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A study of the adult civic education
curricula for immigrants with special
reference to ten communities in Massachusetts.

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

A STUDY OF THE ADULT CIVIC EDUCATION CURRICULA
FOR IMMIGRANTS WITH SPECIAL REFERENCE TO TEN
COMMUNITIES IN MASSACHUSETTS

Submitted by

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(A.B., Northeastern University, 1951)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

1952

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CHAPTER I

INTRODUCTION

Term paper
The purpose of this ~~study~~ is to determine the nature of the adult civic education curricula of ten Massachusetts communities. These curricula are intended for those who wish to become American Citizens.

Adult civic education has variously been referred to as adult alien education, foreign-born education, education for the immigrant, and Americanization by writers in the field. This study will use the term adult civic education to mean any courses offered under the public school auspices which are designed to help the adult non-citizen adjust to his community and assist him in becoming a good citizen.

The health and vigor of a democracy depend upon the active participation of every person. Non-integrated groups may be a weakness and a danger in a democratic country. A closely knit and highly interdependent society cannot afford to have large groups of people who are not ready to share in responsibilities as well as the privileges of citizenship. Since the basis of democracy is representative government, it is necessary for the welfare of a democracy that the people be educated to make intelligent choices. This is in contrast to dictatorships where the people are denied freedom of choice. Dictatorships maintain rigid control over the

whole educational system of the nation and free inquiry is denied. Control is in the hands of a few, consequently it is neither necessary nor desirable that the people be educated to make choices. Thus adult civic education programs have long been fulfilling their obligations to our democratic society by helping the immigrants to understand and appreciate the significance of their role as future citizens of the United States.

The classes for the foreign born in previous years were thought of in terms of learning to speak, read, and write English and preparing to answer questions usually asked by the United States Naturalization Examiners. Today incoming students are carefully graded as to their ability to speak, read, or write English. Then through the latest methods of teaching the English language, students are introduced quickly and easily to the correct English structure. As the student's vocabulary increases, he learns the fundamentals of United States history and government.

Teachers correlate textbooks, ¹ articles on government, charts, maps and stories, providing the student with a rich background of history and the fundamental principles of government. Students in citizenship classes are now taught the American way of life -- fair play, respect for fellow

1 Mary L. Guyton, The School and Orientation Program for Newcomers, National Council on Naturalization and Citizenship, New York, 1950, pp. 14-18.

men, certain freedoms and their corresponding responsibilities, problems which arise in daily living, and free discussion of procedure of our government.

Orientation programs for the displaced persons, newcomers, refugees, and other students attending Adult Civic Education classes are being carried on constantly. While a student is obtaining training in English, the teacher presents in a practical way many of the problems which confront him and his neighbor, and the nation as a whole. To understand and appreciate America, the student must know the community life, its government, ideals, opportunities for education, its history, customs, its commercial, agricultural, and industrial life. Many immigrants who have come to America more recently have various misconceptions about civic, social, and economic life in America. Unpleasant experiences such as governmental mistreatment in their own countries, official interferences in their daily lives, and the descent from comfortable living to hardships have made them sensitive to many situations. For example, in some countries police officers are looked upon with fear; but here in America the immigrants must be taught that the police officer is their friend and protector.

Our population is composed of many diverse ethnic backgrounds and in a democracy such as ours, we welcome the best elements from these various backgrounds. The non-citizen

must be made to feel that his own particular culture has many elements which can contribute to the growth and welfare of our American democracy.

In conducting this study, the writer first found it necessary to inquire into the broader aspects of adult education. After defining adult education, a brief survey of historical background of the field was undertaken. An attempt was made to discern some of the major contemporary trends in adult education. Following this, an analysis of United States immigration policy was undertaken in order that the reader might better understand why certain quota laws were enacted and what effect they had on the immigrants allowed entrance into this country. Finally, the role of the Federal government and the Massachusetts State Educational Programs for the adult immigrant were examined in order to determine the composition of the curriculum and the requirements for naturalization.

This study is concerned with the adult civic education programs sponsored by the public school systems of Massachusetts. Ten schools were selected at the suggestion of Miss Mary L. Guyton, State Supervisor of Adult Civic Education of Massachusetts. The writer felt that it was impossible to survey each of the sixty adult civic education programs in the state individually. The ten communities surveyed were chosen because of their accessibility, for all of

them are in the Greater Boston area. These ten communities represent a cross-section of those Massachusetts communities which are normally affected by immigration. A plan was formulated by the writer whereby contacts were made by telephone to the various supervisor teachers of these particular schools followed by personal interviews. These interviews were one to two hours in length. The writer asked the supervisor teacher to discuss such topics as: the major objectives of adult civic education, the nature of the courses offered, the content of the courses offered, classroom methods and procedures, teacher supply, teacher load, rate of pay, schedule on which classes are conducted, total enrollment, material, textbooks used, and special problems.

Wherever possible classes were observed for various methods and techniques used in adult civic education. Since some of the schools were on a single semester basis, the writer could only observe those schools which were in session more than one semester. In some instances the schools were revisited to check and verify additional data.

Once this data had been compiled, classified, and organized, it was forwarded to the supervisor concerned for modification and correction. The remodified data has been approved by the respective schools.

The function of this survey, then, is to analyze the results of these interviews and study the material and

methods used in these ten programs. It is sincerely hoped that this survey may contribute to the thinking of those who are instrumental in establishing and maintaining such programs in their own communities and that it may also prove helpful to those experienced in the field of adult education who need to reexamine their activities from time to time.

CHAPTER II

THE DEVELOPMENT OF ADULT EDUCATION

The purpose of this ^{term paper} ~~chapter~~ is to consider the development of adult education so as to present an overall view of the subject. This has been done by considering the growth of adult education, the research activity in the field, the historical background, and Americanization.

1. The Growth of Adult Education

Changing Concepts. -- Adult education as an organized social movement is comparatively new in American life. The term adult education is used to cover many activities. No society can exist without education for it must play a major part in transferring culture from one generation to another. As civilization becomes more complex those culture traits handed down from one generation to another become more confusing.

Few people have given very much thought to adult education. Many still think that this means simply the opportunity for the underprivileged to secure information in adulthood.

According to Mary L. Ely:¹

The original meaning of the term "adult education" was an education designed to even up for less fortunate

¹ Mary L. Ely, Adult Education in Action, American Association for Adult Education, New York, 1936, p. 57.

adults some of the disadvantages they had suffered in childhood and youth. In this general outlook it was implied that education is properly a matter of years preparatory to full adulthood, that it consists primarily in the acquisition of knowledge, and that once this has been got it remains as sure possession for the rest of life.

The above viewpoint has changed with the general progress in American education. It is now recognized that education is not merely preparation for adulthood but has a functional purpose which is not limited to a particular age group. Consequently, the adult education curricula are not designed simply to offer adults advantages which they lacked in childhood and youth only, but are presented in the broader sense of continuous personality growth.

This idea of adult education as a growing process is further expressed by Lyman Bryson:¹

Learning becomes a necessary element in the life process, continuing as long as life itself continues. The conscious organization of adult education; that is, that the provisions of opportunities for continuing intellectual betterment has become not merely desirable, but necessary. Modern civilization cannot be given over to new generations of children and safely entrusted to them if they continue to work only with what they can learn in their first intense educational experience.

It is evident that with the increasing span of life, the older population faces certain problems. Lyman Bryson² states:

1 Lyman Bryson, Adult Education, American Book Company, New York, N.Y., 1936, p. 7.

2 Ibid., p. 10.

We may use adult education at present as an effective instrument for changing the social pattern not limiting our purpose only to this or any other crisis. Continuing learning will always be needed by personality as it grows, and indeed, growth implies learning.

Dorothy Hewitt¹ states that:

When adult education is mentioned, many people have a mental picture of regular academic courses in secondary and high school subjects offering in the evening under public school system, of so called Americanization work, or of university extension courses providing credit toward delayed degrees and professional advancement.

In the beginning, the emphasis was placed on a remedial phase, but it seems that adult education is discovering that earlier objectives are rapidly being replaced by broader and more fundamental aims. According to Hewitt, "Adult education is based upon the idea that education is a continuing life process, that mental and spiritual life, as well as physical life are subject to the laws of growth and atrophy."²

It is difficult to define adult education since the range and varieties of activities included under this term are so extensive. Lyman Bryson has defined adult education as including all activities with an educational purpose that are carried on by people engaged in the ordinary business of life.³

1 Dorothy Hewitt and Kirtley F. Mather, Adult Education, Appleton-Century Company, New York, 1937, p. 11.

2 Ibid., p. 12.

3 Lyman Bryson, op. cit., p. 3.

According to F. W. Reeves¹ and others:

Adult education is defined as any purposeful efforts toward self development carried on by an individual without direct legal compulsion and without such effort becoming his major field of activity. In its broadest sense, adult education includes something more than those systematic studies carried on during and outside of working hours by the individual adult and ranging all the way from elementary skills to advanced work on the college graduate or professional level. It includes also random participation in general opportunities of a partly educational nature offered by such activities as concerts, exhibitions, social gatherings and organized community drives.

The Handbook of Adult Education in the United States² has clearly established that public school programs of adult education are the concern of the average individual as well as of the educator.

Adult education councils of various types, neighborhoods, community, city-wide, state-wide, are springing up and blossoming everywhere: in rural and urban communities; in favored and less favored areas. These councils are concerned with adult education--the education of all adults--because intelligent, public-spirited men and women see today more clearly than ever before that it is the adults who set the pace and stamp the pattern of life in every community.

In relation to public schools in adult thinking, Ruth Kotinsky³ set forth the role that the new movement should

1 F. W. Reeves, T. Fansler, and C. O. Houle, Adult Education (Regents' Inquiry), McGraw-Hill, Inc., New York, 1938, pp. 3-4.

2 Thomas A. Van Sant, Public School Adult Education Programs, Handbook of Adult Education in the United States, Institute of Adult Education, Columbia University, New York, 1948, p. 199.

3 Ruth Kotinsky, Adult Education and the Social Scene, Appleton-Century Company, New York, 1933, p. 115.

play in remaking the schools for younger people.

It is immediately apparent that no separate study has been made. The reason may be that a new movement is too overwhelmed with its own problems. On the other hand, it is clear that earlier schooling is one of the conditions of the success or failure of adult education; in education, as in no other field, the child is parent of the man. Further, the world adults are now facing is the kind of world made in part by the kind of persons formed or left unformed by present school processes, and by those uneducative conditions of life which schools have left untouched. And finally, the education of the young is one of the foremost important concerns of adults, and the institutions through which it is accomplished rank among the major social edifices which they help to erect. Therefore, schooling and the education of the young offers one of the best opportunities for a genuine adult education.

What adult education is comprised of is not clearly defined by many leaders in education. One of the reasons for this lack of a unified conception is the complexity of adult education of both facts and theory and the frequent neglect of basic research in the social sciences. Bittner, in The Encyclopedia of Educational Research,¹ says in part:

These social scientists recognize an elementary fact too often only dimly perceived by adult educators; namely, that education itself is another name for the basic process of human development or indeed that man as human is a social product, a result of group interaction and cultural compulsives.

Aims.-- In the past, as perhaps in the present, it has been difficult to discern the aims of adult education. As recently as the decade of the 1930's there was no universal

1 W. S. Bittner, "Adult Education," Encyclopedia of Educational Research, Macmillan Company, New York, 1950, p. 22.

agreement with respect to aims. Lindeman, in the Encyclopedia of Social Sciences¹ says that there is a controversy between those who believe that the aims of education should concern itself with the growth of the individual, and those who maintain that education's aim should be social. He states² that the problem is resolvable, and that

Adult education needs no truer philosophy than to be alert in responding to this wide range of motivation, and if a special group wishes to educate its members in order to enhance the total group welfare, the result is merely a reinforcement of motivation.

In consideration of this problem, Malcolm Knowles expresses an attitude which has been prevalent in recent years among leaders in the field of adult education. He states³ that the problem of aims is indeed baffling, that the movement has been concerned with setting its goals and mapping its course. In the past, he says, principles and techniques were not adequately tested to justify their being put down in black and white. But,

the time has come to make a beginning in formulating good principles and good practices, and submitting them to the test of experience.

1 Eduard C. Lindeman, "Adult Education," Encyclopedia of the Social Sciences, Macmillan Company, New York, 1931, p. 464.

2 Loc. cit.

3 Malcolm Knowles, Informal Adult Education, Association Press, New York, 1950, p. 5.

In respect to the controversy of aims, the writer feels that one need not become involved in it. He is of the opinion that education should respond to a wide range of motivation. Indeed, the time has come for the formulation of good principles and practices, and for their submission to the test of experience.

2. Research in Adult Education

Edward L. Thorndike Study.-- Thorndike made a comprehensive study of the ability of adults to learn. This study was concerned with men and women whose ages ranged from 25 to 40 years. The findings of Thorndike contradicted the notions of many adults that continued learning is not for them. Many people have stated that you can't "teach an old dog new tricks." Thorndike¹ proved otherwise.

In general nobody under forty-five should restrain himself from trying to learn anything because of a belief or fear that he is too old to be able to learn it. Nor should he use that fear as an excuse for not learning it. Inability due directly to age will very rarely, if ever be the reason. The reason will commonly be one or more of these. He lacks and always has lacked the capacity to learn that particular thing. His desire to learn it is not strong enough to cause him to give proper attention to it. The ways and means which he adopts are inadequate, and would have been at any age to teach him that thing. He has habits or ideas or other tendencies which interfere with the new acquisition and which he is unable or unwilling to alter.

1 Dorothy Hewitt and Kirtley F. Mather, Adult Education, p. 23.

Other Studies.-- A great deal of material of an inspirational nature has been written about learning and adjustment of adults, yet very few articles on research have been reported. Up to the present day, the information has come from physiologists and physicians.¹ The wonderful volume, Problems of Aging,² edited by Cowdry, summarizes the major facts about the aging process. Stieglitz in his Geriatric Medicine³ has emphasized the physiological and medical aspect of the aging process. Out of this wealth of material, the description of the aged, changes in audition, vision reaction time, and metabolism all have had a significant influence on adult education.

In the past there has been little active research work in adult education. The emphasis has been upon the education of youth. However, now that the individual's life span is increasing, more and more attention is being focused upon adult problems.

3. Historical Background in Adult Education

Organization of Adult Education Classes.-- American adult education has not developed in a systematic order. It

1 Irving Large, "Research Needs," Adult Education (December, 1950), 2:73.

2 L. V. Cowdry, Problems of Aging, Williams and Wilkins, Baltimore, 1948.

3 Edward Julius Stieglitz, Geriatric Medicine, W. B. Saunders, Philadelphia, 1949.

has always been carried on by many agencies for a variety of purposes and with many different types of people. It has developed into what Malcolm Knowles¹ has termed as formal and informal programs. According to him,

... formal programs are those sponsored for the most part by established educational institutions such as universities, high schools, and trade schools. The most popular of the formal courses are the liberal arts, which attract those adults whose education has been interrupted and various vocational training courses, which fill a need for adults whose earlier vocational training was unsatisfactory or who wish to keep up with new development in their vocation.

Informal classes on the other hand are generally fitted into a more general program such as the Y.M.C.A., community centers, labor unions, industries and churches.

These types of formal and informal programs have and do contribute to the adult education movement. Due consideration should be attributed to each and, indeed, the remainder of this chapter delves into their history. However, as the scope of this thesis is primarily concerned with the role of the public school system in adult civic education for immigrants with special reference to ten communities in Massachusetts, this type of formal adult education is emphasized in this thesis. The following are examples of both informal and formal (by definition) programs as they evolved in the United States.

Lyceum.-- Josiah Holbrook² in 1819 opened on his farm

1 Malcolm Knowles, op. cit., p. 23.

2 Mary L. Ely, op. cit., pp. 71-78.

one of the first schools in America to teach a popularized form of natural science and to combine manual labor with education. In 1820 he gave up his school and began to travel over New England studying geology and giving a series of lectures on this subject. The first Lyceum was organized in Milbury, Massachusetts in 1826 and within a year at least ten other New England villages had followed the example. Holbrook lectured and had enough imagination to see that an interest in science could lead to an interest in history, in art, or in public questions. He wanted to improve conversation by introducing worthwhile topics into daily relationships of families and friends. Holbrook obtained the name Lyceum from a grove near Athens dedicated to Apollo Lycius. Here Aristotle daily wandered teaching philosophy and combatting ignorance. Holbrook hoped to do much the same thing with his Lyceum.

All sorts of methods were used to entertain and instruct the audiences. Debates were frequent, and the reading of interesting articles on the natural sciences was carried on. Finally, when people grew tired of the home voices, outsiders were brought from nearby towns.

After the Civil War, the lecture systems took on new life and added interests. People were eager to see and hear veterans relate their experiences. In 1868, the first lecture bureau for the systematic handling of the booking for

lectures was established in Boston. Later other bureaus sprang up in all parts of the United States. Under their influence the lecture movement grew rapidly throughout this country and Canada.

Chautauqua.-- This name is derived from the Methodist Episcopal Church camp meetings established in 1874 by Lewis Miller and John H. Vincent at Chautauqua Lake, New York. Both men were interested in advanced training of Sunday school teachers and they decided to carry this training out through a summer institute of two or more weeks duration. This school rapidly developed into a summer assembly that reflected and led a representative section of American opinion. In the beginning it dealt with religious matters, but later attention was focused upon secular subjects. Soon a whole range of political, social, economic, and literary questions had been incorporated into the Chautauqua program. Chautauqua was a pioneer in developing three of the most important tools employed in adult education; namely, summer schools, guided reading at home, and study by correspondence.

Women's Clubs.-- The American women's clubs were pioneers in helping the adult education movement. Due to social changes which moved industry out of the home and gave women opportunity to form their own self-improvement societies, it is evident that the women's clubs have been of decided value towards furthering the adult education movement.

Correspondence Schools.-- The commercial correspondence school of today is traced to the experiment of a Pennsylvanian citizen, Thomas A. Foster, editor of the Mining Herald of Shenandoah, Pennsylvania.¹ Foster began in the 1880's to publish questions and answers dealing with the problem of safety in the mines. Out of this grew the International Correspondence Schools of Scranton, Pennsylvania, the largest of all such private enterprises. By the year 1935, more than 300 other private correspondence schools had sprung up. Of these only 50 were of sufficient scholastic respectability to be members of the National Home Study Group.

Great Book Courses.-- The Great Books Courses² grew out of the experience gained by Chancellor Hutchins of the University of Chicago, and Professor Mortimer Adler, the American philosopher, in a type of seminar which they offered jointly for many years for a group of twenty to thirty college students. This seminar was devoted to the discussion of various great books of the western world selected to instruct the students in the common moral and intellectual tradition which we derive from our European ancestors.

During the past seven years these seminars have multiplied and have extended to other cities. They are now under

1 Lyman Bryson, Adult Education, p. 21.

2 Harold C. Gardiner, "What About Great Books Courses," America, June 28, 1947, 20:353.

the direction of a corporation, The Great Books Foundation, which is partly dependent upon the University of Chicago. This is a non-profit organization controlled by a board of eleven directors in order to relieve the University of Chicago from responsibilities for the course. This foundation organized a training center in Chicago where six courses were offered to prepare leaders to conduct discussion courses on the Great Books. These leaders would return to their respective communities after receiving training and organize Great Books Courses in the local libraries, churches, schools, and other centers.

Mortimer Adler,¹ one of the Foundation directors, has this to say about the aims of the foundation and of the courses:

The significance of the Great Books is their utility in universal adult education. Democracy cannot function successfully without a liberally educated electorate.... To achieve the kind of liberal education for which all schooling is at best a preparation, adults must make every effort to keep their minds active by engaging in self education.... It is to serve them in this process that the Great Books perform their essential educational function.... They are concerned with the relatively few basic ideas through the discussion of which men have gained insight, clarified their common problems, and directed their thinking in every field of subject matter.

Actual sponsorship of programs in any community, large or small, falls logically upon the library in cooperation

1 Helen H. Lyman, "Planning a Great Books Program," Wilson Library Bulletin (September, 1947), 22:321-325.

with local high school, university, or their adult education division. The three essential elements are the books, the group leaders, and the group members. The Great Books Foundation contributes a great deal by training leaders, publicizing materials, and by sending representatives to advise and instruct various organizations which are interested in promoting the Great Books Courses.

University Extension Courses.-- It is important to examine a university's responsibility for the part it plays in adult education.¹ The range is often broader than the typical campus curriculum; its methods are more varied; and its students are more heterogeneous. Historically speaking, just as the student bodies of the universities have become a mirror of the nation, so the adult groups seeking education have broadened in cross section as well as in numbers. Theoretically, education in a democracy is for all the people without restrictions of race, creed, or occupational status. The curricula of the University Extension Courses can be designed for all groups such as farmers, businessmen, industrialists, professional and technical people, and workers' education service.

Every student when leaving college does not in reality complete his formal education. Only recently have we become

1 Philips Bradley, "The University Role in Workers' Education," Adult Education Journal (January, 1949), 8:82.

aware of the impossibility of providing all the training that one needs while he is in college. It is not merely because of the volume of material which would need to be covered, but because changes in the profession come so rapidly that any course will prove only a partial foundation. Thus the need for a broader and sounder basis in college is greater than ever.¹

The University Extension can do certain things about this situation. First, the universities are recognizing that short cuts to understanding and knowledge which civilization has developed must be used to the fullest extent. Those elements of education which are recognized as basic for wide application in life should be emphasized. Second, the University Extension courses may serve as the agency to provide educational opportunities of various types in a given profession by using the sponsorship of the university faculty in the field.

If education is considered a continuous lifetime process, the student who graduates from a university or college assumes the direction of his own curriculum. He finds it important to include among his teachers the employer, the professional society, the scientific and professional publication, the public library, and the job itself.

1 Baldwin M. Woods, "The University and its Services to the Profession," School and Society (May 28, 1949), 69:377.

Since college faculties are heavily occupied with the task of teaching and research, they recognize the need for a successful post graduate program. To meet this need the University Extension can undertake the role of serving both faculty and the profession.

The University Extension has a very definite obligation to aid the professions in developing or at least in applying a sense of values to the service which they render society.

Centers for Adult Education.-- Some of the specific centers for Adult Education in Boston and vicinity are the Boston Center for Adult Education, the YWCA, the YMCA Association School, and the Cambridge Center for Adult Education.

The Cambridge Center for Adult Education¹ serves as an example of a community-center type adult education activity. The interests of the individuals dominate the selection of the courses. The main emphasis is upon crafts, arts and household skills. The members prefer these activities to study in their spare time. One of the main problems that confronted this center was to try to stimulate interest in discussion courses. Fortunately, the staff has taken measures to remedy this situation. This Center has grown in recent years to a total enrollment of 3816 students. The members come from seventy-five towns and cities, but the greatest

1 Cambridge Center for Adult Education, Highlights of Annual Report, Cambridge, Mass., 1950.

percentage are Cambridge residents.

In addition to the various courses offered, the Center is kept busy with additional work. The Center held three Open Houses during the past year which brought at least one thousand guests to the Brattle House. Other activities included a variety of stimulating entertainment for members and their friends -- an exhibition of etchings and paintings, a chamber music concert, a Christmas Party, a June cruise party, and seven Friday evening programs.

4. Americanization

The Development.-- Education for the foreign born adult, frequently called immigrant education or Americanization, is one of the oldest forms of organized adult education in the United States.

William Sharlip¹ defines Americanization as follows:

In its broadest application, Americanization must include the native- as well as the foreign-born, must embrace the inculcation of American ideals and standards into the life of the newcomer, and must imply a willingness on the part of the native to accept the contributions of the foreigner, economic, political, social, cultural, and educational, that may promote the welfare of America.

The admission of 28,000,000 immigrants to the United States since 1880 has given rise to certain educational needs. Most of this great foreign born population needed to learn

¹ William A. Sharlip and Albert A. Owens, Adult Immigrant Education, Macmillan Company, New York, 1925, p. 17.

the language of the country, to familiarize themselves with sufficient knowledge of American History and Government in order to qualify for American citizenship and, in general, to adjust to the conditions of their new surroundings. To meet these needs, there have been organized in the last twenty years extensive classes in English and Civics, designed primarily for the foreign born.

Before 1915 there were few provisions for the immigrants to learn English or to qualify for citizenship.¹ During the first World War many wanted to bring forth courses in Americanization. Public schools began to establish courses in English and Citizenship, and other interested agencies organized classes to further Americanization. Both the United States Office of Education and Bureau of Immigration and Naturalization were active in assuming the leadership in immigrant education. By 1920, eighteen states had legislation granting permission to local school authorities to establish classes for the instruction of the foreign born. These states at this time gave financial aid for maintenance of such classes on a fifty-fifty basis -- one half of the expense was met by the state, and one half by the local community.

By the year 1927, the fall in immigration caused a decline in the interest in Americanization. A change of attitude took place in both the student and the teacher.

1 Dorothy Rowden, Handbook of Adult Education in the United States, American Association for Adult Education, New York, 1934, pp. 58-60.

Classes were now formed to keep alive old world handicrafts, foreign languages were taught, and students were encouraged to take pride in the culture of their native lands. Such changes in the curricula now made it possible for native born citizens as well as foreign born citizens to attend evening classes. The term Americanization was no longer appropriate. Gradually it became known as Adult Civic Education, and it embraced a wider range of activity.

5. Summary

The development of adult education was the consideration of this ~~chapter~~ ^{term paper}. Its purpose was to present an overall view of the subject so as to give significance to the material of this ~~thesis~~ ^{report}. This chapter was divided into four sections -- the growth of adult education, the research activity in the field, the historical background, and Americanization.

In the presentation of the growth of adult education, the various meanings that adult education has had at different times were discussed. Originally, the term had a remedial connotation, i.e., it was felt that adult education was designed to compensate adults for the disadvantages they may have suffered in their youth. As American education progressed, however, this view changed. Adult education was no longer simply designed to offer adults advantages foregone in childhood. It was to serve the functional purpose of con-

tributing to personality growth. It is now thought of as a continuing life process, and it is now realized that mental and spiritual life, as well as physical life are subject to the laws of growth and atrophy.

This new meaning of adult education, with its wide range of activity, is reflected in the attempts made to define adult education, and to clearly state its aims. Adult education has not been clearly defined. One reason for this lack of a unified conception, it was stated, is the complexity of adult education of facts and theory and the frequent neglect of basic research in the social sciences. Some definitions, however, were presented, and it is seen that these also reflect the new meaning. Lyman Bryson, it was indicated, said that adult education should be defined so as to include all activities with an educational purpose that are carried on by people engaged in the ordinary business of life. F. W. Reeves extends this definition. He defines it as "any purposeful efforts towards self development carried on by an individual without direct legal compulsion and without such effort becoming his major activity."

The confusion of definition is also apparent in the controversy of what the aims of education should be. It was pointed out that Lindeman, for example, stated that there is a controversy between those who believe that the aims of education should concern itself with the growth of the in-

dividual, and those who maintain that the aim of education should be social.

The writer concluded that it was not necessary to become involved in the controversy over aims, and that education should respond to a wide range of motives. He also stated that he was of the opinion that the time had come for the formulation of good principles and practices and for their submission to the test of experience.

The second section considered the research activity in the field of adult education. It is noted that little, in an organized manner, has been achieved in this field. However, some notable work has been performed by E. L. Thorndike, L. V. Cowdry, and E. J. Stieglitz. It is hoped that in the near future more research will be undertaken.

In the section which considered the historical background, such formal and informal types of adult education as the Lyceum, the Chautauqua, women's clubs, correspondence schools, Great Books Courses, university extension courses, and centers for adult education were discussed.

The last section of ~~this chapter~~ considered Americanization -- one of the oldest forms of organized adult education in the United States. As this thesis deals with immigrant education (the immigrant and United States immigration policy are discussed in the following chapter), the writer presented some of the pertinent factors of this phase of adult education.

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CHAPTER III

THE DEVELOPMENT OF THE UNITED STATES IMMIGRATION POLICY

Since adult civic education has been primarily concerned with the Americanization of immigrants, the United States immigration policy as to quota, regional restrictions, illiteracy and Displaced Persons legislation has had a marked influence upon the nature and scope of adult civic education.

1. Early Development

Background.-- United States immigration policy is complex. It is only within recent years that we have begun to understand its full significance.

In our early American history, we developed a diverse culture which gave rise to a different composition of people than in Europe.

William S. Bernard¹ states that:

At the time of the American Revolution about two thirds of the white population were of Anglo-Saxon origin and the other third were German, Dutch, French, Saandinavian, Spanish, and Portuguese, and of other non-English stock. (About twenty per cent of the total population were Negroes.)

During the nineteenth century,² the immigrant was absorbed into our rapidly growing society. With the expanding

1 William S. Bernard, American Immigration Policy, Harper & Brothers, New York, 1950, p. 3.

2 Ibid., pp. 3-36.

westward movement, and lack of social and class distinctions the immigrant was easily assimilated into our American culture.

From its inception, the federal government established a liberal policy with respect to immigration. The embodiment of civil rights provisions was one of the innovations in the American Constitution. It also expressed a liberal attitude toward religious and ethnic differences. The government utilized the principle of religious freedom to stimulate immigration. In fact, the ordinance for governing the Northwest Territory guaranteed religious freedom in order to encourage migration into that region.

In 1876 the Supreme Court¹ declared that from that date on state regulation of immigration was unconstitutional. Thereafter Congress by law set up regulations of a selective nature in order to control immigration.

Legal, Social and Economic Changes.-- In 1892 the first Federal regulations were passed by Congress. This law included the Chinese Exclusion Act and a broad general immigration law setting up selective regulations in order to exclude lunatics, idiots, and persons likely to become public charges. In 1917 more rigid laws were laid down which excluded persons who were considered mentally, physically, morally, or

1 U. S. Reports, Volume 92, October term 1875, (Chy Lung vs. Freeman et al), Little Brown & Company, Boston, 1876, pp. 275-281.

economically undesirable.

In 1890 the United States Census officially declared that the frontier was at an end. American population was slowly being transformed from a rural to an urban society. The immigrants more than ever settled in large cities, thus providing the needed labor for our vast growing industries. Because of the social and economic legislation of that period, sharp lines were drawn to make distinctions between the so-called old immigrant and the new immigrant. The new immigrants were considered to be the unwanted people of Europe, while the old immigrant groups were thought of as a highly selected and desirable type.

2. Restrictions

Legislation Concerning Orientals.-- After 1890 attitudes toward the immigrant began to change. Therefore, a strong movement to restrict immigration began to take place.

Steps were taken to restrict free immigration of Orientals. William S. Bernard¹ states:

In 1882 a temporary Chinese Exclusion Act was passed by Congress; this was in effect for a ten-year period until 1892. The Act also denied Chinese the right of naturalization. In 1892 exclusion of Chinese was made permanent.

Once the Chinese Exclusion Bill had become an act, a campaign to acquire a similar law for the exclusion of the Japanese was under way. The justification for such a measure

1 Op. cit., p. 12.

was identical to the argument used against the Chinese -- the Japanese were said to be an economic and cultural menace. In 1908, the first concrete step to exclude the Japanese was undertaken. President Theodore Roosevelt negotiated the "Gentlemen's Agreement" with Japan. The Japanese government pledged the continuance of the discouragement of its nationals to enter the United States. However, they still came into the country up to the time of the Act of 1924.

The Act of 1924 included a provision denying naturalization to the Chinese and Japanese. As they could not qualify for citizenship, they were denied entry into the United States.

Legislation Concerning Europeans.-- Before World War I, public opinion was beginning to take form concerning immigration from Europe. This resulted in the appointment of the United States Immigration Commission which made a survey of immigration from 1907 to 1911.

This commission recommended certain restrictions of immigration by means of the following: a literacy test; exclusion of unskilled laborers, and an increase in the head tax. The commission introduced the principle of limiting the number of each "race" admitted during any given year; such limitation was to be based on the numbers of that "race" which had entered the United States during a given period of years.

Literacy Laws.-- The first of the recommendations enacted into law, despite President Wilson's veto, was the Literacy Law of 1917. This law required that all immigrants over the age of sixteen desiring admittance into the United States had to be capable of reading a language. The recommendations which limited the number of each "race" admitted into the United States during any given year were incorporated into the quota laws considered below.

Quota Laws.-- The quota system became law as a method of regulating European immigration. After the first World War, many immigrants, especially Southern and Eastern Europeans, wanted to enter the United States. As a result, in 1921 the quota law was passed in temporary form, setting for European countries and other areas numerical limits based on the proportions of foreign born in our population coming from each country. This law met with a great deal of favor with the American public because the Northern and Western European countries were favored over the Southern and Eastern European countries. The Quota Law of 1921, the Johnson Act, was signed by President Harding.

The formula incorporated into the Johnson Act provided that the number of aliens of any nationality to be admitted in any year be limited to three per cent of the number of foreign born of such nationality residing in the United States in 1910, according to that year's census. This continued

until 1924 when a new system was adopted.

The Immigration Act of 1924 set up another set of quotas representing two per cent of each foreign-born group resident in the United States in 1890. The two per cent quota established in 1924 was merely temporary until new quotas based on the national origin of our total population both native and foreign born could be derived.

The Act of 1924 provided that after July 1927, each country could receive as a yearly quota a number which bore the same relation to the total quota of 150,000 as the number of people derived from that country by birth or descent bore to our total population in 1920.

Another regulating device of the Law of 1924 was the establishment of visa requirements. All immigrants, both non-quota as well as quota, had to have a visa issued by a United States consul abroad before entry to the United States could be allowed. In order to obtain a visa one needed documents to identify and substantiate character and financial standing.

The law permits certain classes of non-quota immigrants to enter the United States outside quota. Among them are

- (1) the wives and unmarried children under 21 years of age, of United States citizens whose marriage took place prior to July 1, 1932,
- (2) aliens who were previously lawfully admitted and who are returning from temporary visits abroad,

- (3) natives of countries of North, South, and Central America, their wives, and unmarried minor children under 18 years of age,
- (4) ministers and professors and their wives and unmarried minor children under 18 years of age,
- (5) students, fifteen years of age or older, coming to study at an accredited educational institution,
- (6) American women who have lost their citizenship by marriage. All such persons are admissible outside the quota but each of them must, as in the case of quota immigrants, prove, among other things, that he will not become a public charge. Some of these provisions particularly affect refugees seeking to bring in their families.¹

In 1930 the depression reduced immigration greatly, and in the same year the United States Consular officials in Europe began to apply rigidly the law which excluded persons likely to become public charges. During periods of unemployment there is a tendency towards a mass movement of the foreign born back to their homeland.

Thus in 1932 more than 103,000 aliens departed from the United States, whereas only 35,600 came in; in 1933, 80,000 left and 23,100 entered the country. Instead of a net addition, our population suffered a net loss of 67,400 in the former year and of 57,000 in the latter. In fact, during the heart of the depression as a whole, from 1932 to 1936 inclusive, there was a net loss of 136,000 for the five years.²

During periods of economic prosperity there is an increased desire to seek entrance into this country on the part of the foreign born.

1 Harold Fields, The Refugee in the United States, Oxford University Press, New York, 1938, p. 12.

2 William S. Bernard, American Immigration Policy, p. 88.

In the fiscal year of 1946 ending June 30, 108,721 were admitted, 147,392 in 1947 and 170,570 in 1948. G.I. brides and their offspring represented nearly one-half of the total in 1946.

During the period between 1924 and 1947, immigration has totaled 1,734,521.

Composition of Immigration Since 1921.-- The Quota Laws were enacted for the purpose of changing the composition of immigration in order to allow a higher percentage of northern and western Europeans to enter.

It was evident that the quota system did succeed in restoring the immigration from northern and western Europe to its former place as a leading element in our immigration.

3. Recent Legislation on Immigration

Fiance Act and Displaced Persons Act.-- The 80th Congress¹ enacted a law June 30, 1948 that increased immigration. It passed the Fiance Act permitting the fiance of a person serving with the United States military forces between September 1, 1939 to December 31, 1946 to come to this country as a visitor in order to marry an American citizen.

With the end of the second World War new problems arose in Europe. One of these problems was what to do with the

1 Marion Schibsby, "Alien and Foreign Born," in Margaret B. Hodges (editor), Social Work Yearbook, 10th Yearbook, Part I, Russell Sage Foundation, New York, 1949, pp. 54-59.

displaced persons. The United Nations undertook to help the situation. In 1946 a special committee on refugees and displaced persons was established by the Economic and Social Council, which in turn recommended the establishment of the International Refugee Organization. The function of this organization was to help resettle the displaced persons in various countries.

During the year 1947-48, a strong nation-wide movement developed in this country in favor of enacting legislation which would allow a large number of displaced persons to enter the United States. The result was the passage of the Displaced Persons Act of 1948 which permitted 205,000 people to enter the United States in the following two years. This Act was administered under a United States governmental agency, the Displaced Persons Commission. This Act stated the program shall apply only to such persons who are the "concern of the International Refugee Organization," and that admission to this country would be allowed only to those who entered Germany, Austria and Italy by December 22, 1945. The Act further stipulated that no displaced person could be admitted unless he had a home and a job awaiting him.

In addition, 15,000 displaced persons¹ who were in the United States on a temporary basis were given the opportunity to obtain permanent status. With the exception of 3,000

1 Marion Schibsby, loc. cit., p. 59.

orphans who entered the United States at that time, all persons were counted against the quota of their native countries and not more than 50 per cent of any given quota could be used in this manner in any fiscal year. The Act also provided that 40 per cent of the 205,000 quota immigration visas permitted under it must be issued to natives and nationals of countries which have been annexed by foreign powers. This territory included the Baltic States and certain parts of Poland. Because these nations have exceeded their originally small quotas, they have mortgaged future quotas; for example, Estonia has used her quota for 121 years; Latvia for 166 years; and Lithuania for 65 years.

On April 15, 1952, President Truman welcomed Mr. and Mrs. Zylka and their daughter, the last of 339,000 displaced persons admitted under the Displaced Persons Act of 1948.

As already stated, the displaced people have been one of Europe's major postwar problems. When the United States Displaced Persons Act expired on December 31, 1951, America had opened its doors to nearly one third of them.¹ Since 1948, the International Refugee Organization has brought hope to 1.2 million people who were then refugees in Germany. Of the 339,000 who have come to this country, the Poles predominate, followed closely by Latvians, Russians, Lithuanians,

1 J.B.S. Halper, "The DP Program Winds up with 339,000 of Them Here," Pathfinder (March 19, 1952), 46:28.

Yugoslavs, and Hungarians.

On March 12, 1952, Congress was considering a new bill to modify our immigration laws and finance a permanent international organization to resettle refugees from behind the "iron curtain" and millions in the Near East and Asia, and surplus populations of countries such as Italy and Greece.

J.B.S. Halper¹ stated that the displaced persons who have entered the country are grouped according to this age group: One out of 50 is over 65 years of age, almost half are 25 to 44, one in every six is 14 to 25, and one in five is under 14.

Labor has endorsed generally the DP's who have entered this country. Although 28 per cent entered as agricultural workers, many have gone into better paying industrial jobs, disappointing their farm sponsors. Under the Act a DP signed an affidavit of "good faith" to accept the job for which he was brought over. However, he could legally terminate his agreement at will. For example, in Sledge, Mississippi, Harvey Howze found that among 34 Latvians on his cotton plantation, few DP's were actually at work on the job for which they were contracted. Although all were working as farmers, some were expert woodcutters, others skilled furniture craftsmen.

Most DP's have not gone to sparsely populated parts of

1 Loc. cit.

the West, but have confirmed Congressional fears by showing up in New York, Illinois, Pennsylvania and Michigan. In the event of a slump, they would be the first to be affected.

With farms and factories working at top capacities, the average DP is paying back his sponsor (cost of transportation from port to home), buying his own home, and meeting payments on his first car. His first year's United States income averages \$2,600.

When Congress considers what the DP program has cost in dollars and cents, it may find it to be one of the few short-term, self-liquidating debts the Government has undertaken in the last half century.

4. Summary

The development of the United States immigration policy has been a long complex process influenced greatly by public opinion. There were no restrictions on immigration into America until 1890. Thereafter, there was a strong movement to limit immigration. The first limitations imposed were on Orientals. In 1892 there was the Permanent Chinese Exclusion Act, and later in 1908 there was the agreement between Theodore Roosevelt and Japan called the "Gentlemen's Agreement," whereby Japan agreed to discourage emigration into the United States. However, the Orientals were not completely excluded until the enactment of the Immigration Law of 1924 because, since this law denied them citizenship, they could not

enter the United States.

Before World War I, public opinion began to shift to the limitation of immigration from Europe. A survey of immigration was made by the United States Immigration Commission from 1907 to 1911. This commission recommended that immigration be limited by such devices as a literacy test, exclusion of unskilled laborers, and an increase in the head tax. The recommendations of this commission were later enacted into the Literacy Law of 1917, and the series of quota laws which were enacted between 1921 and 1924. In the 1917 Literacy Law, illiterate immigrants were barred from entering the United States. In the series of quota laws, a quota system was devised which set a numerical limit on immigration from each foreign country. This limitation was based on the proportion of each of the foreign countries' immigrant population in the United States according to the Census of 1910. This was purposely devised to permit larger northern and western European immigration and to limit the southern European immigration.

Two major changes in our immigration system occurred after World War II. These were the provisions for the entrance of war brides and displaced persons. Since March 12, 1952, Congress has been considering a bill to modify United States immigration laws and to finance a permanent international organization to resettle refugees from behind the

"iron curtain," millions in the Near East and Asia, and surplus populations of such countries as Italy and Greece.

CHAPTER IV

THE ROLE OF THE FEDERAL GOVERNMENT IN THE *Americanization* NATURALIZATION PROGRAM

Aspiring citizens must meet the educational requirements fixed by law as interpreted by the Immigration and Naturalization Service and by the courts. To the extent that adult civic education curricula is geared toward the goal of citizenship of the immigrant student, the Federal Government indirectly directs what should be taught in adult immigrant education.

Government influence is also seen in the activities of the Immigration and Naturalization Service which publishes text books on citizenship issued without cost for the use of applicants for citizenship who attend public school classes. As a general rule these books are voluntarily used as texts in most adult immigrant classes.

It is therefore seen that the Federal Government, although not dictating curricula methods of teaching, plays a significant role in adult immigrant education. It is the purpose of this chapter to analyze this role.

1. Educational Qualifications for Citizenship

The role of the Federal Government in Relation to the Public School Immigrant Citizenship Programs.-- Because the

Government sets up qualifications for citizenship it indirectly prescribes standards with which the public school systems must comply if students are to pass the citizenship examinations. However,

...it should be made very clear that the Federal Government neither sets up a curriculum nor requests conformity to any particular course of study for prospective citizens. Each state and community is free to offer to its non-citizen such educational opportunities and experiences as will contribute most effectively to producing independent and intelligent members of the community. This is the proper responsibility of local educational leadership in the United States.¹

Some states, because they want their immigrants to become citizens, have enacted legislation whereby courses are geared to meet the Federal specifications (listed below), so that aspiring citizens may meet Government requirements and pass citizenship examinations. Massachusetts enacted such legislation. (This is discussed in the following chapter.)

In states where there is no legislative compulsion, superintendents of schools can and do accept the leadership indirectly or directly, of persons or groups who can help citizenship education.

The local communities, such as the ten considered in this thesis, look to the state for some guidance. In Massachusetts the local community program, which is 50 per cent

1 Glenn Kendall (Chairman), Civic Education for the Foreign Born in the United States, a Joint Publication of the Immigration and Naturalization Service and the American Association of School Administrators, U. S. Superintendent of Documents, Washington, D. C., 1945, p. 11.

subsidized by the state, is under state direction. The state is concerned with having its immigrants meet Government specifications, and its policies are directed toward that aim. In most cases it is up to the discretion of the local community to prescribe courses which will enable the immigrants to meet these specifications. Between the three governments, Federal, state, and local, there is a high degree of cooperation for the attainment of a good adult citizenship program.

Good working relationships have long existed between the local community and the Immigration and Naturalization Service. Since laws do change, it is necessary to develop new understandings between the two.

Since the Internal Security Act of September 1950 was passed, there have been some changes brought about in the naturalization regulations. A meeting was held in New York City in March, 1951, of various Adult Civic Education representatives at the invitation of the Office of Education. The following recommendations were agreed upon:¹

Preparation for naturalization examination is only part of Adult Civic Education. The educational requirements are fixed by law and therefore interpreted by the Immigration and Naturalization Service and by the courts. It should not be accepted as setting the bounds of civic instruction. The curriculum of citizenship courses should include a broader

1 Homer Kempfer, "Certification for Citizenship," Adult Education (December, 1951), 2:74-76.

scope including intergroup relations taking part in community affairs, and other necessary knowledge and attitudes desired in becoming an American Citizen.

It is the duty of the Immigration and Naturalization Service to determine loyalty and good moral character, and other qualifications of petitioners. The schools should help foster the desirable attitudes, but it is not their responsibility to determine loyalty.

Section 304 of the Internal Security Act passed in September 1950¹ states: "No person except as otherwise provided in this Act shall be naturalized as a citizen of the United States upon his own petition who cannot demonstrate--

(a) An understanding of the English language, including an ability to read, write, and speak words in ordinary usage in the English language: Provided that this requirement shall not apply to any person physically unable to comply therewith, if otherwise qualified to be naturalized, or to any person who, on the date of approval of this amendment, is over 50 years of age and has been legally residing in the United States for 20 years: Provided further, that the requirements of this section relating to ability to read and write shall be met if the applicant can read and write simple words and phrases to the end that a reasonable test of his literacy shall be made and that no extraordinary or unreasonable conditions shall be imposed upon the applicant; and

(b) A knowledge and understanding of the fundamentals of the history, and the principles and form of government, of the United States."

According to the interpretation of the Immigration and Naturalization Service, understanding of the English language includes three elements:

1 Ibid., p. 76.

The applicant for citizenship must be able to read aloud selections from

The Day Family, Books 1 and 2

Rights of the People, Book 2

On the Way to Democracy, Book 2.

He must be able to write any section which is dictated to him from the above listed books.

He must carry on understandingly an ordinary conversation in English. Those to whom language requirements do not apply may be examined in history and government through interpretation.

In history and government the following textbooks issued by the Immigration and Naturalization Service contain important information and are the basis for the oral examination in knowledge and understanding of the fundamentals of the history and the principles and form of government of the United States:

Our Constitution and Government -- Regular Edition

Our Constitution and Government -- Simplified Edition

Our Constitution and Government -- Home Study Course

Requirements include the principal historical facts concerning the development of the United States as a republic, the organization of the local, state and federal government of the United States, the Constitution of the United States, the relationship of the individual to the local, state and

federal government, and rights, privileges, duties and responsibilities.

The Immigration and Naturalization Service is responsible for examining the applicant, and cannot delegate this responsibility to the schools. Although with the consent of the Naturalization court they can accept school certificates as evidence of educational competence for citizenship, the Service and the courts always retain the right of examination. Before the Service will accept a school certificate, these conditions must prevail:¹

- a. A suitable set of standards and procedures for guiding teachers in the issuance of certificates must be presented by the school and approved by the district office of the Immigration and Naturalization Service. No standard course of study is required although standards based upon courses of study of less than 18 hours of instruction are usually not acceptable. The course should be long enough to enable the aliens pursuing it to achieve the required competence.
- b. The standards required for passing the school examination in reading, writing, speaking, and history and government (or such parts thereof as the school desires to certify) must be understood and approved by the Immigration and Naturalization Service.
- c. The certificate should be based upon these standards and should specify whether the holder meets the standards in regard to history and government or language or both. As the Immigration and Naturalization Service desires so far as possible to use the same standard for all petitioners, taking into consideration their previous educational background, evidence of meeting this standard may be sufficient. The Service does not insist upon knowing the degree of qualification such as might be expressed by ratings or marks. Certificates of attendance are not enough.

1 Ibid., p. 77.

d. The school should issue certificates to qualified candidates only after they have received a satisfactory amount of instruction. The Immigration and Naturalization Service will continue examining those who have not attended school and, as it may wish, those who have attended.

The Internal Security Act, Section 304, which has just been presented, makes it evident that the Government's regulations as to citizenship qualifications play an important part in the determination of the adult immigrant program. However, it must be restated, for the sake of emphasis, that the Government does not prescribe a curriculum, nor does it request conformity to a particular course of study. This is a state and, even more so, a community function. The Government, through the Immigration and Naturalization Service, does publish texts which may be used for the adult immigrant program in public schools. (The popularity and value of these texts is attested to, for in all ten communities surveyed these books were voluntarily used as texts.)

2. Federal Text Books on Citizenship

Texts of Instruction.-- The Immigration and Naturalization Service publishes a series of Federal Textbooks on Citizenship for use by persons who are preparing for citizenship responsibilities. These books are issued without cost under statutory limitation for the use of applicants for naturalization who attend public school classes or who are under the supervision of public school authorities. They may

be ordered by public school officials through the local offices of the Immigration and Naturalization Service.

Because there are so many persons who desire copies of the books but who are not eligible to receive them free under the above-stated restrictions, arrangements have been made for the sale of various parts.

The parts of the Federal Textbook currently available are:

A. Constitution and Government Series¹

1. Our Constitution and Government, Regular Edition. This book contains a clear and accurate presentation of the Constitution and the Government of the United States. It is written for advanced students.

2. Our Constitution and Government, Simplified Edition. This book is a simplification of the Regular Edition and is an excellent treatment at a considerably lower level.

3. Charts (in sets of 60). These charts are enlargements plates in the regular edition of Our Constitution and Government. They are on heavy cardboard 18 x 24 inches in size.

4. On the Way to Democracy, Books 1, 2, and 3. These little books are the first of a series at a very elementary level that deal with the development of democracy in our country. Each one of the three books covers the same material but at a slightly different level, progressing in difficulty from Book 1 to Book 3.

5. On the Way to Democracy, Teacher's Edition. This is a little book of instructions for use in teaching the material contained in the books under Item 4.

¹ Victor P. Morey and Fred T. Wilhelms, Organizing and Conducting a Citizenship Class, United States Government Printing Office, Washington, D. C., 1945, pp. 70-72.

6. Rights of the People, Books 1, 2, and 3. These books are a part of the series at a very elementary level that deal with the development of democracy in our country. This set explains the importance of the first ten amendments to the Constitution--the Bill of Rights--and the function of the judicial branch of national government.

7. Rights of the People, Teacher's Edition. This is a little book of instructions for use in teaching the material contained in the books under Item 6.

8. The Business of Our Government, Books 1, 2, and 3. These books, prepared on an easy reading level, explain the work of the Executive Branch of the National Government.

9. The Business of Our Government, Teacher's Edition. This is a little book of instructions for use in teaching the material contained in the books under Item 8.

10. Laws for the Nation, Books 1, 2, and 3. In these books for students who need easy reading material there is an account of the two Houses of Congress and what they do.

11. Laws for the Nation, Teacher's Edition. This is a little book of instructions for use in teaching the material contained in the books under Item 10.

12. Our Constitution Lives and Grows, Books 1, 2, and 3. At a very easy reading level these books explain how through amendment, interpretation, and custom, our Constitution has been able to meet our needs over a long period of time.

13. Our Constitution Lives and Grows, Teacher's Edition. This is a little book of instructions for use in teaching the materials contained in the books under Item 12.

B. Literacy Series

14. The Day Family, Books 1 and 2. These books are beginning literacy readers. The story interest centers around the activities of the family. Book 2 may be used by students completing Book 1.

15. The Gardners Become Citizens, Books 1 and 2. These literacy readers are slightly more advanced than The Day Family set. Emphasis is placed upon activities related to steps in naturalization and the vocabulary will help those who need to know words frequently used in speaking about naturalization.

16. The Gardners Become Citizens, Teacher's Edition. This book is designed to assist the teacher who uses The Gardners Become Citizens, Books 1 and 2 in her classes.

G. Guides for Teachers

17. Aids for Citizenship Teachers. This is a resource unit for teachers. It considers such topics as meeting student needs in a citizenship class, activities that will make the teaching of citizenship more effective, and how to judge the effectiveness of teaching.

18. Introduction to Citizenship Education. This teacher's guide explains the nature of the task of citizenship education.

D. American Democracy Series

19. What We Have in America. David Cushman Coyle has written here of the resources and future of America. This book will help advanced students and teachers to understand America better.

20. This Democracy of Ours. This book is the second in the series written on the meaning of America. In it Thomas Briggs analyzes democracy, with emphasis upon the responsibilities as well as the privileges of citizenship.

21. Introduction to America. Merle Curti pictures here the ties that bind America and Europe together and also shows how America differs from Europe.

E. Home Study

22. Our Constitution and Government, a Home Study Course. This material is designed for the candidate who cannot attend classes. It is a study guide to accompany the Simplified Edition of this book.

23. Our Constitution and Government, a Home Study Course, Suggestions and Tests. This test booklet is used with the study guide.

24. Home Study Course in English and Government. This course is for persons who want to learn to read English and develop an understanding of the principles of our Government. Section one relates to the family and community living; Section two provides material on the National Government and its relation to the individual, and Section three develops topics on State and local government. The course is planned so that a helper can guide the activities of the student.

3. Summary

The role of the government in the adult immigrant program can not be too clearly seen. It should be recognized, however, that the educational examinations given to applicants for citizenship influences the instructional program to a considerable extent.

Massachusetts has enacted legislation whereby communities in constructing the curriculum must conform to Government laws for passing examinations. (The role of the Commonwealth of Massachusetts is considered in the following chapter.) The Government specifications, as seen, do not dictate a curriculum, nor request conformity to a particular course of study. The same may also be said of Massachusetts requirements. It is, therefore, seen that while the local community determines its program, it is aided by the state which is concerned with having its immigrants pass the naturalization examinations.

The government plays a more direct role through the Immigration and Naturalization Service which publishes texts which may be used by local communities if desired.

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CHAPTER V
THE MASSACHUSETTS ADULT CIVIC EDUCATION PROGRAM
FOR IMMIGRANTS

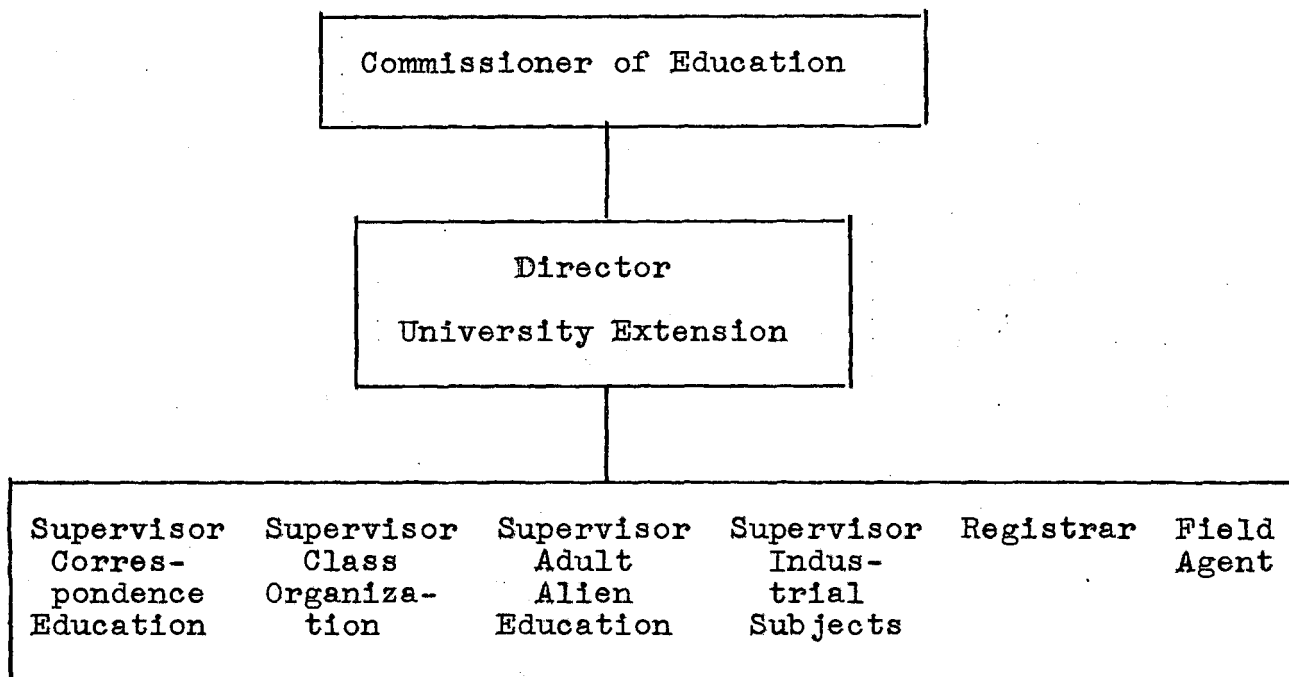
The Massachusetts adult civic education program for immigrants is within the framework of the Federal specifications as discussed in the previous chapter. It is in no direct way controlled by the Government. The Federal Government influences the state program only insofar as the state prepares immigrants to pass the government examinations. There is cooperation between the Immigration and Naturalization Service and the Massachusetts Adult Civic Education Department which is under the direction of the Massachusetts University Extension program. This cooperation is primarily for the purpose of effectively preparing the immigrant for citizenship.

1. Background of the state program

Functions.-- The beginning of the Massachusetts State program for education of immigrants dates back to 1915.¹ In that year the State Division of University Extension was

1 W. H. Gaumnitz and H. L. Stanton, Supervision of Education for Out-of-School Youth and Adults as a Function of State Departments of Education, Bulletin 1940, No. 6, Studies of State Departments of Education, Monograph No. 12, U. S. Government Printing Office, Washington, D. C., pp. 45-47.

created. The following chart will suggest the organization of adult civic education:



The main purpose of the adult civic education program is to teach the non-English speaking people the fundamentals of reading and writing in the English language. From the beginning this has been one of the most important duties of the Division of University Extension. There were two state supervisors whose chief duties were to help the foreign born learn English and become citizens.

In 1935, with the advent of the Works Progress Administration program of adult education, one supervisor was assigned to field work which in many cases dealt with the education of the immigrant. The other state supervisor of adult civic education with the help of two assistants was engaged in an

experiment with basic English, a system of teaching the basic essentials of English to persons who were not able to read, write, and speak English. This experiment was financed by a grant of the Orthological Institute of the United States.

The activities which the state supervisor is responsible for include certain administrative functions. Some of these are: To help in the establishment of adult civic education centers where they are needed; to prescribe the standards for the training of teachers and help in issuing certificates; supervise the allocation of State funds; prepare and distribute courses of study and teaching materials, etc. The State supervisor also organizes and conducts teacher training courses. In 1938-1939 teacher training courses were offered in four centers under the following titles:

1. Problems and Procedures in Adult Civic Education
2. Basic English
3. Adult Education

During the 1938-39 session the following supervisory activities were carried on by the State Department:

1. Much attention had been given to the study and development of Basic English. It consisted of a selection of 850 words with simple rules for putting them together, making it possible for students to learn the principles of English with the greatest economy of time and energy.

2. Close cooperation had been established with other State and private agencies interested in helping the adult alien to become a citizen.

3. During that time a new course of study on citizenship training was organized. It consisted of a teacher's manual, a reading book for students, and a pad of questions on the basic principles of government.

4. During each school year, conferences were held, classes were visited, and various other activities were carried out to publicize adult civic education.

The main purpose of adult civic education was the establishment of evening schools through which the foreign born could obtain aid in learning English and citizenship. Since 1940 much attention has been devoted to broadening the program. Schools encourage inclusion of cultural and social events which are helpful in adapting the alien to our American way of life. Field trips to historic places and centers of interest, use of the library, organization of hobby clubs, music groups, art exhibits, and dramatic activities are among the extra activities now included in the program.

2. Massachusetts Legislation for Adult Immigrant Education

The role of the state in relation to the adult civic education program is set forth in Chapter 69 of the General

Laws.¹

SECTION 9.--The department, with the cooperation of any town applying, may provide for such instruction in the use of English for adults eighteen years of age or over unable to speak, read, or write the same, and in the fundamental principles of government and other subjects adapted to fit for American citizenship, as shall jointly be approved by the local school committee and the department. Schools and classes established therefor may be held in public school buildings, in industrial establishments or in such other places as may be approved in like manner. Teachers and supervisors employed therein by a town shall be chosen and their compensation fixed by the school committee, subject to the approval of the department.

SECTION 9-A.--Upon the application for enrollment of twenty or more residents eighteen years of age or over, the school committee of any city or town shall furnish classes for instruction described in section nine for a period of not less than forty sessions during the current or following school year; except, that any class in which the attendance falls below the number of fifteen persons shall be discontinued at the discretion of the school committee of the city or town by which said class is conducted.

SECTION 10.--At the expiration of each school year, and on approval by the department, the commonwealth shall pay to every town providing such instruction in conjunction with the department, one-half the amount expended for supervision and instruction by such town for said year.

3. Certification Requirements for Adult

Civic Education

In order to teach classes in adult civic education in Massachusetts,² it is necessary to have a certificate for

¹ General Laws of the Commonwealth of Massachusetts, Vol. I, Chapter 69, Sections 9, 9-a, and 10 (Revised Form of Chapter 295, Acts of 1919).

² Materials for Teacher-Training Course, Workshop in Adult Civic Education, Massachusetts Department of Education. Unpublished.

the satisfactory completion of the course in "Workshop in Adult Civic Education." This is a thirty hour course evaluated at two points toward the B.S.E. degree, and it is given under the auspices of the Division of University Extension. This course is offered on the request of thirty or more persons in need of such training in any city or town in the state. A course is given annually in Greater Boston and is usually held each Friday evening at Harvard Hall, Harvard University.

4. Requirements for Supervisors of Adult Civic Education

Since January 1, 1927, the Department of Education has set forth the following requirements in respect to supervisors in adult civic education.¹

- I. That a supervisor on full time or part time be appointed as the responsible professional leader of the work.
- II. That candidates for positions as supervisors possess the following qualifications:

1. Education

Graduate of normal school or college

2. Teaching Experience

Every candidate must have had at least two years' teaching experience in classes of adult civic education, and must have demonstrated proficiency

¹ Materials for Teacher Training Course, Workshop in Adult Civic Education, Massachusetts Department of Education. Unpublished.

in such classes. It is understood that experience in day school teaching will be considered valuable for this work.

3. Special Training in Problems and Procedures of Adult Civic Education

The candidates must have completed the work in the teacher training course, either the fifteen conference class course, or the summer school course.

4. Special Training as Supervisor of Adult Civic Education

Completion of the advanced course in "Adult Education"

The above are considered by the Department of Education as minimum requirements, and in addition to special training the candidates have to present evidence as to sound physical condition and the ability to work well with others.

5. Suggested Program Procedures in Adult Immigrant Education with Reference to Class Time Allotment¹

Program for Beginners

<u>Type of Work</u>	<u>60 min. period</u>	<u>90 min. period</u>	<u>120 min. period</u>
Open period	--	--	10
Oral development	20	25	30
Reading	10	15	25
Relaxation	--	5	5
Variants	10	10	10
Writing	10	15	15
Phonics	5	10	10
Spelling	5	10	10
Closing Exercises	--	--	5

¹ Materials for Teacher-Training Course, Workshop in Adult Civic Education, Massachusetts Department of Education, Unpublished.

Program for Intermediates

<u>Type of Work</u>	<u>60 min. period</u>	<u>90 min. period</u>	<u>120 min. period</u>
Open period	--	--	10
Oral development	15	20	20
Reading	20	25	25
Relaxation	--	5	5
Variants--English Structure	--	--	15
Writing	15	20	15
Phonics	5	10	10
Spelling	5	10	10
Closing Exercises	--	--	10

Program for Mixed Classes

<u>Beginners</u>	<u>Intermediate</u>	<u>120 min. per.</u>
<u>Type of Work</u>		
Open period	Open period	10
Oral development	Writing	15
Study reading	Oral development	10
Reading	Study reading	10
Writing	Oral reading	15
Rest	Rest	5
Phonics (5 min.)	Phonics (5 min.)	10
Study spelling	Oral spelling	10
Written spelling	Written spelling	5
Oral language	Written language	10
Written language	Oral language	15
Closing	Closing	5

Program for Citizenship Class

<u>Type of Work</u>	<u>120 min. per.</u>
Review -- Current Events	15
Introduction to Lesson	15
Study -- Reading	20
Discussion	20
Rest	5
Conclusion and Summary	15
Written Work	20
Inspiration reading	10

Program for Advanced Class

<u>Type of Work</u>	<u>120 min. per.</u>
Oral English	10
Reading	60
Language	15
Spelling	10
Arithmetic	10
Written Work	15

6. Suggested Bibliography for Massachusetts

Adult Civic Education

The State issues manuals and pamphlets to all civic education classes to be used as a suggested method of study. It does not dictate that they be used. These are much the same as the Federal texts which were discussed in the previous chapter. This state text program is complementary to that of the Federal Government. Examples of the state texts are listed below.¹

1. Guyton, Mary L., Lesson Plans for Citizenship Training, Massachusetts Department of Education, 1939.

A series of lesson plans based on the basic principles of the Constitution, covering a year's work for Classes for the Adult Foreign Born.

2. Guyton, Mary L., Reading Lessons for Citizenship Training, Massachusetts Department of Education, 1939.

Simple reader on the basic principles of government accompanying the Lesson Plans for Citizenship Training.

¹ Mary L. Guyton, A Guide in Selecting Books and Materials for Adult Civic Education, National Council of Naturalization and Citizenship, New York, 1941, pp. 1-19.

3. Guyton, Mary L., Introductory Set of Lessons for Beginners, Massachusetts Department of Education, 1939.

A series of Literate Beginners lessons based on the Gouin method.

4. Guyton, Mary L., Health Lessons, Massachusetts Department of Education, 1947.

Easy and interesting series of health lessons. Prepared in conjunction with the Massachusetts Department of Public Health.

5. Massachusetts Basic English Association, Basic English Leaflets, 1940.

Leaflets written in Basic English on American Holidays, American Statesmen, etc.
 Thanksgiving Day Christmas Day New Year's Day
 Boston Tea Party Emancipation Proclamation
 Abraham Lincoln Daniel Webster Bunker Hill

7. List of Reading Materials for the Immigrant Recommended by the Massachusetts Department of Adult

Civic Education

I. Books

Shapiro, Benjamin D., Adult's Home Study Book, E. & F. Book Company, Bronx, N. Y., 1939.

Willis, Benjamin C., Adventure, Noble and Noble Publishers, Inc., New York, N. Y., 1949.

Dixson, Robert J., Grades Exercises in English for the Foreign Born, Regents Publishing Co., Inc., New York, N. Y., 1943.

Wilson, Lucy L. W., History Reader, The Macmillan Company, New York, N. Y., 1948.

Cass, Angelica W., How We Live, Noble and Noble Publishers, Inc., New York, N. Y., 1949.

Wanamaker, Pearl A., Short Stories of Famous Women,
Noble and Noble Publishers, Inc., New York, N. Y.,
1949.

Herzberg, Max J., This is America, Pocket Books, Inc.,
New York, N. Y., 1951.

Gordon, Dorothy, You and Democracy, E. P. Dutton &
Company, Inc., New York, N. Y., 1951.

Cass, Angelica W., Your Family and Your Job, Noble and
Noble Publishers, Inc., New York, N. Y., 1951.

II. Pamphlets

Metropolitan Life Insurance Company, Accident Prevention
in the Home, New York, N. Y.

American Association for the United Nations, But What
Can I Do for the United Nations?, New York, N. Y.

Office of Public Affairs, Department of State,
Washington, D. C., Current Review of Economic and
Social Problems.

Superintendent of Documents, U. S. Government Printing
Office, Washington 25, D. C., Guide to the U.N. in
Korea.

New England Dairy and Food Council, Health Education
Materials for Adults, Boston, Mass.

Boston Herald Traveler Corporation, News into Print,
Boston, Mass.

Superintendent of Documents, Our Foreign Policy,
Washington, D. C.

Reader's Digest Educational Service, Inc., Reading for
Americans, New York, N. Y.

Trow, Zapf, and McKown, The Junior Citizen Series,
McGraw Hill Book Company, Inc., New York, N. Y.

Mace, John W. and Gumb, Irving T., The Story of the
Declaration of Independence, House of Little Books,
New York, N. Y.

United Council Information Center, The United Nations
and You, Boston, Mass.

Superintendent of Documents, This is Civil Defense,
Washington, D. C.

III. Materials for Teachers and Supervisors

California State Department of Education, Handbook of
Adult Education in California, Sacramento,
California.

Board of Education of the City of New York, Manual for
Teachers of Adult Elementary Classes, Brooklyn,
N. Y.

Kempfer, Homer, and Wright, Grace S., Superintendent
of Documents, Selected Approach to Adult Education,
Washington, D. C.

8. Summary

The Massachusetts adult civic education program is influenced by the educational examinations given by the Government to applicants for citizenship. However, it is in no way controlled by the Federal Government.

This chapter has presented the historical background of the Massachusetts adult civic education program. It was seen that the main purpose of this program in Massachusetts is to teach the non-English speaking people the fundamentals of reading and writing in the English language, and to prepare them for citizenship.

Sections of the laws on adult immigrant education were presented and it is seen that these provided the needed financial aid to communities teaching adult civic education courses.

Working within the framework of these laws, the Massachusetts Department of Education has specified requirements

for supervisors and teachers of adult civic education. However, in the final analysis, the local community determines the curricula so as to meet its particular needs. The state, however, does suggest programs and procedures which can be adopted by the communities. The extent to which some of these communities accept state suggestions is noted in the following chapter.

CHAPTER VI

CURRICULUM SURVEY OF TEN SELECTED SCHOOLS

This survey was conducted in order to determine the curricula of Adult Civic Education in Massachusetts. Ten schools were selected at the suggestion of Miss Mary L. Guyton, State Supervisor of Adult Civic Education of Massachusetts. The writer believes that these ten communities represent a cross-section of the Massachusetts communities which are normally affected by immigration. It was deemed necessary to formulate a plan by which these schools could be investigated and the differences and similarities of the curricula determined. Personal interviews with supervisors and teachers of adult civic education schools were conducted and classes observed. After the data had been collected, classified, and organized, copies of the material were presented to the responsible persons in each community for their examination and suggested modifications. The following pages represent a summary of the data compiled from the ten selected communities.

STOUGHTON

Major Objectives

1. To teach the student to read, speak and write English
2. To prepare the student for citizenship examination

3. To acquaint the student with other parts of the United States (Geography)
4. Classroom discussions before and after Town Meetings
5. Good adjustment of the individual to the community
6. Comparison of United States government structure with other forms of government

Total Enrollment for 1952

Twenty students

Schedule of Adult Civic Education Program

Tuesday and Thursday evenings from 7:00 to 9:00 p.m.

Term: From mid-October to late March.

Teacher Supply

Teacher selected from day school of community

Teacher Load

Two evenings per week - a total of four hours

Teacher's Rate of Pay

\$2.50 per hour

Nature of the Course Offered

1. Citizenship training
2. English for non-English speaking people

Content of the Course

1. The content of the course is directed toward the needs of the particular student and the knowledge of English he has previously acquired. English is taught at three levels as listed below.

2. The State Department of Adult Civic Education suggests the nature of the courses to be offered in cooperation with the Immigration and Naturalization Service Laws.

Division of Classes

1. The class is conducted in one room, which is divided into three groups: Beginners, Intermediates, and Advanced.

Beginners

1. This class is composed of those who have little or no knowledge of English. They are taught to read and write and encouraged to participate orally. They are introduced to Basic English procedure.

Intermediates

1. This class gives further training in reading, writing and discussion.
2. The class is given civic training in preparation for naturalization.

Advanced

1. Technically this class is for those who have already obtained their citizenship papers.
2. The class is introduced to discussion of current events, letter writing, use of the library, vocabulary building, and drills to assist in eliminating foreign accents.

The following is an example of a lesson for a Beginner's class:¹

LESSON 1

SOME GREAT FREEDOMS

We have many freedoms.
 The Constitution guarantees our freedoms.
 It guarantees some of them in the first ten amendments.
 These amendments are called the Bill of Rights.
 The first Amendment names some great freedoms.
 We have freedom of religion.
 We can go to our own church.
 We have freedom of speech.
 We can talk about the Government.
 We have freedom of the press.
 Newspapers can print the news.
 We have the right to hold meetings.
 We can ask for changes in our laws.
 But we must not say false things about people.
 Newspapers must not say false things about people.
 Newspapers must not print things that injure people unjustly.
 We must keep our freedoms.
 They are part of our democracy.

Vocabulary words -- press, speech, ask, many, freedoms, religion.

1. We have-----freedoms.
2. The Constitution guarantees our-----.
3. We can talk about the Government. We have freedom of -----.

Methods and Procedures Used -

1. The direct method is used. In this method the English language only is used both by the teacher and the pupil. The use of the English language only has been found much more preferable than the bilingual method. Dramatization and objectification are the methods most used in the direct method.

¹ Clem O. Thompson (Editor), Federal Textbook on Citizenship, Rights of the People, Part I, U. S. Government Printing Office, Washington, D. C., 1943, pp. 1-3.

Dramatization is the acting out of the meaning of a sentence. Objectification is the use of an actual article or a picture of the article, pointing to it, and naming it.

2. Course of study - This school follows the suggestions of the State Civic Adult Education Program which was explained in Chapter V, but places more emphasis on the use of the Federal textbooks in the classrooms.

3. Lesson plans are formulated to meet the needs of the student. This school uses as a guide the Federal Textbook.

4. Tests of comprehension consist of oral recitations, drills, educational games, and informal conversations.

Aids to Learning

1. Visual aids are used to a minor degree. Actual pictures, objects, and flashcards are used. Field trips to the library and local municipal centers are taken.

2. Textbooks used are: From Words to Stories, by Guyton and Kielty, Noble and Noble Publishers, Inc., New York, N. Y., 1951; also various Federal textbooks.

This school has only a few displaced people as students. The class is composed mostly of Lithuanian, Polish, and Portuguese natives.

Special Problems

1. The supervisor stated that more funds were needed for the purchase of textbooks.

LYNN

Major Objectives

1. To teach elementary preparation for citizenship
2. To present basic skills and attitudes needed for living in present day America
3. To assist students to adjust to the new language and customs
4. To assist students so that they can make a contribution to the growth and improvement of the community
5. To encourage the newly naturalized citizen to return to school in order to continue further in self-improvement
6. To offer counseling service for those who desire such services

Total Enrollment for 1952

260 students

Schedule of Adult Civic Education

<u>Days</u>	<u>Time</u>
Mon., Tues. and Th.	1:30 to 3:00 p.m.

Evening Classes

Mon., Tues. and Th.	7:00 to 9:00 p.m.
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Term: one semester - from second week in October to late March.

Teacher Supply

Most of the classes are conducted by teachers who are

now married and working part time. Only two teachers are from the day school.

Teacher Load

Three evenings per week -- total of six hours

Rate of Pay

\$3.00 per hour

Nature of Courses Offered

1. Simple English
2. Skill in English usage
3. Fluent English
4. Learning the ways of Democracy
5. Preparation for admittance to United States citizenship

Content of the Courses

In order to meet the needs of the individual, teaching units have been set up dealing with getting and holding a job; establishing and maintaining a home; parent education; consumer education; human relations; international relations; recreation and leisure time activities. The content should be taken from life's common experiences, such as arising in the morning, going to the store, on the street, going to the postoffice and to the bank.

Division of Classes

Course I - Classes for Displaced Persons and for those to whom English is a foreign language. Attention is given to special problems.

Course II - For those who wish to read, write and speak English well.

Course III - For those who wish help in English expression, conversation, letter-writing, word study, and reading skills.

Course IV - The story of the United States of America and living together under the United States Constitution and Government.

Course V - All candidates for U. S. citizenship are required to pass an examination in speaking and reading English. They are required to be able to take simple dictation. They must show that they understand the principles of the United States Constitution and Government. This course prepares directly for that.

Methods and Procedures Used

1. This school does not use a formal schedule which would specify a rigid time allotment for such activities as dictation or conversation. Instead material is used which is pertinent to the students' everyday living experiences. Units of study are devised on such activities as going to the market, the postoffice, the bank, making out telegrams, etc.

2. This school utilizes for conversation information which the student already has within his experience. During the last term a Harvest Festival was held in which various nationalities living in the community discussed their respective holidays and customs.

3. Other topics for classroom discussion were based upon the United Nations Workshop which was sponsored through the Adult Civic Education Department in collaboration with the Business and Professional Women's Club and the League of Women Voters of the community.

The following is an outline of a unit on safety used in this school at the Beginner's level. It illustrates the use of familiar everyday matter to the students.

In developing a lesson on safety, the students are asked where they have seen various safety signs, the meaning of them. In connection with this the class is allowed to draw up "Rules on Safety." These rules are written on the blackboard. The white walk lines for crossing streets are explained. The word "Look" is printed on the board, and the pupils are instructed to watch for "Look" between the white lines.

The students talk about and put the following on the blackboard:

1. Cross a street only at a corner.
2. Wait until the traffic light changes to red and yellow.
Do not cross the street on a green light. Do not cross the street on a red light.
3. Be sure each car or truck stops moving before you cross.
4. If you are waiting for a bus, stand on the sidewalk.

5. Do not jay walk.

6. These are the safety laws and it is our duty to obey the law.

The teacher picks out some words from these rules. One of the words is placed on the board near the list of rules. The class looks at the word and says it out loud.

Spell the word together. Have the individuals spell it. Tell them to look at each letter in the word. Tell them to close their eyes and think that they are writing the letters in the word. Tell them to say the letters to themselves. Tell them to open their eyes. Look at the word. See whether they said the letters right. The teacher should then erase the word. The students are asked to write the word. The teacher writes the word on the board again. If many in the class have written the word wrong, have them study the word again. Go through this procedure with all the words in the sentence. Use the complete set of rules as a writing lesson.

1. This school uses the State and Federal program in part.

2. Tests of comprehension consist of oral recitation, drills, educational games, informal conversation, and written examination.

Aids to Learning

1. Visual aids are used extensively. Field trips are

arranged to the Historical Society, City Hall, library, newspaper office.

2. Textbooks used are: Some Federal textbooks, From Words to Stories, by Guyton and Kielty, Americanization Helpbook, by Cass and Rosenfield, How We Live, by Cass, and Beginning English for Men and Women by McLeod.

Special Problems

1. Many adult aliens lack initiative to attend classes. The Adult Civic Education Department would like to reach all the aliens residing in the community and encourage them to take advantage of the classes in order to become citizens.

2. More textbooks are needed with larger sized print.

WATERTOWN

Major Objectives

1. To help evolve and create fine American citizens
2. To help students adjust to their environment with the minimum social, political and economic friction.
3. To help reconstruct their environment in order to be effective and contribute to our Democratic way of life.
4. To study the Constitution and Bill of Rights, not by memorization, but for concepts, values, and attitudes of our Democratic society.
5. To try to promote growth and experience through Democratic living by integrating community with classroom functions.

6. A two way flow between schools and other institutions of society. Field trips to police station, library, postoffice, community hospital, so that they can appreciate and contribute to the services of the community.

Total Enrollment for 1952

Twenty-four students

Schedule of Adult Civic Education Program

Tuesday and Thursday evenings from 7:00 to 9:00 p.m.

Term: Mid-October to late January

One evening class at the Greek Club from 7:30 to 9:30 p.m. Tuesdays, March to June.

Teacher Supply

Teacher selected from day school of community

Teacher Load

Two evenings per week -- total of four hours

Rate of Pay

\$3.00 per hour

Nature of the Course Offered

1. Citizenship training
2. Training for non-English speaking people

Determination of the Content of the Course

The content depends upon the particular needs of the students. All community resources are utilized in teaching units. Emphasis is placed on the selected Federal textbooks.

The following is a unit in everyday living:

Oral English developed for beginners. Classroom discussion takes place on pertinent everyday living incidents.

1. Renting a home
2. Asking for streetcar directions
3. Telling time
4. Going to the doctor, dentist, or hospital and clinic
5. Going to the bank, opening an account, depositing and withdrawing money
6. Postoffice transactions
7. Sending of telegrams

Division of Classes

Beginners - classified according to the judgment of the teacher. They are taught to read and write English and encouraged to participate orally in class.

Intermediate - There is more emphasis placed on reading and writing and oral recitation.

Citizenship - All community resources such as city bulletins, wall maps, various pamphlets from the telephone company and other local companies are used. The content of the course is based on the Federal Program. The topic "The Business of Our Government,"¹ Book 2, Lesson 1, We Choose Our President, is an example of an actual unit in citizenship. The student

¹ Clem O. Thompson (Editor), Federal Textbook on Citizenship, The Business of Our Government, Part II, U. S. Government Printing Office, Washington, D. C., 1944, pp. 1-3.

reads the manual as follows:

The people of the United States give to one person power to carry out the laws and manage the business of the Government. That person is the President.

About sixty million people have the right to vote for the President and Vice President. They are the only officers elected by the voters of the whole Nation.

Most of us are interested in the way the Government is run. Many of us have the same ideas about the things our Government should do. We work together in a political party to elect people who will carry out our ideas.

We have two large parties, the Republican and the Democratic, and a few smaller ones. Each party names candidates for President and Vice President.

The Constitution says that the President and the Vice President must be at least thirty-five years old. They must have been born citizens of the United States. They must have lived in the United States at least fourteen years.

Parties usually choose as candidates for President men who have been in public life for years. They try to choose persons who will carry out the ideas of the party.

Every four years political parties hold national conventions.

Use the right word in each blank.

Business	conventions
Political	candidates

1. The President manages the----- of the Government.
2. Political parties name the ----- for President and Vice President.
3. Every four years the parties hold national-----.

Directions for the teacher:

After the students have read this passage, the teacher encourages the students to ask questions if they do not understand what they have read. The teacher may ask questions that require students to read orally those passages in the text that contain the appropriate answers. This keeps the emphasis on content and meaning rather than on mere repetition of words.

Spelling - Simple fundamental words from any part of the lesson may be chosen. From Lesson 1 everyday words for spelling are: business, political, conventions, candidates, choose, power, duty. In testing spelling, the teacher should test the student's ability to write the word correctly. The teacher should check the word immediately after it has been written.

Dictation - The sentences should include words from the spelling list. As the class progresses to other lessons, the dictated sentences should also include words from preceding lessons. The spelling list and other words used in the dictation may be written on the board for those who need this special help.

These sentences serve as a review and also afford practice in writing words that need more emphasis than others.

Methods and Procedures Used

This community uses the eclectic method which includes the direct method and the textbook and laboratory method. The direct method uses English in all phases of instruction. The text book method serves as an aid in developing initiative in the student, because it is possible for him to measure his progress in terms of lessons completed. The laboratory method consists of orientation in the classroom before field trips are arranged to libraries, museums, police department, fire department, and banks.

One of the classes observed in this community by the writer was held at a Community Center. The class was composed of twelve middle-aged women who had resided in this country for at least fifteen years. The instruction was adapted to meet the needs of the students, which in this particular case was to train them in citizenship. The

instructor conducted the class in the English language only. A great deal of dramatization was used by the instructor in order to illustrate to the class the significance of the flag, the broader concepts of being a good American citizen. Oral drill was carried out on questions and answers taken from the pamphlet "Preparation for Naturalization Examination."

Course of study.-- This school follows the suggestions of the State Adult Civic Education Program as explained in Chapter V. However, more emphasis is placed on the use of the Federal Textbook as considered in Chapter IV.

Tests of comprehension consist of oral recitations, drills, educational games, and informal conversations.

Aids to Learning.-- Very few audio-visual aids are used. All community resources are utilized as aids. Field trips are taken to the police department, library, museums and the postoffice.

Textbooks used are Federal Textbooks only.

Special Problems

Because of limited funds, there is a lack of textbooks and inadequate audio-visual aids. It is necessary to divide the class which is held in the high school into three separate rooms. Therefore, there is also the need for two additional teachers. Wall maps are also needed. There is a need of a remedial reading expert in the community.

NEWTON

Major Objectives

1. To teach the student to read, speak and write English.
2. To introduce the foreign born to civic responsibility in voting.
3. To invite participation by the foreign born in the social, economic, and cultural aspects of American life.
4. To obtain vocational training for job improvement and for adjustment.

Total Enrollment for 1952

115 students

Schedule of Adult Civic Education Program

Monday, Tuesday and Thursday from 7:00 to 9:00 p.m.

Two terms: October to February, February to May 15.

Teacher Supply

These teachers also teach in the day school.

Teacher Load

Three evenings per week - total of 6 hours.

Teacher's Rate of Pay

\$3.50 per hour.

Nature of the Course Offered

1. Adult alien classes
2. Citizenship

3. Elementary School

4. Remedial

Content of the Course

This school follows the suggestions of the State Adult Civic Education Program closely. Less emphasis is placed on the use of the Federal Textbooks. Basic English is used in the elementary level of instruction.

Elementary classes are held for non-English speaking foreign college students who are here on a temporary basis and expect to return after the completion of their academic training.

The school makes arrangements for those non-English speaking adults who desire to receive technical training in this community's vocational high school.

Division of the Classes

Classes are divided into groups of three levels in order to enable the student to progress with other pupils of his level. While the specific aims and goals of each level of instruction may vary, the overall aim may be best expressed by the one term "Orientation."

Group I - Beginners.-- This class is the most important of the three. The specific aims are to teach the pupil how to make himself understood, to ask directions, to shop with some degree of sureness, to ask questions, to read newspapers and to improve himself at his work.

Group II - Intermediates.-- The pupils are given the opportunity to put to use their ability to speak and think in the new language. Discussion of pertinent topics is encouraged. The program is prepared with the aim in mind of stimulating a desire to read and write. Simple texts of American tradition and growth are used and frequent opportunities are given the pupils to write simple letters to friends and relatives. Local municipal departments and organizations are described and discussed in order that the pupils may know where to obtain assistance if the occasion arises.

Group III - Citizenship.-- Instruction at this level is primarily designed for those who wish to prepare themselves for the citizenship examination. The history and government of our nation are discussed and described in detail. The ability to speak and write correct English is stressed with frequent opportunities to discuss topics of interest and to write letters and compositions.

This is an example of the latest material published for citizenship courses:¹

THE PRESIDENT OF THE UNITED STATES

The President is the chief executive of the federal government. He lives in Washington, D. C. in the White House which has recently been modernized.

¹ Angelica W. Cass, Americanization Helpbook, Noble and Noble, Publishers, Inc., New York, N. Y., 1952, pp. 36-37.

The President is elected for a four-year term of office at a regular election. He may be re-elected, but the recent twenty-second amendment to the Constitution limits his term of office to two terms or eight years. He must have been born in the United States and be at least thirty-five years of age.

The President has many important duties. He must see that the laws of the nation are enforced (carried out). It is his duty to either sign (approve) or veto (disapprove) all laws made by Congress. He is also the commander-in-chief of the armed forces.

Another important duty of the President is to appoint the justices (judges) of the Supreme Court, members of his Cabinet, and Ambassadors to other countries, with the approval of the United States Senate.

If the President dies or is too sick to work, the Vice President becomes the President of the United States. The Vice President is elected for four years at the same time as the President at a regular election.

TRY THESE

1. How does a person become President?
2. For how long is he elected?
3. Who may become President?
4. Where does the President live?
5. Tell some of the duties of the President.

Methods and Procedures Used

The direct method is used in teaching English to foreigners. The instruction should be in English for it trains them to think in this language.

The indirect method is also used. The new words which are taught are first translated into the foreign tongue. The student sees and hears a word in English and thinks of its equivalent in his own tongue.

Lesson Plans.-- The textbook or manuals determine the procedure.

Tests of comprehension consist of oral drills, educational games, informal conversation, and written examinations.

The writer had the opportunity to observe three classes in this particular community. The first class observed was a beginner's class. There were 15 young adults of various nationalities. When the writer entered the class, they were reviewing a previous lesson on how to find a job. During the course of the discussion, one of the students brought out the fact that she was seeking employment. Arrangements were made through the teacher to assist the student in finding employment. As the class continued, the teacher corrected pronunciation and asked the students to define words that had come up in the lesson. Then the teacher conducted a spelling game which proved to be not only educational, but also very enjoyable to the students.

An intermediate class was observed by the writer next. The students were in the process of doing an English written exercise in their workbooks. Since the class consisted of only seven students, the teacher was able to give them much individual attention. The writer was shown samples of their work and it was observed that the class was doing exceptionally well.

The third class observed was a citizenship class. The teacher and the students were all of the same nationality. The students had resided in this country about five years and

were being given intensive training in citizenship, especially in preparation for the naturalization examination. This was the only class which the writer had occasion to observe where the indirect method was used to a minor degree. The indirect method makes use of the student's native tongue to present new English words.

Aids to Learning

Audio-visual aids are used extensively, film strips and recordings, flashcards, pictures and extensive field trips to points of interest, P.T.A. meetings and church meetings.

Textbooks used are: Americanization Helpbook, Angelica W. Cass and Jeanette B. Rosenfeld, Noble and Noble, New York, N. Y., 1952; Learning the English Language, English Language Research, Inc., Houghton Mifflin Company, Boston, 1945; Essential Idioms in English for Foreign Born, Robert J. Dixon, Regents Publishing Co., Inc., New York, 1943; From Words to Stories, Guyton and Kielty, Noble and Noble, Inc., New York, 1951; How We Live, Angelica Cass, Noble and Noble, Inc., New York, 1951.

Special Problems

None mentioned.

CAMBRIDGE

Major Objectives

1. To teach the student to read, speak and write English
2. To prepare the student for citizenship examination
3. Good adjustment of the individual to the community

Total Enrollment for 1952

300 students

Schedule of Adult Civic Education Program

Six classes meet as follows:

<u>PLACE</u>	<u>DAYS</u>	<u>TIME</u>
Public High Schools	Mon. and Wed.	2:45 - 4:15 p.m.
(2 classes)	Mon. and Wed.	same hours
Lithuanian American Club	Wed. and Fri.	7:00 - 9:00 p.m.
Community Center	Mon. and Wed.	7:30 - 9:30 p.m.
Greek School	Tues. and Thurs.	7:30 - 9:30 p.m.
Italian Club	Tues. and Thurs.	7:00 - 9:00 p.m.

Term: Two semesters - from October to April and from April to June.

Teacher Supply

Some of the teachers are from the day schools. Others taught day school before their marriages, and are now teaching part-time. One college graduate is in business but teaches evenings.

Teacher Load

Two evenings per week - total of 4 hours.

Rate of Pay

\$3.75 per hour

Nature of the Course Offered

1. Beginner's English
2. Intermediate English
3. Advanced English
4. Preparation for citizenship

Content of the Course

1. The type of subject matter that is included depends upon the need of the student.

Division of Classes

These classes are divided into four groups: Beginners, Intermediates, Advanced, and Citizenship.

Beginners

1. Those who do not speak, read or write English
2. Those who speak a little but do not read
3. Those beginners who have returned for further instruction after attending the previous year.

Intermediates

1. Low Intermediates - those who speak, read and write English better than the more advanced Beginners.
2. Middle Intermediates - those who speak, read and write better than the above group, but not well enough for the Advanced group.

Advanced - these are divided into two groups:

1. Those who have a fair command of the English language and are seeking to establish the five year residence requirements for citizenship.
2. Those who have become citizens and have returned for more advanced training in English composition, current events, and literature.

Citizenship Course

This course prepares the student to pass the Naturalization examination.

Methods and Procedures Used

1. The direct method is used. This method advocates the use of the English language only.
2. Course of study - This school follows the State Civic Adult Program more closely. Less emphasis is placed on the Federal Textbook.
3. Lesson plans follow the State Manual on Citizenship.
4. Test of comprehension consists of oral recitations, drills, educational games, and informal conversations.

The writer had an opportunity to view this class in the afternoon. It consisted of ten middle aged women who were receiving citizenship training. During the first fifteen minutes the teacher devoted her time to assisting individual students to read orally. The entire class was then given the opportunity to pronounce words which were on the blackboard.

A geography reading lesson was then begun. Each student was asked to read passages from the book and explain the significant words asked by the teacher. The rest of the lesson was devoted to studying questions and answers from the Federal Textbook, Rights of the People, Book III.

Aids to Learning

1. Pictures, objects and flashcards are used. Field trips are taken to points of interest.
2. Textbooks used are: Federal Textbooks, They Made America Great, by Edna Maguire; History Reader, by Lucy Wilson; Visiting our Earth, by Gertrude Whipple.

Some of the students are Displaced Persons. The class is composed mostly of Lithuanian, Polish, Canadian, Irish, Greek, and Italian natives.

Special Problems

None mentioned.

QUINCY

Major Objectives

1. To instruct the students in the elements and use of English language and the duties of becoming a good citizen of the United States.
2. By studying the desired subject matter, the students should cultivate and improve their opportunities to become better citizens.

3. Instruction in the knowledge of local government.

Total Enrollment for 1952

100 students

Schedule of Adult Civic Education Program

Tuesday and Wednesday evenings from 7:00 to 9:00 p.m.

Term: From first week in October to late March.

Teacher Load

Two evenings per week - total of 4 hours

Teacher Supply

The majority are elementary day school teachers in the community. There are also a few married women who were former teachers.

Rate of Pay

\$3.00 per hour

Nature of Courses Offered

1. English for non-English speaking adults
2. Citizenship courses

Content of the Course

The school follows the State program in a general way. The Federal Textbook is also followed. The actual needs of the students are considered. The curricula is based on Basic English.

Division of Classes

All classes are divided into four groups, Beginners, Intermediates, Advanced, and Citizenship group.

Beginners.-- This class is composed of those who have little or no knowledge of English. Basic English is used.

Intermediate - Advanced.-- Basic English is also used.

Citizenship Group.-- These classes concentrate on preparing the student for passing the naturalization examination.

Methods and Procedures Used

The teaching method advocated here differs radically from that of any other beginners classes. The subject matter is organized on a different plan for it offers the student a better basis for further skills in English without sacrificing the interest of the student. It outlines a method which may be followed in any classroom with a dozen different language backgrounds or with only one. Basic English offers a framework on which other parts of English may be placed. The word list consists of 850 words which are divided into three groups.

1. Operations - 100
2. Things - (400) General - (200) Pictured
3. Qualities - (100) General - (50) Opposites

By learning to manipulate the operations words of Basic English, one learns the English language. The beginner's major problem is learning the English word order and the skillful handling of the basic operation list.

The following is an example of a lesson in Basic English:¹

¹ Teacher's Guide for Learning the English Language, Books One, Two, and Three, English Language Research, Inc., Houghton, Mifflin Company, Boston, 1945, pp. 1-2.

STRUCTURE WORDS

Verbs - to be, 3rd person singular, present tense is,

Pronouns - Personal 1st, 2d, 3rd, singular nominative,

I, you, he, she,

My, your, his, her, 1st, 2d, 3d, singular possessive

This, that, Demonstrative, singular

ADDITIONAL VOCABULARY

Part One

ear

eye

hand

mouth

name

nose

Part Two

arm

body

chin

face

finger

foot

SYNTAX PATTERNS

This is I. That is her arm. His name is John Smith.

Here is a description of a typical first lesson in Basic English. There are about twenty men and women, between them they represent five language groups. Some of these students have had no training in English, others have been in the community for many years but speak broken English....

The teacher takes the class as a group of beginners. Since no one has a book, and nothing is on the board, all eyes are on the teacher as she says in English and pointing at herself and at the class, "This is I, that is you." She then goes on without repeating "This is I" to "This is my mouth, "This is my nose," "This is my eye," pointing to each as she says it. She will not make a point of the This is I, That is you, sequence, and will probably not return to it more than once during the oral part of the lesson. It is useful here for linkage with the my, your, his, her forms, and for the learner's reference on the printed page, where the sense is clear. By encouraging the students to try the sequence themselves, this becomes an important step in the learning situation. When the teacher has gone through these main points orally, and everyone has had a chance to say one or more of the sentences himself, seeing the written forms which she may from time to time put on the blackboard, she may take up the book and get the class

to read, pointing to the appropriate place as they go along. If there is time left, the teacher can go on to part two. This will put into operation the names of as many parts of the body as the class can take.

Aids to learning

1. Visual aids are used to a minor degree. Field trips are arranged to local municipal centers.

2. Textbooks used are: Learning the English Language, Books one, two, and three, English Language Research, Inc., Houghton, Mifflin Company, Boston, 1945; Building Our Country, Gertrude E. O'Brien, D. C. Heath and Company, Boston, 1946. Lessons in Our Democracy for Use in Immigration Classes, Raymond Moley and Florence Cook, MacMillan Company.

Special Problems

More funds for textbooks are needed; to reach the adult aliens who are not making an attempt to become citizens.

REVERE

Major Objectives

1. To teach the students to read, speak, and write English correctly.
2. To train the students to become good citizens.
3. To provide further training for students who have obtained their citizenship papers and to enable them to better perform their civic duties and to take part in civic affairs.

4. To arouse the interest of the people in the community about their local government which is under the Plan E system.
5. P.T.A. sponsored lectures by professional men and women in order to present and discuss such topics as juvenile delinquency, health (mental and physical), city government.

Total Enrollment for 1951

174 students

Schedule of Adult Civic Education Program

Tuesday and Thursday evenings 7:00 - 9:00 p.m.

Tuesday and Thursday afternoons 2:00 - 4:00 p.m.

Term: Two terms - October to December, April to June.

Teacher Supply

All teachers are selected from the day school.

Teacher Load

Two evenings per week - total of 4 hours.

Rate of Pay

\$3.00 per hour

Nature of the Courses Offered

1. Citizenship training
2. English for non-English speaking immigrants.

Content of the Course

1. The content of the course is determined by the need of the student.

2. The State Department of Adult Civic Education suggests the nature of the courses to be offered in cooperation with the Immigration and Naturalization Service Laws.

3. More emphasis is placed on the suggestions of the state program.

Division of Classes

1. Beginners - Low illiterates are those who cannot write. Illiterates who can at least write their names.

2. Intermediates - Low intermediates are those who read and write simple English. High intermediates are those who have a command of at least 800 words.

3. Advanced - Those who are already citizens and who wish specialized training in letter-writing, composition, current events, English literature.

4. Citizenship - Instruction directed toward meeting the requirements for the Naturalization Examination.

The following is an example of the content of the lesson plan Constitution A Charter of Human Rights.¹ The topic is Religious Freedom. The aim is to show that religious freedom is guaranteed by the Constitution and that no religious tests can be required for any office in the United States.

I. Illustrations

A person's religious beliefs do not keep him from voting or from holding office.

¹ Mary L. Guyton, Lesson Plans for Citizenship Training on the Basic Principles of the Government of the United States, Massachusetts Department of Education, 1940, pp. 47-48.

II. Introduction

1. How did lack of religious freedom in some of the European countries affect the early settlement in America?
2. In what way did our forefathers provide for religious freedom?
3. Why was religious freedom a wise amendment to the Constitution?
4. How has this helped to let people live more happily in America?
5. Why should we be tolerant of another's belief?

III. Reading - Form II (excerpt from Student's Manual)

Many of the early settlers came to America in order to worship God according to the dictates of their own consciences. It is not strange therefore that the very first amendment to the Constitution says, "Congress shall make no laws respecting the establishment of religion or prohibiting the free exercise thereof."

In the United States every person has a right to believe as he wishes. These beliefs must, however, conform to the general laws of the land. In order to have a person's religious belief respected he should be tolerant of other people's beliefs, even if he cannot understand them or agree with them.

IV. Discussion

1. Respect for another's religion.
2. Why no religious tests are given to those taking office.
3. Why one's religious beliefs must conform to the general laws of the country.

V. Conclusions

1. What does the Constitution say about religious beliefs? (Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof)
2. Why should one have respect for another's religious belief? (Because religious freedom is one of the fundamental principles of our government.)

Methods and Procedures

Textbooks determine the methods used in the classroom.

The direct method is also used.

The P.T.A. in cooperation with the Adult Civic Education Department of Public Schools presented a series of lectures by such outstanding people as Miss Mary E. Driscoll, Chairman of the Licensing Board of Boston; Dr. Isador Green, Neuro-Psychiatrist of the Department of Human Relations at Boston University; Hon. John J. Connelly, Presiding Justice, Juvenile Court of Boston; and Dr. Miriam Van Waters, Head of the Framingham Women's Reformatory. Through these lectures the students are made aware of the modern social problems. The students are encouraged to ask questions after the lecture. This type of discussion broadens the outlook of their everyday living.

A beginners class was observed by the writer. The class was taking turns reading from the book entitled How We Live by Angelica Cass. The topics in this book range from food, shelter, family relations and problems, to contacts with other adults in daily living, such as banks, postoffice, and the police department. This text is intended for first year students, beginners, and semi-illiterate adults who wish to learn English for daily needs. After each person read, the teacher asked the student for the meaning of certain words in the text and any faulty pronunciation was corrected.

Aids to Learning

Audio-visual aids are used. Field trips to the State House and the Boston Museum of Fine Arts are taken.

Textbooks used.-- How We Live, by Angelica Cass, Noble and Noble, Inc., New York, N. Y., 1949; Your Family and Your Job, Noble and Noble, Inc., New York, N. Y., 1949; Correct Dictionary Study, Albert S. Taylor and John C. Gilmartin, Noble and Noble, Inc., New York, N. Y., 1949.

Special Problems

Poor attendance. The supervisor of this community appeals to these students by emphasizing the importance of attending classes regularly.

A COMMUNITY OF 20,000 POPULATION*

Major Objectives

1. To teach the student to read, write and speak English.
2. To orient the students to the American way of life and assist them in making a good adjustment in the community in which they reside.
3. To present clearly the ideals and culture.
4. To understand the principles of our government in order to become better citizens.
5. To encourage and prepare the immigrant to take his place in the civic life of the community, state, and nation.
6. To make the foreign born as well as the native born aware of the present social problems.

* The supervisor of the adult civic education program requested that the name of this community be withheld.

Total Enrollment for 1951

63 students

Schedule of Adult Civic Education Classes

Three evenings a week. Monday, Tuesday, and Thursday
from 7:00 to 9:00 p.m.

Term: October to late March.

Afternoon classes - 2:00 - 3:45 p.m. from October to June.

Teacher Supply

All teachers are from the day school.

Teacher Load

Three evenings a week or two afternoons.

Rate of Pay

\$5.00 per session.

Nature of the Courses Offered

1. History and Civics in preparation for citizenship.
2. English for non-English speaking adults.

Content of the Course

1. Meets needs of the individual.
2. Adapted to State and Federal educational programs.
3. The system of Basic English is the method used to teach the pupil the fundamental principles of English syntax.

Division of Classes

The classes are divided into Beginners, Intermediate, Advanced and Citizenship. Basic English is used extensively as the Supervisor is an authority in that field.

The following is a unit on the topic The Meaning of Americanism¹ which illustrates the use of Basic English at the Intermediate level:

THE MEANING OF AMERICANISM

NOTE: Encourage pupils to express themselves freely; do not be afraid of crude judgments; welcome them in order that you may get at the real attitude; in this way only can you help to a better attitude. Do not confuse naturalization with citizenship. The two general topics are:

1. A Code of Good Citizenship.

I will be honest. I will be obedient. I will be dutiful. I will be ambitious. I will practice thrift. I will practice self-control. I will be kind and courteous. I will be cheerful and co-operative. I will be prompt. I will be a good sportsman. I will be careful of my personal appearance and health. I will be careful of buildings and surroundings.

Each of these pledges should be discussed, explained, and illustrated out of the pupil's daily life.

2. Characteristics of a Good Citizen.

- a. The good American is intelligent, alert, energetic and patriotic.
- b. The good American is loyal.
- c. The good American does his duty.
- d. The good American plays fair.
- e. The good American is reliable.

Illustrations of persons displaying these characteristics.

- (1) How the soldier serves.
- (2) How the doctor serves.
- (3) How the farmer serves.
- (4) How the Red Cross helpers serve.
- (5) How each person can serve.
- (6) How the good father and good mother serve.

¹ Mary L. Guyton, Teacher's Manual for Intermediate Classes, Commonwealth of Massachusetts, Department of Education, 1940, pp. 14-15.

Supplementary Material

- (1) Patriotic Selections. (Include "The American's Creed.")
- (2) Proverbs.
- (3) A play on some civic subject (safety, health, etc.)
- (4) Program for Public Exercises.

Methods and Procedures Used

Those who have no knowledge of English feel that in a short time by means of these syntax lessons as presented in the system of Basic English that they are getting a working knowledge of our sentence structure so that they are able to put words together in their right places. They easily understand what each word means because each word is definitely explained to the learner. One of the early lessons for these literate beginners is:

I give this book to you. You get that book for me.

The English syntax is clear to the learner.

Aids to Learning

Field trips are taken to local points of interest.

Textbooks used.-- Learning the English Language, Books One, Two and Three, Houghton Mifflin Company, 1945; Basic English Leaflets, Massachusetts Department of Education; Adult Adventure in Reading, Elizabeth Morriss, E. P. Dutton Company, New York, 1939; Lesson Plans for Citizenship Training, Mary L. Guyton, Massachusetts Department of Education; Federal Textbook; Leading Facts for New Americans, American Book Company, New York, 1923; Practical Reader for

Adults, Book II, D. C. Heath, Boston, Mass., 1931; Practical English for New Americans (Intermediate Series), D. C. Heath, Boston, Mass., 1921.

Special Problems

None mentioned.

SOMERVILLE

Major Objectives

1. To assist the alien to make a happy adjustment in the community.
2. To teach reading, writing and speaking English.
3. Civic training in preparation for citizenship.

Total Enrollment for 1952

260 students

Schedule of Adult Civic Education

Tuesday and Thursday evenings from 7:30 - 9:30 p.m.

Monday, Wednesday and Friday mornings from 9:30 - 11:30 a.m.

Tuesday, Wednesday and Thursday afternoons from 1:30 - 3:30 p.m.

Term: September through April.

Teacher Supply

All are day school teachers also.

Teacher Load

Each teacher has either morning, afternoon or evening session.

Rate of Pay

\$2.75 per hour

Nature of the Courses Offered

1. Citizenship training
2. Teaching English through Basic English Method for aliens
3. Teacher training in Basic English

Content of the Course

Since the Supervisor of this school is an expert in the field of Basic English, this method is used extensively.

The following is an example of material used by this school:¹

SAFETY EDUCATION

DANGERS IN THE HOUSE

One day a mother was cooking with heated fat. She went to the telephone. The baby got his hands into the heated fat. He got a bad burn. If the mother had taken the baby with her to the telephone, he would not have been burned. Numbers of babies have been burned by pulling kettles of boiling water off the fire and by putting their fingers on heated electric irons. Some babies have been burned to death because their clothing got on fire while they were playing near open fireplaces. It is very necessary to keep all babies safe from such serious burns.

If mothers and fathers are working, it is necessary for them to put their sons and daughters in the care of a responsible person. The older boys and girls in the family may be of help in watching their younger brothers and sisters but it is important that they do not be given

1 Mary L. Guyton, Basic English Safety Education Readings, Massachusetts Department of Education, 1947, pp. 8-9.

the full care of them. A very sad thing was caused when a young boy ten years old was getting a meal for his younger brothers and sisters. The gas was turned on but not lighted. In a short time all of these little boys and girls were dead.

Bad housekeeping is one of the chief causes of accidents. It is important to have a place for everything in your house and to have everything in its place.

QUESTIONS FOR DISCUSSION

Why is there sometimes a danger in placing small boys and girls in care of another child?

What are some of the dangers for boys and girls in the house?

Why is bad housekeeping a common cause of accidents?

1

BASIC ENGLISH

Basic English is a method of English in which 850 words, with certain additions for special purposes, will do the work of 20,000. By using Basic English, it is possible to give an account of the senses of any other word in the language. That is not to say that this small number of words will do for all purposes and take the place of all the other words in the language.

THREE CHIEF USES:

1. It was designed to give everyone a second, or international language which takes as little of the learner's time as possible, and which gives him the necessary tools for everyday use. The addition of a small word list of 50 words take it to the level of the expert, who could make use of Basic English as the framework into which he places the necessary special words of his field.
2. It is an easy and smooth first step in learning normal English by which control of the English senses and structure may be taught in the shortest possible time with the least amount of effort. It gives the

1 Notes on Basic English, Number One, The Orthological Committee, Cambridge, Massachusetts, 1940, p. 1.

key to normal English, because the sense of all English words may be given in the Basic words, and therefore the structure of all English statements may be made clear by comparison with the simplest statements in Basic.

3. For those who speak English, it may be used as training in the use of full English. The use of working in and out of Basic and of making comparisons between Basic and complete English has a number of special values. In the light of Basic, the range and the power of English becomes clearer. One becomes more conscious not only of the structure of the language but of shades of sense and feeling within it.

Division of Classes

Beginners.-- The classes are divided into illiterates, low beginners, and high beginners.

Intermediates.-- These students receive advanced training in Basic English. Their vocabulary span is now 1500 words and they begin to study U.S. History and Government in order to prepare for citizenship.

Advanced.-- This group consists of the educated immigrants who are not eligible as yet to become American citizens, and those who are already citizens who have returned for further training in letter writing, story writing, and current events.

Special Classes:--Training in Basic English for those who wish to teach that method. This class consists of twenty students some of whom are from Harvard University and two from Okinawa and one from Japan.

Methods and Procedures Used

The direct method is used. The State program is followed

more closely than the Federal Textbook program. Lesson plans are formulated to meet the needs of the student.

Aids to Learning

Field trips are arranged to points of interest.

Audio-visual aids are used to a great extent.

City officials visit the classes and describe the functions of their particular departments so that the students are able to obtain a better understanding of the local government.

Textbooks used.-- Learning the English Language, Houghton Mifflin Company, 1945, and Work Books I, II and III designed to follow this text; English Through Pictures, I. A. Richards, English Language Research, Inc., 1946 and Work Books I and II to follow text; Outline of History, J. Wright, English Language Research, Inc.; Words on Paper, English Language Research, Inc. for use with Illiterates. Film Strips, English Language Research, for use with English Through Pictures; Federal Textbooks on Citizenship.

The above materials from the English Language Research, Inc. are published in association with Harvard University.

Special Problems

Broader educational courses should be offered as an incentive for students to return after they become naturalized.

BOSTON DAY SCHOOL FOR IMMIGRANTS

Major Objectives

1. To read, write and speak English.
2. Vocabulary building based upon student's need.
3. To learn essential facts of Democracy.
4. To prepare for citizenship examination.

Total Enrollment for 1952

315 students

Schedule

Length of Course - from 3 months to 2 years, 5 days
a week.

4 hours each day.

School year - September to June.

Teacher Supply

All teachers are graduates of Teachers' College. They have also supplemented their training by taking additional courses.

Teacher's Load

Each teacher works a full day.

Rate of Pay

Substitute teachers start at \$12.00 per day.

Nature of Courses Offered

English classes for non-English speaking people.
Citizenship training.

Content of Course

The type of subject matter depends upon the needs of the students.

The following is an excerpt from a teaching unit used in this school:

CITIZENSHIP

Specific Aims

To outline the principles of Government; to explain its division and branches in our Republic; to make a definite study of local city Government; to continue the study of the nation's history; to explain the advantages and responsibilities of citizenship; to outline the process of obtaining second citizenship papers.

Minimum Requirements

General

To assist pupils in becoming American citizens.

To prepare for active intelligent participation in American life.

Specific

American Citizenship

A. Ideals

Hospitality to all peoples; liberty and equality of opportunity; patriotism; and intelligent participation in Democratic government.

B. Advantages

Civil Service employment; special protection of life

and property in other countries; license privileges;
right to vote; hold public office.

C. Responsibilities

To obey the law; to defend the country, if necessary;
to understand government procedure; to vote intelligently;
to serve on the jury; to pay taxes; to share in promoting
the welfare of the nation.

CONTENT

Naturalization

Explanation of steps in procedure and other important
facts concerning the process of naturalization.

Government

A. Principles

(1) Need - law and order, protection of property, life
and liberty essential for any group.

(2) Kind - absolute monarchy, limited and Republic.

B. Our Republic

Government of the people, by the people, for the people.

C. Branches

(1) Legislative - makes the laws.

(2) Executive - enforces the laws.

(3) Judicial - interprets the laws.

D. City Government

1. City charts

2. Branches

History - Biography Method

A. Discovery

1. Spanish - Columbus - Balboa
2. English - Cabot

B. Settlement

1. Spanish - Florida
2. English - Massachusetts
3. French - Louisiana
4. Dutch - New York

C. Revolution

1. Causes
2. Struggle in New York and in the South
3. Declaration of Independence

D. Establishment of the Nation

1. Constitutional Convention
2. First president
3. Foundations of the political parties
4. Inauguration of a cabinet

Methods

Citizenship shall be taught through the study of history and government by conversation and general discussion to form a solid foundation as a preparation for assuming the responsibilities of active participation in American citizenship.

General lessons on citizenship shall be supplemented by specific preparation for naturalization but emphasis shall

be placed upon establishment of the proper ideals of citizenship rather than on passing any particular examination.

Division of Classes

All classes are divided into beginners, intermediate, advanced, and citizenship.

The age group of these classes ranges from twelve years of age to over sixty-five years of age.

Methods and Techniques

The Direct Method is used. The Berlitz and Gouin methods are used in combination.

The Berlitz method stresses the noun or the substantive, while the Gouin method stresses the verb.

Basic English is not used in this school.

One of these classes was observed by the writer during the morning session. The age group ranged from approximately twelve to thirty years of age. When the writer entered the class, one of the girls was in the process of writing a letter on the blackboard. In the meantime, the teacher was helping those students who had some difficulty with English grammar. When the girl had completed the letter on the blackboard, the class was asked to help correct the letter orally. The teacher emphasized grammatical structure and correct pronunciation. Current events were discussed, and every effort was made to tie in the students' everyday experience.

Aids to Learning

Audio-visual aids are used a great deal. All community

resources are used. Field trips to historical points of interest are taken.

Textbooks used.-- Grades Exercise in English for Foreign Born, Robert J. Dixon, Regents Publishing Company, New York, 1944; Essential Idioms in English for Foreign Born, Robert J. Dixon, Regents Publishing Company, New York, 1943; The American People and Their Language, Pauline Rose and Henry R. Brush, Lyons and Carnahan, Chicago, 1948.

Special Problems

The teacher stated that there were no problems in this particular school.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

Since each of the ten communities has been described separately in the previous chapter, the writer feels that a summary of the differences and similarities among all these schools should be attempted in order to see whether any trends or patterns may be discerned. The trends in this field which the writer feels are most prevalent are as follows:

The utilization of community resources in everyday life experiences, participation in community affairs, field trips, more individual instruction, smaller classes, and increased use of audio-visual aids.

The overall pattern may be seen in the fact that the basic objectives are the same in all the schools, and that the necessary qualifications for citizenship are prescribed by law through the Immigration and Naturalization Services.

Major Objectives.-- All schools specified that their main purpose was to teach the non-citizens to read, write, and speak English, and prepare them for citizenship. One school stated that knowledge of United States geography was very important. One school had counseling services for the foreign born. All schools wanted the new arrivals to make

a proper adjustment in their particular community. Four schools made an attempt to have immigrants participate in community affairs. Four schools made plans to continue to hold classes after the students were naturalized. One community had town meetings where the students were asked to listen and then come to class prepared to discuss the major issues which were brought up at these meetings. One school had professional people lecture on modern social problems. In another community students were asked to compare the United States Government structure with other forms of government in order to see the relationship between the two.

Enrollment.-- The enrollment of these ten schools ranges as follows:

<u>Number of Schools</u>	<u>Enrollment</u>
2	24-30
2	63-100
2	115-174
2	260
2	300-315

Schedule of Adult Civic Education.-- Six schools had two evening classes a week. Three schools had classes three evenings a week. Four schools had afternoon classes in addition to their evening classes. Two schools had morning classes in addition to their evening classes. One school had continuous classes from 9:00 A.M. to 1:00 P.M. five days a week. Five schools had one-term semesters. Six schools had two semesters continued until June.

Selection of Teachers.-- The majority of the Adult Civic Education teachers are full-time day school teachers also. Some are married women who formerly taught day school. All teachers are required to take a Workshop course in Adult Civic Education which is sponsored by the Massachusetts Department of Education. One teacher holds a position in business in the daytime but teaches Civic Education in the evening. Some supervisors think that the Normal School teachers are well suited to teach these adult civic classes. Other supervisors think that the Elementary School teachers are better qualified to teach these classes. The writer found that all supervisors and teachers interviewed are very enthusiastic about their work and they were very cooperative in assisting the writer to gather the data.

Teacher Load.-- Some teachers had two evening classes a week. Others had three evening classes a week. Some teachers had afternoon as well as evening classes. One school hired their adult civic education teachers on a full time basis.

Teachers' Rate of Pay.-- The rate of pay was on an hourly basis ranging from \$2.75 to \$3.50, with the exception of the school which hired their teachers on a full time basis.

Nature of the Courses Offered.-- All schools offered courses in citizenship training for naturalization and the fundamentals of English. Two schools offered courses in English to foreign students who were in the United States for

a limited time only. Two schools gave English courses for the foreign employees in consulates. One school gave teacher training courses in Basic English.

Content of the Courses.-- The recommendations of the Massachusetts State Department of Adult Civic Education and those of the Immigration and Naturalization Service are followed extensively. On the other hand, each community has different objectives to fulfill. Therefore, the subject matter must depend upon the particular needs of the class being taught. All schools divided their classes into Beginners, Intermediates, Advanced, and Citizenship. Two schools conducted their classes in one room. Five schools graded their students as Low Beginners, High Beginners, Low Intermediates, High Intermediates, and Advanced. Five other schools began their instruction for citizenship at the Intermediate level. Three schools use Basic English in their entire course of study. One school uses it only in the beginning stages of learning English. One school used it up to the Intermediate level. One school was forbidden to use it.

One school does not use a specific time allotment schedule, but has units of study on holding a job, maintaining the home, human relations. A great number of community resources were used as a basis for the whole curriculum in this school. Another school had professional men and women lecture

on current social problems. Two schools used the federal textbook as a basis for their entire curricula. All schools used the federal textbook on citizenship with varying degree of emphasis.

The content of the courses offered in all schools is designed to meet the needs of the students. Therefore the content has to be flexible in order to fulfill these needs.

Methods and Procedures Used.-- All schools used the direct method of instruction in the classrooms. In this method the English language only is used both by the teacher and the pupil. The use of the English language only has been found much more preferable than the bilingual method. Dramatization and objectification are the methods most used in the direct method. Dramatization is the acting out of the meaning of a sentence. Objectification is the use of an actual article or a picture of the article, pointing to it, and naming it. One school uses the indirect method to a limited degree. The indirect method makes use of the native language of the student as the medium of instruction. This method involves associations not considered in the direct method. The new words which are taught are first translated into the student's native tongue. The student sees or hears a word in English, thinks of its equivalent in his own language, and from this gets the meaning. One school combines the Berlitz and Gouin methods of instruction. The Berlitz

method stresses the use of the noun as a method of instruction by pointing and naming visible objects such as the pencil, the book, the window. The Gouin method uses the verb in lessons built on a connected series of actions; for example, I take the pencil; I sharpen the pencil; I write with the pencil.

Each method of teaching must take into consideration the previous knowledge and experiences of the adult students in order to be most effective. The teacher must also have the ability to hold the interest of the students throughout the entire lesson. Otherwise, the students who are attending on a voluntary basis will cease to attend classes.

In all classes observed by the writer, the teachers encouraged student participation which included a great deal of oral recitation, reading, drills on correct pronunciation, and use of the blackboard.

Aids to Learning.-- All schools took field trips. The majority of the schools took field trips at least twice a semester. The places most frequently visited were their own municipal centers, including the police department, fire department, health department, postoffice, banks, libraries, and newspaper offices. Other places visited were the various historical points of interest in Boston, Cambridge, Plymouth, Concord, and Lexington.

Audio-visual aids were used by all schools. The schools

which had the most money allotted for audiò-visual aids used them most frequently.

Textbooks.-- The books most commonly used were:

Learning the English Language, From Words to Stories, How We Live, Your Family and Your Job, Essential Idioms in English for the Foreign Born, Federal Textbook on Citizenship - Our Constitution and Government, Lesson Plans for Citizenship Training.

Special Problems.-- Two schools wanted their Beginners, Intermediate, and Advanced classes to be conducted in separate rooms. One school stated that a remedial reading expert was needed. Three schools wanted all adult aliens to take advantage of the citizenship training courses, especially those who have been in this country for many years. The majority of the schools needed more funds in order to purchase more up to date textbooks.

Recommendations

The writer has found that the separate programs of these ten schools have certain basic similarities which are consistent with the Massachusetts State Program and that of the Immigration and Naturalization Services. At the same time allowances must be made for individual local differences to meet the needs of each student. Since students' needs vary from year to year, it would seem important that the curriculum should remain flexible to make necessary adjustments possible.

Considering the schools collectively, the writer feels that certain general recommendations can be made.

1. Each community should make an attempt to invite all non-citizens to take advantage of the citizenship classes offered and encourage them to become good American citizens.
2. During the process of naturalization, the adult immigrants should be encouraged to participate in community affairs.
3. As they become naturalized, an attempt should be made to broaden the scope of adult education in order that they will have the incentive to return for additional courses.
4. The teachers should be made aware of all new material which is available in their particular field of Adult Civic Education.
5. Research should be continued in devising better methods and techniques in the field of adult civic education.
6. The content of the courses should be adjusted to meet the everyday needs of the student.
7. In order to develop the programs of the schools surveyed more fully, more money should be allotted for their use. It is necessary that more up to date textbooks and audio-visual aids be purchased.

8. It was evident to the writer through these interviews that the salaries received by the majority of the teachers and supervisors were inadequate. Therefore, the writer suggests that these teachers and supervisors be given an increase in salary.

Considered as a whole, the general program of adult civic education reflects two fundamental tendencies in American social and political thought. The first fundamental tendency is maintained in the value which is attached to the individual citizen. The second of these tendencies can be seen in the fact that the federal program is administered at the local level with considerable freedom of interpretation and adjustment. In both theory and practice, state and community rights are thus upheld. The cooperation between the local and federal levels of government as an important element in the effective functioning of our democracy is directed toward this end. The adult civic education program demonstrates this cooperation.

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