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EDUCATION OF THE IMMIGRANT

ABSTRACTS OF PAPERS READ AT A PUBLIC CONFERENCE UNDER THE AUSPICES OF THE NEW YORK-NEW JERSEY COMMITTEE OF THE NORTH AMERICAN CIVIC LEAGUE FOR IMMIGRANTS, HELD AT NEW YORK CITY, MAY 16 AND 17, 1913

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, November 1, 1913.

SIR: To the people of no other country is the problem of the education of immigrants of so much importance as to the people of the United States. No other country has so many men, women, and children coming to its shores every year from all parts of the world. In many of our cities and towns, and in some of our States, the people of foreign birth constitute a very large proportion of the entire population. It is reported that the immigrants stopping in New York City last year were from 98 different countries and provinces and spoke 66 different languages. In one school district in Pennsylvania there are children of 29 different nationalities.

Many of those who have come to us in recent years are from countries having very meager provisions for public education. According to the Federal census of 1910 more than 25 per cent of the foreign-born population of 3 States was illiterate, from 15 to 25 per cent of 5 States, from 10 to 15 per cent of 11 States, and from 5 to 10 per cent of 21 States. In only one State was the percentage of illiteracy of the foreign-born population less than 5.

Most of the immigrants in recent years have little kinship with the older stocks of our population, either in blood, language, methods of thought, traditions, manners, or customs; they know little of our political and civic life and are unused to our social ideals; their environment here is wholly different from that to which they have been accustomed. Strangers to each other, frequently from countries hostile to each other by tradition, of different speech and creeds, they are thrown together, strangers among strangers, in a strange country, and are thought of by us only as a conglomerate mass of foreigners. With little attention to their specific needs, they are crowded into factories, mines, and dirty tenement quarters, too often the prey of the exploiter in business and the demagogue in politics.

That these people are interested in the elementary education of their children, or at least obedient to the school-attendance laws, is shown by the fact that the least illiterate element of our population is the native-born children of foreign-born parents. The illiteracy

among the children of native-born parents is three times as great as that among the native-born children of foreign-born parents.

But it is not alone the question of the school education of children. The millions of adult men and women, and of children older than the upper limit of the compulsory school-attendance age, must be looked after; they must be prepared for American citizenship and for participation in our democratic industrial, social, and religious life; they must be given sympathetic help in finding themselves in their new environment and in adjusting themselves to their new opportunities and responsibilities. For the enrichment of our national life as well as for the happiness and welfare of individuals we must respect their ideals and preserve and strengthen all of the best of their Old World life they bring with them. We must not attempt to destroy and remake—we can only transform. Racial and national virtues must not be thoughtlessly exchanged for American vices.

The proper education of these people is a duty which the nation owes to itself and to them. It can neglect this duty only to their hurt and to its own peril. No systematic effort has ever been made to work out the best methods therefor. We have little definite usable knowledge of the varying characteristics of the several races. We are ignorant even of the surest and quickest way to teach them to speak and understand English. To work out the several phases of this vital problem of the education of immigrants and their children should be the task of this bureau, and the bureau will gladly undertake it whenever sufficient funds are made available for that purpose. In the meantime I recommend that the accompanying manuscript, which contains the substance of papers and addresses presented at the public conference on the education of immigrants, held under the auspices of the New York-New Jersey committee of the North American Civic League for Immigrants at the College of the City of New York, May 16 and 17, 1913, be published as a bulletin of the Bureau of Education. I believe it may serve at least to call attention to this problem and to the need of a more careful, systematic study of it.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

To the SECRETARY OF THE INTERIOR.

EDUCATION OF THE IMMIGRANT.

I. DOMESTIC EDUCATION OF THE IMMIGRANT.

THE WORK OF THE DOMESTIC EDUCATOR.

MRS. ANNIE L. HANSEN,
North American Civic League for Immigrants.

Domestic education, as we understand it, is an effort to meet the educational needs of the adult immigrant woman and to preserve the influence of her home as a vital force in the training of her children. It is further designed to supplement the work of the public schools with consecutive constructive work in the homes.

We have become so used to modern conveniences that we are apt to forget that those coming to us from other countries have not had them. The immigrant women come to us from environments entirely different from those they find themselves in when they arrive in this country. The great majority of them are of the peasant type, have had few or no opportunities for education, have generally worked in the field, and have never lived in the city or in close proximity to neighbors. It becomes immediately necessary to teach the use of sinks, how to clean them, and how to flush out the drains. Then come the toilets, garbage, slop pails, etc. Nearly all immigrant women need advice, and when the instruction is so put that they realize that to be sanitary is to be economical, they waste no time in carrying it out.

VENTILATION.

The immigrant woman is ignorant of the value of fresh air, and in our campaign of education we have to make the mother of a family realize that ventilation prevents sickness and that sickness means expense before she will attempt to ventilate her home. The educator has to create a horror of flies by drawing attention to the flies on the filth in the street, and then show how they convey germs into the house. Such a thing as ventilating clothing or comforters or pillows is unknown, and the educator shows that unheard-of things are possible by assisting at the first bed cleaning.

HYGIENE.

When I questioned an Italian woman, who regularly swept the dust from the floor into a cupboard, about her sweeping in the old country, she replied:

> At home I take a pail of water and a broom and wash and sweep everything out of doors, because the floor is stone. But here the inspector will not let me sweep into the hall, and when I used a pail of water it ran through into the flat below; so I sweep into the cupboard.

It never occurred to her to take the dust up in a dustpan. Many women who are clean about their homes are not clean about their persons, and in this connection the educator frequently finds herself confronted with superstition. For example, Ruthenians will not wash the top of a child's head at birth nor until after the second birthday, and a pregnant mother will not take a bath. It is difficult to get her to wash more than her face and hands, and all this because of a fear of being bewitched. Some believe they have been bewitched, and in fear of death they refuse to clean or comb their hair. Personal service on the part of the educator is necessary to demonstrate the methods of personal cleanliness. The hot, weary mother of a large family was won for all time when the educator donned an apron and bathed the young children, instructing the mother in every detail of the bath and in the care of the hair and that of the nails. Many times a week the educator finds that a bath for the baby is the introduction to further instruction in household matters. The immigrant girls are urged to seek the beauty of perfect cleanliness and to shun the rouge pot. As the educator becomes more closely acquainted with the family and wins the confidence of the mother she finds opportunities to teach sex hygiene and to urge mothers to teach their young daughters. The importance of privacy in their homes is emphasized to induce modesty and high standards of morality. This may mean fewer boarders and less money saved, perhaps, but a daughter's purity preserved counterbalances the financial loss. I think we never sufficiently realize what the lack of privacy is answerable for.

FOODS.

Among the many difficulties presenting themselves to immigrant mothers, none is greater than that of food. Bread and coffee three times a day and soup once a day is the standard diet of the average immigrant. The women are quite ignorant of the many foods they see displayed in stores, and they hate to acknowledge their ignorance. This, coupled with their fear of spending more than is necessary, is probably accountable for the meager diet. After learning the income of the family, the educator advises about the proportion

which should be set aside each week for rent, fuel, clothing, food, etc. When the amount available for food is determined, the woman is advised as to the best meals she can provide for that amount. It is necessary to impress upon her that economy is not getting the cheapest, but getting the best results for the least money. Women are often taken in groups to the markets and taught how and what to buy. The educator teaches food principles in a simple way.

HOME NURSING.

I think all agree that no girl, no matter what her nationality, ought to marry without some knowledge of simple home nursing and emergency work, for emergencies arise which must be dealt with before the arrival of a physician. Simple home nursing must be included in domestic education. I have made an entry into many homes by going home with a child found crying in the street with a cut on the leg, arm, or face, or a badly bruised thumb or toe. Cleansing and bandaging the injured member offers an excellent opportunity for suggesting to the mother how much trouble is saved by keeping on hand and in one place strips of old, clean linen, a small bottle of peroxide, and a jar of simple ointment. They should be taught also how to administer an emetic and the antidotes for the poisons, especially potash, which they commonly have in their homes.

The prospective mother is usually very ignorant as to how to care for herself, and to no one is the domestic educator more welcome than the woman looking forward to confinement in a land with strange customs. If the woman can be persuaded to allow the district nurse to visit her, the educator leaves all instructions to the nurse, but it is seldom that the immigrant woman will allow the nurse to take charge of her case, because of her dread of male physicians. In some homes a male physician in attendance at childbirth would mean terrible trouble. The ordinary midwife gives little or no prenatal instruction; so the educator must do it. As before stated, it is often difficult to overcome superstition and prejudices. The midwife's services are ended when the baby is 3 or 4 days old, and there is a very easy access to the woman's heart at this time, through baby welfare work.

SEWING.

Most immigrant women know how to sew a little, but they do not know how to select materials, nor how to cut to the best advantage. I have found many women who can make a very presentable garment, but provide no means of fastening, merely using pins. Upon inquiry, I have discovered that buttonholes are "only for rich folks, and hooks and eyes get rusty." The educator impresses upon the women economy in buying; she tries to get them to plan garments

that are both durable and attractive, and not to purchase tawdry finery.

CONCLUSION.

I have been asked many times if this work is not much the same as district nursing. It is not. I was district nurse for four years in a district composed entirely of immigrants of all races, and during those years I saw daily the need of this instruction in domestic education. Time and time again I wished to teach a woman how to sew, bake, clean, and buy; and to advise her how to adapt herself to conditions surrounding her, but I could not. There is no time in the busy day of a visiting nurse to do these things, however strong her desire.

Diplomacy must be used to get into homes; a thorough knowledge of conditions must be gained; dignity must be maintained which allows no familiarity and yet is absolutely friendly. These things are essential to the domestic educator, and so is a knowledge of nursing, of symptoms, of foods, and of sewing, and an ability to make substitutes for things necessary from what is at hand; and last, but not least, there must be the desire and power to give personal service, to do things, and not to instruct only.

TEACHING IMMIGRANT MOTHERS PROPER FOOD.

Miss Winifred Gibbs.
New York Association for Improving the Condition of the Poor.

The New York Association for Improving the Condition of the Poor has, among its other educational activities, built up a department for teaching home economy, with special attention to proper food. The work is not confined to immigrants, but much of interest has developed in working among the foreign born, particularly Italians. The working basis of all the teaching is the actual income of the family. The mother, whether native or immigrant, is taught first to face her problem squarely, and then to work out the best solution. With the immigrant mothers this teaching involves instruction in adapting themselves to new conditions. The women are taught the principles of good housekeeping, what it means to maintain a high standard of living in a home, and then are led gradually to the point of doing their best to maintain this high standard. Response is eager, and results during the six years have been most satisfactory. The following case is cited as an illustration. The home-economy teacher visited a family very recently arrived in this country and found that the 2-year-old child was suffering from rickets and had never walked. Inquiry as to its food brought forth the information that the baby was fed precisely as were the adults

members of the family, the chief food being macaroni. A course of lessons was immediately begun, and as no member of the family could speak English the work was done by demonstration and through an interpreter. Before the teacher left, the child was beginning to step. Six months after her visits had been discontinued the father met the district visitor, and the following conversation ensued: Man: "My God, you should see my baby." Visitor: "What is the matter with the baby?" Man: "He run, he jump, he strong, he fat." Visitor: "Do you know what brought this about?" Man: "Sure; the cook."

All of this work is done in accordance with the principles of sound relief-giving. Great care is taken to realize the family as a whole and never to let the needs of an individual interfere with the family welfare.

As the work is planned for the future, the department will include teachers in diet and cooking, teachers in sewing, and a staff of practical demonstrators of cleanliness, the association's visiting housewives. It is believed that this work has a distinct place side by side with many other activities that are planned to bring about social betterment.

THE TRAINING OF THE DOMESTIC EDUCATOR.

I.—By Miss Helen Kinne,
Teachers College, New York City.

The work of the domestic educator is still in its pioneer stage, and it seems impossible to state definitely just what the training for such work should include. At this time the success of the work is due to the native power and efficiency of the women engaged in it. When we pass the pioneer stage in any educational movement and propose a formal system of training we are confronted by the danger of becoming academic. While I can indicate in a general way a scheme for a possible course of study, I feel that this is an opinion that is not altogether scientific. It is evident that any system of training must be directed to meet the needs of the immigrant women. It is equally obvious that this training is not by any means entirely on the material side. We have to create ideals, to give a standard of living, to introduce the woman to the society in which she lives, and to make her a better woman.

The field of work for the domestic educator in training seems to divide itself naturally into three parts. First, the training in practical lines. Miss Gibbs is giving at Teachers College a course in economic cookery well adapted for the purpose under discussion. To this might be added other courses of a similar nature in housewifery, sanitation, mending, etc. There might be other work in

making even a small home beautiful, and possibly some work in gardening for those immigrants where a small plat of land is available. Equally important is a second group of studies to be classed under social science. This would include a study of the whole immigrant problem and our own civic conditions. Too often young women in social work attempt to introduce the newcomer to conditions with which she herself is not familiar. Most important of all, perhaps, is the third section—actual work in the field as an apprentice under the direction of one of the able women already working in immigrant homes. This field work can not be stressed too much.

Before any definite system of training can be developed we need a thoroughgoing and scientific investigation of this very question. This is the burden of my message to-day. No better service could be rendered at present in studying this matter than the appointment of an able woman, trained in investigation, in sympathy with the work and in touch with the best in educational methods, who would have at least a year's study of this problem in the field. She should collect and organize facts in regard to work of this type all over the country. Her investigation would also include a study of what Columbia University, the School of Philanthropy, and other institutions offer to the intending domestic educator. Such a report would form a basis for planning a well-organized and effective system of training for the domestic educator.

II.—By Miss MABEL H. KITTREDGE,

Association of Practical Home-Making Centers, New York City.

No one has ever achieved anything without a model. The artist who later may do original work begins by copying; the musician first becomes saturated with others' music and then composes music of his own. We forget to give our immigrants a home to copy. The work of going into their homes and explaining how to sweep and how to use the sink is necessary, but they should have in their minds a picture of an American home—a model home in an apartment house. I should like to have such a home on Ellis Island. I should like to have the painted walls, the bare floors; the simple furnishings, the black kitchen stove, the open plumbing, the *order*. I should like this to be the first impression our immigrants receive.

I should like another model home to be in the neighborhood of every immigrant—a place where lessons in cooking, cleaning, care of the baby are given all day and all the evening—a place where the sink is studied, where the American stove is taken apart and studied, and where girls cook a dinner in an orderly kitchen, all the time learning food values.

In 1912 there were in the New York elementary schools 388,000 girls, every one of whom should have seen in her school building a model of a home; now she never sees a window washed or a floor swept. A few at the end of the course have a little cooking, but 344,500 had not even cooking last year. In the model home in every school our girls should work; then, like the artist, when their day for original work comes they have a standard, a model, an ideal.

What would I suggest as training for domestic-science teachers? To get into the heat of the battle. It is not fair to the immigrant child that she should be used as a lesson for the inexperienced, but there are ways to study without exploiting the child. Have these model homes and let our student pupils work there under or with an experienced teacher. Do not have these model flats necessarily in close proximity to a college. Let the pupils go where they are—in the heart of the immigrant population. These girls may not be wise enough at first to go to the foreigner's home and suggest improvements, but surely they know what an American home should be. Let them make a model and then invite the foreigner to enter.

To work at the problem, not in a scientific school only, but on the battlefield—that is the kind of training our teachers need, and each of the schools in a foreign section is an opening, and every model flat in New York is an opening.

II. IMMIGRANTS IN LABOR CAMPS AND ISOLATED COMMUNITIES.

I.—By JOSEPH MAYPER,
New York State Bureau of Industries and Immigration.

The problem for discussion is one that the average layman is not familiar with. The residents of the State and the residents of the country have but little interest in the labor-camp problem, because it is far removed from their daily lives. We know that the immigrant arrives at Ellis Island, is admitted to the United States, and goes to some crowded city. What becomes of him from the moment he lands in the city is something that we have never systematically followed up to any great extent until about two and a half years ago, when the New York State Bureau of Industries and Immigration was created as a component part of the department of labor. One of the functions of this bureau was to investigate the living and social conditions existing in our labor camps. We had a very small staff, but we soon found the existence of degrading conditions.

We can perhaps divide the general discussions of labor camps

into three parts: First, the general living conditions of the immigrant in the camp; second, the educational facilities, if any, that are provided for him; and third, the power to exploit him that is given to the padrone or contractor in charge of the camp. The bureau of industries and immigration, as a State organization, has devoted most of its attention to the first of these.

I am glad to state that a bill is now before the governor which it is hoped will, to a great extent, create sanitary conditions in our camps. This bill is the one introduced by the special public health commission. As a result of the bureau investigators' testimony before this commission, they incorporated in their bill this provision: The State is to be divided into 20 districts, with a sanitary supervisor in direct charge of each, acting under the orders of the public health council. One of his specific duties is to inspect all labor camps and isolated communities within his district, and enforce the sanitary code adopted by the council for the regulation of such camps. I am glad to state also that we have been instrumental in recommending to the public health commission a series of minimum sanitary requirements for these camps which will probably be adopted when that department is reorganized. Hereafter, when we inspect a camp we shall no longer have to ask the padrone, Will you please put a garbage can in front of this place? The matter will be reported immediately to the State health department, and it will be a simple matter to compel the padrone to provide sanitary living conditions.

The second phase of the immigrant problem in the labor camp relates to education. Perhaps some of you are familiar with the law which has just been enacted, authorizing the creation of temporary schools in labor camps where the construction of public works is going on. The State department of education will cooperate with us, and we shall cooperate with them, in creating temporary schools for adults in English, civics, and citizenship. These schools will undoubtedly be established wherever a large number of foreigners are congregated.

The third problem is that of the padrone. We have not been able to solve this, but we are hopeful that the time will soon come when his pernicious activities will be properly regulated. The creation of public free employment agencies would tend to do away with the padrone. The padrone at present obtains his laborers in the large cities and brings them to these isolated communities under misleading promises. He tells them that they will be paid a certain amount per day, that their living quarters will be of the best, and that the sanitary provisions of the camp are excellent. Once the laborer is in the camp he is entirely at the mercy of the padrone. He has no funds and can not leave; so that no matter what conditions he finds, he can do nothing to change or remedy them. He

must remain. Wages are paid every two weeks, or once a month, which keeps him at the camp for at least a month, or even longer. We have advocated the creation of free employment agencies, but there has been a great deal of opposition. However, this proposed legislation is now under discussion and is bound to come within the next few years.

II.—By Jane E. Robbins.

Society for Italian Immigrants.

My subject takes us first to the mountains of Abruzzi, near Chieti, where we find a strong young man used to patient digging; he may or may not know his alphabet, but he is sturdy, intelligent, cheerful, kind, and used to practicing great economy. He has probably four or five brothers. The family is very poor; there is no work for him at home, and he comes to America to work for a few years before going into the army. There are many like him; in a remote mountain town of Scanno, 17 miles from a railroad, I was not able to find, when I was there two years ago, a single school boy who was not planning to come over here. "Where is that woman going," I casually asked a 10-year-old Italian boy, as I saw a handsome woman passing us in Scanno. "She is going down to the lake to talk to God about her son," was the answer; "all the women go down to the church by the lake to talk to God about their sons in America."

The first attempt to organize a night school in a contract-labor camp was made by Miss Sarah W. Moore, in Aspinwall, Pa., where many young men from the Abruzzi and from Calabria were at work. Miss Moore had been eager for several years to start an evening school in a labor camp, and she went to Aspinwall at the instance of Mr. De Luca, a member of a firm engaged upon the construction of a filtration plant. The contractors gave Miss Moore the use of a shanty in which she opened, on Monday, September 5, 1905, an experimental evening school for day laborers. The men began to register their names the first night, and within two days 40 men had come into the school. Miss Moore wrote to me, as chairman of the camp school committee for the society for Italian immigrants, a glowing account of the beauty of the country around the camp, the kindness of the volunteer teachers who had come from all the different churches in Aspinwall, and of the great eagerness of the men to learn English.

In spite of feebleness and even an actual illness, Miss Moore clung to the evening school, encouraged the teachers, inspired the townspeople to enthusiastic activity, and trained her kind-hearted boys to reverence for their teachers. After she left the school, two young

women teachers came from another town, and went into that desolate camp and continued their work.

Miss Moore was instrumental in having a bill passed by the Pennsylvania Legislature permitting the use of schools for the education of adults whenever there was a demand for night schools.

Mr. De Luca was much interested in one of the Aspinwall water boys. The father of the boy, years before, had stood in the path of an express train too paralyzed to move, and Mr. De Luca had pulled him off the track. Those who know something of the gratitude natural to Italians can imagine the devotion to Mr. De Luca which this man had taught to his son. The boy came every night to school, soon mastered both reading and writing, and was given a responsible position on the works. Mr. De Luca said to me that the school had proved itself worth while in the education of this one boy.

From the neighbors' point of view, the school was of great value. The president of the chamber of commerce in Pittsburgh had his summer home in the vicinity, and after the camp was established he had closed his place because of his fear of the large number of Italian laborers. After the school opened, however, he felt that he could bring his family to Aspinwall. His daughters even helped to arrange a patriotic festa for the school, and Miss Moore was allowed the use of the beautiful grounds. I have a picture of her teaching a group of youngsters to sketch the trees. These boys are kept away from the vicious and demoralizing influences which in many camps prevent young laborers from becoming valuable additions to American life.

I have described somewhat at length the camp at Aspinwall for two reasons: First, because I wish to pay this tribute, which is all too slight, to the memory of Miss Sarah Moore, who, notwithstanding age and feebleness, did this wonderful pioneer work in spite of apparently insurmountable difficulties, and second, because this was the first work of the kind in the United States.

When the work at Aspinwall was over, Miss Moore, after experimental classes in three other localities, turned her attention to the Catskill water supply. Commissioner Chadwick, chairman of the board of water supply, has always been deeply interested in education and was able to grasp at once the importance of Miss Moore's ideas.

The contractors at Browns Station had carefully provided for the housing and sanitation of a large camp which was to last for about 10 years. The Italians and negroes in large numbers were established in boarding houses, and the fact that the law compels an eight-hour day on such contracts gave them much leisure time. The contractors provided a four-room school building, to be used by the negro children and foreign-born children in the day and by the men at night.

In the spring of 1908 Miss Moore opened a school, and it has been in session 12 months of the year, five nights of the week. The school has varied in attendance from 30 or 40 to 70 or 80.

Miss Moore found that there were very few schoolbooks suitable for night school use, and collected material for a primer called "English-Italian Language Book." No publisher could imagine that such a book would ever be in demand, so that it was necessary for a friend to pay a publisher in order to induce him to bring out this primer. The book now pays a royalty to the Society for Italian Immigrants, and it has been followed by similar books published by the other schoolbook concerns. Miss Moore collected her material for this book when sitting beside the dam and listening to the orders given by the foreman to the men.

In the school there are generally two or three classes, one for the more advanced men and one for beginners. They are taught English speech, reading, writing, and something of arithmetic and geography. The boys who were in day school four years ago and are now over 14 come to evening school, and the paymaster encourages their attendance by requiring a report each pay day as to whether or not they have been to night school.

One man about 30 years old who reads English very well indeed told me that he is not able to read or write one word of Italian. Many of the men who come here without knowing the alphabet have very good minds, but have lived in communities where the schools have not yet been thoroughly organized.

As an attempt has been made to keep the school from seeming dull to the men after their heavy day's labor, picture postal cards are used in a radiopticon to show something of America. In a camp school which I organized last summer I found that a phonograph with Italian records was helpful, and I used singing as much as possible. We had at least one Italian song every night, and the men learned to sing Old Black Joe, My Old Kentucky Home, and America before they could either speak or write English.

In visiting the camp school at Valhalla, near White Plains, conducted by the North American Civic League for Immigrants, I found that the teachers felt that the school could be of great value in preventing the formation of the drinking habit. These young laborers would never become drunkards in Italy. The school at Valhalla uses the individual teaching as far as possible, and the men learn rapidly. Those of you who have studied languages know how much one gains by being near the teacher. They have a Saturday night dance for the young people, and the school is opened on Sunday from 10 a. m. to 10 p. m. for quiet games and for any form of simple recreation. In the early days at Browns Station one of the stonemasons wrote

a play in Italian and acted as coach for the men in presenting it. It was given with great success.

Personally I am a great believer in having the schools as much like a club as possible, and I believe also in using the home language of the men. I hope to see college men fitting themselves for this work.

III. EDUCATION OF THE IMMIGRANT CHILD.

I.—By WILLIAM H. MAXWELL,

Superintendent of Public Schools, New York City.

The character of immigration has changed very greatly during the past 25 or 30 years. During the first three-quarters of the nineteenth century and very largely during the last quarter our immigrants came from the British Islands, from Germany, and from countries bordering on the Baltic Sea. During the past quarter century, however, the great center from which our immigrants come has changed from the shores of the Baltic Sea to the shores of the Mediterranean Sea, and now, instead of people coming into this country who speak English, the great bulk of our immigration comes from Italy, Austria, the Balkan Peninsula, and Russia.

It would be idle to compare either the physical or the mental power of the people who come to us from the shores of the Mediterranean with the people who come from the shores of the Baltic. But we do know this, that the majority of the people who now come to us have little akin to our language; they have little akin to our mode of thought; they have little akin to our customs; and they have little akin to our traditions. They come here and are planted in an environment totally different from that to which they have been accustomed. It is a great business of the department of education in this city [New York]—I shall not say its greatest business—to train the immigrant child from the shores of the Mediterranean Sea to become a good American citizen. I shall not say anything about how well we have performed that task. I wish merely to point out one or two lines along which the education of the immigrant child must be conducted if it is to be in any measure successful. It seems pertinent to say that much greater attention might be given to this matter by the immigration authorities than is now given. We find children who are illiterate, never having had any education at all. That does not matter, but we find also that many children have been admitted who are mentally defective, and they come into our schools in that condition. We find many children who are physically defective or diseased, and they come into our schools with these defects.

It seems to me that the very first essential step is to prevent the immigration of any child who has not the normal powers of a child or is affected by disease. The attention of the United States Government should be strongly directed to this. Even when the normal child comes to our schools the problems of his training are many. In the first place we must teach him to take care of his health, so that he may become physically strong and vigorous. In the second place we must give him the power of using the English language. In the third place we should give him as good an intellectual education as his limited time will permit. Then we must teach him how to play, and we ought to teach him the rights and duties of an American citizen. All of these matters are included in the proper education of the immigrant child.

II.—By JOHN H. HAABEN.

Associate Superintendent, New York City Public Schools.

The instruction of the immigrant child is a problem with which few nations have had to deal in any but a meager way. Colonies are usually settled by homogeneous bodies of people agreeing in language, customs, political ideas, and religious beliefs. Settled countries generally receive accretions of small bodies which are readily absorbed. For a time, however, these bodies naturally seek association with those who have come before them and who have, to a great extent, adopted the language and customs, as well as the political ideas, of the country in which they have sought a home. As long as the immigration is camparatively small in quantity, the problem is not serious. But when what may be called "the saturation point" has been reached, the most serious consideration must be given to the problem. Such a point has been reached in some parts of the United States, especially in New York City.

The school, as one of the instruments of civilization, must take its part in solving the problem that has been precipitated by the great immigration of peoples who differ from the great mass of our population, not only in language, but in customs, political ideals, and to a considerable extent in religion. The freedom in the exercise of religious duties and practices enjoyed under the laws of our country eliminates one element in the problem, save where a few well-intentioned, perhaps, but narrow-minded zealots imagine that to become a good American citizen the immigrant must eradicate all the ideals and sentiments that have characterized the race from which he came. Such people in their zeal forget that the immigrant frequently brings his contribution to enrich our civilization. The things of the higher kind—the spirituality, the reverence for authority, the love of art and music—are valuable to soften the materialism that

has accompanied our great advance in prosperity, and they should not be crushed out in the attempt to remake the immigrant.

The school must of necessity assume the duty of instructing the immigrant in the language, customs, and political ideals of our country. It does not take much reflection to conclude that the problem is not merely one of language teaching. Bilingual teaching is not peculiar to us. Many countries have had it for years. It is a live problem to-day in France, Germany, Belgium, and in every country in which the official language differs from that usually spoken by the people. But the problem of instructing the immigrant is something more than language teaching. That the problem is met to a considerable extent by our schools is seen in the intense expression of patriotism to be encountered in pupils in the most congested portions of our city, inhabited exclusively by foreign-speaking people.

But these sentiments can not be immediately instilled into the child who has just arrived from Europe. Great numbers of children are entered in school within 24 hours after their arrival, and the best efforts of the teacher must be concerned with them.

It is hardly more than a dozen years since these children began to attend our schools in large numbers. At about this time the problem of immigration assumed its enormous proportions. At first the children drifted into school and were put into the regular classes. The despair of the teacher charged to instruct large classes in which were a number of pupils unable to understand a word of English may easily be imagined. At first it was assumed that since a knowledge of English had to be acquired, the place for non-English-speaking pupils was in the lower grades. Consequently, the congestion in these grades increased enormously. Then, it came out occasionally that some of these children had received considerable instruction in their own country, and that a knowledge of the English language was the only obstacle to their educational progress. Incidentally, the enforcement of the compulsory education law became difficult. Some of the children found it irksome to go over the lessons with little children, and it was easily discovered that a knowledge of English, such as it might be, was to be acquired in ways and associations not connected with school. Then the so-called "C class" was formed for the sole purpose of enabling pupils to attain a knowledge of English sufficient to understand what was said and to express themselves so as to be understood.

The formation of classes, however, depends on teachers that are available, and when the new classes were projected, there were no teachers. It then became necessary to formulate directions, so that the classes might be started, and to rely on the direct supervision over these classes by those who had to meet the problem. A conference of superintendents was called, and a committee was delegated to

prepare the necessary instructions that might serve as a beginning. The classes progressed and fuller instructions became necessary. So a new pamphlet of instructions, or syllabus, was prepared by three district superintendents, two of whom had served on the first committee. In this syllabus a fuller exposition of the teaching of C classes was made, and there were model lessons which might serve as a guide in conducting the work of instruction. Teachers began to study the subject of instruction with great interest, and to make a specialty of such instruction. The second syllabus has been outgrown. There has been a demand for it throughout the country, and there are now many books treating of the subject of teaching English to foreigners. None of these books has been written by any of the three superintendents of this city who have been engaged in the formulation of the instruction, because these three men have kept steadily in mind the purpose of the C classes to get the children into the regular grades as soon as they can profit by that instruction.

Teachers are conservative, and putting a new plan or system into operation is attended with many difficulties; hence the number of C classes is relatively small. In Manhattan there are 62 of them, 2 in the Bronx, and 17 in Brooklyn. There are no C classes in Queens or Richmond.

It must not be supposed that the instruction of the immigrant child is disregarded where there are no C classes. Fortunately, the pupil-teachers of the training schools spend a term of five months in practice of teaching in various schools. Such pupil-teachers are usually assigned for a full term to a school; and while they take a regular class, the teacher who is relieved often takes charge of a group of child immigrants. Such instruction is not as efficient as that in the regular C class, but it serves its purpose fairly well when the number of pupils is too small for a class.

The course of study for C classes is left entirely to the principal of the school, and the greatest freedom is allowed in the selection of the material for instruction. Language is the main subject, and spoken language receives the greater part of the time. The teacher naturally divides her class into groups, and some written work must be done. Then the other forms of expression are employed, such as drawing and music. Every employment has its vocabulary. Physical exercise is not neglected. All the instruction is not limited to groups. The conversational exercises are usually general exercises, with the idea that the children learn much from their companions. The life and interest of the conversational exercises are generally striking and convincing.

In addition to the general conversational exercises there is theme work, which consists in a series of actions performed and described,

leading to a final action known as the "theme." Teachers are expected to devise themes that may be developed in the classroom, and great ingenuity is frequently shown. The purpose of the theme is, of course, to illustrate actions and to give exercise in the use of verbs. Apart from the practice in this difficult part of our language, the theme work is a part of the objective teaching of language.

III.—By CECIL A. KIDD,

District Superintendent, New York City Public Schools.

The teaching of the English language to the pupils in the C classes can be made effective and interesting, first, by concrete objects and pictures; second, by phonics; third, ear training; fourth, singing, memory gems; fifth, seat work.

The first necessity for the successful treatment of the C pupil is to inspire him with confidence and from the very first moment have him feel that he is learning something which fits him for his new surroundings. In order to do this, there must be an abundance of concrete material at hand—a storehouse, as it were, of objects and pictures. The objects may be only toys, but they serve the purpose.

These objects should be arranged so that things belonging together should be placed near each other:

A cow, a milk pail, a farmer, a rake, a hoe, a shovel, a horse, a wagon; sheep, grass, wool; birds' nests, twigs; cups, saucers, plates, knives, forks, spoons; various fabrics; weights and measures; a broom, a dustpan, a dustbrush.

The various domestic animals can be cut from children's picture books and mounted on oak tag and hung around the room. The fruits and vegetables in their natural colorings, from advertising catalogues, if cut out and mounted, are helpful. The children know the names of these objects and pictures in their native tongue and are anxious to hear the English word for the same and thus recognize an old friend in a new dress. They have something to talk about, and the timidity which prevents the children from trying to speak is in a great measure obviated when they know they have something to say.

The parts of the body are pointed to and named. Then followed up with "This is my hand" or "my head," as the case may be.

One of the early lessons to be taught in the C class is the replying to the following questions: What is your name? Where do you live? How old are you? What is your father's name? Where do you go to school? What is the name of your class? What is your teacher's name? What is the number of your room?

Insist on a full statement every time. This gives the necessary drill in repeating in the proper form.

The teachers at frequent intervals should repeat also, for the purpose of a correct model of tone. Commands should be given and children obey the command. This takes some time before all understand what is wanted. The teacher should perform the act with the child at first, and in fact many times. After a command is obeyed, several children should be called upon to tell what they did. What did he do? Have the children repeat the act and ask what he is doing, thus getting the various forms of the verb.

Phonics.—From the very first day there must be phonic work and plenty of exercise in ear training. The phonic work is by far the most important work in the C class. Much time must be spent on the phonograms which do not occur in the mother tongue of the pupils.

Seat work.—Seat work must be prepared and used to supplement the oral work according to the varying abilities of the C pupils.

No matter what degree of advancement has been made in their own tongue, all that has thus far been attempted is necessary for all in the oral work.

Seat work may consist of matching colors, laying sticks, piecing out words from cut-up material, putting in the blank space the proper word—*is* or *are*, selecting from their cut-up work all the words belonging to the same family and arranging them in columns or piles. Pages from magazines may be distributed and the children told to underline all the words they know.

Children should not be taken out of a C class as soon as they know a few words of English. In the long run, they do better by remaining with the same teacher until they are well equipped with the numberless little things that the teacher of a regular class can not take time for.

Arithmetic receives little attention in a C class until the last six weeks of the term, and then the children are all eagerness about it, and do so much better than if they have to struggle along with it before they have English enough at their command to understand what the teacher wants or words enough to tell what they want to say themselves. Counting, however, is used from the beginning. Civics and local geography are taught with great advantage in the C class. The children are always much interested. The teacher of a C class must be very resourceful to make the work a success.

IV.—By JOSEPH H. WADE,

District Superintendent, New York City Public Schools.

There are three types of problems to be met with in the education of the immigrant child—the purely educational, the civic, and the moral.

Many of the children seem to be lawless, but it is not because they are really lawless, but because they do not know what the law is. Also, many of these children are seemingly ungoverned; they are excitable, nervous, and very tenacious of what they consider their rights; but if placed in the class of a good disciplinarian, the children in the C classes are the easiest children in the school.

When large numbers of immigrant children are placed in the same school, they should be segregated if possible, the Jewish children being placed in one C class, and the Italian in another, for they differ radically. The Jewish child is more ambitious than the Italian child for learning. The teacher can get more assistance from the parents of the Jewish child than from the parents of the Italian child. The Jewish children show results in a very short time, but with the Italian children it takes longer.

The second type of problem, the civic, seems very well developed, but we know as teachers that it is not always so. We need the active cooperation, first of all, of the other civic departments; secondly, of the business people of the city; and thirdly, of the general public. What is the use of teaching these children about city ordinances if these children see them violated day after day without any punishment? The only way in which we can train the immigrant child to a realization of what he owes to the city is to make him feel that these laws passed for the good of the city must be obeyed, and that if not obeyed, sooner or later there must come a punishment.

The third type is the moral type. We must put before the children whenever possible that the greatest thing we are doing for them is not in teaching them English or in teaching them how to make a livelihood, but in teaching them to respect their fathers and their mothers, and to have the right kind of reverence for home. We must continually bring this before the immigrant child. The board of education aims to do it by three methods: First, by the evening public school; second, by the parents' meetings; and third, by the public lectures. I find that the parents' meetings are probably the most valuable means. We have in our district the Parents' League, which has spread all over the city. During the past two years I have spoken to 22 meetings of Italian parents in English, and I have always been surprised to find how closely the Italians will follow a person who speaks in English, and how seemingly they will understand what he is saying when he is speaking to them of their duties to their children and of their children's duties to them. At these parents' meetings we should always have some speakers who can speak in the language of the parents, and these people should present to them always in the strongest language the highest type of civic duty to the city.

RECREATION FOR THE IMMIGRANT.

EDWARD W. STITT,

District Superintendent, New York City Public Schools.

An ideal community can come only from individual improvement. When therefore it happens that the community is a metropolis containing a population of over five millions, the efforts toward social progress and regeneration to a better civic life become a great problem. It is further complicated when we remember that last year immigrants arrived in our city from 98 different countries and that within the boundaries of our five boroughs 66 languages are spoken.

Why is play a necessity?

First in importance are the evil or dangerous influences of the street. By these I do not mean only the physical dangers, but also the great danger to the morals of our children and young people caused by low vaudeville theaters, supersensational moving-picture shows, and the degrading tendencies of many public dance halls.

A second important question is, Where shall the play be carried on? In reply I must urge that a larger use of our school buildings be permitted. At nights parents and adults should have club privileges. The playgrounds used during the day are equipped as gymnasiums at night, and thousands of working people who are too tired to attend evening school are finding wholesome advantages in attending the recreation centers now open in 56 school buildings. Quiet game and library rooms are provided, and chess, checkers, dominos, authors, and other such games prove very attractive. Once a week classes in social dancing are held, and the young men and women who have no opportunity at home for social enjoyment are being reclaimed from the commercial dance hall. Mayor Gaynor recently wrote:

> All young people want to dance, and, mark my words, they will dance. Therefore it becomes the duty of every city to see that its young people dance in the right places. The gymnasiums of the public-school buildings are safe places. It is to be regretted that, owing to the failure of the board of estimate to appropriate sufficient funds, the board of education has been unable to open additional buildings as recreation centers.
>
> Our public-school buildings are usually located in the most congested parts of our city and in the various centers of the population, and therefore easily reached. It is absurd to have the vast amount of property included under the care of the board of education only used for five hours of the usual school day.

The following are some reasons which may be advanced for public-school playgrounds:

1. To keep the children and young people from the dangers of city streets.

2. To prevent habits of idleness from being formed by children and young people.

3. To furnish an opportunity for physical development for those deprived of the advantages of fresh air and outdoor life of the country.

4. To teach city children to play organized games instead of the rough and rowdyish play of the street.

5. To relieve parents from worrying as to the safety of their children while the former are out working.

6. To encourage the reading of good books and magazines and the playing of quiet games tending toward improvement.

7. To create an opportunity for the development of the comradeship which arises from match games, teams, and club life.

8. To furnish a place in which the morals of the young people may be properly safeguarded, as bad language and evil companions are forbidden.

9. To make the children learn to play fairly, and thus instill habits of honor and honesty.

10. Finally, to bring real happiness to many children who, because of the lack of proper home advantages, are deprived of the pleasures which are the natural right and heritage of children.

When liberty-loving immigrants approach our beautiful harbor their eyes are gladdened by the beautiful Bartholdi statue of "Liberty Enlightening the World." If, however, that liberty is to be a fact and not a dream, it must be founded on a pedestal of a sound, complete, and up-to-date education. Ambitious plans may well be proposed for the education of the New England community, where a large proportion of the school population comes from an ancestry well educated, refined, and chivalric, endowed with the patriotic memories of Faneuil Hall and Bunker Hill. Compare such an endowment of historic and scholastic ability with the poor material to be found in many of our cosmopolitan New York schools. In one of our buildings on the lower east side, for instance, there are representatives of over 20 different nationalities, and, in fact, only 7 per cent of American parentage. Half of the children are Italian; other nations, represented in smaller ratio, being Russia, France, Hungary, Switzerland, Germany, Roumania, Austria, Greece, Egypt, Norway, Poland, and China. In such schools, coming as the pupils often do from homes of destitution and not having been baptized with the republican spirit of New England, can we expect great results? There is a vast difference between the descendant of the *Mayflower* and the denizen of Mulberry Street; between the boy brought up in the luxury of Back Bay, Boston, and the one brought up in the shadow of the Bowery.

There is then a most imperative demand that, if we would preserve the destiny of our Republic, we must aim at the progressive and complete education of the immigrant masses of our crowded city. Hampered by the problem of cosmopolitan communities and overcrowded schoolrooms, we must insist that liberal appropriations must always support our school system, and then, with wise leadership and progressive pedagogy to direct our forces, we shall have every hope for the future, and whether our alien boys shall develop into men who serve or those who lead, they should be fitted by their school and recreation center experience to become faithful citizens who love our public-school system, who shall honor our flag, and who shall ever rejoice in the permanency of American institutions.

UNIVERSITY SETTLEMENT.

ROBBINS GILMAN,
Head Worker, University Settlement, New York City.

We must recognize distinctly and keep ever in mind the necessary difference between public-school teacher and social worker. They are not interchangeable terms, for a good teacher is not necessarily qualified for social work, or vice versa. The good teacher must, for instance, be a disciplinarian if she is to be able to teach in the average elementary school. To be a disciplinarian you must be able to rule, and that generally means a certain amount of sternness. This is necessary and proper, and I mean in no way to speak disparagingly of the discipline that is not only required, but actually maintained, in our public schools. After a child has been under this admirable discipline from 9 to 12 and from 1 to 3, it naturally requires relaxation, not only because of psychic fatigue, if you will, but because from the pedagogic standpoint its educational diet needs changing, and self-expression through free play and close companionship with some one for whom the child has a feeling of personal friendship seem naturally to be the next course on the menu. The settlement offers this course, and the normal child not only relishes it and assimilates it well, but thrives and prospers on it.

In school there is compulsion as to attendance; in the settlement there is free choice. The child unconsciously recognizes that no one need go to a settlement while every child must go to school.

At school, in the classroom, order must prevail, and therefore individuality and natural emotional expression must be subordinated, except within the most general unspecialized limits, to group behavior. At the settlement the reverse is true; only the most general

order, rudimentary principles of order, are enforced, and individuality and natural emotional expression are consciously cultivated. Except in very rare cases a teacher has neither the time nor the energy to do much personal work with her scholars. She has too many, in the first place, and as a result can not pick out a girl here or a boy there for fear of being charged with having favorites. The settlement worker, on the other hand, because of the small number in an average club, can and does, as a regular part of his or her work, get into the lives of the children. The relationship is personal, in other words.

The child must and should look upon the teacher and the settlement worker as two different kinds of persons, and because of this distinction the settlement is able to supplement the work of the school, and in some instances to undertake work that the school could not. A few instances will suffice:

(1) A principal near me once said that because of the peculiar complexion of our neighborhood, the settlement—and not the school—should form the parents' association of his school.

(2) An ungovernable boy is put in a "special" class. His teacher feels that the prescribed routine is not exactly all that is needed and suggests to me that I might have something for the boy to do at the settlement. I decided to ask him to act as monitor over a large group of children, none of whom he necessarily knew, or none of whom knew him. The effect of this responsibility, under those circumstances, clothed the boy in his right mind, and reports come to me that he is doing splendidly at school.

(3) A little girl is brought into the settlement by another little girl, who introduces her to me thus: "Oh, Mr. Gilman, this girl can't speak English; she has only been here two weeks and she knows only French, Spanish, and Greek." A friendly handshake with my new acquaintance practically makes the 6-year-old child my bosom friend. My directress of clubs speaks—as she herself says—miserable French, but at the first sound of something at least approaching what the child seems to think is French, two dancing eyes and a most contagious smile give evidence of comprehension. The home is visited; the mother speaks a little French and Spanish and the father a little Spanish and Greek. The child tells the parents where "Madame" comes from, and the settlement from that time is the guide and friend of that family.

(4) The settlement, through its home visitor, goes into the family circle, and where a pair of shoes, or an equally conspicuous and necessary article of dress is needed, fills the need after ascertaining to complete satisfaction that the family exchequer is depleted. The child, or children, thus fitted out can go to school with a feeling of self-respect. Such aid is often given as a result of truancy, the

truant officer having found out that the real cause of absence from school is lack of proper clothing. Under such circumstances he feels quite justified, and we are glad he does, to ask us to do what our meager means will permit to make it possible for the child to attend school.

As long as children continue to be, there will be legitimate work for both teacher and social worker to do, independent of each other, though cooperating most cordially one with the other.

COORDINATION OF WELFARE AGENCIES.

I.—By MARGARET [illegible]OX,
Principal, Manhattan Public School No. 15.

The United States Bureau of Immigration should register the passports or some other evidence of birth of children under 16 with the board of health, in order that the child may have no difficulty in obtaining his work certificate when the time comes. The Census Bureau may already receive this, but the board of health also should have it, as they issue work certificates finally.

Foreign-born children, when there is doubt concerning age, are obliged to write to the country from which they came for proof of age. This is expensive and a tedious process, often without result.

An examining physician at Ellis Island should not only give a clean bill of health, but should certify to correct age of children, for it is not uncommon for parents to misstate the age of a child in order to secure half-fare rate for passage; a 12-year-old child entered on passport as 10 years old meets with difficulties two years later when he applies for working certificate.

The Ellis Island authorities should demand that immigrants should register their residence within a week after entrance to the country. This information in turn should be transmitted to the census board and through them to the schools, so that we may notify the authorities of children of school age who do not come to school immediately. It so often happens that children have been in the country several months before being registered, and this again causes difficulties when the time comes for taking out employment certificates.

Children between 14 and 16 who enter the country after attending school in Europe should be allowed to go to work if the parents desire it, but attendance at evening school should be enforced, and special classes should be provided for teaching the English language, the duties of citizenship, and how to guard against the dangers of a great city.

I want to make an urgent plea for a visiting teacher or a domestic educator as the connecting link between the home and the school. She should be a very prominent factor in the education of the immigrant population. The board of health should select as far as possible physicians and nurses who speak the language of these immigrants.

It is gratifying that children who are arrested are no longer arraigned for trial in the same courts with the adult criminals, but there should be more juvenile courts, with a sympathetic understanding of school with the court and court with school.

The police department could cooperate with the schools in helping to prevent truancy, in interfering with games of chance on the street, throwing dice, etc., in supervision of haunts of vice, candy stores where cigarettes are sold and gambling outfits installed, and moving-picture shows where coarse scenes are exhibited.

The street-cleaning department is giving the best sort of cooperation in the education of the children by establishing the juvenile street-cleaning leagues throughout the city.

I would suggest that now and then parents and children be brought together at lectures where cleanliness and prevention of disease, dangers from fire, and clearing of fire escapes, etc., are explained. The ignorance of the immigrant adult is harder to cope with than that of the child.

The cooperation of the public libraries with the schools in the immigrant neighborhood has become so important that it needs no remark in this paper. It is one of the most effective means for the education of both children and adults. We welcome the work of the Playground Association of America, with its great movement toward teaching the children how to play and providing places for them. The school buildings should be thrown open after school hours for all sorts of entertainment and education of all our children along the play side.

True, you hear the pessimist cry out that the new immigration is a menace to America, that the character of the immigrant has changed materially since 1890. Notwithstanding the fact that this is true, and that we are getting to-day a larger percentage of a poorer quality of immigrants than we did a generation ago, yet the immigrant always brings with him some inheritance of the good of the race.

II.—By WARREN C. EBERLE,
North American Civic League for Immigrants.

The schools and the private organizations are and must continue to be complementary agencies. The school is permanent. It has

traditions to support. The private organization is plastic. It is only accountable to that small body constituting its board of directors, and is free to try and prove that which is good, while the school, the public agency, can extend the influence of any new scheme of work only after the test has been made.

One of the best examples of this process is the work of the public education association, with its visiting teachers. At first, working in cooperation with the schools, the association demonstrated conclusively the value of the home visitor in ascertaining and removing obstacles which make for retardation or contribute to the truancy and delinquency of the pupil. Now two of these workers have been added to the regular school force and are assigned to the ungraded department. Another illustration is that of vocational advisor, also developed outside the school, but so obviously needed to round out the intelligent program of education that vocational information departments are now made integral parts of the school systems in a number of the larger cities.

The United States Bureau of Education has shown that 50 per cent of the school children throughout the country do not attend past the sixth grade. Here is an important point in the education of the immigrant child where the private agencies can and should cooperate with the public schools. This tendency to leave school, taking working papers at the age of 14, is very marked with the foreign child, especially among Italian and Slavic immigrants.

In up-State cities and also in New York City, the cooking and other domestic science courses for the girls generally do not begin before the seventh grade. Thousands of girls every year leave school at 14, before this grade is reached. They spend three, four, five, or six years, probably, in factories or shops which do not give them the training for home making. Yet, at the end of that time they marry and become mothers, unfitted though they are to take up the task of home making.

In New York City in 1912, out of 388,000 public-school girls, but 43,500 were in cooking classes. Twenty-two thousand girls leave school each year before the seventh grade is reached. This process continued through six years means that one-third of the girls never have an opportunity to receive proper training in home making.

Although the girl may not start her school education in domestic science before the seventh grade, she begins her home tasks at 6 or 7 years. If she is old enough to do these tasks, she is certainly old enough to learn to do them right. She can begin in the first grade with simple processes which she can learn to do correctly. An opportunity for cooperation in this field, then, is to clearly demonstrate that portion of the field which the public agency is not covering.

III.—By ANNIE CARROLL MOORE,

Supervisor of work with children, New York Public Library.

Since the removal of the age restriction of ten years from our library rules, we are quite unable to supply the spontaneous demand for "easy books," in very simple English. Furthermore, we find that such books are eagerly read by older members of a family, as well as by the children, and that they serve as an introduction to the use of the public library in the home of the child of foreign parentage.

The supply of "easy books" has been steadily and generously increased during the past five years, but the waiting lines of children have grown longer and longer at more than 10 of the 41 branch libraries of the New York Public Library system.

The more effective the teaching of English in the public schools, the more human and varied the subjects presented, the greater the spontaneous demand for books from the public library on the part of children of all ages, and of the adult readers as well.

The requirement of a system of self-registration, by which every child writes his name in a membership book, has done much to impress upon children and upon library assistants the importance of private care of public property. The membership book bears the following promise at the top of each page:

> When I write my name in this book I promise to take good care of the books I use in the library and at home, and to obey the rules of the library.

The selection of books in fine editions, and the inclusion of picture books by the leading artists in foreign countries, have proved an incentive to more careful treatment of books and an effective antidote for the comic supplement order of picture books.

A natural development in considering the reading interests of children in the public library has been the story-telling in English, and to some extent in foreign languages, notably in the German, Bohemian, Italian, and Hungarian languages. Stories heard at the library story hour are repeated again and again in the family. To the children of foreign parentage, the library story hour serves as a link with their native land, strengthening feelings of respect for their parents and for their language, their folklore, and their history, by revealing contributions to books in American libraries. The weekly story hour and reading clubs are as eagerly attended by groups of older boys and girls as by little children, and form a most effective means of guiding their reading by suggestion rather than by direct recommendation.

Familiarity with books and enjoyment in the use of them has been the watchword in the development of the library's work with immigrant children. There is now in every children's room a special

collection of several hundred books for recreational reading and for purposes of study, in addition to the books circulated for home and school use. The aim is to give to the children's room in a public library an atmosphere that invites familiar acquaintance with the room and its books and fosters the love of reading.

Individual tastes indicative of the natural bent of many a boy or girl in the line of drawing, invention, mechanics, natural history, poetry, or music, and a growing tendency to seek books in libraries to gratify personal preferences, are constantly observed, and are followed with interest by the children's librarians, who are known among the immigrant children as "library teachers." It is indeed at this point that the cooperation between the library and the school may become a vital thing by definitely relating interests awakened in school to books in the library.

For several years the library has supplemented with books the classroom libraries supplied by the board of education. Principals and teachers have often been aided with lists and other helps, and many of them have brought classes to spend an hour of a school session in learning the use of reference books and catalogues, in browsing at bookshelves or at tables where books dealing with a subject combining the study of English and geography had been placed by library assistants, or in listening to a story related to the study of English.

IV. EDUCATION OF THE IMMIGRANT ADULT.

I.—By CLARENCE M. ABBOTT,
North American Civic League for Immigrants.

The State of New York, in its education law, provides that working children between the ages of 14 and 16 in cities of the first and second class shall attend evening school, but no obligation for evening classes rests upon smaller cities or villages. Extension of evening educational advantages to thousands of immigrants and others for whom they are required depends absolutely upon individual boards of education. In some communities immigrant adults attend classes with American boys to the disadvantage of both; in others there is a partial recognition of the necessities of the immigrant and notably in the largest cities there are special schools or classes for the instruction of the immigrants. "Home rule" prevails and the State of New York has never in its statutes gone on record for the instruction of immigrants save as regards labor camps.

A Massachusetts law requires evening classes in communities of 10,000 population or larger and obliges the attendance of illiterate minors upon them. The statute places the responsibility of enforcing

attendance upon the employer, who may be fined if his illiterate laborers do not present themselves at evening school. The obligation laid upon cities to conduct evening classes is well worth imitation, but compelled attendance is doubtful in policy and difficult in enforcement.

In the report of the New York State education department for 1911 the following statement occurs:

> The policy of the State should be to require all cities and all districts having a certain number of foreign adults who have declared their intention to become citizens to maintain night schools wherein such persons may be taught the English language and American history. Special apportionments of State funds in support of these schools should be authorized.

This view of the necessities of the case is commendable, but it is not sufficiently broad. Great Americanizing advantages such as are here proposed should not be restricted to those immigrants who have procured their first naturalization papers, but should be open to all.

Not including New York City there are 25 cities and 6 villages that conduct classes for teaching English to foreigners, the average duration of the session being 60 nights. The total average attendance upon these classes is 5,794. This important educational work is not carried on by the public schools in 19 cities which range in population from 9,000 to 21,000. Some school superintendents say in explanation that they have fruitlessly urged the organization of these classes; others that the city budget does not provide for them; that they have been previously unsuccessfully tried; that the foreigners are few in number in the community; that private agencies, such as the Y. M. C. A. or social settlements, are carrying the responsibility.

Adequate instruction of the immigrant involves: (1) The teaching of English; (2) protectional information; (3) civics instruction and naturalization aid; (4) public lectures in native tongues and English; (5) library advantages; (6) museums, etc.

It seems perfectly clear that instruction in English must be first undertaken. If the textbook or the developed theme have relation to the daily life and experience of the immigrant, then a great advantage is gained. From the very first hour the immigrant lands at the Battery he is a prey of those who would fraudulently gain his money. Protectional information against these abuses should be furnished them at the earliest possible time through well-arranged textbooks or themes.

Definite and special instruction in civics, or the incidental conveying of information on this subject, is included in most schools where English-to-foreigners classes are organized. However, there are five cities in New York State where civics is not taught to the immigrant adult in the public schools. The adoption of definite civics for foreigners' courses by the cities of Buffalo and New York has been

an important advance. Civics instruction should not touch the naturalization courts theoretically, but can with the consent of naturalization examiners and judges be made an actual preparation for the court test. Such is the practice in Los Angeles, where the school instructs for entrance to citizenship, and it is possible in New York State as well. Judges here have expressed favorable views with reference to the principle of definite school preparation for the examination. The details can no doubt be arranged.

The system of lectures in the New York public schools has made a very great educational impression. The use of the native tongue in some foreign communities increases the advantages offered and is greatly appreciated by the auditors. A few other cities in the State have opened their schoolhouses for public-school lectures, but none have developed as fully as the New York Bureau of Lectures. For the instruction of the newly arrived immigrants in large bodies concerning America and its ways there is no opportunity equal to that of the public-school lectures in the native tongue of the alien.

Public attention has recently been drawn to the desirability of establishing small museums in various sections of cities, where art and culture can be exemplified and brought within reach of the people. What a great educational advantage would be gained if exhibits of this kind, perhaps changing in character, could be added to the activities of the public school or library and be made available for directed study by the immigrant and his child.

The evening-school system in New York City under the admirable direction of Mr. Shields should be considered alone, and may be said to afford the greatest and most convincing example of educational work for immigrants in America. The average attendance of over 20,000, the 20 or more nationalities represented, and the interest manifested among the pupils are sufficient evidence of a growing interest. Mr. Shields's last report upon the New York evening schools is a splendid analysis of the work, which frankly discusses failure as well as successes.

While, beyond doubt, the learning of English should be urged upon the immigrant, if illiterate he should not be deprived of books in his own tongue. He has brought an inestimable treasure to America—an inheritance of old-world culture. The Italian barber possibly knows Dante better than you or I, for he is devoted to his classics in literature as well as music, and they should be available to him. It is not sufficient to have an uninteresting collection of books in foreign languages in a main library perhaps a mile or more from the foreign colony; there should be branches or distribution centers near the colony. Ample publicity of the library advantages should be given through the foreign-language press, and earnest and sympathetic effort should be made to popularize the branch. With the

exception of those in New York and a few other cities, libraries are not progressive in their educational work for foreigners.

The State education department has traveling libraries for foreigners in a few languages, and these are freely borrowed by local libraries. Our efforts, generally in educating the immigrant should be to increase the public institutions for him and to urge him to use them. The one subject can gradually be accomplished by publicity and demonstration of facts, and others by publicity again through the foreign language press, by cooperation of national societies, and in similar ways.

II.—By E. H. LEWINSKI-CORWIN,
New York Academy of Medicine.

This country, as well as this city, faces a very serious social problem created by the nature of the recent heavy immigration, which is composed mainly of Slavs and Italians, two races who in their *mores*, their folkways, their habits of mind and life, conceptions of right and wrong, traditions, and physic reactions are very different from the people into whose midst they have come. They may be, and they are, possessed of great gifts and latent possibilities that will prove at some future day a great asset to this country, but for the time being they present a serious problem, a problem of adjustment.

There exist very disquieting signs that our body politic has not yet struck the best solution of this problem. One illustration out of a great number may suffice. I quote from Prof. Chaddock's paper published in the Annals of the American Academy of Political and Social Sciences, March, 1911, page 73:

> The number of male prisoners per 1,000,000 of the population of voting age in 1890 was as follows: Native white of native parents, 3,305; native white of foreign parents, 5,886; foreign whites, 3,270. In this analysis, age for age, the foreign born show a lower rate than the native born. Besides, the table shows criminality among the native born of foreign parents twice as high as either of the other groups.

There exists a lack of adjustment and a disrupting social influence, in that children of foreign parentage brought up in this country grow out of harmony with their parents. They become different, and not being educated enough, they become ashamed of their parents' ways, and lose all respect for them. Proper family ties become loosened and often altogether disrupted. This lack of family spirit, of family pride, added to the lack of adjustment, is responsible for the lapses in the second generation, as partially illustrated in the above statistics. Many of us realize this, and it leads us to put emphasis on the importance of the education of the immigrant adult. He must be given every opportunity possible to educate his mind and

to find himself—an opportunity which was denied to him in his native land. You can not expect to do it through the medium of the English language; you can not expect that an unschooled man or a woman working hard all day in shop, factory, mill, or railway will grasp the English language to such an extent as to enjoy reading and thinking in this language. They will never do it. They must be educated, if at all, through the medium of their native tongue. Hence the need of libraries, educational and recreational centers, where all that is worth while may be given to them in a way that they may understand and enjoy.

III.—By Mrs. Adelaide Bowles Maltby,

Tompkins Square Branch, New York Public Library.

The New York Library has 41 branches, and all that are located in districts where foreigners live have collections of books in languages native to the residents. In this way we try to show our friendship to those adults who do not read English and may never do so. This makes it possible to impart American ideas and ideals and aids the parents to keep in touch with their children, who rapidly take on new ways and manners. Our books are selected from the best authors in their own languages, and there are translations from our best authors. Of course we include civics, American histories, naturalization pamphlets, and other books intended to teach our laws, customs, and traditions.

We go even further. We have assistants of the nationalities represented whose especial duty it is to seek the acquaintance of their countrymen and to make known to them the library privileges. The papers printed in foreign languages are always glad to publish items which will help their patrons, and we use their columns freely. Foreigners become Americans under such conditions much more naturally and rapidly than they would without books in their own tongues. The desire to learn English is early evident. We find it difficult, indeed, to supply enough books of the sort which teach the language, hold the reader's interest, and present right ideals, all at the same time.

IV.—By Rosamond Kimball.

The fortnight which the foreigners spend aboard ship on their way to America affords an opportunity to reach these people at a time when they have nothing to do but listen and learn. It is, perhaps, the only time in their lives when they have leisure, and when they are peculiarly alive to the best thoughts and ideals that we can give

them, as their minds turn toward the new field in the New World. There should be a social worker in the steerage of every ship that is bringing immigrants, to start these new Americans on the road toward good citizenship and to warn them against the dangers that await them.

This plan of placing social workers in the steerage has been put to the test. A Yale student, himself a Pole, made a trip in the steerage of a large steamer bringing passengers from the southeastern parts of Europe. He held classes in English every day. This opened the way to other things, and it was not long before these people began to flock to him for help and enlightenment. He gave talks on American government and citizenship. To illustrate other aspects of his work, I will quote from his report:

> Geography is a very fascinating study to these people and is eagerly sought after. The map was in constant use, all being eager to know about the location of their future homes.
>
> Among the things that I have done are taking the sick to the doctor, changing money, addressing letters, correcting misspelled addresses, and advising them about conditions in America, pointing out their destinations on the map and estimating fares, and in general acting as their advisor and protector. Once I had to admonish two young girls for indiscreet behavior, with good results.
>
> In reflecting upon my work I am able to draw some conclusions. The worker should be an officer, and could at the same time fulfill the rôle of a much-needed interpreter. He should have a small library of books and pamphlets in various languages. He should act as the guardian of these people against abuse from deck hands, etc., who treat them as dumb beasts. The main value of the teaching is that many become eager to study and attend night school later, and also become aware of greater opportunities in America. The Young Men's Christian Association could gain many members for its ranks by a distribution of pamphlets.

There should be also stereopticon lectures and the proper supervision of recreation; card playing is now a favorite pastime, owing to the lack of any forms of amusement. A social worker could provide for concerts in which the foreigners would themselves take part. In short, he could change the whole moral tone of the steerage, which is now very low. And lastly, the most important service that such a worker could perform would be not only to protect the women en route, but to warn them against the dangers to which they are exposed in America. When steerage social work is established, no foreign woman will leave the steerage without a full knowledge of the pitfalls that she must avoid, and none need fall victim to the white-slave traffic through ignorance.

From the steerage these future Americans scatter to all parts of our country, and the ideals that they carry with them will surely bear fruit. Is it not of the utmost importance that the steerage should be transformed into a time of inspection for the foreigner? The Government is about to provide for placing officials in the steer-

age to see to it that the laws regulating the physical welfare of the immigrants are enforced. It should be provided by law that these officials be trained social workers appointed by civil-service examination, so that they may be capable of performing the larger function of caring not only for their physical, but their mental and moral environment as well.

V. EVENING SCHOOLS FOR FOREIGNERS.

THE NECESSITY FOR EVENING SCHOOLS.

ALBERT SHIELDS,

District Superintendent, New York City Public Schools.

The pupil who comes to us is a whole man or a whole woman, and if we consider the learning side only we fail to get the entire personality of the student. I have often thought of an evening school that would be a sort of glorified public social settlement; a place where the immigrants might come, not only to learn, but to follow their own social instincts; a place where men and women might have the gymnasium and the ballroom, the library, the club, and every form of activity that would make the school the center of their whole life, so far as that could be possible. It is true that, in a city as large as ours, it becomes necessary to divide these activities; but I do not think we should forget the unity which should be back of them.

In New York there are a great many private or civic public agencies that are doing splendid work in aiding the immigrant. There are societies, religious and secular, especially dedicated to the welfare of particular nationalities. There are social settlements, branch libraries, and finally our own public activities. It seems incomprehensible why so many agencies engaged in the solution of a common problem should remain separated. It is true that not a little has been accomplished, and that we have had the opportunity of meeting the representatives of these various organizations. We have tried to contribute our quota of effort, and we have received considerable help from them; nevertheless, I do not think that we have done enough to justify us in self-congratulation; we should rather stop to analyze our own condition, so as to find what we have failed to do, to discover what possibilities we have not yet realized. I hope that every principal and teacher, therefore, will make it his business to learn what his neighborhood has to offer for the immigrant. The museums, the hospital clinics, the free employment agencies, all these might be added to the others I have mentioned. We wish to make the immigrants understand, at least, that if we

can not as public workers give them all we should like to give we can, at least, be sources of information and direct them.

I can not forbear expressing my appreciation of the help which I have received from many of the cooperative agencies, particularly the North American Civic League for Immigrants. Our first business is to teach English, the colloquial English that will enable a man to go on in life; to get a job, to keep it, and then to get a better one; to find his way about the streets; to overcome that feeling of strangeness which is necessarily a handicap to every new arrival. No other phase of instruction must be allowed to interfere with this primary one. We have learned that immigrants are not all alike, and what should be taught to one may be quite unsuitable for another. The graduate of a German gymnasium should not receive the same sort of instruction that we give a man who is fresh from the plow.

It is generally true that we must not be too anxious to consider details, too insistent on requiring a proper enunciation, too ready to correct every grammatical error; nevertheless, there is a type of students who receive such instruction gladly and profit by it readily. The teaching of English is our primary problem, but we must remember, too, that language can not be taught unless it conveys ideas.

The foreigner has a large stock of ideas and experiences, and it is from these that we must work. An immigrant, for instance, who has been the victim of unfortunate social conditions will readily learn to contrast them with those in his new home. Supplementing this, he should learn something of the city in which he lives, and this brings up the subject of civic instruction. Probably as many educational sins have been committed in teaching civics as in any other branch of elementary work. An immigrant should not be fed upon such dry bones as the term of a Senator or the powers of a Federal justice. Civics, as he knows it, means the letter carrier, the post office, the policeman, the regulations of the city that touch him closely, such as those of the tenement-house department or of the board of health. In teaching civics, therefore, we must remember that we should deal with something with which he is in a degree familiar and that our instruction should be made useful. Moreover, instruction in civics should be filled with a fine spirit of patriotism. Such instruction should not be merely a matter of cheering for the flag or of boasting of our material wealth, but of something much more real than that.

Some immigrants, when they first land, know little of their rights, and it is appropriate that they should be enlightened; but they should hear, too, something of their duties. Although the immigrant comes here to improve his material conditions, it is most important that he understand that he should become a contributor to the social welfare.

Finally, it is not amiss to include in our instruction that part of practical guidance which will save the immigrant from unfortunate

experiences with unreliable bankers, unscrupulous intelligence offices, so-called, or from possible schemes of his sophisticated countrymen who sometimes with great shrewdness and little scruple do not hesitate to prey on the recently arrived victim.

It is undoubtedly true that in all foreign classes a few students are apt to lead in discussion, and that in a sense of temporary triumph we may forget that there are many who remain dumb. We know the way to do a thing is to do it, and this is essentially the way to learn to speak any language.

The selection of teachers of English-to-foreigners classes is made through a system of examinations by the board of examiners. In no other branch of instruction does the personality of the teacher count for so much. It goes without saying that he should know how to teach. He should know the methods by which he can instruct immigrants in the language when a great majority of his pupils know nothing of its literary aspect. As a matter of fact, few of them know the grammar of their own language, and many of them do not know how to write and read it. Far more important than methods of instruction, however, are interest in the pupil and enthusiasm in the work. Immigrants are truly strangers, and they must feel not only that they are learning, but that the instructor has a peculiar interest in each individual. He should know something of each pupil's life, occupation, and home surroundings. The teacher, too, should be able to realize what the background of the immigrant's experience is.

It is a debated question whether the teacher should be familiar with the immigrant's own language. It is obvious that a knowledge of that language is not a handicap, and there are times during the process of instruction when the ability to translate some peculiar idiom may save considerable time. On the other hand, it is a fact that many of our most successful instructors have no knowledge whatever of the language of the pupil. If this statement surprises you, it is because you do not realize how important it is that the pupil himself should be the active person during the process of instruction. Moreover, a teacher who finds refuge in translation is apt to do poor teaching. There are practical reasons which make it impossible to limit the selection of teachers to those who know the language of the student; but aside from the fact it may be stated with certainty that such a knowledge is not essential. I am aware that not everyone holds this view, and in some of the private institutions with which we are glad to cooperate, the selection of a fellow countryman as instructor is the rule. So far as such a method may help in solving a problem of teaching, I think we should welcome it so that we may gain whatever knowledge may come from actual experience.

One of the worst errors that an instructor can make is to adopt toward the student an attitude of patronage. Immigrants are men and women who have the same passions, the same desires, the same fundamental social relations that the teacher himself has; and in many cases they have acquired an experience of life which is itself an important element in education. The teacher can do his best work if he causes the immigrants to feel that he is working with them toward a higher level of ability, but not by lifting them from above. I know of no place where a fine spirit of comaraderie will be more fruitful. The teacher's relation should be a fraternal one.

SELECTION OF EVENING-SCHOOL TEACHERS.

I.—By JAMES C. BYRNES,

Secretary, Board of Examiners, New York City Board of Education.

The right professional spirit is the most important requirement of a teacher of foreigners; the spirit of earnest sympathy with the work which evening schools are attempting to accomplish among immigrants; the spirit of one who assumes the work, not for the compensation, which is often inadequate, but for the love of the work and for the sake of doing good to the State and to his fellowmen. The mere requirement of a high-school education, with either experience in teaching the special branch or a special course in methods of teaching, does not insure preparation for such work. The young men and young women in the senior classes of the colleges form a very large class of applicants. The largest class, however, consists of day-school teachers, who by reason of the fact that they hold a regular license to teach are eligible to positions as teachers of English to foreigners in the evening schools. There is of course a written examination. From such written examination holders of day-school licenses are exempt. The examination is in English, phonetics, grammar, composition, meaning and use of words, with a question or two in methods of teaching. The day-school teachers are required to pass an oral examination. That oral examination is designed to test the familiarity with the means, agencies, and instruments for imparting a knowledge of our tongue to foreigners, without being able to speak their tongue.

Years ago it was thought necessary for the teacher to have knowledge of the foreigner's tongue, but we found that many of the foreigners who were accepted as teachers because of that requirement were very poor in other respects, and that we did better with our own teachers who know how to go about the work and how to manage a class.

We realize that beyond a knowledge of English it is necessary for the teacher to know modern methods of imparting instruction to these classes. And here for our authority we do what all professional people do: We look up the work of those who are acknowledged in our professional circle to be the leaders in this work, and we advise teachers to prepare themselves along the lines they follow. None of us feel, however, that the preparation is wholly adequate, nor can we make the test a really severe test and get the supply of teachers that we need.

We must in this work cut our cloak to fit the cloth. If we raise the standard too high, we do not get enough teachers. For $3 a night we can not get the ideal sort of teachers. Those who think themselves ideals will not work for that compensation; and, of course, the truly ideal teachers who will work without any compensation are few in number. In short, we must take the best of them that present themselves. We are aware that these methods of selecting teachers, namely, tests of knowledge of our own tongue, of methods of teaching, and of phonetics of the English language, do not insure the selection of fit teachers only. We get many good teachers, but we should be glad to get better teachers.

Wholly suitable textbooks have not yet been made. The field is very large. The immigrants are of different types, with very different degrees of preparation. Each requires a special treatment, and nobody has yet mapped out in detail the specific treatment for each class. That work is yet to be done, and until it is done, our teachers can not be fully prepared in advance. They can not learn the work except from books, for they can not begin to teach until they get a license.

It is difficult for us to get women teachers for evening schools. It is a fact which we regret that the more experienced women in our day schools do not present themselves for the evening school work. We get many of the young and immature teachers who are receiving a salary, I believe, of only $60 a month. We should rather have teachers of 8 or 10 years' experience who have acquired a professional attitude, and are keen enough to analyze the elements of the situation and broad enough to see it in all its bearings.

II.—By EDITH L. JARDINE,

General Secretary, International Institute for Young Women.

My point of view in regard to the education of the immigrant has been gained through very intimate relations with our immigrant neighbors during several years. I have known them in their homes and in the classroom, and I have had daily opportunity to

help straighten out or remove difficulties that beset individuals. The perplexities and hardships of the immigrant's first years in America are very real to me.

Teaching the adult immigrant is a very different problem from teaching the immigrant child. It is not only a question of providing courses in English and kindred subjects, but rather of giving the immigrant that kind of instruction which will help him to become adjusted to his surroundings as rapidly as possible, and of giving him the practical knowledge that will help him to find the way for himself.

The teaching of the adult immigrant must be more individualized than that of the child. The adult brings a fund of experience and knowledge to the classroom that should be utilized.

As the pupils are necessarily so unequal in mental equipment, I believe that the selection of teachers is an important matter. In my experience there are two types of teachers who are successful in this field: First, the man or woman who speaks the language of the pupils and has had the ambition and perseverance to master English to the point of being able to teach it—one who has gained what we may call an American point of view, and has at the same time a sympathetic understanding of the students in his class. Second, the American man or woman who has genius as a teacher, wide sympathies, few prejudices, and the gift of recognizing the common human elements in all people; who feels that the only barrier between himself and his pupils is that of language.

In my opinion, as a rule, the first is the better. Between the teacher who speaks the native language and the pupil there is no barrier of language. It is wonderful how even a slight knowledge of the language helps. At only a few words of greeting, perhaps, eyes will light up at the effort to get nearer, and a big hole will be made in the wall of separation. The teacher who knows the language will have a knowledge of home conditions, customs, traditions, and religious observances which will enable him to avoid giving offense or making blunders which sometimes cause the student to leave.

When the Balkan War broke out, the Greek girls in one of our English classes were so excited over the war news that they could think of nothing else during their lesson hour. Every girl, without exception, had a relative or friend at the front. They brought Greek newspapers to the class each evening and could not pay attention to anything else. We realized that it was useless to insist upon their studying under the circumstances, and we felt that something must be done or the class would be broken up. Just at this crisis some of the girls asked us if we could help them to do something for their country. They said that their men were fighting, while they had to

sit with their hands folded. As all the girls were skilled needlewomen, we suggested that they make articles for a sale and then hold a bazaar for the benefit of the Greek Red Cross. The plan worked like magic. A short lesson in English was given each evening; then the girls devoted their time to working for the bazaar under the instruction of a skilled needlewoman. At the end of a month the bazaar was held and was a great success. Since that time our Greek classes have developed very rapidly, because the girls have realized how deeply we are in sympathy with them. I tell this story to illustrate how much a sympathetic knowledge of the people and their home conditions may help. Our relation to all the Greek people has been very much strengthened by our attitude during their troubles.

A teacher who speaks the language of the pupils is able to draw from the native literature stories, poems, proverbs, and songs which in translation the student will be overjoyed to recognize as old friends. The teacher should be able to extol the heroes of the student's country, the deeds of valor of his people. While teaching allegiance to the new country, he would not destroy patriotism for the old. It is very important for us to remember that people born in other countries may become good American citizens, and probably will be better ones, if they are not taught to despise the country of their birth or to lose their love for it.

Again, the foreign teacher will know what a sea of bewilderment overwhelms the newcomer at first and how distorted are his views, and this teacher should know best how to treat him. A Russian girl rushed into her classroom one evening with a paper in her hand; she burst out crying and said that a man had forced her to go to the city hall and take out this paper with him and then had told her that she was married to him. She disliked him very much and did not want to marry him, but felt that her doom was sealed. The teacher looked at the paper and saw that it was only a marriage license. She then explained to the girl and to the class the nature of a marriage license, and she destroyed the paper. This action made a profound impression on the class, and the girls were helped to realize that they were breathing a freer air, where the tyranny of man, which is so strong in the Old World, might be safely resisted. If the teacher had not known the Russian language, she could not have helped in this instance.

The classroom for the adult immigrant affords a unique opportunity to learn under what conditions he struggles when he comes to this country; to learn how often he is defrauded, ill-used, and exploited because of his ignorance. The only way that a knowledge of the conditions under which immigrants live and work can be accurately obtained is through the immigrants themselves. Does it not

seem a proper function of public education to secure this information, and then to pass it on to those who have the power to redress such wrongs? The blackest spots in the industrial world exist where the newcomer, ignorant and unenlightened, is employed.

Through our classes for immigrant girls we have learned of the very bad conditions under which they work as cleaners, waitresses, etc., in many of the restaurants in this city. We have also learned that there is no law to correct this kind of employment, and we hope to collect sufficient evidence to bring about the reforms needed.

In regard to the actual teaching of English, I believe that while this subject is taught, the native language should not be spoken, except perhaps in the first lessons, but it seems to me that it would be possible after the English lesson is over to devote 15 or 20 minutes to individual questions and problems which would help along the lines I have suggested.

There is no better place for the educated, intelligent, foreign-born man or woman than in the classroom, where he can interpret us to his own people, and them to us, and help them to become our people as rapidly as possible.

III.—By ARTHUR J. ROBERTS,

Principal, Manhattan Public Evening School No. 2.

When we recall that teacher and scholar have labored arduously during the day, and that a large amount of nervous energy has been expended before coming to evening school, we see how necessary it is that the teacher possess abundant nervous force and energy. The nightly lessons must be presented with animation and vigor, and this can be done only by a healthy, vigorous person. The evening school is no place for the constitutionally weak teacher, for not only does he accomplish little good for his pupil, but he may permanently impair his own health.

Another quality which must distinguish the successful teacher is perseverance. No matter how scholarly the teacher is, no matter how well the material of the lessons is presented, again and again the same mistakes in pronunciation and enunciation arise, and again and again they must be corrected. The successful teacher must also be well versed in the occupations and interests of the immigrant. Such knowledge enables the teacher to appeal to their interests, to correlate the subject matter with their pursuits, and to fit in the classroom work with their daily lives.

It would help in the selection of teachers to prescribe that all who have passed the examination to become evening school teachers must visit and observe in the evening schools before appointment.

It is difficult to keep good teachers in evening schools. About 35 per cent of the evening school teachers each year are newly appointed. The older teachers drop out for various reasons, but if there were a yearly increase in salary for the successful teacher, many of those who leave would retain their positions. At present the same salary is paid the teacher, no matter how long he has taught.

THE CONTENT AND METHOD OF INSTRUCTION.

I.—By ROBERT B. BRODIE.

Principal Manhattan Public Evening School No. 2.

It is the duty of the evening schools to provide a motive to the foreigner, to create in him an abiding interest in this country and in its institutions. What, then, are the subjects best fitted for the attainment of that end? First and foremost, it is English, and secondly such subjects as history, civics, geography, with particular reference to our institutions, customs, and manners. When we consider the question how to make the foreigner socially efficient, we again find that the most fitting subjects are the English language, portions of industrial geography, and elementary knowledge of trades, and business customs and manners.

The teacher generally commences an evening's work with conversation. The subject of conversation may be a theme that has been carefully prepared, or a topic of common interest in civics, history, or geography. As the lesson progresses the teacher writes the various statements in sentence form on the blackboard. This serves as a basis for further conversation, questions, and answers, and reading. As the pupils become more advanced, this reading may be supplemented by good texts and newspaper articles that are not too difficult. In oral reproduction and oral reading the teacher notes errors in pronunciation, articulation, and enunciation. The next part of the work is drills on words or expressions in which the pupils have made errors. The habit of slurring and poor articulation is very prevalent among the foreigner, and attempts are made to eradicate it. The great danger in teaching this topic lies in the fact that the work is likely to become dry and uninteresting, especially if the words and phonograms are not in the vocabulary of the pupils.

In teaching that part of the subject which we call "language work and grammar" it must be remembered that learning a language is mainly a matter of imitation. In the beginning a little emphasis may be laid upon a few correct forms and irregular verbs and perhaps the elements of a sentence. In the second and third year we may devote a little more time to formal grammar. Spelling is the bane of the foreigner. His language is generally phonetic, while

ours is not; hence the difficulty. Constant drill in written work and good lessons on that phase of the subject must be given. In written work the order of difficulty is generally followed. The pupils may drill on forms, copy from the board, write from memory, or lastly do original work. Original work can not be expected from beginners.

II.—By ISADOR SPRINGER.

Principal, Brooklyn Public Evening School No. 144.

The adult immigrant knows what he wants when he comes into the evening schools, and no matter what we may want to make of him, if he thinks he is not getting what he wants, he will not come. Above all things he wants the evening schools to teach him to converse in English.

The factors in conversation are, (1) a number of ideas, (2) a sufficient vocabulary or stock of words to express the ideas, (3) a manner of expression that will enable others to understand. In the case of adult immigrants, most of whom come here between the ages of 20 and 50, many of them have the ideas in their own language. What we must do is to give them equivalent words for what they do know and teach them to express these words in such a way that they will be understood. Thus we make conversation the basis of instruction. Gouin, in his "Art and Method of Studying Languages," was the first to call attention to the importance of conversation as the basis of acquiring a new language. But his method can not be used for school instruction. It must be modified and adapted to the particular and peculiar needs of the pupils.

Basing our work upon the principles of proceding from the known to the unknown, from the near to the remote, we commence by naming the objects in the classroom. As we show the pupils an object we name it; we call upon the pupils to name it. Translation of the English word into their native language is not permitted. The attempt is made to establish a direct association or connection between the object and the symbol representing it in English. Then the names of objects, actions, qualities of objects, words showing relations of objects, and idiomatic expressions are gradually introduced into the instruction. The vocabulary must come out of the daily life of the people. We also attempt to teach our pupils to express their ideas clearly and distinctly. In the typical program about 10 minutes every evening is devoted to phonic drills. The adult pupils have organs of articulation well formed in the pronunciation of the speech forms peculiar to their native language. Therefore we have the double task of breaking old habits and forming new ones. The recognition of this peculiar and difficult work by evening school

teachers enables them to approach their labors in a spirit sympathetic with the needs of their pupils. Continued drill on phonics wearies the foreigner whose ears are not trained to the niceties of the English language. So we must endeavor to make our drills practical; always in combination with words that are vital to the community life of pupils.

SUPPLEMENTARY ACTIVITIES.

I.—By ALBERT LOEWINTHAN,
Principal, Manhattan Public Evening School No. 70.

Supplementary activities in evening schools serve to establish a bond of sympathy between the pupils and the teacher and to engender a feeling of confidence for an American, and through him for Americans and American institutions. Confidence is the keynote to successful work. In the New York schools a great variety of such supplementary activities have been incorporated. There are debating clubs and civic organizations; entertainments at weekly assemblies have covered a broad range—talks by principals, teachers, and visitors on interesting topics, musicales, vocal and instrumental, recitations and dramatizations. Glee clubs, orchestras, legal aid societies, and employment bureaus also exist in connection with public school classes for immigrants.

The latest development in the matter of supplementary activities is in the line of athletics. Recently the public school athletic association held its first evening elementary school meet in this city. A large number of foreigners were entered. The extension of this work may be instrumental in providing recreative activities to those deeply interested in athletics.

Principals have also conducted sight-seeing trips to places of interest in the city. This is certainly a valuable experiment, for it tends to break down the barriers that make for segregation. In addition it gives a wider experience and therefore affords excellent material for themes and lessons in language and civics. One principal has organized theater parties, and it is said that his school had the best average attendance in the entire city.

Cooperation should be more widely extended. The lecture bureau could be helpful to a great extent by offering the use of the stereopticon to principals of evening schools in buildings where lectures are given, and by arranging lectures in consultation with the teaching force of the evening schools of the neighborhood, so that correlation might be effected; the recreation center and the evening school should join hands; the churches which evening school pupils attend

should be interested in the work of Americanizing their people; kinsmen should bring their influence to bear; employers should be invited to offer assistance; settlement houses and libraries in the vicinity afford opportunities for cooperation; the traveling library is a most efficient supplement to regular school work; for by means of books borrowed from the traveling library, a school library and reading room may be established, which would offer attraction to many; every means in our power should be used to let foreigners know of the advantages offered; foreign newspapers should be interested; the steamship companies should arrange to have talks given to immigrants. We must do something to introduce immigrants to the schoolrooms, and when we have them there, we must adopt every available means to keep them there.

II.—By ARTHUR V. TAYLOR.

Supervisor of Evening Schools, Newark, N. J.

During the term ending April, 1913, the enrollment of the 70 classes in our foreign department was 3,208, about one-fifth the enrollment of all the departments in the evening school system. Our city ranks among the first half dozen in the United States in point of evening schools; proportionately, Newark's evening school attendance is double that of New York and nearly four times that of Buffalo. We strive to make instruction practical, by fitting it as closely as possible to daily needs. The pupils receive much practice in conversational exercises of workaday value, and as they advance in their grasp of English, instruction is given in the history and civics of our city, State, and Nation. But, above all, we try to give them a cordial welcome to their new home through the cheerful atmosphere of the classrooms.

An investigation showed that among the more than 3,000 members of our foreign classes there were not one dozen citizens, and that not more than 250 had their first papers; that there was a general interest in citizenship, but a common impression that the process involved expenses beyond the set fees, and that even the procedure of getting the first paper was a complicated one.

I found the officers in charge of the naturalization department exceedingly ready to cooperate with the board of education in the execution of any plan that would simplify the process of procuring papers. Accordingly, about 400 application blanks were distributed among the men who showed the greatest interest in the matter. These blanks were filled with the assistance of the teachers. To instruct the teacher in the details of the procedure, a pamphlet was

issued from the superintendent's office. This not only furnished needed facts, but resulted in genuine enthusiam in most of the classes. No other factor has been so active in bringing the teachers and pupils into sympathetic relations. The men seemed to appreciate the efforts to help them toward citizenship even more than the instruction given in the set curriculum.

The spirit of the clerk of the naturalization court was shown in his offer to keep his office open in the evening for those principals and teachers who were willing to accompany their pupils there for the purpose of qualifying for the first papers.

The exact results in figures are not yet available, but we know that the proportion of application forms that were exchanged for first papers is large; and, further, probably 500 or 600 men who were ignorant of the method are now familiar with it, and doubtless they have given the information to many more who were not in the schools.

III.—By Michael J. Isaacs.

Principal, Manhattan Public Evening School No. 22.

The demands of commercial and industrial enterprises make a vocational bureau important. The teacher includes in the data of his class not only the present occupations of his pupils, but also their inclinations and ambitions. Letters and cards are sent to many of the leading commercial houses throughout the city apprising them of the evening school's desire to cooperate with them in furnishing competent and reliable men.

Thus we may be the means of placing the immigrant in fields which he could not reach alone, and we afford an opportunity to choose according to the individual bent in what may prove the initiation of a life career. In this connection the mutual-aid organization is of great importance. Every evening before the class begins the regular work pupils who know of a vacancy in the shop, factory, or office, and those seeking employment, inform the teachers, and this information goes to the principal, who classifies it and acts as a clearing house for the supply and demand. Another activity is the legal-aid bureau conducted by a number of teachers who are practicing attorneys and contribute their services. The bureau informs, guides, and advises the immigrant who, because of his ignorance, has often been mulcted of his earnings and savings by unscrupulous employers and dishonest business associates. This is interesting experience for the young lawyer who is enthusiastic and willing to cooperate in such an endeavor. Sometimes letters must be sent soliciting an amicable adjustment; or, if necessary, the case may be submitted to a legal-aid

society which undertakes cases in court. The school's legal-aid bureau is advisory only. Savings banks have been organized in elementary day schools, but up to the present time none has been established in an evening school. The imperative need for such an institution is apparent.

While we are satisfying the mental requirements of the immigrant, we are not neglecting the sociological or community interests. While we are giving him the power to adjust himself properly to his new environment, we are striving to broaden his field of usefulness. Society demands this as a fair and just return for its great educational investment.