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ANOTHER STATE BACKING THE CAUSE ORGANIZING AMERICANIZATION SCHOOLS IN OREGON

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WHILE the hustling in Oregon is largely tuned to the thud of falling timber, the buzz of the mill saw and the industrial wheels, with the chief concern of public interest centered on profit and gain and the undivided attention of substantial businessmen given to bank-clearing, current sentiment and concern in constructive citizenship building has gained sufficient ground to enable those who are giving civic betterment their undivided attention a measure of public consideration for every just requirement necessary to safeguard the sacred institutions upon which our government rests.

While there are captains of finance and industry in Oregon who are so absorbed in their daily routine that they even scoff at constructive Americanization work, considering such activities in the language of a prominent Portland banker, as "war emergency activities, which are no longer needed, because we are getting along with the foreigners in America today as well as with those who were here before the war," the overwhelming majority of influential citizens of Oregon, as well as of other states, are conscious of the greater values to the commonwealth and the nation that are accumulating as substantial returns from every agency of constructive Americanization work.

More than one third of the states in the Union have already considered Americanization work, beginning with adult educational schools, of sufficient importance to create state departments of Americanization, and incorporating citizenship training in the system of public education under the supervision of the state.

It is no longer a question of "getting along with foreigners" as well as we have before, war or no war, it is a question of imparting to every foreign-born as well as to every illiterate native-born the intelligence that is necessary to sustain an American citizen in his citizenship. Governments have tottered,

according to history, because nations neglected to diffuse the knowledge upon which rests the superstructure of government.

Under a liberal form of government such as ours, it is of even greater importance that intelligence in citizenship be diffused most thoroughly. Naturalizing an alien deficient in the fundamental knowledge of this country, its history, its principles in government and the obligations assumed in citizenship is a civic crime, blacker than treason. Yet, this is a crime commonly committed in even the best regulated communities where high-pressure organizations of foreign-born and native-born and individuals with social and political prominence take it upon themselves to become godfathers and godmothers to aliens who are anxious to become naturalized in a hurry and in whom they have suddenly become interested. The curious part of it is that these well-intentioned people cannot think of a single solitary thing to do for these aliens except to use their influence to get them naturalized. Much better it would be if they used their influence to get these people to go to night school and helped to make such schools the best possible for the alien and his needs. The alien's naturalization is not half as important, to begin with, as it is to have him thoroughly prepared and trained for the obligations that are involved in the franchise.

To remedy these conditions and establish proper centers of schooling for the aliens who live in this state, the legislature during the last session authorized the establishment of a department of adult education and Americanization to be conducted in conjunction with the state department of education. The financial provisions for this department allowed by the Ways and Means Committee were somewhat limited due in a large measure to an apparent lack of coördination of interest on the part of the exponents of such an establishment.

The broad powers of supervision and control of the "department of Americanization" which should