

have been in the hands of the state superintendent of public education were, in the bill that passed, given into the hands of a commission of five, to be appointed by the board of education, the commission to have the power of appointing a state director of Americanization.

With the right state director in charge of the new department it matters little what the technical terms are in the bill.

When the state commission of Americanization at its first meeting early in September appointed as State Director of Americanization Schools, Mr. A. C. Strange, formerly Superintendent of City Schools in Astoria, the State of Oregon and the foreign-born were most fortunate in the selection of the man to undertake the task of laying the foundation for state Americanization and adult educational work in Oregon.

While in charge of public education in Astoria, Mr. Strange gained considerable public attention for his ability to organize and standardize the night schools for aliens in that city. His articles on "Becoming an American," written for aliens seeking citizenship education, which have been running in the United American since last January, have been read with great interest by many people interested in Americanization. When it was reported last spring that he had resigned from his post in Astoria, all real friends of Americanization in Oregon expressed the wish that Mr. Strange might be persuaded to assume the directorship of this new department of education.

A consolidation of the Portland Americanization Council, which is the financial beneficiary of \$3000 annually, with the state department, which was given the amount of \$2500 annually, was proposed and adopted in order that by pooling their financial resources a capable executive could be appointed to take charge of the Americanization work in the State and to promote greater interest in the communities where such work has been established.

After considering the offer for a few days, and after a conference with Mr. J. A. Churchill, State Superintendent of Public Education, Mr. Strange accepted the appointment and immediately assumed his duties, establishing his offices in the Portland Americanization Council's office, 812 Chamber of Commerce Bldg., Portland, Oregon.

In answer to a request from the United American for a statement covering briefly the plan in mind for a state-wide activity of Americanization, Mr. Strange first called attention to the general outline contained in the state act which reads as follows:

"For the purpose of advancing the education and the Americanization of adult immigrants in the State of Oregon, it is hereby provided that a separate department of the State School system to be known as the "Department of Americanization" shall be and the same is hereby established. That the said department of Americanization shall be conducted in conjunction with the public school system of this State and shall be directed and operated under the supervision and control of the superintendent of public instruction of the State of Oregon in accordance with such regulations as hereinafter set forth:

"The State Commission of Americanization is hereby authorized:

- (a) To have a standardized course of study in Americanization Schools;
- (b) To have general power to promote and advance

the work of Americanization throughout the state in conjunction with the general public school system."

In support of these provisions the new Director of State Americanization Schools submitted the following plan:

I. In accordance with the terms of this act, our effort shall be to aid in the organization of schools for adult immigrants wherever there is a field for such work. In these schools, they will be given instruction in reading, writing and speaking of our language, in our history and geography, and in our ideals and government. Wherever possible, these should be organized by and conducted under the supervision of the local public school authorities. If, for financial or other reasons, this cannot be done, we shall organize the school under the direction of local organizations or through the patriotic effort of volunteer teachers.

II. We shall try to arouse the interest of native-born Americans in these schools with the purpose of giving a better appreciation of their value and of stimulating the attendance of the foreign-born in the schools. Particular effort will be made to interest the owners and operators of industrial plants in this movement. Employers have found it to be true, that the immigrant employe is worth more to his employer when he has learned our language and our ideals and has become a citizen of our country.

III. We hope to influence the native-born American to practice a kindlier, more neighborly relation to the alien. Someone has said that "Americanization is neighborization" and it is certainly true that being neighborly goes far toward making the immigrant love and believe in our country. Without doubt the disloyalty to our country, which has troubled us in recent years, has been in part due to the resentment many aliens have held because they felt that they were considered inferior, looked down upon, and discriminated against. A neighborly attitude on the part of the native-born American will remove this feeling and build that "understanding love for America" which is true Americanism.

IV. We shall stress, where there is opportunity, those fundamental principles of government upon which America is founded. We need a newer and stronger emphasis in all our teaching upon respect for law and order, upon justice and fair play, upon active citizenship, upon individual opportunity, upon character.

V. We shall prepare the necessary courses of study, shall instruct teachers in the methods of doing the work and aid them in organizing their adult schools. Efficiency in work in the adult schools depends very largely upon the training of the teachers. Excellent training courses have been offered by the University of Oregon each summer and our work has been much benefitted thereby. We hope to stimulate an interest among the teachers of the immigrant adult the State over in obtaining this very much needed training.

VI. We hope, also, to bring about a very general appreciation of the importance of these schools, of their value to the immigrant, to industry, and to the State so that the department may be firmly fixed as a part of our educational system.

VII. Other activities will be the arousing of interest in the study of the immigrant problem, racial backgrounds, immigrant needs, means of dealing with the immigrant, etc. and the enlisting of the foreign-born themselves in the support of the movement.

In the doing of this work we shall always bear in mind that the primary purpose of the movement is not merely the preparing of the immigrant for the citizenship examinations, but rather his useful life in America. America's greatest need is not more citizens; it is better prepared, more competent citizens. Hence, in dealing with the foreign-born in an educational way, it is our hope to be able to give him such an understanding of, and such an attitude toward America as will make him, when he becomes a citizen, as we trust he will, an active, loyal citizen, respected as such by all his fellow citizens.

Citizens at large in Oregon who are interested that aliens in their neighborhood become naturalized should first consult the State Director, obtain his advice how they may help these aliens before they

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