

Thirty Thousand Adults Attend Night School in Ohio

By M. W. SIMPSON, State Director of Adult Education, Columbus, Ohio

(Special for The United American)

THE WORK of Adult Education in Ohio has taken on renewed interest when measured by the accomplishments recorded for the year just closing. Our different cities, of which Ohio has many, have endeavored to develop interest along different lines of marked advancement, the first of these being the financial side of the work. In one of our cities where it has never been attempted to raise a community chest fund, a committee raised \$95,000 in four days.

The adult school attendance has been greatly stimulated and the work has attained a higher standard. We have now enrolled in our night schools and in different classes of Americanization or over thirty thousand. Of these the larger number were foreign-born, native in attendance registering only five hundred and about fourteen hundred were colored people.

Our leading workers are very desirous to have some of our educational institutions establish a course for the training of teachers for this specific work. Our teachers are greatly interested and the result of their

interest has been more fully realized in the immigrants' examination for citizenship. These examinations have been very satisfactory to the examiner. The teachers of all the schools as well as all the institutional workers are very careful in their teaching to give out no uncertain ideas, as to what our government expects of her citizens. This is taught the beginners as well as the advanced students.

Another very important factor is the apparent unanimity of those doing the work, as rendering service for the welfare of humanity. The different sects of religionists move forward in the work as one unbroken phalanx. The workers' possession of this spirit of lofty purpose enables the teacher and the taught to look forward to great results in the education.

Although our year's work in a measure has been favored in many ways, we are hopeful of still greater results.

The ambition of all workers and teachers should be to accomplish more in each new tomorrow than has been accomplished in each yesterday.

Adult Immigrant Education as a Remedy For Child Delinquency

By JACOB KANZLER, Judge of the Domestic Relations Court, Portland, Oregon

(Special for The United American)

AFTER DECADES of observation of our immigration policy, the necessity for its rational revision has finally been forced upon us, and we are face to face with the question: what is our first duty to the adult immigrant after we have permitted him to enter upon our shores?

Stripped of all other considerations our first and foremost duty is to teach him to read and speak the English language. Unless this is done soon after his arrival, how can we understand him and he us?

When we stop to reflect how easily misunderstandings arise and lead to bitter enmity among those of us speaking the same tongue, how much greater is the possibility of aggravation among the immigrants unable to speak the language of their adopted country?

During the past six years as judge of the Court of Domestic Relations in Portland, I have come in frequent contact with foreign-born parents and their children. Usually the father speaks English brokenly, but more often the mother is unable even to understand our language.

To what extent this condition contributes to the lack of control over their children, I cannot definitely say, but I am convinced that it has a strong bearing upon the difficulties in their homes which so frequently are aired in this court. I notice how this situation is embarrassing both to them and their children.

It embarrasses them in court, necessarily it effects them likewise in every day life. No native-born child of foreign-born parents likes to be called "a foreigner." But how can it escape the appellation if its parents make no effort to acquire the tongue of their adopted land?

Whenever children feel ashamed of their parents

the latter lose a measure of respect and control. This must be regarded as a tragedy, because in most cases these foreign-born parents are men and women of character, who at heart are sound on questions of personal conduct and good citizenship.

Their children are prone to discount the sterling worth of their parents on the assumption that they hold old country ideas because they express themselves in their native tongues. Without that touch of intimate relations between parents and children, these American born children of foreign-born parents too often seek their pleasure outside of the home circle, become jazz crazed and frequent public dance halls where vice and crime generally seeks company. Habits thus acquired are hard to stamp out when these children have come to believe in the free and easy ways to which they have adopted themselves, as the untimate in American life.

When such a stage in family life has been reached, it usually terminates in a serious delinquency. At this juncture the Domestic Relations Court is called upon to make adjustments—usually a difficult task, which necessarily must begin with the evaluation of the foreign-born parents, their conception of American citizenship, their ideas and ideals of home life and their attitude toward their children. How much better it would be to have the lessons of mutual esteem between parent and child learned out of court?

It is clear that this hit-or-miss method of learning the English language, a fault traceable to the native American as much as the adult immigrant, is at the bottom of all the grief and delinquency we ultimately accumulate from these sources.

With no definite state or national policy for the

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