

people has not been heard in the discussion of the national issues affecting the various phases of our Americanization problem.

Reminiscently reviewing the accomplishments during recent years, resulting from work by trained Americanization teachers, Professor Herlihy says:

The school programs of Americanization have prospered and have helped hundreds of thousands of adult aliens during the past five years because the classes have been taught by trained teachers, inspired with the challenge of patriotic service in this work. Teacher training programs have been conducted in fifteen or more states and the value of such training is very apparent in the longer evening school terms and in the high average percentage of attendance in the classes for adult aliens. The teachers and supervisors who have participated in these Americanization courses realize that time limitations do not allow for a thorough treatment of the subject during the course. Every teacher must devote a great deal of time to reading, study, and thoughtful intelligent testing of methods and results after the formal work of the course has been completed.

In this connection it is interesting to note that fifteen states have discarded the untrained volunteer system and adopted teachers' training programs. The results thus obtained, as set forth by Professor Herlihy, amply attest to the wisdom of this procedure. In those states they have apparently found "the key to the trouble" of schools with no attendance — the greatest and most persistently continuous grief in Portland, Oregon, where \$15,000.00 for adult alien education classes was voted by the School Board, for the school year of 1924-1925.

In this criticism there is no intent to place the blame upon the superintendent of the Public Night Schools, who necessarily has to conduct the schools with the teaching material at hand. Most of the teachers engaged would become thoroughly efficient if given an opportunity to take a teacher training course in one of the state-supported state educational institutions, even if it were nothing more than a short term in one of the summer school centers.

This the State must supply.

People who hold important positions in this city and state, who are directly or indirectly connected with Americanization activities, yet are discouraging or lending their influence to discourage the adoption of a state program of teacher training, as the first essential step to a state program of Americanization, cannot avoid the open suspicion of ulterior motives.

The Portland Americanization Council, which is financially sustained by the Community Chest, in the amount of \$3000.00 annually, pledged itself in the beginning of the school year to direct its secretary's activities, for this year, exclusively along lines of school attendance education among the foreign-born people. In this respect the results do not tend to vindicate the Council and its field secretary. The working plans of the Council, as well as the methods applied for their execution, are apparently very much in need of revision.

The registration of adult immigrants in the Portland night schools this semester, however, shows no increase above the attendance of the school year of 1923-1924. The night school superintendent reports an average attendance this year of six hundred and nineteen, from a total registration slightly above

seven hundred. This, he states, was the exact average attendance for the previous school year, the total registration being slightly higher for that year.

A little more attention to the Council's field-work might help a great deal, but after all, it is a question if we are not again confronted with the absence of adequate training.

Here is where the angle of social Americanization work enters in.

Upon the approach depends so much, if we are to be successful in our Americanization work all around.

Americanization efficiency calls for constant and intensive study. The individual teacher can do this after the foundation has been laid. To obtain this a specific course of instruction and training must be provided.

In conclusion let us quote one of the most learned students and teachers of Americanization, Dr. Albert E. Jenks, of the National Research Council, from his address before the recent Washington meeting of the Department of Immigrant Education, N.E.A.:

Very correctly the Americanization worker has come to realize that his task has a genuine scientific foundation. A fundamental part of this consists of objective knowledge concerning the groups of peoples with whom he works.

We must avoid the two frequent errors of minimizing the importance of mental, ethnic and national groups; and the primitive conception that differences between human groups are sure marks of inferiority.

The goal of universal likeness among groups of people is one impossible and false. The goal is for each group, without fail, to add its contribution to the ever richer and more varied peoples and cultures of developing humanity.

The American national group has already started to perfect its contribution, that of an ever developing democracy guaranteed to its citizens by written legal procedure.

So the Americanization worker needs to know these biological, political, economic, social and cultural types of facts about immigrant groups which will enable the worker to assist the immigrant most quickly and happily to add his contributions to this nation which he came to help perfect.

It must be remembered that persons from these many groups of immigrants are not soulless pawns to be picked up at will and placed here and there. Each comes from a vital group of people which, perhaps, for thousands of years, has had its physical and cultural personality. Each has developed its own physical type, economic process and a government, to provide its needed food and protection, its philosophies, has developed its system of morals and religion in an attempt to satisfy its hungry soul. Each group has made and is still making in its home nest an important and necessary contribution to world civilization.

The task of the Americanization worker is to assist the immigrant peoples toward enabling them to help America make her important and needed contribution.

Thank God for the men and women of America, native and foreign-born, who are answering the call and enlisting for service in this national movement of a scope the like of which there is no parallel in the history of our country.

THE ART OF LIVING

To touch the cup with eager lips and taste, not drain it;

To woo and tempt and court a bliss and not attain it;

To fondle and caress a joy yet hold it lighter,

Lest it become a necessity and cling too tightly;

To smother care with joy, and grief with laughter;

To hold the present close, not questioning the hereafter;

To see the sun sink in the West without regretting;

To hail his advent in the East, the night forgetting;

To have enough to spare to know the joy of giving;

To thrill response to every sweet of life, — That's living.