

College of Industrial Arts
The Texas State College for Women
Denton, Texas

PROBLEMS OF WOMAN CITIZENSHIP
(AN OUTLINE STUDY)

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PROBLEMS OF WOMAN CITIZENSHIP

(An Outline Study)

FOREWORD

This bulletin attempts to present in outline form some of the significant problems of citizenship; especially from the woman's viewpoint. The treatment is necessarily suggestive rather than exhaustive, but some topics that are given very limited space are treated more fully in special outlines that may be secured by request. The material for this work was suggested largely through class work in Government at the College of Industrial Arts, in the course of which special topics on Recreation, Rural Problems, Citizenship, Labor Problems, etc., were outlined by the students. A typical outline made by a group of students appears as a supplement to this pamphlet. (See "Americanization" outline on pages following.)

Outlines on various phases of Civic and Social Life mentioned in this bulletin have been prepared, and others are in course of preparation. These outlines may be secured on application to the Extension Department, College of Industrial Arts, Denton, Texas.

WOMAN'S CITIZENSHIP PROBLEMS

I. THE NINETEENTH AMENDMENT.

- A. Provisions.
- B. History.
- C. Significance.

II. THE POLITICAL ISSUE AND WOMAN.

- A. Why should women vote?
 - 1. Because a privilege once accepted becomes a duty.
 - 2. Because she wants to lend her aid to constructive measures.
 - 3. Because of her interest in her family and her community.
- B. Woman and partisanship.
- C. The needs of the hour.
 - 1. Intelligent citizenship.
 - 2. Voters who think and then vote.
 - 3. Leadership.
- D. Responsibilities of the new voters.
 - 1. Political intelligence.
 - 2. Sense of responsibility.
 - 3. Understanding of American ideals.

III. FUNDAMENTAL THINGS WE NEED TO KNOW.

- A. Parliamentary law.
 - 1. Methods of procedure.
 - 2. How to preside.
 - 3. How to make a motion.
 - 4. Conduct of club election, etc.
- B. Order of business in typical meeting. Taken from Constitution of a Community Association.*
 - 1. Call to order.
 - 2. Reading of minutes of previous meeting.
 - 3. Correction or approval of minutes of previous meeting.

*See Bibliography, also Roberts' "Rules of Order."

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4. Presentation of proclamations of the President of the United States, or other official statements or communications from National, State, county, or municipal representatives or administrators.
 5. Discussion and action regarding matters presented in official communications.
 6. Reports of standing committees.
 7. Reports of special committees.
 8. Presentation of and discussion and action upon unfinished business.
 9. Presentation of and discussion and action upon new business.
 10. Address of evening or other special program.
 11. Discussion of and action upon matters presented in address of the evening.
 12. Adjournment.
- C. Methods of making constitution.
1. Calling of meeting.
 2. Election of temporary officers.
 3. Appointment of committee on constitution.
 4. Meeting to adopt constitution.
 5. Election of officers under constitution.
- D. Skeleton outline of a typical constitution.
- Art. 1. Preamble.
- a. State name and purpose of organization.
- Art. 2. Membership—conditions and qualifications.
- Art. 3. Officers—qualifications.
- a. President.
 - b. Vice-President.
 - c. Secretary.
 - d. Treasurer, etc.
- Art. 4. Duties of officers.
- a. Terms.
 - b. Resignation or removal.

- Art. 5. Committees.
 - a. Appointed or elected.
 - b. Duties.
- Art. 6. Time and place of meeting.
- Art. 7. Quorum—"Number necessary for trans-
action of business."
- Art. 8. Rules of procedure.
 - a. Be governed by Roberts' "Rules of
Order, Revised."
- Art. 9. By-laws.
- E. Three departments of government.
 - 1. Executive.
 - 2. Legislative.
 - 3. Judicial.
- F. Underlying principles of State and National Gov-
ernment.
 - 1. Sovereign powers.
 - 2. Current powers.
 - 3. Powers denied State and Nation.
- G. State and National constitutions.
- H. Laws of citizenship.
 - 1. Who are citizens.
 - a. State.
 - b. National—"All persons born or natural-
ized in U. S. and subject to its juris-
diction thereof"—See Amend. XIV.
 - 2. Limitations of woman's citizenship.
 - a. Woman residing in America loses Amer-
ican citizenship on marriage to alien,
though residence is not changed.
 - b. Husband's status determines status of
wife and children.
- I. Other reforms concerned with citizenship.
 - 1. Restriction of immigration on basis of:
 - a. Morals.
 - b. Health.
 - c. Education.
 - d. General desirability.

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2. The 3% Law. (See Literary Digest, May 7, 1921.)
 3. The Exclusion Acts.
 - a. Against Chinese.
 - b. Against Japanese.

"The Gentlemen's Agreement." See
Hornbeck's "Contemporary Politics in
the Far East," pp. 369-370.
 4. Corrupt Practices Act.
 - a. Laws against undue expenditure.
 - b. Publicity laws.
 - c. Laws against fraud or intimidation.
(See *Beard*, "American Government
and Politics," pp. 701-703.)
 5. Primary Election Laws.
 - a. Methods of nomination.
 - b. Time of elections.
 - c. Eligibility to vote. (See Texas Statutes.)
 6. Adequate naturalization laws.
 - a. Give alien desiring citizenship adequate
educational tests.
 - b. Make real test to determine familiarity
with American institution.
 - c. Have State laws to supplement National
laws where necessary.
- J. New movements.
1. Short ballot—simplifying voter's problem by
reducing number of elective officials.
 2. Recall—recall of elected officials through peti-
tion of voters.
 3. Referendum.
 - a. Reference of law to the people.
 4. Commission plan of city government.
 - a. Origins—Galveston government reor-
ganized after the flood.
 - b. Texas cities—see charters of various
cities.
 5. City manager plan.

IV. FINANCES.

- A. Taxes and schools.
- B. Local taxes.
 - 1. Problems.
 - a. Assessment.
 - b. Collection.
 - c. Equalization.
 - 2. Kinds of tax.
 - a. State.
 - 1. Personal property.
 - 2. Real property.
 - 3. Income.
 - 4. License.
 - 5. Inheritance.
 - 6. Corporation.
 - 7. Poll.
 - b. National.
 - 1. Excise.
 - 2. Tariff.
 - 3. Excess profits.
 - 4. Income taxes.
 - 5. Luxury tax.
 - 6. Stamp tax.
 - 7. Tonnage duties, etc.

V. INSTITUTIONS OF STATE.

(See reports of various State institutions for specific information on Texas institutions.)

- A. Asylums.
- B. Penitentiaries.
- C. Reform and delinquent schools.
- D. Educational institutions.
 - 1. Public schools.
 - 2. Schools of higher learning.

VI. WOMAN'S SPECIFIC PROBLEMS.

- A. The three D's—a moral and social responsibility.
 - 1. Dependents.
 - 2. Defectives.
 - 3. Delinquents.

- B. The school—(See outline on later pages of this bulletin.)
 - 1. Taxation for schools.
 - 2. Compulsory education laws.
- C. Property rights of women.
- D. Labor laws.
 - 1. Provision for industrial peace.
 - 2. Child labor laws.
- E. Liquor laws.
- F. Ordinances, laws, statutes governing public health, morals, and safety.
- G. Divorce laws.
 - 1. Establishment of domestic relations court.
 - 2. Uniform laws.
 - 3. Limitation of legal causes for divorce.
 - 4. Laws discouraging ill-advised marriages.
- H. Civic improvement.
 - 1. Practical problems.
 - a. Anti-loafing ordinances.
 - b. Anti-spitting ordinances.
 - c. Speeding regulation.
 - d. Regulation of public nuisances.
 - e. Regulation of sign hanging, of wiring and poles.
 - f. Regulation of unsanitary buildings, fire-traps, etc.
 - g. Cleaning of vacant lots, etc.
 - 2. Aesthetic problems.
 - a. Prizes for yard and house improvement.
 - b. Removal of unsightly and useless structures.
 - c. Introduction of new plants and flowers.
 - d. Street and park improvement.
 - 3. Woman's club activity.
 - a. To furnish library.
 - b. Beautification of parks.
 - c. Introduction of playgrounds.

- d. Encourage gardening and home beautifying.
- e. Encourage collection of refuse, etc.
- f. Help organize country women.

VII. SPECIFIC PROBLEMS OF LOCAL GOVERNMENT.

- A. Origins of American law.
 - 1. Common law.
 - 2. Constitutional law.
 - 3. Court decisions, etc.
 - 4. Statutes.
- B. Problems of local government.
 - 1. Making of laws.
 - 2. Punishment of law-breakers.
 - 3. Selection of officers.
 - 4. Prevention vs. punishment.
 - 5. New problems and special problems.
 - a. Crime waves.
 - b. Conviction of law-breakers.
- C. The child and the community.
 - 1. Juvenile law-breakers.
 - 2. Constructive measures—(See later pages of outline.)
 - a. Juvenile court.
 - b. Boy Scout movement.
 - c. Camp-fire Girls.
 - d. Improvement of local environment.
- D. Problems of child delinquency.
 - 1. Lack of parental care.
 - 2. Over-indulgence.
 - 3. Surroundings.
 - 4. Lack of place to play.
 - 5. Movies.
 - 6. Bad literature—sensational newspapers.
 - 7. Bad example.
 - a. The law-breaking parent.
 - b. Confusion of *liberty* with *license*.

- E. Reform suggested.
 - 1. Better movies.
 - a. Censorship.
 - b. Educational films.
 - 2. Cooperation of school and home.
 - a. Parent-Teacher Associations.
 - 3. More playgrounds and parks.
 - 4. Better home conditions.
 - a. Good books.
 - b. Intelligent supervision.
- F. Local conditions in connection with punishment of crime.
 - 1. The jails.
 - a. Sanitary conditions.
 - b. Segregation of hardened criminals.
 - 2. The police officials.
 - 3. The courts.
 - a. The jury system.
 - b. The law's delays.
 - c. The suspended sentence.

Arguments for and against.
- G. American indifference.
 - 1. Non-enforcement of law.
 - a. Speed laws.
 - b. Health laws, etc.
 - 2. Toleration.
 - 3. Allows graft and corruption.
 - 4. Not enough attention to schools, etc.
 - a. Lack of information.
 - b. Lack of cooperation between school and parent.
 - c. Limitation in finances.

VIII. SOME SPECIFIC TEXAS PROBLEMS.

- A. Problem of constitutional revision.
 - 1. The Constitution of 1876.
 - a. Historical significance.
 - b. Limitations.

- (1) Fundamental school law.
- (2) Small salaries of State officers
fixed by Constitution.
 - (a) Failure of amendment to
change situation.
- c. Inadequacy of Constitution to meet
needs of growing State.
- d. How amended.
 - "By two-thirds vote of each house
and majority vote at popular election."
- e. Arguments for constitutional conven-
tion.
 - (1) Need of revision of many sec-
tions.
 - (2) Need of constructive changes.
 - (3) New problems of corporate law.
 - (4) Assure some necessary changes
that must otherwise wait on un-
certain process of amendment.
 - (5) Give newly enfranchised woman
voter opportunity to express
herself on the fundamental law.
- f. Arguments against constitutional con-
vention.
 - (1) Expensive.
 - (2) Necessary revision can be accom-
plished through amendment.
 - (3) Present Constitution generally
broad enough if adequate laws
passed under its provisions.
 - (4) Gradual change by amendment
more satisfactory than complete
change.
 - (5) Even after Constitution is re-
vised it may fail of adoption
just as amendments have failed.

B. Recent amendments to Constitution.

1. Amendment increasing total tax rate that may be levied by cities of 5000 or less.
2. Amendment removing limitation of \$1.00 on \$100 placed on school district tax in so far as common school districts created by general or specific law is concerned.
3. Proposed amendments.
 - a. An amendment providing more adequate salaries for executive officials of State, and another doing away with fee system in payment of certain county officials failed to get requisite popular majority.

C. Problems connected with existing laws.

1. Dean law—the State Prohibition Enforcement Act.
 - a. Its relation to Volstead.
 - b. Administration and enforcement.
2. Voting and poll tax laws.
 - a. Primary election laws.
 - (1) Problem of party allegiance—can voter shift after voting on one party ballot in election?
 - (2) Publicity laws.
 - b. Poll tax laws.
 - (1) Voting to be conditioned upon payment of all back poll taxes.
 - (2) Provision for exemptions.
 - (a) Age.
3. Educational laws.
 - a. Appropriation bills.
 - (1) Methods of consideration.
 - (a) Considered in each house separately.
 - (b) In case of disagreement to go to conference committee.

- (c) Conference committee report accepted or rejected by either house.
 - (d) Bill, if accepted, goes to Governor; may be vetoed by items or as a whole.
- 4. Certification laws.
 - a. Importance of laws governing qualifications of teachers.
 - b. Necessity to have well trained teachers.
- 5. Compulsory education laws.
 - a. Difficulty of enforcement due to
 - (1) Indifference of public.
 - (2) Indifference of parents.
 - (3) Isolation of home.
- 6. Labor laws.
 - a. Repeal of minimum wage law for women and minors—see General Laws, Regular Session, 37th Legislature, p. 225.
 - (1) Arguments for and against.
 - b. Child labor laws.
 - (1) Relation to education.
 - (2) Relation to social welfare.
 - (a) Child health.
 - (3) Relation to moral welfare.
 - (a) Right of child to play.
 - (b) Child health.
 - (c) Environment.
 - c. Other labor laws.
 - (1) Hours of labor in contracts by State.
 - (a) Eight-hour day, except in emergency—see General Laws, Regular Session, 37th Legislature, pp. 229-230.

- (2) Factory inspection laws.
 - (a) Police power of State.
 - (3) Employers' liability—see Revised Statutes, State of Texas; also General Laws of 37th Legislature of Texas, Regular Session, p. 212.
7. Property rights.
- a. Married woman's property.
 - (See Art. XIV, Sec. 15, Texas Constitution.)
 - (1) Rights of femme sole.
 - (2) Community property.
 - (3) Separate property.
 - (a) Not subject to tort of husband — (General Laws, 37th Legislature, Regular Session, pp. 251-252).
 - (b) Right of wife to convey separate property under certain conditions. (General Laws, 35th Legislature, Regular Session, p. 436.)

IX. THE RURAL SCHOOL AS A VITAL PROBLEM IN TEXAS.

- A. Buildings and grounds.
 - 1. Problem of heating and ventilation.
 - 2. Lighting.
 - a. Windows.
 - b. Artificial lighting.
 - 3. Adequacy of building.
 - a. Sanitary arrangements.
 - b. Amount of air space to individual.
 - c. Possibility of use for community meetings.

- 4. Equipment.
 - a. Proper desks.
 - b. Charts, maps, blackboard, pictures, etc.
 - c. Maintenance of reasonable library equipment.
- 5. Grounds.
 - a. Beautification.
 - (1) Encouragement of aesthetic ideals.
 - b. Playground equipment.
 - (1) Relatively inexpensive.
 - (2) Encouragement of athletics to teach cooperation.
 - c. Proper sanitary arrangements in case of outdoor closets.

B. The human element—most important.

- 1. Teachers.
 - a. Should be reasonably high standard under State laws with commensurate wages.
- 2. Teachers interested in country life and community service.
- 3. Cooperate with county superintendent.

C. Remedies for present rural school problems.

- 1. Teachers prepared for rural leadership.
 - a. Cultural training.
 - b. Professional.
 - (1) Rural arts course.
 - (a) High school.
 - x. Agriculture.
 - y. Horticulture.
- c. State colleges.
 - (1) Model rural schools.
 - (2) Rural practice schools.
 - (3) County extension work and rural organization.

- (4) Rural arts courses in college classes and through extension.
(See C. I. A. and other college bulletins.)
 - d. Development of county training schools.
- 2. Special aids.
 - a. Lectures on rural subjects.
 - b. Use of school buildings for community meetings.
 - c. Rural teachers' reading circle.
 - (1) Organized recently in some Texas counties.
 - (2) Courses studied.
 - (a) Rural life.
 - (b) Rural education.
 - (c) Rural leadership, etc.
 - d. The traveling library.
 - (1) Use in schools.
 - (2) Use in community.
- D. Development of community interests.
 - 1. General organization.
 - a. Cooperation of country church and school.
 - b. Development of county Y. M. C. A. and Y. W. C. A.
 - 2. Organizations for older persons.
 - a. Grange.
 - b. Farmers' cooperative societies.
 - c. Parent-teacher clubs.
 - d. Improvement associations.
 - e. Community center organizations.
 - 3. Organizations for the young people.
 - a. School organizations.
 - b. Camp-fire Girls.
 - c. Boy Scouts.
 - d. Industrial clubs.
 - (1) Corn clubs.
 - (2) Pig clubs.
 - (3) Canning clubs.

E. National and State activities.

1. U. S. Extension Service.

- a. Lectures.
- b. Bulletins. (See Bulletins, Department of Education and Department of Agriculture.)
- c. Smith-Lever Act, 1914.
- d. Smith-Hughes Act, 1917.
 - (1) Vocational education.
- e. State Library Extension.
- f. Constructive State laws.

2. State supervision—under State Department of Education.

- a. Requirements of building.
 - (1) Minimum equipment.
 - (2) Hygienic water supply.
 - (3) Sanitary toilets.
- b. Course of study.
 - (1) Subjects taught in terms of farm life.
 - (2) Adaptation to needs of community.
- c. Stricter enforcement of compulsory attendance law.

F. The problem of rural school consolidation. (See special outline made by students. Issued by the Extension Department.) "This system contemplates combination of two or more schools to the end that there may be better equipment, more efficient teachers, and in general a better return on the school investment in the shape of better trained citizens."

1. Objection to consolidation.

- a. Sparsity of population.
- b. Increased expenditure.

- c. Lack of adequate laws enabling consolidation.
 - d. Difficulty of transportation due to bad roads, expense and problem of securing good drivers.
 - e. Lack of interest on part of some of leaders in community.
2. Arguments for consolidation.
- a. Greater value for money invested.
 - b. Competent teachers can be secured for longer tenure of office.
 - c. Better buildings and more adequate equipment.
 - d. Larger enrollment and better attendance.
 - e. Proper grading and classification of students.
 - f. High school training possible in country districts.
 - g. Encourages building of good roads.
 - h. School becomes social as well as educational center.
 - (1) Provides auditorium for meeting place of clubs and community organizations.
 - (2) Breaks down isolation and creates spirit of cooperation.
 - (3) Raises standards of community.
 - (4) Adds to attractions of country life.
 - (5) Gives sense of social solidarity.
 - (6) Stabilizes interests of community by increasing community pride.

X. SOME FUTURE LEGISLATIVE PROBLEMS.

(In addition to question of revision of Constitution.)

- A. Redistricting laws.
- B. Stricter marriage and divorce laws.
- C. Labor laws.
 - 1. Shall Texas have Industrial Relations Court?
 - 2. Shall child labor law be strengthened?
- D. Public utility laws.
- E. Consideration of laws on citizenship.
 - 1. Americanization.
- F. Educational appropriations.
- G. Tax laws.
- H. Headlight laws.

Note: Outlines on labor question, rural education, the three "D's," child labor, recreation, rural school consolidation, etc., may be secured on application to the Extension Department. Other outlines dealing with subjects suggested in this general outline are in course of preparation.

REFERENCES ESPECIALLY HELPFUL FOR GENERAL CIVIC PROBLEMS.

BOOKS AND PUBLISHERS.

1. Beard, "American Government and Politics," Macmillan Company, New York.
2. Beard, "Woman's Work in Municipalities," Macmillan Company, New York.
3. Bennet, "Women and Work," Appleton Company, New York.
4. Bennet, "American Women in Civic Work," Dodd, Mead & Co., New York.
5. Bryce, "American Commonwealth," two volumes, Macmillan Company, New York.
6. Forman, "Advanced Critics," The Century Company, New York.

7. Haworth, P. L., "America in Ferment," Bobbs-Merrill Co., Indianapolis.
8. Haskin, F. J., "The American Government," J. B. Lippincott Co., Philadelphia.
9. Hecker, "A Short History of Women's Rights," G. P. Putnam's Sons, New York.
10. Hornbeck, "Contemporary Politics in the Far East," D. Appleton Company, New York.
11. Magruder, F. A., "American Government in 1921," Allyn & Bacon, New York.
12. Moore, Harry, "The Youth and the Nations," Macmillan Company, New York.
13. Pennybacker, "New History of Texas for Schools," Mrs. Percy V. Pennybacker, Palestine, Texas.
14. Robinson, "Preparing Women for Citizenship," Macmillan Company, New York.
15. Triplett, H. F., and Hauslein, F. A., "Civics, Texas and Federal," Rein & Sons, Houston, Texas.
16. Turkington, Grace, "My Country," Ginn & Company, New York.
17. For recent State documents, address Secretary of State, Austin, Texas.
18. The Government Printing Office prints pamphlets on a large range of subjects, such as finance, education, labor, American history, and political economy. These pamphlets are sometimes sent free on request, but generally a nominal charge is made. For further information, address Superintendent of Documents, Government Printing Office, Washington, D. C.

REFERENCES ESPECIALLY GOOD FOR PARTICULAR SUBJECTS.

1. In "Literary Digest," beginning October, 1921, "Citizenship Series," New York City.
2. "Constitution of a Community Association," Community Circular No. 1, Department of Interior, Washington, D. C.

MAGAZINES.

1. "The Woman Citizen," New York City.
2. "Current Events," Springfield, Mass.

SPECIAL REFERENCES ON RURAL PROBLEMS.

- Carney, "Country Life and the Country School," Row Peterson & Co., Chicago, Ill.
- Cubberley, "Rural Life and Education."
- Cubberley, "Improvements of the Rural School," Houghton-Mifflin Company.
- Curtis, "Education Through Play," Macmillan Company, New York.
- Curtis, "Playgrounds and Recreation for the Open Country," Ginn & Co.
- Eggleston and Bruere, "The Rural Teacher and His Work," Harper & Bros., New York.
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- Foght, "The Rural Teacher and His Work," Macmillan Company, New York.
- Kern, "Among Country Schools," Ginn & Co.
- Kerschensteiner, "Education for Citizenship," Rand, McNally & Co., Chicago and New York.
- Kirkpatrick, "The Rural School Within," J. B. Lippincott Company, Philadelphia.
- Lewis, "Democracy's High School," Houghton-Mifflin Company.
- Perry, "Wider Use of the School Plant," Charities Publishing Company, New York.

“AMERICANIZATION”

BY

**AUTREY WILEY
VIRGINIA ROOP
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“AMERICANIZATION.”

I. What “Americanization” is.

- A. “Americanization is the uniting of the new American with the native born American in a fuller understanding and appreciation to secure by means of self-government the highest welfare of all.” (Survey, Vol. 40, p. 431.)
 - 1. People incapable of such understanding and appreciation have no claim to American citizenship.
- B. Americanization advocated the rights claimed in our political constitution balanced by corresponding duties.
- C. Americanization implies a common language and loyalty for Americans.

II. The necessity for Americanization.

- A. Americanization creates a better understanding between the American and the alien.
- B. Americanization creates sympathy for American traditions and ideals.
- C. Americanization eliminates dissention in industry.
- D. Americanization creates harmony in the support of the government.

III. The problem of Americanization.

A. Naturalization.

- 1. Elimination of undesirable aliens.
 - a. Illiterates.
 - b. Paupers.
 - c. Criminals.
 - d. Anarchists.
 - e. Revolutionists.
- 2. Preparation for citizenship.
 - a. Length of time required for naturalization.

- b. Education in elements of government and citizenship.

B. Assimilation.

- 1. Bringing the foreign born and native born together so that each can receive the best that each has to offer.
- 2. Raising of immigrants to American economic, social, and moral standards of life.
 - a. Educating the immigrant.
 - (1) Teaching the English language.
 - (2) Teaching American history and ideals.
 - b. Creating employment bureaus for native as well as foreign born.

IV. The forces of Americanization.

- A. The school is of great importance in the process of Americanization.
 - 1. It throws the children of different nationalities into mutual friendship.
 - 2. It teaches the English language.
 - 3. It tends to break up hostilities between nationalities.
 - 4. It teaches American traditions.
 - 5. It Americanizes the thoughts of the immigrant.
- B. Community organization is an important force of Americanization.
 - 1. It teaches the immigrant self-government.
 - 2. It gives a sense of public as well as private interest.
 - 3. It throws different nationalities into united groups.
 - 4. It breaks up hostilities between nationalities.
- C. The physical environment is a force of Americanization.
 - 1. It destroys the alien's old habits and customs.

2. It shows him the American system of government and the American way of living.
 - D. The church is a force of Americanization.
 1. It molds the morals of the immigrants.
 2. It acts as a coordinating force.
 3. It obliterates slum conditions, thus raising the alien's standard of life.
 4. It makes it possible for Americanization forces to affect him permanently.
 - E. Self-government is a force of Americanization.
 1. It spurs the aliens on to learn how to express their will more intelligently.
 2. It tells them that they are a part of society.
 3. It means the further adoption of American life.
- V. Efforts at Americanization.
- A. Public efforts.
 1. Personal treatment given by officers at Ellis Island.
 2. Division of Information, Bureau of Immigration, and U. S. Department of Labor, distribute new immigrants to farm and country districts.
 3. Bureau of Naturalization keeps in touch with future citizens.
 4. Well qualified women teachers go to the homes of the immigrant women to visit them; and to teach English, domestic science, sewing and sanitation.
 5. The city, through municipal consciousness, provides helpful and constructive leadership to its immigrants.
 6. Public libraries have done great work in helping immigrants acquire citizenship.
 - a. A Carnegie library is the heart of the immigrant population in Homestead, Pa.

b. The public library of Portland, Ore., is doing great work in reaching the immigrant population.

7. The public school is a very important factor in unification of our immigrant population.

B. Private efforts.

1. The proper social organization has strong influence among immigrant nationalities.

2. American churches have come to realize the demands upon them of immigrant population.

3. The Y. M. C. A. is one of the most active forces among our foreigners.

4. The Y. W. C. A. carries on its immigrant work through international institutes.

5. The National Americanization Committee of New York City has as its purpose the Americanization of immigrants.

6. American newspapers are using opportunities for serving our American immigrants.

VI. Means of solving the problem.

A. Government.

1. There should be a centralizing Federal agency with the power to direct and coordinate the work of the different agencies engaged in Americanization.

2. A standard course in citizenship should be planned so as to permit such variations as are necessary to fit it to the needs of different communities.

3. Special instruction should be provided in normal schools, colleges and universities to fit teachers for work in Americanization.

4. Adequate financial appropriations for a thoroughgoing campaign in Americanization should be made by Congress and the Legislatures of different States.

5. A test more searching than the mere answering of a few questions which may be learned by rote should be applied.
 - a. The alien should prove that he has become American in spirit before he is allowed to become a citizen.
 - b. The alien should show he knows the meaning of liberty and has not abused it.

B. Industry.

1. Every industry should employ a person to develop the interest of the foreign-speaking employes.
2. Through the labor union the foreigner should receive organized instruction in Americanism.
3. Every employe should be compelled to read and write if he cannot.
4. The industrial leaders should realize the gain of teaching English.

C. The school.

1. Courses in citizenship should be given by both American and foreign leaders.
2. A special department of education as worked out by Mr. Finch of Rochester should be established.
 - a. To teach prospective Americans to speak, read and write English.
 - b. To give them practical information that will make their lives and property safer.
 - c. To prepare them for patriotic and intelligent citizenship by making them familiar with our laws, customs, and ideals.

D. Libraries.

1. Public libraries should add to their collection of books in foreign languages.

2. Public libraries create a feeling of loyalty in aliens, thus Americanizing them.

E. The press.

1. Magazines should be encouraged to translate articles in good magazines of other countries.
2. Pictures and descriptive material stressing American ideals should be furnished daily papers.

F. Social organization.

1. Cosmopolitan clubs and like organizations in colleges and universities should be fostered.
2. Committees of social organizations should be appointed to meet foreigners as they enter the towns and cities and help them in every way possible.
3. Different forms of recreation should be provided.
 - a. Municipal theaters and Chautauquas.
 - b. Community "sings."
4. The needs and desires of foreigners should be considered.
5. The contribution of the immigrant should not be reduced to mere muscle.

G. The church.

1. The church should get in contact with the aliens and render service to them.
2. The church should be made a center for Americanization activities.

H. The city.

1. The city should hold patriotic receptions for all newly naturalized citizens.
2. The city should interest employers to appoint factory class teachers.
3. The city should awaken the people of the community to the importance of Americanization as a civic necessity.

4. The city should secure an American standard of living in every part of the community.

I. The individual.

1. What every American can do.
 - a. Win his way with the new immigrant neighbors.
 - b. Help the aliens to understand the Americans.
 - c. Help the new Americans to feel at home.
2. What the business man can do.
 - a. Insist upon the employes learning English.
 - b. Stop anti-American propaganda.
3. What the young person can do.
 - a. Treat the alien playmate with American courtesy.
 - b. Help the aliens with the language, and do not laugh at their mistakes.
4. What women can do.
 - a. Be neighborly with alien families.
 - b. Encourage alien women to become citizens.
 - c. Help alien women in industry.
5. What the teacher can do.
 - a. Insist that Americanization shall be defined as instilling American ideals.
 - b. Help the pupils to understand that there are three problems of Americanization.
 - (1) Illiteracy.
 - (2) Teaching of English to non-English-speaking people.
 - (3) Teaching American ideals to everyone.
6. What the immigrant can do for himself.
 - a. Learn English.
 - b. Find out all he can about America.

- c. Respect and obey the law.
- d. Take out naturalization papers.
- e. Refrain from judging the nation by the acts of a few.

"The flag is what you believe it to be. The Stars and Stripes are your dreams and your labor. You are the makers of the flag, and it is well that you glory in the making."—"Americanization" by Talbot.

SUGGESTED READINGS

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"An Immigrant's Program of Americanization."

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"Your Government of the United States Making New Americans."

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"The Tide of Immigration," by Frank Julian Warne.

Published by D. Appleton & Co., New York.

"Americanization," by Royal Dixon.

Published by the Macmillan Company, New York.

"An Americanization Factory," by Gregory Mason.

Outlook, February, 1916.

Outlook Company, New York.

"Americanization," by Winthrop Talbot.

Published by the H. H. Wilson Company, New York.

Note: The following readings are especially helpful:

"Americanization," by Winthrop Talbot.

"An Americanization Factory," by Gregory Mason. Outlook, February 23, 1916.