

the eyes of the thinking citizen who tries to pierce the veiling that conceals the future.

What business has the man to vote in an American election who cannot even read the ballot title?

Why should he who lacks the knowledge tinker with the fine parts of the machinery through which we declare our policies, elect our officials and even reject or enact our laws?

What right has the **untrained** alien to mark an American ballot or even to hold a citizenship certificate which he is hopelessly unable to defend?

Why has public sentiment, backed by American intelligence, not taken action long ago to remedy this serious situation?

In the face of the demands coming from the mass of ignorant and thoughtless Americans who are pushing the untrained and untutored alien into the Naturalization Court, concerted action should be taken to check this mad orgy of "Americanizing aliens by Naturalizing them."

Altogether too many aliens are continually becoming citizens without the necessary knowledge and the important mental adjustments that are essential prerequisites to citizenship, because of this erroneous agitation.

The reaction of this foolish talk is to create a hysteria for naturalization, as a means to an end, among the foreign-born, who succumb to the various forms of commercial pressure and readily fall in line as best they can without a thought on the subject of proper preparation. Cramming thirty to fifty alien applicants for citizenship into one study-room for a definite number of evenings, to lecture them in high style on American civics and history, is not going to do much for them except to help them gather a few "pointers" on our government, barely sufficient to enable them to make bold in a hit-and-miss attempt at answering the naturalization examiners' questions. If luck is with them they are themselves at a loss to understand how in the name of heaven they got by.

None but fools will argue that the country is becoming better off by technically changing the citizenship status of these aliens in this fashion.

Adult immigrant education as a part of our system of public education will remedy this situation if we change our clamor for **alien naturalization** into a clamor for **alien education to citizenship** according to thoroughly tested methods.

The fact that the real leaders in our nation's life today are backing the plan of adult immigrant education, as a unit in our system of public education, is the one bright spot and the real note of encouragement to those who have been persistently championing this plan and stirring up public opinion for an intelligent procedure in the matter of assimilating and Americanizing the aliens and save the country from permanent injury due to the erroneous methods applied by our kind hearted volunteers. These well-meaning people are having things pretty much their own way at the present time, in most of our states, where no specific standard has been set.

In the onslaught on the foreign peoples' colonies to stampede the aliens into schools of one kind or

another, where anyone interested in getting a close-up of the "ignorant" foreigners is engaged to fix them up, much permanent damage has been done.

An untold number of specific examples could be cited to prove our contention, and we would not have to go beyond our immediate field of volunteer Americanization to prove this statement, but inasmuch as specific instances would be painful to us as much as to the untrained volunteer and to those responsible for his or her services, we will pass it by and proceed to quote some men of prominence who favor specific training for Americanization work.

Governor Alfred E. Smith of New York, in his annual message to the State Legislature last month had this to say of adult immigrant education:

I have continually advocated the extension of part-time, evening, Americanization and vocational classes. In my judgment, nothing is more indicative of the stable and sterling character of our citizenship than their interest in the improvement of those of mature years who because of circumstances over which they had no control were deprived of early opportunity for education.

Calvin Coolidge, president of the United States, is another distinguished citizen who has voiced his concern for adult immigrant education, not as a haphazard spare-time vocation for untrained people, but, if we understand the president correctly, as a branch of public education that is demanding the most exacting standards of training to meet the needs adequately. In the following brief sentences the president touches the core of the situation and incidentally makes a direct appeal for an adequate standard in this field of education:

It is not alone the youth of the land which needs and seeks education, but we have a large adult population requiring assistance in this direction. Our last census showed nearly 14,000,000 foreign-born white persons residing among us, made up largely of those beyond school age, many of whom nevertheless need the opportunity to learn to read and write the English language, that they may come into more direct contact with the ideals and standards of our life, political and social. There are likewise over 3,000,000 native illiterates. When it is remembered that ignorance is the most fruitful source of poverty, vice, and crime, it is easy to realize the necessity for removing what is a menace, not only to our social well-being, but to the very existence of the Republic. A failure to meet this obligation registers a serious and inexcusable defect in our government. Such a condition not only works to a national disadvantage, but directly contradicts all our assertions regarding human rights. One of the chief rights of an American citizen is the right to an education. The opportunity to secure it must not only be provided, but if necessary made compulsory.

Prominent educators who have sensed the importance of standardized immigrant education needs, have, through their influence, brought about the establishment of a Department of Immigrant Education in the National Education Association.

Speaking of the importance of the school people becoming interested in this branch of public education, Professor Charles M. Herlihy, president of this department of the N. E. A., who has had thorough training and wide experience in adult immigrant education and Americanization, says in the Interstate Bulletin:

The definition of a sound national policy of Americanization must be formulated very soon. As school people in this work we have unusual contacts with all of the racial groups in our population. To date, however, the voice of the school