



VIRILE AMERICANS MADE OF PORTLAND'S FOREIGN BORN

Newcoming Aliens Find They Cannot Resist the Infection of Healthy Citizenship as Expressed Here.



Japanese Canadian Norwegian American Negro Russian Jew Italian English Austrian



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THE MELTING POT.

THE average Portlander does not even stop to question whether problems of immigration exist here. Most of the residents of the city do not care, or are too uninterested to ascertain what local conditions are. The proportion of foreign-born population in the city is large, situated in various localities, and mostly segregated according to the land of their origin and their religious beliefs, for they are often slow to lose hold on old-country customs.

Possibly the largest section of this kind is that of the Orthodox Jews in South Portland. There is another large Jewish settlement in Albina, near Going street. Near the Jewish settlement in South Portland is one of Italians. Orthodox Greeks have their headquarters on East Twelfth, near Clinton street. A large settlement of Finns reside near Beech and Felling streets, in Upper Albina. In the Jewish and Finn settlements are also many Russians, of different religious beliefs. There is a large settlement of Italians in Woodstock and a number of foreign-born also live in North Portland near the old Lewis and Clark fair grounds. Almost every one is familiar with the Chinese and Japanese sections

of the city on Second and North Fourth streets and scattered among these are many other foreigners from other climes. There are by no means all of the settlements in the city, but they are a few of the principal ones. There are other minor groups as well as many families and even single individuals in other sections. As the foreign-American adapts himself to the new conditions he frequently breaks away from his parent group and demonstrates his new-found Americanism by mingling freely with those who have been in the country longer than he has. At Fall-

ing school in South Portland, where

of American government and conduct, and their judgment accepts them as sound, their industrial, civic, and home practices and modes of living conforming with American standards. Many of our older residents are absolutely lacking in the true comprehension of real Americanism, even though they and their parents have lived here and they have had the benefit of the citizenship courses in the public schools. Often the new-comer can put them to shame. There is the marvel of the new coming foreign-born who adapts himself to American conditions with a comprehension and true understanding. This is mainly because he tries and has an ideal in view and works to that end.

What kind of citizens is Portland making of her foreign-born? What does she do for them and how? What should she do—what is yet lacking? Where do they live? Work? Study? What progress are they making?

Surely in answering these questions there is ample field for the sociological student right at home. While in the eastern states they have in the past had to deal with a greater proportion of the immigrants, the problem has not been as varied as on the Pacific where the oriental has entered the field as an additional complication. Will he mix? Will he

yield to the "melting pot" influence? Can real American citizens be made from the children of Nippon? Of the disciples of Confucius?

Diverse Nationalities Bewildering.

In Falling school, for instance, there are some 25 nationalities found by a superficial examination. They come from all countries—England, France, Belgium, Canada, Japan, China, Italy, Roumania, Russia, Turkey, Norway, Sweden, Spain, Austria and Germany, as well as the numberless minor principalities and in a puzzling mixture of birth origins. National characteristics are jealously adhered to and the atmosphere of the land of their birth is simulated as much as possible at the outset in an endeavor to ease the break from the old to the new.

The minority of American-born attending this school are hard put to meet the competition of wits, as it seems that transplanting has a tendency to sharpen the intellects of the newly arrived and they are so interested and trying so hard to make good that they, in many cases, outdistance those who have managed to arrive here by means of birth. Close observers of this fact have always taken great encouragement from it and augur well for the coming race of Americans. It has been a

well-established fact for generations that only the hardest and best of the parent stock has been possessed of the daring and courage to emigrate. This is being demonstrated every day right here in Portland and it only needs a casual investigation to show any one that the new citizens are fully up to the standard of those who have been here for decades, and are in some respects even superior.

Handicaps Fall to Appal Them.

Consider for a moment the task that confronts the new laid American. Coming here, ignorant of existing practices and life, with hazy ideas, often distrustful because of frequent betrayals in the old country, seldom speaking a word of English, and in the majority of cases lacking even the faintest foundation of an education. Yet they make the plunge and often outdistance the old-timer here, it being the rule, instead of the ex-

ception, for the brightest students in the schools situated in the foreign districts to number their best pupils from the newcomers. Nine years' work in six seems to be usual.

Results talk. South Portland as a district in which the foreign-born element predominates suffers less from truancy and delinquency than do the so-called better districts of the city. Why? The children are interested. They have incentive. Witness the tremendous change that has taken place of late in methods of teaching. Think how much more complicated it has been to apply these methods where the children lack the groundwork ordinarily bestowed in this country. But the little foreigner, ambitious and keen to become a real American, assimilates ideas faster and applies them better than the average child of American-born parents. They realize their handicaps.

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1—Racial and national types taken at one public school. 2—Miss Fannie G. Porter, who has made enviable record educating foreign-born. 3—Typical rookery tenements in Portland's ghetto. 4—Miss Ida Lowenberg, mentor of Jewish destitutes at Neighborhood House. 5—Young foreign-born girls studying American cookery. 6—Rabbi Herman Marchein and his sacred choir at Shneur-Torah synagogue.