

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

BULLETIN, 1919, No. 80

TEACHING ENGLISH TO THE  
FOREIGN BORN

A TEACHER'S HANDBOOK

By

HENRY H. GOLDBERGER

INSTRUCTOR IN METHODS OF TEACHING ENGLISH TO FOREIGNERS  
TEACHERS COLLEGE, COLUMBIA UNIVERSITY



WASHINGTON  
GOVERNMENT PRINTING OFFICE  
1920

ADDITIONAL COPIES  
OF THIS PUBLICATION MAY BE PROCURED FROM  
THE SUPERINTENDENT OF DOCUMENTS  
GOVERNMENT PRINTING OFFICE  
WASHINGTON, D. C.

AT  
10 CENTS PER COPY

## CONTENTS.

	Page.
Letter of transmittal.....	5
Preface.....	7
Chapter I.—General principles.....	9
Socializing the teaching.....	10
The learner's point of view.....	11
Chapter II.—Organization and administration.....	13
Methods of teaching:	
The direct method.....	14
The synthetic method.....	14
Analytic-synthetic methods.....	15
Conversation.....	17
How to use a textbook.....	18
Note books for pupils.....	19
Teacher's preparation.....	20
Registration of pupils.....	20
Regularity of attendance.....	20
Promptness.....	20
Chapter III.—Detailed lesson units.....	21
Subsequent lesson units.....	34
Supplement A.—Report of the Committee on Methods of Teaching English to the Foreign Born.....	38
Supplement B.—Bibliography.....	44

## LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,

*Washington, D. C., October 8, 1919.*

SIR: There is, I believe, nothing in the Constitution or the laws of the United States or of any of the States compelling the use of the English language, or prohibiting the free use of any other tongue. Any person has a right in this country to express himself and to get his information, inspiration, guidance, and hope through any language within his power. But English is the common language of the country, understood and spoken by more than 95 per cent of the people. It is the language of the Constitution and of the statute laws of the United States and of all the States, the language of our courts of law and of all assemblies designed for other than special classes of the population. Practically all the books which reveal American ideals and interpret American life are printed in English, as are all our more important magazines and newspapers intended for general circulation, and all the reports and bulletins of the administrative departments of Federal and State Governments published for the instruction and guidance of the people. It is the language of commerce, business, and general social intercourse, the common means of communication. Any man or woman in America who does not know English is doomed to live only in the small world of some one racial group and remain a stranger in the larger world of the whole people, and must suffer a constant handicap in business and social converse. Through lack of understanding rather than through ill will, any individual or group ignorant of the English language may at any time endanger the public peace. It is therefore of great importance both to the welfare of the country and to the happiness and prosperity of those among us who have recently come from countries of other speech than ours that these be given every possible opportunity to learn English, that they be induced to make use of these opportunities, and that the methods of teaching be adapted to their needs, so that the task of learning a new language after they have passed the age when languages are most easily learned may be made as easy and attractive as possible. To offer the opportunity and formulate the method is a large part of the task of Americanization in which this

bureau is engaged. The manuscript herewith transmitted for publication as a bulletin of the Bureau of Education has been prepared at the request of this bureau by Dr. Henry H. Goldberger, who has had much experience in teaching English to foreigners and in preparing teachers for this work. The methods set forth are based on sound principles, and the bulletin should be very helpful as a guide both to teachers of the foreign born and to those who are engaged in preparing such teachers.

Respectfully submitted,

P. P. CLAXTON,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

## PREFACE.

The process of transforming the mind of a man who speaks and thinks in one language, so that an entirely different language can be used easily and naturally, is a difficult one. Only within the past few years has this process been given the general study it deserves. Recently a number of colleges and universities have been making investigations of the subject, and it is now commencing to take definite form as a science.

At the National Conference on Methods of Americanization, held under the auspices of the Department of the Interior in May, 1919, three sessions were devoted to the methods of teaching English to the foreign born. At the close of the conference a committee of leading teachers of immigrants was appointed and asked to submit to this division a report which would embody the underlying principles of this problem. The report of this committee is presented as a supplement hereto. The thanks of the department are due to the men who served upon this committee.

Based upon the report of this committee as well as upon the best thought of the country as it was brought out at the 1919 conference, this division asked Dr. Henry H. Goldberger, of New York, to prepare a simple and concise handbook for teachers upon the subject of teaching English to the foreign born. Dr. Goldberger is very generally recognized as one of the leading educators of the country in this science. That this new work of his will prove of inestimable value to those who will be called to teach our foreign-born people, I feel most confident.

This book is not intended as a text but rather as a suggestive outline upon which the teacher can build to suit the needs of the particular peoples whom she is to teach, and their various degrees of literacy. There are many good textbooks upon the market with which the teacher can supplement this present work. A short bibliography of such texts is printed herewith.

If the teacher has not herself taken a course of training in this new science of teaching the foreign born, she is urged to read carefully Mr. Mahoney's book, "Training Teachers for Americanization," also published as a bulletin by the Bureau of Education.

FRED C. BUTLER,  
*Director of Americanization,  
Bureau of Education.*

# TEACHING ENGLISH TO THE FOREIGN BORN.

## CHAPTER I.

### GENERAL PRINCIPLES.

Learning a language is an exceedingly difficult process if the learner already has one language which serves his purpose. Many of us know very little of our own language even though we were born to it and have spent a great many years in perfecting our knowledge. With the exception of people actuated by a thirst for knowledge or for culture, few of us take the trouble to learn a second language unless we are compelled to do so by our inability to communicate with people with whom for social or economic reasons we wish to communicate. The foreign-born who live in America, like Americans who live in foreign lands, prefer to live among their own kind, to speak their own languages at home, to patronize shops where their own languages are spoken and to read books and newspapers printed in the mother tongue. They learn so much of the language of America as they need in getting along with English-speaking people. If all their needs are satisfied in Polish or Italian, the Poles and Italians do not find it necessary to learn English.

The method of coercion advocated by some is hardly the method by which independent, liberty-loving, self-determining Americans are to be fashioned. But aside from its effect on the American spirit, compulsion in learning the language of a country has heretofore failed to justify itself in the European countries where it has had a long and troublesome trial and is hardly likely to succeed in our country.

As long as Americans consciously isolate one of foreign birth by social ostracism, by characterizing him with an opprobrious epithet, by leaving him to his own devices in distinct foreign sections, so long will we have the problem of finding adequate incentives for his learning English as a step toward his Americanization. With a wider understanding of our responsibility and a broader-minded attitude on the part of Americans, this condition will no doubt ultimately disappear.

The schoolroom, whether in a factory, church, home neighborhood house, or school building, can approximate ideal conditions and provide adequate incentives by ridding itself of the traditional schoolroom atmosphere and attitude in dealing with adults, some of whom have never attended school and others who have attended have learned to associate unpleasant restrictions with their school days.

#### SOCIALIZING THE TEACHING.

Comparatively few of the immigrants to America ever go to school in this country, and yet the great majority speak enough English to make themselves understood and to understand us. These have picked up their knowledge of English in social and business intercourse without formal lessons. Many others, those who were thrown in with English-speaking people, did not find it necessary to speak English in their limited environment. By approximating life conditions the school can overcome some of the psychological objections to "going to school," can select what the pupils can use in their activities, and, above all, can furnish an adequate motive for application in learning what the pupils realize is vital to them. The foreign born are inclined to associate school with children. Hence in many schools instead of forming "classes" for the teaching of English, teachers have attempted other adult forms of organization; for example, groups of women have been formed in sewing circles, canning and preserving clubs, dressmaking clubs, cooking, millinery, health and dancing clubs. Men have been organized into clubs for—

Lunch.	Cooperative buying.	Dancing.
Savings.	Singing.	Health.
Sanitation.	Better housing.	Industrial training.
Benefit.	Athletics.	Citizenship.
Social purposes.	Recreation.	Debating.

The effect of such organization is—

1. The relationship of teacher-pupil gives way to another relationship that obtains in the world outside of the schoolroom.
2. Free communication is fostered.
3. The necessity for expressing himself in English becomes real to the learner.
4. It is a means of approach to people when the classroom would not attract.
5. For the teacher, it serves the purpose of supplying him with a knowledge of what English the pupils require to know. Thus, in a dancing class, the pupils asked to be taught: (1) How to introduce a friend; (2) how to refuse to dance; (3) how to ask a lady to dance; (4) how to ask a friend to the dance; (5) how to ask a friend to take refreshments; and (6) how to invite a friend to visit you.



## THE LEARNER'S POINT OF VIEW.

A guiding principle for the selection both of content and of method in teaching English to the foreign born may be found in the principle of use, i. e., teach to-day such English as the pupil can use at once in his contact with English-speaking people. For beginners, understanding the language of the people with whom they come in contact is more important than understanding the language of Lowell and of Emerson; to be able to address an English-speaking person is more vital than to be able to recite a bookful of English useful only in the classroom; to read the common signs, warnings, and directions printed in English is more necessary than to read an English story; to write a simple letter more desirable than to write an essay on "How I spent my birthday." Always the foreign born desires to be taught such English as he can use at once in the world outside of the classroom. And this English he desires to use in making himself understood to people who do not speak his own language. If it is a question of choice between using his native language and using English, he will always use his native tongue. Hence the school must select out of the vast body of English such content as will serve the purpose of the foreign born in making himself understood to English-speaking people. He does not desire to be taught a vocabulary or a sentence structure useful in talking to his brother or to his mother. He wants to talk and will willingly undergo hardships to learn to speak to his English-speaking neighbor, to his foreman, to the policeman, to the salesman. When the teacher does not consciously select usable English, the pupil doubts his own ability to master so difficult a language, becomes discouraged at his inability to use what he has learned, and discontinues his efforts to learn.

What is most important for a person who is learning English as a new language? It will readily be seen that this matter of "importance" is largely determined by personal considerations, for what is important to one person may not be important to another. On the following topics, however, the great mass of non-English-speaking people will, if they are to talk to those who speak English, be required to have some English knowledge:

1. Statements of the pupil's relationship with those with whom he comes in contact: Name, address, occupation, greetings, salutations, farewells, inquiries, showing gratitude. Statements about himself and those in whom he is most interested: Age, weight, illness, good health, pain, hunger, and thirst.

2. Schoolroom activities, objects, and descriptive words and phrases: Standing, walking, reading, writing, speaking, opening, closing, coming, and going.

3. Daily extra school needs: Buying, selling, repairing, cooking, eating, looking for work, working, riding, walking, together with counting, weighing, measuring and the units used by the pupils, visiting, enjoyments, spending leisure time and holidays, and recreations.

4. Vocational expression: Occupations and technical expressions.

5. The house and family: Renting, furnishing, cleaning, and beautifying the home; the members of the family and their relationships.

6. The community: The pupil's relationship to the school, the church, the lodge, trade or labor organizations, the newspaper, theater, the post office, and local agencies for the promotion of his well being and security, such as police, sanitation, licenses, and local ordinances.

7. Local and national holidays: National ideals as exemplified in the lives of great Americans.

8. Formal civics: The relation of the city, State, and Nation.

## CHAPTER II.

### ORGANIZATION AND ADMINISTRATION.

The best work can be done only when teachers are working with groups that are fairly homogeneous. If only enough pupils enter to form one class, a teacher may have to do individual or group teaching, especially if the members of the class are not all beginners.

Effective group teaching is accomplished by dividing the class into two or three sections on the basis of some ability, such as is used in the formation of whole classes. Each group is then taught as if it were a class by itself, while the other groups are given written work or reading to do by themselves.

The pupil's knowledge of English is the best basis for the organization of whole classes of foreign born or of groups within a single class. The following is a suggested organization for three groups or classes:

1. Beginners—to be subdivided into two groups:
  - (a) Those who speak no English, but who can read and write their own languages.
  - (b) Those who speak no English, but are illiterate in their own languages.
2. Intermediate:

Those who have completed the work for the beginners' classes; or—

Those who have never gone to school before but who can make themselves understood in English, and can read the beginning lessons in an English to foreign text.
3. Advanced:

Those who have completed the intermediate class; or—

Those who can carry on a conversation in English and can read and understand a simple newspaper article.

Beginners' classes may be further subdivided on the basis of nationality, their previous education, age, and sex. These subdivisions are, however, valuable only in the beginning, and should not be retained for long, because they tend to stratify groups of foreign born and to emphasize the formation of national cliques, thus counteracting Americanization forces.

## METHODS OF TEACHING.

## THE DIRECT METHOD.

The first question in teaching English to immigrants is "Should the teacher use the native language of the pupil in teaching him English?" For most teachers there is no difficulty in deciding the question because they know no foreign languages. However, even for teachers who know several languages, it is best that they use a direct method only, i. e. that they teach English by using English as the means of instruction. Such is the best practice throughout the country to-day and it is founded on good reason. Language is acquired by use, by associating verbal expressions with objects, ideas or experiences. Translation methods force the pupil to associate one language form (English) with another language form (Italian) and a pupil so taught must always think of the equivalent native word before he can think of the English expression. Translation methods do not enable the pupil to think of an object, or to have an idea and to think of the English words to express the idea. Direct methods enable the pupil to say and think something in English. Since the problem with most foreign-born people in America is to train them to speak rather than to read or to write, the Direct Method is advocated.

This must not be understood to mean that the teacher should not know the foreign language of his pupil. On the contrary such knowledge is decidedly helpful in understanding the pupil's difficulties and his point of view. But it does mean that the teacher must refrain from *using* the foreign language in teaching. Every time the teacher resorts to translation in making clear a word or a sentence, she is making it easier for herself at the expense of the pupil's progress. The more English the pupil hears and uses the sooner will he be able to speak.

## THE SYNTHETIC METHOD.

For a long time it was thought that a knowledge of a language could be "built up" as we build a house or put up a piece of machinery by adding one part to another. Language, however, is not a machine but an organism; it grows large and strong by use just as the muscles of a body do. This has been understood and applied for several centuries in the teaching of language. Every few years, however, some old things are "rediscovered" and so it happens that there are rediscovered the method of teaching English by "building" with the elements. Thus the alphabet method purposes to build words by means of the letters. Happily, this is no longer done anywhere. A word method would use single isolated words to build phrases and sentences. In order to teach single words teachers resort to the device of pointing out objects and saying, "This is a hat,"

"This is a book." Used occasionally to point out the meaning of a new word, "This is a latch," the device is valuable, but of course no one ever learned to speak in this way. One might know the meanings of all the words in the dictionary and be unable to put five of them together in a sentence. But besides the impossibility of learning to speak by it the method is exceedingly wasteful psychologically. Each individual word is taught separately. There is no connection between hat, coat, chair, desk, ceiling, floor, that makes one remember the other words if you think of one of them. Hence these single words must be drilled over and over mechanically to make them stick deep since they have no support from each other. Such teaching is tiring, grinding, mechanical drill.

The process of building sentences by declining pronouns or by conjugating verbs is equally futile in teaching a person to speak English.

After a pupil has learned "I walk, thou walkest, he walks, we walk, you walk, they walk," he can not ask his way while out walking, nor can he be quieted and kept on the drill by the promise that some day he will be able if he sticks long enough. The answer is he does not, and the school must adjust its teaching to his needs.

#### ANALYTIC-SYNTHETIC METHODS.

Quite generally synthetic processes of teaching language have been replaced by analytic processes especially where the emphasis has been on spoken rather than on written language. In analytic methods the pupil begins not with an element—a letter or a word—but with a larger unit which is useful or interesting for its own sake. Thus the pupil may begin with a whole sentence or even with a larger unit, a series of sentences about some topic or theme. This is the basis of François Gouin's procedure in developing the theme. On the theme to "open the door" the teacher may construct a series of sentences to describe the act; thus:

I walk to the door.....	I walk.
I stop at the door.....	I stop.
I stretch out my hand.....	I stretch.
I turn the knob.....	I turn.
I push the door.....	I push.
The door moves.....	moves.
I let go the knob.....	I let go.

The procedure in constructing themes is as follows:

1. The teacher selects an "end" worth while to his pupil, e. g., "To go to work," "to look for a job," "to visit the doctor."
2. The teacher then constructs a series of sentences each describing a certain act tending toward the accomplishment of the end sought in the theme.

3. The sentences must be short and so worded that the meaning of each and every part of each sentence may be made clear to the foreign born by means of actions, dramatizations, and by the use of objects or pictures.

4. The sentences must be related to each other, either in time sequence or by cause and effect.

5. Not more than 10 sentences can profitably be used in any one theme, because of the difficulty of memorizing more than that number.

The advantages to be derived from using the theme method are as follows:

1. It can be used with beginners without the intermediation of a foreign language. To make it usable in this way, however, it is necessary that the teacher bear in mind that each sentence must be such as to be made clear by objects, actions, and dramatizations. When, however, the pupil has acquired sufficient knowledge of English to dispense with objectifying, the method should no longer be used, but rather the simple English which the pupil knows should then be employed to give him further command of the language.

2. The method emphasizes the teaching of sentences rather than of isolated meaningless words and phrases. The fact that the sentences are coherent and related to each other, makes it easier for the pupils to understand, to learn and to recall them.

3. In the process of developing a theme, sufficient variety of drill is provided to make possible the easy retention of sentence form.

The theme method, nevertheless, has a number of limitations; it is not a panacea for teaching English. Moreover, it must be understood that merely cutting up a paragraph into a number of short lines and placing a word to the right will not facilitate the problem of teaching English. As soon as a foreigner understands a little English, the theme becomes a very artificial process and a distinctly schoolroom device. It is a bridge or a crutch for as long as the pupil needs an interpreter. The theme procedure is therefore supplemented by other methods in order to work out a coherent lesson unit.

In addition to the themes developed in the lesson units, the following theme subjects may be used when necessary:

- |                        |                        |
|------------------------|------------------------|
| To go to work.         | To write a letter.     |
| To bathe.              | To visit (the museum). |
| To go to a restaurant. | To clean the house.    |
| To look for work.      | To go to the library.  |
| To take the train.     | To send money home.    |
| To look for rooms.     | To introduce a friend. |
| To pay rent.           | To telephone.          |
| To buy groceries.      | To cook dinner.        |
| To go to the doctor.   | To deposit money.      |
| To spend a holiday.    | To draw out money.     |
| To go to school.       |                        |

## CONVERSATION.

Conversation between teachers and pupils is the most natural way of teaching English and is the most valuable exercise for practical reasons. The earliest exercises are designed to furnish the teacher with necessary information about the pupils, their needs and their interests. Thus the teacher asks such questions as the following:

With whom do you board?  
 Where were you born?  
 Who is your employer?  
 How many hours a day do you work?  
 How many children have you?

A later development in the process of securing free conversation is that of questioning on the subject of the theme and of the reading matter. Thus the pupils know the theme "Going to school:"

I put on my hat and coat. I say Goodbye.  
 I walk to school. I enter the building.  
 I come into the room.

The teacher now asks the following questions:

Mr. ——— do you walk to school?  
 Does Mr. ——— walk to school?  
 Walk around the room, Mr. ———.  
 Walk to the front of the room, Mr. ———.  
 Please put your hat on, etc.

For teaching idiomatic expressions, the method of dramatization is most successfully used. To illustrate: Two pupils are instructed to take the parts of salesman and of customer. As the dialogue proceeds, the teacher asks other pupils to express the same thoughts in better English, at the same time writing the correct expressions on the board. After other pupils have gone through the same exercise, the class is instructed to copy those expressions which they like best. The following topics suggest conversations of a practical nature from which a teacher may select those which are most needed by his pupils:

Buying an article, e. g., a hat, shoes, cigars, suit, clothing, furniture.  
 Repairing shoes, clothing, machinery, furniture.  
 Renting a flat, a room at a boarding house or hotel.  
 Ordering a meal, an expressman.  
 Checking a trunk.  
 Asking one's way in street, in car, in department store, at a railroad terminal.  
 Telling time.  
 Applying for position, raise in salary, day off.  
 Getting a license to peddle, to sell liquors, to marry.  
 Sending money home.  
 Ordering insurance policy, fire, life, accident.  
 Opening bank account.  
 Introducing a friend.  
 Seeing a friend off.  
 Inviting someone to call, to dinner, theater, to visit.  
 Complaining to policeman, foreman.

Going to a doctor, a dentist.  
Taking a child to school, to be vaccinated.  
Conversation on the weather.  
In the witness chair.

#### HOW TO USE A TEXTBOOK.

1. A language is learned primarily through the ear, and only secondarily through the eye. Children and illiterate adults are able to speak English even though the eye has not aided them in the acquisition. Reading a text may be made a most valuable aid in teaching spoken English as well as in teaching reading, provided the text material is properly constructed, and provided further, that the teacher make some use of the text to insure that the learner has understood its meaning.

2. Ordinarily, the tendency is very strong to ask foreign-born pupils "to read" without making sure that the reading means anything. The process of reading then consists of a series of mispronunciations punctuated by the corrections of the teacher. Each mispronunciation helps to impress itself on the pupil's mind, and the right pronunciation is acquired by accident, if it is acquired at all.

3. It must be borne in mind that a foreign-born pupil, merely because he is foreign born, is not, therefore, childish and that he resents being treated as a child. "I am a little buttercup" is not proper reading material for an able-bodied foreign-born laborer. The teacher must select such books as appeal to the personal interest of the pupils and stimulate the further desire to read. Books which usually begin with a vocabulary developed by the "This is a hat," "This is a chair," procedure do not make good reading material. Vocabularies are to be explained by teachers in oral lessons, as provided for in these lesson units. Above all, the teacher must remember that the function of reading is to get thought from the printed page, and that in order to get this thought, the meaning of the language and the recognition of the symbols which express that language to us, must be well understood before the pupil is asked to read. Hence the following procedure should in all cases be followed in a reading lesson:

#### A. An introduction.

The function of the introduction is—

- (a) To interest the class in the subject matter of a lesson by reference to a picture, a previous conversation, or experience.
- (b) To overcome the mechanical difficulties of understanding and of recognizing new words by means of drills on the board, introducing new words in conversation, by illustrating, objectifying, but never at this early stage, by requiring definitions or by looking them up in the dictionary.



B. Oral reading by the teacher as a model of pronunciation, enunciation, and expression.

C. Silent reading by the pupils to enable them to conquer one difficulty at a time and to get the thought. While the pupils read silently, the teacher walks about the room helping those who need her help.

D. Testing the pupils' understanding of the reading matter by questions—by having them obey directions; by dramatizations; by summaries; by discussions.

F. Oral reading by the pupils.

4. As a test of understanding of the reading matter, the teacher must have some other means than oral reading. Modern textbooks are beginning to supply such tests in a series of questions based on the reading matter to insure that the pupil understands, to give him a reason for rereading, and to supply a natural method of drill. For example, in a recent textbook, the following lesson appears:

#### WASHING MY HANDS.

My hands are dirty. I turn up my sleeves. I take soap from a dish. I dip the soap into the water. I rub the soap on my hands. I wash my hands in the water. I dry my hands on a towel. My hands are clean.

#### Exercises.

Are your hands clean or dirty?

My hands are -----

What do you turn up?

I ----- my sleeves.

Where is the soap?

The soap is in the -----

What do you do with the soap?

I ----- the soap into the water.

What do you rub on your hands?

I rub the ----- on my -----

With what do you dry your hands?

I dry my hands with a -----

At the beginning the questions are simple and the answers suggested. Later on the question becomes more difficult, and the pupil finds the answer in the text. Still later, the questions are such as to call for the reconstruction of the pupil's thought together with an answer in the pupil's own words, thus making for progress in acquiring a vocabulary and in using it for conversational purposes.

#### NOTE BOOKS FOR PUPILS.

Each pupil should have a notebook in which to keep the written work assigned and such personal jottings as the pupil desires to make.

## TEACHER'S PREPARATION.

The teacher's work will proceed with greater profit to the pupils and increased pleasure to herself if in addition to following the directions in the lesson units, she will prepare the work carefully for each lesson. Such preparation had better be written out and should include:

1. What you expect to teach.
2. How you expect to take it up.
3. Special pupils whom you expect to call on.
4. Information about pupils, about their lives, needs, vocations, etc., that will affect the teaching.
5. The results of interviews with employers, employment managers, foremen, etc., concerning the special English requirements of their employees.

## REGISTRATION OF PUPILS.

Teachers should be furnished as soon as possible with a form of registration card, on which the following data should be recorded: Name, address, age, married or single, country of birth, occupation, employer, employer's address, and such other information as local conditions may require. When necessary the aid of interpreters should be secured to obtain the required information.

## REGULARITY OF ATTENDANCE.

A pupil who stays away from one lesson finds it easy to stay away from a second. Such pupils unless followed up speedily drop out. The teacher must therefore take such interest in the pupil as to be solicitous about him. The best way to show personal interest is to call on him personally when his absence is unexplained. If that be impossible, appoint a committee of his classmates to call. The least effective means to secure the return of an absent pupil is to write letters and postal cards.

## PROMPTNESS.

When pupils enter the classroom in a body, e. g., in a factory, no difficulty is experienced with late entrants. When, however, the pupils come from home, the ever-present danger is that they will defer their time of going to school, especially if the teacher waits for all to arrive before beginning the lesson. When the first pupil comes in at the door, the successful teacher is on her feet welcoming him and engaging him in conversation, correcting his written work, hearing him read, explaining a difficulty, or giving him an opportunity to copy something from the board or from a book.

## CHAPTER III.

### DETAILED LESSON UNITS.

In the lesson plans that follow, a variety of exercises, methods, and devices are used. No attempt has been made to follow any one method exclusively. Throughout the lessons, however, one main purpose governs the selection of subject matter and of method, i. e., the availability of the lesson content for use by the pupil. These lessons are intended moreover for beginning pupils only and especially are intended to precede the more advanced lessons to be found in the better grade of recent textbooks.

The lessons are arranged in units of six or seven kinds of exercises, each dovetailing with, supporting, and supplementing the other. There are 10 such lesson units. The main substance of each lesson unit consists of a short theme. Out of the theme are developed all other drills and formal exercises. Each unit is complete in itself, and should be mastered by the pupil before he is permitted to continue to the next. Pupils, however, differ so greatly in their ability to learn that no one can foretell the number of lessons or the number of hours of instruction required by any given class to complete the work of a single unit. It is necessary, however, that the teacher devote sufficient time to each exercise, and especially that the teacher do not overemphasize the importance of any one exercise by devoting too much time to it. The following table suggests the maximum time limit for each exercise:

Exercise.	Two-hour session.	One and one-half-hour session.	One-hour session.
	<i>Minutes.</i>	<i>Minutes.</i>	<i>Minutes.</i>
Conversation.....	20	15	10
Theme.....	35	30	20
Word drill.....	10	5	5
Sentence drill.....	10	5	5
Writing.....	30	25	20
Incidental reading.....	10	5	5
Physical training.....	5	5	5
	120	90	60

Alternate lessons.

## LESSON UNIT I.

## 1. CONVERSATION:

Establish friendly relations with the members of the class; a hearty handshake, a captivating smile and an optimistic outlook are essential to the stock-in-trade of a teacher of adults. Take pains to become interested in the individual under instruction rather than in the subject matter which you teach. One of the best ways of approach with people who speak no English is to introduce yourself and to ask that they introduce themselves in turn to you. Thus the teacher says: "My name is \_\_\_\_\_." "What is your name?"

Have each person say, "My name is \_\_\_\_\_."

To vary the procedure ask, "What is his (or her) name?"

Let the pupils say, "His (her) name is \_\_\_\_\_."

Use such expressions as "Good," "That's good," "You understand," to encourage the pupils. If a pupil does not understand, pass on to another and come back to him. Above all, show no signs of impatience, and keep smiling.

Teach "Good evening," "Good morning," "Good afternoon," or "Good night," as suits the time of day when the class meets and when you dismiss it. Let the pupils answer in the same way.

## 2. DEVELOP THE THEME:

*Getting up in the morning.*

I open my eyes. (Dramatize.)

I look at the clock. (Show on a clock or on a diagram on the blackboard.)

It is six o'clock. (Show the time on a clock face.)

I get out of bed. (A picture will do.)

The water runs into the sink. (A model or a picture.)

I wash myself. (Dramatize.)

I dress myself. (Dramatize.)

I comb my hair. (Dramatize.)

I brush my teeth. (Dramatize.)

It is half past six. (Show clock face.)

## 3. PROCEDURE:

1. Stand in front of the class and command attention. Shut your eyes and say, "I shut my eyes."

Open your eyes slowly and say, "I open my eyes."

2. Let the class perform the act of opening the eyes and saying "I open my eyes." Let individual pupils do this and say the words.

3. Open your eyes once more, say, "I open my eyes" and write "I open my eyes" on the board.

4. Let pupils perform the act, say the words, and read the words from the board.

**NOTE:** Don't worry about their knowing the letters or the sounds of the letters. They "read" when they are able to say "I open my eyes" and to realize that the marks on the board mean "I open my eyes," even though they may for the time being be unable to recognize a single word or a single letter.

5. In the same way teach as many of the other sentences in the theme as you can in about 80 minutes. Make sure that every member of the class understands each sentence by performing the act and saying the words describing it or by indicating the meaning. Thus the sentence "It is half past six" may be illustrated on a clock face or on a diagram.

6. Let the pupils copy as many of the sentences as you have taught.

7. While the class is trying to copy select the illiterates and group them by themselves. Whenever possible illiterates should be taught in a class by themselves, as their progress will be much slower. When the number under instruction does not warrant forming a special class of illiterates, it is best to group them and to furnish them with special exercises while the rest of the class is being taught. Thus, while the class is copying from the board, the illiterates may be practicing the writing of their names from the individual copies furnished by the teacher.

8. Test the pupils' understanding of the sentences taught by directing them to perform the act while you speak the sentence; thus, say "Mr. ———, wash yourself." Mr. ——— performs the act of washing and says, "I wash myself."

#### 4. READING:

Review the theme or so much of it as you have taught by having the pupils perform the act and speak the sentence. Now let them read each sentence as a whole. Make sure they do not chop off each word separately, "I-open-my-eyes." If they are inclined to do this, let them once more *say* the sentence fluently.

#### 5. WORD DRILL:

So far the pupil has been taught to recognize an entire sentence. He must be taught to recognize individual words as well in order that he may be able to read new sentences. For this purpose the following exercises are intended:

1. Point to "open," "eyes," "my," "I." Have pupils recognize them and say them as rapidly as possible. If they fail, point to the entire sentence and let pupils repeat the sentence until they come to the word you want them to read.

2. Write the words in column in irregular order, e. g.,

my  
I  
open  
eyes

Have pupils read the words.

3. Call the words of a sentence in any order and let pupils find them on the board.

4. Write or print each word on a stiff card about 6 inches square. Let the pupils read the word as you present the card.

5. Teach the recognition of as many of the words of a theme as the pupils can master in a 10-minute lesson. If all exercises under this head can not be used in one lesson, reserve some of them for future lessons in word drill.

6. Rearrange the words taught and have pupils read them; thus—

"Look at my eyes."  
"My eyes look."  
"Open the clock."  
"Look at the bed."  
"I wash my eyes."  
"Open the bed."

#### 6. PHONIC DRILL:

Adults who read their own language will find little difficulty in recognizing the sounds of most English consonants. They will find difficulty in recognizing some phonograms like ight, ought, aim, aw, eau, eigh. For them, exercises in phonetic recognition serve the purpose of extending their reading vocabularies.

Illiterates must be taught to associate the correct sound with each consonant as it occurs in a word whose meaning they know and which they can pronounce as a whole. The purpose of these exercises in phonics is to furnish the pupil with a key to the recognition of new words. Separate "look" into l-ook;

sound "ook;" pupils sound l and "ook." Similarly, sound b-ed, r-un, g-et, dr-ess, p-ast.

Now combine as many of the sounds as form real words, making sure the pupils understand the words thus formed, e. g., from l-ook, b-ed, r-un, p-ast, g-et, h-alf, the pupils form b-ook, l-ed, r-ed, l-ast, g-un, p-et, h-at, h-ook, bl-ock, br-ook, b-un, b-et.

#### LESSON UNIT II.

##### 1. CONVERSATION:

Teach pupils to give their addresses and to write them; thus you say, "I live at 145 State Street." "Where do you live, Mr. Brown?"

If Mr. Brown does not understand repeat the question and pass on to someone else who does, and then go back to Mr. Brown. Have pupils write their names and addresses. Furnish a copy to each illiterate and let him practice writing his name first, and then his address. While the others are writing help the illiterates.

##### 2. DEVELOP THE THEME:

###### *Making the fire.*

It is cold.  
I take some paper.  
I put the paper into the stove.  
I put some wood on the paper.  
I strike a match.  
I light the paper.  
The paper burns.  
The wood burns.  
I put some coal on the fire.  
It is warm.

NOTE: If possible have a stove and all the necessary materials for making a fire. If this is not possible have all other material and go through the process of making a fire without, of course, lighting the paper.

##### 3. WORD DRILL:

Drill on rapid recognition of words like cold, take, some, paper, wood, fire, etc. Follow procedure in Unit I.

##### 4. SENTENCE DRILL:

Sentence reading after sentences have been developed by the procedure in Theme I. Form new sentences on the board; make sure the pupils understand the meaning by having them perform the act and then let them read—

"Put wood on the paper."  
"Take some cold water."  
"I put the warm water on my eyes."  
"Put the cold water on the stove."  
"I wash myself with warm water."

##### 5. PHONIC DRILL:

Review the rapid recognition of b, r, g, p, l, cl, d, dr, b, br, ed, et, ess, un, ast, ook.

Teach the sounds of—

t from take.

s from some.

m from match.

so from warm (w is formed by pursing the lips as for whistling oo).

f from fire.

## Form new words—

take	some	match	look
bake	come	latch	cook
lake		catch	
wake			
run	get	fire	last
gun	wet	wire	mast
sun		hire	fast
fun		tire	

## 6. PHYSICAL EXERCISES:

The object of these exercises is twofold:

1. To furnish relaxation when the class tires. Hence these exercises should be given at the middle of the period devoted to English instruction.

2. To teach the vocabulary of the parts of the body in a natural way. Perform each act to indicate its meaning. Let the class follow you.

Class stand.

Face the windows.

Breathe in.

Breathe out. (Do this eight time, the teacher counting out loud "one, two, three, four, five, six, seven, eight." Say "Through your nose.

Shut your mouth." Interpret the meaning by performing the acts.)

Face front.

Arms upward, stretch. Down. (Count four.)

## LESSON UNIT III.

## 1. CONVERSATION:

Review "My name is \_\_\_\_." "I live at \_\_\_\_."

Teach "How do you do?" "I am well, thank you."

Teach them to write "I am a \_\_\_\_ (occupation)." I work for \_\_\_\_ (name of employer)."

NOTE: In the case of women unemployed, teach instead "My husband (brother, father, etc.) is a \_\_\_\_." "He works for \_\_\_\_."

## 2. REVIEW OF THEMES:

Write one of the two themes so far learned on the board, omitting an important word in each sentence. Let the pupils copy the theme from the board, filling in the omitted word from memory. Fill in the blank spaces and let the pupils compare their work with the work on the board. Thus,—

I \_\_\_\_ my eyes.

I look at the \_\_\_\_.

It \_\_\_\_ six o'clock.

I \_\_\_\_ out of bed.

The water runs into the \_\_\_\_.

## 3. INCIDENTAL READING:

Prepare a set of cards about six inches square on which are neatly printed such signs as the pupils are likely to see in their daily walks or in their places of employment. Exhibit one of these hereafter at every lesson and spend about five minutes in letting the pupils respond by action to them. Thus place EXIT, or ENTRANCE over the doors or over roped-off sections of a room and see that pupils enter and go out by the proper doors.

Similarly, show one sign during each succeeding lesson, paying especial attention to the signs in factories and in the neighborhood. Suggest that pupils copy signs which they see and do not understand and bring them into the classroom for explanation. It is necessary that pupils know what these signs mean.

It is not necessary that they know how to spell the words: NO SMOKING, NO ADMITTANCE, DANGER, CURRENT ON, PAY WINDOW, MEN WANTED, FIRE ESCAPE.

4. PHYSICAL TRAINING:

Same as before.

Introduce "Turn head to the right". "Front". Four times.

5. DEVELOP THE THEME:

*Eating breakfast*

It is seven o'clock.

I am hungry.

The table is set.

I walk to the table.

I sit down.

I eat my breakfast.

I drink a glass of milk (tea—coffee—cocoa).

I eat a piece of bread and butter.

I drink a glass of water.

I get up from the table.

6. WORD DRILL:

it	look	get	clock	bread
sit	book	let	block	head
old	some	walk	down	
cold	come	talk	town	
ear	table	drink	eat	
dear	fable	ink	meat	
	gable	sink	beat	
			heat	

7. SENTENCE DRILL:

Let the pupils read these sentences silently, carry out the directions, and then read aloud:

Set the table.

Wash the glass.

Take a piece of bread.

Warm the milk.

Put some butter on the bread.

Sit at the table.

Put some cold water into the glass.

LESSON UNIT IV.

1. CONVERSATION:

Review greetings:

"How do you do?"

"My name is \_\_\_\_\_."

"I live at \_\_\_\_\_"

"I am a \_\_\_\_\_."

"I work for \_\_\_\_\_."

Teach: "I am \_\_\_\_\_ years old." "I am married (single)."

Writing: Have pupils fill in blank spaces in the above after they have had practice in doing so orally.



2. DEVELOP THE THEME:

*Going to work.*

It is half past seven.  
 It is very cold on the street.  
 I put on my hat and coat.  
 I say "Good-by."  
 I do not walk.  
 I ride to the shop.  
 I enter the shop.  
 I take my hat and coat off quickly.  
 I put on my working clothes.  
 The whistle blows.  
 I begin to work.

3. WORD DRILL:

Word recognition of quickly, clothes, good-by, whistle, walk, very.

street	coat	take	shop
meet	boat	bake	stop
hat	past	cake	shop
cat	last	very	shut
blow	quickly	vinegar	shake
show	quietly		show

4. SENTENCE DRILL:

Put your hat on quickly (slowly).  
 Walk until the whistle blows.  
 Run quickly to bed.  
 What time is it?  
 Blow your whistle.  
 Take your hat off.  
 Do not take your coat off.

5. REVIEW OF THEMES:

Have pupils fill in blank spaces in sentences taken from the themes. See Theme III.

6. PHYSICAL TRAINING:

Same as before.  
 Teach "Bend your knees. Up." Four times.

7. INCIDENTAL READING:

One sign.

LESSON UNIT V.

1. CONVERSATION:

Review previous conversational expressions.  
 Teach—Hours of work, e. g., "I work from 8 o'clock in the morning until 6 o'clock at night."  
 By this time the pupils have heard counting several times; teach them to count to 100.  
 To test them, ask such questions as "How many hands have you?" (Show hands.)

"How many fingers have you?"  
 "How many children have you?"  
 "How many rooms have you?"  
 "How many hours do you work?"  
 "How much do you earn?"  
 "How many days in the week?" (Say Monday, Tuesday, Wednesday, etc., to make them understand.)

## 2. DEVELOP THE THEME:

*The noon hour.*

I am hungry (thirsty).  
 The whistle blows just at 12 o'clock.  
 I stop work.  
 I wash my hands and face.  
 I dry my hands and face with a towel.  
 I go to the lunch room.  
 I sit at the table.  
 I buy a cup of coffee.  
 I put some sugar into the coffee.  
 I eat my lunch.  
 I rest from 12 to 1.  
 The whistle blows again.  
 I begin to work again.

## 3. WORD DRILL:

lunch	rest	hand	face
lunch	rest	land	place
		band	race
		and	
dry	stop	lunch	wash
why	drop	church	shave
my			shop
just	whistle (hoo-isl)	sugar	
jump	why (hoo-ai)	sure	
	where		
	when		
	who		
	whose		
	whom		

## 4. SENTENCE DRILL:

After teaching the theme as it stands, let one pupil go through the actions once more and you describe his actions in the third person, thus:

"He (she) is hungry."  
 "He stops work."  
 "He washes his hands and face."  
 "He dries his hands and face with a towel."  
 "He goes to the lunch room," etc.

Drill the pupils on describing another's acts in the third person. Point out the *s* which is usually added when speaking of another, i. e., I walk. He-she-walks.

## 5. INCIDENTAL READING:

Teach one sign.

Teach the meaning of two or three words used in the industry of the pupil.

Where all the pupils are employed in the same industry, the teacher may obtain some of the tools or materials used and build a theme around them after the manner in which the general themes in these lessons are built. When pupils are not in the same industry the pupils may be encouraged to bring the materials and small tools to school. The teacher then labels each object by attaching a card to the object. Thus the teacher labels a pick, a spade, a shovel and pronounces the word. Where the objects themselves can not be brought to the classroom use pictures, drawings, diagrams, models, etc. Not more than two or three objects should be taught in one lesson in this way.

For women not in industry, teach in this lesson and in every succeeding lesson the names of two or three objects which they buy or about which they will

likely want to talk to English-speaking people, e. g., baby, milk, bath, scrub, oatmeal, articles of clothing, food, furniture, etc.

6. PHYSICAL TRAINING:

Review all previous exercises.

Teach "Arms on hips, place. Down." Four times.

LESSON UNIT VI.

1. CONVERSATION:

Review giving names, addresses, occupations, counting objects.

Teach asking the price of a number of articles such as hat, coat, shoes, gloves, rent of a room, a day's work, etc. Thus:

*Question.*—How much does this hat cost? or, How much do you want for this hat?

*Answer.*—This hat costs three dollars. (Write three dollars on the board.) Each pupil should be called upon to ask and to answer the question.

By writing the cost of various articles on the board, the pupils will learn to read American money. Thus, \$1.75; 16 cents or 16¢; 2 for a quarter, etc.

2. DEVELOP THE THEME:

*Stopping work.*

I work hard.  
 I am tired.  
 The whistle blows again at six o'clock.  
 I stop work.  
 I take off my working clothes.  
 I wash myself.  
 I put on my hat and overcoat.  
 I walk into the street.  
 I open the door.  
 I enter the house.  
 " Good evening. How do you do? "

3. WORD DRILL:

Again, tired, working, evening, overcoat.  
 hard    blow    street    enter  
 card    blows    meet    entrance  
 lard    flow    feet  
       — flows  
       — show  
       — shows  
 working    evening    getting  
 stopping    making    morning  
 going    washing

4. SENTENCE DRILL:

Have pupils dramatize the sentences and let each change them using " he " or " she " instead of " I. "

5. WRITING:

Have pupils fill in blank spaces for the verbs in the theme using the third person, thus:

He ——— hard.  
 He ——— work.  
 He ——— off his working clothes.

**6. INCIDENTAL READING:**

Teach one sign.

Teach the meanings of two or three words used in the pupils' industry or homes.

**7. PHYSICAL TRAINING:**

Review all previous exercises.

Teach "Rise on toes. Down." Four times. "Get your heels off the floor."

Indicate meaning.

**LESSON UNIT VII.****1. CONVERSATION:**

Review asking questions about the cost of articles.

Review "I am married (single)."

Teach the names of relatives, e. g., father, mother, brother, sister, child, son, daughter, cousin, uncle.

Begin with some pupil who you know is married. Say, "Are you married?"

He answers: "I am married."

"What is your wife's name?"

"Have you a child?" (If he does not understand, mention the name of his child.)

"You are his father (or mother)."

Do the same with all the pupils in the class, developing in this way the meanings of the other words showing relationships by recalling their known relationships.

**2. DEVELOP THE THEME:***Eating supper.*

The table is set.

I have a knife, a fork, and a spoon near my plate.

My wife puts the supper on the table. (Waitress, waiter, Mrs. X.)

My boy John sits down (or Mr. \_\_\_\_\_).

My girl Mary sits down (or Miss \_\_\_\_\_).

My wife sits down (or Mrs. \_\_\_\_\_).

I sit down next to my wife.

We eat our supper.

After supper I smoke my pipe.

NOTE: Change the words in the theme as needed to meet different conditions.

**3. WORD DRILL:**

Set	wife	it	table	pipe
get	life	its	able	ripe
let	knife	sit		wipe
met		sits		
		knit		
		knits		
boy	our	supper	plate	smoke
joy	sour	upper	late	joke
toy			slate	poke
				stoke
				coke

**4. SENTENCE DRILL:**

I eat my breakfast at 7 o'clock.

You eat your lunch at 12 o'clock.

We eat our supper at 6 o'clock in the evening.

My wife sets the table.

She puts some bread on the table.

Next to my plate is a knife.

I cut bread with the knife.

I put sugar into my coffee with the spoon.

I hold meat with the fork.

## 5. WRITING:

Have pupils fill blank spaces in the theme. Thus,

I eat my breakfast at \_\_\_\_\_ o'clock.

You eat your lunch at \_\_\_\_\_ o'clock.

We eat our supper at \_\_\_\_\_ o'clock.

## 6. INCIDENTAL READING:

Teach one sign.

Teach the names of two or three objects in industry or home. It is advisable to associate some action with the object rather than have it merely pointed out. Thus, "I drive the nail with the hammer" helps to associate "drive" with "nail" and "hammer." This makes it easier to teach and easier to remember than by teaching "This is a nail." "This is a hammer."

## 7. PHYSICAL TRAINING:

Review all previous exercises.

Teach "Bend bodies to the right. To the left." Four times.

## LESSON UNIT VIII.

## 1. CONVERSATION:

Review the names of the members of the pupils' families by asking about them; thus, "Mr. X, how is your wife?"

Teach him to answer "She is well, thank you."

After you have reviewed the various members of the family, let the pupils question each other.

Teach the names of the countries from which the pupils came; thus, begin with a pupil whose birthplace you know, and say, "Mr. Frank, were you born in Russia?"

Teach him to say "I was born in Russia."

Ask the other pupils "Where were you born?"

As they are given, write the names of the countries on the board. Then write "I was born in \_\_\_\_\_," and let the pupils fill in the country of birth.

## 2. DEVELOP THE FOLLOWING CONVERSATION:

Dramatize the lesson by taking part yourself; after the thought has been developed, write the sentences on the board and let the pupils dramatize.

The bell rings.

"Come in."

"Good evening."

"Good evening, Mr. \_\_\_\_\_. Please take a seat."

"Thank you. How do you feel, Mrs. X?"

"I am very well, thank you. How is Mrs. \_\_\_\_\_?"

"She is very tired."

"Did she wash clothes to-day?"

"Yes, and she ironed them, too."

"How are the children?"

"My boy is well but the girl is sick."

"What is the matter with her?"

"The doctor says she needs a rest."

"I hope she feels better."

"Thank you. You are very kind."

## 3. WORD DRILL:

iron, thank, children, doctor, kind, too.

child	ring	ringing	well	need
wild	rings	bringing	fell	needs
mild	bring	evening	tell	feed
	brings		sell	feeds
knife	thank		kind	feel
knee	thin			heel
know				steel
				kneel

## 4. SENTENCE DRILL:

Review Theme I by changing the sentences to the second person; thus: you open your eyes. You look at the clock.

In later lessons other previous themes may be changed to the first person plural: "We open our eyes."

Or to the third person plural: "They open their eyes."

Not more than one variation, however, should be attempted in one lesson.

## 5. WRITING:

Dictate three or four sentences from Theme I. Have pupils write and then compare their work with a correct copy on the board.

## 6. INCIDENTAL READING:

Teach one sign.

Teach the meaning of two or three words used in the pupils' industries or homes.

## 7. PHYSICAL TRAINING:

Review previous exercises.

Teach "Point in front of you." "Point back of you."

## LESSON UNIT IX.

## 1. CONVERSATION:

Review telling the time by indicating it on a clock face or on a diagram.

Teach "What time is it?"

"Ten minutes past two."

"A quarter past three."

"Half past eight." etc.

Test by asking such questions as—

"What time do you get up in the morning?"

"What time do you go to lunch?"

"When do you go to sleep?"

"What time do you go to bed on Saturday—on Sunday, etc.?"

## 2. DEVELOP THE THEME:

*Putting the children to bed.*

It is 9 o'clock.

My children are tired.

John is sleepy.

Mary yawns and nods.

"Go to bed, children."

"It is late."

"Good night, papa and mamma."

They kiss me.

They go to bed.

The house is quiet.

I read the newspaper.

3. WORD DRILL:

bed	go	house	night
red	so	mouse	fright
fed	no		might
good	kiss	nod	bright
wood	miss	God	light
	hiss		

4. SENTENCE DRILL:

At 9 o'clock my children go to bed.  
 They are very tired and sleepy.  
 They go to bed early.  
 John is healthy and strong.  
 Mary is sickly and weak.

5. WRITING:

Teach pupils to address an envelope to themselves.

Mr. John Brown,  
 43 State Street,  
 Orinda, Ill

and then an envelope to some one to whom they are likely to write, e. g., the teacher, the foreman, the employer, the landlord, some relative, etc.

6. INCIDENTAL READING:

Teach one sign.

Teach the meanings of two or three words used in the pupils' industries or homes.

7. PHYSICAL TRAINING:

Review previous exercises.  
 Teach "Forward march." "Halt."

LESSON UNIT X.

1. CONVERSATION:

Review the days of the week.

Ask such questions as—

- "What day is this?"
- "What day was yesterday?"
- "What day will to-morrow be?"
- "On what day do you rest?"
- "On what day do you go to church?"
- "On what day were you married?"

From now on write the date on the board during each lesson and have the pupils copy it into their notebooks; thus, Tuesday, November 18, 1919.

2. DEVELOP THE THEME:

*Going to bed.*

- It is late.
- I feel sleepy.
- I go to my bedroom.
- I undress myself.
- I put on my night clothes.
- I turn out the gas. (Blow out the lamp.)
- The house is dark.
- I get into bed.
- I cover myself with a blanket.
- I fall asleep.

## 3. WORD DRILL:

late	undress	turn	fall
ate	unhappy	burn	all
hate	unwilling		tall
gate	unable		ball
			call
dark	remark		
bark	shark		
mark	park		

## 4. SENTENCE DRILL:

Change the sentences in the theme to the past tense by prefixing "Yesterday" to each sentence, thus, Yesterday it was late. I felt sleepy, etc.

## 5. WRITING:

Review addressing an envelope.

Teach proper heading and salutation and close to a business letter:

	25 Pershing Avenue, Downey, Ohio.
Mr. Thomas Smith, 15 Broad Street, Oriole, Pa.	
Dear Sir:	
	Yours truly,

## 6. INCIDENTAL READING:

Teach one sign; one motto.

Construct sentences with words taught by phonic drills. Have pupils read them silently, then aloud.

## 7. PHYSICAL TRAINING:

Review previous exercises.

Teach "Close fists. Open fists. Stretch your fingers." Eight times.

## SUBSEQUENT LESSON UNITS.

Probably the most effective work in teaching English to foreigners can be done when classes are organized in industries, with the cooperation of the employers. Experience has shown that adults find it irksome to return to school in the evening after a hard day's work in factory or shop. The familiar environment of the "shop," the customary business attitude of the workers, help to provide an atmosphere of seriousness and continuity which is lacking when pupils leave their work for home, to return later to a school. The break between work and school must not be so abrupt as to require extraordinary energy from the pupil in putting himself into an entirely



new frame of mind. Psychologically, there is a great gain when the worker, without any undue strain, is at the same time the pupil—when the work attitude is carried over into the pupil attitude.

The gain is not only psychological. The selection of lesson material and of method of instruction is controlled by the needs, interests and desires of the pupil. The more nearly alike these needs, interests and desires in learning English are, the more likely is the teacher to satisfy the pupils and to adjust his teaching to meet their ever present needs. This condition is best obtained where the pupils of any given class work at the same processes, in the same industry, requiring the same English sentences to express their ideas. Every industry has its own technical expressions, its own procedure, its own customs. The successful teacher of English to men and women in industry must make himself thoroughly familiar with all these, and must base his lessons on the English useful to the pupils in the specific work at which they are engaged. Instead of teaching a pupil how to apply for an imaginary job, the teacher must connect his present job with the unique procedure in getting it. Rather than teach a carpenter the English that goes with laying bricks, the teacher must plan the lesson to be of value to the carpenter. It is better for the pupil to understand the signs posted in his factory than the signs in any other factory.

To the teacher the time expended in familiarizing himself with local industrial conditions, will be time well spent. Not only will he secure a body of subject matter for his English instruction which will be far superior to any ready-made lessons, but by relating his lessons to the pupils' vocations he will secure the interest of his pupils and the active cooperation of their employers. The teacher must bear in mind that his success depends largely on the backing of employers and industrial managers. The latter must be made to feel that, aside from patriotic consideration, teaching English to their non-English-speaking workers is a necessity; that it pays in better understanding, in better workmanship, in improved spirit.

Obviously, it is not possible to draw up a series of lessons to be effective in the great variety of industries found in our country. Merely by way of suggestion, the following lessons are presented with the further statement that the teacher must adapt the lesson to the situation as he finds it and must add other lessons usable in the industry of the pupil:

*Looking for work.*

John is a molder, (hammer, presser, fireman, etc.).

He has no job.

He wants to work.

He walks around the streets. He is looking for work.

He sees a sign "Molders wanted."

He walks into the factory.

The foreman (employment manager, superintendent) comes in.

"Do you want molders?"

"Yes. Have you any experience?"

"I have three years' experience."

"For whom did you work?"

"I worked for Johnson & Company."

"How much do you want?"

"I want ——— dollars a day."

"We pay by the week. We pay ——— a week."

"We pay by the piece. We pay ——— a piece."

"All right, I'll take the job."

"When can you begin to work?"

"I can begin to-morrow morning."

"All right. Here is a ticket with your number. I shall expect you."

*Beginning work.*

John came to the factory at 7 o'clock.

He walked in.

The foreman said, "Good morning, John. Come with me."

He showed John how to punch the clock.

Then John put his hat and coat into a locker.

He put on a pair of overalls.

The foreman said, "Come with me to the foundry" (drying room, machine shop, etc.).

Everybody was working.

The foreman called Mike.

"Mike, this is John. He will work with you."

The two men shook hands.

John walked away with Mike and began to work.

*Pay day.*

To-day is pay day.

The cashier (pay clerk, paymaster, foreman, etc.) comes into the factory.

He carries a leather bag.

In the bag are envelopes.

Each envelope holds the pay of a workman.

The men stand in line.

The cashier (pay clerk, paymaster, foreman, etc.) says, "What is your name?"

"My name is John Brown."

"What is your number?"

"My number is 485."

"Here is your envelope."

"Thank you."

John opens the envelope.

He counts the money.

It is right.

**AN ACCIDENT.**

A man was hurt in our factory.

He did not obey the danger sign.

The sign read, "Danger. Do not touch."

He could read English, but he was careless.  
He touched a piece of hot metal.  
The hot metal burned his hand.  
He fell down and fainted.  
We took him to the emergency room.  
The doctor treated his hand.  
Then he put a bandage on the man's hand and sent him home.  
The man will not be able to work for a week.

## PLANING A BOARD.

I am a carpenter.  
I take a board.  
It is rough.  
I put it into the vise.  
I go to the tool rack.  
I take a jack plane.  
I plane one side of the board.  
I open the vise.  
I take out the board.  
I turn the board around.  
I plane the other side.  
The board is smooth on two sides.

## SUPPLEMENT A.

(Report of the Committee on Methods of Teaching English to the Foreign Born.)

Mr. FRED C. BUTLER, Director of Americanization, Washington, D. C.

DEAR SIR: The committee upon Methods of Teaching English to the Foreign Born, appointed at the National Conference on Methods of Americanization, held in Washington in May, 1919, submits its report as follows:

*Introduction.*—Teaching English to non-English-speaking people is merely one phase of the general problem of foreign-language instruction. Because of this the principles underlying a comprehensive method of teaching English to the foreign born are the same as those that underlie the teaching of a foreign language to American men and women of equal education and intelligence.

It is the understanding of this committee that the suggestions regarding method were intended to apply to teaching English to beginners, since this phase of the work differs more widely from the customary methods employed in teaching English to the intermediate and advanced groups.

*Types of method.*—Methods of teaching foreign languages may be classified in many ways. When we think of the language that is used as a means of communication between teacher and pupil we may class the method as either direct or indirect—indirect when the teacher is able to speak the language of the pupils and uses it in the teaching; direct when the teaching is carried on entirely in the new language.

Again the methods may be classed as synthetic or analytic according to the unit of advance used in the teaching. The method may be said to be synthetic when the attempt is made to build a vocabulary by the mastery of isolated words and then out of this material it is attempted to construct sentences. A method may be said to be analytic when the sentence is taken as the unit and is later analyzed into its separate parts.

It is the opinion of this committee that the results achieved by the intelligent use of the direct method, which is not synthetic in plan but which does depend upon the sentence as the unit of language, are the most satisfactory. The direct method to be satisfactory, however, must be completely and carefully organized and the material for the early lessons must be selected with great care.

*Source of lesson material.*—The committee feels that grave mistakes have been made in the past in the choice of lesson material for classes of the foreign born because too much emphasis has been placed upon the literary features of the English language and too little placed upon the actual every-day English that the pupil needs for his home, industrial, and community life. Instead of selecting material for its literary value, it is better to select the subject matter of the lessons from the field of common, every-day experiences of the individual, to the end that he may learn to express himself in English on subjects about which he is likely to have the opportunity of talking to English-speaking people.

*Classification of pupils.*—It is a well-known fact that individuals differ in intellectual power and educational attainments. Classes, after all, are only groups of individuals, and it has been found possible to adjust the groupings of these individuals in such fashion that each class can make the greatest amount of progress in the shortest time. The following principles of classification will be found valuable in this respect:

(1) *Grouping according to race.*—When dealing with real beginners, those who can speak and understand no English, it is advisable to recognize the principle of classification by race. In this way racial antipathies are avoided and groups that are homogeneous both as to racial backgrounds and intellectual achievements can be brought together. Later on, after the preliminary lessons have been given, it will be advisable to break down the barriers of race by organizing the classes upon some other basis.

(2) *Classification by sex.*—Where numbers warrant, it is often advisable to classify men and women separately. If such a course is impossible on account of lack of numbers, divide the class into two groups, placing the women in one group and the men in another.

(3) *Classification on the basis of knowledge of English.*—The third principle of classification is found in the amount of English that is already the property of the pupils. Three main groups are possible on this basis: Beginners, intermediates, and advanced. In the first class should be placed those who do not speak, understand, read or write any English, or very little English. In the second group may be placed those who are able to speak much English rather poorly or a little English quite well, who are able to read simple English sentences with understanding, and who are able to write short sentences from dictation. In the third group may be placed those who are able to talk on subjects of general interest, who are able to read simple news items in the daily paper, and who are able to write a short business letter with some degree of correctness.

*Detailed classification of beginners.*—Experience has shown that it is advantageous to make subdivisions of those who are classed as beginners. In general, it is more advantageous to group in one beginning class the illiterates—those who are unable to read or write their own language. These may be again subdivided into a group that does not speak or understand any English and another group that speaks and understands little English. Likewise it is advantageous to group together those who are educated in their own language, and these may be again subdivided into those who speak and understand no English and those who speak and understand some English. The following outline will explain this plan of grouping:

- (1) Beginners:
  - (a) Illiterate.
    - (Speak and understand no English.)
    - (Speak and understand some English.)
  - (b) Educated in own language.
    - (Speak and understand no English.)
    - (Speak and understand some English.)
- (2) Intermediate beginners:
  - (a) Speak much English rather poorly or a little English quite well.
  - (b) Read simple English sentences with understanding.
  - (c) Write short sentences from dictation.
- (3) Advanced beginners:
  - (a) Talk about matters of general interest.
  - (b) Read simple news items in daily paper.
  - (c) Write short business letter.

As indicated in the introduction, the essential work of this committee was to deal with methods for beginners. It seems wise, however, to suggest that when pupils have reached the stage of advanced beginners they are able to apply their English to gaining instruction about our history, our institutions, our civics, and such other general topics as may be of particular value to individual classes. e. g., study of the post office and its departments, of the weather bureau and its value to the citizen, buying real estate, building a home, borrowing money, and so forth.

*Principles governing the organization of material.*—Following the idea mentioned above, the subject matter of each lesson should be selected from the common, every-day experience of pupils. Each lesson should be organized around one central idea which constitutes the general end. In the early lessons this central idea or theme should be developed in not more than 15 sentences. It should be noted that the sentence rather than single words is taken as the unit of language. The sentences should follow one another according to logical sequence in time, since this is a great aid to the memory of the pupil. It is advisable to arrange the sentences in groups so that natural resting places will occur in the theme. Ordinarily, 15 sentences should be arranged in three groups of five each. However, in suggesting 15 sentences as the maximum number for the early lessons, it is not intended to set this as a standard. A theme may consist of three or four sentences, or it might be possible to have more than 15. The short theme that follows will indicate the application of the principles so far mentioned:

*Making the fire.*

1. I close the dampers.
2. I shake the grate.
3. I take out the ashes.
4. I put the ashes in an iron pail.
5. I take off the lids. (Covers.)
6. I place paper in the fire-box.
7. I place wood in the fire-box.
8. I put on a shovelful of coal.
9. I strike a match.
10. I light the paper.
11. I open the dampers.
12. I put on the lids. (Covers.)
13. I brush off the stove.
14. The fire burns.
15. I put on more coal.
16. I close the stove-pipe dampers.

In cases of illiterates and pupils of low mentality, the sentences in a given lesson should be short and very simple, closely connected and few in number. It will be found that some classes learn more rapidly than others. Consequently, teachers may find that all the sentences in the theme can not be developed in one lesson. If such is the case, they should develop only as many as the class can assimilate and leave the others to be taken up at a later time.

It will be noted that the connecting idea between the sentences in the theme is that of succession in time expressed by the words "and then" understood. The language used in the theme should be objective, i. e., such that is easily dramatized or made intelligible to the pupil through the use of objective material.

*Principal governing the teaching process.*—We have already recognized the importance of teaching the foreign-born to speak and understand English as

well as to read and write it. To develop the ability to speak and understand the language, attention must be given to ear training, since it is through the ear that we master language. We have already noted that the sentence is the unit of language. Our method then should deal from the beginning with sentences rather than with vocabulary lists. In each sentence the most important word is the verb. This should receive special drill and attention because it is in the use of verbs that a large proportion of the mistakes of language occur.

In transmitting the idea to the mind of the pupil one or all of the following devices may be employed:

(1) Dramatization: (a) Action; (b) gesture; (c) play of features and inflection of the voice.

(2) Objects.

(3) Pictures. The use of figurative language should be postponed until the pupils have developed sufficient vocabulary so that explanations of abstractions may be made. In teaching the theme, however, which is composed of objective language, the teacher should also use such expression as "That is good." "I like that." "Please try again," etc. These constitute expressions of commendation, judgment, or admonition, and may be classed under the heading of subjective language. It will be found unnecessary to explain the meaning of these phrases since the expression of the features and the inflection of the voice convey the idea. Out of the objective language found in the theme and the subjective language contributed by the teacher, conversation will be naturally developed, and conversations furnish excellent drill in the use of language.

Many of the textbooks for the teaching of English to the foreign-born emphasize the objective features of the direct method and many of the earlier pages are devoted to exercises revolving about selected lists of words arranged in such fashion as "This is a hat." "Is this a coat?" "What is this?" "This is a book," etc. While this arrangement of material does not appear in the theme plan as outlined above, the teacher may use question and answer exercises to good advantage in reviewing what has already been taught by the theme plan. The great importance of variety in review work can not be too strongly emphasized. Other devices for accomplishing this result are as follows:

(a) Question the pupils, requiring answers that use words taught in the sentences of the various themes.

(b) Let the pupils question each other about the lessons as soon as they have gained sufficient vocabulary.

(c) Give commands either orally or in writing on the blackboard using vocabulary previously taught and requiring a pupil to execute a command and then tell what he did.

(d) Dramatize universal activities, e. g., buying a hat, applying for work, making a deposit in a savings bank, etc.

*Teaching English grammar through use.*—The formal rules and definitions of grammar should have little place in this method, but a great amount of drill in the use of grammatical forms and expressions can be obtained by the use of variants which can be introduced into the original theme. On general principles it will probably be found advantageous through a series of lessons to substitute for the personal pronoun "I" that occurs as the subject of each sentence in the early themes, the other personal pronouns. It will also be found possible by the use of the key words "to-day," "yesterday," and "to-morrow" to get splendid drill in the tenses by teaching the pupils to say, "To-day I walk to the door." "Yesterday I walked to the door." "To-morrow I shall walk to the door," etc.

*Teaching the English sounds.*—Experience has shown that sound drills are valuable in classes of foreign-speaking people to aid in the correction of for-

elg accent, enunciation, and pronunciation, and sometimes to furnish a key for the recognition of new words. Care should be taken to avoid a waste of time in this field, however, and the phonic period should be kept separate in order that the reading exercise may not lose its continuity. Sound drills should be centered around words that appear in the themes, but no pupils should be asked to practice the sounds until the teacher has carefully shown how the sounds are developed.

*Teaching procedure.*—A common mistake, especially in the teaching of English to men and women who do not speak or understand any English, has been to rely upon the printed page as the instrument by which to teach the language. Experience has shown, however, that spoken language is best mastered through the ear. As a consequence, the teaching procedure should place its first emphasis upon oral instruction and practice in speaking. Drill in the reading of the language should be thought of as a second step in the teaching process for beginners. The pupil should first be taught the meaning of the theme through the devices of action, gesture, play of features, inflection of the voice, together with the use of objects and pictures. After the ears of the pupils have become accustomed to the sounds of the sentences as voiced by the teacher and after they have grasped the meaning, they should then learn through imitation and repetition to say the English sentences. The process of oral instruction and the practice in speaking should continue until the completed theme has been mastered.

As soon as the pupils are able to repeat the sentences of the lesson understandingly, the teacher should write the lesson on the blackboard, sentence by sentence, having the class read each sentence several times after it has been so written. When the complete lesson is on the blackboard it should be read in concert by the class as a whole and then, if possible, in whole or in part by each member of the class. This lesson should then be copied into a notebook provided for this purpose. In the above procedure, use is first made of the ear in listening, then of the mouth in repeating, then of the eye in reading from the blackboard, and then of both the eye and the hand in copying into the notebook. Teaching according to this plan intensifies the language impressions made and increases the student's chances of retaining the lessons taught.

*Limitations on the features of dramatization, use of objects, etc.*—The committee desires to lay particular stress upon the importance of modifying the application of a method according to the particular needs of the class. It is for that reason that so much attention is given to the principle of classification in the earlier part of this report. In classes of beginners who do not speak or understand any English, it will be found necessary to make use of the suggested devices for dramatization, use of objects, etc., in order that understanding may be aroused in the minds of the pupils. Care should be taken, however, that the use of these devices should be gradually discontinued as the class improves in its knowledge of English. Likewise, there may be classes of beginners who have picked up some knowledge of English through their association with English-speaking people. The teacher who makes the mistake of resorting to detailed dramatization and object teaching with these classes will immediately forfeit the respect of the pupils and will discover a great loss of interest in the lessons.

While it is possible to use similar lesson material with intermediate beginners, namely, those who can already speak and understand some English, the teacher should begin the work of reading from the blackboard, leaflet, or book at once using objects and action-work only when necessary.

*How long should the theme form of lesson organization be used?*—The committee recognizes that a difference of opinion exists as to the number of



lessons that should be introduced in the theme form. We feel that the matter of passing from the theme plan to the paragraph plan depends upon the ability and previous preparation of the student rather than upon any stated number of lessons. As a rule, with real beginners, 25 or 30 themes of about 15 sentences each may be used to advantage before lessons are organized in regular paragraph form.

Respectfully submitted,

W. M. ROBERTS, *Chairman.*

*Asst. Superintendent of Schools, Chicago, Ill.*

CHAS. E. FINCH,

*Director of Immigrant Education, Rochester, N. Y.*

H. H. GOLDBERGER,

*Principal Public School 18, New York City.*

*Instructor, Methods of Teaching English to Foreigners,*

*Columbia University.*

PETER ROBERTS,

*Secretary Industrial Department,*

*International Committee, Y. M. C. A.*

T. E. SPENCER,

*Supervisor of Educational Extension, St. Louis, Mo.*

CHAS. F. TOWNE,

*Director of Immigrant Education, Massachusetts.*

## SUPPLEMENT B.

### BIBLIOGRAPHY.

#### ENGLISH TEXTS.

- Austin, Ruth. *Lessons in English for foreign women.* New York [etc.], American Book Co., 100 Washington Square east, 1913. 35 cents.
- Beshgeturian, Azniv. *Foreigners' guide to English.* Yonkers, N. Y., World Book Co., 313 Park Hill Avenue, 1914. 60 cents.
- Chancellor, William E. *Reading and language lessons for evening schools.* New York. American Book Co., 1912. 30 cents.
- Cole, R. E. *Everyday English for every coming American.* Cleveland, Ohio, Y. M. C. A., Educational Department, 1914.
- Field and Coveney. *English for new Americans.* New York [etc.], Silver, Burdett & Co., 1911. 60 cents.
- Goldberger, Henry H. *English for coming citizens.* New York [etc.], Charles Scribner's Sons, 1918. 80 cents.
- Houghton, Frederick. *First lessons in English for foreigners.* New York, American Book Co., 1911. 40 cents.
- Markowitz and Starr. *Everyday language lessons.* New York, American Book Co., 1914. 40 cents.
- Price, Isaac. *Direct method of teaching English to foreigners.* New York, Frank Beattys & Co., 1913. 45 cents.
- Roberts, Peter. *English for coming Americans.* New York, Association Press, 347 Madison Avenue.

Series of books, pamphlets, charts and cards. Descriptive price list can be secured on request.

#### CIVICS TEXTS.

- Carr, John Foster. *Guide to the United States for the immigrant.* New York, Immigrant Educational Society, 241 Fifth Avenue.
- Dunn, Arthur W. *Community and the citizen.* (For advanced classes.) Boston [etc.], D. C. Heath & Co., 1907.
- Hill and Davis. *Civics for new Americans.* Boston [etc.], Houghton Mifflin Co., 1915. 80 cents.
- Hass, Anna A. *Civics for Americans in the making.* New York [etc.], D. C. Heath & Co., 1912. 50 cents.
- Richman and Wallach. *Good citizenship.* New York [etc.], American Book Co., 1908. 45 cents.
- Roberts, Peter. *Civics for coming Americans.* New York, Association Press, 347 Madison Avenue, 1917. 50 cents.
- Sharpe, Mary F. *Plain facts for future citizens.* New York [etc.], American Book Co., 1914. 48 cents.
- United States. Department of the Interior. Bureau of Education. *Civic education in elementary schools as illustrated in Indianapolis.* Washington, Government Printing Office, 1915. (Bulletin, 1915, No. 17.) 5 cents.
- . *Lessons in community and national life.* Washington, Government Printing Office, 1918. (Series A, B, and C.) 45 cents.
- . *The teaching of community civics.* Washington, Government Printing Office, 1915. (Bulletin, 1915, No. 23.) 10 cents.

**Webster, Hanson Hart.** Americanization and citizenship. Boston [etc.], Houghton Mifflin Co., 40 cents.  
Lamed in several languages.

**Zmirhal, J. J.** Primer of civics. Chicago, The Illinois Society of the Colonial Dames of America, 1362 Astor Street, 1912.

Bilingual texts in Italian, Polish, Bohemian, Lithuanian, and other languages.

#### TRAINING FOR TEACHING.

**Bahlson, Leopold.** Teaching of modern languages. Boston [etc.], Ginn & Co., 15 Ashburton Place, 1905. 50 cents.

**Berlitz, M. D.** The Berlitz method for teaching a language. English Part—Book 1. New York, Berlitz & Co., 28-30 West Thirty-fourth Street, 1915. \$1.00.

**Galvin and Bagley.** Human behavior—a first book in psychology for teachers. New York, The Macmillan Co., 64 Fifth Avenue, 1913. \$1.00.

**Goldberger, Henry H.** How to teach English to foreigners. New York, A. G. Sellen, 1224 Amsterdam Avenue, 1918. 75 cents.

**Gouin, François.** The art of teaching and studying languages. New York [etc.], Charles Scribner's Sons, 597 Fifth Avenue, 1892.

**Jespersen, O.** How to teach a foreign language. New York [etc.], The Macmillan Co., 64 Fifth Avenue, 1904. 90 cents.

**Mahoney and Herlihy.** First steps in Americanization. Boston [etc.], Houghton Mifflin Co., 1918.

**Roberts, Peter.** Teacher's manual—English for coming Americans. New York, Association Press, 347 Madison Avenue, 1909.

**Sweet, H.** The practical study of languages. New York, Henry Holt & Co., 19 West Forty-fourth Street. \$1.50.

#### AMERICANISM.

**Bryce, James.** The American commonwealth. Vol. 2. Chapters CI, CII, CXIV. New York [etc.], The Macmillan Co., 64 Fifth Avenue.

**deToqueville.** Democracy in America. 2 vols. Colonial Press.

**Foerster, Norman, and Pierson, W. W., editors.** American ideals. Boston, [etc.], Houghton Mifflin Co., \$1.25.

**Hill, David J.** Americanism: What it is. New York, D. Appleton & Co., 29-35 West Thirty-second Street, 1916. \$1.25.

**Kellar, Frances A.** Straight America. New York, The Macmillan Co., 1916. 50 cents.

**Laue, Franklin K.** The American spirit. Addresses in war time. New York, Frederick A. Stokes Co., 443 Fourth Avenue, 1918. 75 cents.

**Roosevelt, Theodore.** American ideals and other essays. New York, G. P. Putnam's Sons, 2 West Forty-fifth Street, 1901. \$1.50.

— The great adventure. New York [etc.], Charles Scribner's Sons, 597 Fifth Avenue, 1918. \$1.00.

**Van Dyke, H.** The spirit of America. New York, The Macmillan Co., 1910. \$1.50.

#### THE IMMIGRANT'S MIND.

**Antin, Mary.** The promised land. Boston [etc.], Houghton Mifflin Co., 1912. \$2.00.

**Bridges, Horace J.** On becoming an American. Boston, Marshall Jones Co., 212 Sumner Street, 1918. \$1.75.

**Cohen, Rose.** Out of the shadow. New York, George H. Doran Co., 244 Madison Avenue, 1918. \$2.00.

- Ravage, M. E. *An American in the making.* New York, Harper & Bros., 325 Pearl Street, 1917. \$1.40.
- Rlis, Jacob. *The making of an American.* New York [etc.], The Macmillan Co., 64 Fifth Avenue, 1901. \$3.00.
- Steiner, Edward A. *From alien to citizen.* New York [etc.], Fleming H. Revell & Co., 158 Fifth Avenue, 1914. \$2.00.
- Stern, E. G. *My mother and I.* New York, The Macmillan Co., 1917. \$1.00.

## BACKGROUND OF THE RACES.

- Bagot, R. *Italians of today.* Chicago, Ill., F. G. Browne, 1913. \$1.25.
- Balch, E. G. *Our Slavic fellow citizens.* New York, Charities Publication Committee, 105 East Twenty-second Street, 1910. \$2.50.
- Barnes, Mary C., and Barnes, Lemuel C. *The new America—a study in immigration.* New York [etc.], Fleming H. Revell Co., 158 Fifth Avenue, 1913. 50 cents.
- Bogardus, Emory S. *Essentials of Americanization.* Parts 2 and 3. Los Angeles, Cal., University of Southern California Press, 1919. \$1.50.
- Commons, John R. *Races and immigrants in America.* New York [etc.], The Macmillan Co., 64 Fifth Avenue, 1915. \$1.50.
- Graham, Stephen. *With the poor immigrants to America (Slavs).* New York, The Macmillan Co., 1914. \$2.25.
- Knox, George William. *The spirit of the orient.* New York, Thomas Y. Crowell & Co., 426 West Broadway, 1906. \$1.50.
- Steiner, Edward A. *On the trail of the immigrant.* New York [etc.], Fleming H. Revell & Co., 158 Fifth Avenue, 1906. \$1.50.
- Ruppin, Arthur. *The Jews of today.* New York, Henry Holt & Co., 19 West Forty-fourth Street, 1913. \$1.75.
- Van Norman, L. E. *Poland, knight among nations.* New York, Fleming H. Revell & Co., 1907. \$1.50.