

citizenship. Impressing upon his students' minds firmly the heavy responsibilities of citizenship is of infinitely greater consequence than the mere drilling into their minds of certain facts about our government. No teacher has a finer opportunity to serve his country than the citizenship teacher. Hence, we demand for such places broad-minded, tolerant men and women whose devotion to America is beyond question.

Now and then we have a social evening when books and lessons are laid aside and an hour is spent in social enjoyment. A program is put on, songs and recitations often given in the native tongue, native costumes resurrected from closets and donned for the occasion, cake and coffee served, and the people of the various nationalities given the chance to become socially acquainted. We believe this to be an important step in the work we are trying to do, that is, to break down clannish tendencies, to remove distrust, and to give more effectively the broad, tolerant American viewpoint.

Several times a year, usually under the auspices of the local Americanization Council, a community gathering is held in which there is presented a program consisting of music and an address by some prominent citizen, who generally discusses briefly and in simple language the aliens' relationship and duty to America. These meetings are ordinarily well attended and serve to increase interest in the adult schools.

Last but not least, we hold twice a year a graduation exercise. The diplomas granted are the certificates of citizenship awarded by the U. S. Government. We make a great deal of this ceremony. The entire community is invited, a program is presented, an address is given by some outstanding citizen of the state, and every effort is made to impress indelibly upon the newly made citizen that a very high honor is being conferred upon him. As in college graduation exercises the opportunity is given for congratulating the recipients of the diplomas. Such steps we believe helpful in building the pride of country that is so essential.

By such steps we are attempting in the Astoria Adult Schools to Americanize our large foreign-born population. Briefly, the following are our aims:

- I. The ability to read, write, and speak the English language.
- II. A strong, abiding interest in America.
- III. An intense pride in the new home land.
- IV. An understanding of American political and social conditions.
- V. A determination to become an active citizen of America and to acquire for his children the broader opportunities which the new land offers.

As teachers we must constantly bear in mind that the Americanization of the alien is the changing of old mental attitudes and the building of new. Properly taught, these foreign-born citizens will become a tremendous source of national strength and will do well their part in making America a greater, better nation. If we neglect them in an educational way, they may yet threaten its downfall.



A. C. STRANGE

who for the past years as Superintendent of the Public Schools in Astoria, Oregon, has developed a fine adult education program in that city, having accomplished the interlocking of adult education with primary education for children as a common concern of the School Board of Astoria. The Americanization progress in Astoria, the aroused civic consciousness of the alien education problem, which has become so wide spread in that city, is largely due to the tactful policy pursued by Professor Strange in bringing about a public appreciation of the contributions of the foreign-born people in America, and placing the responsibility for their isolation or assimilation with the community, where it properly belongs. In doing this, Professor Strange did not alone prove equal to his trust as Superintendent of Public Education in Astoria, but he has proven beyond question that he as an educator has the vision and the qualifications for creating public opinion favoring constructive educational progress with a view to improve our standards in citizenship and mold a better appreciation of American institutions where the lack of it is conducive to render America's future uncertain.

When the office of State Superintendent of Public Instruction in Oregon shall presently become vacant, through the announced intention of State Superintendent J. A. Churchill, that he intends going to the new State Normal School, provided for at Ashland by action of the recent state legislative assembly, the logical successor to this office is, in the opinion of the United American, Professor A. C. Strange. Public opinion should be crystalized into a demand for his appointment. If politics could be adjourned and qualifications could be made the sole basis for a choice there should be little competition.

Professor Strange is at present at the Oregon Agricultural College at Corvallis where he will remain for the summer months as an instructor in the O. A. C. summer school.