DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

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METHODS OF TEACHING ADULT ALIENS AND NATIVE ILLITERATES

FOR USE IN COLLEGES, UNIVERSITIES AND NORMAL SCHOOLS, AND FOR TEACHERS OF ADULTS

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, April 23, 1927.

SIR: The Bureau of the Census reported for 1920 nearly 5,000,000 persons over 10 years of age in the United States who could not sign their names. Many more of our population can not read well enough to secure the meaning from a printed page. The instruction of both native and foreign-born persons in the elements of the English language is a most important task. Experience has shown that special training for this work is needed. The Bureau of Education has been asked by various States to assist in this work. The accompanying manuscript was prepared, at my request, by a committee composed of teachers who have had extensive experience in teaching both aliens and native illiterates. It is believed that the material will be of assistance to colleges, universities, and normal schools in giving instruction to those who are to teach elementary subjects to men and women; also that it may be found useful to teachers who can not attend an institution of higher learning before beginning to teach adults. I, therefore, recommend that the manuscript be printed as a bulletin of the Bureau of Education, Department of the Interior.

Respectfully submitted.

JNO. J. TIGERT, *Commissioner.*

The SECRETARY OF THE INTERIOR.

FOREWORD

The teaching of the adult immigrant or native-born illiterate is a highly specialized piece of work needing carefully selected teachers who have specific training to carry on this endeavor. Universities, colleges, normal schools, State departments of education, and departments of education in cities and towns are realizing to-day that opportunity must be afforded for such training. With this urge of necessity before us this course of study in methods of teaching English to adult immigrants and native-born illiterates is presented as the contribution of a group of State workers representing many parts of the country. It is presented with the hope of meeting a need in extension courses for teachers in universities, colleges, and normal schools.

With the present wave of curricula revisions and general research, it would be folly for this committee to present material which would claim in any way to be the final word on teaching the adult immigrant or native-born illiterate. It is given merely as a guide to help those who are preparing groups of teachers to specialize on teaching the adult immigrant or native-born illiterate.

The instructor may find help in part or in all of this material. The manual is prepared in five parts, any one of which might constitute a 30 to 45 hour course. Time often permits a teacher preparing for this work to take only one course, and in this case the instructor naturally would take what is best adapted to his particular situation.

Any one of the topics might provide study for a whole semester, but it was considered important by the members of the committee to give at least some suggestions for the less experienced teacher who may need a little insight into all phases of the work. However, all appreciate that the vital part of this course of study is that concerned with methods of teaching English to adults. It deals directly with the helps which should be given the teacher who is to face the classroom problems at first hand. In Part III very little is said of the importance of observation and practice. In order to have a course which pretends to be adequate, it is absolutely necessary to arrange for this phase of the work. The possibilities vary so that adaptation is necessary for each particular situation. The instruc-

tor, bearing in mind that teachers in training will be helped twofold by good opportunities in observation and practice, will carefully plan for this. No real teacher training can be accomplished without it. A minimum of six hours visiting and practice is suggested for a 30-hour course. Part V, "Helps in teaching native-born illiterates," is such a specific problem in itself that it was deemed advisable to put these suggestions in a separate part of the manual.

As already stated, it is the desire of this committee to submit this outline merely as a helpful guide and assistance to instructors and not as any finished product of a final course of study on methods of teaching English to adult immigrants. We are all still feeling our way, and these suggestions are given merely in the spirit of service and cooperation for the betterment and help of those who may desire it.

This course of study represents the work of the following committee which was organized in Washington, D. C., at a conference called by Lewis R. Alderman, specialist in adult education, United States Bureau of Education, Washington, D. C.; and Robert Deming, director of Americanization, department of education, Hartford, Conn.:

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Thanks should be extended to E. Everett Clark, assistant State supervisor of adult alien education, department of education, Boston, Mass., who collaborated with Mrs. Bacon on the chapter on "Racial background."

MARY L. GUYTON,
Chairman.

METHODS OF TEACHING ADULT ALIENS AND NATIVE ILLITERATES

PART I.—INTRODUCTORY SUBJECTS

Chapter I

AMERICANIZATION MOVEMENT—ANALYSIS OF THE MEANING OF AMERICANISM

The object of Chapter I of the course is to trace the Americanization movement in America and present a few objectives for discussion, reading, and thought that will make it possible for the teacher's viewpoint to be clear on the principles, ideas, and ideals of good Americanism. The committee recommends that a very small portion of the course be put on this phase of the work.

Very little time should be spent in discussing the history of the Americanization movement. Mimeographed sheets on the subject might well be supplied to the students with a definite set of reading references. Written assignments during the course should be expected.

I. Americanization Movement

A. Conditions before the war.

In many of the larger cities "English for Foreigners" and "Citizenship" classes established to teach English, naturalization procedure, and elementary facts in history and government.

B. During the war and directly after.

1. This sporadic interest and these slight attempts at education stimulated by various causes: Fear, self-protection, consciousness of former negligence, etc.
2. Consequent provision for much more adequate educational facilities.

C. Present status of immigrant education and other adult elementary education.

II. Meaning of Americanism

1. Ideals and standards of America.
2. Meaning of opportunity, equality, and liberty.

3. Rights and duties; privileges and obligations of the immigrant as well as the native-born.
4. Obedience to law.
5. How Americanism should be taught to the immigrant.

III. Objectives in Americanization

1. The immigrant's place in civic, political life of the community, State, and Nation.
2. Breaking down racial prejudice between native-born and foreign-born.
3. Participation of foreign-born in social, economic, and cultural aspects of American life.

IV. Questions and Discussions on Americanism

1. What are the important characteristics of an American to-day?
2. How does the American differ from other white nationals? French, Swede, German, and others.
3. What traits may be transmitted to the foreigner?
4. What other institutions besides schools have an important bearing on the acquisition of American traits?
5. What mistakes have been made in attempting to Americanize America?
6. Are compulsory measures ever advisable?

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Chapter II

HELPFUL SUGGESTIONS ON RACIAL BACKGROUND STUDY

Those who are engaged in the business of teaching adult immigrants realize that representative democracy in America depends not only upon the native-born American but also upon the vast body of

foreign-born in this country, made up as it is of both adopted and potential citizens.

The work of making intelligent, loyal, and worth-while citizens can best be accomplished when those who are engaged in the work have a wide knowledge of and a sincere appreciation for the historical, political, economic, social, and cultural backgrounds of the various racial groups and are prepared to assist in making all the necessary readjustments to American life. Immigrants are constantly adding to the composite structure; and we should clearly realize the value of this cooperation and of the contributions of each race, according to its own particular genius and traditions, as these contributing elements are ever entering into the molding of a new national life that is still in the making.

In a course of 30 to 45 hours devoted to training persons in the teaching of adult immigrants it will be seen that only a limited time allotment may be given to this part of the suggestive outlines. It is advisable that the teacher should avail himself fully of the opportunity for study offered here, as well as by further professional effort, in order to be more adequately prepared to get a more comprehensive viewpoint.

I. Aims

A. To give the teacher a knowledge of the background of the life of the foreign-born. This study including—

1. The geography of the homeland.
2. The historical and political background.
3. Economic conditions.
4. Social customs.
5. Cultural and educational development.
6. Fundamental racial characteristics of the group.

NOTE.—The teacher should know the reasons for the emigration of the foreign-born to America and as well the means by which they may, and perhaps do, best satisfy the urge which brought them here.

A searching analysis of past and present environments will enable the teacher to answer the universal American "why" of the immigrant's questions and will materially assist in correcting many false generalizations and conclusions both of the immigrant and the native-born.

After investigation, study, and personal observation the teacher should be better able to determine whether any one nationality has a larger supply of the fundamental qualities, such as character, thrift, ambition, willingness to work, energy, native intelligence, and obedience to constituted authority, etc. In arriving at any conclu-

sion full consideration must be given to developing effects upon these qualities by education and superior environment. A knowledge of racial backgrounds will definitely assist the teacher in presenting to the foreign-born the ideals of democracy as set forth in the Constitution, and will more fully prepare her to assist them in making the adjustments so necessary to their own well-being and to a constructive participation in American life and government.

II. Sources for Gathering Information

A. Field work.

1. The essential aim of field work must be the establishing of personal contacts. From these contacts will be obtained the answers to those questions stimulated by the outline that follows on succeeding pages.
2. The following possible approaches are suggested:
   - (*a*) Visit a foreign home.
   - (*b*) Visit a home, club, factory, evening or day school class for adult immigrants.
   - (*c*) Attend a holiday celebration, a music festival, etc.
   - (*d*) Attend a meeting of racial representatives called for any purpose.
   - (*e*) Meet in conference one or more racial repretatives.
   - (*f*) Visit a foreign market or food shop.
   - (*g*) Accompany a foreign woman on a shopping trip.
   - (*h*) Accompany a foreign group on a visit to the public library, statehouse, or other public building.
   - (*i*) Visit a session of the naturalization court.
   - (*j*) Visit Ellis Island or other port of entry.
   - (*k*) Any others that will permit contacts of any kind.

B. Reading—Bibliography.

The reference list here noted is comprehensive enough in scope for a detailed study of racial background.

- (*a*) Easy Books for New Americans. Part II. Compiled by Edna Phillips, secretary, work with foreigners, Massachusetts State Department of Education, division of libraries. Published by American Library Association, Chicago, Ill. Price, 20 cents.
- (*b*) The Adjustment of New Americans. Foreign section, public library, Providence, R. I.

(*c*) The Immigrant as Portrayed in Autobiography. II. Foreign Language Information Service, 119 West Forty-first Street, New York City. Price, 10 cents.

(*d*) The Immigrant in America and His European Background. Division of Immigrant Education. Circular No. 24, Department of the Interior, Bureau of Education, Washington, D. C.

(*e*) Complete reference list in supplement.

III. Suggestive Outline for Special Study on Racial Background

A. Historical and political.

1. What is the significance of the frequent monuments and statues to be seen in foreign countries?
2. What effects, direct and indirect, have these memorials upon our immigrants?
3. Who are the heroic figures in their national life and what are the outstanding events in the history of the country?
4. What are the important eras in the history of the race?
5. What have the outstanding characters and events in history to do with a creation of a real sense of nationality?
6. What is the effect of past glories upon the immigrant's thinking?
7. Are any nations particularly strong lovers of liberty? Why?
8. Did the immigrant have a *genuine sense* of participation in his government before he came to the United States?
9. What patriotic holidays are still observed in the native country?

NOTE.—Every opportunity for comparisons between the history and government of the country studied and the United States should be utilized to the fullest extent. This information will have a practical use in the classroom. (One can properly avoid giving too much time to this topic at the expense of the rest of the outline.)

B. Economic.

1. What are the outstanding characteristics of the country studied? (Physical characteristics: Geography, including climate, topography, resources, etc.) Compare with United States and with local community.

2. Number and distribution in the New World.
   Regulations of immigration.
   Causes and effects of immigration.
   Compare the "old" to "new" immigration.
3. What are the chief occupations in the country? Compare with occupations here (making individual applications).
4. What are the working conditions, namely, labor, wages, hours? To what extent do women and children work abroad?
5. What percentage of people were engaged in agricultural, industrial, and other work? How are they affected by change of occupation here?
6. Compare home and community conditions of people in urban and rural sections abroad. Compare with contacts of same people now in this country.

C. Social.

1. What do you know about the recreational activities and the social amusements of the immigrant in his native country? Has he opportunity here for the same self-expression through native folk dances, athletic meets, musical festivals, etc.?
2. What were the living conditions as regards health, sanitation, foods, housing, etc., in native country? Compare and note the effects in the complete change in living conditions which he finds here.

D. Cultural and educational.

The teacher should list the outstanding leaders in each country in culture, education, art, science, literature, music, etc., and should know something definite about each.

1. What may be the conscious or unconscious effect of the wonderful cathedrals, statuary, museums, fine government buildings, etc., that one sees everywhere abroad?
2. What do you know about educational conditions in various countries as regards standards, programs, opportunities for higher education, education of the adult, laws affecting education, etc.?
3. What is the percentage of illiteracy?
4. What opportunities have our present immigrants had for education?
5. Have these immigrants a well-defined school habit as we interpret it?

IV. Summary

To crystallize one's thinking, after personal investigation and reading, consider carefully the fundamental characteristics and habits of the individual of the nationality studied, and how these characteristics and habits are reflected in this person because of standards and conditions in the homeland. Draw definite conclusions. To be specific—what sort of man is this, and how has his past helped to make him what he is in the light of—

1. His loyalty and love of liberty (hero worship).
2. His participation in government.
3. His sense of nationality.
4. His economic conditions—that is, type of work, environment in work, wages, etc.
5. His thrift, ambition, energy, willingness to work, etc.
6. His living conditions under his country's health and sanitation laws.
7. His home, community, and other social life.
8. His sense of the artistic (the influence of public and private buildings, cathedrals, museums, etc.).
9. His cultural environment and its influence upon him.
10. His schooling and his school habit.
11. His progress in adjustment to America.

PART II.—ORGANIZATION AND ADMINISTRATION

Chapter III

PUBLICITY AND COOPERATION FOR ORGANIZING AND CARRYING ON IMMIGRANT CLASSES

Experience has taught us that no program of work for the adult has been successful without the support and interest of the community in which the program is put into operation, and for this reason a campaign of publicity, prior to the opening of classes, should be inaugurated and carried on during the weeks preceding the opening of classes.

I. Publicity

The bulletin of the University of the State of New York called "Organization of Schools in English for the Foreign-Born" lists agencies that "should be utilized to the fullest extent in keeping the adult immigrant classes before the eyes of the community as well as the foreign-born." These are—

A. Visual means.

1. English newspapers.
2. Foreign newspapers.
3. Industrial publications.
4. Shop or factory papers.
5. Announcement slides at the moving-picture houses.
6. Handbills and posters in English and in the prevailing foreign languages.
7. Printed notices distributed through foreign employment agencies.
8. Notices distributed through shops and stores and inclosed with purchases.
9. Foreign banks, notices inclosed in pass books, etc.
10. Notices in pay envelopes.
11. Personal circular letters by officials of industries to employees.
12. Recognition of attendance on bulletin boards.
13. Notice in church calendars and notices left in pews.
14. Notices inserted in library books.
15. Distribution of printed notices by Boy Scouts.

B. Public meetings.
   1. Foreign societies and lodges.
   2. Labor-union meetings.
   3. Industrial publications.
   4. Announcements by priests and ministers.
   5. Noonday plant meetings, with an effective four-minute speaker.

C. Personal means.
   1. Banks, foreign and American.
   2. Post offices.
   3. Personal notification and solicitation by foremen and bosses.
   4. Welfare department in city and State.
   5. Notice by probation officers.
   6. Lists of non-English-speaking parishioners gained from clergymen.
   7. Naturalization bureau.
   8. Physicians and community nurses—home-service section.

II. Special Publicity

A. Women's classes.
   1. Canvass by committee from women's organizations (great care).
   2. Day-school teachers—regularly visiting families and inviting them to attend class.
   3. Follow-up visits to families of pupils in Americanization classes by teachers of non-English-speaking adult classes, and interesting women in learning English in afternoon, home, or community center classes.
   4. Questionnaire in day schools.

B. Factory classes.
   1. Securing cooperation of employees.
   2. Securing cooperation of foremen.
   3. Recognition by employer of school attendance.
   4. Posters and leaflets in English and the vernacular of the pupils posted in factories and inserted in pay envelopes.
   5. Mass meetings.
   6. Cooperation of employees through chamber of commerce or similar organizations.

C. Home classes.
   1. Interest in work created by welfare workers (nurses), teachers of day school, and the home teacher.
   2. House-to-house visits by properly assigned visitors.

D. Churches.

1. By urging the foreign-born to attend evening school by pointing out to them the advantages and necessities of taking part in community life.

E. Community campaigns.

III. Cooperation through Community Centers

The majority of cities with a large foreign-born population now have some organized public agency where aliens may come for advice and assistance. These agencies are seldom equipped to meet the full need. They can not do all the follow-up work which is so valuable a part of any Americanization program.

A. Central committee.

The main clubs in a city may work independently, but the best results are obtained by having a central committee through which the work of all organizations is coordinated.

B. Community centers.

Committees to arrange for—

1. Public meetings for old and new Americans.
2. Illustrated lectures and motion pictures on America. The Colonial Dames picture, The Land of Opportunity; The Making of an American, etc.
3. Talks by members of the city or town government, judges of city or town courts.
4. Councils of the foreign-born where nationalities may mingle and work together.
5. Demonstration of racial customs in pageantry, songs, and dances as conducted in the homeland.
6. Meetings that bring together both native and foreign born.

IV. Aids and Helps for Socializing the School

A. The school as an Americanization center.

1. Provision of opportunities for the performance of social activities.
2. Opportunities for friendly democratic community mingling of the native and foreign born.

B. Utilization of the pro inent social instincts of the immigrant.

C. Varieties of activities possible in school buildings.

1. Classroom.
   (*a*) Class and solo singing of foreign and American songs.
   (*b*) Recitations in the vernacular and in English.
   (*c*) Chalk sketching on the blackboard.

(*d*) Exhibits of drawing, painting, handicrafts, etc., done out of school.

2. In the school hall.
   (*a*) Lectures in the vernacular and in English (health, sanitation, work of various departments of the Government, etc.).
   (*b*) Illustrated historical and geographical talks.
   (*c*) Motion pictures.
   (*d*) Vocal and instrumental concerts.
   (*e*) Social dancing (properly supervised).
   (*f*) Costume parties (exhibitions of the native dress costume of the students).

Chapter IV

ORGANIZATION OF AMERICANIZATION ACTIVITIES IN ADULT ALIEN CLASSES

I. Introductory Material

Very little time in lecture period should be used to discuss mere statistics. An effort should be made, however, to have the students visualize them as relating to human beings making up a known community. The instructor should give out mimeographed pages containing this information for the State and possibly the Nation. An assignment might be made to students to fill out similar tabulations for their own communities.

A. Statistical information (to be adapted to the locality).
   1. Total population.
      (*a*) White.
         (1) Native white—number and per cent.
         (2) Foreign-born white—number and per cent.
      (*b*) Negro—number and per cent.
      (*c*) Non-English-speaking—10 years of age and over.
      (*d*) Illiterate—10 years of age and over.
         (1) Native white—number and per cent.
         (2) Foreign-born white—number and per cent.
         (3) Negro.
      (*e*) Illiterate—males 21 years of age and over.
      (*f*) Illiterate—females 21 years of age and over.
      (*g*) Aliens—21 years of age and over.

B. Statement of the problem.
   1. Large number of non-English speaking and illiterate adults coming from many different countries, with en-

tirely different heritages, traditions, mental capacities, educational attainments, and language habits.

2. Desire of these heterogeneous groups to have a common medium of communication to become acquainted with customs, government, and laws of the new environment and eventually to become legally affiliated with the country.

3. Problem of the educational system.

(*a*) To provide teachers skilled in technique, rich in knowledge of racial backgrounds and adult psychology, and possessed of practical information.

(*b*) To provide suitable and adequate subject matter in the way of textbooks, charts, leaflets, etc.

(*c*) To furnish adequate meeting place convenient and suitable for adults.

(*d*) To cope with practical teaching difficulties.

(1) Groups unevenly graded.

(2) Short teaching time—100–200 *hours* a year.

(3) Lack of outside preparation on part of students.

(4) Classes for most part held at end of day; students and teachers tired from long day's work.

(5) Varying attendance.

C. Statement of aims and objectives in this elementary adult education.

1. General.

"An aim to produce a human, social unit, trained in accordance with his capabilities to the nearest approach to complete social efficiency possible in the time allotted."

2. Specific.

(*a*) To teach pupils to understand, speak, read, and write English.

(*b*) To give instruction leading to these language activities in as practical a content as possible.

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Leiserson, William M. Adjusting immigrant and industry. New York, Harper & Bros., 1924. 356 pp. (Americanization studies.)

II. Organization and Maintenance of Classes

A. Grouping of students on basis of—

1. Age, race, nationality, and sex.

Whether such grouping is made is dependent on number of classes, the number and kind of racial groups, and on the desires of students.

B. Grading of students on basis of—

1. Knowledge of English.
2. Previous education in native country and here.
3. Native ability.

C. Means of grading.

1. Tests of various kinds.

a. Oral.

(1) Purpose.

(*a*) For comprehension of spoken English.

(*b*) For ability to talk intelligible English.

(*c*) For comprehension of written or printed English.

(*d*) For ability to read orally.

(2) Results.

(*a*) Discovery of those absolutely non-English-speaking, with little or no comprehension of spoken English. Discovery of those with varying abilities in these various language activities.

b. Written.

(1) Purpose.

(*a*) For mechanical ability to write.

(*b*) For written composition of various kinds.

(*c*) For comprehension of subject matter silently.

2. Certificate and reports of former schooling.

Proper grading most essential to successful teaching. Valuable class assignment may be made of preparation of lists for different grades. Samples of such tests used in various school systems might be sent for and compared with those made out by students.

D. Resulting classes.

Economy of grading depends upon the number of pupils and the number of teachers available. If there are only enough pupils in a school to form two classes, they may be roughly divided on the basis of their ability to understand English and to speak and read. Where the number of pupils and the number of teachers are multiplied, closer grading becomes possible. Thus, a 10-room school should be expected to have better grading than a 2 or 3 room school. In the past the practice has been to divide all students into three groups.

1. Beginners.

(*a*) Non-English-speaking illiterates.

(*b*) English-speaking illiterates.

(*c*) Those with a little knowledge of English, both oral and printed.

2. Intermediates.

(*a*) Those able to talk English so as to be understood.

(*b*) Those able to read signs, advertisements, and such material as is commonly found in first-yearbooks.

(*c*) Those who have a reading vocabulary of approximately a thousand words.

(*d*) Those able to write a common business letter.

3. Advanced. (This includes all others.)

It is clear that such classification is vague and that within any one group a great variety of abilities may be found, on the basis of which the other classifications may be made. Thus, if in an advanced class 25 pupils are found who stand out in some way above all others, it is economical to group these 10, 15, or 25 and to form a special class for them no matter what it is called. It is to be hoped that within the near future scientific methods of measurement of the ability to use English may be developed. Such measurements will probably serve as a basis of better groupings and classifying and will probably serve also to objectify the standards to be achieved within each classification.

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State and city courses of study.

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III. Class Management

A. First meeting of class.

1. Necessity of winning interest and confidence of pupils.
2. Necessity of having many emergency devices "to put over" the first lesson.
3. Necessity of teaching pupils some one definite thing.

Many of these older pupils come the first night to see what it is all about, already quite convinced that they can not learn. This state of mind must be changed.

B. Teacher's manner.

1. Imperative to remember that class is made up of adults with mature experiences.

(*a*) Pupils called Mr., Mrs., or Miss Blank, and not by first names.

(*b*) Appreciation of pupils' efforts expressed by patronizing attitude or praise suited to children avoided. Constant need to remind one that position might be reversed, "What should I need under similar conditions?"

2. Need of restraint in talking.

C. General teaching procedure.

1. Class teaching.

Even in ungraded class necessary to have same general class work to keep up an esprit de corps.

2. Group teaching.

Even in an unusally well-graded class it is desirable to do a considerable amount of group teaching to accommodate different capacities and desires.

3. Individual teaching.

Always necessary to have certain proportion of individual work.

D. Class program: Necessity of outlining class activities with time apportioned to each phase of instruction. Actual program not made out at this time—merely suggestion that such should be done.

E. Providing work for tardy pupils and for late entrants.

F. Use of time before class.

G. Class participation and socialization.

1. Organization of class as a club.
2. Effort of teacher to find out what the students wish and if they are getting it.

H. Classroom routine.

1. Ventilation.
2. Seating of pupils.
3. Keeping of attendance records.
4. Skill in handing out papers, books, etc.
5. Care in putting work on blackboard, charts, etc.

References

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PART III.—METHODS OF TEACHING

Chapter V

BEGINNERS

I. Methods in Language Teaching

A. Kinds.

1. Distinguished by language used.
   - (*a*) Direct.
     "Foreign tongue used to express directly, without intervention of native language or of grammar rules, the precepts, images, and concepts presented to pupils' minds."
   - (*b*) Indirect.
     "Native language used as medium of instruction and foreign equivalents of words, phrases, and sentences given to pupils."
2. Distinguished by unit of language first used as basis of instruction.
   - (*a*) Synthetic.
     - (1) Letters, phonic elements, or single words used as starting point on theory that "whole is made up of its parts."
     - (2) Emphasis on grammar and dictionary.
   - (*b*) Analytic.
     - (1) Sentence or a larger language unit used as starting point.
     - (2) Emphasis on idiomatic, everyday expressions and conversation, and not on separate letters and words and grammatical structure.

B. The direct method.

1. Discussion of advantages and disadvantages.
   - (*a*) Berlitz.
   - (*b*) Gouin theme method.

C. The indirect method.

1. Discussion of advantages and disadvantages.
2. Illustration of translation with textbooks, grammars, and dictionary or by use of vernacular in classroom.

D. Brief mention and classification of other terms, mistakenly called *Methods*.

1. Pictorial.
2. Visual or objective.
3. Dramatic.
4. Laboratory.
5. Factory.
6. Textbook.
7. Elective.

References

Goldberger, Henry H. Teaching English to the foreign-born. Washington, D. C., 1919. pp. 1–17. (U. S. Bureau of Education. Bulletin, 1919, No. 80.)

O'Toole, Rose M. Practical English for new Americans. Teacher's manual. Boston, D. C. Heath & Co., 1921. pp. 20–63.

Richardson, Ethel. Immigrant education manual. February, 1922. Sacramento, California State Printing Office, 1922. pp. 9–11. (California. State Board of Education. Bulletin No. 5 A.)

Roark, Ruric N. Method in education; a textbook for teachers. New York, American Book Co. [1899.] pp. 1–30.

Sharlip, William, *and* Owens, Albert A. Adult immigrant education . . . New York, Macmillan Co., 1925. pp. 59–74.

II. Teaching Procedure for Class Activities

The material given here used for at least 10 one-hour lectures on the basis of 30 hours for the course.

A. Conversation.

1. Means of developing. (Imitation of teacher chief means of expression in classes of actual non-English-speaking.)
   - (*a*) Greetings, identification data, Gouin themes.
   - (*b*) Incidental explanation, commendations, corrections, directions, etc.
   - (*c*) Description of room and its furnishings, pictures, objects, parts of a body, clothing.
   - (*d*) Gradual working out in class of original Gouin themes.
   - (*e*) Other connected subject matter, not in artificial form, of a Gouin theme, on activities of pupils.
   - (*f*) Dialogues on common activities (buying and selling, applying for work, renting an apartment, etc.).
   - (*g*) Discussion of subject matter used for reading lesson.
   - (*h*) Retelling in pupils' own words something read or said to them.

2. Place in evening's program of this activity.
   (*a*) In the most elementary groups a large proportion of evening.
   (*b*) In other groups about half the session used as suggested in above.
3. Self-activity of pupils.
   (*a*) Teacher *must* get each pupil to *talk*.
   (*b*) Frequently full sentences for sake of drill in construction and vocabulary insisted on; for quicker and more informal work in review or drill, single words or phrases permissible
   (*c*) Occasional concert work for quick practice for all pupils; means of giving confidence to the timid; danger of overdoing; quick observation on part of teacher necessary to detect those not taking part and those making mistakes.
   (*d*) Need of systematic effort toward acquirement of a definite, practical vocabulary, using authoritative word lists, and keeping a record of vocabulary in pupils' notebooks.
4. Conversation and its relation to other activities.
   Force of "multiple-sense" appeal and consequent need of using not only the ear but also the eye, vocal organs, and motor activity in writing. Therefore, conversation, reading, and writing carried on together as supplementary activities and not as separate units.
5. A demonstration lesson to show means of developing conversation.
   (*a*) This demonstration perhaps best given in a foreign language, one unfamiliar, if possible, to pupils.
   (*b*) A second means of demonstration to use English, but to develop work as if pupils in class were unfamiliar with English.
   (*c*) Illustrative material. Desirable to have in demonstration lesson, helpful illustrative material, flash cards, pictures, objects, etc.

B. Reading.
1. Aim.
   (*a*) To teach pupils to talk freely in simple English about everyday experiences.
   (*b*) To teach pupils to read and understand simple English on practical subjects.

(*c*) To teach pupils to write the simplest facts of identification and personal history from memory; to copy the themes; and to write short sentences from dictation.

(*d*) To make a beginning in the teaching of an understanding and appreciation of the ideals, the principles, and the habits of good American citizenship.

2. Function.
3. Steps in teaching.
   (*a*) Dramatizing simple acts.
   (*b*) Describe these orally.
   (*c*) Reading these sentences by pupils in concert and individually.
   (*d*) Writing these short descriptive sentences on board.
   (*e*) Development of lesson in textbook.
      (1) Short preliminary discussion of general subject of lesson.
      (2) New words illustrated, used, and written on board.
      (3) Question and answer device on content of lesson.
      (4) Summarizing and paraphrasing of content.
      (5) A little oral reading done by pupils.
      (6) Devices to relieve monotony.
4. Emphasis on having appropriate illustrative material, i. e., maps, catalogues, time-tables, objects, pictures.
5. Demonstration lesson.

Reading often not taught satisfactorily. Definite, concrete help needed.

C. Written composition and mechanics of writing.

1. Amount and kind to be done depends on group. Some illiterates, or little removed from illiteracy, barely able to learn to sign their names and to write a little other identifying material.
2. Steps in teaching.
   (*a*) For illiterates, first tracing and copying names and addresses and simple combinations of letters.
   (*b*) For others, copying from board, taking simple dictation, filling in incomplete sentences, making simple original sentences, answering questions on subject matter, combining sentences

into simple paragraphs, filling out business forms, writing simple business letter.

3. Material for training in writing.
   (*a*) Names and other identification material.
   (*b*) Bill forms, blank checks, post-office material, naturalization blanks, etc.
   (*c*) Advertisements, notices, telegrams, simple business letters.
      (1) Application for work.
      (2) Notice to post office about change of address.
      (3) Ordering goods.
      (4) Application for licenses.
      (5) Letter of complaint.
      (6) Letters of excuse for children absent from school.
      (7) Correction of errors, practice in language forms, etc.
   (*d*) Procedure in giving dictation lesson. Suggested material for dictation.
4. Notebooks.
   (*a*) Notebooks invaluable for preserving carefully written identifying material, properly filled out blanks, model letters, etc.
   (*b*) Notebooks stimulus to pupils in showing progress.
   (*c*) Notebooks a help to principal, supervisor, and teacher in following the progress of class.
5. Demonstration lesson.
   (*a*) Teaching an illiterate to write his name.
      Teacher should select a student from the course who has a good imagination and treat him as if he were an illiterate.
   (*b*) Notebooks of pupils, obtained from night-school teachers, shown by lecturer to his class.

D. Phonics.
1. Aims in teaching phonics.
2. Contrast of procedure in teaching phonics to children with that in teaching adults.
3. Corrective phonics.
4. Word-recognition phonics.
5. Organized phonic drill.
6. Demonstration lesson.

E. Spelling.
1. Aims.
2. Suggested material.
(*a*) Amount.
(*b*) Sources.
3. Procedure in teaching.
4. Suggested devices.
5. Demonstration lesson.

F. Drill on correct usage and language forms.
1. Aims.
2. Suggested material.
(*a*) Singular and plural nouns and pronouns.
(*b*) Tenses of verbs, gradually introduced.
(*c*) Common prepositions.
(*d*) Most commonly used forms of important irregular verbs.
(*e*) Capitalization—most necessary information.
(*f*) Punctuation, a few common usages.
(*g*) Correction of common errors.
(*h*) Original sentences.
(*i*) Choosing one of alternative forms given.
(*j*) Filling out incomplete and elliptical sentences.

III. Typical Evening's Program (two-hour session)

A. Activities.
1. Greeting and informal conversation (for class far enough along to possess a small English vocabulary), 10 minutes.
2. Review of previous evening's work, 15 minutes.
3. Oral development of Gouin theme (or of topic or reading lesson for evening's work), 25 minutes.
4. Recess, 10 minutes.
5. Reading, both silent and oral, from board or from book, or both, of material so developed, 20–30 minutes. (Some silent reading in classes of advanced beginners.)
6. Writing, copying material from board into notebooks, or doing other written work at seats or on blackboard as suggested in VII, 15–20 minutes.
7. Spelling drill, 10 minutes.
8. Phonic drill, 5 minutes.
9. Memory work, arithmetic work, etc., 10 minutes.

References

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Goldberger, Henry H. How to teach English to foreigners. Pp. 11–44.

Goldberger, Henry H., *and* Brown, Samuel J. Course of study and syllabus for teaching English to non-English-speaking adults. Pp. 2–49.

Mahoney, John J., *and* Herlihy, Charles M. First steps in Americanization . . . Boston, Houghton Mifflin Co., 1918. Pp. 46–48.

Meyers, S. C. Teacher's manual. Pp. 27–52. Published with Book I, The language of America.

New York. Department of Education. Council on Immigrant Education. Reprints of New York exhibit.

O'Toole, Rose M. Practical English for new Americans. Teacher's manual. Boston, D. C. Heath & Co., 1921. Pp. 24–44.

Richardson, Ethel. Immigrant education manual. February, 1922. Sacramento, California State Printing Office, 1922. Pp. 10–17.

Sharlip, William, *and* Owens, Albert A. Methods in adult elementary education. New York, Macmillan Co., 1925. Pp. 75–191.

IV. Model Lesson given before Class either by a Teacher and his Class brought into Lecture Room or by Lecturer with a Class sent to Him.

V. Visit made to Day or Evening School by each Student of Class.

Chapter VI

INTERMEDIATES

Not less than two class periods of two college hours each should be given to the presentation and discussion of a program of work for intermediates. The following topics will suggest some of the important points that should be covered under this section of the outline for the course.

I. Meaning and Use of the Term "Intermediate"

A. Attainment vs. length of time in school as means of determining who are intermediates.

B. Ability to speak English fairly well and to understand it when spoken by others.

C. Ability to respond in writing to written questions as indicated below.

D. Ability to read material printed in paragraph form as indicated below.

E. Ability to read books of fourth-grade difficulty as judged by the public-school standard.

F. Ability to answer at least three of the five questions on the following test:

DESCRIPTION OF THE FLAG

Our flag is called the Stars and Stripes. The colors of the flag are red, white, and blue. There are 7 red stripes and 6 white stripes, making 13 stripes in all. The 13 stripes stand

for the 13 original States. The flag was adopted by Congress on June 14, 1777. The first flag was made by Betsy Ross, who lived in Philadelphia.

1. What is our flag?
2. How many stripes in our flag?
3. What colors are the stripes?
4. Who made the first flag?
5. When was the flag adopted?

II. New Types of Work in Reading

In this group the student is applying the mechanics of reading to thought getting in worth-while fields.

A. Community civics.
B. History.
C. General topics.
D. The beginnings of literature. (*See* Goldberger's Book II.)

III. New Aims

A. Conversation lessons of the beginner now become discussions based upon material read, current events, and other topics of vital interest to class.
B. Silent reading for information now replaces much of the oral reading used to develop the mechanics of reading in the beginners' group.
C. Vocabulary building progresses much more rapidly and is related to fields of applied reading.
D. Reading for pleasure as well as information in order to provide for worthy use of leisure.
E. Developing library contacts.
F. Enlarging student's knowledge of the country and its resources.
G. Building citizenship ideals.

IV. Language Work

A. Correct usage in English.
B. Letter writing and other language exercises.
   1. Letters.
      (*a*) Parts.
      (*b*) Kinds.
      (*c*) Cautions.
   2. Writing simple paragraphs.
      (*a*) From questions.
      (*b*) From simple outline.
      (*c*) General suggestions.

3. Writing for practice.
   (*a*) Use of capital letters.
   (*b*) Use of punctuation marks.
   (*c*) Abbreviations.
   (*d*) Verbs often misused.
   (*e*) Prepositions often misused.
   (*f*) Meaning and use of homonyms.
   (*g*) Synonyms or use of words.

C. Paragraph composition exercises.

D. Dictation work.

1. When?
2. Where?
   (*a*) Both intermediate and advanced classes should have dictation at least twice a week.
3. Why?
   (*a*) It helps the students to master the work taught.
   (*b*) Increases confidence and improves spelling.
   (*c*) A definite indication of progress or lack of it that will enable the teacher to plan work in a more helpful and intelligent manner.
4. What?
   (*a*) Simple statements.
   (*b*) Questions and answers.
   (*c*) Sentences given for correct use of idioms.
   (*d*) Sentences given for correct use of parts of speech that are often misused.
   (*e*) Sentences with quotations, with abbreviations, with contractions, etc.
   (*f*) Simple paragraphs.
   (*g*) Sentences or paragraphs given to review rules for capitals and for punctuation as they are taught.
   (*h*) Simple letters as the various kinds are taught.
5. Results.
   (*a*) The correct form is placed before the class, and this helps the students to discover some of their own errors.
   (*b*) It helps them to see just what the teacher is trying to teach.
   (*c*) Extra practice may be obtained by copying correct form into the notebook.

E. Spelling includes the usable words of medium difficulty in the Ayres's 1,000 word list.

V. Phonics

A. Drill on the more difficult forms that apply to the student's oral and written vocabulary.
B. Introduce dictionary work.
C. Enunciation and pronunciation drills.

VI. Socialized Activities

A. Organization of clubs.
B. Parliamentary drills.
C. Student participation in school activities.
   1. Looking after attendance and other classroom needs.
   2. Good cheer work.
   3. Assembly programs.
   4. Dances, class outings, and other social activities of the class or school.
D. Visits to places of interest in the community.
E. School paper.

VII. Evening Program Suggesting Lines of Work

A. Oral review, 15 minutes.
B. Vocabulary development, 15 minutes.
C. Silent reading following suggestive questions or outline, 20 minutes.
D. Oral reading and discussion, 20 minutes.
E. Language work, 20 minutes.
F. Spelling, 15 minutes.
G. Phonics or dictionary work, 15 minutes.

VIII. General Suggestions in Intermediate Work

A. Careful planning.
   1. Special attention of the teachers is called to the fact that the work should be planned at least one week in advance so that arrangements may be made for the use of the desired textbooks; and in order to insure definite and related progress. The teachers must have a definite plan or else they are liable to over-accentuate one part of the work and leave another almost untouched.

B. Variety.
   1. Alternate lessons in *history*, *civics*, and of *general interest*. A particular lesson in any one of these subjects may need to be extended over more than one evening in order to complete the topic and to make the best use of the interest of the class at the time when the lesson is given; but as a rule the alternating plan will work to the best advantage.

C. Thorough preparation.

1. The teacher must be thoroughly familiar with the subject which he is to present and should in all cases know much more about the subject than he attempts to teach the pupils.

D. Use of blackboard.

1. To develop new words as necessary.
2. To arouse interest in the subject.
3. To present facts not in book.

E. Have the students understand and assimilate what is taught, and test by oral and written review of the work of previous evenings.

F. Students should read so that others in the class can hear and should show by their expression that they understand what is read.

G. The teacher should be alert at every point in order to see whether the pupils are really getting something from the reading and not merely reading words.

H. Apply paragraph comprehension reading test occasionally.

References

Elson, Henry W., *and* MacMullan, C. E. Story of our country. Rev. ed. Yonkers, N. Y., World Book Co., 1923. 311 pp. (Foundation history series.)

Finch, Charles E. Everyday civics . . . New York, American Book Co., 1921. 326 pp.

Goldberger, Henry H. Intermediate book in English for coming citizens. New York, Charles Scribner's Sons.

Hill, Mabel, *and* Davis, Philip. Civics for new Americans. Boston, Houghton Mifflin Co.

Howard, Daniel, *and* Brown, Samuel J. The United States: its history, government, and institutions. New York, D. Appleton & Co.

Myers, Caroline E., *and* Myers, Garry C. Language of America. Book II. New York, Newson & Co. 156 pp.

Moley, Raymond, *and* Cook, Huldah F. Lessons in democracy . . . New York, Macmillan Co.

O'Toole, Rose M. Practical English. Intermediate series. New York, D. C. Heath & Co.

Sharpe, M. F. Plain facts for future citizens. New York, American Book Co.

IX. Supplementary Material

A. Massachusetts plan.
B. Connecticut plan.
C. New York State plan.
D. New York City plan.
E. Rochester plan.

Chapter VII

ADVANCED

As a result of the 2 per cent law a fine group of student material is entering our advanced classes. We also have in these classes students who are showing the results of the good work which has been done the past years. Therefore, these classes must be up to date in data of current interest so that students can go out into the world ready to join in the discussions in which thoughtful Americans are engaged. This will be real amalgamation.

I. Qualifications for Advanced Classes

The students admitted to the advanced course should be—

A. Students having completed intermediate course or equivalent.

B. Students able to give in their own words content of articles they have read.

C. Students able to read books of intermediate grade correctly and with understanding, or current events from newspapers or magazines.

D. Students able to write a simple business or personal letter.

II. Aims

The general aim of the advanced course is—

A. Power in English.

1. Power to describe vividly, accurately, to narrate, to explain clearly, directly. Power to do this in both written and oral composition.

B. The ability to read more rapidly and understandingly the subject matter of interest to the adult student and to acquire the ability to enjoy English literature.

C. Through reading and discussion to—

1. Enlarge student's knowledge and understanding.
2. Prepare for more intelligent citizenship.

III. Program

A. Conversation or oral English.

The conversation periods should develop into periods of vital discussion in which as many students as possible should take part. The subjects should be carefully chosen by the teacher or suggested by a number of the class, and should be subjects of real interest to the majority of the group. Rapid progress should be made in enlarging the student vocabulary and in developing ability to use it.

B. Reading.

Reading in the advanced class should consist of—

1. Preparation.
2. Silent reading.
3. Discussion.

C. Spelling.

It is necessary to have a knowledge of correct spelling in the advanced course, although the time given to actual drill in spelling should be limited and few words should be given at a class session.

D. Language.

E. Literature.

In the advanced course the introduction literature should consist of the reading and discussing of both prose and poetry. The teacher should read short stories or poems to the pupils, or have the pupils read them silently to gain the beauty of thought and expression of the literature.

F. Poems.

1. Nature poems.
2. Childhood.
3. Patriotism.
4. Heroism.
5. Song poems.
6. Others.

G. Memory work.

The learning of short poems, songs, mottoes, proverbs, and quotations from speeches and essays add variety and interest to the work, increase the vocabulary, and give a pattern for the correct use of English.

References

Andrews, Mary S. The perfect tribute. New York, Charles Scribner's Sons.
Antin, Mary. The promised land. Boston, Houghton Mifflin Co.
Arnold, S. L., *and* Gilbert, C. B. Stepping stones to literature.
Baldwin, James. Old Greek stories. New York, Charles Scribner's Sons.
—— Story of Roland. New York, Charles Scribner's Sons.
Brown, John. Rab and his friends . . . New York, D. C. Heath & Co.
Clark, Lillian P. Stories from American literature retold.
[Dickens, Charles.] A Dickens reader. Arranged by Ella M. Powers.
Dumas, Alexander. The three musketeers. Adapted for juvenile readers.
Franklin, Benjamin. Autobiography. Boston, Houghton Mifflin Co.
Frenfell, W. T. Adrift on an ice pan.
Hagedorn, Hermann. Boy's life of Theodore Roosevelt.
Hale, Edward Everett. Man without a country.
Irving, Washington. Rip Van Winkle.
Poe, Edgar A. The gold bug.
Ruskin, John. King of the golden river.

[Scott, *Sir* Walter.] 'Red cap tales told from Ivanhoe. By S. R. Crockett.
Terhune, A. P. Lad, a dog.
Walter, L. E. Peeps at many lands: Russia.
Wiggin, Kate Douglass. The bird's Christmas carol. Boston, Houghton Mifflin Co.

H. Geography.

The study of geography in the advanced course should help familiarize the student with the country in which he lives and give him important facts concerning it. The country which he is studying should be visualized to him as far as is possible, therefore—

1. Maps.
2. Products and industries maps.
3. Pictures.
4. Stereopticon slides.
5. Moving pictures.
6. Time-tables.

These should be used to make the subject vital and interesting. A suggested course for the advanced group might well consist of—

1. Finding position of home from which he came on map of Europe.
2. Trace journey to this country.
3. Place of landing in this country.
4. General physical outline of this country.
5. Regional divisions of the United States.
6. Climate and products of various parts of the United States (well illustrated).
7. Naming of States; cities.
8. Imaginary trips to various cities, using maps, time-tables, pictures, etc.

References

Frye, A. E. New geography. Book I. Boston, Ginn & Co.
Johnson, J. F. We and our work. Published by American Viewpoint Society.
Tarr, R. S., *and* McMurry, F. M. New geography. New York, Macmillan Co.

I. History.

The study of history is of importance in this course. It should give the student knowledge of American traditions, ideals, and institutions, and trace their effect in the making of America. The student should be given opportunity to acquire a knowledge of these institutions and ideals, and of the men and women who have helped to build this country. The course should deal with—

1. Columbus and the period of discovery and exploration.

2. Early settlements—period of colonization.
3. Revolution—Declaration of Independence, Constitution, Washington.
4. Civil War period—Lincoln.
5. Growth of the United States since the Civil War.
6. The making of history in our day.
7. Current event.

The moving pictures "Chronicles of America" will be found interesting and will be helpful in connection with this course.

References

Baldwin. Fifty famous stories retold. New York, American Book Co.
Dana. Makers of America. Published by Immigration Publishing Society.
Franklin, Benjamin. Autobiography. Boston, Houghton Mifflin Co.
Hart, A. B. We and our history. Published by American Viewpoint Society.
Hill, Frederick T. On the trail of Washington. New York, D. Appleton & Co.
There are some new excellent books for junior high schools that can be used.

J. Civics.

The aim of the study of civics is to give the student a knowledge of our Government and a deeper appreciation of the ideals of American democracy. This course should include—

1. The need of government and how it functions in this country.
2. The comparison of various forms of government.
3. The Government of the United States: (*a*) City, (*b*) State, (*c*) Nation.
4. Study of the Constitution; Declaration of Independence.
5. The responsibilities of American citizenship.
6. Laws and ordinances every citizen should know.
7. Voting—making a sample ballot, etc.

K. Other subjects for discussion.

1. How to correct written composition and notebooks.
2. How to teach current events and keep a bulletin board.
3. How to get students to read outside of class and get acquainted with better magazines.

References

Goldberger, Henry H. America for coming citizens. New York, Charles Scribner's Sons.
Turkington, Grace A., *and* Sullivan, J. Community civics for New York State. Boston, Ginn & Co.
——— Helps to the study of our Constitution. Boston, Ginn & Co.
——— My country. Boston, Ginn & Co.

L. Arithmetic.

Many students feel the practical need of a working knowledge of arithmetic. This will not be required by all the members of the group. It should, however, have its place in the plan of work for advanced groups.

1. The budgeting of income may be considered.
2. The computing of time and wages.
3. Banking (depositing, withdrawing, rate of interest).
4. Ordering from catalogue.
5. Bills and receipts, etc.

The teacher in the advanced course should constantly bear in mind the necessity of making the student more and more independent in his educational work. He should be put in touch with sources of information, of knowledge, and of inspiration which he can use long after he has left school. This should be accomplished not only through instruction in the class but through visits to centers of interest, and should be an important phase of the advanced work.

References (for teacher)

Cohen, I. D. The gateway to English. Chicago, Rand & McNally.

New York. Department of Education. Material from New York immigrant education exhibit.

New York City. Department of Education. The school and the immigrant.

Myers, Caroline E., *and* Myers, Garry C. The language of America. New York, Newson & Co. 104 pp.

O'Toole, Rose M. Practical English. Teacher's manual. New York, D. C. Heath & Co.

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Chapter VIII

AIDS TO TEACHERS IN IMMIGRANT CLASSES

I. Notebooks

A. Teacher's

1. Importance.
2. Subject matter in notebooks.
   (a) Lesson plans for each evening containing subject and date of lesson; vocabulary taught; spelling words; phonetic drill; subject of theme,

topic, or reading lesson; illustrative material and devices used.

(*b*) Separate list of words, made up from each evening's number, showing entire vocabulary taught; also a separate complete list of spelling words; an outline briefly given, language forms stressed.

(*c*) Comments on characteristics of various textbooks and supplementary readers.

(*d*) List of quotations, proverbs, etc., used for "memory gems."

(*e*) Material for dictation exercise.

(*f*) Comments on progress of class; individual's needs; successful devices.

B. Pupil's.

1. Importance.
2. Subject matter in notebooks.

(*a*) Work developed in oral period and copied from blackboard.

(*b*) "Memory Gems" and other supplementary material given on blackboard.

(*c*) A list of the new words given each lesson, this to serve as a basis for frequent vocabulary review and drill.

(*d*) A list of spelling words given for each lesson.

(*e*) Dictation exercises.

The topic on notebooks *must* be emphatically presented. These men and women take special pride in their notebooks, which must be given as special projects. Notebooks may be of great practical help, for they contain much useful material, methodically arranged, as, for instance, model business letters, advertisements, application forms, properly filled out blanks, information on hygiene, civics, arithmetic, geography. They may also be illustrated by suitable pictures cut from magazines or by small prints like Perry pictures. Lessons should be dated; the improvement noted is often a great stimulus both to teacher and to pupil. A number of good notebooks of teachers and pupils should be shown in detail to the class and discussion of them arranged.

II. Illustrative Material

A. Importance.

1. In this work with older pupils, mentally untrained and worn out from a day's work, pictures, objects, etc., specially valuable, direct method of language dependent in large measure on varied illustrative material. Planning and securing material part of preparation of a good teacher.

B. Kinds.

1. Maps, charts, globe, etc.
2. Time tables, menus, signs, advertising material, newspapers, magazines, mail orders, catalogues, postoffice, and bank material.
3. Pictures, particularly clear and well defined.
4. Objects, such as dishes, samples of cloth, dolls' furniture, etc., as need arises.
5. Flash or perception cards, containing letters, phonograms, words, sentences.
6. Slides to be shown with stereopticon, etc.

III. Devices

A. Importance.

1. Particularly in drill and review; the need of varying the presentation of subject in order to retain attention of pupil.

B. Kinds.

1. Dramatization.
2. Impersonation of different characters by pupils.
3. Competitive exercises.
4. Caution here not to forget that these are classes of adults and to select only those games consistent with that condition. See references, particularly "Devices for Drill and Review"—C. B. Springsteed, New York Department of Education.

IV. Course of Study

A. Importance.

B. Critical examination of several State or city courses of study.

V. Variety of Textbooks for Class

A. Importance.

1. No one book sufficient to satisfy needs of these varied groups. Best to select topics and then to find lessons in different books best suited to chosen topics.

VI. V[illegible] of Textbooks and Supplementary Reading Material for Teachers

A. Importance.

1. To enrich knowledge of teacher and to prepare him to develop material in class outside basic textbook of student.

VII. Textbooks in English for non-English-Speaking Adults

A. Text.

1. Standards for judging.
   (*a*) Physical make-up.
      (1) Factors in hygienic requirements of properly printed books.
      (2) Severe eye strain in reading, specially for beginners. "The average person reads an ordinary page in two or three minutes.
      To do this about 150 of these eye-movements are necessary."
      (3) Size and type important.
      (4) Length of line.
      (5) Size of books for convenience.
      (6) Character of paper.
      (7) Durability.
      (8) Attractiveness.

B. Subject matter.

1. Suitability for adults.
2. Practicability for adults.
   (*a*) In subject.
   (*b*) In vocabulary.
   (*c*) In presentation.
3. Timeliness.
   (*a*) Is material of immediate help?
4. Difficulty of material.
5. Interest, good taste, ethical, quality, tolerance, nonpartisanship.
6. Use and kind of illustrations.

C. Arrangement of content.

1. Consistent and even development from simple to more complicated in vocabulary and sentence structure.
2. Provision for continual drill and review.
3. Variety and originality in presentation of material.
4. Method employed in books.
   (*a*) Direct and indirect.
   (*b*) Synthetic, analytic, analytic-synthetic.
   (*c*) Use of Gouin theme.

D. Available textbooks.

E. Discussion of individual books.

1. Written reviews by students giving name of book and author, publisher and date.
2. Thorough discussion of these in class and in round-table conferences.

F. Available supplementary material.

This whole topic is extremely important. Teachers are often unfamiliar with many good textbooks. Supervisors are frequently asked also for suggestions for supplementary work.

NOTE.—Book III, Chapter I, Beginners, is much longer than other sections of the work on method. But you will find on investigation much that is applicable to all grades of classes.

PART IV—SPECIAL CLASSES

Chapter IX

NATURALIZATION AND CITIZENSHIP CLASSES

I. Immigration

A. Statistics on immigration up to 1921.
B. Review of immigration laws.
C. Discussion on shortcomings and further revisions of present immigration laws.
D. General comparison between immigrants of "old" and "new."
   1. Literacy.
   2. Skill in occupations.
   3. Age.
   4. Proportion of men and women.
   5. Economic well being.
   6. Urban and rural residence.

II. Naturalization

Every teacher doing work with the adult immigrant should be informed on the simple steps in naturalization. The interpretation of the naturalization laws vary so in each State that it is essential to know the procedure in your own district and be ready to help those seeking first or second papers. It can not be expected that teachers should be experts in naturalization procedure, but every person working with the adult immigrant should know these simple steps and be able to direct the course of the declarant or petitioner so that he will receive the proper aid.

A. First papers, or "Declaration of intention."
   1. Who may obtain first papers?
      (*a*) The applicant for first papers must be at least 18 years of age and willing to renounce allegiance to his mother country. He may obtain these papers any time after his arrival in the United States, even though he can not speak, read, or write English. No examination is required.

2. Procedure.

(a) The applicant must fill out a form called "Facts for declaration of intention" and present it with $1 at the clerk's office of the United States District Court or of the superior court of his county. On taking oath to the truthfulness of the statements on this paper he receives his first papers, or "Declaration of intention." An alien who arrived after June 3, 1921, must obtain a certificate of arrival and must send the "Facts for declaration of intention" to the district director of naturalization.

B. Second papers, or "Certificate of naturalization."

1. Who may obtain second papers?

(a) The petition for naturalization may be made after five years' continuous residence in the United States. It can not be made in less than two years or more than seven years after taking out of first papers.

2. Procedure.

(a) An applicant must obtain, fill out, and send "Facts for petition" (Form 2214), with his first papers attached, to the district director. He is notified to appear with two witnesses to file for second papers. At this time he pays $4.

(b) These two witnesses must be citizens of the United States. If naturalized citizens they must take to the court their second papers. They must testify under oath that they have known the applicant for at least five years; that he is a man of good moral character; and that in every way he is qualified to become an American citizen.

(c) If the petitioner has lived in another State he must take with him two witnesses who have known him for the time he has been a resident of this State, which must be not less than one year. The remainder of his five years' residence in the United States will be covered by testimony taken in the State of his prior residence from two citizens who have known him there and whose names and addresses he must furnish the clerk.

(*d*) In case witnesses fail to appear two others may be substituted who can swear to the same facts. (The superior court requires notice of any changes 10 days before the hearing.)

(*e*) If witnesses refuse to appear applicant should tell the clerk of the court, who will compel them to do so. Applicant must first deposit with the clerk, however, money to cover legal witness fees.

(*f*) After the petition for naturalization has been made the applicant must wait 90 days. During this period he must pass an oral examination given by the Federal examiner on his knowledge of reading and writing of English, American history, and United States Government.

(*g*) When called the second time the applicant must appear in court before the judge with his same two witnesses. At this time the applicant takes an oath of allegiance to the United States, renounces allegiance to any foreign ruler, and renounces any hereditary title. The certificate of citizenship is issued after the oath of allegiance has been administered. This is sometimes given to the new citizens and sometimes mailed.

C. Information in regard to women and children.

The two principal classes of married women referred to in the Cable Act of September 22, 1922, may acquire citizenship as follows:

1. An alien woman marrying an American citizen after September 22, 1922, or any woman whose husband is naturalized after that date may become naturalized by filing the usual petition for naturalization and complying with all requirements of the naturalization laws, with the following exceptions:
   (*a*) No "Declaration of intention" required.
   (*b*) Only one year's continuous residence in United States immediately preceding the filing of her petition.
2. A woman who, before the passage of the law of September 22, 1922, was an American citizen and lost her American citizenship by marriage to an alien may become naturalized by filing the usual petition for naturalization and complying with all the

requirements of the naturalization laws, with the following exceptions:

(a) No "Declaration of intention" required.

(b) Only one year's continuous residence in United States immediately preceding the filing of her petition.

(c) No "Certificate of arrival" required if during the continuance of the marital status she shall have resided within the United States.

3. Minors become citizens at the time of their parents' naturalization if said minors are then living in the United States.

4. Persons born in the United States are citizens, although their parents at the time may be aliens.

III. Qualifications for Citizenship Classes

As has been said, the qualifications for naturalization vary in different parts of the country. This is especially true of the educational qualifications of the immigrant. In some places the applicant must read and answer quite difficult questions on the history and government to show that he is attached to the Constitution of the United States. In other places the standard of educational qualifications is much more lenient. It will be found many come to these classes in naturalization and citizenship who are not able to speak and read and write English. In this case, of course, the process of learning English will go hand in hand with the training and preparation.

A. Speak and understand English.
B. Read simple English intelligently or learn to do so.
C. Write simple English.
D. Those actually seeking citizenship.

IV. Aims

The student who enters a citizenship class usually has a very definite purpose in mind. He is, as a rule, a candidate for naturalization, and his chief aim is to prepare for the educational examination given by the naturalization examiner. The teacher, appreciating this, must capitalize on his aim, but must also take this opportunity to make the instruction an analysis by both teacher and student which will lead to a good intelligent understanding of the meaning and functioning of our American democ-

racy. To this end we should aim to set up our course with a determination to lead the students to a comprehensive understanding of (*a*) what our democracy is, (*b*) how it came to be, and (*c*) how it works and serves. The coming citizen should have a chance to express his point of view and to be enlightened concerning the problems of our democracy.

A. To show the functioning of our American democracy.
B. To trace the growth of our American democracy.
C. To teach facts of history and Government which will have some bearing on good American citizenship.
D. To teach American ideals, principles, and points of view.
E. To prepare the class to pass an educational examination given by the naturalization examiner.
F. To aid the coming citizen in the participation of the Government.

V. Objectives for Consideration

A. Political problems.
   1. Set up of our Government through lessons on town, city, State, and National Government.
   2. Political parties in America.
B. Industrial problems.
   1. How to get adjusted in work so as to render the best service to self and community.
   2. Consideration and discussion of the problem of labor and capital.
   3. Opportunities for working conditions in America compared with European countries.
C. Service.
   1. Kinds of service rendered by town, city, State, and Nation to its citizens in the way of—
      (*a*) Protection of life and property.
      (*b*) Free education.
      (*c*) Protection of health and city government.
D. Important events in America as effecting the development of our democracy.
   1. The beginnings of American democracy.
   2. How liberty was established in America.
   3. How the American people fought for liberty and won independence.
   4. How the United States became a strong Republic.
   5. How the young Nation won its freedom on the high seas.
   6. How great men and women carried the spirit of liberty and equality into the great West.

7. How the Civil War was another step in the development of liberty.
8. How the United States helps weak peoples.
9. How democracy has spread to other lands and other peoples.

E. Consideration of topics to lead to the intelligent analysis of the meaning of democracy.
1. Rights and duties of our American Government.
2. Qualities every citizen should develop in order to make our democracy true and lasting.
3. Dangers and difficulties of our American democracy.
4. New citizen's part in making this a true and lasting democracy.

VI. Model Lesson

Subject: How did our American democracy come to be? The beginnings of American democracy. (Discovery and early settlements.)

A. Teaching the lesson.
1. Introduction.
(*a*) Review and current events.
(*b*) Through conversation work up such questions as the following and write them on the blackboard:
(1) Who discovered America? Why do we honor him?
(2) How did America get its name? Was any injustice to Columbus intended?
(3) From what countries of Europe did the first immigrants come?
(4) Why did these people come to America?
(5) Where did they settle?
(6) Compare the immigrants to-day with the early immigrants as to countries, races, reasons for coming, and places of settlement.

2. Study.

NOTE.—Guided by the teacher the student should read one of the following texts for the purpose of answering questions:
(*a*) Lessons in Democracy, pp. 13–17.
(*b*) Americanization and Citizenship, pp. 72–74.
(*c*) Plain Facts for Future Citizens, pp. 156–159.
(*d*) English for Foreigners, Book 2, pp. 12–16.

(*e*) Practical English, advanced series, pp. 205–231; 151–152.

(*f*) America for Coming Citizens, ch. 1, 2.

NOTE.—More advanced students may be interested to visit the public library to read about such heroes as the Northmen, Magellan, Ponce de Leon, Father Marquette, and Henry Hudson.

3. Discussion.

(*a*) Students and teacher talk over the lesson together. The teacher guides and directs when necessary. She encourages all to take part and especially to give their own ideas.

4. Conclusions.

(*a*) Columbus is a great man in history because he was courageous and because he never gave up.

(*b*) Many races of people make up the American Nation.

(*c*) Every American is an immigrant or a descendant of an immigrant.

(*d*) The first immigrants came from Spain, France, and England. Most of these came from England. Later many came from Ireland, Scotland, Scandinavia, Germany, Holland, Italy, Russia, Greece, and other places.

(*e*) Why the people came: (1) Some came to enjoy adventure and get gold; (2) thousands came because of their desire for religious and political freedom; (3) the greatest number came to escape the poverty of their native lands, to find business opportunities in fur and tobacco trading, lumbering, fishing, etc., also to work for better homes for themselves and their children. Most of the immigrants of to-day come for reasons noted above.

(*f*) Many of the immigrants now coming from the east and south of Europe do not know our language. This prevents their understanding our customs, our business methods, and our Government.

B. Questions for students' notebooks.

1. Who discovered America?
2. Are all Americans immigrants? (All Americans are immigrants themselves or descendants of immigrants.)

3. Why have so many immigrants come to America? (Chiefly to improve their condition, but also to secure freedom of religion and government.)
4. Why should all immigrants learn English? (So that they may understand our laws and institutions and become better Americans.)

C. References for teachers and advanced students.
1. History of the American People, Ch. II, pp. 20–38; ch. 4, pp. 66–75.
2. School History of the United States, pp. 43, 44.

D. Readings by teacher (inspirational).
1. Columbus, Joaquin Miller.

VII. Program

A. Review and current events, 15 minutes.
B. Developing questions around the subject for the evening's lesson, 15 minutes.
C. For study of reading to find the answers to these questions, 20 minutes.
D. For discussion and questioning, 25 minutes.
E. For rest and recess, 5 minutes.
F. Conclusion or summary and application, 15 minutes.
G. Written work, 20 minutes.
H. Inspirational reading, 10 minutes.

VIII. Outside Activities

A. Visits to police, fire departments, library, etc.
B. Talk and discussion by public spirited town and city officials.
C. Speakers from State or Nation.
D. Opportunities for radio lectures on immigration, naturalization, citizenship, or other subjects of interest.

References (for students)

Beard, Charles A., *and* Bagley, William C. The history of the American people. New York, Macmillan Co.

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Hill, Mabel, *and* Davis, Philip. Civics for new Americans. Boston, Houghton Mifflin Co.

Moley, Raymond, *and* Cook, Huldah F. Lessons in democracy . . . New York, Macmillan Co.

O'Brien, Sara R. English for foreigners. Book II. Boston, Houghton Mifflin Co. [1909.]

O'Toole, Rose. Practical English. Advanced series. New York, D. C. Heath & Co.

Plass's Civics for Americans in the making. New York, D. C. Heath & Co,
Prior, Anna, *and* Ryan, Anna I. How to learn English . . . New York, Macmillan Co.

(For teachers and advanced students)

Boston, Mass. Department of Education. Division of Immigration and Americanization. The Constitution of the United States.
Dole. The New American citizen. New York, D. C. Heath & Co.
Dunn, Arthur W. The community and the citizen. New York, D. C. Heath & Co.
Hughes. Community civics. Boston, Allyn & Bacon.
Tufts, James H. The real business of living. New York, Henry Holt & Co.
Turkington, Grace A. My country. Boston, Ginn & Co.

IX. General Suggestions

A. Carefully kept notebooks.
B. Supplementary material in the way of booklets for home study.
C. Careful preparation by teacher for each lesson.
D. Care in meeting needs of advanced pupils by harder texts.

Chapter X

FACTORY CLASSES

It has been found that many immigrants employed in industry who will not attend evening school classes for one reason or another can be reached through classes set up in the various mills. As a result of this, thousands of immigrant men and women are to-day going regularly to these classes. No course would be complete without a thorough discussion on factory classes.

I. Purpose of Factory Classes

A. More efficient work from employees.
B. Avoiding accidents.
C. Means of avoiding labor turnover.
D. Bringing American life and customs closer to the employed.
E. Creating a better understanding between employer and employee.

II. Organization

A. Careful selection of classroom with proper equipment.
B. Time of classes.
    1. Advantages and disadvantages of company time.
    2. Noon classes.
    3. Late afternoon classes.
C. Careful consideration of trained teacher and methods of teaching due to short period.

III. Cooperation of Schools and Factory

A. Recruiting and follow up by superintendent, overseers, second hands.
B. Shop committee.
   1. Interesting new members.
   2. Talk over with teachers and overseers general school plans for materials and methods of teaching.
C. Advantages of special representative in industry to bear responsibility for classes.
D. Occasional socials, graduation, etc., bringing employer and employee to an understanding and closer cooperation.

Interesting information may be gathered by writing to the State department of education where large industrial cities are conducting factory classes.

Chapter XI

WOMEN'S CLASSES

In practically every city where work with adult immigrants is well organized the classes for immigrant women constitute a very important factor. These classes arose to meet a great need. In the past the day schools offered opportunities for the children of immigrant families to learn English and understand the customs of American life. Evening schools and factory classes offered similar opportunities to the fathers of such families. But with the passing of the Cable Act, September 22, 1922, which effects the naturalization of foreign women, another great opportunity presented itself in this field of work.

I. Aims of Women's Classes

A. Teach the woman in the home to speak, read, and write English and prepare for citizenship.
B. To familiarize her with customs and adjustments necessary to American life, thereby understanding the life of her children as she establishes American standards in the home.
C. To assist her in the process of becoming an intelligent citizen.
D. To give opportunity for the immigrant woman to contribute to America all that is fine and cultural which she has to offer.

II. Organization

A. Type of classes.
   1. Public school—day or evening.
   2. In homes of immigrant women.
   3. In factories—mostly noon hour.

4. Other centers as social centers, clubs, settlement houses, etc.
5. Whenever and wherever.

III. Difficulties in Women's Classes

A. Daily round of family cares—little leisure.
B. Feeling of isolation, shyness, sensitiveness.
C. Care of children during lesson.
D. Largely illiterate.
E. Many grades in one class.

IV. Classroom Procedure

A. Atmosphere of class.
B. Personality of teacher of a women's class (neighborliness and fellowship).
C. Reaching their interests and needs through right lesson materials.

V. Socializing the Women's Classes

PART V.—HELPS IN TEACHING NATIVE-BORN ILLITERATES

Chapter XII

ILLITERACY MOVEMENT IN AMERICA

This course suggested for the training of teachers of native illiterates will follow the same general lines as that outlined for teaching adult immigrants. The following four blocks of work will be presented:

I. The illiteracy movement in America.
II. Background of illiteracy.
III. Methods of teaching groups of native-born illiterates.
IV. Community interests and cooperation with agencies.

The instructor of teachers should put the major part of the time on methods of teaching. Teachers, being trained to conduct classes with native-born illiterates, while working along the same general lines, need specific help in teaching reading, writing, spelling, phonics, and arithmetic. The following suggestions are given with the idea of preparing teachers to teach a three years' course to this group. The hope is to set up some rather definite aims and suggestions on teaching helps and the best reference as to texts that can be found at the present time.

I. Study of the Illiteracy Movement

A. Meaning of illiterates.
B. Growth of illiteracy.
   1. The natural growth of illiteracy before and after the Revolutionary period as affected by the dearth of educational facilities, 1790–1800.
   2. Rapid growth of the Nation, with natural retardation of cultural and educational development, 1800–1861.
   3. The pre-Civil War westward expansion affecting white illiteracy in the succeeding generation, with industrial and agricultural condition fostering illiteracy in the South.
   4. The Nation becoming regional in its illiteracy according to the areas occupied by agricultural, mining, frontier, and manufacturing industrial conditions.

C. Statistical information and study of illiteracy in your own county, State, and Nation.
D. Reports on outstanding work in other counties and States.
E. Consideration of types in this group.
1. Native white rural.
2. Native white industrial.
3. Foreign-born: Literate in his own language.
4. Foreign-born: Entirely illiterate.
5. Negro.

Special study of particular types which will be needed in teacher's own problem. C and D, while small, must be considered.

II. To Create Good American Viewpoint in Teachers of Illiterates

A. Showing pictures of school groups made of five types.
B. Presentation of a play by the pupils in adult classes or talks by pupils.
C. Exhibit of the work done by pupils.
D. Experience given by teachers in adult schools.
F. Discussion of such questions as—
1. Ideals and standards of America.
2. Breaking down racial prejudices between native-born and foreign-born.
3. Meaning of opportunity, equality, and liberty.
4. American attitude toward hard work.
5. Obedience to law.
6. America—a Government of the people, by the people, and for the people.
7. Participation of all groups in social, economic, and cultural aspects of American life.
8. How Americanism shall be instilled into the native-born illiterates.

Chapter XIII

BACKGROUND OF ILLITERACY

I. Statistical Study

A. Illiteracy in United States as compared with 10 leading nations.
B. Illiteracy in our own State in comparison with other States.
C. Statistical comparison of counties in State.

II. Causes of Native Illiteracy

A. Geographical reactions.
   1. Climatic conditions conducive to slave labor.
   2. Social life organized on basis of large cotton plantations causing:
      (*a*) Landlords, overseers, slaves, tenants.
      (*b*) Scattered rural population.
   3. Agriculture—the only occupation of people devoted to one crop, cotton. Few tools and little knowledge required for raising cotton in contrast with many tools and scientific knowledge required in Middle West for diversified farming.
   4. Isolation caused by mountains and swamps.

B. Economic conditions.
   1. Poverty engendered by unscientific farming.
   2. Poverty engendered by the war between the States.
      (*a*) Loss in the war of many breadwinners.
      (*b*) Hordes of irresponsible people thrown on own resources.
      (*c*) Property loss.
   3. Bad roads.
   4. Growth of cotton-mill industry with its original problem.
   5. Lack of child-labor legislation.

C. Educational conditions.
   1. Few schools.
   2. Poorly equipped teachers.
   3. Short school term.
   4. No compulsory attendance law.

Chapter XIV

METHODS OF TEACHING NATIVE-BORN ILLITERATES

I. Objectives

A. Ability to speak intelligently and interestingly for three minutes on a given subject.
B. Love of good reading implanted.
C. Ability to write correctly an original paragraph of six or eight sentences on a subject within range of pupil's experience or interest.
D. Ability to write correct personal and business letters.
E. Correct spelling and correct use of capitals and simple punctuation. (Dictation a great help.)

F. Use of alphabetical list and of dictionary.
G. The arithmetic needed for everyday problems.
H. Closer contact with national, State, county, and local agencies.
I. High standards in six essentials of a normal happy life.
J. Theory and practice in making normal, happy home environment.
K. Sense of civic responsibility increased in theory and practice.

II. Classification and Organization

A. Absolute beginners.

1. A pupil who can not write his name, read the first page of a first reader, or make the figures to 10 is considered an absolute beginner.

NOTE.—Have two divisions of each, grades A and B.

B. First grade.

1. Before leaving the first grade a pupil should be able to do the following:
   (*a*) Recognize and write all small letters. Recognize all capital letters.
   (*b*) Write name, address, and very short sentences.
   (*c*) Change print to script.
   (*d*) Read through a first reader.
   (*e*) Spell 50 words.
   (*f*) Read and write numbers to 1,000. Add simple numbers with carrying.

C. Second grade.

1. Before leaving the second grade a pupil should be able to do the following:
   (*a*) Write legibly and correctly a short personal letter; write a short business letter ordering something that will bring concrete results.
   (*b*) Read through a second reader.
   (*c*) Spell 150 words.
   (*d*) Read and write numbers to 10,000. Subtract number of five and six places in examples involving "borrowing."

D. Third grade.

1. Before leaving third grade a pupil should be able to do the following:
   (*a*) Write correctly several types of personal and business letters.
   (*b*) Read books of third-grade difficulty and selections from the Bible, newspapers, and magazines.
   (*c*) Spell 500 words.

(*d*) Read and write numbers to 1,000,000. Work examples in long division, with three figures in the divisor and six in the dividend. The average pupil required approximately 100 lessons, given twice a week, to complete this course.

E. Points for discussion.
1. Number of sessions per week.
2. Number of hours per session.
3. Time of beginning session. Number of pupils enrolled per teacher.
4. Schedule: Approximate.
5. How, when, and why? Get specimens of pupils' work and what to do with them.
6. How to prepare home-work books for pupils.
7. How to prepare helpful tests.

F. Plan in detail for the opening session of an evening school.
1. Program (practically none).
2. Preparation of building.
3. Materials to have on hand.
4. One or two volunteer assistants under direction of trained teacher.
5. Classification of pupils' entrance blanks.
6. Organization of classes, officers, etc.

G. Suggested daily schedule.
1. Relative value of subjects.
2. Time limit for each subject.
3. Suggested program.
(*a*) Opening exercises, 10 minutes.
(*b*) Reading (English), 35 minutes.
(*c*) Phonics or spelling, 20 minutes.
(*d*) Writing (letter writing), 20 minutes.
(*e*) Arithmetic, 25 minutes.
(*f*) General topics, 10 minutes.

III. Classroom Subjects

A. Reading.
1. Aim.
(*a*) To give to the adult pupil, in a minimum time, the mastery of the mechanics of reading so that he can quickly get thought from the printed page.
(*b*) To create within the pupil a desire to read for himself good books, magazines, newspapers, and matters of home and civic interest.

(*c*) The pupil's aim is "To get, feel, and give the thought."

2. Method.

NOTE.—Experience has demonstrated that the aims are more surely attained through the use of a combination of methods. The sequence, however, will always be: The central thought, the sentence, the word group, the word, the letter, and the sound.

(*a*) Demonstration lesson in methods of teaching reading, and using texts for adults, with members of class as pupils.

(*b*) Demonstration lesson in reading by member of class with other members as pupils.

(*c*) Demonstration lesson given to class of native-born illiterates.

(*d*) Correlated reading lessons in geography, history, and citizenship.

NOTE.—For method see texts below.

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Baldwin, James. Fifty famous stories retold. New York, American Book Co.
Bulletins from home and farm demonstration agents and home economics directors.
Constitution of the United States. (Selections.)
DeFoe, Daniel. Robinson Crusoe. New York, Educational Publishing Co.
—— Robinson Crusoe for youngest readers. New York, Educational Publishing Co.
Eggleston. Stories of great Americans for little Americans.
—— A first book in American history.
Gray. Bible story reader. Richmond, Va., Johnson Publishing Co.
Health, hygiene, and sanitation. Literature from State Governments; also from Metropolitan Life Insurance Co., New York.
Herlihy, Charles M. Elementary instruction of adults. Washington, D. C., Government Printing Office, 1925. (U. S. Bureau of Education. Bulletin, 1925, No. 8.)
Horn *and* Shields. Learn to study readers. Boston, Ginn & Co.
Morriss. Citizens' reference book.
Myer's Self-teaching cards. Harter School Supply Co.
Stewart. Country life reader. Books I and II. Richmond, Va., Johnson Publishing Co.
Thrift, recreation, and citizenship. Selected material.

B. Writing.

1. Aims.

(*a*) For adults, the aim in teaching penmanship is to secure legibility, with uniformity of spacing, height, slant, and reasonable speed.

2. Method.

Present the letters in groups made up of similar formations.

(*a*) Demonstration of writing lesson showing written work of adult pupils taught by this method.

(*b*) Demonstration lesson in teaching writing by member of class.

(*c*) Discussion of "Twenty Lesson Course in Letter Writing and Twenty Lesson Course in English."

NOTE.—Detail methods in texts below.

3. Texts.

(*a*) Citizen's Reference Book. By Morriss.

(*b*) Elementary Instruction of Adults. Bulletin, 1925, No. 8, U. S. Bureau of Education, Department of the Interior, Washington, D. C.

(*c*) Writing and English Book. By Kelly *and* Morriss.

C. Spelling.

1. Aims.

(*a*) To teach pupils to spell the simple words needed in written work.

2. Methods.

Give detailed procedure in the method: "See, hear, pronounce, write." Stress correct spelling of words in sentences. Use much dictation.

(*a*) Demonstration of spelling lesson with members of class as pupils.

(*b*) Demonstration lesson in spelling by member of class.

(*c*) Outline of "Forty Lessons on Use of Dictionary." Demonstrate first lessons with alphabetically indexed notebook. Have members of class read the remaining lessons in the outline and discuss them. Prepare outline of most important objectives to be attained in a pupil of third-grade standard.

NOTE.—Detail method found in texts.

References

Ayres list.
Dictionary.
Herlihy, Charles M. Elementary instruction of adults. Washington, D. C., Government Printing Office, 1925. (U. S. Bureau of Education. Bulletin 1925, No. 8.)
Jones, W. Franklin. One hundred spelling demons.
Morriss's Citizens' reference book.
Myers' Self-teaching cards. Harter School Supply Co.
Selected word groups.
Thorndike's list.
Word list in Country Life reader. Book I.

D. Phonics.

1. Aims.

(*a*) To assist in the recognition of new words and to correct wrong pronunciation.

2. Method.

(*a*) Phonic drill on correct soundings of all letters. Division of consonants.

(1) Into breath and voice letters.

(2) Into easily sounded, more difficult, and most difficult consonants.

(*b*) Phonogram drill.

(1) Simple phonograms.

(2) More difficult phonograms.

E. Arithmetic.

1. Aims.

(*a*) To insure for the pupil a working knowledge of the four fundamental processes with whole numbers and with fractions.

(*b*) To enable him to formulate the problems of his everyday life and to solve them with accuracy and intelligence.

2. Method.

(*a*) Demonstration lesson in arithmetic using good type examples in each of the four fundamentals. Suggestive probable difficulties of pupils.

(*b*) Study 40-lesson outline in arithmetic for adult beginners.

NOTE.—Detail method found in following texts:

References

Calfee. Rural arithmetic. In the country for continuation work.

Chancellor, William E. Arithmetic for evening schools. New York. American Book Co., 1904.

Helpful books in the hands of the teacher: (1) Progressive arithmetic. First Book. By W. J. Milne. New York. American Book Co. (2) Everyday arithmetic. By Hoyt and Peet.

Herlihy, Charles M. Elementary instruction of adults. Washington, D. C. Government Printing Office, 1925. (U. S. Bureau of Education. Bulletin, 1925, No. 8.)

Morriss. Citizen's reference book.

Myers's Self-teaching cards. Harter School Supply Co.

Chapter XV

PUBLICITY AND COOPERATION FOR ORGANIZING AND CARRYING ON CLASSES WITH NATIVE-BORN ILLITERATES

Native-born illiterate parents exert a stronger influence over their children than all other influences combined. As the average age of this group is approximately 30 years, nearly all of them have a number of young children. If we can make the worth-while things the familiar things to the parents a better home environment and a more normal growth will be assured the child. The thing we are ignorant of we instinctively distrust. This group needs models more than it needs critics. It needs acquaintance with standards before it can adopt standards.

I. General Publicity for Interesting Native-Born Illiterates

The less the machinery of publicity is evident the more successful will be the school for native-born illiterates.

A. Suggestions for publicity.

1. Special visits to the home, accompanied, if possible, by an influential member of illiterate group. (Most important step.)
2. Special visits to employers.
3. Announcements by clergymen.
4. Notice by probation or truant officers.
5. Notices in church calendars.
6. Notices left in pews at church.
7. Notices inserted in library books.
8. List of native-born illiterate church members secured from ministers.
9. Distribution of printed notice by Boy Scouts.
10. Visit of school-teachers to the home.
11. Publicity through civic, social, patriotic, and church organizations.
12. Publicity from county and city health officers and nurses.
13. Publicity through public-spirited individuals in the school district.
14. Publicity through film of night-school work.
15. Publicity mass meetings. (In some places advisable, in others not helpful.)

II. Cooperative Work with Home and Farm Agents, Vocational Rehabilitation Agents, Health Officers, etc.

A. The following:

1. Carefully planned meetings and activities arranged with these agencies and the illiterate group.

NOTE.—The great need of the illiterate group is for interpreters—some one to interpret the various

helpful agencies to them and to interpret them to the agencies.

2. Questions on school-entrance blanks as to people known to pupils who need to be put in touch with any one of these agencies.
3. Notification sent agencies of those needing them.
4. Help given pupils in filling out any necessary blanks or in getting in touch with the needed agencies.
5. Arrangement made with these agencies to carry forward classes made up of those previously too illiterate to take advantage of them.
6. Knowledge of high standards in health, proper food, thrift, education, recreation, and citizenship assured through definite plans involving both theory and practice.

III. Cooperation Through Community Centers

A. Discussion of recreation survey of the community.
   1. Recreation survey made of community pupils and teacher.
   2. Recommendations for action growing out of this survey.
   3. Bibliography of recreation games, plans, and pageants.
   4. Materials for exhibits and plans for people to see them.

B. Community centers.
   1. Carefully planned public meetings for native illiterates addressed by people with a valuable, interesting message.
   2. Talks by members of town, city, and county government, followed by carefully planned round-table discussion.
   3. Plays and pageants given by illiterates.
   4. Arrangements made for interested groups of illiterates to attend special plays in the public auditorium and sermons in churches.

IV. Aids and Helps for Socializing the School

A. The school as a civic center.
   1. Provision of opportunities for the performance of special activities.
   2. Opportunity for friendly democratic feeling between the literate and the illiterate.

B. Idealization of the prominent social instincts of the illiterate.

C. Variety of activities possible in school buildings.
   1. In the classroom.
      (*a*) Class and solo singing of folk songs and other songs.
      (*b*) Chalk sketching on the blackboard.

(c) Exhibit of handwork or outstanding school work done by members of class or by class in some other district.

2. In the school hall.

(a) Lectures on health, sanitation, and work of the various departments of the Government.

(b) Illustrated historical and geographical talks.

(c) Motion pictures.

(d) Vocal and instrumental concerts.

(e) Costume parties.

D. Variety of opportunities given through public teas, picnics, and gatherings and committees from the illiterate group.