

(Continued from Page Five.) participate in the affairs of government or mark an election ballot.

If this measurement is applied to America of the present day, a fearful indictment will be written against those in high and low stations who have contributed to the lowering of the standards by which America mapped out her political course.

Only a comprehensive adult educational plan will raise our standard and place the proper value on citizenship in America.

To promote understanding and interest in adult education among the educators of America the Department of Adult Education was organized by the members of the N. E. A. Through this channel the importance of citizenship training is being given a greater measure of serious consideration.

Educators especially prepared for the training of America's children and the youth of our land are answering the call everywhere to teach citizenship to the people of America.

The education of the adult is the first step to Americanization. When this movement gained public approval, educational leaders in several states planned and caused to be adopted measures for an intelligent program of Americanization. Under the direction of thoroughly trained teachers and directors these plans were carried out. Training in Americanization—the study of racial background, the cultural values of old world nations and how they may be made useful in the process of training and assimilating the adult immigrant, standardized methods of teaching, social activities, etc.—became promptly a definite study subject in several eastern and midwestern universities where it has been grouped with courses in sociological instruction.

There should be one specific thing in mind in this connection—the intellectual advancement of the people of native and foreign birth who have had no opportunity to attend primary educational schools in America; their careful training and preparation for American citizenship. Whether they reside in the cities or in the most remote rural communities, they should be given educational opportunity and at the same time be given the same protection in the matter of education as our children. We would exercise great precaution against the granting of STATE POWER for their educational care to any untrained individual, group or department

outside of the State Department of Public Education. For educational purposes a volunteer in a new field of thought is invariably a menace until he has been given a course of training.

Without specific provisions for educational qualifications of teachers, a state authorized plan of Americanization should NOT be proposed or adopted.

Unless the subject is clearly understood there might be danger of someone obtaining arbitrary power, with potential possibilities, over a state department, ostensibly educational, which may be used for other purposes and other interests—political, racial or sectarian.

If every state caused its publicly supported higher educational institutions to incorporate in the teaching personnel (at least for the summer course) a graduate

in the Americanization study, to instruct volunteer and professional public school teachers in such a course, the country would in no time become equipped, almost everywhere, with teachers who would be able to qualify for adult native and immigrant education service, wherever there is a country school.

An instructor in public education having taken the Americanization course, acting under the immediate supervision of the State Superintendent of Public Education, should have little difficulty in arousing the people in every county and community in any state to organize such educational activities according to the approved plans and in no time put to an end the blot of illiteracy that is upon every community, where illiterates reside, until the last individual within our country is able to speak, read and write the language of America.

Where the budget of the school district will not allow an increase in the day teacher's salary, for adult instruction, two or three evenings a week, at the school house or any other appointed place, such training might, under community and school board supervision, be conducted under state direction by any volunteer in the community who has taken the special course of Americanization at one of the state educational institutions.

In cases where the school board cannot make allowance for two or three night-school periods, weekly, the adults, particularly the immigrants, will in the majority of cases be found only too willing to pay a pro rata tuition to compensate the teacher.

AMERICA FIRST

NOT MERELY in matters material, but in things of the spirit.

Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character.

Not merely in the calm assertion of rights, but in the glad assumption of duties.

Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a good Samaritan.

Not in splendid isolation, but in courageous coöperation.

Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love, and understanding.

Not in treading again the old, worn, bloody pathway which ends inevitably in chaos and disaster, but in blazing a new trail, along which, please God, other nations will follow, into the new Jerusalem where wars shall be no more.

Some day some nation must take that path—unless we are to lapse once again into utter barbarism—and that honor I covet for my beloved America.

And so, in that spirit and with these hopes, I say with all my heart and soul, "America first."

[From a Sermon preached by the Rt. Rev. Ashton Oldham, D. D., Bishop Coadjutor of Albany, in the National Cathedral, Washington, D. C., on Sunday September seventh, 1924.]