

Interstate Council on Immigrant Education

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GENERAL PRINCIPLES

THE EDUCATION of the adult immigrant in English and Citizenship is a **public responsibility**, and should be carried on under the direction of public authorities. Other agencies should coöperate and school authorities should seek such coöperation; but it is believed that these agencies are most effective when they tend to stimulate and strengthen the efforts of the schools.

There should be no compulsion on the immigrants. You can't compel good American citizenship. If anything must be compulsory, let it be the furnishing of proper educational opportunities.

Only trained teachers and skilled leaders should be permitted to engage in immigrant education. It is a task calling for the highest efficiency.

STATE ORGANIZATION

State organization of immigrant education is characterized by the following features and functions:

- I. There should be state legislation to stimulate and support local communities in the organization and conduct of classes for adult immigrants.
- II. The State should create administrative leadership, preferably in the State Department of Education.
- III. Financial support should be guaranteed, preferably on the dollar for dollar basis, to towns and cities carrying on this work with State approval.
- IV. There should be a maximum of local responsibility and achievement with a minimum of State machinery.

STATE ACTIVITIES

The State immigrant education officials may properly engage in the following activities:

- I. Encourage acceptance of State legislation and State plans.
- II. Offer courses for training of teachers and leaders. Certificate teachers.
- III. Offer assistance to cities and towns in the first stages of organization. This assistance may take the form of advice as to methods of organizing, helping to secure assistance of coöperating agencies, suggesting advertising material, and so on.
- IV. Suggest courses of study, and standards of achievement.
- V. Set up State planning board between educational authorities and various coöperating agencies.

LOCAL ORGANIZATIONS

The following features and functions characterize the organization of immigrant education in local communities:

- I. Local school authorities should accept the principle that **they** are responsible for the instruction of adult immigrants in English and citizenship **whenever and wherever classes can be organized for such instruction.**
- II. There must be funds sufficient to provide specially trained teachers under skilled leadership for as many classes as can be organized.
- III. The education of the immigrant is a year around task, and should not be confined, as heretofore, within the limits of the "evening school" season, so-called. It includes the instruction of women as well as of men. It means, accordingly, the organization of classes in evening schools, in factories, and in any other place approved by the educational authorities.

LOCAL ACTIVITIES

The local school authorities may properly engage in the following activities:

- I. Promote and support the State program in immigrant education.
- II. Appropriate sufficient funds to get the task well done.
- III. Provide for skilled and responsible leadership.
- IV. Coöperate with State authorities in teacher training.
- V. Organize classes in schools, factories, and other places.
- VI. Seek to create, not only in the immigrant, but in the native-born as well, a keen interest in immigrant education.
- VII. In coöperation with State authorities, set up effective courses of study, and standards of achievement.
- VIII. Work out a plan of coöperation with other agencies for making the school organization a channel through which the best life of America may reach the immigrant population.

PLACE OF FEDERAL GOVERNMENT

In immigrant education, the Federal Government should bear the same relation to the several States as the States bear to their towns and cities. This means a minimum of Federal machinery and a maximum of State responsibility and control.

The non-English-speaking immigrant is a problem of the local community, the state, and the nation. Hence all should share in the cost of removing the language barrier.

All functions pertaining to the education of the immigrant should be carried out under the direction of education authorities and these should look to a properly constituted Federal education organization for leadership. The out. Under a well organized plan there need be no confusion as to responsibility, and no duplication of functions such as are obtained today.