

plan into being is to connect it up with the state program of public education under the direct supervision of the State Superintendent of Public Education.

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In this issue The United American is presenting a draft for a Bill creating a State Department of Adult Immigrant Education, and many prominent educators and supervisors of public education and ranking legislators are, in the main, in full accord with the views of the United American as embodied in the provisions set forth in this measure. Citizens of Oregon who are interested in promoting a sound plan for educational Americanization among the immigrant people of the state, who have no personal interests to promote in connection with such a plan, may be truthfully said to be whole-heartedly in favor of this draft.

The Bill which is presented on page seven represents a thorough and careful analysis of every element which has had or has any bearing upon the question of alien assimilation in Oregon. In the draft is embodied the necessary safeguards against the possibility of having an independent machinery of education set in motion which, at this time, would yield nothing but vague and impractical plans, untrained supervision, tutoring and whatever activities might otherwise be inaugurated.

This draft represents mature thought and holds a promise for the future. The adoption of the major portions of this plan will permit unhampered growth and development of public interest and will promote a popular response among the immigrant people in need of educational help. The adoption of THIS PLAN for state-wide Americanization will prevent the inauguration of anything that may become the means to an end other than the aliens' Americanization. The adoption of this measure will eliminate the possibility of anyone obtaining arbitrary power, with potential possibilities, over a state department, ostensibly educational, which may be used for other purposes and other interests, **political, racial or sectarian.**

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There should be but one specific thing in mind in this connection—the intellectual advancement of the alien people. Whether they reside in the cities or in the most remote rural communities, they are entitled to the same protection in the matter of education as our children; and we should **NOT grant STATE POWER for their educational care to any untrained individual, group or department outside of the State Department of Public Education.**

For educational purposes a volunteer in a new field of thought is invariably a menace until he has been given a course of training.

Without specific provisions for educational qualifications of teachers, a state authorized plan of Americanization should **NOT** be proposed or adopted.

The untrained volunteers that are now engaged in Americanization work in Oregon—if they are intelligent and realize their own shortcomings—will stand as a unit, first, in backing the move to legislate a thorough Americanization training course into our state institutions of advanced learning, and second, in backing the move to have the state Ameri-

canization educational plan placed in the hands of the State Department of Education. Those who oppose this plan can hardly avoid the suspicion that their interest is **NOT** solely actuated by a desire to help the untrained and untutored aliens.

There is no doubt in the minds of thinking American citizens and all those who have come into citizenship by merit and not by accident, that the immigrant in America who is sorely in need of assistance in becoming intelligently assimilated, would be better off as the beneficiary of the kindly thoughts and considerations of many of the so-called friendly (but untrained) volunteer teachers who have inflicted themselves upon him with sundry novel ideas on how to fix him up as an American.

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At the last election in Oregon the people adopted a constitutional amendment requiring a literacy test of adopted citizens whereby those who are not able to read a certain number of words in the American language and unable to write a lesser number of the matter they have read, shall be deemed lacking the educational qualifications to register and vote. A law was enacted during the session of 1923 providing the manner and means by which such a machinery should be set in motion. The operation of this law was held in abeyance pending the ratification of the constitutional amendment submitted to the people. The amendment was ratified on November fourth by an overwhelming majority, and the measure, enacted by the legislature in 1923, automatically became a law with a definite meaning.

When the registration for the next election in Oregon begins in earnest, the rights of many naturalized citizens to register will be challenged unless they are able to read the printing on a card, containing fifty words of the State Constitution, which they must draw from a container on the registration counter. The inability to write ten words of the matter read, and subsequently called by the registration official, will likewise constitute a cause sufficient to deny the applicant the privilege to register and vote.

The enactment of this law has placed a moral responsibility with the state to provide reasonable means for those who because of their illiteracy in the language of America will be unable to enjoy the full benefits as well as discharge their entire obligations and responsibilities in citizenship.

Provisions must be made to enable those in need of assistance, the farmers and the laborers in the remote country sections in the scattered rural communities as well as the city dwellers, to obtain immediate help and instruction, so that they may be able to defend their citizenship. The expense will be small, if any, but the benefit to the state and the nation will be far reaching.

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By making it mandatory upon the state-supported higher educational institutions to incorporate in the teaching personnel (at least for the summer course) a graduate in the Americanization study, to instruct volunteer and professional public school teachers in such a course, the state will immediately be equipped, almost everywhere, with teachers who are able to