

Americanization Progress in the State of Rhode Island

By AGNES M. BACON, State Supervisor of Americanization, Providence, Rhode Island

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COMPLETE reports on Americanization classes for the school year of 1924-1925, compiled for the State Board of Education, show a total enrollment for the year of 2685 persons, of whom 1913 were adults not subject to the compulsory provision. Six cities and ten towns maintained Americanization classes, 103 schoolrooms were used, and 123 teachers were employed. Of the teachers 99 had been trained specifically in methods of teaching Americanization classes. The aggregate attendance was 163,142 hours.

The enrollment of 2685 persons included 1281 beginners, of whom 919 were classified as literate and 362 as illiterate. Of the remaining 1404 persons, 730 were enrolled in intermediate divisions, and 674 in advanced divisions. The enrollment included 1812 boys and men, and 873 girls and women.

Thirty-six nationalities were represented in the enrollment, distributed as follows: French Canadian, 742; Italy, 497; Portugal, 354; Poland, 177; America, 122; Germany, 113; Hebrew, 109; Armenia, 106; Sweden, 99; Cape Verde Island, 72; Russia, 46; France, Syria, each 33; Ukraine, 25; Greece, 22; Ireland, 17; Roumania, 16; England, 13; Denmark, Lithuania, Spain 9 each; Belgium, 8; China, Switzerland, each 7; Austria, Slovak, 6 each; Albania, Norway, 5 each; Assyria, 4; Canada, Bulgaria, 3 each; Holland, Negro, 2 each, Brazil, Finland, Hungary, Turkey, 1 each.

Seventeen cities and towns in the state have reported evening classes conducted for teaching English in compliance with the State Americanization law.

A total of 8212 hours' attendance was reported from factory classes in Bristol, Rhode Island.

Americanization classes for women are conducted in the Maple Avenue Community House, Barrington, under the direction of the local supervisor, Mrs. Althea M. Jencks.

As a result of the efforts of volunteer workers who had received Americanization training, 72 persons were enrolled at the Middle Street school, Pawtucket. Miss A. Mable Perkins, Supervisor of Evening Schools in Pawtucket, has outlined a course of study for the teachers of Americanization classes.

Reports of socialized activities during the evening school-year include observance of holidays with appropriate programs, illustrated lectures, community Christmas tree gatherings, colonial entertainment, radio entertainments and correlation of practical arts, and vocational courses with Americanization class instruction.

Two teacher-training courses in Americanization Methods and lectures have been given this school-year in West Warwick and Providence as part of the extension course program of Rhode Island College of Education.

Americanization teachers' certificates have been issued to 134 teachers who have taken the course. The courses given by Agnes M. Bacon, State Super-

visor, who has also given illustrated lectures and talks on citizenship in many schools throughout the state.

The review of the year's work in this division indicates the substantial effort that is being made to combat illiteracy, and the large share of the work that may be undertaken in and through the public school organization. The classification of the enrollment in Americanization classes, however, shows definitely an enrollment of twice as many men and boys as of women and girls. The reason is not that men and boys need the instruction given in Americanization school more than women and girls, and it is not that there are more men and boys in the proportion indicated standing in need of this type of education. The compelling reason for the disproportion indicated by so wide a deviation from a nearly even enrollment by sexes is the fact that attendance is less convenient for women and girls, because of home care and duties, than for men and boys. The work of reducing illiteracy among women and girls is quite as important as that for men and boys; certainly, so far as the Americanization plan aims at a wider diffusion of the common language, it is essential that the women and girls at home who do not have contact with American speech in shop or factory should obtain that contact in some definite way. The obvious solution of the problem lies in making the Americanization classes more convenient for women and girls; perhaps in organizing these classes for smaller groups in homes, to which neighbors may be invited for short lesson periods. The importance of Americanization classes is indicated in large enrollment, serious purpose and continued attainment. The movement "back to school" takes on an added significance as it contemplates the return of a considerable part of the adult population of the state to evening attendance, with particular emphasis upon instruction related to and supplementary to daily occupation.

THE EDUCATIONAL AWAKENING IN A LAND DIVIDED BY MANY LANGUAGES

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educational awakening due to Rip, and he prayed for strength—and money. And the light touched the East first and some of the Western mountain peaks. And Rip saw that adult education was catching the popular fancy, that the democratic ideal in education was not dead, and he stretched out his arms, and lifted his eyes towards the hills of the Constitution, and said, "If I ever do sleep again, 'twill be but for a night."

People have a tendency to become discouraged when adverse conditions do not become adjusted satisfactorily within a short space of time. One in a discouraged frame of mind finds it easy to blame circumstances, and even to blame people, because of the existing facts. Instead of being discouraged because your financial condition is not what you desire, begin to live in thought, word, and act according to Truth. Do not blame your physical condition for your adverse financial condition, or blame your financial condition for your ill health. Neither is to blame for the other. Your point of view, your belief, your consciousness is responsible for both.

— Arthur Dudley Hall.