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MANUAL FOR TEACHERS



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THE STATE DEPARTMENT OF EDUCATION
AMERICANIZATION DIVISION

AMERICANIZATION BULLETIN

No. 2

Manual for Teachers

PREPARED UNDER THE DIRECTION OF
THE DIVISION OF AMERICANIZATION
STATE OF OHIO

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TABLE OF CONTENTS

	PAGE
Introduction	5
The Direct Method.....	5
Psychological Principles of the Process.....	6
Grading and Grouping of Pupils.....	8
The Beginner's Grade.....	9
Grading of Pupils.....	9
Aims	9
Content	10
The Program	10
Specific Methods with Illiterates.....	29
The Intermediate Grade.....	31
Grading of Pupils.....	31
Aims.....	31
Content	32
The Program	34
Special Projects	43
The Advanced Grade.....	45
Grading of Pupils.....	45
Aims	45
General Curriculum	46
Suggestions for Supplementary Reading.....	50
Classes for Women.....	52
Organization	53
Difficulties of Grading.....	54
Content	55
Special Classes for Children.....	57
Aims	58
Method	59
Content	60
Observation of Classes.....	64
Basis for Judging a Text Book.....	66
Bibliography	68

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THE STATE DIVISION OF AMERICANIZATION.

TEACHING ENGLISH TO IMMIGRANTS

INTRODUCTION

Various methods of teaching English to our foreign-born have been developed through the experience of very able teachers. Their experiments have contributed greatly to the problems of language teaching. In addition to the purely pedagogical material contributed by these successful teachers, they have shown us the true qualifications of a good Americanization teacher.

The teacher of immigrants has a greater task than simply the teaching of a new language. He must also interpret to them the real America they have never known. In order to accomplish this aim the teacher must acquire a knowledge of the people who come to America. Little can be done until there has been established a basis of confidence and understanding both of which come through knowledge. When the teacher once knows the difficulties, the prejudices and the customs of the members of his class, it is not a difficult task to be sympathetic, to be genuinely interested in the individual's welfare, to be broad-minded, patient and conscientious. This understanding united with enthusiasm, a spirit of service and deep love of America form the foundation of the teacher's preparation in this task of interpretation. The personality of the teacher is no small factor in the progress of Americanization.

Furthermore, this personality must be substantiated by sound principles of teaching, together with a knowledge of the special methods involved in teaching a language. The teacher must realize that he is working with adults, not children, that their interests, needs and capabilities differ widely from those of children. The teaching of a language efficiently is a highly specialized piece of work and since the immigrant's need for English is so immediate, the teacher must satisfy this need with as little waste of time and effort as possible.

The ultimate aim of all Americanization work is to make better American citizens and this end the teacher must constantly bear in mind. English is only the means to the end, but it is extremely important if we desire to assimilate the immigrants who come to us. They want to know the English language, the customs of the United States, and they want to take part in American life. Our duty as teachers then will be to instruct them how to speak, read and write English as the fundamental step in becoming American citizens.

THE DIRECT METHOD

Many methods and devices for teaching a language have been tried and experimented with. Each method has contributed some

good suggestions for the solution of the problems of language teaching. We have said that the immigrant's needs are immediate and therefore we must adopt some expedient method to give him a speaking knowledge of English. The immigrant wishes to carry on a conversation concerning his daily needs and he wants to know primarily how to speak English. This result can be attained most efficiently by the use of the **Direct Method**. This method positively forbids the use of a foreign language in the classroom as a medium of developing a lesson, but rather associates objects and actions with the English symbols immediately, without the interpretation or translation of the English words into any other language.

The Direct Method itself has been developed and interpreted in various ways, but of all those who have contributed most to the development of this method François Gouin stands foremost in that he has given us the fundamental principles of the language learning process. Due to his difficulties in acquiring the German language he was determined to find the most expedient method of learning a language. Through his observations of how a child acquires a language, he finally discovered the method, which may readily be adapted to any language. He discovered that **real facts and not abstract words** make an impression. Secondly, he found that the child sets each of his perceptions in order and organizes all facts in relation to **succession of time or means to an end**. Furthermore and probably most important of all, since most teachers are satisfied with incomplete statements if the pupil only understands, Gouin learned that the child, in going from one fact to another, **proceeds from one sentence to another** and not from one word to another. Interpreting these three principles in the light of his own experience he realized that the **ear** and not the eye is the receptive organ of language, that a larger unit than the isolated word must be the basis for speaking, and that the **"verb is the soul of the sentence."** In the course of his analysis he found that the language material itself could best be organized in a series of themes concerning The Man, The Quadraped, The Bird, The Reptile, The Insect, The Plant and The Elements. As these series were constructed it was discovered that language is composed of three kinds of words, **objective** words, or those which symbolize objects or actions, **subjective** words, or those which express emotions, impressions and opinions, and lastly **figurative** words, or those which combine both objective and subjective language to express abstract ideas.

PSYCHOLOGICAL PRINCIPLES OF THE PROCESS

Language learning is based largely on **memory** and therefore the laws which govern memory will play an important part in the teacher's procedure. The first and most important of these laws is

the permanency of the **first impression**. This bears directly on the teacher's presentation of any lesson. There must be no confusion of ideas. This confusion will not occur if the teacher has a well-planned lesson and develops it systematically, being sure always that every pupil understands every sentence.

When the first impression has been made, the next law to be mindful of is that of **repetition**. The words and sentences developed by the teacher, once they are understood must become a part of the pupil's vocabulary if he expects to speak English. This can be accomplished only through constant repetition in the form of **DRILL, DRILL, DRILL**. Furthermore, the teacher must realize that pupils who come to evening school are tired after a day's work and their powers of acquisition are greatly diminished by their fatigue. Consequently there is greater need for **drill**. Many of the pupils are of the age when habits of learning are pretty well fixed and they are experiencing a method different from the one to which they have been accustomed. Therefore the new experience must be repeated many times.

A much discussed problem in connection with teaching has been the question of **Interest**. In the case of adult immigrants the fact has been proved that the teacher will have very little difficulty maintaining the interest of the pupils, provided the lesson material is properly selected with regard to the things the pupils wish to know about themselves and their families. Discarded textbooks written primarily for children will not hold an adult's interest. These men and women want to learn things that will be useful to them in every-day life. To be sure, such lessons as the adult needs are not usually found in the textbooks and considerable preparation on the part of the teacher is required, but nevertheless this preparation is absolutely essential in maintaining the interest of the class. Interest will be aroused also by utilizing what the immigrant knows and loves. He has a host of experiences and associations from which to draw material. This is especially true as soon as he has learned enough English to express himself, even though incorrectly.

The class activity has much to do with the success of the class work. So often the pupils have so little share in the whole process that they are members of an audience rather than members of a classroom. Gradually the teacher should withdraw more and more into the background and encourage activity on the part of the pupils. Frequently the teacher does too much talking and explaining without any response from the class. When classes are large it is difficult to get sufficient individual response and the teacher does have to resort to more concert work in order to keep every pupil actively attentive.

Attention may be held by the use of many simple devices such as

good arrangement of schedule and an occasional change in the routine. From the point of view of presentation the lesson should never become monotonous. If the teacher brings in interesting and pertinent objects and pictures, the lesson will immediately become more realistic and a much deeper impression will be made. An intermission is very important, for the pupil is doing very intensive work and a short period of relaxation is necessary if the best work is to be expected. Attention will be held also, if the pupil feels each evening that he has accomplished something which is of value to him.

Many conditions present themselves which will greatly hinder the progress of the teacher's work, conditions which frequently can be adjusted by the alert and resourceful teacher. The efficiency of the teaching process is greatly hampered by poor physical conditions, such as, poor light, uncomfortable seats, insufficient and poorly placed blackboards and bad ventilation. Sometimes inattention comes from uninteresting work, lack of enthusiasm of the teacher, or a poor system of grading.

GRADING AND GROUPING OF PUPILS

Much of the success of adult classes depends on the system of grading employed. If proper classification is not made at the very beginning a decided falling off in attendance can be expected. Sometimes pupils are placed in a grade that is too difficult and on the other hand they may be placed in a grade that is too easy. Both situations are unfortunate and will present serious problems for the teacher. These dangers, however, may be avoided if the principal of the school will secure information from the pupils to determine their ability to speak, read and write English before sending them to their respective classes. Above all the program of grouping should be flexible enough to allow for rearrangement and promotion when necessary. Many pupils learn more quickly than others, due to their previous education in Europe and by all means they should be promoted as soon as they have the ability to acquire the work of a higher grade.

Most effective teaching may be done when pupils are classified according to their English speaking ability and for this purpose there should be three distinct grades:

Beginner's
Intermediate
Advanced

THE BEGINNER'S GRADE

Grading

In this grade it is necessary to consider to a certain degree the previous education of pupils, for we are confronted with pupils who have been well educated in Europe, with those who have gone to school from two to six years and those who cannot read or write in any language. As far as English is concerned, all of those pupils need a basic vocabulary, such as that taught in the Beginner's grade and they should start in this grade, but with ample provision made for promotion when necessary. Thus the following groups of pupils will be found in the Beginner's grade:

1. Literates who speak, read and write no English.
2. Literates who speak a little, but do not read or write English.
3. Literates who speak, read and write scarcely any English.
4. Illiterates who speak no English.

The illiterate pupil presents a special problem in any classroom, since it is impossible for him to learn to read and write as quickly as the literate pupil. Whenever it is possible separate classes should be maintained for illiterates. When this cannot be done, special work in reading and writing must be provided.

Aims

The greatest needs of the immigrant, who has recently arrived in America, are those of understanding the people with whom he comes in contact and of making his wants known. Therefore, the most important task for the teacher in this grade is to teach the members of the class how to **speak** English. Teach them the common everyday expressions of daily life, so that the English they learn in school may be of use to them immediately. The immigrant not only needs to speak the language himself, but he must be able to understand when others speak to him. In other words, the teacher must help the pupil train his ear to recognize English sounds. If our immigrants could hear only the correct pronunciation of English words at their work and on the street, the teacher would have little difficulty developing lessons, but this ideal situation does not exist and the teacher must constantly assist the pupils in forming correct habits of pronunciation. In addition to knowing how to speak English, the immigrant wants to know how to **read** and **write** the words he has learned to speak. This part of the program is going to lay the foundation for much of the student's future work in English and must be considered by the teacher as secondary only to the speaking of English.

Content

To accomplish these aims a series of lessons must be constructed and developed that suit the needs of the class. Many of the lessons needed in a classroom cannot be found in any text-book and the teacher is often confronted with the task of constructing his own lessons. He very properly asks himself, "In what subjects is the immigrant most interested"? Upon analysis he finds his students need to know the language which will help them to express themselves on the following subject matter:

1. The School..... Going to school, the room, the furnishings, schoolroom activities.
2. The Home..... The family, the house, furniture, food, clothing, household activities, sanitation, care of children.
3. Work Occupation, the employer, looking for a job, accidents, safety first, the time clock, pay day.
4. Travel Modes of travel, buying tickets, depots, signs, inquiring information, transfers, baggage, telegrams.
5. Business Interests Money, buying and selling, banking, insurance, paying bills.
6. Social Interests..... Recreations for different seasons, theatres, holidays, Sunday afternoon, value of physical exercise and fresh air.
7. Civic Interests..... Importance of local community, patriotic stories, the flag, naturalization and attendant local conditions, good citizenship.

The Program

A very definite time schedule is a necessary part of every teacher's equipment if he is to develop all the phases of each lesson and complete the course of study outlined for the Beginner's Grade. Most classes are conducted for a period of two hours. Frequently divisions arise in the class making it necessary to have a divided program.

Program for a two-hour period

Introductory conversation (informal).....	10	minutes
Oral Review	10	"
Oral Development	30	"
Phonics	5	"
Intermission	5	"
Reading	20	"
Writing	15	"
Spelling	10	"
Language Drill	10	"
Closing	5	"

A lesson can be most completely developed in a two-hour period. If, however, the class period is only 90 minutes, or 60 minutes, the teacher will need to shorten each division of time in the schedule according to the total number of minutes at his disposal.

Frequently a teacher may have two grades or two divisions of one grade and again a variation must be made in the schedule. This must be left largely to the teacher's judgment, for the situation in every classroom varies and the problem can be solved only by the individual teacher.

THE INFORMAL CONVERSATION PERIOD

The character of much of the work in the Beginner's Grade must necessarily be formal in nature, since the members of the class have so limited an English vocabulary with which to express themselves. As soon as possible the teacher should aim to introduce a measure of informality and gradually increase this in the teaching process. This informality may best be introduced by setting aside in the regular schedule a definite period at the beginning of the evening when the teacher will aim to become acquainted with the everyday life of the men and women. Such a period gives them an opportunity to make use of the English they have learned and especially to use idiomatic English.

There are many subjects and expressions around which it would be difficult to develop a complete theme, but, nevertheless, these subjects furnish admirable material for a brief conversational period. The first ten minutes of the program should be devoted to an informal discussion of the following subjects:

Subjects for Informal Conversation

- Greetings.
- How to introduce people.
- Facts of identification.
- Weather and seasons.
- Days of the week.
- Months of the year.
- Holidays.

Telling time.
 How to spend Sunday.
 Information about streets, public buildings, trains.
 The man's work.
 Familiar signs.
 Well-known sayings and quotations.

Every day the immigrant is confronted with a number of printed signs in the street car, on the street, in the factory, in the stores, in the theatres and in the depots. When he does not understand the meaning of these signs so familiar to us, he often finds himself in very embarrassing situations. The development of the meaning of such signs provides excellent material for informal discussion.

List of Familiar Signs

Stop! Look! Listen!	Wait Until the Elevator Stops.
No Admittance.	Wait Until the Car Stops.
Private.	Pay As You Enter.
Keep Out.	Keep to the Right.
No Tresspassing.	Keep This Aisle Clear.
Keep Off The Grass	Not Responsible for Hats and Coats.
Entrance.	
Exit.	Not Responsible for Goods Left
No Smoking.	Over Thirty Days.
Spitting is Forbidden by Law.	Information Bureau.
Dentist.	Ticket Office.
Doctor.	P P
Office Hours:	U U
9-11 A. M.	L S
6-8 P. M.	L H
Walk In.	Box Office.
Whooping Cough.	Street Closed for Repairs.
Scarlet Fever.	No Road.
Diphtheria.	Safety First.
Small Pox.	Drive Slowly.
Measles.	This Way Out.
Waiting Room.	Silence.
Zone of Quiet.	Help Wanted.
Hands Off.	Rooms for Rent.
Wet Paint.	House for Rent.
For Rubbish.	Danger.

Suggested List of Quotations and Sayings

The only way to have a friend is to be one.
 Honesty is the best policy.

A good name is better than great riches.
 Look before you leap.
 Never find pleasure in another's misfortune.
 Rome was not built in a day.
 Early to bed and early to rise,
 Make a man healthy, wealthy and wise.
 It is never too late to learn.
 Better late than never.
 Kind words never die.
 All things come to him who waits.
 He, who cannot obey, cannot command.
 The United States is a Government of the People, by the People
 and for the People.

ORAL REVIEW

The test of a well taught lesson is the ability of the pupils to reproduce the lesson developed. Since the speaking of English is most important this reproduction in the form of review should be oral. **Repetition** and **Drill** are absolutely necessary in learning a language. Ten minutes should be devoted to oral review. The period seems rather brief, but one very important fact must not be overlooked with regard to review exercises, namely, they must always be pointed and developed in a very enthusiastic manner. When a review lesson is well-planned it may be given in a short period. These exercises should never become monotonous, through lack of variety. By the use of questions and commands and many other devices a very effective review can be developed orally.

ORAL DEVELOPMENT

Knowing that the immigrant needs most to learn how to speak English, the most important part of the whole program concerns itself with the method and manner of attaining this end. There is no doubt with regard to the efficacy of the Direct Method. The teacher is more concerned with the manner of developing a lesson belonging to this method. To be very effective, lessons of the Direct type must be **objectified** and **dramatized** in the Beginner's grade. In fact the method may best be termed the **Direct, Objective, Dramatic Method; direct** because English only is used in the classroom; **objective** because the teacher makes clear the meaning of all words, which stand for objects, by showing the actual object to the class; **dramatic**, because the teacher makes clear the meaning of every sentence by performing the acts which the words symbolize.

The possibilities of this method are very great since the pupil actually experiences the act while learning the language. A deep and lasting impression is made and because of the genuineness of the whole procedure

the lessons are interesting to the class. The method admits of the use of a variety of subjects for lesson material, thus providing certain recreational as well as educational features. Furthermore, by varying the lesson content the same method may be adapted to the teaching of English to adults or children.

THE THEME

The type of lesson most suited for use at least in the early part of the Beginner's grade is that commonly known as the Theme. A theme is a series of sentences having for its general aim the developing of a certain phase of a subject, which is close to the immigrant's daily needs and wants. Many such themes have been written and published, but frequently the teacher finds the necessity of constructing a theme to suit the particular needs of a certain class. A few general principles must be considered in constructing a theme. One definite subject must be selected which will be the title of the theme, such as, "Going to work", "Eating lunch", "Buying a pair of shoes", etc. Then a series of simple sentences is written expressing the actions essential in carrying out the various steps of the experience, selected for language development. The sentences, to be more easily acquired, should be arranged with regard to sequence of time. All themes which describe action can be tested as to sequence of time by substituting "and then" between each sentence. If the sentences are arranged logically there will be no break in thought by such substitution. At first the theme should be short, five or six sentences, and then the number should be increased to fifteen or seventeen sentences as the pupils advance. Words should be chosen which can be easily dramatized and objectified, in order that the meaning of every sentence may be clear. There is very little place for subjective language in the Beginner's grade and when it is introduced it must be done very gradually. Much emphasis must be placed on the **verb** since it is so essential in the formation of a sentence. Language should be selected which we use commonly in everyday life.

Some typical themes, which illustrate the principles for constructing a theme:

Entering the Schoolroom

I walk into the room.
 I take off my hat.
 I say, "Good Evening".
 I walk to my seat.
 I sit down.

In the Schoolroom

You stand.
 You walk to the desk.

You take a book.
 You walk to your seat.
 You sit down.
 You open the book.
 You read the book.
 You close the book.

Getting Ready for Work

The man puts on his coat.
 He puts on his hat.
 He takes his lunch box.
 He says, "Good-bye".
 He opens the door.
 He waves his hand to the children.
 He walks out.

PROCEDURE IN DEVELOPING A THEME ORALLY

The ideal location to present effectively the oral phase of a theme is naturally to be found where the experience actually takes place. For example, if a lesson is to be taught on "Going to the Store", the whole lesson would be more realistic if the class could be taken to a real grocery store where everything necessary is available. Unfortunately this cannot always be arranged and in lieu of this the teacher, by means of the materials necessary to objectify a theme, must create within the schoolroom a situation as nearly like the real experience as possible. The teacher must be equipped with objective material, objects and pictures, with the preference given always to objects.

At all times the attention of the class must be held. To this end all books should be closed and pupils should not be allowed to use pencils or paper during the oral development. Neither should the teacher have any exercises or written work on the blackboard to distract the attention of the pupils.

STEPS IN DRAMATIZATION

1. The teacher must illustrate with objects and dramatize each word in the first sentence of the theme, repeating the actions and words until every member of the class thoroughly understands the meaning. Even though the teacher must repeat a sentence many, many times, each repetition must be given just as carefully and enthusiastically as at first. The teacher will need to study the gestures and actions which will best bring out the meaning of a word and always use the same gestures for the same words. No confusion must arise in the pupil's mind through the careless dramatization of the teacher. It is absolutely essential for

the pupils to understand and the teacher must realize that simply raising the voice in repetition does not aid understanding.

2. After the teacher has repeated the first sentence of the theme two or three times, clearly and distinctly, the class will repeat this sentence in unison at least five times with the teacher dramatizing the sentence at the same time. This concert work is exceedingly important since it gives pupils, who are somewhat self-conscious, the opportunity to repeat the sentence with others until they have sufficient confidence in themselves to give the sentence individually. Too, concert work helps to hold the attention of the class, giving every one an opportunity to take an active part in the lesson.

3. Following concert work, as many pupils as possible should be called on individually in order that the teacher may be sure that they are pronouncing the words correctly. Individual response also discloses phonic difficulties which will need correction and drill in the regular phonic period.

4. Every sentence in the theme should be developed in this manner. If the theme is rather long, it should be divided into sections and each sentence in the section dramatized before passing on to the next section. There must be constant review of the sentences just developed in order that a deeper impression may be made and in order that the sequence of thought may be maintained.

5. The understanding of the class may be tested by:

- (1) Silent dramatization on the part of the teacher with the pupils describing the action.
- (2) Series of commands for the pupils to follow.
- (3) Questions and answers between teacher and pupils. It is important for pupils to question one another also.

6. The last step is the reproduction of the whole theme by volunteer pupils. This is the real test of what the pupils have acquired. As often as possible every pupil should be encouraged to reproduce each theme. Besides, the pupils enjoy the activity of the dramatization. When pupils actively take part in the lesson, the experience becomes more realistic and every opportunity has been given pupils to make the language newly learned a part of their vocabulary.

PHONICS

In accordance with the program described for the Beginner's grade a definite period must be devoted to phonics. In a two-hour program only **five minutes** are used for this phase of English. While phonics are important and should not be omitted, most teachers spend too much time on this subject and over-emphasize its importance.

At this point especially the teacher must realize that he is dealing with adults, whose speech organs have lost much of their flexibility.

There are many sounds in English which do not occur in any other language and adults, who have never been called upon to make these sounds, will probably never be able to make them perfectly. Therefore, it is a waste of time to insist on perfection, if by so doing, any member of the class is made too conspicuous by his mistakes. The teacher should enunciate clearly at all times and present a good example of pronunciation. This period should be **short** because the pupils don't like it. They do not intend to become perfect linguists. Their greatest desire is to be able to express themselves and understand others and they don't care to spend a large portion of every evening trying to duplicate the exact shading of sound demanded by the teacher.

The real aim of phonics is, of course, to correct foreign accent and pronunciation and this correction should be based on the errors made in oral diction. The type of phonics taught to children has for its purpose mainly the recognition of new words. This kind of phonics is constructive and has very little place in the Beginner's grade except with exceptional classes, since it is futile to teach pupils how to recognize and pronounce words which have absolutely no meaning to them. In the beginning the teacher should be concerned with the mistakes which arise in the daily lessons. He should show the class the correct position of the teeth, lips, jaws and tongue to produce the desired sound and then ask the pupils to imitate him as nearly as possible. The teacher should pronounce the word several times and then have the class repeat the word several times in unison and individually.

Certain sounds will be most commonly mispronounced and the teacher will need to drill on them whenever they occur in the lessons. It is not so difficult to place the organs of speech in the correct position when the sound to be corrected appears at the beginning of a word. A greater difficulty arises when the sound occurs in the middle or at the end of the word, since the pupils must adjust the organs of speech more rapidly in that case. For example, it is much harder to say "within" than "this". Furthermore, certain national groups will have phonic difficulties peculiar to their own groups and the teacher may economize on time, if he will study the cause of the difficulty, anticipate in his preparation such mistakes and be prepared to meet them when the occasion arises.

How to correct the most common phonic difficulties

"TH" is undoubtedly the most commonly mispronounced sound, being given usually as "t" or "d". To correct this mistake place the tongue between the teeth before attempting to say the word containing this sound. To get the desired results some exaggeration may be necessary at first. The following words will soon arise in the lessons and should be emphasized when they occur:

the	cloth
this	father
that	mother
thumb	with
them	tooth
thank	mouth
three	both
these	together
those	another
clothes	

“**T**” and “**D**” are frequently interchanged, especially when they occur at the end of a word. Watch for such words as,

put	hand
suit	hold
butter	ride
eat	card
out	bed

Especially among the Slavs, Hungarians and Germans there is a tendency to pronounce “**W**” like “**V**” and vice versa. The correct pronunciation of “**v**” is particularly difficult when the letter appears in the middle of a word, e. g. “invite”. To produce the correct sound of “**v**” you must bite the lower lip with the upper teeth. This sound may be taught when such words as the following arise in the lesson:

vest	invite
very	vegetables

Sometimes “**v**” is pronounced like “**f**”, e. g. “give”, live”, “five” are pronounced as “gif”, “lif”, “fife”.

With the exception of “**th**” there is probably no sound which occurs more often in our daily conversation than “**W**”. The correct sound requires constant drill, even though “**w**” is found in nearly every lesson. Have the pupils say “oo-alk” slowly. Repeat this several times increasing the speed with which it is said until the desired pronunciation of “walk” is secured. Similar drill is necessary for the following words:

window	wave
with	wipe
water	sweep
wash	woodwork
wear	sandwich
we	welcome
wife	work
were	went

Close upon this sound follows that of **“Wh”**. It is secured by placing “h” before the “oo” sound e. g. “hoo-at” for “what”. Other common words containing this sound are:

when	where
who	whistle

“Ng” and **“K”** are frequently interchanged also. “Nothing” is usually pronounced “nothingk” and “thing” is given for “think”. Some groups leave off the “g” entirely, saying **“doin’”** for **“doing”**, **“walkin’”** for **“walking”**.

To correct these mistakes a few remarks as to the nature of the sound will be helpful to the pupils. **“Ng”** is a nasal sound and is produced by allowing the sound to pass through the nose. A prolonged sound is given which is very much like the sound produced when we strike a bell. **“K”** at the end of a word is an abrupt, forceful sound. If the hand is placed close to the mouth when such a word as “sink” is pronounced, the force of the breath is decidedly felt on the hand. Special attention should be paid to the following words:

evening	speaking
fingers	thing
cutting	sink
ring	drink
bring	ink
living-room	think
frying-pan	

The foregoing suggestions are analyzed somewhat in detail since they have to do with the more common phonic difficulties. There are many others, such as, dropping “h” from the beginning of a word, as “ave” for “have”, or else prefixing an “h” where it does not belong, as “hon” for “on”; substituting “p” for “b”; pronouncing “i” like “i” in machine; slighting the last syllable of a word. The teacher must constantly be on the alert to notice these variations from the correct form and give intensive drill at the regular phonic period to make corrections. Above all it must be understood in this period that no words should be introduced, the meaning of which is not already known to the pupils. The series of lessons will furnish ample material and opportunity for drill without introducing extraneous words and phrases that have no bearing on the lesson at hand, or what the pupil already knows and understands.

INTERMISSION

Very intensive work has been required on the part of the pupils thus far in the program and for the succeeding phases of the schedule



an even greater mental intentness will be needed. Therefore at this time a short period of relaxation not over **five minutes** is not only welcomed, but is very necessary if the teacher desires to maintain a high standard of work through the two-hour session. It must be always borne in mind that these adults have been doing manual work during the day, have probably been walking about a great deal and they will find an evening class with no recess rather tiring.

During this intermission the pupils will have the opportunity to walk about the room, visit with their friends in class or ask questions of the teacher. Windows should be opened, especially if ventilation is otherwise poor. Sometimes this period may be given over to singing or some form of physical exercise. Occasionally the teacher can bring some interesting picture or object to class and he can take advantage of this opportunity to have the class examine and converse about the picture or object. There are many devices to make this period of the program interesting, while giving the pupils the necessary time for relaxation.

READING

After immigrants understand and can speak the language centered around a certain subject, they want to know how to read the words they have learned to speak. Reading is second in importance to speaking and is given twenty minutes on the program. To this point all the language which has been acquired has been learned through the ear. Now it is necessary to further intensify the impressions already made by appealing to the eye. Many pupils will say they can remember better if they see the word written. To a certain extent this statement is true and yet the teacher must not neglect the **oral development** which must **always** precede **reading**.

Procedure in teaching Reading

1. The teacher should write the first sentence of the lesson on the blackboard, then read and dramatize each word. This dramatization in connection with the reading is especially necessary in classes of illiterates who speak no English. If the teacher will point to each word as he pronounces it the pupils will clearly understand when one word ends and a new one begins.

2. Then the teacher may call upon the class to read in unison, for this again gives assurance and courage as well as the necessary class activity. After reading in concert, various individuals in the class should be called upon.

This procedure should be followed until all the sentences in the lesson have been read.

3. The most important object in learning to read is to gain thought from the printed page. As the third step the printed lesson

should be given to the pupils and a few minutes should be allowed them to study **silently**. Pupils desire to become acquainted with both the written and printed symbols and it is highly desirable to have a printed copy of each lesson for each member of the class. Sometimes when the teacher is developing an original lesson it is impossible to have on hand a printed or mimeographed copy. In such case the silent reading must be worked into the reading of the lesson from the blackboard.

Toward the middle of the Beginner's grade it will not be necessary for the teacher to write every lesson on the board, since the pupils will know how to recognize the more common words. This will permit the teacher to make even greater use of silent reading.

4. As before, the pupils will read in concert first and then individuals will be called upon to read. This gives the teacher the opportunity to correct mistakes in inflection. Pupils should never be allowed to read just words in a "sing-song" fashion, utterly disregarding proper English phrasing and inflection. Simply a recognition of sounds and words is not sufficient. Pupils must be taught to pause at the end of a sentence or phrase and to raise or lower the voice according to the punctuation mark found at the end of the sentence.

The question naturally arises, "Should the pupil be interrupted to have pronunciation corrected?" He should be allowed to finish reading the sentence or paragraph unless it is impossible for him to pronounce a certain word. In that case the teacher should quietly help him and let him continue. When he has finished, corrections should be made and the whole class may be called upon to repeat the correct word, for undoubtedly others in the class would have made the same mistake if the same sentence had fallen to their lot. The pupil must never be made to feel so conscious of his mistakes that he will be reluctant to speak or read for fear of incurring too severe criticism.

5. **Review** and **drill** are as important in reading as in oral development, but a variety of devices must be used to be sure that the pupil is really doing thought-reading and has not simply memorized the sentences. The understanding of what has been read may be tested by **questions, silent dramatization** and **commands**.

WRITING

The third essential step in language acquisition is writing. Most pupils feel that they cannot learn a language unless they spend considerable time writing. Learning how to write English is important in a well-rounded program, but since the average person attending night school does not make as much use of **writing** as **speaking** or **reading**, a shorter period will be devoted to it in the program of the evening.

From the beginning the instructor must realize that simply copying lessons from the text-book or blackboard with no definite purpose in

view does not require sufficient thought on the part of the pupil to teach him how to write in English. At first it is necessary to have the pupils copy some sentences based on the theme, so that they may become familiar with a number of common English words and expressions. In connection with this copying, however, elliptical sentences should be introduced as soon as possible and gradually take the place of all copying. Allowing pupils to fill in blanks in such sentences furnishes also an opportunity to test out spelling words and various language forms. The teacher must constantly be working toward original expression especially in the form of letter-writing, for that is the most practical kind of writing of which our pupils will need to make use. To this end written exercises must be developed in a logical order. The lesson which has been developed orally should be the basis for constructing written exercises.

Steps Leading to Original Composition

1. The simplest kind of written work, which at the same time requires thought on the part of the pupil, is the **elliptical sentence**. Certain sentences may be selected from the lesson, omitting certain words which the teacher desires to have the pupils know how to spell and the pupils will fill in the blank spaces with the proper word.

2. The next more difficult step is **completing sentences**, only parts of which have been written on the black-board.

3. So many text-books have a **series of questions** at the end of each lesson and the pupils want to know how to answer them in writing. While the pupil does have to construct a complete sentence, nevertheless a number of words are suggested in the questions which will need to be used in the replies. Sometimes it is difficult to make the pupil understand that you want only the answer written. At first he will want to copy just the question.

Write the first question on the board.

Ask for the answer to be given orally.

Write the answer on the board.

Have pupils read the question and answer.

Erase the question and show that you want only the answer.

Erase the answer and place the original question on the board again.

4. While **dictation** does not require original thought, it is necessary for the pupil to think quickly and recall the spelling of a great number of words. This kind of exercise is valuable in training the pupil to write and spell the commonest words correctly by repetition. When the habit has been formed, much more progress can be made in the way of original work.

5. The last step before letter-writing is to **construct a complete sentence** around a single word or expression. Here again the

written exercise may be carried on in connection with the spelling lesson and the teacher may direct the pupils to write an original sentence using certain words that have been written on the blackboard. This is a real test of the pupil's ability to think in English, if he can construct a correct English sentence applying the word aptly.

6. **Letter-writing** is the type of writing which the average person today uses most commonly. The approach to letter-writing is sometimes difficult, for it is hard for pupils to compose a series of original sentences. They can be assisted greatly if the teacher will place the heading on the board and then ask volunteers in the class to contribute sentences. Thus a "community" letter is constructed which will furnish a model for the pupils. They want to know how to write an **excuse** for **absence** from school and **friendly letters**, a simple **business letter**, especially for **ordering goods** and **asking information**. The best results will be obtained when these pupils are assisted in writing real letters to people they know will receive the letters. If possible, it is a good plan to leave a letter on the board several days for the pupils to study and copy in case they come to school a little early. By changing the type of letter every few days, they will become acquainted with the various letter forms and be able to make use of them when the occasion arises.

SPELLING

Closely allied with written exercises comes the question of spelling. Pupils want and need to know how to spell before any original writing can be done. The first problem which confronts the teacher is, "**What type of word should be chosen**"? Words should be selected which the pupil will need to know how to write. Thus, not the most difficult words in the lesson will be emphasized, but rather the most common words. Frequently much time is wasted repeating words that the pupils already know. To avoid this situation drill may be spent on words which were misspelled in the written exercises.

The words to be studied should be placed on the blackboard. Pupils should spell them orally in concert and individually. To test the certainty of the pupil's knowledge of spelling, after the oral spelling, the teacher may erase the word or cover it with a card and call on individuals to spell. Written test of spelling may be made in all the exercises suggested to develop original written work. This is especially true, however, in elliptical sentences and dictation exercises.

Being able to call off the letters which compose a word is only one phase of a real spelling lesson. It is equally important, if not more so, to know how to apply the word correctly in a sentence. Pupils must always be given the opportunity to give a sentence using the word, whether the sentence be original or whether it be one which has occurred in a previous lesson. It is only through **application** that

the full meaning of a word will be developed and the word made part of the pupil's vocabulary.

LANGUAGE DRILL

Many of the idioms and peculiarities of English grammar cannot be taught simply by developing each lesson orally and with the reading and writing of those lessons. A definite period in the program must be devoted to language drill. Certain expressions and phases of grammar present special difficulties and they must be given extra drill and repetition. Furthermore, language drill intensifies the language already learned and increases the pupil's chances of retaining the lessons already taught.

Language forms should not be taught from the viewpoint of a lesson in grammar, for it is useless to explain to pupils, for example, what is meant by the terms "personal", "demonstrative", "interrogative" and "relative" when applied to pronouns. It is much more valuable to construct a number of sentences, which may be repeated and repeated by the pupils to develop the meaning and practical application of such grammatical forms. We learn to use correct forms, not simply by being told that one form is correct and the other incorrect, but rather by being given the opportunity to repeatedly use a form correctly until the habit is formed.

Certain language forms should be well understood by the end of the Beginner's grade. The source of these forms should be taken directly from the lesson at hand. In the course of any good series of lessons ample opportunity will be given to select the grammatical points requiring drill. It is not necessary and it is not practical to bring in forms which have not been suggested in the lesson of the evening or in those previously developed.

Language forms to be taught.

1. **English word order** in simple sentences. Word order in every language differs widely. Many of the pupils in night classes are used to putting adverbs of time before adverbs of place, regardless of the thought of the sentence and in speaking English they will transfer this rule from their own language to ours, e. g. "I go tomorrow down town buy a coat". Special drill must be arranged to meet this difficulty and others connected with the correct order of words.

2. **Capitalization.** All languages do not have the same rules for the use of capital letters that we have in English. It is not necessary for the teacher to give all the rules for capitalization, but the pupils should know that the **first word in a sentence** is begun with a capital letter and the **names of people** and **places** commence with capitals.

3. **Punctuation.** Four forms of punctuation present themselves almost immediately and recur constantly, the **period**, the **question**

mark, the **comma** and **quotation marks**. In all written work the teacher must insist on the correct use of these forms.

4. **Singular and plural nouns.** When singular and plural forms arise in the lesson, they should be drilled upon, especially the common irregular nouns, such as:

child	children
man	men
woman	women
knife	knives
foot	feet, etc.

5. **Personal Pronouns.** Not every theme is suited to dramatization in the first person singular, for we are not constantly talking about "I" in our daily conversation. At first we develop lessons using "I" because it is easier for the pupils to get the concept, but almost immediately we must introduce "you" or we shall create a false impression in the pupil's mind. Then follows the development of the theme in the third person singular and so on through all the personal pronouns. In an average class "He" or "She" would not be introduced before the seventh or eighth lesson.

6. **Agreement of verb forms with subject.** In connection with the introduction of singular and plural nouns and the various personal pronouns the problem of verb agreement arises. The change in the verb form which occurs with a third person singular subject is the most difficult. If the lesson is first developed with "I" as subject and then with "he" or "the man," the change in form will be definitely emphasized. Then for language drill and review, previously developed themes may be recast using a third person singular subject.

7. **A, an, the.** The greatest tendency with the definite and indefinite articles is to omit them entirely in conversation and writing. The teacher must be on the alert for this and insist upon their use.

8. **Demonstrative Pronouns.** Great caution must be exercised by the teacher in introducing "this and that", "these and those". The class must clearly understand that "this" refers to something close to the speaker, while "that" refers to something at a distance and the teacher in questioning the class must not permit the careless interchange of these words. By so doing he only creates confusion as to their real meaning, a situation we are constantly trying to avoid.

9. **Interrogative Pronouns.** The importance of this language form is proven by the absolute need of questions and their common use in daily conversation. It is not enough for the teacher to ask questions. The pupils need to know how to ask for all sorts of information and this practice may be secured by having them ask one another questions.

10. **Present and past tenses, progressive forms.** It is not difficult to dramatize a theme in the simple present tense, but in real life we use the past tense and the progressive forms of both these tenses equally as much as the simple present form. The past tense may be developed in this way:

“What day is today”?
 “Today is Tuesday”.
 “I come to school on Tuesday”.

“What day was yesterday”?
 “Yesterday was Monday”.
 “Yesterday I came to school”.

Then the entire theme may be developed and read in the past tense. For drill former themes may be recast also.

The progressive form may be demonstrated by taking a piece of chalk and writing a word on the board. As the teacher **completes** the action he may say,

“I write on the board”.

Then **during the process** of writing several more words on the board he may say,

“Now I am writing on the board”.

He may perform several actions suggested in the theme and ask the class, “What am I doing now”? always demanding in reply the complete answer, “You are walking, etc”.

11. **Contractions.** In every day conversation contractions are commonly used. We rarely ever use the complete forms, “I do not” or “I can not” for example, unless we wish to place special emphasis on the negative idea. Whenever conversation enters into the lesson there is usually an opportunity to make use of contractions. They are important because the immigrant wants to understand those with whom he comes in contact and he wants to speak as they do.

12. **Abbreviations.** Certain abbreviations that are used most commonly should be taught in evening classes, so that pupils will not be confused when they happen to encounter them in their daily life.

Mr.	Ave.	A. M.	&
Mrs.	St.	P. M.	Co.
Dr.	Rd.	etc.	Bldg.

Days of the week
 Months of the year
 States of the United States

VARIATION IN THE ABOVE PROGRAM

Some lessons will arise which will make it necessary to deviate from the above schedule as far as arrangement is concerned. It may seem more appropriate and effective to sometimes have the language drill immediately follow the oral development or to have the spelling lesson precede the written exercise. Such a change in routine is often welcomed by the students and frequently increases the effectiveness of the teaching, but in making these changes the teacher must be always guided by the fundamental principles of the method and never destroy the sequence of **oral development, reading and writing**. This is the logical order for these three subjects and, however much the minor subjects may be rearranged, a new lesson should **never** be introduced or taught in a manner which will violate this sequence.

CLOSING

The last five minutes of every evening should be devoted to work of an entirely different nature from that previously developed. As it was important at the beginning of the evening for the teacher to get the class into the proper frame of mind for the evening's work, so it is important for him to close the class work with an exercise in which every pupil will take part. It is psychologically important to send pupils home in a happy frame of mind. This situation can best be procured by **singing patriotic, popular and well-known songs**.

It is best to select songs at first which have considerable repetition, for they are so much more readily learned. Always the teacher must enter into the spirit of the song and lead the class in such a way that the singing will be a real pleasure.

The following are a few songs that are popular in evening classes:

Good Night, Ladies
 My Bonnie Lies Over the Ocean
 Old Black Joe
 The Battle Hymn of the Republic
 America
 America, the Beautiful

The foregoing discussion has to do largely with the group of beginners who speak, read and write no English. Referring to the classification made under grading in the Beginner's class there are found to be two other groups, namely, literates who speak a little, but do not read or write English, and literates who speak, read and write scarcely any English. The above program should be applied in nearly every aspect of teaching these two groups, but slight variations in procedure will economize greatly on time.

In **group 2** the pupils know how to speak a little English and they understand a number of words. The oral development should therefore take on an informal character as soon as possible and the pupils should be encouraged to use their own vocabulary. The teacher must avoid two danger points:

(1) He must not waste time dramatizing words the pupils already know.

(2) He must not talk too much himself.

With the exception of this variation in the oral development all the other features of the program should be carried out in the same manner as for those in group 1.

In **group 3** pupils can speak, read, and write only a very little English. They will be able to progress more rapidly. From the beginning they will be able to start with more difficult lessons. They have some confidence already in their ability to speak and read a certain amount of English and less concert work will be necessary. Otherwise the program should be developed as prescribed.

SPECIFIC METHODS WITH ILLITERATES

The average illiterates who come to evening school may be classified largely in two groups:

1. Those, who cannot speak, read or write any English.
2. Those, who can speak, but cannot read or write English.

Unlike literates, these pupils cannot make use of their ability to read in one language to help them to read in another language, for the printed or written symbol has absolutely no meaning to them. It will be impossible for them to learn to read and write English as quickly as literates or even in the same manner as literates. For this reason when there are sufficient illiterate pupils in one school, they should be placed in **separate classes**. Too frequently it happens that there are only a few in each school and they must be placed in the same class with literates. In this case they should be graded according to their **English speaking ability** with assurance that the teacher will give them special work in reading and writing. In whatever grades they may be placed, the oral development of each lesson should be the same as for literates.

Reading

The illiterate pupil will be unable to learn to read in one evening all the English he is able to acquire in a conversational way. To prevent him from being discouraged at the sight of a whole printed page, the teacher will do well to select one or two of the simplest sentences of the theme and print these on a large sheet of paper. This can be done very rapidly with a child's printing outfit or a lettering pen. Also make flash cards with one word on each card and have the word printed on one side of the card and written on the other side. If it is impossible to construct such charts, the sentences should be printed on the blackboard. With this preparation the teacher is ready to begin the reading lesson.

Steps in teaching reading

1. Dramatize for pupils who do not understand any English, otherwise simply read the first sentence pointing to each word as it is read.
2. The pupils will repeat this in unison and individually. They are really memorizing the sentence for they have not yet learned how to recognize the separate symbols.
3. Take the separate words in the sentence. Hold the flash card before the class and ask a pupil to go to the board or chart and point to the word which looks like the word on the card. Ask him to place the card next to the same word. Erase the word and ask him to put the card in the proper blank space, or to put the card on the object for which the word stands. A variety of tests for his recognition should be devised.

4. **Phonics.** Take a single word and divide it into its constituent letters starting always with the complete word and finally returning to it, e. g.

stand
 st and
 s t a n d
 st and
 stand

For the illiterate, phonic drill furnishes the key to reading. He must be given a simple understanding of the sounds of consonants, the families and endings, etc. These sounds should always be taken from the lesson.

5. Much **drill** and constant **review** are required.

Writing

A difficult task is now before the man or woman who has not even learned to hold a pencil in his hand. Their hands are stiff from hard labor and they are not able to control the arm movement in a regular way. The thing they long most to do is to be able to write their own name.

1. The teacher should write the **pupil's name** in rather large letters and have him **trace** on top of the teacher's letters. It is too difficult for the pupil to make the letters small at first, for his hand soon becomes very cramped. Gradually the size of the letters can be reduced as he learns their formation.

2. The pupil should try to **copy** his name and finally **write** it without any assistance from the teacher.

3. The pupil's **address** is next in importance after the name.

4. Gradually he will be able to copy sentences and in time write some of the simpler writing exercises suggested for the Beginner's grade.

5. More attention must naturally be paid to penmanship and the correct formation of letters with this group. Letters which involve the **oval** movement such as, -o, -a, -d, -g, -c, should be practiced separately and also within words which have occurred in the lesson. In like manner letters which involve the **up and down** stroke such as -u, -n, -m, -h, -t, -i, should be drilled upon. Gradually the pupil will learn to start all small letters on the line and they will try to keep the letters on the line. It is difficult for them to know how large to make the various letters and it may be necessary for the teacher to draw lines within the spaces, until the pupils have learned for themselves to judge the correct spacing.

Both reading and writing are acquired very slowly by illiterate pupils and the teacher must use infinite patience and tact. We do not want the pupils to become discouraged and therefore we must not expect too much of them. In most cases they are not going to be called upon to read or write a great deal in their daily life. The teacher must, therefore, confine himself to subject matter which will be most practical.

THE INTERMEDIATE GRADE

Reading

Many immigrants have learned sufficient English to satisfy their daily needs, but wish to have a better knowledge of the language they have learned. Frequently these people have not attended an English school before and their time would be wasted in a Beginner's class. Pupils who belong in the Intermediate Grade are:

1. Literates, who have an English vocabulary sufficient to express every day experiences, but cannot use this vocabulary in good sentences.
2. Literates, who speak, read and write some English.
3. Pupils, who have been promoted from the Beginner's grade. (Pupils are ready for promotion from the Beginner's grade when they have acquired a sufficient vocabulary to understand without the need of dramatization and to carry on a conversation concerning daily needs and activities.)
4. Illiterates who speak English well, but need special attention with regard to reading and writing.

Aims

Because of the various groups composing this particular grade, the teacher must have a three-fold aim. First of all, he will see the need of correcting pronunciation, imperfect language forms and incomplete modes of expression. Many of the pupils in the Intermediate grade have learned the English they know from their association with people who speak English either brokenly or very badly. In the course of several years they have formed some hard and fast habits, the tenacity of which can be broken only by the teacher's determination to overcome these difficulties and the pupil's constant application of the correct forms learned in class.

Secondly, by this time the pupils feel the need of a vocabulary which will help them to express their thoughts, opinions and feelings. For such a purpose a much larger vocabulary is necessary and it must be of a different nature from that taught in the Beginner's grade. In other words, it must be more subjective in character. Now that pupils have an objective vocabulary for a background, the time is fitting to teach, by means of association with this objective background, a subjective language which will further increase their powers of expression.

Thirdly, the teacher must aim to stimulate new needs through the particular content used. These students know how to converse about their daily needs and interests and they wish to know more about the

customs, history, geography and life of the country which is going to be their home. The teacher must give them the elements of good citizenship.

Content

In addition to the lessons in the textbook the teacher will constantly find it necessary to construct lessons suited to the ability and interest of his own class. If the majority of the pupils have not previously been in the Beginner's grade, much of the content outlined for that grade must be given. In addition, as the interests begin to broaden, the teacher must avail himself of new sources.

I. Social Interests:

1. Amusements:
 - a. Theatres — buying tickets, program, orchestra, scenery, kinds of plays.
 - b. Concerts.
 - c. Movies — parts of the program.
 - d. Public parks — play grounds for children, tennis court, baseball diamond, common signs, refreshments.
2. Parties:
 - a. Dances — invitations, acceptances, introductions, expressions of enjoyment.
3. Friendly calls:
 - a. Afternoon — conversation.
 - b. Evening — conversation, music.
4. Clubs and Societies:
 - a. Social — entertainment, officers, committees.
 - b. Mutual Benefit — insurance, officers, dues, constitution.
 - c. Religious — missionary, bible study and other special purposes.
 - d. Educational — Parent-teachers', mothers' club, literary, dramatic, debating.
 - e. Physical cultural.
 - f. Civic — community leagues, community betterment.

II. Educational Interests:

1. Public library:
 - a. Drawing books — cards, number, signature.
 - b. Returning books.
 - c. Classified shelves — history, geography, foreign language, English books.
 - d. Reading room — magazines.

2. Newspaper :
 - a. Parts — headlines, advertising, news, sporting page, theatrical announcements, woman's page, financial news, editorials, weather, comic section, society columns, death notices.
3. School :
 - a. Children's entertainments.
 - b. Children's report cards — examination, promotion, failure, signature.
 - c. Truant officer.

Civic Interests :

1. Organization of the Federal government :
 - a. Three branches — their work, powers, limitations, election.
 - b. Important documents — Declaration of Independence, Constitution, Proclamation of Emancipation.
2. Organization of state government :
 - a. Three branches — duties, election, executives.
 - b. How the various divisions serve us.
3. Organization of city government :
 - a. Duties of the various branches.
 - b. Executive departments — police, fire, public health, welfare.
 - c. License bureau.
 - d. Employment bureau.
 - e. Charities.
4. Post Office :
 - a. Money orders — foreign, domestic, application.
 - b. Registered mail.
 - c. Special delivery.
 - d. Parcel post — insurance, return address.
 - e. First and second class mail.
 - f. Postal savings department.

Business Interests :

1. Individual interests of pupils.
2. Business letters :
 - a. Complaint.
 - b. Application for positions.
 - c. Occupation.
 - d. Inquiry.
 - e. Ordering goods.

3. Property :
 - a. Taxes — personal, income, property.
 - b. Insurance — fire, policy, household.
 - c. Deeds.
 - d. Abstracts.
4. Local restrictions for non-citizens.
 - a. State laws.
 - b. City ordinances.

V. Geography :

1. State: See Gregory and Guitteau: History and Geograph of Ohio.
 - a. Various industries and industrial centers — iron, steel, rubber, automobile, dairying, agriculture, coal, oil etc.
 - b. Topographical features.
 - c. Climate.
 - d. Capital.
2. Local :
 - a. Names of sections of the city.
 - b. Location of parks, hospitals, library, department stores, post-office, court-house and other buildings
3. Names of surrounding cities and towns.
 - a. Comparative size.
 - b. Distance apart.
4. Geographical interests which arise in the regular lesson.

VI. History :

1. Local history :
 - a. State.
 - b. City.

See Gregory and Guitteau: History and Geography of Ohio.
2. American History (indirectly).
 - a. Biography of famous Americans.
 - b. Stories of heroes.

The Program.

The time schedule for the Intermediate grade varies from that of the Beginner's grade in accordance with the variation in aims and needs of the two grades. In this grade pupils understand considerable English and they know the language which will satisfy their immediate wants. In addition to knowing how to speak more fluently, they are anxious to know how to read and write and a longer period is devoted to each of these subjects. As for the arrangement and order of subjects the same

It may be applied as in the case of the Beginner's grade, namely, that the teacher may find it advantageous to sometimes rearrange the program especially in the case of Phonics, Spelling and Language Drill. The order of the fundamental subjects, however, should not be changed, that is, Oral Development must precede Reading and Writing.

Program for a two-hour period

Informal conversation.....	15 minutes
Oral Development.....	25 "
Reading	25 "
Intermission	5 "
Language Drill	}..... 20 "
Phonics	
Spelling	
Writing	25 "
Closing	5 "

General Method

In the Intermediate grade the manner of introducing and developing a lesson differs fundamentally from the method in the Beginner's grade. There is very little need for dramatization. Since the pupils have acquired a fairly large vocabulary, they are anxious to express their own ideas and thoughts. The teacher must constantly bear this fact in mind, for too often he is so anxious to give out information that he totally disregards the knowledge that the pupils may already have on the subject. Besides he may do too much talking without giving the pupils opportunity for self-activity. In other words the method of the intermediate grade should be *informal* in character. Both pupils and teacher should take an active part. The teacher must work for a free and independent expression of ideas concentrated on a definite subject and to do this, ample opportunity must be given the pupils for expression.

INFORMAL CONVERSATION

One of the most gratifying proofs of a teacher's success is the ability of his pupils to actually put into use the expressions and phrases, which have been learned in class and no one is more pleased than the pupils themselves, when they feel they are able to tell their thoughts to others easily and correctly. Very often they are puzzled by certain common homonyms and more often they are greatly embarrassed to find they have entirely misused an English word because they did not fully understand the meaning. The informal conversation period preceding the regular lesson provides a time for drill and development of such necessary corrections. The teacher must always be careful to avoid introducing very many homonyms or misused words in an evening. It is better to take only two or three and develop those thoroughly, leaving no confusion in the minds of the pupils.

A few common homonyms

know	no	
knew	new	
due	do	dew
two	too	to
ate	eight	
pair	pear	pare
ring	wring	
brake	break	
wait	weight	
hour	are	our
there	their	
flour	flower	
wear	where	
meet	meat	
beat	beet	
buy	by	
four	for	
write	right	
fair	fare	

Other suggestions for informal conversation

1. Signs, advertisements, posters.
2. Pictures and headlines from newspapers and magazines.
3. Patriotic sayings and extracts from famous speeches.
4. Proverbs.
5. Every day dialogues which occur in our relations with various store-keepers, in asking information and directions, etc.
6. Location of public buildings.
7. Short, simple poems of famous poets.

ORAL DEVELOPMENT

Informality characterizes the presentation of the new lesson. The pupils have not learned how to use well-constructed English sentences even though they may be familiar with the subject matter. In order to find out their difficulties the teacher must give them an opportunity to tell what their experience has been as it pertains to the subject of the lesson. The mistakes made at this time will furnish the material for later language and phonic drill.

In determining the knowledge the pupils possess on the lesson of the evening, the teacher will need to have a well-planned lesson or much time may be wasted. That is to say, the teacher should have prepared a few basic questions leading to and drawn from the lesson of the text

If these are well chosen, the class will supply plenty material for discussion. By means of these questions and with the aid of pictures, interesting objects and new words the class will be able to carry on a conversation about a lesson based on the text-book without ever having read it.

Pupils will **not learn how to speak** by merely reading a lesson and the teacher must never feel he has sufficiently developed the oral phase of a lesson by asking his pupils to turn to a certain page at the beginning of the evening and by having them read, explain and discuss the lesson as they go along. This type of lesson requires no planning, becomes monotonous and fails to produce the effect most desired.

Every lesson requires careful and thoughtful preparation. Every lesson illustrates a certain point or reaches a certain climax which the pupils must not miss, if they are to go home satisfied that each lesson has been made worth while to them. Sometimes the lesson in the text is inadequate or slightly incorrect due to changed living conditions. In such cases it is particularly necessary for the oral development to be enlarged or adapted to suit the class.

To illustrate what is meant by a definite, previously prepared lesson plan for the oral development particularly, the following extract has been taken from "Lessons in Democracy" by Moley and Cook. Questions have been devised to find out how much the pupils already know on the subject of **Working Together** and also to bring the lesson close to their daily experience.

"WORKING TOGETHER"

"We must all work to earn a living.

But we do not work alone. We work together with other people. We work in the factories, stores, shops and mines.

Hundreds and hundreds of people work there.

Some of us do one kind of work; others do some other kind of work.

In the shops and factories there are great machines.

They help us to make many things that we need.

The railroad trains and ships carry these things from one place to another.

Machines, railroads, and ships help us to get what we need.

Because of the machines, railroads, and ships, many hundreds of people can work together.

By working together we can supply our needs in a quicker and better way than by working alone.

But what do we really mean by working together?

This is sometimes very hard to understand.

Let us see how people work together to make a steel rail."

Questions to develop the above lesson orally:

1. What kind of work do you do?
2. Why do we all have to work?
3. Where do you work?
4. How many people work there?
5. Do you know a man who can make a whole pair of shoes?
6. How long would it take him to make a pair of shoes?
7. Do you know a man who can make an automobile?
8. How do you help to make an automobile?
9. What do you use to help you?
10. What do we need to make these tools?
11. How do we get the things we need with which to work?
12. Where do we get coal? Where do we get iron ore?
13. What are some of the things we can work together to make?
14. Why is it better for one man to do one kind of work and another man another kind?
15. How do we help our neighbors to earn a living?

Spelling lesson based on the above extract:

alone
 together
 earn
 need
 railroads
 ships
 supply
 quicker
 better

Language drill might be based on the use of the comparative degree of adjectives as found in the two words "quicker" and "better".

READING

A period of twenty-five minutes is devoted to reading. The fact that pupils are attending the Intermediate grade is proof that they want to know more about the English language than simply how to speak it. Their very presence is indicative of their greater interest. They want to know how to read, having in mind especially the daily newspaper. The teacher's method of conducting the reading lesson must therefore be guided by the aim of teaching his pupils ultimately how to read the English newspaper for their own pleasure.

To this end two kinds of reading are necessary in the classroom, **silent** and **oral** reading with most emphasis laid on the **silent** phase,

for that is the type of reading that the pupils will make use of after they have left the classroom.

Steps in developing the reading lesson.

1. After the lesson for the evening has been developed orally, so that the class understands the subject matter and can express some thoughts concerning it, the teacher should give the printed lesson to the pupils and ask them to read it **silently**. During this period the teacher should be giving individual attention to those pupils who wish to ask questions on the context or the meanings of words. This period of study greatly reduces the danger of miscalling words and it also gives the pupils a period in which to think about sentences which have been read.

2. To test the ability of the pupils to gain the thought from the printed page, a period of questioning must follow which will show whether the pupils have really been reading or only pretending to do so. Great care should be taken to avoid questions which may be answered by "yes" or "no" or by a single word. The teacher must always insist on a complete statement, for the great difficulty in the Intermediate grade is the inability of the pupils to construct complete and correct English sentences.

3. **Oral** reading naturally follows. Otherwise the teacher would have no idea whether pupils were grouping together the words that belong together. There are certain outstanding faults, that manifest themselves in reading, which are hardly detected in conversation. In oral reading pupils tend to:

- (a) Mispronounce words.
- (b) Phrase improperly.
- (c) Inflect incorrectly.
- (d) Make mistakes in accent.
- (e) Stumble while reading.

To correct these mistakes the best practice to follow is not to interrupt the pupil while reading since the thought is thus broken, but rather to make mental note of the mistakes and make corrections when the pupil has finished reading.

A number of devices may be used to make oral reading more interesting and effective.

- (a) One pupil may read to the class while the others have their books closed.
- (b) Questions may be asked by the pupils to secure information.
- (c) The subject matter may be retold.
- (d) Sentences may be recast changing tense, person and number.
- (e) A few sentences may be selected to be enlarged into a paragraph.

LANGUAGE DRILL

In the Intermediate grade Language Drill, Phonics and Spelling will approximately require a period of twenty minutes. The time allotment for each of the three subjects must be determined by the needs of the particular class and the particular lesson to be developed. †

As the pupil feels a desire to express his thoughts and impressions in the new language, he realizes how handicapped he is in not knowing how to construct sentences other than the most simple. Since a number of the pupils in this grade have not been trained in the Beginner's work, they will need all the fundamental language forms developed in that grade in addition to those more difficult ones that belong to this grade.

It is not enough and of little avail to give pupils rules to follow in building sentences. Language is not acquired through a series of grammatical rules. When a word, expression or sentence is heard several times, fully understood and repeated often, the habit is formed and that habit is broken only by very conscious effort on the part of the speaker or the formation of a stronger habit to counteract the former one. In our own personal experience many instances of this are found. As children we learned to speak as those spoke with whom we were associated most. In school we were told that occasionally we were violating certain rules of grammar, but such statements had little effect on our conversation, especially outside the schoolroom. The habit so unconsciously formed was exceedingly tenacious. Gradually after sufficient correction, not in the form of repeating the rule, but rather in repeating the correct form a new habit was made, which substituted the correct for the incorrect expression and we sometimes wonder if we ever could have made such obvious mistakes.

The pupil in the Intermediate grade is in much the same position, for he has acquired most of the English he knows from fellow workers and friends who usually speak very poorly. It is very difficult to overcome his tendency to disregard word order, pronouns, tenses and prepositions. It cannot be done by simply telling him the rule for the correct form. He must have **drill** in applying the form correctly, until the habit for the correct expression is stronger than that which he has unconsciously and incorrectly formed. It is best to drill on only one form in an evening and give every pupil the opportunity to use that form several times, for it is particularly desirable to have a deep impression made. To strengthen the habit there must be constant **review**.

Language forms for the Intermediate grade.

1. English word order in simple, compound and complex sentences.
2. Common conjunctions.

3. Relative pronouns.
4. Review progressive forms of verbs.
5. Common irregular verbs.
6. Future and present perfect tenses.
7. Auxiliaries—can, may, must, would, should.
8. Positive and negative answers.
9. Punctuation—comma, !, :
10. Comparison of adjectives and adverbs.
11. Prepositions.
12. Adverbial phrases and clauses.

As these various forms occur in the lessons, they should be developed one at a time. The sentences applying the form in question should always be very practical and whenever possible selected from the experience of the class, so that some future use may be made of them. Some forms present special difficulties and a few suggestions may help the teacher.

Relative pronouns are a source of great difficulty, because they require the formation of an additional sentence even though it be dependent. Only one pronoun should be studied at a time. "Which" may be developed by a series of questions. Every pupil should answer all the questions.

"Where do you go every Monday?"

"I go to school every Monday."

"On what street is the school?"

"The school is on Third Street."

"To what school do you go?"

"Every Monday I go to the school **which** is on Third Street".

In similar manner with the proper context the other relative pronouns may be developed.

The Future time is expressed in two ways in English, first by the **simple future tense** and secondly by the expression "**I am going to etc.**" In conversation we use both modes of expression and the pupils should be able to understand and use them also. It is best to start with the **simple future tense** and then show the corresponding conversational form, e. g.,

"Tonight I come to school."

"Tomorrow I shall come to school."

"Tomorrow I am going to come to school."

For practice the whole lesson may be changed to the future tense and then former lessons may be recast.

Punctuation. In as much as letter-writing is the most important kind of written exercise, particular attention must be paid to the use of the **comma** and **colon**.

Prepositions are frequently misused or omitted entirely. Some prepositions may be used in various ways and pupils need much drill in forming sentences which will emphasize the various meanings. By noting the mistakes of the individual pupils in the conversation period, the teacher will find plenty of material for drill in work with prepositions.

PHONICS

In addition to the corrective phonics outlined for the Beginner's grade a certain amount of **constructive** phonics may be taught in the Intermediate grade in order to help the pupil recognize new words. At some time the pupil will want to read independently without the help of a teacher. If words containing a like sound are grouped together, that is, words **whose meaning** the pupil **already knows** and if a few rules of pronunciation are given in connection with such groups, the pupils will be able to recognize new words similarly spelled. To be sure there are many exceptions which present difficulties, but at the same time there is a much larger number of regular forms.

SPELLING

Because a longer period is devoted to writing in the Intermediate grade, the pupil feels more greatly the need of knowing how to spell. Due to this longer period the teacher has the opportunity too of finding out from the misspelt words in the written work those words which require most drill.

When the teacher asks the class to use the various words in a sentence, a number of meanings and uses for each word will develop from the experience of the pupils. It is a very practical exercise to have the members of the class apply each word in more than one way in order to develop the full meaning of the word. This kind of drill is more effective than any other to give the pupils a real command and working knowledge of the English language.

WRITING

Letter-writing is the ultimate aim of all written work in the Intermediate grade, but it is not the only kind of written exercise to be used. Many pupils will not be able to immediately enter upon writing so original in character. They will need practice in writing the same kind of exercises outlined for the Beginner's grade, except that the lessons should be more difficult. They should be given more practice in answering written questions, for frequently in reply to a letter, the writer is called upon to answer certain definite questions. Using words in sentences, writing short paragraphs, and a simple reproduction of recent events, all aid in furnishing material for letter writing.

Another practical written exercise is that of composing telegrams and night letters.

There are many different kinds of letters which people are called upon to write in their daily experience. At all times letter-writing must be practical, that is, as far as possible letters should be written which will actually be sent through the mail and from which there will be a reply. Simple letters should be composed at first and those letters should be written which the pupils feel the need of knowing how to write.

Suggestions for letters

1. Friendly letters:

- (a) Excuse for absence from school.
- (b) Acceptance of invitation.
- (c) Informal invitations.
- (d) Letters to relatives and friends.

2. Business letters:

- (a) Ordering goods—from catalogues, advertisements.
- (b) Complaint—overcharge in bills, garbage, abatement of nuisances.
- (c) Application—answering advertisements, membership in societies, removal of telephone or gas meters.
- (d) Inquiry—requests for catalogues, e. g., seed, furniture, clothing; information of various kinds.
- (e) Replies to requests for information.
- (f) General business letters.

Special Projects for the Intermediate Grade

In the Intermediate and Advanced grades pupils are anxious to know more directly about the American institutions about which they are studying. The greatest practical value will come from first hand information. An opportunity is then furnished to vary the program by means of visits or trips to the places in question. This variation in the regular schedule has certain social aspects since it encourages informality and gives opportunity for improvement in conversation.

Suggestions for trips

- Public Library.
- City Hall—Council meeting.
- Court House.
- Art Museum.
- Large Schools.
- Banks.
- Naturalization Court.

Procedure

Pupils should be familiarized with the institution which they are going to visit. The subject in many different phases should be discussed enthusiastically and then a definite time should be set to carry out the plan. A lesson must necessarily be prepared by the teacher so that every moment will be spent to good advantage. On the following night a review lesson should be given to test the impressions made upon the class.

THE ADVANCED GRADE

Grading

In this grade will be found the same problem of classification, which was disclosed in the Intermediate grade concerning many immigrants who have lived in America a long time ago and have learned to speak the English language well, but who wish to know more of the history geography and government of the United States. Therefore we shall group the following pupils in the Advanced grade:

1. Those, who speak considerable English well.
2. Those, who speak and read English well, but whose writing is poor.
3. Those promoted from the Intermediate grade. (Pupils in the Intermediate grade are ready for promotion when they can read the newspaper pretty well, take simple dictation, compose simple letters and carry on a good conversation.)

Aims

In addition to the constant need of correction in pronunciation, the teacher must aim to encourage the greater use of English, especially in speaking and reading. The greatest goal, however, is the **training for citizenship**, to be acquired through a knowledge of American geography, history and government and through an appreciation of our struggle to attain the ideals for which this nation has always stood. Many short courses in citizenship have been prepared to meet a very definite need and they fulfill their demand in giving a basic knowledge of government, but surely something broader and more comprehensive is needed to prepare men and women to live as good citizens, loyal to their adopted country. It is the particular task of the Advanced grade teacher to interpret to this class the real history and government of America, the duty of a government to its people and the responsibility of every citizen for the kind of nation we are building.

Program and General Method

Comparing the method of the Beginner's, Intermediate and Advanced grades we find the work formal and imitative at first. Gradually as the pupils progress there should be a constant increase in informality until the pupils are able to carry on independent and original discussion. As for the method and program to secure this result the procedure is practically the same as for the Intermediate grade, except that the teacher gradually withdraws more and more from the foreground allowing the pupils to freely express their own opinions.

The difficulty of securing texts and supplementary readers suited to the ability of the class is a much more serious question than that of a program. The teacher should be particularly concerned with supplying appropriate and adequate content for this grade. No text-book will completely satisfy the needs and the teacher must become acquainted with a variety of sources of material. The pupils of this grade are interested in a great number of different things and the subject matter of the daily lessons must be constantly varied, if their interest is to be sustained. A few basic texts should be used and these should be supplemented with a quantity of interesting, but closely related material.

The fundamental lessons can be based primarily on the following sources:

- Moley and Cook: Lessons in Democracy.
Macmillan Company, New York.
- Sara O'Brien: English for Foreigners, Book II.
Houghton, Mifflin Co., Boston.
- Ray O. Hughes: Community Civics.
Allyn & Bacon, Boston.
- Beard and Bagley: First Lessons in American History.
Macmillan Co., New York.
- Gregory and Guitteau: History and Geography of Ohio.
Ginn & Co., Columbus, O.
- "Current Events" published by American Education Press,
Columbus, O.
- The Daily Newspaper.

Content

The subject matter from which lessons for the Advanced grade are to be selected is extensive in its scope and yet it pertains almost entirely to content which makes for better citizenship. Since a variety of sources are to be used, the course of study for this grade can best be presented by outlining the several subjects necessary for a complete course in Citizenship. If the pupils have not been in the Intermediate grade, much of the material discussed in that grade will be of interest to them.

I. History:

WHY DO WE TEACH HISTORY?

Most of the immigrants who come to night school have come to America within the last fifteen years. To a certain degree they have witnessed and experienced a portion of our growth and development, but their experience has been confined chiefly to a knowledge of our economic and industrial expansion. Because of the limited associations these immigrant folks could make in the new land, they have been

unable to learn of the many ideals for which we have stood in the past. They have come from lands rich in heritages and they may well be proud of their ancient origin. Often they will reflect upon and retell the stories of their great heroes to their children. At the same time, however, they have chosen a new nation to be their future home and the home of their children. The children are too far removed from the Old World and its customs to be long held by the ties which bound their parents. They are going to be Americans and they are going to help in the building of the America of the future. In order that the parents may take their place in American life, that they may sympathize with us and understand the attitude of their children, they will need to know the hardships through which our nation has passed, the difficulties of founding and maintaining our republic and the ideals for which we are now struggling.

In the previous grades American history has been taught more or less indirectly through biography and national holidays. Now the class is ready for a detailed and systematic study of the history of the United States. There are certain outstanding periods in our history around which lessons should be grouped. All modern histories admit that the United States has developed in many different ways, each of which is quite as important as the purely political aspect, which is only one of the various ways. Therefore to justly survey American history emphasis must not only be placed on political facts, but also on the economic and social phase of our past and the lives of the great men connected with the various aspects.

Outline of American History

- (a) Discovery Economic effect of the crusades and the fall of Constantinople; need for a new route to the East; attendant dangers and beliefs; story of Christopher Columbus.
- (b) Exploration and first immigration Claims of Spain, France and England to the new land; conditions in Europe leading to colonization; economic, political and religious causes for immigration; early settlement.
- (c) Revolutionary Period Life and occupations in the Colonies; effect of the Navigation Laws; economic causes for revolution; taxation without representation; revolution; Declaration of Independence; results of the war with England.

- (d) The government Difficulties in forming the new government; old confederation; Ordinance of 1787; organization; political parties; work of Alexander Hamilton.
- (e) Expansion and westward movement Louisiana purchase; Florida; Northwest territory; four kinds of travel; gateways to West; pioneer life; canals; railroads; acquisition of Texas, California and Oregon.
- (f) Industrial change Domestic system; effect of inventions; factory system; farm machinery; women and children in industry; problems of city life; labor; taxation.
- (g) The Civil War, causes and consequences Competition of free and slave labor; economic and moral phases; attempts at compromise; effect of slavery on the South; secession; the Civil War; Proclamation of Emancipation; the fourteenth and fifteenth amendments.
- (h) The Age of Industry Development of commerce and industry; growth of railroads; settlement of the West; the new South; comparison of opportunities and difficulties of early and recent immigrants; progress of inventions.
- (k) The Great War Causes; America's participation; political changes in Europe; economic effect on United States; difficulties involved in peace treaty.

2. Economics:

In every day life every individual is confronted with certain economic problems. It is hardly possible to study American history in detail without considering the questions which have arisen as a result of our industrial growth. Every teacher should make a careful study of these problems in order to give an unbiased view when discussions arise in the classroom, especially on the following subjects:

- (a) Production.
- (b) Supply and demand Changing values of commodities.
- (c) Rights of employers What is capital?

- (d) Rights of working men.
- (e) Financial conditions and institutions.
- (f) Co-operation.

3. **Geography:**

Practically every lesson presents certain definite geographical aspects, especially when lessons have to do with political and industrial history. As for the industrial phase, a number of pamphlets and short books have been written, such as, "A Visit to a Cotton Mill." It is often possible to collect raw material which will make class work more effective. Many schools have stereoptican lanterns and collections of films which can be used in evening classes. These devices serve to vary the program as well as intensify the impressions of the pupils.

- (a) Location of the United States Boundaries; size; population.
- (c) Topography Mountains; rivers; lakes.
- (d) Location of Industrial centers Agriculture; manufacturing; mining; herding; commerce; fishing.
- (e) Comparison in sizes of countries.
- (f) Local Geography Location of Ohio; size; industries; capital; largest cities; products; topography; climate.

4. **Civics and Citizenship:**

A great many text-books have been written on the subject of citizenship, all of which emphasize certain phases of the big problem of citizenship. No one text can satisfy the needs of every class, and in this particular subject the teacher should have recourse to a variety of sources. Changes are constantly being made especially in local conditions and the teacher will need to supplement any text. One of the best sources of material is the **daily newspaper**, for we are particularly anxious to have pupils take an interest in this kind of literature for their future enjoyment and they feel they have accomplished much when they can read the English paper. One evening a week may be very profitably spent on current events. The pamphlet used in the public schools, entitled "Current Events" (published by the American Education Press, Columbus, Ohio) is particularly suited to the needs of the evening school because the news is always up-to-date, the articles are short and the language used is much simpler than that of the daily newspaper.

Variation in the regular procedure

- (a) Visits to public buildings and public meetings.
- (b) Dramatization of public affairs — Registration day, election, council meeting.
- (c) Organization of class into club or council—teach parliamentary law, fundamentals of a constitution, election of office.
- (d) Debates.

Only a very general outline of the points which should form the basis of the work in citizenship teaching are mentioned here, because of the number of texts which have minutely worked out the course of study.

- (a) Kinds of government.
- (b) Fundamentals of our government:
 - Federal.
 - State.
 - Community.
- (c) How the government serves the people.
- (d) The citizen's responsibility.

5. Language and Literature:

Largely the content for language drill and writing as outlined in the Intermediate grade must be applied in the Advanced grade, for it is by constant review and drill that mistakes are corrected and new impressions made. All the exercises should have some connection with the rest of the lesson as far as subject matter is concerned.

There is, however, a new phase of language work which has not had a place in the two former grades and that is a study of English and American literature. Attempts should be made to stimulate a real interest in the reading of books in English. This can be accomplished by making provision for supplementary reading. The subject matter of such reading material should be developed according to the schedule for the Advanced grade with particular emphasis placed on silent reading. The sources for supplementary lessons must be varied. Both poetry and prose may be studied. In the selection of such materials the teacher must be careful to choose poems, articles or stories which are not so long that the pupils will lose interest before the lessons have been completed and selections must be taken which have very little or no dialects, for such English is not only difficult to read, but only emphasizes incorrect forms that the teacher is trying to overcome.

Suggestions for Supplementary Reading:

PROSE

- Defoe, Robinson Crusoe (Baldwin Edition).
- Hale, The Man Without a Country.

Stowe, Uncle Tom's Cabin (Abridged Edition).

Hawthorne, The Great Stone Face.

Harte, The Luck of Roaring Camp.

Selections from Mark Twain.

Selections from O. Henry

Baldwin, Fifty Famous Stories Retold.

Cather, Boyhood Stories of Famous Men.

Chamberlain, How We Are Fed.

How We Are Clothed.

How We Are Housed.

Tappan, World Hero Stories.

Stories of Famous Americans. Published by A. Flanagan Co.,
Chicago.

Patriotic Speeches of Great Americans.

POETRY

Monroe & Miller, The American Spirit.

Broadhurst & Rhodes, Verse for Patriots.

Gayley & Flaherty, Poetry of the People.

Kipling, Songs from Books.

Matthews, American Familiar Verse.

Stevenson, B. E., Poems of American History.

Well-known selections from famous poets.

Selections from contemporary poets about

1. Home life.
2. Nature.
3. Good Citizenship.
4. Patriotism.

CLASSES FOR WOMEN

Until very recently practically all programs and courses of study in English and Citizenship have been planned for men, the idea being that they would be in a position, due to their more numerous contacts with American life, to assist their wives and children in becoming adjusted to the conditions and customs of a new land. Quite a number of women have attended evening schools, but the majority found it impossible to leave their children and home duties for a period of at least two hours at night, however much they might desire to learn English. Since their opportunities for becoming acquainted with America's customs and language have been so limited, we find conditions prevailing in the homes of the foreign-born mothers, the alleviation of which should furnish us with a very definite aim in Americanization. Their husbands have learned to speak English pretty well and have become American citizens. The children have gone to school and, because of their associations with American children, they feel that they know much more about the country in which they live than their parents do. After a very short time it is almost impossible for the mother to maintain the respect and reverence of her children. She is used to Old World customs and ways and it is very difficult for her unassisted to change her habits to conform with the demands of her children, who so readily give up their former ways in their desire to get along in the New World. The mother is willing to make many sacrifices to give her children the best educational opportunities and because of this fact she cannot understand this change in attitude toward herself, the feeling of superiority of the children and the intangible but ever increasing barrier which is arising between her and her children. To be provided with the opportunity to become acquainted with at least a share of the customs and language the father and children are learning to know would do much to raise the position of the immigrant mother in her home and help her keep the respect of her family.

From the point of view of naturalization and citizenship this immigrant mother presents a much more serious problem. As the law exists today the wife becomes a citizen and enjoys all the privileges of a citizen when her husband becomes naturalized. This situation assumes an aspect worthy of deep consideration when it is called to mind that every woman, who is a citizen regardless of the fact that she may not know how to speak, read or write English, is given the privilege of voting. Before the nineteenth amendment was passed the naturalization of immigrant women had very little effect on our political life, but now these same women may

be very potential factors in determining important issues. Hence every opportunity to learn English and the fundamentals of our government should be provided.

ORGANIZATION OF CLASSES

Since only a small number of women may be reached through the evening schools, a different method of meeting them must be devised. Classes should be conducted during the day when the children are in school. The *ideal* location for mothers' classes is in the neighboring school, branch library or settlement house. A greater number of women may be reached by one teacher and an effort may be made to break down racial prejudices, when women representing different nationalities come together in a distinctly American institution. In this type of class better grading may be done and the teacher may devote more time to each class. Some very fine classes have been held especially in libraries and settlement houses, but the location and size of these buildings usually prevent a large number of women from taking advantage of the opportunities thus offered.

Still bound by Old World customs, the immigrant woman is particularly loath to leave her home. Hence the most *practical* place to start a class for her is her own home. Then there is little interference in the performing of home duties. To be sure national prejudices and neighborhood jealousies are not overcome so readily in home classes, yet contacts are being made between American and immigrant women, contacts which are invaluable in the process of assimilation.

The organization of home classes is difficult because foreign women are suspicious of Americans who are bringing something to them. They have had a number of unfortunate experiences in the past and they fear the new experience may again bring disappointment to them. They are afraid of being arrested, of having to spend money, of being ridiculed. The teacher who goes into their midst must use infinite tact and patience to gain their confidence and thus surmount the wall of prejudice. Usually there are various organizations doing work in the foreign sections of every city and it is well for the home teacher to co-operate with these agencies not only for assistance in the organization of the classes, but later to make more effective the work of these agencies in the community.

The **principal** of the **neighboring day school** knows nearly every family in her district. She can furnish the names of the parents who came from Europe. Generally the principal is very anxious to do everything possible to secure the co-operation of the parents and she realizes this is rather difficult when they do not understand the language the children are learning in school. She will probably know of several mothers who have expressed a desire to learn English and will be in a position to direct the teacher where to make her first calls.

There is usually some organization in every community, which is able to secure the names of immigrant women who have recently come into towns and cities. It will have interpreters of many languages and can explain to those women, who know absolutely no English, the advantages of learning English as soon as possible.

The **Public Health nurse** is acquainted with the neighborhood and because of her intimate relations with families who have secured medical aid, she knows where the need for English is greatest. Because of the assistance she has given, the mothers have confidence in her and she may be of considerable help to the home teacher.

The **Charity workers** know about certain types of families. In their policy of trying to help families help themselves, they may find that certain families would be most benefited if the father and mother knew the language of America. The teacher should know these workers and co-operate with them.

Various **religious organizations** have surveyed the particular sections of the city in which they are interested and they can often direct the teacher to homes which might otherwise be overlooked.

Frequently there are a few **women of the community** who have learned to speak some English. They have a number of friends who need English and through their efforts and influence a large number of women may be induced to place confidence in the American woman who has come into their midst to help them.

Several methods of actually starting classes have been tried, but one method has seemed to be more practical than others and has been the most successful. After the teacher has found at least one woman in various sections of the city who wants to learn English and has taught her a lesson which will be valuable to the pupil, she can ask this woman to invite some of her friends to come to the next meeting of the class. The class period will not be long and the teacher can visit several homes in a day, going into one section of the city on certain days of the week and in other sections on the other days. A greater number of women may be reached more effectively through such classes than in any other way.

Difficulties in Grading

Immediately the teacher is confronted with a group of women whose English speaking ability varies widely. One or two of the possible six in the class may know absolutely no English, one may be illiterate, two or three may have been in America several years and have learned to speak a little English or there may be one who knows considerable English, but wants to learn how to read and write better. This is usually the case in home classes when a few neighbors or friends gather together for lessons. Such a mixed group will require a very different time schedule from that used in the evening school and much of the work will

be individual in character. For this reason it is better to take a smaller but more homogeneous group for a shorter period and give them very intensive language work making provision for written exercises to be done as home work. The teacher can accomplish more working for half an hour with a group of three women who have about the same degree of knowledge about English and then taking another small group for another half hour and so on, than she could do if she taught a mixed group of twelve women for two hours. So much of the pupil's time is wasted while the teacher is working with the different divisions.

METHOD

The manner of developing the lesson as outlined for the three grades applies to home classes also. Whenever possible the program should be followed, adjusting the schedule according to the length of the period. These women need most to learn how to speak English and the importance of oral development of each lesson must be ever in the teacher's mind. All the lessons should be made as attractive as possible with all kinds of illustrative material. The greatest difference between evening classes and home classes lies not in the method, aims, schedule or grading, but rather in the subject matter which will form the basis of the lessons.

CONTENT

Very meagre is the supply of texts and lessons written specially for women's classes. Therefore it is almost imperative for each teacher to construct her own lessons. Every home group varies so greatly and each woman has come to class in order to satisfy a particular personal need and the effective teacher will need to select and construct lessons accordingly. The life of each woman is naturally centered about her home and she wants to learn about the things pertaining to it. We are anxious to have her broaden her interests, however, and gradually much of the material used in evening classes may be utilized.

Subjects suggested for lessons:

Facts of identification.

Greetings.

Household activities of the average day.

Numbers and money.

Stores Grocery; department; market; bakery;
shoe store; 5 and 10-cent store.

Riding on the street car Safety first precautions; buying tickets;
asking directions.

- Recreation An evening at home; a day in the park; visiting; theatres; concerts; school entertainments; community center; library.
- Children Care of the baby; wholesome food; school interests; value of cleanliness; the kindergarten; getting children ready for school.
- Medical aid Precautions in contagious diseases; telephoning the doctor; first aid treatments; value of dispensaries and clinics; diets; care of the teeth; vaccination.
- Clothing Materials to suit seasons of the year; proper kind of shoes; use of patterns; mending clothes; buying clothes.
- Prevention of accidents Fire precautions; danger signals; railroad crossings; street car tracks; safety zones; traffic signs.
- Community betterment Good lawns; clean yards; disposal of refuse; gardens; clean streets; abatement of nuisances.
- National holidays.
- Songs and poems.
- Stories to be retold to children.. Fairy tales; fables; legends; historical stories.

SPECIAL CLASSES FOR CHILDREN

For many years foreign children have been coming to America and entering the public schools. They are ignorant of the language and unused to the ways of American schools. Yet they are ambitious and eager to take advantage of the free public schools about which they have heard long before they left the home land. When they appear at the principal's office, she hardly knows where to place them. They vary in ages from six to eighteen. They have attended school in Europe and in several cases may have had a more thorough training along certain lines than is given in our schools. Their greatest handicap is that they do not understand or know how to speak English. If such children were placed in the grade corresponding to their age their time would be absolutely wasted, due to their lack of knowledge of the language. Frequently, regardless of their age, they have been placed in the first grade, where they have been taught to read and write with the primary children. Gradually they have been promoted to their proper grade, but only after much time has been wasted and lost. The teachers have found they present a difficult problem, since they cannot take part in the regular class work before they have a basic English vocabulary. Hence the children are not usually welcomed in the classroom with sympathy and understanding. They wear quaint clothes and they don't know the customs of America, both of which conditions furnish a source of merriment and sport for the American children. Thus they are thrust into the midst of a new and strange type of school life without being given an opportunity for adjustment and acclimation. Their parents cannot help them and the teacher is the one person upon whom they must depend until they can take their place with American children.

Sometimes first-grade teachers, who are located in the heart of foreign sections, are confronted with practically the same problem. The little children know only the language of their parents before entering school. The teacher's task is to teach them to read and write, but truly she must use different methods from those used with English speaking pupils. Often these teachers have complained that little progress is shown for a long time. This situation is due to the fact that the children cannot understand or speak English. If the teacher would apply the principles of teaching English to adults and adapt the content to the needs of the child she would be surprised to see how much can be accomplished in a few weeks. These children need intensive language study for a brief time to bring them to the same level as the other children of the first

grade and by the end of the year they do equally as well as their English speaking companions.

AIMS

When the influx of immigrant children became very great after the close of the war, it was impossible to accommodate them in the regular classes and especially in the large cities special classes were organized. Experiments were made with various types of classes. To meet the emergency a regular day school teacher was usually appointed and she had to devise her own method. The most successful classes, however, were conducted by teachers who had experience and training in Americanization methods.

In some cities a full time teacher has been employed and during the entire day she teaches all the children who cannot speak English, regardless of ages or grades. It is very difficult to accomplish much in this type of class because of the difference in ability of the various pupils to acquire the language. Before long there will be several grades and the more advanced classes will gain nothing from participating in the recitations of the beginning classes. These pupils need most to learn how to speak and read English and it is difficult to give them enough written work to keep them busy during the oral development period of the other classes. Furthermore it is out of keeping with the whole scheme of language learning to devote so much time to writing.

In some schools a tutor teacher has been employed, who takes all the children in one grade for special instruction in English during a period varying from an hour to an hour and a half. Intensive language work is given during this period. Such a plan is much better than to attempt to teach several grades in one period and in addition the pupils are spending a large part of each day associating with American children and gleaning as much English as possible indirectly. In the process of learning to understand a language the pupil must hear a great deal of the spoken language.

Another type of class that has been particularly successful provides for either a morning or afternoon session of about two and one-half hours devoted to the learning of English and the technical terms applied to the arithmetical processes. The remaining portion of the day the children spend in their respective grades as listeners, gradually taking a more and more active part in the regular work. As soon as the pupils understand and can speak enough English to do the regular work, they discontinue coming to the special class. They are used to the ways of the regular teacher, they know the other children in the same grade and there is no abrupt transfer from the special to the regular class.

Regardless of the manner in which classes are arranged, the purpose of these special classes is to prepare the child to enter his proper grade as soon as possible, without having to experience the embarrassment of

being placed with first grade children and to give the child a working knowledge of English. The proper grade may best be determined by testing the pupil's knowledge of arithmetic, for however bright he may be in other subjects, he cannot enter a grade which gives arithmetic that is beyond his comprehension.

METHOD

The fundamentals of method, the general order and the procedure in developing each part of the program are essentially the same as for adults. The time schedule varies according to the length of period at the disposal of the teacher. One important change is noticeable with regard to the intermission. More time must be given to play. Through the use of various language games the vocabulary of the children may be increased and language forms may be drilled. Much English can be learned from all sorts of indoor and outdoor games. Songs of child life likewise help to sustain interest.

As for the development of the lesson proper there are a few points to be stressed which differ from the procedure with adults.

1. Themes should be constructed to suit each individual class and above all the subject matter must be interesting to children. In writing such lessons the teacher must be sure to select words and expressions that children need to us.

2. In creating the situation suitable for the particular lesson good objective material is very important. The children love to play with real objects and to look at good pictures. Realism appeals to them.

3. The **dramatization** of each lesson must be very carefully presented to avoid confusion. When the pupils have once heard the words which symbolize certain objects and actions, they are eager to show how well they can repeat the sentences. They are not as self-conscious as adults and therefore do not need as much concert work. They do not like concert recitation, for they are so anxious to respond when they understand. When the theme has been completed, it is most important to have the children dramatize and reproduce the lesson. The brighter ones will be the first to volunteer and the others will eagerly raise their hands as soon as they are sure of each sentence. Whenever possible dialogue should be introduced in the lesson, for this gives a good opportunity for pupil activity.

4. **Drill** may become very monotonous and irksome to children unless a variety of devices are used. When mistakes are made in language forms, spelling, phrasing and inflection in oral reading, it is futile to give pupils rules by which correction can be made. It is much more effective to emphasize the correct form, word or expression, unconsciously by means of their application in new themes and stories. Thus the habit for the correct usage will be formed.

5. In **writing**, all the various exercises for testing spelling and original thought previously outlined may be constructed, based of course upon the oral lesson. Since these pupils are going to continue in school for some time and since they will have to compete with American children in writing, more attention should be paid to the formation of good letters. A decided improvement in penmanship should be noticeable.

6. Review words as well as new words which are based on the lesson should be developed in the spelling exercises. To be able to apply each word correctly in a sentence is a splendid test whether the child is thinking in English or not.

CONTENT FOR BEGINNER'S LESSONS

1. Greetings and idiomatic expressions, e. g. :
 - “Good morning, Sarah!”
 - “Good morning, Miss _____!”
 - “How are you?”
 - “I am well, thank you!”

 - “Please, excuse me!”
 - “Pardon me!”
 - “You are welcome.”
 - “May I pass the books?”
2. Identification :
 - Name.
 - Address.
 - Regular school, teacher's name and grade.

 - Age.
 - Parents' name.
 - Nationality.
3. Days in the week.
4. Weather and seasons.
5. The school room.
6. Counting.
7. Getting a drink of water.
8. Getting Ready for School. . Clothing; washing the hands and face; brushing the teeth; shining the shoes; the use of the handkerchief.
9. Telling time.
10. Months of the year.

11. The Home The house and its rooms; the family; household activities, e. g., setting the table; washing the dishes; furniture.
12. Foods Various meals and what to eat; how to eat an apple or an orange; how to make a sandwich; milk .
13. Measures and money.
14. Going to the Store Grocery, school supply; bakery; meat store, etc.
15. Recreation Fishing; skating; coasting; baseball; marbles; jumping the rope; games.
16. Flag lessons.
17. Studies about animals Stories to teach affection for animals.
18. Picture lessons.
19. Terminology of fundamental processes in arithmetic.
20. Place geography.

CONTENT FOR ADVANCED CHILDREN

After a short time a change may be made in the type of lesson, but not in the manner of development, however. Practice in speaking may be taught by a series of stories, simple at first and increasing in difficulty. The teacher may need to rewrite the stories she finds in order to have sufficient dialogue. After the lesson has been given, observing the various steps in oral development, the children will be delighted to take the parts of the characters in the story and dramatize the events. There are a great number of stories at the disposal of the teacher which make use of every day conversation. The following sources are a few that have been found particularly valuable:

1. Fables — Milo Winter's version of Aesop. The Little Classic Series, A. Flanagan Co., Chicago. Instructor Literature Series, F. A. Owen Pub. Co., Dansville, N. Y. Catherine T. Bryce: Fables from Afar.
2. Stories from History—Lincoln's Birthday Book. Washington's Birthday Book. The Little Classic Series.
3. Fairy Stories.
4. Other Stories — Spaulding & Bryce: Learning to Read, Teacher's Manual.
5. Songs — Riley and Gaynor: Songs of Child-Life.
6. Text-Book — Fisher & Call: English for Beginners, Ginn & Co., Columbus, O.

SOME TYPICAL STORIES

The Crow and the Pitcher

A poor crow worked hard all day and had nothing to drink. So he was very thirsty. He saw a pitcher on a stone.

"How grand!" said the crow. "I will see if there is any water in it."

He found some water. But alas, stretch his neck as far as he could, he could not reach the water.

"What shall I do?" thought he and began to look around.

He saw some little stones on the ground. One by one he picked them up and dropped them into the pitcher. Soon the water rose higher.

"Where there's a will there is a way," said he and took a good drink.

Abraham Lincoln

Abraham Lincoln was very poor. He had no books. He liked to read. One day he went to a friend and said, "May I borrow a book from you?"

"Certainly," said the friend.

Before he finished reading the book, he laid it on the window-sill. A rain storm came and made the book all wet. It was spoiled. Abe showed the book to his friend and said, "I am sorry; I shall work and pay for the book."

"All right," said the friend, "Come and husk corn for two days. That will pay for the book."

"Yes, sir," said Abe and he worked hard all day. We must always take good care of books.

Robin Redbreast's Breakfast

One morning Robin Redbreast flew down from his nest to look for some breakfast for himself and his little birds. He could not find a single worm.

Gray Pussy came creeping under the tree with a little piece of bread in her mouth. She said softly,

"Robin, Robin Redbreast,
Singing on the bough,
Come and get your breakfast,
I shall feed you now."

But Robin knew the Pussy and said, "No, no, Gray Pussy, no, no. I saw you kill a little mouse yesterday, but you shall not kill me."

Next Mr. Sly Fox came sneaking under the tree. He held up a piece of meat which he had stolen,

“Robin, Robin Redbreast,
Singing on the bough,
Come and get your breakfast,
I shall feed you now.”

Robin said, “No, no, Mr. Sly Fox, I saw you kill a little chicken yesterday, but you shall not get me.”

Soon little Mary filled a bowl with crumbs and ran to the tall tree. She placed it under the tree and said,

“Robin, Robin Redbreast,
Singing on the bough,
Come and get your breakfast,
I shall feed you now.”

Then Robin Redbreast flew down again and found all the breakfast he could eat.

OBSERVATION OF CLASSES

A teacher's training course alone is not sufficient preparation with which to begin work. The prospective teacher should observe as many classes as possible that are conducted by experienced teachers. It is necessary to see the principles of the method demonstrated before attempting to apply them. To be sure, even an experienced teacher will not always develop a lesson perfectly, but the alert observer may profit by the mistakes of others as well as by the perfections. In order that the observer may be guided somewhat in the most important points to be noticed, a series of questions which ought to arise in the minds of the observer are submitted below.

1. **Physical Conditions of the Room:**

- (a) Is the ventilation good?
- (b) Is the lighting adequate?
- (c) Are the seats comfortable?
- (d) Is there sufficient blackboard space?
- (e) Are there distracting sounds?
- (f) Are the decorations and pictures inspiring?
- (f) Is the teacher trying to overcome the above difficulties, if they exist?

2. **Atmosphere in the Classroom:**

- (a) Are the pupils and teacher in a cheerful frame of mind?
- (b) Is there a spirit of friendliness among the pupils?
- (c) Do the pupils show any dissatisfaction with the lesson?
- (d) Are they anxious to express their own thoughts?

3. **The Teacher's Personality:**

- (a) Is he methodical and thorough?
- (b) Does he have and radiate enthusiasm?
- (c) Is he sympathetic and does he understand the peculiarities of his pupils?
- (d) Does he have a wholesome attitude and sense of humor?
- (e) Is he just and broadminded?
- (f) Does he make reference to the immigrants' background?
- (g) Does he foster a good American atmosphere of equality?
- (h) Does he treat pupils as adults calling them Mr. and Mrs. or does he call them by their first names and waste their time by making them stand when reciting?

4. **The Teacher's Work:**

- (a) What method of teaching is being used?
- (b) Are the lessons dramatized or does the teacher rely on the pupil's imagination?
- (c) Are objects, pictures or drawings used?
- (d) Does the teacher have a well-planned lesson and is he following a definite program in logical order?
- (e) How many new words are developed?
- (f) How much time is devoted to phonics?
- (g) Is the lesson developed orally before reading and writing?
- (h) Does the teacher get complete sentences in response to questions or are incomplete statements accepted?
- (i) Is the lesson suited to the needs of the class?
- (j) Is the class graded according to English-speaking ability, previous education, nationality or sex?

5. **The Reading Lesson:**

- (a) Is the text adapted to the needs of the grade?
- (b) How much silent reading is required?
- (c) Does the teacher encourage thought reading?
- (d) Are the pupils reading words or sentences?
- (e) Is the period too long or too short?
- (f) What method of correction does the teacher employ?
- (g) Are all the pupils given an opportunity to read?

6. **The Writing Period:**

- (a) Are the pupils aimlessly copying?
- (b) Do they know the facts of identification?
- (c) Is the written exercise suited to the ability of the class or is the work too difficult?
- (d) Are the spelling words those which the pupils will need for future writing?
- (e) Is the spelling lesson too long?
- (f) How much attention is paid to penmanship as such?
- (g) Is the writing period too long?

7. **Activity of the Class:**

- (a) Are the pupils responding?
- (b) Are they only attending or are they actively interested?
- (c) Do the pupils prefer individual response or concert work?
- (d) Are the pupils doing the talking, or is the teacher doing most of it?
- (e) Are the pupils applying what has previously been taught in the construction of new sentences.
- (f) Are they thinking in English?

BASIS FOR JUDGING A TEXT-BOOK

There are many text-books at the disposal of the teacher, each of which has developed some particularly good lessons. The conscientious teacher will become acquainted with as many as possible of these and select the lessons most suitable to the needs of his class. Sometimes the teacher is given the responsibility of choosing a basic text. All pupils want to have a book and they feel that school is not school unless they have a book from which to study and read. Each class should have one text-book, as a source for the fundamental lessons, even though the teacher does supplement the work with many appropriate and suitable lessons from other books. In selecting a basic text, a number of facts must be considered.

1. **General Subject Matter:**

- (a) Is it suited to the needs and ability of the particular grade in question?
- (b) Is it interesting?
- (c) Are the lessons connected in thought, or are they selected at random?
- (d) Are the lessons arranged in logical order?
- (e) Is the subject matter well apportioned?
- (f) Does it gradually tend to stimulate new needs?

2. **Type of Lesson Used:**

- (a) Is the theme used?
- (b) How soon are paragraphs used?
- (c) Are some lessons constructed chiefly to increase vocabulary?
- (d) Do lessons gradually increase in difficulty and are they adequate?
- (e) Are the lessons too long?

3. **Pictures:**

- (a) Are there sufficient pictures to make lessons interesting?
- (b) How many pictures are unnecessary?
- (c) What necessary pictures are lacking?
- (d) Are the pictures illustrative of points in the lesson?
- (e) Would they offend the feelings of the New Americans?
- (f) Are they clear?
- (g) Because of printing or color will they confuse or help the class?

4. Printing:

- (a) Is the type bold?
- (b) Are the lessons arranged on the page to assist the pupil in acquisition?
- (c) Are the most important points in bolder type or italics?
- (d) Does the printing resemble that used in primers?

5. General Points to Notice:

- (a) Is any attention paid to the development of language forms either in a printed language drill or in the written exercises at the end of each lesson?
- (b) Is a large portion of the student's text devoted to directions for the teacher?
- (c) Is there any vocabulary in a foreign language at the end of the book?
- (d) Is any opportunity provided for review?
- (e) Are there any lessons on American History and Government?

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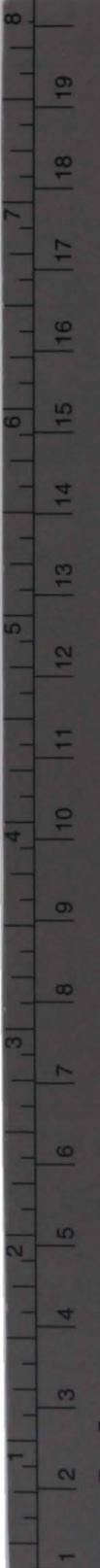
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Kodak Color Control Patches

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A 1 2 3 4 5 6 M 8 9 10 11 C 12 13 Y 14 15 B 17 18 19

