

are refusing to teach their children any language but English. There is, in this particular group, no understanding, no appreciation of the culture of another land. This was true in my own case until I began my training for Americanization work. Although I read the Scandinavian languages almost as easily as the English, I had had courses in four other foreign languages before having any instruction in Swedish. As a part of my preparation for the work of hastening the Americanization process, without loss of what is valuable in the foreign-born student's background, I have taken courses in Swedish grammar, Swedish literature, Scandinavian history and Norse mythology. From observation and study so far, it seems to me we should have many better Americans if parents with a knowledge of another language would use it to some extent in the home and if high school and college students of foreign birth or parentage could study the language and literature of their forefathers as the first modern language. As an instrument of culture, one language is as valuable as another, and we are certainly best fitted by nature to acquire and appreciate the social heritage of our own ancestors. To what extent can a high school pupil, of Teutonic stock, for instance, be expected to understand French culture? How well does even the average college student sense the difference between Teutonic and Mediterranean psychology?

After my completion of the work in our ungraded village school, followed by a few aimless years, a most unexpected combination of circumstances brought higher education within the range of possibilities, first to my twin brother and later to me. With the exception of a few of our cousins, all boys, who had gone away for some high school or commercial training, no young person in the community had at that time dreamed of any education beyond what the village offered. My brother finished the high school course in our county seat, twenty-five miles distant, with plans for university training. I had then put in two years in the high school he was attending, carrying extra credits to complete the course in three years. In the fall our family moved to Minneapolis, where my brother entered the mining engineering department of the state university and I began my third year in high school, a month late. I was graduated in June following. Both of us had been dependent upon our own resources in meeting living and school expenses.

After four and a half years of teaching in the rural schools of Minnesota and North Dakota, I took a three months' commercial course and then worked as a stenographer for a year in an office in Minneapolis. Upon resigning this first position in order to find something better, I began my experiences as a traveler, by a two weeks' trip to the East. The "wanderlust" has been strong in me ever since; viking blood, I suppose. Some weeks of "job-hunting" brought work in which I could utilize both my business and teaching experiences, and

in addition learn something of the problems of the social worker. The position was that of State Agent for Blind, with headquarters at the state school for blind, and field work principally in the three cities of St. Paul, Minneapolis and Duluth, where three home teachers worked under my supervision.

In the fall of 1916 I resigned my position to take up a normal school course, as preparation for work in another section of the country, the West, toward which my family was then looking as a possible future home of our "clan." My sister had been settled in her own home in Portland for some years; my twin brother had vaguely planned to make his permanent home in some one of the western cities he had seen on his travels to western mining districts, as an engineering student; my parents hoped for a more pleasant old age in a milder climate. I knew the West as a place to rest and play. In the summer of 1914 I had made a vacation trip to Yellowstone Park, and in 1915 I traveled for three months, my itinerary including the expositions in California and two weeks in Portland with my sister. Although I had, during this brief visit, little opportunity for obtaining definite information regarding conditions of employment in Oregon, my observations indicated that it would be necessary for me to prepare myself for teaching in graded schools while waiting for an opening in some more specialized field where my business and social service experience could be more directly applied. Hence a normal-school diploma became my next objective. With university credits, accumulated by summer school work at Minnesota University and correspondence-study courses from Chicago University, I was able to complete residence study at the Winona State Teachers' College in twelve months, some work on my courses from Chicago remaining to be done before my graduation from the advanced department.

In February, 1918, I arrived in Portland, and the first of March I began work as principal of a semi-graded school on the coast, completing the school year for a young man who had enlisted. During the following summer I finished my university courses. As a normal-school graduate, I was now in a position to do work more to my liking. At normal I had specialized in departmental and junior high school English. Owing to the abnormal conditions, however, I found myself beginning the school year as a high school commercial teacher, and, later in the year, I was teaching all the English of the four-year course. In the meantime, my family had "migrated" to Portland, my brother and his family in September, 1918, my parents in October, 1919. Our old home in Minnesota had been disposed of quite unexpectedly while my sister was back there on a visit. When news of this reached us in Portland, I had already made arrangements to return to Minnesota, having become convinced that I could more quickly find a field of maximum usefulness,

for a time at least, in an older community.

The first of January, 1920, I began work as a departmental teacher of English in a Minneapolis school, a position which I regarded as a step toward the more specialized work of "Visiting Teacher," a type of social worker just then being introduced into the school system. But the Americanization movement was also getting under way at that time and, the following summer, my training for this field began with general courses under Dr. Jenks, head of the Department of Anthropology and Americanization, and courses in technique from Dr. Anne Nicholson, director of Americanization in San Francisco. During the following school year I took most of the subjects offered in the department, with the instruction in technique from Miss Ruby Baughman, who came here from the position of director of Americanization in Los Angeles.

Last year I began work in the field as head of what we called the Extension Department at Minnesota College, in Minneapolis. Finding that institution inadequately equipped for work along lines broad enough to maintain a separate department for foreign-born, I resigned my position at the close of our school year. Since several of my students wished to continue during the summer, I organized classes to meet at my home during the vacation months and, at the opening of this school year, I decided to continue my work independently for at least a year, that I might round out experimental work begun with certain types of students, especially the full-time student, whom I could not hope to find elsewhere.

Of such students, for instance, one young woman, Miss J., came to me last year, "right off the boat" from Sweden. During the first three months she had a few lessons a week, with no work outside of class. After twelve months more, of full-time work, she entered the American Business College, the first of this year. A second young woman, Miss L., who had been in this country a year and a half, had first a few evening lessons, last spring, and then began fulltime work the last week in June. Since the first of January she has had shorthand in Miss J.'s class, with the rest of her work here. Upon completion of the winter term, she took state eighth grade examinations in four elementary school subjects, and on April first entered Miss J.'s other classes, that is, she will complete her business course in five months from the first of April, Miss J. having begun an eightmonths' course in January. Miss L. now spends two hours here once a week, two half-hour periods devoted to study, the other two to talking on what she has read. One recitation is given to civics, in preparation for a June examination in that subject, the other to a story, chosen with a view to giving a larger speaking vocabulary. Miss L. talks continuously during these recitation periods, with only the briefest

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