could be started.
>
> A few of the things for an intelligent campaign were as follows: We knew the approximate numbers of purely non-English-speaking people in the city; we knew the numbers of non-English-speaking people who were not naturalized, and the length of residence of these people in the United States; we knew the exact location of each of the different nationalities in the different wards of the city. This information alone was worth the cost of the survey, for it provided us with the means of knowing just where to locate schools and emphasize the campaign.

In a less pretentious form of survey the questionnaire has been used. Bogardus, in his book "Americanization," gives the results of such a survey. Among the questions asked 140 immigrants in the Los Angeles night schools (1914–1916) were the following: 1. "How was your attention called to the night school?" 2. "What would you do if not in night school?" The replies were:

1. Method:	Number.
By a friend or fellow workman	63
By a public notice or advertisement	14
School principal or teacher invited me	13
By employer	10
Compulsory school notice	8
An accident	7
Came to social gathering first	5
Desire to learn	4
Through the church	2
Unclassified	14
Total	140

2. Answers:	
Go to the "movies"	31
Go to the pool halls, saloons	24
"Bum on the streets"	21
"Just stay at home"	20
"Read at home, library"	18
Play music	8
Go to the theater	7
Do nothing in particular	4
Miscellaneous	7
Total	140

The Scranton school authorities sent out the following card during the summer months of 1918:

Survey of non-English speaking people over 16 years of age.

Name
Age
Sex
Address
Present employer
Place of employment
Nationality
Where born
How long in United States
Or native
Naturalized
First papers
Speaks English
Speaks what language
Reads or writes what language
Property owner
Lessee
Contemplates return to old country after war
Remarks
Would you attend evening school if one is established in your district

The following table shows the status regarding citizenship of the 4,003 non-English-speaking people in the city of Scranton as shown by questionnaire returns:

	Males.	Females.	Total.
Naturalized	511	348	859
Having first papers	270	163	433
Aliens	1,248	928	2,176
Unknown	131	197	328
Natives	100	107	207
Grand total	2,260	1,743	4,003

It was also brought to light that there were 1,436 males and 1,348 females (2,784) unable to carry on a conversation in English without an interpreter. Most of these non-English-speaking aliens had been in the United States from 5 to 19 years.

Years in the United States.

	Males.	Females.	Total
1 to 4	52	40	92
5 to 9	335	254	589
10 to 14	333	221	554
15 to 19	196	112	308
20 to 24	77	44	121
25 to 29	33	24	57
30 to 34	23	9	32
35 to 39	2	2	4
40 and over	1	....	1
Not recorded	50	77	127

Illiterates in the survey are known as those persons who are unable to read or write any language.

Not many non-English-speaking people in Scranton expressed a desire to attend night school. A greater number than expected showed a lack of interest. That they would like to attend night school was stated by 176; while 3,837 expressed no desire for such

work. However, the school authorities opened a strong campaign. Twenty teachers were employed the last school term (1920), showing a growth in enrollment from 16 men and women five years before to the present enrollment of 500—"due largely to increased interest aroused among the foreign-born folk for instruction in English and citizenship."

Such surveys, whether of the San Francisco survey or Scranton survey type or that mentioned above (Los Angeles), will do much to make clear "the fatal desire gnawing at the vitals of the immigrant community—the 'diluted second generation.'" It will help to make successful the attack upon what Drachsler writes in Democracy and Assimilation. In this he says:

> Under the roof of every immigrant home there is going on a death struggle between two worlds, two cultures, two civilizations. In the same family circle different tongues are spoken, different newspapers and books are read, different foods eaten, different manners and customs observed.

Then there comes to the immigrant what he describes as

> a vague uneasiness that a delicate network of precious traditions is being ruthlessly torn asunder, that a whole world of ideals is crashing into ruins; and amidst this desolation the fathers and mothers picture themselves wandering about lonely in vain search of their lost children.

We certainly face a grave responsibility and it becomes necessary to use every available means of determining the needs of the community, and costly though it may be, we must have representatives delve into the secret recesses of our charge that every case and contingent circumstance may be brought to light.

THE PUBLICITY CAMPAIGN.

ATTRACTING THE FOREIGNERS TO THE SCHOOL.

We speak of attracting the foreigner to the school, but we do not here mean the school building. The greatest success in an Americanization program is in getting away from the schoolhouse. This will be developed to a considerable extent in succeeding pages. But we must attract him to us and this is best done through publicity. Although attracting his attention, our plan must be to pursue the immigrant to the heart of the community and if necessary, "teach him in those places where he most loves to congregate and where he feels most at home."

The campaign may be carried through several channels—the schools, house-to-house visitors, the industries, and racial leaders and organizations. The list that follows is suggestive. All these methods need not be employed, but all have proved their value. No attempt was made to place them in the list according to popularity or success. The attack must be planned to meet the situation in a given community.

(1) Announcements handed to school children of foreign-born parents to be taken home; (2) foreign newspapers announcing classes; (3) English newspapers announcing classes; (4) display posters in cars, stores, factories; (5) an appeal to racial leaders; (6) special visits to the home; (7) foreign societies and lodges; (8) labor-union meetings; (9) construction camps; (10) notices in pay envelopes; (11) personal circular letter of industrial officials to employees; (12) notices inserted in library books; (13) distribution of notices by boy scouts; (14) naturalization bureau; (15) physicians and community nurses; (16) public mass meetings; (17) teacher-parent association meetings; (18) social aid societies; (19) churches; (20) display slides announcing the evening schools in motion-picture theaters.

SUGGESTIONS.

Emphasize the fact of "free evening school" work and its value to the individual in increased opportunities and income.

Two successful posters follow, the first used in Delaware and the second in Pennsylvania.

UNCLE SAM SAYS

LEARN ENGLISH.

Free lessons in reading, writing, and speaking English will begin on—

February 17.

Special classes for men wishing to become American citizens. Register any night this week at one of the following centers—

NEW AMERICANS

Free schools open for YOU.

Learn to speak English.

It means a better job and better pay.

The ——— school opens ——— 192—.

Address:

Join today FREE City School Board.

ITALIANS.

(Repeat above notice in Italian with the exception that in the first line use "Italians" instead of "New Americans.")

SLOVAKS.

(This is to be in the Slovak.)

OTHER FREE SCHOOLS.

Address:

HOLDING THE ALIEN IN THE SCHOOL.

1. Take the education to him, to his community, to the place where he lives.

2. Remember that "compulsion breeds stubbornness, and that stubbornness contains the seeds of conflict and hatred."

3. The immigrant often has but a narrow margin of leisure.

4. Instruction must correlate with his two great interests—his vocation and his past cultural life.

5. "To imagine that good teaching can be done when the class contains a mixed group of illiterate peasants, mechanics with an elementary-school education, and professionals with a higher technical training is to fly in the face of the first principles of pedagogy."[1]

6. Follow up of absentees. (Be solicitous. At least drop him a friendly card.)

7. Regard fatigue from employment.

8. Never ridicule.

9. Have men teachers for men and women teachers for their own sex.

10. Arrange hours to avoid conflict with outside interests.

11. Remember that these are usually "grown-ups" and their interest will tire if they must read "I like my dolly."

12. Expect him to be often a migratory worker. Do not show impatience if he is unable to come the first day.

The above maxims point to many of the snarls met in the work of Americanization. They are not intended to be complete, being only generalizations. More complete data are given under "Agencies used in Americanization programs." Here the difficulties met and successful experience throughout the country are given as they apply to each agency.

LEGAL ASPECTS OF THE HOME TEACHERS AGENCIES PRESENTED.

The California law, section 1615, provides for home teachers:

Boards of school trustees or city boards of education of any school district may employ teachers to be known as home teachers, not exceeding one such teacher for every 500 units of average daily attendance in the common schools of said district as shown by the report of the county superintendent of schools for the next preceding school year. It shall be the duty of the home teacher to

[1] Drachsler, Democracy and Assimilation.

work in the homes of the pupils, instructing children and adults in matters relating to school attendance and preparation therefor; also in sanitation, in the English language, in household duties such as purchase, preparation, and use of food and of clothing, and in the fundamental principles of the American system of government and the rights and duties of citizenship. The qualification of such teachers shall be a regular kindergarten, primary, elementary, or secondary certificate to teach in the schools of California and special fitness to perform the duties of a home teacher; provided that the salaries of such teachers shall be paid from the city or district special school funds.

CIVIC OR RECREATION CENTERS.

Article VIII, section 1. There is hereby established a civic center at each and every public schoolhouse within the State of California where the citizens of the * * * school districts * * * may engage in supervised recreational activities and where they may meet and discuss * * * any and all subjects and questions which in their judgment may appertain to the educational, political, and economic and moral interests of the citizens. * * * It shall not interfere with regular school activities.

Section 3 provides that the board of trustees may appoint a supervisor to take charge of buildings and grounds.

Section 2 (act providing for part-time education in high schools) provides that there shall be established special classes in all high-school districts where, within a radius of 3 miles of the school, there are at least 20 persons over 18 and under 21 years of age—

who can not speak, read, or write the English language to a degree of proficiency equal to that required for the completion of the sixth grade of the elementary schools of the State. Such classes shall be in the evening, shall provide instruction in citizenship for at least four 60-minute hours per week for at least 36 weeks of the school year and provided such persons expect to remain in the district for a period of two or more months.

EVENING SCHOOLS AND CLASSES.

Section on "school sessions," article (e): The attendance of each person upon evening schools and the special day and evening classes of day schools of elementary and secondary grade shall be kept by periods and reduced to 60-minute hours. (Compulsory part-time classes are also special day classes.) The usual two-hour night school session must be divided into two or at the most three class periods for high schools and not to exceed four class periods for elementary schools. The attendance of pupils upon study periods in evening schools or upon the special day or evening classes of day schools may also be kept, provided that the study of such pupils is under the personal supervision of a certified teacher (amended July 12, 1919).

Section 1858, fifth part, provides that in evening schools and special classes four 60-minute hours shall constitute a day's work. Attendance periods would be divided on this basis.

SECURING FUNDS.

As described in the previous section (legal aspects of agencies presented), the California law provides a means of securing funds for special class work. However, often such funds are not sufficient if so obtained entirely. Dependence must be placed upon supplementary local funds. This is usually the situation in this State.

There are so many organizations backing Americanization work, as described in other sections, that there is no need for failure in securing funds. Civic organizations, associations, and miscellaneous public groups can be depended upon to help. In California there should and will be little trouble with this, though a campaign to educate the community may in some cases be necessary.

Hartford, Conn., claims to be the second city in the United States to start work wholly financed by the city. The city granted $7,700 to make a beginning in 1917.

Wilmington, Del., began classes in 1916. At the end of four months the subscription funds were exhausted. The city council was asked to give $1,500. It refused. Next year (1917) it was appealed to for $2,500. This also was refused. In 1918 $3,000 was asked for, but not given to the schools. In 1918 the legislature was called upon for $3,000. The legislators requested that the sum be reduced to $1,500 and then failed to pass the bill.

Thus we have three types: The California type, with the need of public education the essential problem, with a relatively simple way of securing funds, since it is approved by the State board of education. Then we see the city fully able to interest the municipal officers with the importance of Americanization work. And, lastly, the city that finds it most difficult to interest anyone outside the school department with the importance of its problem.

Thus it becomes obvious that a broad program of public education may help, but such programs must be well worked out and carefully prepared and intelligently administered.

Chapter II.

AGENCIES USED IN AMERICANIZATION PROGRAMS.

THE EVENING SCHOOL.

As stated in Chapter I, it is not our intention to consider the social and economic factors that have made continuation work of all types necessary to-day. Looking through the eyes of the investigator we see a great number actually clamoring to complete their education, to make themselves more valuable social units, and beyond these a vast number in our midst, at least 5,000,000, who can not speak our language. Some look wistfully toward the school as the only solution of the greatest problem of their lives; learning to speak the language of the people whose country they have adopted. Others look suspiciously not only at the school with its stiff-backed seats and its formal tone but also upon neighbors who have not been as sympathetic, generous, and cordial as they had been led to hope they would be. Sometimes they have even found them dishonest. At least they could not understand them or their methods.

There are two groups. The first is the group composed of young men and women who found it necessary to go to work at an early age. These are in all types of work and with almost all degrees of education from the relatively few who failed to complete the grammar-school course to the high-school graduate in the industrial world who desires to make himself more efficient and better his chance of success by more complete special training. Perhaps he wants to shift to another occupation.

For these we have the commercial, the industrial, and mechanical as well as English classes. But our study does not include these, and because of the importance of definitely restricting the study we pass on to the next great group—the most important of all—after but a mention of them.

The second group is the one that to-day is taxing the ability of the schools. Nowhere is the problem fully met. For a time it looked as though the evening school would of itself solve the great problem of molding the foreign element into capable citizens. It started well, but its limitations were apparent from almost the first day.

The problem was to Americanize 2,953,011 foreign-born whites, 10 years of age or over, unable to speak English (2,565,612, 21 years of age and over); colored population, 10 years of age and over, unable to speak English (Indian, Chinese, Japanese, Negro, etc.), 138,196, making a total of 3,091,207 unable to speak English. From

1910 to 1919, according to the annual reports of the Commissioner General of Immigration, over 4,000,000 immigrants arrived from non-English speaking countries. Therefore it has been estimated that there are at least 5,000,000 non-English speaking persons in the United States (21–31 years) at present. Of 1,552,000 men who were examined in the draft army, 386,000, or 24.9 per cent, were unable to read an American newspaper or write a letter. If these (21–31) can be considered a true cross section, there are more nearly 18,000,000 people who can not read English or who secure their impulses from foreign newspapers.

Hands have been thrown up in despair. That is why almost every imaginable type of civic organization, the churches, civic women's and men's clubs, Y. M. C. A.'s, Y. W. C. A.'s, chambers of commerce, parent-teachers' associations, and others too numerous to mention have been holding "school," while school authorities, because of inaction, have come almost to feel that such work belongs to agencies outside school circles.

Here and there a school will take up one agency, say, home teachers; another will leave this work for the local improvement club. Another community will organize "mothers' classes" and will refuse to make use of the valuable "Americanization cottage" idea. To such an extent is this the case that schoolmen with limited time at their disposal to study the question will have many doubts in their minds not only as to the value of the work but also as to its appropriateness as a public-school activity. They thus refuse to give those in charge of Americanization the funds necessary to work with.

An Americanization secretary in a city of approximately 200,000 people, with a large foreign population, said the superintendent did not realize what her department was doing, that the funds available admitted of practically no activity. She went on to state that he did not comprehend the scope of the work as now carried on throughout the country.

Unconsciously this young woman voiced the problem, for it points away from the school as now constituted. The evening school will continue to do its part in Americanization work with those that come to its door—those desiring to read, to know American institutions better, those seeking their second citizenship papers—but for the timid, for the fearful, for the busy men in industries, for the mothers in the home, for the man in the boarding house after his day's work, for the man in trouble, for the mother with an hour in the afternoon, and, most important of all, the mother unable even to leave her home, there must be some connecting link that will make her one of us. But let us remember it is not so much what we are to do to him or her, as the case may be, but what we are to do along with him or her.

The present weakness in Americanization (elementary adult education in Los Angeles) work is the lack of a program and national leadership. Too many voices are crying in the wilderness. Americanization is a side line, an addendum, an afterthought, a compromise, in too many different departments of educational, social, and governmental activity.

The way was made clear by the advent of the home teacher, whose success was instantly made apparent. We know now that even more popular agencies are going to assist: The school nurse, the domestic-science teacher, the Americanization cottage, community gatherings, industrial classes, recreation vacation schools, afternoon classes, and mothers' classes. These are not to prove the evening school useless; rather, their work will be to supplement that of the classroom and complete that work the evening school could never do.

CLASS WORK.

Here we shall consider the activities of various types of schools, city night-schools, country high-school evening classes, and a little further on all the agencies that have proved of value through experience.

At once the work of the evening school in training adult immigrants can be seen to show two phases: First, training in English and citizenship; second, naturalization. In small schools the two are considered as one. In the large schools the exact method to suit a situation is formed as seems best. Nowhere as yet has the ideal been reached or the "only text" found.

The study of Americanization programs throughout the country will show the following:

1. What some schools and a type of social organization are doing in the way of (*a*) agencies other than the night school being used; (*b*) location of agencies, and number; (*c*) miscellaneous information regarding organization and administration.

2. Plans for class organization (selections): (*a*) Class grouping; (*b*) work of different classes (aims, content, etc.).

3. Subject and time schedules: (*a*) What to teach; (*b*) the time element.

CASE STUDIES.

LOS ANGELES, CALIF.

The Los Angeles school department activities (a progressive example).—The first annual report of the department of immigrant education (Los Angeles, 1919) shows the unusually broad program being carried forward by the department.

Commenting upon this program, the statement is made that classes for adults have been held at 11 o'clock in the morning, at 2 o'clock

in the afternoon, and at 9 o'clock at night, while there has slowly developed a new ideal for adult classes: "Anything helpful, any time available, any place convenient."

Under the concept of their function the classes for adult wage earners in Los Angeles have thus far gradually divided themselves into seven clearly defined groups (as in our study group under four agency headings, Chap. II), namely:

(*a*) The "night school," varied, however, with respect to the number of nights a week and to the hours of meeting and with respect to the object matter of classes and as local needs require.

(*b*) The classes for mothers, American and foreign, meeting in the schoolhouses, either in the afternoons or evenings, in which subjects of interest to housemothers, such as food conservation, care of babies, etc., are taken up.

(*c*) The labor-camp classes for women in the afternoons or mornings and for men in the evenings.

(*d*) The "factory" classes, meeting in factories, Pullman-car departments, paper mills, car barns, laundries, canneries, nurseries.

(*e*) Cottage classes.

(*f*) Classes in unusual educationally strategic points—hospitals, Red Cross salvage shops, etc.

(*g*) Boarding houses of large non-American groups of laborers.

Evening elementary schools and their branches, 1918–19.

1. Avenue 21: Evening and afternoon classes. Glen Alta, evening classes; Marengo cottage, evening classes, afternoon classes; branch library, afternoon and evening classes; county hospital, afternoon classes.
2. Palo Verde: Evening and afternoon classes.
3. Rosemont: Clifford; Selmen; Temple; all evening classes.
4. Labor Temple: "Boss" factory, afternoon classes: "Stronghold" factory, afternoon classes.
5. Grand Avenue: Evening classes. Seventeenth, evening classes.
6. Hobart: Evening and afternoon classes.
7. Fifth Street: San Pedro, evening classes; Burton Hill, evening classes.
8. (Seems to have been omitted.)
9. Santa Fe: Evening classes. Economy Paper Mill, noon class; East Seventh, evening class; Santa Fe camp, afternoon class; Basement class, evening; P. T. A. cottage, afternoon, morning, and evening classes; Red Cross salvage station.
10. Fourteenth: Evening classes. Twentieth, morning and afternoon classes.
11. Arnelia Street: Evening and afternoon classes. San Pedro Street, afternoon classes.
12. Macy Street: Evening and afternoon classes.
13. Aun Street: Evening classes.
14. Boyle Heights: Evening classes.
15. Rowan: Evening classes. Belvedere cottage, afternoon classes.
16. First Street: Evening classes.
17. Bridge Street: Evening and afternoon classes. S. P. camp, afternoon and evening classes; Verde cottage, afternoon classes; Cornwell, evening and afternoon classes.
18. East Side Jail: Evening classes.
19. Moneta Evening: Evening classes. Gardena, evening classes; Hermasillo, afternoon classes.
20. Utah Street: Evening classes.

21. Hewitt Street: Evening classes. Hewitt Cottage, morning and afternoon classes.

22. Terminal Island: Afternoon and evening classes. East Harbor, afternoon classes.

23. Thirty-sixth: Evening classes. Salt Lake camp, afternoon classes; Munger laundry branch, noon classes.

OAKLAND, CALIF.

CITIZENSHIP TRAINING COURSES, OAKLAND CITY SCHOOLS.[1]

In the Oakland schools the adult immigrant groups are classified as follows: Illiterates, beginners, intermediates, advanced, and naturalization. Space will not permit more than a brief outline of the department's aims for each group. Time allotment for each group is given in the special section on this subject as is also the names of texts used. Much of the material considered will be the policy of the department for the school year 1922–23.

ILLITERATES.

The aims.—For the first year the aim is to acquire ability to recognize, to read, and to copy from the printed page short sentences, and to read from dictation the phonic families. For the latter part of the year to use some short stories or fables for reproduction orally; headlines in newspapers, advertisements, billboards, etc. The student should be able to write short sentences from dictation and express himself in short oral discussions or conversations with some degree of correctness. As long as the people are deficient in the spoken English, there must be live work in structure drill and pronunciation.

Method.—Avoid too much seat work. Use blackboard or double-ruled paper for first lessons. Please note that the student must learn something definite; such as the writing of his own name the first night or the writing of his address the second night in order that the adult will not be discouraged. The first writing may be done by tracing the name from a copy in the blotter. Study such methods as Madam Montessori, the Gordon method, etc.

BEGINNERS.

The aims.—Before a beginner goes to the next group he should be able to:

1. To think in English and to express in English the common actions of one's daily life.
2. To express these in distinct, understandable English.
3. Mastery of an oral vocabulary of not less than 250 words.
4. To be able to use correctly certain structures—plurals of commonly used nouns, singular and plural personal pronouns used as

[1] Information supplied by J. Fred Anderson's office.

subjects of verbs, object of verbs and prepositions, in the possessive case; use of is, are, was, were, etc.

Method.—The direct method is used. The aim is to teach students to *speak* English. It is the method set forth in—

1. The Art of Teaching and Studying Languages (Gouin).
2. Teacher's Manual (Peter Roberts).
3. How to Teach English to the Foreign Born (Goldberger).

(1) Oral lessons come first. (2) The reading lesson comes only after the student has mastered the spoken sentence. (3) The writing lesson is the same lesson as the spoken lesson. (4) There must be drill in phonics. (5) The structure lesson is an outgrowth of the evening's lesson—not apart from it. Teach by giving examples, not by explanations. Do not use sentences involving a new vocabulary.

Material.—Lesson material for beginners must meet their immediate needs: As, finding one's way about the city, buying food, applying for work, etc. These are common needs. This material should be in theme form, short sentences, in active voice. There must be many lessons in dialogue form.

INTERMEDIATES.

Aims.—1. To increase vocabulary.

2. To speak in well-constructed sentences, not only simple but in complex and compound sentences.

Structural lessons: The teacher will probably have to have these exercises based on the night's lesson and the student's vocabulary.

3. Broaden civic consciousness.
4. To enunciate and pronounce correctly.
5. To write simple letters independently.

Method.—Structure lessons: No textbook in hands of pupil. Use no grammatical terms. Give all drills in complete sentence forms and insist on pupils forming complete sentences. Remember always that pupils learn more by practice than by explanation.

1. Verbs: Tense, auxiliaries, interrogative, and negative forms,
2. Nouns: Review of formation of irregular plurals, proper nouns.
3. Pronouns: Personal, interrogative, relative.
4. Adjectives: Use of demonstrative adjectives "this," "that," etc.
5. Adverbs.
6. Prepositions.
7. Common idioms.

Reading: Read for thought as well as for practice.

Spelling: Dictation and drill in dictated board work. Require spelling of all ordinary words in the vocabulary.

Written work: Part of structure lesson to be written every night. Letter writing.

Memory work: Dialogues, slogans, proverbs, etc.

Phonics.

NATURALIZATION.

Aim.—To teach the applicant in such manner that he may become a good American citizen and that he has enough knowledge of the history and Government of the United States to enable him to pass the usual questions asked by the courts.

Method.—Use citizenship textbook in hands of pupil. Use any good United States history text. Study the Constitution of the United States. This is followed by State constitutions, American ideals and theory of government.

ADVANCED.

Work to suit the members of the class, hence not so definitely set. Purpose to make them acquainted with the spirit of a great democracy and through this to interest them in the principles and privileges of citizenship.

Method.—1. Conversation: (*a*) Current events; (*b*) legal and business questions; (*c*) topics based on the reading lesson; (*d*) questions of etiquette; (*e*) miscellaneous topics.

2. Reading: (*a*) Current events; (*b*) newspapers; (*c*) history; (*d*) geography; (*e*) hygiene, etc.

3. Spelling, structure work, original composition.

4. Special activities of the advanced group.

SOCIAL AIMS AND PRACTICE OF CITIZENSHIP WORK.[2]

A. *Aims.*—1. To make the evening school a social as well as an educational center.

2. To furnish a place where the foreign born of the evening school, of the neighborhood, and their countrymen may show to us their best talent.

3. To furnish a place where the foreign born may meet and hear some truly representative American speakers, musicians, etc.

4. To develop initiative on the part of diffident, suppressed students who have never found an opportunity to express their individuality or possible talent.

5. To furnish club organization where many will get their first training in representative government, holding office, actual voting.

6. To furnish recreation center where may be aroused the sense of leadership, team play, self-control, competition, discipline.

7. To furnish a place where national prejudices may be broken down through the use of a common language, social intercourse, teamwork, and play.

8. To furnish more wholesome recreation than many of the commercial amusements which are open to the foreign born.

9. To make the neighborhood take pride in itself and live up to its best, but at the same time to get the neighborhood in touch with other communities and thus to help to break up the isolation of foreign colonies.

B. *Practice of the schools.*—1. All agree that some sort of club organization is worth while. All agree that the practice of the various schools depends upon the nationality of the students and their social and political background, the

[2] Copied with other smaller sections from the manuscript of a booklet in preparation.

type of school (whether it is a school for the foreign born only, or a mixed school), the organization of the teaching force, the size of the school.

2. Details vary—

Some schools have the regular officers elected by the club as a whole, and class representatives elected by the classes. The officers and class representatives form the governing body. Class representatives report to classes and discussion and voting on important questions are in class. The purpose of the method is to get a larger number of students taking an active part in affairs.

Some schools have only the regular officers and general meetings.

Some schools charge a monthly fee for club membership. Other schools have no fee. They levy an assessment when money is needed or raise it by programs.

3. A, 2, has been accomplished by some schools through a neighborhood committee composed of representatives from the foreigners in the evening school, representatives of the evening-school teachers, representatives of foreign organizations.

4. A, 4 and 5 have been accomplished by debating clubs and dramatic clubs.

5. A, 5 has been accomplished by having the club president and officers take charge and manage all programs, etc.

6. A, 7 has been accomplished by one school by a special social time before the regular school hour. A room with a piano is open for the students to gather in and make friends. A teacher is not needed.

C. *Machinery for.*—1. The school club helps to furnish programs, getting talent from the school itself, from the neighborhood, from friends.

2. Cooperation with any settlement, international institute, club, etc., in the neighborhood.

3. Cooperation with the playground director of the school or playground.

4. Cooperation with foreign clubs and organizations.

5. Cooperation with the recreation department of the city.

6. One school planned to cooperate with the dramatic department of a high school to get help in coaching evening-school students in plays.

7. One school cooperated with the music department of a high school for help in musical programs.

8. Cooperation with the home teacher of the school. It is essential if these are to be real community affairs and include the women of the community.

D. *Successful evenings and affairs.*—1. Naturalization programs of the local type accomplish much in the neighborhood. Many think that the local programs are more worth while than the general program.

2. Armistic Day programs that give due tribute to the soldiers of other lands, too, accomplish much for world feeling.

3. Programs—foreign and American speakers.

4. Plays by settlements and by students in the evening school. "A Man Without a Country," Golden Gate School. Oakland Social Settlement Club plays at Tompkins.

5. Exchange programs among schools, Golden Gate School.

6. Moving pictures of other lands and the opportunities of our country.

7. Parties on our festive days help the foreign born to *feel* our country, its customs and history.

Christmas party, Thanksgiving Day, Valentine, Hallowe'en, etc.

8. Foreign-American programs, Prescott, Tompkins.

9. Picnics at some noncommercial places of beauty near by so the students may learn of many places of amusement and beauty. Picnics in Berkeley Hills, Sunday afternoons at the Greek theatre, municipal band at the lake, museum excursions, etc.

E. *Conclusions of importance.*—1. That it is best to have *weekly* community programs—the programs must be *frequent* and *regular* if there is to be training ground.

2. That the regular weekly programs of whatever sort be managed by the foreign born and be for them only. From said experience it has been found that if the above is not the plan, the more timid foreigner is overpowered by the more self-confident American or foreigner of the second generation, and the foreigner does not take his part or get his training in the affairs.

3. This follows that the club be for the foreign born only.

4. That having to depend upon volunteer and untrained help for our piano player, leading in singing, etc., is very unsatisfactory.

5. That it is possible to form a program exchange or bureau so that when one school has discovered or produced talent, a good speaker or musician, others may have the advantage of such material.

SAN FRANCISCO.

(Evening High School of Commerce, June 1921.)

In reply to a communication Principal Lenahan, Evening High School of Commerce, San Francisco, Calif., teacher of adult immigrants, submits the following:

The textbooks found satisfactory for classes of (1) (*a*) Beginners; (*b*) Intermediate; (*c*) Advanced.

(*a*) Houghton's First Lessons for Beginners and his second book have been used this year because it was discovered they are on the adopted list. While out of date as to method they contain much practical material. Tendency to change to Goldberger's English for Coming Citizens. Texts not available but mimeographed themes along the lines thereon presented were used, following the trend of the Gouin method.

(*b*) and (*c*) Lesson themes along the lines of Peter Robert's Domestic, Industrial, and Commercial Series—as applicable to the needs and desires of our San Francisco pupils in their daily life or occupations. We find that the State texts in hygiene, English, geography, history, and civics have done excellent service as supplemental material.

(2) The principal's grading is accepted and is satisfactory.

(3) We give such attention to phonics as we think will best secure clear articulation, correct pronunciation, etc. (There should be especial attention given to these sounds and sound combinations for which the foreigner has no equivalent.)

Answers to questions asked by Miss Richardson and the writer:

1. See word lists.

2. From 10 to 15 words set as average number of words that can be taught in a single evening and incorporated into the student's vocabulary. A new vocabulary should not be presented every evening, however.

3. Emphatic form is not taught as such but DO and DID are used to *ask* questions, never to *answer* them except with *not*. The progressive form is taught very soon in order to overcome the tendency to use it without the helper. The foreigner is inclined to say, "I buying bread," so the two forms—"I buy bread," and "I am buying bread" correct the error of "I buying bread."

4 and 5. Formal grammar is out of place, as such, with a class of beginners, but it is taught incidentally and with no ill results. For instance, book (one), books (two or more), although two words which may not be "among the 300

most essential for a foreigner in his contact with the outside world" are very essential for them to learn at once in our school work.

Long involved sentences should be avoided except for advanced groups.

Advanced—even intermediate—classes enjoy lessons in word building.

The class is divided into two sections. Class A meets Monday and Wednesday. Class B meets Tuesday and Thursday. Friday evening of each week is club night, when the members of both classes meet to debate and discuss community, State, or National problems, or to listen to lectures upon these topics. Socials or picnics are held once a month. An alumni association, known as the Washington Club, has been formed to promote Americanization work after graduation.

The greatest problem that I have to contend with is the irregular attendance.

Most of the students drop out as soon as they are admitted to citizenship. They are continually stringing in and dropping out. (The period of time from filing application for final papers to hearing applications for final papers is three months.)

The remedy for this irregular attendance is to adopt a plan in conjunction with the Naturalization Bureau whereby the applicant may defer his hearing for a sufficient period of time to enable him to begin and complete a three months' course in citizenship. This would give more satisfactory results than the present hit-and-miss method of examining applicants followed by our courts. During the past two weeks more than 400 applicants were admitted to citizenship in San Francisco. It was a physical impossibility for the judge to ascertain anything about their mental or moral fitness for citizenship.

There are between three and five thousand applicants in San Francisco who have declared their intentions and who are awaiting citizenship. At least 20 per cent of this number need practical instruction in citizenship.

Grade according to attendance and programs.

Word lists.—The words given are but suggestive. These are the best that limited time made available. There are many words connected with trades, personal articles, etc., that might be better in some cases. The same is true of theme topics where such as the following are used: Police department, the opera, ordering a meal, going to church, buying a new hat, suit, shoes, etc.

Beginners' word lists.

General Spelling List.

1. I.
2. Stand.
3. Walk.
4. To.
5. The.
6. Teacher's.
7. Desk.
8. Get.
9. A.
10. Piece.
11. Of.
12. Paper.
13. Pencil.
14. Go.
15. Seat.
16. Sit.
17. Window.
18. Take hold of.
19. Cord.
20. Pull.
21. Down.
22. Curtain.
23. Let go of.
24. Other.
25. Raise.
26. Turn.
27. Knob.
28. Push.
29. Door.
30. Is.
31. Open.
32. Close.
33. Shut.
34. Be.
35. Opens.
36. Closes.
37. Shuts.
38. Goes.
39. Sits.
40. She.
41. Stands.
42. Walks.
43. Gets.
44. Takes.
45. Come.
46. School.
47. Every.
48. Evening.
49. Enter.
50. Schoolroom.
51. Look.

52. Toward.
53. Teacher.
54. Say.
55. Good evening.
56. Miss.
57. Go into.
58. Hat room.
59. Take off.
60. Hat.
61. Coat.
62. Hang up.
63. Hook.
64. Come up.
65. Go to the.
66. Bookcase.
67. Folder.
68. Exercise book.
69. Books.
70. Ready.
71. Put into.
72. Put away.
73. We; our.
74. You; your.
75. They; their.
76. Look at.
77. Blackboard.
78. Directions.
79. Turn to.
80. Page.
81. Find.
82. Lesson.
83. Sing.
84. Song.
85. America.
86. American.
87. Flag.
88. Its.
89. Colors.
90. Are.
91. Red.
92. White.
93. And.
94. Blue.
95. Stars.
96. Stripes.
97. On.
98. There are.
99. Thirteen.
100. Forty-eight.
101. There were.
102. At first.
103. States.
104. Now.
105. There is.
106. One.
107. Star.
108. Each.
109. For.
110. State.
111. Love.
112. Country.
113. Hats off.
114. Passing by.
115. Star-Spangled Banner.
116. Good night.
117. Am.
118. Is, are.
119. Was, were.
120. Reading.
121. Writing.
122. Singing.
123. Progressive.
124. Present.
125. Morning.
126. Awake.
127. Get up; gets up.
128. Wash, washes.
129. Myself, himself, herself.
130. Use, uses.
131. Water.
132. Soap.
133. Brush.
134. Toothbrush.
135. Clean.
136. Teeth.
137. Wipe.
138. Face.
139. Neck.
140. Ears.
141. Hands.
142. Bath.
143. Bathe.
144. Wipe.
145. Dry.
146. Towel.
147. Comb.
148. Hair.
149. Dress, dresses.
150. Breakfast.
151. Car.
152. Work.
153. Punch, punches.
154. Time, clock.
155. Begin, begins.
156. Hard.
157. Until.
158. Noon.
159. Eat.
160. Lunch, luncheon.
161. Afternoon.
162. It, its.
163. I, my, mine.
164. He, his, him.
165. She, her, hers.
166. We, our, ours.
167. You, your, yours.
168. They, their, theirs.
169. O'clock.
170. A quarter past.
171. Half past.
172. A quarter before.
173. Minute.
174. Hour.
175. Long hand.
176. Minutes.
177. Five.
178. Ten.
179. Fifteen.
180. Twenty.
181. Twenty-five.
182. One, two, three, four, five, six.
183. Seven, eight, nine, ten.
184. Eleven, twelve.
185. Go home.
186. To-day is.
187. Yesterday was.
188. To-morrow will be.
189. Family.
190. Husband.
191. Wife.
192. Father.
193. Mother.
194. Child.
195. Children.
196. Baby.
197. Boy, boys.
198. Girl, girls.
199. Son, sons.
200. Daughter, daughters.
201. Sister, sisters.
202. Brother, brothers.
203. Name.
204. Live.
205. At number.
206. Street (St.).
207. Address.
208. Telephone.
209. Small.

210. Large.
211. Stout (fat).
212. Thin, slender.
213. Tall.
214. Short.
215. Feet.
216. Inches.
217. Measure.
218. Room.
219. High.
220. Long.
221. Wide.
222. Buy.
223. Cost.
224. Price.
225. Dozen.
226. Pound (lb.).
227. Soft.
228. Hard.
229. Thick.
230. Thin.
231. Outside.
232. Inside.
233. (Nothing given).
234. Rough.
235. Smooth.
236. Sour.
237. Sweet.
238. Orange.
239. Apple.
240. Sugar.
241. Lemon.
242. Vinegar.
243. Acid.
244. Fruit.
245. Juicy.
246. Grow.
247. Ship.
248. Sell.

Words used chiefly by men (not in beginners' word list).

1. Import.
2. Export.
3. Trade.
4. Arrival.
5. Departure.
6. Ships.
7. Vessels.
8. Steamships.
9. Loading.
10. Unloading.
11. Stevedore.
12. Duty, duties.
13. Printing office.
14. Type.
15. Line-o-type.
16. Proof.
17. Machine.
18. Printer.
19. Quire.
20. Ream.
21. Copy.
22. Ship.
23. Repair.
24. Tonneau.
25. Paint.
26. Tubing.
27. Gasoline.
28. Wheels.
29. Welding.
30. Carpenter.
31. Saw.
32. Hatchet.
33. Nails.
34. Plane.
35. Boards.
36. Shingles.
37. Lumber.
38. Builds.
39. Many.
40. Paints.
41. Brushes.
42. Oils.
43. Varnish.
44. Ladder.
45. Pulley.
46. Ropes.
47. Scaffold.
48. Rivets.
49. Rivet-passer.
50. Scraps.
51. Trousers.
52. Shirt.
53. Necktie.
54. Collar.
55. Vest.
56. Socks.
57. Suspenders.
58. Overcoat.
59. Tobacco.
60. Pipe.
61. Cigars.
62. Cigarettes.
63. Smoke.
64. Poison.
65. Nicotine.
66. Heart trouble.
67. Journal.
68. Red ink.
69. Ruler.
70. Check.
71. Post.
72. Account.
73. Draft.
74. Entries.
75. Statement.
76. Notes.
77. Bonds.
78. Index.
79. Transfer.
80. Overdue.
81. Adding machine.
82. Dictagraph.
83. Stenographer.
84. Fountain pen.
85. Boss.
86. Employer.
87. Wages.
88. Salary.
89. Monthly.
90. Court.
91. Question.
92. Taxes.
93. Election.
94. Raise.
95. Labor.
96. Unions.
97. Meeting.
98. Complaint.
99. Jury.
100. Engine.
101. Newspaper.
102. President.
103. Company.
104. Government.
105. Business.
106. Agreement.
107. Political.
108. National.
109. Discussion.
110. Foreigner.
111. Citizenship.

Words of interest to women (not in beginners' word list).

1. Dress.
2. Waist.
3. Smock.
4. Skirt.
5. Petticoat.
6. Stockings.
7. Shoes.
8. Slippers.
9. Hat.
10. Cloak.
11. Powder.
12. Safety pin.
13. Diaper.
14. Pinning blanket.
15. Talcum.
16. Foot, feet.
17. Ribbons.
18. Flowers.
19. Bonnet.
20. Hairpins.
21. Shopping.
22. Dry goods.
23. Gingham.
24. Specials.
25. Remnant.
26. Cotton.
27. Muslin.
28. Woolen.
29. Silk.
30. Yarn.
31. Knitting.
32. Pattern.
33. Muslin.
34. Pattern.
35. Hospital.
36. Clinic.
37. Doctor.
38. Headache, earache, toothache.
39. Medicine.
40. School.
41. Kindergarten.
42. Absent.
43. Excuse.
44. Monday.
45. Wash day.
46. Wash, boil, starch.
47. Washes, boils, starches.
48. Rinse, rinses.
49. Blue, blues.
50. Wring, wrings.
51. Hangs up.
52. Clothesline.
53. Clothespins.
54. Dry.
55. Sprinkle.
56. Tuesday.
57. Ironing day.
58. Ironing board.
59. Iron; electric iron.
60. Turn on.
61. Turn off.
62. Press.
63. Fold.
64. Wednesday.
65. Baking day.
66. Bake.
67. Bread.
68. Cookies.
69. Flour.
70. Shortening.
71. Baking powder.
72. Dough.
73. Woman, women.
74. Thursday.
75. Sewing.
76. Mending.
77. Darning.
78. Patching.
79. Needle.
80. Thread.
81. Knot.
82. Scissors.
83. Thimble.
84. Stitch.
85. Sewing machine.
86. Buttonholes.
87. Lace.
88. Crochet.
89. Embroidery.
90. Friday.
91. Fish.
92. Saturday.
93. Clean house.
94. Sweep, mop, dust.
95. Bathe children.
96. Clothes.
97. Receive.
98. Friends.
99. Sunday.
100. Church.
101. (Not given.)
102. Sheets.
103. Blankets.
104. Pillow cases.
105. Bedspread.
106. Dresser.
107. Kitchen.
108. Market.
109. Soup bone.
110. Mutton.
111. Sausage.
112. Vegetables.
113. Bread and butter.
114. Molasses.

SOMERVILLE, MASS.

Somerville, Mass., reports opening classes last year (1921). This city has a director with two assistants who act as organizers, supervisors, and teachers. Day and evening classes, factory, citizenship, and English classes are being conducted at the present time. The official report also shows 595 house visits by school nurses and 5,038 "hygiene talks." Seven other talks were given in homes. The former were in the schools.

PHILADELPHIA, PA.

In the annual report of the Philadelphia school department for the year ending December 31, 1921 (1922 print), the following information is given of activities. Eighteen regular Americanization classes were maintained during the school year ending March 16, 1921. Six of these are in public schools, three in the Atlantic Refining Co.'s plant, seven in the J. B. Stetson Co. building. The remaining class was held in a neighborhood center at Fifth and Bainbridge Streets. Pupils registered to the number of 636. They were graded as follows:

	Number of classes.	Male.	Female.	Total.
Advanced	4	87	45	132
Intermediate	4	84	26	110
Beginners	10	160	168	328
Naturalization	....	66	....	66
Total	18	397	239	636

LOWELL, MASS.

Early in the year 1920 Lowell, Mass., organized mill classes in English and civics. These classes had their sessions at noon and late in the afternoon and were taught without exception by regular teachers. A chart shows 57 teachers in charge of 5 evening schools. These schools were open 347 evenings, or little over an average of 69 evenings per school. There were 990 males and 1,183 females enrolled, or a total of 2,173. The average number was 449 males and 606 females, or an average of 1,055 for both. The total average attendance was 897 (83 per cent).

SPRINGFIELD, ILL.

Springfield, Ill. (1920–21), reports finding that "Lessons in English are but a small part of the work." It is apparent that the department is weak as yet. It is stated that fire, sickness, and deaths have hindered the work.

	Women.
Total enrollment from September to February	40
Total number of separate classes	10
Total number of lessons taught	222
Total number of home visits	565
Americanization talks before organization	2

There seems to be but one teacher at work.

THE BERKELEY MOBILIZED WOMEN'S CLUB.

(Example of failure of the school.)

The mobilized women of Berkeley, Calif., are maintaining a splendid community center at Smith Street and University Avenue. Their activities include several of those listed in this chapter.

1. *Mother's serving class.*—Tuesday and Friday. Mothers learn to speak or read English better and understand our ways. English not emphasized, however. It is a club for all practical purposes—free to foreign people.

2. *Mothers' Club.*—Thursdays. Here the mothers are helped according to their needs.

3. *Girls' Club.*—Tuesday evenings. For foreign girls or others. A place for advice and help in reading, speaking, etc., where necessary.

4. *Recreation.*—On Friday evenings games are played. English only is used—some reading—but the get-together spirit is emphasized.

5. *Community gathering.*—On Saturday evenings there is a community gathering. The Choral Club first entertains. This is followed by a dance. Care is taken to see that all get acquainted. Groups get together and talk—in English as far as possible—under indirect supervision of those in charge.

6. *Home teacher.*—There is one now (summer, 1922), but there is usually one more. The duties of these workers vary and are covered under "home teacher." The work is effective.

7. *Day nursery.*—A nursery is maintained. There is no charge for children of parents sewing. A teacher is employed for these children. The attendant told the writer that there was no effort made to encroach upon the kindergarten near by, which is maintained by the city school department.

This organization helps to place workers, and with its other activities holds the interest of a fairly good-sized group of foreigners. Their recreation hall can easily accommodate about 50 to 60 persons. It is well built, neat, and painted to attract those whom it tries to interest. In this it is very successful.

The sewing classes are given materials at cost. Some are given material in exchange for labor. The store maintained by the women sells donated clothing at a very low price—a price that will make those who buy feel that they are independent. The writer saw a pair of children's shoes marked at 10 cents.

As the above hasty sketch indicates, these activities are in the nature of public-school functions, however laudable their efforts might be.

PLANS FOR CLASS ORGANIZATION.

I. State plan (Bulletin No. 16, Massachusetts Board of Education):

1. Group according to sex. If it is necessary to have a mixed group there should be a women's division and a men's division.

2. Group according to mental aptitude.

3. Group according to previous education in their own language.

4. Group according to knowledge of English.

5. In some instances it will be found necessary to group according to nationality because of old world animosities that persist even here.

II. State plan (Rochester plan of immigrant education—New York State Department of Education): Grouped according to sex and nationality.

Classified.

Beginners' class: (1) Illiterates; (2) educated foreigners; (3) foreigners who speak some English.

Intermediate class (requirements): (1) Completion of outline for beginners; (2) ability to write simple connected sentences; (3) ability to read books of fourth-grade standard.

Advanced class (students who are prepared): (1) To read such books as Dunn's "Community and the Citizen"; (2) to enjoy a story like Hale's "Man Without a Country"; (3) to read and discuss parts of the Constitution.

III. State plan (from "Six Months of Americanization in Delaware"—Bulletin of the Service Citizens of Delaware, vol. 1, No. 2); Knowledge of English and literacy in native language formed the basis of grading. Registrants were classified according to the basis of grading. Registrants were classified according to the information given under these items on their registration cards, as—

Beginners: (1) Those who spoke little or no English and were literate in their native language; (2) those who spoke little or no English and were illiterate in their native language. (The registration of illiterates was so small that separate classes could not be formed for them, and they were grouped with other beginners.)

Intermediate: (1) Those who were able to make themselves understood in English and could read and write a little.

Advanced: (1) Those who had mastered the rudiments of the language and wanted more advanced instruction and special preparation for citizenship.

Petitioners: (1) Pupils preparing for examination for naturalization.

IV. City plan (Oakland, Calif., Citizenship training plan, 1921–22):

(*a*) *Ungraded.*—Consisting of men and women absolutely illiterate. Members of this class require individual instruction. As soon as they have mastered the rudiments of reading and writing they are moved into the next division.

(*b*) *Beginners.*—Consisting of those who are illiterate only with respect to English, viz, have had some schooling in their native tongue. They are taught primary reading and writing and oral composition, after which they are moved into the next division.

(*c*) *Intermediate.*—Composed of men and women sufficiently taught in English to take up written composition, elementary grammar, simple arithmetic, some geography, and some United States history.

(*d*) *Advanced.*—In this group belong men and women for whom the work in the intermediate classes is too simple. One of these groups will complete the eighth grade and will be given their eighth-grade certificates this spring.

(*e*) *Naturalization.*—The men in this class are candidates for their second papers. They are given thorough instruction in United States history; enough world and European history to furnish a needed background for the study of American institutions and the spirit underlying them; the Constitution of the United States; Federal, State, county, and local government.

V. School plan (1920–21. San Francisco Evening High School of Commerce):

Mr. Lenahan, the principal, states that his "Americanization classes are divided into three groups—beginners, who speak no English; intermediates, who need our English grammar; and foreigners preparing themselves for their second papers, who are receiving instruction in American history and civics."

WHAT TO TEACH IN THE NIGHT SCHOOL.

I.

(For Nebraska Council of Defense 1919, by Prof. Sarka B. Hrbkova.)

1. Night schools:

Establish night schools in the centrally located public schools.

(*a*) Secure capable teachers, sympathetic, resourceful, energetic, strong social spirit. Have same teacher in charge of day classes and visiting of foreign women.

(*b*) What to teach:

(1) Teach English—speaking, reading, writing.

(2) Teach history—local, State, American, world, current events.

(3) Teach civics—meaning privileges and responsibilities of citizenship.

(*a*) Local organizations—health, fire, and public departments.

(*b*) State organizations.

(*c*) Federal organizations.

(4) Teach geography.

(5) Teach arithmetic, bookkeeping.

(6) Teach stenography, typewriting.

(*c*) Aim to secure socialization of high school.

(*d*) Success measured by regularity of attendance.

(*e*) Time: Advanced classes, two times weekly; beginning classes three times weekly.

II.

Suggested time and subject schedule for evening school (State board of education, Hartford, Conn.).

Subjects.	Minutes per evening.		
	First year.	Second year.	Third year.
Themes, topics	30	20	20
Conversational exercises	15	10	10
Reading (books, signs, newspapers)	20	25	25
Writing (copy work, spelling dictation, letter writing, composition)	20	25	25
Phonics	5	3	3
Memory work	10	10	10
Relaxation	5	3	3
Civics (per week)	15	20	25
Dictionary			10
Arithmetic (per week)		15	15

The foregoing is based on a session of 2 hours and has been used extensively in the State of Connecticut.

III.

Time and subject schedule (Rochester plan for immigrant education).

Beginners' classes.

Subjects.	Minutes.	Subjects.	Minutes.
Theme development	25	Conversation	15
Writing	20	Spelling	10
Phonics	5	Arithmetic	10
Reading	25	Civics	10

Intermediate classes.

Subjects.	Minutes.	Subjects.	Minutes.
Theme or topic development	20	Conversation	15
Writing	15	Spelling	15
Phonics	5	Civics	15
Reading	25	Recreation	10

Advanced classes.

Subjects.	Minutes.	Subjects.	Minutes.
Oral composition (includes topic development, conversation, debates, and discussion)	30	Reading	25
Writing	15	Formal language on grammar	10
Phonics	10	Spelling	15
		Civics, arithmetic	15

IV.

TIME SCHEDULE, OAKLAND, CALIF.

Illiterates.

Subjects.	Minutes.	Subjects.	Minutes.
Phonics	10	Conversation (copying, dictation, filling blanks, etc.)	30
Sight words	10	Structure drill	15
Reading (silent, oral, texts, themes)	35		

Beginners.

Subjects.	Minutes.	Subjects.	Minutes.
Phonic drill	5	Writing	15
Review	15	Structure drill	5–10
Oral presentation of new lesson	60	Conversation (free)	5–15
Reading	10		

Intermediates.

Subjects.	Minutes.	Subjects.	Minutes.
Phonics	5	Reading	15
Review	15	Writing	20
Free conversation	15	Structure	10
Oral presentation of new lesson	30		

Naturalization.

Two hours per evening for four evenings per week, distributed as follows:

Subjects.	Minutes.	Subjects.	Minutes.
1. Study period (assigned lesson in United States history)	30	4. Questions and answers on United States history, Federal, State, county, and city government	30
2. Discussion of history lesson	20		
3. Reading of Constitution of United States by class, with explanation by the teacher	40		

Advanced.

Subjects.	Minutes.	Subjects.	Minutes.
1. Oral discussion, oral composition	30	5. Review	15
2. Reading	30	6. Phonics	5
3. Spelling	5	Sentence structure and simple applied grammar.	
4. Writing	30		

V.

Schedule for 14 California high-school districts (June, 1922).

	Sanger.	Orange.	Modesto.	Fowler	Fresno.	Santa Monica.	Riverside.	Lemoore.	Vacaville.	Arcata.	Taft (U. H. S.)	Los Angeles.	Fullerton.	El Monte (U. H. S.)
Number attending	40	39	33	212	364	50	220	220	....	....	20	10	40	35
Men	....	38	15	114	.....	35	110	186	35	10	20	....	22	....
Women	....	1	18	98	.....	15	.....	34	5	.....	.....	.....	18	....
Number teachers (part time)	2	2	2	7	18	4	1	7	3	1	1	1	2	1
Number sessions per week	2	2	3	2	4	2	4	2	4	2	3	2	3	4
Hours each session	2	2	2	2	2	2¼	2	2	2	2½	....	2	2	2
When held: Day or evening	E.	E.	....	D.	E.	E.	E.	D. and E.	E.	E.	E.	E.	E.	E.

California high schools outside city school districts which are maintaining classes for the education of the adult immigrant, arranged according to counties, 1921–22.

County.	High school.	Number of classes.	Total enrollment.	Approximate attendance, Dec. 12–17.	Approximate attendance to Jan. 1.
Contra Costa	Riverview	2	90	25	35
	John Swett	2	91	25	39
Fresno	Coalinga	1	31	26	24
	Fowler	3	90	60	65
	Kingsburg	2	26	17	12
	Sanger	1	.....	.....	.....
Humboldt	Arcata	1	10	7	4
Imperial	Calexico	2	119	50	.....
	Holtville	1	3	.....	2
Kern	Taft	1	20	15	10
	Kern	4	200	80	85
Kings	Corcoran	2	33	12	2
	Hanford	4	159	90	15
	Lemoore	7	200	150	75
Los Angeles	El Monte	2	92	76	29
	Citrus Union	4	55	45	40
	Covina	4	50	50	35
	Redondo	2	30	5	15
	Venice	1	15	7	5
	Whittier	1	.....	.....	.....
Merced	West Side	1	.....	.....	.....
Madera	Madera	1	4	4	3
Mendocino	Fort Bragg	2	30	20	15
Monterey	Gonzales	4	67	48	...
	Monterey	3	37	18	15
Napa	Napa	1	4	4	3
Orange	Fullerton	1	24	21	21
	Orange Union	3	75	50	45
	Garden Grove	1	40	25	25
Placer	Roseville	1	31	22	17
San Benito	San Benito	5	80	70	60
San Joaquin	Lodi	1	9	.....	.....
San Bernardino	Chaffey	5	60	60	.....
	Colton	2	60	49	49
San Mateo	Sequoia	4	21	17	12
	San Mateo	10	158	78	56
Santa Clara	Gilroy	1	6	2	4
Santa Cruz	Watsonville	1	22	15	12
Siskiyou	Siskiyou	6	100	60	20
Solano	Benecia	4	640	30	40
	Vacaville	3	43	100	21
Stanislaus	Hughson	3	46	50	14
	Orestimba	4	111	50	16
	Patterson	2	22	32	15
Tulare	Tulare	9	168	88	1
Ventura	Oxnard	2	80	40	30
	Fillmore	1	75	25	8
	Santa Paula	1	39	23	10
Total		129	3,286	1,722	1,180
Fresno	Tranquillity	3	18	1	12
Tulare	Visalia	2	40	30	25
Grand total		134	3,344	1,753	1,217

Cities in California which have classes for adult immigrants.

City.	Number of classes for foreign born.	Total enrollment.	Average daily attendance Dec. 11–17.	Average daily attendance to Jan. 1.	Number of classes in foreign district.	Home teachers.	Number held in industry.
Alameda	7	201	126	116	3	2	.....
Alhambra	1	1	1	1	.....	.....	.....
Bakersfield	10	59	28	37	10	1	.....
Berkeley	6	300	225	175	6	.....	.....
Chico	1	4	.....	.....	.....	.....	.....
Eureka	2	45	33	20	.....	.....	.....
Fresno	20	550	400	350	11	.....	.....
Long Beach	26	538	275	138	20	2	3
Los Angeles	165	7,624	3,320	2,288	139	44	8
Oakland	41	1,612	1,200	674	25	8	8

Cities in California which have classes for adult immigrants—Continued

City.	Number of classes for foreign born.	Total enrollment.	Average daily attendance Dec. 11-17.	Average daily attendance to Jan. 1.	Number of classes in foreign district.	Home teachers.	Number held in industry.
Pasadena	8	269	157	53	6		
Petaluma	3	34	25	21			
Pomona	10	100	100	12	10	1	
Modesto	10	76	44	13	9	1	
Richmond	3	151	64	72			
Riverside	3	84		26	2		
Sacramento	14	377	149	18			
San Bernardino	6	75	60	55	2		
San Diego	15	563	216	300	8		
San Jose	9	384	203	97	2	2	
San Luis Obispo	1	20	18	15		1	
San Rafael	2	78	38	30			
Santa Barbara	5	125	75	36	2	4	1
Santa Cruz	2	23	18	11		1	
Santa Monica	4	145	85	70			
Vallejo	4	26	17	12			
Visalia	2	35	22	18	1		
San Francisco	22	1,300		900	1	2	
Total	402	14,741	6,908	5,558	227	68	15
Union high schools	134	3,344	1,753	1,217			
Grand total	536	18,085	8,661	6,775			

City.	Indians in 1920.	Chinese in 1920.	Japanese in 1920.	Total population.	Foreign-born white.	Per cent native white.	Per cent foreign-born white.
Alameda		94	644	28,896	5,877	76.2	20.4
Berkeley	12	337	911	56,036	9,573	79.6	17.1
Fresno	3	617	1,119	45,086	8,552	76.0	19.0
Long Beach	2	34	375	55,593	6,799	86.8	12.2
Los Angeles	189	2,062	11,618	576,673	112,057	75.4	19.4
Oakland	36	3,821	2,709	216,261	45,162	73.4	20.9
Pasadena	1	100	383	45,354	6,785	81.5	15.0
Sacramento	18	831	1,976	65,908	10,873	77.9	16.5
San Diego	54	254	772	74,683	13,295	79.3	17.8
San Francisco	45	7,744	5,358	506,678	140,200	69.0	27.7
San Jose		341	321	39,642	7,820	78.1	19.7
Stockton	5	1,071	840	40,296	6,981	77.0	17.3

THE HOME TEACHER.

(Sometimes known in various parts of the country as visiting teacher, social worker, school visitor, helping teacher, room teacher, perambulant teacher, home visitor, and extension teacher.)

Educators in their efforts to increase the efficiency of the schools under their charge saw the need of good schools and capable teachers for the young people that entered their doors, particularly in the case of those of foreign parentage, but since it was not expected it was some time before it became apparent that our system tended to disrupt the immigrant's family life.

The children acquired our habits, our customs, could speak and understand English almost as well as native children, but there was an increase in juvenile delinquency and a breaking away from higher authority that could be traced to a feeling of superiority, a feeling of indifference toward parental authority as it descended from foreign-born fathers and mothers upon their American-born, or trained,

children. They began to ridicule their parents, they were ashamed of them, ashamed of their apparent ignorance, of their rude habits and clothing, and they failed to see or appreciate the fine struggle that was being made to give them opportunities the parents did not enjoy. This attacked the solidarity of the family.

This was gradually brought home to those who were interested in civic matters and public opinion soon demanded action. The evening school of itself while assisting a relative few could not solve the problem. Early it became plain that the mother must be reached, that Americanization must use every agency at its command, that it must go into the home itself and train the mother or older sister, and in some cases must even go into the neighborhood gathering places to reach the father or mother who did not have the time to go to a distant schoolhouse.

Thus the home teacher came into being. In 1915 legislation in California gave it new impetus, but it was May 14, 1919, before the home teachers met in their first professional conference in the State. From its conception it was apparent that the family must be considered the unit for Americanization training, that here is the very heart of the attack and from all sides comes the demand that those who live in America must understand America, for this is "a critical issue between the United States and destiny."

The relative newness of the idea is indicated by the fact that the city of Berkeley, Calif., a home city rather proud of its efficient school system appointed its first home teacher in January, 1920, when Mrs. Mary Walton took up this work.

That the duties of the home teacher are many and varied is indicated by the reply to our questionnaire received from the home teacher, Kirk School, Fresno, Calif., who writes:

> I teach two afternoons a week—two-hour sessions, and visit in the home the other afternoons and mornings. My work consists of follow-up work in the home, reporting health cases to the Red Cross nurse, referring legal cases to the commissioner of immigration and housing, encouraging the mother to learn English, and to conform to the school standards of attendance, cleanliness of children, care of children, etc., assisting the fathers with their naturalization papers, encouraging them to attend night school, and these winter months occasionally aiding in finding a job.

As the study advanced it became apparent that no brief summary of the home teacher's activities could be complete without a list definitely relating to the "duties of the home teacher"—that is, her field—and following this a suggestion as to how the teacher might enter or approach her duties, and lastly a list of duties as modifying factors in the field might bring to light or change. These appear under the caption "Practical application of these duties." In the main these are not original—being gleaned from the successful ex-

perience of a large number of home teachers, in various parts of the country, through the questionnaire, letters, etc.

DUTIES OF THE HOME TEACHER.

The duties of the home teacher are:

1. To regulate housing conditions.

2. To aid the mothers: (*a*) By instruction in English; (*b*) by instruction and advice in (1) cooking and diet, (2) care of baby, (3) sewing, (4) family financial troubles, and (5) friendly cooperation.

3. To form a vital link between home and school by: (*a*) Cooperating with the school nurse by directing children to the clinic; (*b*) guiding girls of the adolescent age by mean of games and instruction on the care of the body; (*c*) assisting and advising parents on attendance; (*d*) supplying milk through social agencies for children.

4. To report cases of need to the county charities (or other charitable organizations).

5. To sell clothing at a nominal price (usually at a low figure, to remove the hint of charity), thus assisting while not training in dependence upon the State.

METHODS OF HOME TEACHING.

A. *Suggestions to home teachers:*

1. Never enter a house without an invitation.

2. Establish friendly relations and the invitation will come—the first meetings need not be for more than three or four minutes—perhaps over the back fence.

3. Establish early your relation to the school.

4. Show that the aims of the school and home should be one.

5. Be willing to advance slowly.

6. Always help in case of sorrow or distress.

7. Use your visits to influence the father to attend night school.

8. Never take part in neighborhood quarrels.

9. Never talk politics or religion.

10. Watch for opportunity to introduce knowledge of American customs by (*a*) speaking of current holidays; (*b*) referring to historical characters; (*c*) giving post cards and holiday souvenirs; (*d*) talking freely, but carefully, of dress; of customs here.

11. Recognize the great musicians and leaders of the Old World and their value to the world.

12. Be ready to praise.

B. *Practical application of these duties:*

1. Gain cooperation of parents by advice on the care of the unruly child or the truant.

2. Explain fully the purposes of the school; what it wants to do for the foreigners and the benefits to accrue to them. Let it be under-

stood that this is a matter for material cooperation and not a question of what we expect to do *to* those people from other lands.

3. Educate mothers to keep their homes clean.

4. Induce the mothers to go to afternoon classes at the community cottage and to go to community gatherings. Introduc her personally to those attending.

5. If there is opportunity for recreation, take her there.

6. Help to settle domestic troubles, especially among the young people. Use influence, especially in the case of habitual drinking, wife beating, nonsupport, and desertion.

7. Counsels with mothers usually improve conditions where children are suffering from diseased tonsils, deafness, eye trouble, malnutrition, nervousness, adenoids. It is a comparatively simple matter to bring your friend the school nurse to give valuable advice without cost.

8. Remember these people fear that operations may be performed. Clear this up for them.

9. Help the young mother with her baby. Show her how to hold, feed, and care for the baby.

10. Be constantly on the alert to explain to the mother expressions she might not understand. These people often halt upon a phrase or in an explanation with an expression of appeal in their eyes. In talking about the baby or the garden or the flowers tell them how we say this or that. This often is the only opportunity to teach English.

11. Show the need of hygienic living and its effect to prolong life.

12. Show her that by going to school agencies she will retain the love and appeal to the respect of her children in that they will have no reason to feel she is inferior to them. The home is the natural basis and upon this the foundation of the home must rest.

SUCCESS OF TEACHERS.

The work of the home teacher where the right persons have been selected by the principal or superintendent has been uniformly successful.

The questions most often raised are those regarding visits. How often? How long in time? How many families per teacher?

Some teachers in reporting frequency state as often as necessary—meaning several visits at close intervals or less frequent visits, as they feel the need. Visits are short. From 3 to 4 minutes, though they often may be half an hour. Once a week is generally thought sufficient.

1. Fowler, Calif., reported being able to make 20 calls in a day, with 1,503 visits in the year—one teacher employed.

2. Fresno, Calif., reported 304 homes on the visiting list, one teacher employed, and 40 visits on the average a week. Visits averaged 20 minutes in length.

3. Riverside, Calif., states that the City Home League cares for this activity. It reports visits 40 minutes in length of time and states "one person" can care for 10 homes. The principal of the school suggests visits three or four times a week.

4. Livermore, Calif., reports 220 pupils in the school classes. Teachers employed: 1, full time; 5, part time; visits, 2 per week per teacher, averaging 20 minutes in length. Principal Graham states a teacher can care for 20 homes; visits for effective work should be from one to two weeks apart.

A Los Angeles home teacher reports that she made the acquaintance of about 400 families in her three districts (1919). About 150 women enrolled in her classes. She made from 35 to 50 calls a week—visiting in the morning and instructing classes in the afternoon. The roll of home teachers increased from 1 to 44 between 1914 and 1922, or 64 per cent of those in the State.

Sophia C. Gleim, in a national survey conducted as a study of "The Visiting Teacher" (Dept. of Int., Bu. of Educ., Bul., 1921, No. 10), received approximately 37 answers to these queries which contained the following information:

Number of hours work per day: 19 reported 7 hours; 5 reported no special time; 10 failed to report.

Average number of days worked per year: Reported, 188–280 days.

Average number of cases a year: Reported, 30–1,200; 4 reported 100 or less; 8 reported 100–200; 5 reported 200–300; 7 reported 300–800; 4 reported 800–1,000; 1 reported 1,200.

QUALIFICATION OF TEACHERS.

Teachers must be "big" in every sense—sympathetic, reliable, enthusiastic, patient, and while having satisfactory school training should have some conception of the motives behind the Americanization movement. They should demonstrate their ability to teach adults and incidentally to recognize the difficulties of the work. The presence of complexity is the factor that made the position.

It is not necessary for teachers to know the foreign language of the pupil or home, nor is it necessary to select day teachers of long successful experience on that basis alone. Select those who can appeal to the adult foreign born.

Our program calls for a teacher's certificate for all. If there is any reason for carrying on the work at all, it should be by trained persons, educated and prepared by school agencies.

SCHOOL NURSE.

The school nurse in many cases has proved her value in Americanization work. This often is in cooperation with the home teacher,

as it should be, and under the direction of the director of Americanization activities in the community.

In Los Angeles, Calif., school nurses made visits to the homes in the school year 1917–18, as follows: District No. 1, 670; district No. 2, 712; district No. 3, 241; district No. 4, 318; district No. 5, 687; district No. 6, 501; district No. 7, 333; district No. 8, 750; district No. 9, 200; district No. 10, 256; district No. 11, 807.

Lemoore reported the use of the school nurse. She did effective work through visits to the sick. Arcata plans to use the school nurse in this capacity next year, 1922–23. The Riverside schools are not active in this department, the work being furthered by the City Home League, which regularly employs four nurses.

THE DOMESTIC-SCIENCE DEPARTMENT (HOME ECONOMICS).

As yet this agency is practically undeveloped. The nearest to what we have in mind is the case of the Berkeley schools. Here the home teacher operates and uses the facilities of the domestic-science rooms of the Hawthorne and Columbus schools.

The Scranton survey referring to this stated:

> The increase of females attending the domestic-science classes has taken some from the reading and English class, as constituted in the evening school. From a survey made last winter we find that 84 per cent of the girls attending the domestic-science centers come from homes where both parents are foreign-born. This is a very fine showing, for these figures tell us that the foreign-born father and mother of Scranton have begun to see the advantage of the evening school, not only to themselves but to their family. Many schools have in attendance the father, mother, and daughter.

However, inasmuch as there is considerable sewing done independently and even cooking taught, the expert knowledge of trained home economics teachers must eventually be called upon for expert service. Even the immigrant will demand this eventually.

AMERICANIZATION COTTAGE.

(Also described as "house of neighbors," "cottage class," "camp class," "industrial cottage," etc.)

The Americanization cottage, a home maintained by the school department, has met with great success where tried. No effort is made to have a splendid home, as this would destroy its purpose. Such cottages are selected in the foreign section where work is to be carried on. Meetings are held, friendships are made, advice given, assistance rendered, and direction in English systematically carried out. But it is a home first and last.

Sewing is often taught in the cottage, material is given at cost or for labor, etc. This is the form we generally hear of. However, Hartford, Conn., has gone one step forward and put up a cottage

in the industrial area. This was opened five days a week from 12 to 12.50. Here questions were answered. Two hundred calls were made during the year. Men could file their papers here, etc.

The Parent Teachers' Association cottage—financed and sponsored by them since May 12, 1919—is a more typical example. The cost was small, as the following shows:

Total enrollment to Sept. 10, 1919.		
Average attendance, showing increase by weeks:		
(1) Week of May 16	adults	3
(2) Week of June 20	do	27
(3) Week of Aug. 2 (Summer term.)	do	40
Total families represented in enrollment		75
Number of families with easy access to cottage, about		125
Proportion of families reached by cottage		⅗
Total expenditure		$362
Equipment		$112
Future average expenditure for rent, light, and small incidentals per two-hour lesson on basis of above average attendance		$0.15
Cost of cottage per school day		$4.85
Number of lessons taught		1,096
Average cost per lesson		$0.25

The City Home League, Riverside, reported (June, 1922) through the high school that at the House of Neighbors members of the class were given tickets for their work at 25 to 30 cents an hour, payable in clothing.

Fowler High School reported (June, 1922) that in the home classes "women sew for us and are given credit for their time and paid in new material. They are eager for new material." They continue by stating:

> I have found the people here very eager both to learn English and to sew. Old clothing was donated by the townspeople and sold for 1 cent, 5 cents, 10 cents, and 15 cents. With the money the new material was purchased. The entire community has been most helpful in this work.

The Oakland (Calif.) schools also maintain cottage classes. Very often the women who attend are wives of those attending night school. They are taught English, reading, and writing. Among other things they are also taught how to get along in a city, their rights, the ways of city agents, use of police and health departments of the city.

As in the case of purely mothers' classes the city maintains a day nursery. They are not here kept as two distinct agencies. This was emphasized more during the war period. A small charge is made where the mother works—nothing if she is unable to pay the 5 cents a day charge. It is made possible here to give the mother advice and secure confidence in the school.

It is interesting to note that the work of the Parent Teachers' Association, in 1919, according to the report of a home teacher (Los Angeles), was impressing the school department with the value of the Americanization cottage. We regret that immediate information is not at hand as proof of its adoption by the city. I would feel it to be very likely, however, in view of the excellent work done in Los Angeles.

The home teacher's recommendation was as follows:

> I would recommend a bungalow where women can be instructed in household economics, economical purchase and preparation of food, in ventilation, in sewing. The same bungalow should be used as a club for the women of the district, where they can come together and have some entertainment. This club should be under the supervision of the home teacher.

Summary of home teacher activities, Oakland department, 1921–22.[1]

Activities.	Harrison, 2 home teachers.	Prescott, 1 teacher.	Lazier, 1 teacher.	Garfield, 2 teachers.	Golden Gate, 1 teacher.	Tomkins, 2 teachers.	Clawson, 1 teacher.	Bay, 1 teacher.	Larsen, 1 teacher.	Total, 12 teachers.
Total calls	583	1,038	360	349	206	1,250	664	222	104	4,776
Total people reached (estimate)	767	2,754	1,568	1,190	206	5,491	1,506	204	416	14,100
Number of women's classes	28	116	40	43	33	71	10	38	5	384
Total number class sessions	120	474	157	220	218	173	82	244	48	1,716
Total enrollment	22	32	46	10	16	20	17	17	J.	22
Average attendance per class session	12½	6.8	8	3	3½	3	6	3	J.	6
Number other classes (outside evening school)		A.		H.		F.A.G.I.				
Total enrollment	21		32	5	2	24				
Average attendance per class session	9		8	4	1	11				
New classes formed	1		1	6		6	1	1		
Kind	B.		F.	{B.A.C. A.A.A.}		{A.A.A. D.E.A.}	E.	A.		
Time of meeting				M. & W.		Th.				
Average number per day taught	13	15	9	7	8	33	20	8	10	14
Average number per day reached	13	28	26	19	8–12	100	29	8–12	15	28
Is evening work in addition?	No.	No.	No.	Yes.	No.	No.	No.	No.		

[1] The abbreviations are explained as follows:
A. Mothers' club (and home class). AA. 2 classes, etc.
B. Neighborhood English.
C. Social club.
D. Class make up public program.
E. Illiterate club.
F. Baby clinic and day nursery.
G. Industrial class.
H. Foreign children's class.
I. Industrial class in the Pacific Gas & Electric Co.'s plant.
J. Attendance marked "Irregular."
K. This differs from average attendance because of visitors, those seeking assistance in problems, etc.
M. & W. Monday and Wednesday; Th. Thursday.

MOTHERS' CLASSES.

Mothers' classes are those held especially for mothers. They may be in the afternoon or the evening, at the school or in the home of some member of the class. As a matter of fact, one or two places report visiting practically all the homes of those belonging to the club or class. By visiting we mean holding a class or club session.

Just what the nature of the work is can probably be best told by a summary of the activities and experiences of a number of school departments.

Hartford, Conn., felt the importance of teaching the mother to speak English. (See Bibliography.) In this respect the school report states that it is as important for the woman as for the man. It is not the advantage, either of the community or the individual home, to have the children use the English language when it is not understood by the parents. This was realized by the women themselves who found it impossible to attend evening school. Classes were held three afternoons a week—in the home.

In the Chicago public schools mothers' classes are held in public-school buildings. There are 20 classes at present, with an average enrollment of 20 women in each and an average attendance of 12 women each. Most all meet once a week. English is the principal subject taught.

The Los Angeles public schools in March, 1916, formed at Avenue 19 School, after some preliminary visiting to homes, a class to meet Friday afternoon from 2 to 4. This was purely an experiment.

English was taught by teachers who volunteered their services. Sewing was taught by the teacher in charge of the nursery. Normal-school cadets also assisted. Refreshments were served at each meeting. Although the room was dark and crowded there was good attendance. Refreshments consisted of coffee and wafers.

After the summer vacation, in October, the class was started again. Adults were required to pay one-half of the wholesale price of cloth in labor or cash. It was agreed also that used garments might be earned by the work of repairing or renovating. Later classes were held three afternoons a week. Refreshments were now on Friday only. However, attendance was as large on the other days.

A year passed and two enthusiastic teachers had charge of the English, and classes in this subject were well attended. One was for beginners and one for those advanced. Both combined for music or patriotic exercises. Social afternoons were at intervals. A shopping excursion was made.

The purpose of the home teacher was—

> to bring about a realization that the home and school are working toward the same goal—a fuller life in every sense of the word, to inculcate either a sense of thrift in one case or to develop a righteous thrift out of a kind that tends to sacrifice home, women, and children at the expense of accumulating dollars.

In September, 1917, it was decided that used clothing was to be paid for either in cash or labor (a practice really in vogue during the latter part of the former term), and that new material was to be

sold at full wholesale prices, paid preferably in cash although, in necessary cases labor would be accepted.

Refreshments were eliminated finally except in case of special entertainments. These would not be on an average of more than three during the school year.

Aid was given in obtaining home furnishings. Furniture donated and furnishings were earned in the same way as clothing.

A remarkable case is cited as an example of constructive work. A family living in a miserable, windowless shack was needing assistance. A better house was obtained for them, the charities guaranteeing payment of rent to the owner while the family paid a dollar as they were able to the home teacher who in turn made payment to the guarantors. The object of course was to avoid all appearance of charity.

The Scranton report (see Bibliography) states that—

> The plan of having classes has met with favor among foreign women themselves, for non-English women in the homes. I should recommend that this line of work be extended next year to take in all parts of the city where large groups of non-English-speaking people reside. The work done this year by the teachers of the afternoon classes deserved special mention. Mothers who could not speak the English language when they started in these afternoon classes are now able to carry on an intelligible conversation, write interesting letters, and read the daily newspapers.

In way of summary they state that—

> The strength of the campaign to get foreigners into the evening and afternoon classes might be summed up by stating that enthusiasm, definiteness, and practical methods in management were the elements that brought success.

Mothers' classes in Chicago:

> The Americanization activities of the public schools are directed in four channels: Mothers' classes, factory classes, night schools, and community centers. Mothers' classes are held in the day time (usually afternoon) in public-school buildings. There are at present 20 such classes, with an average enrollment of about 20 women in each and an average attendance of about 12 women each. Most of the classes meet once a week. English is the principal subject taught.

COMMUNITY CENTER.

The community center is somewhat like the subject "recreation." However, there is a difference instinctively recognized by those doing Americanization work.

A community gathering then becomes a special activity for a special night. The Mobilized Women of Berkeley have a community gathering on Saturday night. The Choral Club entertains. Then there is a dance. Friday night is Recreation Night, then games are played, "What is proper to say is talked." This information was received by a personal visit.

The foreign classes in the Berkeley schools organized a Cosmopolitan Club, with school and outside activities. They took part some time ago in a Loyalty Parade, with 22 fine floats representing different nationalities.

Chicago, however, reports (see Bibliography) the greatest activity. They had 62 community centers. They were in the nature of public assemblies with opportunity for lectures, moving pictures, singing, debating, recreation, entertainments, and gymnasia. They were open twice a week from 7.30 to 9.30.

Often programs were arranged for various national groups in the neighborhood, with their own type of music, folk dancing, and movies showing scenes in the old country. Then American customs were explained and songs sung. Often Americans and one of the groups give a party, exchanging customs, games, cooking, etc. These were conducted by the Chicago board of education.

RECREATION.

Many schools report the importance of recreation in Americanization work. Some of their remarks and interesting sections of reports are as follows:

The Berkeley schools found that while the older members of the evening-school classes desired to study the younger ones in attendance looked forward to socials.

Hartford, Conn. (report of 1920), gives some time to socials, for each of the schools devotes part of the session at least once a week to a social program. It gave an opportunity for Americans to visit and become acquainted with the schools and personally of the workers. The music school, for instance, invited members of the Hungarian Club and class to a special program at the school. The spirit promoted was splendid.

Vallejo, Calif., on April 20, 1921, held Americanization Day exercises with a county exhibit of foreign arts and crafts. The whole city was decorated with American flags and there was a program of folk songs and dances peculiar to the various race groups, both afternoon and evening. Several talks also were given by well-known people.

A Rochester report (see Bibliography) stated that recreation was first to hold the vanishing night school. A member praised the thrift of the foreigner. "Sure we save," came the reply. "But what we got to do with our money? I eat, I sleep, I buy clothes. But I can't buy a little fun. I go to show and I say 'No good. I no understand.' Don't like pool. Don't like saloon. Stand on street corner for awhile, then go to bed. Sure I save money."

Thus it became clear that recreation was necessary in connection with the night school. However, some clearly stated they did not

come "to play games but to learn." So Thursday night was designated as "community night," when a few minutes were taken for singing.

It was finally agreed to have an Easter party, with egg hunt, peanut race, and other games. This led the way to other parties, the expense being borne by a committee of teachers.

Details of parties were carefully worked out to give a glimpse of American social life—particularly in the home. Written invitations were used, handmade favors given, and flowers and shaded lights were always in evidence. There was some singing, some dancing, but always the emphasis was on old-fashioned American games.

The stereopticon proved of value—the theme always America. The favorite program proved to be a concert by the pupils themselves.

THE NEWSPAPER AS A HELP.

On evenings set aside for recreation before games or other amusements start valuable use may be made of the daily paper. If necessary because of wide differences in English-speaking ability, the group may be divided into convenient sections.

Teachers may develop the reasons for reading papers, showing the purpose of the editorial and its effect on public opinion. Incidentally it might be wise to point out what constitutes a good paper and what makes a bad paper.

The joy that comes to the immigrant when he is able to read a few words, then a headline, and finally a simple paragraph is the new spirit that impells him to strive for a fuller and more complete knowledge of his adopted homeland. As stated elsewhere, it is best to have men and women leaders of their own sex even here. This is frequently stated in the material received.

The following suggestions from "The Rochester (New York) Plan of Immigrant Education," State department of education, will indicate a method of procedure:

1. Teach the students to find and read the name, date, price, weather, etc.
2. Teach them to look for familiar words.
3. Lead them to read the headlines and help them to understand the meaning of the headlines.
4. Utilize the advertisements.
   (*a*) In the men's classes select the advertisements that appeal to them.
   (*b*) In the women's classes select the advertisements of sales of household articles, of dry goods, etc.
5. Read and discuss "want ads" and teach the students how to use them.
6. Bring into the class selected clippings that contain vocabularies which the students have mastered.
7. Devote a short time on certain evenings to clippings that the students have been encouraged to bring to the classroom.

INDUSTRIAL CLASSES.

(Includes such classes alluded to as factory classes, labor-camp classes, shop classes, hospital classe, jail clases, and boarding-house classes.)

Selected examples of industrial classes, showing how the problem was approached and the nature of the instruction and organization of the work, will give a good idea as to the possibility of making use of this agency in a community. As indicated elsewhere it is impossible to state a definite program, inasmuch as local conditions in industry and foreign group characteristics demand modification of all attempts if real success is desired.

The Oakland school department has met with splendid success in a factory class maintained for one hour daily in the Pacific Gas & Electric Co.'s plant. This has been organized just one year. The plant and men each sacrifice a half hour (50–50 basis). The class work is that which will help the men to understand their work and get ahead, thus becoming the basis of a strong course.

The Chicago Association of Commerce, working jointly with the Chicago Board of Education, is quite active. It had in operation 60 classes, meeting 148 times a week, and reaching over 6,600 students in 32 firms. With one exception all are day classes in industrial plants. They gave 1,049 citizenship class pins and 338 men were induced to secure citizenship papers. The comment is made that they plan to use movies in the plants to interest.

Los Angeles schools conducted a class in a paper factory for Mexican girls. The girls became very much interested, though the class took a large part of their noon hour. All those employed in the plant gladly entered the class. No incentives were necessary other than the real desire to learn to read on their part. There were usually 25 in the class—in fact, all on the payroll.

They continue by stating that all classes started but two have been successful. In one case the factory burned down, in the other the business was discontinued.

The Ford plant at Detroit, though not a school activity, shows the demand for instruction and need for more industrial classes particularly under control of the school authorities.

The Ford English school was begun in May, 1914, with the idea of teaching the men of foreign birth who were employed in the Ford Motor Co. the English language. The starting point was so small that it only required one teacher and there were only a score of men in the school.

By September there were 3,200 men, ranging from 18 to 72 years of age. There were five teachers added to the teaching staff and volunteers among the better prepared men assisted.

The Chicago public schools have classes that meet for half an hour at noon twice a week on the employers' time. Some meet in the after-

noon just before closing time, partly or wholly on the employers' time. At present there are 60 classes with an average enrollment of 25 each, mostly men, and an average attendance of 20 each.

Many industrial institutions conduct civic classes, also classes in history, arithmetic, vocational work, home making, and personal hygiene. Visiting nurses are provided, day nurseries maintained, and community centers, etc., established. Relief and benefit societies are organized, facilities for recreation and entertainment furnished, and employees encouraged to make the most of them. Share in the management gives a feeling of personal interest and responsibility. To only be known by number is as repugnant to the immigrant as to a descendant of the Mayflower. He, too, has an ancestry.

The Delaware National Council of Defense called an industrial conference on December 17, 1918. It aimed to set certain standards. The chief executives of 100 industries in the State attended. Its object was to hold a good type of immigrant and make him a real asset to the State. The purpose was to secure educational facilities in night schools and in industrial plants. The meeting was a remarkable one. However, persistent effort failed to secure information as to the results from the conference.

The Detroit board of education also has been carrying on class work in industry. It also maintains 15 night schools for the immigrant.

The following is a course suggested by Sarka B. Hrbkova for Nebraska State Americanization groups:

1. *Noon sessions.*

(*a*) Preferably after lunch and before work is resumed, five minutes community singing.

(*b*) Five-minute talk on some phase of city life: (1) Sanitation, city, home; (2) avoidance of fire and accidents; (3) first aid; (4) homes for orphans, aged, etc.; (5) use of public library; (6) significance of impending elections.

(*c*) Talk on some phase of industry: (1) Illustrations; (2) employment agencies.

2. *Healthful recreation.*

(*a*) Games, sports.

(*b*) Dances properly directed.

(*c*) Singing clubs.

3. *Economic.*

(*a*) A decent wage for men and women.

(*b*) No discrimination against foreigners in wage for work equal to that of natives.

(*c*) Safety appliances in factories and mills.

AFTERNOON CLASSES.

The so-called "afternoon class," though somewhat similar to the "mothers' classes" or the "cottage classes," is, in the main, quite different. More frequently this type of class is held in the school

building and sometimes is a class composed of men and women. It is to some extent a school class in the old sense except for the fact that sessions are short—one to two hours—usually twice a week, with some degree of formality.

We shall consider in brief a few of these schools so as better to see the scope of work usually attempted and also the nature of their efforts.

The Berkeley school department organized its first afternoon class in 1918, under the direction of Miss Bertha Prentiss, head of the household arts department of the Berkeley High School. The class was composed of women who were home-makers, held in the afternoon. Sewing and millinery were taught.

Another class was organized also. This class was one which studied commercial work. This latter was later brought under the Smith-Hughes Act.

The Scranton school survey in speaking of their afternoon classes said:

> Considerable attention was given this year and last year to interest the non-English-speaking women in the work of the afternoon classes. It is a pleasure to state here that, although this work is in its infancy, wonderful things have been accomplished. The English language, together with instruction in the fundamentals of good citizenship, is given to these women for 2 hours in the afternoon. Kindergarten rooms are opened for this kind of instruction. Children come to the afternoon classes with their mothers, and while the mothers are learning English the children play with toys and kindergarten material. The prospects for making this line of work a bigger factor next year look very bright. No small credit for the success of these classes should be given to the various women's clubs of the city. These clubs will concentrate all Americanization activities during the early part of the evening-school term, with the purpose of building up and helping to extend the work of the Scranton school board in this direction.

Apparently from other sections of the report there were classes for both men and women in the afternoons though but a few of the men attended for obvious reasons.

El Monte High School reported as follows:

> In addition to the night classes we have a part-time class composed mostly of Mexican girls (13). Their program is as follows: 9 a. m. to 10.30, cooking; 10.30 a. m. to 11.10, sewing and millinery; 11.10 a. m. to 12, English—oral and reading.
>
> We have a third class composed of Mexican girls (7) which attends school 4 hours a week, 2 hours on Friday, 1 to 3 o'clock, and 2 hours on Monday, 1 to 3 o'clock—oral, English, and reading. As soon as these girls know enough English to understand the teacher they are promoted to Friday morning classes.
>
> In English work we use the following method: Begin the lesson by an oral lesson, based on action or dramatization, writing the new words on the board as they arise. After chorus practice on the new words we have the class copy them while the other division is being taught. After words have been written we have a conversation between pupils and teacher using the words.

Then last of all, reading from the lesson in the book which the oral lesson was based upon.

In Oakland, Calif., afternoon classes included a few men, usually in mechanical work.

Prof. Sarka B. Hrbkova briefly outlined the work for the afternoon classes, considering such classes for immigrant women for the Nebraska Council of Defense, 1919.

(*a*) Personal visits of real help to homes of foreigners.

(*b*) Two-hour sessions, one for speaking, reading, and writing English; one for sewing, cooking, sanitation, demonstration, stereopticon views, etc.

FARM ADVISOR.

The Americanization Day program at Vallejo, in April, 1921, mentioned under "Recreation," brought to light some splendid work carried on by the farm advisor.

Most of the programs that have occupied public attention so far have been essentially concerned with the solving of city problems, of congested districts, of large groups in factories or mills. But little attention has been given to the needs in the country where immigrants or non-English-speaking groups are sparsely and widely scattered.

Mr. J. W. Mills, the Solano County farm advisor, solved the problem in his rounds in a delightful way. Community meetings at centers were frequently held in several sections, and proved a force in bettering country life conditions. The neighbors came together frequently enough to get acquainted. They learned to like one another while before they were indifferent. In the meetings were Danes, Portuguese, and a few Italians.

This idea can easily be applied to groups or the limits of cities and small towns where valuable work in Americanization can be carried on with relatively little additional expense. It is a practical method of approaching small scattered groups of immigrants and can be profitably employed by the superintendent with limited means at his disposal or where the foreign group is unimportant.

THE SCHOOL LIBRARY.

The school library may easily play a strong part in the Americanization program. There is no good reason, except convenience, why this should be turned over to county libraries. Often county librarians are capable persons with a good standard of education and a high degree of intelligence. At any rate, such matters can best be cared for in the city by the school library working through home teachers and trained workers, as it is essentially a school activity.

However, because of the crying need for action, there are several examples of real service on the part of the country library systems.

In Solano County, Miss Dills on many occasions sent materials to towns having foreign-born residents, such as aids in teaching English or books in foreign languages. The phonograph was also used as a means of Americanization, being used at farm meetings as entertainment and as a help in community singing. The report is also to the effect that it was used at farm bureau dances. Books were also sent to the prison ships and to the Mare Island Navy Yard librarian for the men in the yard prison.

A community survey made in Los Angeles (commission of immigration and housing) gave figures for considerable activity in library work, branches being in 8 of the 11 districts surveyed. These branch libraries served the foreign population fairly well. However, although one branch had 999 volumes in foreign languages on its shelves and had a circulation after 11 months of 2,661 volumes, the other districts were practically without books of interest to foreigners. Social activities, story-telling, etc., are carried on in four of the playgrounds in one district where library centers are located.

SIGHT-SAVING CLASSES.

The State department of education of Massachusetts is now sponsoring sight-saving classes at several points for children with defective vision. Such classes are not intended for those totally blind or for those who find it necessary to use the touch system for practically complete blindness.

So far they have children only in mind for instruction. There are 7 classes in Boston, 1 about to be opened; 2 classes in New Bedford; 2 classes in Worcester; and 1 each in Brockton, Fall River, Lynn, Cambridge, Salem, Lowell, and Chelsea. Pupils for such classes are selected on the basis of careful diagnosis of optical defects and include only those whose attendance in the regular schoolroom is of little benefit to themselves. "Ten to 15 pupils constitute a class."

Somerville has 10 names on its list and at this time is preparing to open a class. The division of the blind is cooperating. It will give $100 to $150 toward the purchase of furniture. It will also contribute $500 annually toward the class. It is estimated that an outlay of $100 to $150 will be necessary to secure necessary teaching material.

Our reason for pointing out this type of special class is its importance, in that it points the way also for training foreign adults. How often do we hear the exclamation, "They are too old; let us concentrate on the younger, physically sound immigrant"?

Chapter III.

AMERICANIZATION BULLETINS, MATERIALS, AND HELPS AVAILABLE FOR TEACHERS AND SUPERINTENDENTS, INCLUDING A BIBLIOGRAPHY.

AMERICANIZATION LITERATURE NOW AVAILABLE.

Some importance may be attached to Americanization literature, for in it there is an opportunity for us not only to acquaint ourselves with the success and attempts of other school systems but, what is equally important, of gaining insight into the forces that brought the immigrant and the obstacles and reasons for faulty programs.

We are at once struck with the fact that Americanization literature of high order is almost a minus quantity. Even the school puts out pamphlets of relatively little value. Despite this, there seems to be a tremendous amount of material available.

From this we may glean the causes of immigration, the source of immigration, the inadequacy of early attempts in the night high school, other agencies now in the field doing public-school work, the need of trained teachers earning a living wage with a professional spirit, and the development of new agencies of Americanization. We may even be comforted in the knowledge that other schools are facing the problem, blazing the way as they go, struggling desperately against ignorance and public indifference.

We will learn from them to "sense" the problem. For instance, there were a great many women in New York granted the suffrage because their husbands were naturalized. Practically none of these women had received any training for citizenship. Probably at least half of them do not speak English. Many are unable to read or write. Very few are fitted to vote on very ordinary issues. The school does not reach them whether it be in the evening or in industry. Therefore the school must go into the home.

We must at least point the aims of the system. It should not be always left in the hands of subordinates, for the simple reason that an active interest in Americanization must be felt if the program is to be thoroughly successful. Otherwise authority to go into new agencies will be lacking, for few even to-day are yet beginning to

realize that Americanization work means more than the teaching of English and citizenship.

In this connection we think "Democracy and Assimilation" by Drachsler is the best book now in print. Such surveys as the Scranton survey or the San Francisco survey are also valuable. While city plans, such as Boston, Lowell, Lawrence, Rochester, Chicago, Detroit, Los Angeles, and Oakland, will be almost helpful as indicating the lines of effort being attempted.

Since the purpose of this bulletin is to point out the best plans and methods as well as most progressive movements in Americanization without committing the fallacy of outlining an "ideal" plan, our comment can only be that reference should be made to such selections. In addition, however, we desire to note the fact that the Bureau of Naturalization of the United States Department of Labor, Washington, D. C., is only too glad to send literature and material. This consists not only of Federal Citizenship Textbooks, Penmanship Sheets, Syllabus of Naturalization Law, record blanks material for advertising, legal forms, etc., but also valuable statistical material.

The California State commissioner of immigration and housing is also sending out great quantities of general information. That at hand, however, does not assist in the work of teaching.

Besides the textbooks suggested above and in the section devoted to this matter, the following seemed to contain material that would be helpful to the teacher of English to foreigners:

A Tentative Course of Study in English for Non-English Students (Development of Immigrant Education and Elementary Evening Schools, Ruby Baughman, supervisor); Twenty Lessons in English for Non-English-speaking Women, by Harriet P. Dow, for the University of the State of New York, i. e., State department of education.

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The Immigrant and the Community. By Grace Abbott. New York, Century Co., 1917.
The Immigrant Problem. By Jenks and Lauck. New York, Funk & Wagnalls Co.
The Italian in America. By Lord, Trenor, and Barrows.
The Polish Peasant in Europe and America. By Thomas and Znaniecki. Vol. 5.
Theories of Americanization. By Berkson. Teachers College, 1920.

General nature—surveys, civic and Government bulletins, and school reports.

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The Federal-State Program for Immigrant Education. Bulletin of Massachusetts Board of Education, 1919.

Bridging the Atlantic. Council of National Defense of Nebraska, 1919.

A Manual for Home Teachers. State Commissioner of Immigration and Housing of California, 1918.

Report of the Mayor's Americanization Committee of Hartford, Conn.

Americanization in Delaware. State publication by Delaware State Council of Defense.

The Rochester Plan of Immigrant Education. By Chas. Finch.

The Twelfth Annual Report of the New York State Education Department, (1916.)

Elementary Adult Education in the Los Angeles Schools. School publication No. 17 (1919).

Development of Continuation Education Opportunities in Berkeley. By D. L. Hennessey. School Publication Monograph No. 5 (1920).

Six Months of Americanization in Delaware. Bulletin of the Service Citizens of Delaware, No. 2. (September, 1919.)

Americanization in Chicago. The report of a survey.

Training Teachers for Americanization. U. S. Bureau of Education, Bulletin, 1920, No. 12. (A course of study for normal schools and teachers' institutes.)

Teaching English to the Foreign Born. By Henry H. Goldberger. U. S. Bureau of Education, Bulletin, 1919, No. 80. (A teacher's handbook.)

Community Americanization. U. S. Bureau of Education, Bulletin, 1919, No. 76.

Teaching American Ideals Through Literature. By Henry Neumann. U. S. Bureau of Education, Bulletin, 1918, No. 32.

The American Spirit in Education. By C. R. Mann. U. S. Bureau of Education, Bulletin, 1919, No. 30.

State Americanisation. By Fred Clayton Butler. U. S. Bureau of Education. Bulletin, 1919, No. 77.

Illiteracy in the United States. U. S. Bureau of Education, Bulletin, 1913, No. 20.

Thirty-first Annual Report (1921). Somerville, Mass.

Sixty-second Annual Report (1920-21). Springfield, Ill., Public Schools.

Annual Report of the Lowell Public Schools (1920). Lowell, Mass.

Annual Report of the Superintendent of Public Schools of the City of Philadelphia. Dec. 31, 1921.

CHAPTER IV.

THE ADMINISTRATION OF PLANS.

In preparing this subject the writer tried to keep in view the needs of a relatively large city. San Francisco or Los Angeles, with a population somewhat in excess of 500,000, met this idea. However, immediately it was felt that the great difference of cities of the same population made an "ideal" plan absurd.

This becomes apparent when we realize that Iowa, in 1910, had 17 illiterates per thousand in the total population 10 years of age and over (20,000 out of a population of 1,913,155, 10 years of age and over—1920), while Louisiana had 290 illiterates in a like group (299,092 out of a population of 1,366,066, 10 years of age and over—1920.) The last census showed (1920) that California had 95,592 illiterates widely and universally scattered. The same record (1920) shows that foreign-born whites vary in California from 50 to 62½ per cent of the population in Merced County to 12½ to 25 per cent in such counties as Trinity, Tehama, Modoc, Butte, Lake, and Alpine. Illiterates as considered in the census are those 10 years of age and over "unable to write in any language, not necessarily English, regardless of ability to read."

It thus becomes apparent that a large city may have a relatively small group in need of Americanization while another city of relatively small size may have an unusually large group demanding attention. This is further indicated in the following cities of California:

	Per cent illiterates.		Number, 1920.
	1910	1920	
Los Angeles	1.9	2.0	10,203
Oakland	3.0	2.5	4,638
San Francisco	2.1	1.9	8,520
Berkeley	1.4	1.0	497
Pasadena	1.2	.6	232
Sacramento	1.4	2.3	1,206
San Diego	1.6	1.6	1,008
San Jose	3.2	5.0	1,653
Fresno	6.1	4.7	1,749

One of the cities considered (Scranton) has 8.9 per cent of its population illiterate, while Passaic, N. J., has 15.8 per cent, and

Shenandoah Borough, Pa., has 23.7 per cent illiterate (all whites). While the average from the entire country is 6 per cent (1920 census), California has but 3.3 per cent.

The problem may be appreciated when we note that the United States census in 1920 showed there were in Chicago 99,133 illiterates. In 1900 there were 46,624 foreign-born white persons over 14 years of age who were unable to read or write any language;[1] in 1910 the number was 75,580. "How much effort is being made to offer these people the opportunity of learning the things they need to know, very few people in Chicago have stopped to inquire." More recent reports (only relatively accurate) state that all agencies in Chicago reach not more than 25,000, and these only for a very brief period—a few weeks or months—whereas there is estimated to be 300,000 unnaturalized immigrants who are not at all in touch with definite Americanizing institutions. This is common experience from the Pacific to the Atlantic.

Another factor enters. This is the remarkable fact that the percentage of illiteracy was much greater recently than in the past. Of the South Italians admitted between 1899 and 1909 there were 54.2 per cent illiterate, Portuguese 68.2 per cent, Ruthenian 51 per cent. The older immigration groups were not so illiterate, Scotch 7 per cent, Scandinavian 4 per cent, Irish 2.7 per cent, English 1.1 per cent. Totals were for old immigration an average of 2.7 per cent and for new immigration 35.6 per cent.[2]

For the large city it means the employment of every available agency if Americanization work is to be a real success. It means evening schools for those wishing to learn English and those seeking citizenship papers. It means afternoon classes for those working at night. It means afternoon classes in industrial plants where it is impossible for workers to attend regular school classes. It means classes in the home and Americanization cottages for mothers. It means a careful plan for community gatherings and social activities.

If it is a home town, there will be more home teachers; if an industrial community, there will be a greater number of factory classes; if the center of an agricultural community, there will be additional need for farm advisers. In such a city full time can be given to the work by teachers. Los Angeles (see Chap. II) is a fairly good example to point to in showing how she has reached out in every direction, in school, factory, cottage, and home.

In the small town the supervising principal of the day schools selects a teacher who becomes responsible for the work accomplished. Such a person will direct the evening school classes in Americaniza-

[1] Data from Americanization in Chicago, the report of a survey. See Bibliography.
[2] From The Immigrant Problem, by Jenks and Lauck.

tion (English and naturalization) and part-time home teachers and industrial-class teachers.

In the smaller communities class organization depends upon one person who largely carries on the Americanization activities. Will C. Mathews, May 20, 1922, in reporting how the problem was being met at Madera, Calif., wrote:

> I have been appointed to put over as big a program of Americanization as possible for next year. I am now making a survey of the union high-school district, with the aid of the farm bureau, an Italian organization, a Mexican organization, and the Catholic priest, to learn as near as I can the number of possible students for next year's classes.
>
> My plan is to organize classes in the various district schools if the number of pupils will justify it; to hold classes in the local high school; and if it proves feasible we may hold classes in a local mill where a number of foreigners are employed.
>
> We expect to hold the classes two nights for each pupil. This may mean that there will be night school for four nights each week. The number of teachers will, of course, depend upon the enrollment. We expect to recruit teachers from both the elementary and high school faculties. I am to devote each afternoon from 1.45 o'clock on to the recruiting of night pupils.

Though Tranquillity, Calif., is credited with a population of 150 people in the 1920 census, it had a class last school year (1921–22) of 30 foreigners. This was evening-school work. The members of the class were seeking citizenship papers in the main. They studied the Constitution, some American history, a little writing, and English.

THE TEACHING STAFF.

TYPE OF TEACHERS REQUIRED.

As stated under the heading "The Home Teacher," it is most important that suitable teachers be selected. Teaching experience alone is not sufficient. An unwisely chosen teacher may easily become a serious menace to the group she is expected to serve.

In some cases it might be desirable for some of the teachers to speak the language of parts of the group, whether in night school or in home or other classes. A home visitor speaking the language of the group she is trying to interest in the school is usually welcomed and does effective work. In a sense, such men or women, if tactful in their talk with their fellow countrymen, can become racial advisers with tremendous influence.

However, such speaking ability should not be used to make the path of the adult pupil easier. His effort to make himself understood is a valuable one in favor of rapid progress.

Where teaching qualifications are equal, teachers of the same sex as the pupils should be appointed. Newly appointed teachers should visit and observe the work of teachers in other schools and meeting

points. Failure of classes and their rapid disintegration are frequently due to the fact that the teacher did not understand the problem.

Frequent meetings of teachers are essential. At such meetings real and tangible benefits can be expected. Classroom plans, word lists, and cases can be discussed with profit. However, it is obvious that such meetings must be directed by a capable supervisor. It is common experience that where failure has come it has been due largely to leaving the work to the "judgment of the teacher."

THE SUPERVISOR.

The supervisor should be an expert in immigrant education and a model teacher. He must be able to stimulate the professional growth of teachers and possess vision and initiative. He must be a worker, a man or woman constantly planning something new for the community—home classes, cottage classes, industrial classes, social activities, and the organization of clubs.

A partial list of his duties would be as follows: Conducting training institutes, planning the organization of the schools and classes, directing the advertising campaign, holding conferences with the teachers to clear up misunderstandings, solving problems and directing instruction, following up of instructions to teachers, directing the work of principals as well as providing teachers with courses of study, lesson sheets, textbooks and material from the Federal Government, directing follow-up of absent pupils, and planning social activities.

TEACHERS' PLAN BOOKS.

In this connection we suggest, in view of present methods of instruction, that no teacher should attempt an evening's work or home effort, without a well-prepared plan. Such a plan may only be tentative, and subject to change as it should be, but it will serve to keep the teacher alive and make her work relatively easy. Undermanning can only lead to failure. Supervisors should inspect these, offering suggestions only in a helpful and generous way.

ORGANIZATION OF THE SCHOOL.

We wish here to point out some of the facts developed by the study. Because much of this material is given at length in Chapter II it will be dealt with in summary form.

CLASSIFICATION OF PUPILS.

Proper classification is most important.

The common classification is on the basis of ability to speak English:

(1) Illiterates (sometimes classified as "ungraded") are those who can not read or write any language. (*a*) Those who speak English very poorly; (*b*) those who can not speak English.

(2) Beginners: (*a*) Those having no English vocabulary.

(3) Intermediates: (*a*) Those completing work assigned to "Beginners;" (*b*) those who speak English fairly well but read or write poorly.

(4) Advanced: (*a*) Those who have completed the previous classifications or have the equivalent.

(5) Naturalization: (*a*) The naturalization group shall be composed of those who are primarily concerned with preparation for their second or final United States citizenship papers.

If circumstances warrant it classifications may also be made on (1) English ability (as cited above); (2) on the basis of nationality (race); (3) on the basis of literacy in their own language; (4) according to sex; (5) according to age.

If numbers are small, group teaching should be resorted to. The education and nationality of members of the class will suggest the grouping necessary. These will be taught as though they were in divided classes. While one group is engaged in oral work, the others have written exercises.

However, we wish to call attention to the fact that adult pupils often will not "study" alone. They come for assistance and guidance and usually drop out of the class where there is too much "studying."

SIZE OF CLASSES.

The consensus of opinion is that classes should not contain more than 25 pupils. It should be realized that as in regular day-class work, large, unwieldy classes can only do mediocre work at best. This applies to the night school especially. Home classes, cottage classes, or mothers' classes may only have five or six, perhaps a dozen, in attendance. Industrial classes in some phases of training are slightly larger. In the case of the home teacher instruction for all practical purposes may be considered to be individual.

NUMBER OF SESSIONS AND HOURS.

In California schools are usually open during the regular school year (36 to 40 weeks). Evening-school sessions are for two hours, usually from two to four evenings a week. Four schools reported sessions four days a week; three schools reported sessions three days a week; seven schools reported sessions two days a week.

Section 2148, Connecticut General Statutes, requires that there be at least 75 sessions of the

report sessions as follows: During 1919–20—Torrington maintained 103 sessions; Stamford, 100; New London, 85; New Britain, 78; Harwinton, 77; and Branford, 76.

Advice is usually given to begin before winter, so as to get a start before the bad weather sets in. That is true to the extent that in California the summer months ought to see a great number of classes in session. As it is there are relatively few. Oakland, Calif., at this time—July, 1922—has a class in session at the Tompkins School.

WHEN HELD.

The actual evenings that sessions are held can best be determined by circumstances. They should not interfere with any regular public gathering, whether it be religious, national, or just "movie night."

It would be wise not to run all the sessions together. For instance, if there are two sessions weekly, Monday and Wednesday, Tuesday and Thursday, etc., would be suitable. If three sessions are held weekly, Monday, Wednesday, and Friday, or Monday, Tuesday, and Thursday would be satisfactory. In this way a greater or smaller number could be arranged for.

In the case of factory classes, home classes, and other agencies considered, as stated, sessions should be "any time available, any place convenient."

VACATIONS.

Vacations, in California especially, with the exception of the Christmas holidays, should not ordinarily occur. Adult members of such classes are not looking to put off the time for learning English. Very often they become discouraged because it takes so long to accomplish what they feel to be necessary.

CURRICULUM.

It has been made clear throughout the study that all instruction must meet the immediate needs of those attending. Formal aims do not produce results. We have in mind a school with 30 foreigners seeking their citizenship papers. The class suddenly began to disappear. Soon, however, it was learned that the teacher in charge was giving out large "assignments." They made plain that they did not want to "study," they wanted help. This is true in other particulars also.

Teachers will find that no book meets the first needs of the class. After a few weeks they will find that they can use parts of several books. Lesson sheets of the Government or personally made type will also be helpful.

Immediate needs are described above and may mean finding one's way about the city, bringing food, applying for work, etc. But these sentences and word lists must be carefully made. They must be necessary and in the case of sentences one must follow the other in natural and suggestive order. The dialogue form is much used. Other suggestions are made in Chapter II where the different activities are considered at length.

SOCIAL ACTIVITIES.

Social activities, as pointed out in two or three places in the text, are most important in all Americanization work. Activities should be arranged for all, young and old. Let them be patriotic and instructive, teaching our customs, awakening a desire for our songs through community singing; in fact, doing everything that will tend to break even the thought of segregation.

CERTIFICATES.

The State Americanization Department may give certificates. If not, the United States Bureau of Naturalization furnishes certificates or the local board may be induced to do so. Care should be taken to see that such certificates actually are received by the persons whose names are thereon. They usually expect to secure their own, and sometimes, despite terrific names, expect to be recognized at the presentation. We think this worthy of space, since it has been called to our attention on several occasions.

REPORTS.

Full and complete reports should be kept, not only for the benefit of members of the department, but also as an aid to others who are hunting out every available bit of information.

SALARIES.

The best results are obtained where salaries are paid. Such payments should be sufficient to induce capable people to enter the field. In California the amount paid varies widely. In most cases where information was advanced such amounts were usually from $2.50 to $5 per session.

The Connecticut report for 1920–21 gives the following:

Salaries are determined locally. During 1919–20 salaries ranged from $1.50 to $4 per session.

		Men.	Women.
Berlin	per session	$1.50	$1.50
Southington	do	----	2.00
Windham	do	3.25	2.50
Shelton			

		Men.	Women.
Greenwich	per session	$4.00	$3.00
Bridgeport	do	3.00	2.50
Bristol	do	3.33	2.27
Fairfield	do	4.44	2.25
New London	do	3.85	2.75
Winchester	do	3.50	2.00

INCENTIVES.

Orange Union High School reported using "stars" for attendance and for "perfect" arithmetic papers.

Riverside High School reported the use of entertainments, clubs, and issuance of small certificates to encourage attendance.

Tranquillity found that a personal interest shown after a class had dissolved made a world of difference.

Oakland has found that entertainments and graduation programs proved successful.

Berkeley is carrying out a very original program—that is, in its exact applications. Personal interest has in many places proved most important. However, here they have a public man of good standing—a leader in the city's business and social life—to stand sponsor as it were for one member of the class. It has proved very flattering and has been a powerful incentive and success.

However, the most frequent report is that if money enough could be obtained there would be no difficulty in supplying the pupils.

AMERICANIZATION EXERCISES.

Americanization exercises should always be of a patriotic nature. They should be well advertised, be held on the Fourth of July or at the conclusion of some definite program.

Parades, consisting of floats showing the "Alien at Work in America" and others of the type, have been given in many cities. Sometimes these have been preceded by the ringing of bells or by the raising of the flag in the public square. Pageants also have been given.

The program itself should be divided between music with such as "Stars and Stripes Forever," "Columbia, the Gem of the Ocean," "Flag of the Free," medley of American airs, etc., and informal talks, brief and sincere, that will make the new citizen appreciate his new position in the community of his adoption.

Other material that can be used on the program is as follows:

Tableaus: Discovery of America; signing the Declaration of Independence; Betsey Ross making the first American flag; and Uncle Sam welcoming new citizens.

Flag drills.

Folk dances.

Chapter V.

SUMMARY AND CONCLUSIONS.

Our aim has been to show that need of Americanization as it must appear to the superintendent from an administration standpoint. Following this we discussed at length not only the agencies that might be employed but also the nature of classes, their size, teachers, programs, courses, and other informational material was given. In brief, then, our aim was to instruct a person who desired information and was ready to follow advice if it lead to a point of successful experience.

From the first it was realized that such an aim must point out very clearly the forces at work that are sapping the vitality of the immigrant communities—conflicting interests, religious and others, waning of old-world influences, and loss of sympathy between the older and younger generations where the foreign language alone prevailed in the home.

And again, indirectly if not directly, the faulty programs of the school must be pointed out—lack of proper support, unwise selection of material and teachers in the evening schools, lack of leisure, poor supervision, and a failure to see that Americanization must go to the immigrant. He can not always come to it.

Also we can not wholly omit mention of the injustices to immigrants on their arrival in this country. What better protection has the radical or the fraud than this utter ignorance. Ignorance never has been able to protect itself. In fact, we go so far as to say that it is most important that classes be held on vessels coming to this country, under school authorities, so that the immigrant might better protect himself or herself.

All must admit that if America is to be really a nation and not a group of races there must be a common tongue. Not that we would force all to drop their language, as that would not be wise, but certainly it is not unfair to expect that those who live in America should equip themselves with the English language.

Though the situation is indeed a very serious one relatively little has been done. But schoolmen are seriously thinking about Americanization and are not only willing but glad to have the way pointed to them. To date there are—last school year—134 classes in the high

schools of California, outside city school districts, having for their purpose the education of the adult immigrant. The total enrollment was 3,344. The approximate attendance was 1,753. In the cities of California there were 402 such classes, enrolling 14,741 adult immigrants. The average daily attendance in the classes of this group to January 1 was 4,448. In all groups the totals were 536 classes, 18,085 enrolled, 6,775 in average daily attendance to January 1, 1922. These facts show obviously that despite its splendid school system California is not meeting the problem as it should do. Not one in 10 of the State's foreign born are touched by American traditions or language. How could it with but 68 home teachers in its 38 largest cities and 15 industrial classes? The present weakness of all Americanization work is that it is now a side line for many. It travels uncharted seas, is largely experimental, and needs a high degree of leadership—leadership of men and women especially capable because of experience, of training, and of large social capacity. "The inconceivably long and difficult process of amalgamation as self-conscious national development through the years to come can hardly be accomplished without adequate direction and guidance from some central authority with a single, certain voice."

What must be the guiding thought in the quest for a newer ideal of Americanization, asks Drachsler. He concludes with a few words that can be applied to this program for Americanization, for it has been constantly in the background as the thesis developed:

> It must be the thought of a democracy broad enough to embrace full political equality, human enough to make room for industrial self-realization, generous enough to welcome all culture—groups dwelling in the midst of America to join, as perpetually creative forces, in the building of a synthetic civilization that shall bear the lasting imprints of the genius of many peoples.

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