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THE UNIVERSITY OF MINNESOTA

GRADUATE SCHOOL

Report

of

Committee on Examination

This is to certify that we the undersigned, as a committee of the Graduate School, have given Albert Boris Clarfield final oral examination for the degree of Master of Arts . We recommend that the degree of Master of Arts be conferred upon the candidate.

Minneapolis, Minnesota

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Chairman
M. L. Elmer.

"The Americanization of the Foreign-born in Duluth."

"A typical American community."

A Thesis

Submitted to

the Faculty of the Graduate School

of the

University of Minnesota

by

Albert B. Clarfield

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Table of Contents.

Introduction

Chapter 1	The Community.	Pages 1 - 6
Chapter 2	The Immigrant Problem in the Community.	Pages 6 - 13
Chapter 3	The Immigrant Groups of Duluth.	Pages 14 - 28
Chapter 4	How the Community is Meeting the Immigrant Problem.	Pages 28 - 55
Chapter 5	Old-line Americans and Their Old Attachments.	Pages 55 - 66
Chapter 6	The American Nation - The Creation of All Americans.	Pages 67 - 81
Chapter 7	What is Americanization?	Pages 82 - 98
Chapter 8	The Immigrant and Americanization. "	98 - 109
Chapter 9	Notes of an Americanization Secretary.	Pages 110 - 117
Chapter 10	Summary.	Pages 117 - 118

Bibliography

Table of Exhibits

Exhibits #1 to #26.

- - - -

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Introduction.

The following paper is devoted to a treatment of the cultural aspects of that process of reciprocal adjustment between the older groups of the American people and the newer groups, which is called Americanization.

The world war caused the American people to take stock of the human and material resources which this nation has at its disposal. It was a great test for the nation, as most wars are. As a result of this war the American nation is undergoing a process of self-determination and self-assertion. The problem of fully adjusting the foreign-born men and women to the American environment is a mere incident in that process.

It consists of an external adjustment of the immigrant, which divides itself into the learning of the language, history, institutions, and customs and ways of living of America on one hand, and an inward spiritual adjustment of the immigrant on the other. Both phases of the adjustment are of equal importance. But it is also the duty of the native-born to learn to value and appreciate the qualities of mind and spirit and the cultural treasures which the immigrant groups have to contribute to the future making of American life and of the American nation.

The point of view of the writer could be nothing else but the point of view of a foreign-born and naturalized American citizen. His relation to the community and some of his personal experiences are narrated in this paper, because he

II

believes them to be typical of a general condition. His purpose was not merely to describe the effort of one community to Americanize its foreign-born residents, however important that experiment may have been. What the writer was seeking is to analyze the meaning of Americanization at large and its significance to native Americans and to the masses of our residents from foreign lands, whose Americanization was retarded for certain reasons, and the ways and means for their intensification of that process, so as to bring about in this nation a united citizenship and a spiritual and cultural homogeneity.

University of Minnesota

June 1920

"The Americanization of the foreign-born in Duluth."

"A typical American community."

I.

The community.

The influences of the life of an American community in molding and transforming the immigrant into an American citizen, which the writer of this paper will have in mind, is typical of the influences any other American community exerts upon the immigrant. A particular community of the north-western section of the country is taken for the frame of this paper, for the reason that only a few years ago the writer came to this community as an immigrant, without knowledge either of the language of the land or of the life which would confront him, and without any idea as to "what the morrow had in store for him."

His life and experiences in this community and his contact with its citizens and institutions were for him the first lessons in Americanization. In this community he experienced that inward transformation, that rebirth, which comes to a man, who has been uprooted from one soil and transplanted into a new one.

Six years after his arrival in his adopted country he

stood proudly before a Court in the same community, head erect, swearing allegiance to the ideals of American citizenship and their concrete expression - the American institutions.

As is the case with most American towns of the north-west, this town is very new. Less than half a century ago, thick forests covered the site of the town. Only one street stretched from the lake shore up the hill in those early days⁹⁰, and the few scattered houses of a dozen or more pioneer families were situated along the lake shore and on the slope of the hill overlooking the waters of the great lake.

Today it is a busy and industrious town with a population of more than one hundred thousand people. Its fine harbor sends out annually an amount of tonnage second only to that of the New York harbor. The lumber camps and mining districts of the north, and the great farm country to the west, make this town attractive for the non-English speaking laborers. These come and go by the thousands every year.

The town is well known for its wealth, for its conservatism and for its orderliness. The old avenue mentioned above divides the town into "East End" and "West End." The native-born old line Americans and the well-to-do and Americanized foreign-born Americans reside in the "East End." The residences of this section of the town, its schools and churches are fine and comfortable, many of them commanding a splendid view of the grey waters of the lake. A general air of calm-

3.

ness, prosperity and self-confidence pervades the district.

The foreign-born, and the poorer class of the native-born, reside in the "West End." The houses are poorer here, the streets less clean and orderly, and an uncertain outlook upon life is evidenced here and there. Peoples from many lands are represented here. They keep themselves in distinct racial and linguistic groups. "America" is where they work, where they have to stand the folly of the American foreman and the routine of the American job. But here, in the "West End," where Swede meets Swede, Pole meets Pole and Finn meets Finn, they can freely live in their own way, think in their own way, feel in their own way, and talk in their own way. The cold reserve of the Scandinavian languages, the hasty and guttural sounds of the Slavic tongues, the musical swing of the dialects of Italy, the strange dry chatter of the Finns, can be heard in this part of the town. The minds and souls of these people still live in the old world. The melting pot does not melt.

These groups are distinct and separate in America, as they are in their homes in the old world, and no interrelation between them is much noticeable. They are not only distinct and separate, but quite often hostile to one another, continuing on the soil of America old world feuds, misunderstandings and antipathies. Here and there we can meet old world attitudes and prejudices, which persist, notwithstan-

ding the levelling influences of the American environment.

Only the children of the foreign-born hold a promise to America. The children of most of the immigrant groups and of the native-born in the neighborhood play together, go to school together, read the same school books, and ^{have} the same American teachers. All the children of the neighborhood lift their eyes to and salute the same stars and stripes. The American-born children of the immigrant influence the home and the neighborhood by bringing in the breath of freedom of American childhood, the American heroes in place of the heroes of the countries their parents left behind, the romance of American history for the history of the countries from which their parents have separated.

The foreigner comes from the old world with a ready psychology of distinctions and hatreds; "they" means the nobility and aristocracy, who live in the fashionable section of the town, to which a poorly clad peasant has no access, or in the "castle" in the village, the place of abode of the hated nobility, and "we" means all the other people, with the exception perhaps of Jews and traders in general, who belong to neither class.

The people of southern and eastern European countries, in their grim misery, look hungrily to the "castle" or "palace", where mere birth entitles one to honors and pleasures, to idleness and to education. A deep hatred toward the in -

habitants of castle and palace manifests itself whenever the government weakens from some reason or other.

This preconceived psychology of distinctions and hatreds is not abated by the first years of life in the new land, or by the first experiences and contacts he receives.

The immigrant has no means of ascertaining America's greatness, her institutions, her laws, her traditions or her ideals; but the negative aspects of our life, and the weaknesses of our democracy press upon him with great weight immediately after his arrival. The America that the immigrant encounters is not the America that can secure the interest and friendship of our foreign-born neighbors who come to make their permanent home among us.

Not by boasting, even legitimately, about America, "the land of the free the home of the brave", or by threats of punishment, or by making unlawful the use of their language, can we gain their loyalty. Only by serving their needs, by enriching their lives with contents of genuine Americanism, by making truly American their neighborhoods, by an appreciation of the contributions they have in store for us, can we bring them into intimate touch with American life and American ways of living, and gain their loyalty and devotion to America and its ever enlarging ideals.

Until every community in America awakens to the fact that the process of Americanization means service, sympathy,

patience, and friendship, and an understanding of the immigrant by America, we will not have begun to accomplish the understanding of America by the immigrant.

II.

The immigrant problem in the community.

1.

The city of Duluth, in the state of Minnesota, with a population of one hundred and ten thousand ^{1/}, had, according to the estimates of the Minnesota Commission of Public Safety, made in 1918, over fifteen thousand aliens (15,506) ^{2/}. The great majority of these aliens have lived in the United States much longer than the time required by law for citizenship, but they did not take the legal steps necessary to become citizens of the United States.

The number of foreign-born residents of Duluth, together with their children, who were born in this country, was estimated at about thirty-three thousand, or a little less than one third of the total population of the community.

According to the census data for the year 1910, there

1/ Duluth City Directory for the year, 1918.

2/ Alien Registration, Order 25, Minnesota Commission of Public Safety, 1918.

7.

were 13,345,447 foreign-born (white) residents in the United States, and 18,897,837 natives of foreign or mixed parentage. The total population of foreign birth and parentage in the United States was 32,243,382 or more than one third of the entire population of the country. 3/

Duluth may, therefore, be considered a typical American community with regard to the immigrant problem.

2.

When we speak of the immigrant problem of the community, we have in mind the problem of educating the adult alien in the prerequisites of citizenship, so that he may become embodied in the life of the country as a solid substantial citizen. This should be accomplished by means of education, which consists in teaching the adult alien the English language, American history and institutions, and American customs and ways of living. It is a problem of the education of adult aliens.

With regard to the question of educating the children of the foreign-born, our public schools are accomplishing this task, as will be presently shown.

In the western end of the city of Duluth, in the vicinity of the Minnesota Steel Plant, there is a community, called

3/Thirteenth Census of the U. S., taken in 1910, Minnesota Supplement, Page 194.

New Duluth, where the foreign population predominates.

June 1st, 1918, an investigation was made of the nationality of the parents of the pupils in the Stowe School, which is the school, of this neighborhood.

The total number of children who gave the nationality of their parents was 406. Three hundred and thirty-five pupils stated that both parents were of the same nationality; these are tabulated in Table A. The first column of this table shows the rank of each nationality according to the number of pupils in the school. There were forty-nine pupils of pure Slovene parentage, they therefore ranked first. Pupils of pure Italian parentage numbered forty-seven, and ranked second. Serbians numbered thirty-nine, and ranked third. Americans numbered thirty-seven, and ranked fourth, and so on through the table. (See table A on page 9)

The term Austrian does not indicate the nationality but the country. It is safe to say that the 22 Austrians in table A are either Slavs or Hungarians. The Slav children should be distributed among the various Slavic nationalities: Serbian, Slovene, Croatian, Ukrainian, Russian, Montenegrin, etc. The term Slav is sometime given instead of giving the specific group, to which the person belongs. The two children who gave their nationality as Scandinavian are probably either of Swedish or Norwegian nationality. So few children, however, are involved in this inaccuracy

that the correctness of the table is only slightly affected.

Out of 406 pupils of the Stowe School, 335 pupils, or nearly eighty-three per cent. have both parents belonging to the same nationality. Sixty per cent. of the 335 children belong to the races of southern and eastern Europe.

Table A.

Both parents of the same nationality.

<u>Rank</u>	<u>Nationality of parents</u>	<u>Number of pupils</u>
1	Slovene	49
2	Italian	47
3	Serbian	39
4	American	37
5	Polish	30
6	Austrian*	22*
	Swedish	22
7	Croatian	20
8	Colored	9
9	Finnish	7
10	Scotch	6
11	Slav*	5*
	Hungarian	5
12	German	4
	French	4
	Bohemian	4
	Jewish	4
13	Rumanian	3
	Norwegian	3
	Canadian	3
14	Scandinavian*	2*
	Lithuanian	2
	Irish	2
	Ukrainian	2
	Greek	1
15	Russian	1
	English	1
	Total children.....	335
	Nationalities.....	27* - 3* - 24.

Table B.

Parents of different nationalities.

<u>Rank</u>	<u>Nationalities of parents</u>	<u>Number of pupils</u>
1	American-German	9
2	Scotch-Irish	4
3	English-Norwegian	3
4	French-Italian	3
	Irish-Belgian	3
	German-Norwegian	3
	Russian-Polish	3
	Scotch-French	2
5	American-Norwegian	2
	Bohemian-German	2
	German-Austrian	2
	American-Polish	2
	Serbian-Austrian	2
	German-Slavic	2
	American-Canadian	2
	Scotch-Canadian	2
	American-Bohemian	1
6	Serbian-Bohemian	1
	German-Scotch-French	1
	Croatian-Austrian	1
	American-English	1
	German-Polish	1
	Slavic-Serbian	1
	American-German-Polish	1
	American-French	1
	Slavic-Austrian	1
	Serbian-Polish	1
	English-Irish	1
	Norwegian-Serbian	1
	American-Scotch	1
	Scotch-Polish	1
	Irish-German	1
	German-Norwegian-Polish	1
	American-Icelander	1
	English-Austrian	1
	English-Polish	1
	Total children.....	71
	Total nationality combinations....	36

Table B enumerates and classifies seventy-one children, of whom the parents are of different nationalities. They comprise a little more than seventeen per cent. of the total number of pupils of the Stowe School. This indicates one kind of reaction which is going on in the "melting pot".

It is interesting to note which nationalities combine most readily as shown by the pupils of the Stowe School. The American-German combination ranks first with nine children, Scotch-Irish second with six children, English-Norwegian third with four children, and so on in descending numbers for other combinations. There were altogether thirty six nationality combinations. Americans have combined with the following racial groups: German (9); Norwegian (2); Polish (2); Canadian (2); Bohemian (2); English (1); German-polish (1); French (1); Scotch (1); Icclander (1). The figure in brackets shows the number of children in the Stowe School from these intermarriages. (See Table B on pg. 10)

Table C (pg. 12) shows the seventeen nationalities that have intermarried with persons of other nationalities. The first column shows the rank according to the numbers of pupils of mixed parentage in the school. The column on the right shows the number of times each persons of each nationality intermarried with that of another nationality. Americans will be found in ten intermarriages, Germans in ten, a Pole on eight, a Scotchman in six, an Englishman, a Nor-

wegian, a Serbian, and an Austrian in five, and so on.

Ten nationalities that are shown not to have combined with any other are as follows: Slovene, Swedish, Finnish, Hungarian, Colored, Finnish, Jewish, Rumanian, Lithuanian, Ukrainian, and Greek.

Table C.

Nationality of one parent.

<u>Rank</u>	<u>Number of pupils</u>	<u>Nationality of one parent</u>	<u>No. of different combinations.</u>
1	23	German	10
2	22	American	10
3	13	Scotch	6
4	11	Irish	4
5	10	Polish	8
6	8	Norwegian	5
7	8	English	5
	8	French	4
8	7	Austrian	5
9	6	Serbian	5
10	5	Bohemian	4
11	4	Slav	3
12	4	Canadian	2
12	3	Italian	1
	3	Russian	1
	3	Belgian	1
13	1	Croatian	1

4/

Our public schools are a great force for the welding together of the various stocks of our population. Cultural

4/ Acknowledgement is made to Mr. R. D. Chadewick, Principal of the Stowe School, who compiled the data among the pupils of said school.

cross-fertilization must precede the amalgamation of peoples of diverse stocks. As time goes on and the educational process reaches the adult immigrants as well as their children, there will be an increase in the number of American children of mixed bloods. If a child is born in the United States he is an American, whatever his racial origin. It is clear that the American race which will evolve, will be a new race with the blood of all the European, and, who knows, may be African, races in its veins; ^{just as/} it will be a synthesis of all the cultures of the old world, as shown elsewhere in this paper.

The Americanization of the children of the foreign-born is not completely accomplished without the Americanization of the adult immigrants. A proper degree of education must precede the full assimilation and ultimate amalgamation of the foreign-born. When the cultural process is adequately performed, amalgamation will come gradually and naturally. The immediate task of every American community, in addition to the teaching of the language and institutions of America, is the inoculation of the immigrant with the true American Spirit, and with the traditions and ideals of America.

III.

The immigrant groups of Duluth.

1.

Scandinavians. Immigrants from Scandinavian countries, namely, Swedes, Norwegians and Danes are numerous among the immigrant groups of the community. They, however, do not create what is commonly termed the immigrant problem. They learn the English language comparatively soon, for the reason that their native tongues are akin to the English language; the great majority of them are literate in their native tongue, they come with a predisposition for schooling, and they usually go to school immediately after their arrival in this country. Another reason for their rapid adaptation to the new environment is the fact that those who settle in the cities adopt kinds of employment, which give them an opportunity to learn the English language.

While going over the naturalisation files in the Federal and State Courts of the community, the writer of this paper found that Scandinavians apply for citizenship papers (second papers) between seven and ten years after their arrival to the United States.

The slowest in this respect are the German Poles (from

parts of Poland in the hands of Germany before the world war) There were in the community a great number (several hundred) of them who had resided in this country for a period of from 12 to over 20 years, intending to remain permanently here, and they had not taken steps to acquire American citizenship. During the months following the declaration of war upon Germany, when restrictions for approaching the Lake shore were numerous, hundreds of them were reminded that they had never even made a Declaration of Intention to become citizens, and they rushed to the Courts for their first papers.

The Scandinavians of the community need not be urged to secure citizenship papers. They usually take out the first papers shortly after their arrival, and they petition for full citizenship a little after the time required by law.

Loyalty to their kindred and an intense ^{sense of/} attachment to their native country are outstanding characteristics of the Scandinavians. In addition to the press, numerous lodges and societies of Scandinavians keep alive their memories. Many of them go back for a visit of their old country and home town or village. One Swedish and one Norwegian weekly papers are published in Duluth.

2.

The Slavic peoples. The Slavic peoples of the community are also numerous. Their former homes were in the former

Russian, Austro-Hungarian and German Empires, and also the Balcan peninsula. The degree of literacy and culture of the Slavic peoples varies from the utter illiteracy and ignotance of the Serbs, Montenegrins and Bosnians, to the fine intelligence and culture of the Bohemians. The Poles, Russians, Ukrainians, Slovenes, Croatians and Slovaks occupy a middle ground. The political settings and degree of social advancement of their native countries have much to do with their degree of their literacy and culture.

A. The Poles. The Poles from the former Russian, Austro-Hungarian and German Empires make up the largest number of Slavs in the community. Illiteracy is prevalent among them; they are employed principally in the Ore and Coal Docks and in the Steel Plant. Most of them own homes in the outskirts of the city. Contrary to the characteristic which is so conspicuous in the Bohemians and Croats, they have little inclination to engage in politics.

The Poles have produced in their former home in Europe a brilliant and viracious literature and culture, but this was the product of the class of nobility and not of the people. In no country is the line so definitely drawn between the nobility and the peasantry. The Polish nobility is even racially distinct from the peasantry. We receive in America Polish peasants who occupy a very low level economically,

socially and culturally. The process of transforming the Poles into American citizens is very slow in comparison with that of other Slavic groups, such as the Bohemians, the Croats, and the Slovenes.

The Poles, as a rule, are richly endowed with natural gifts, but they lack patience and perseverance; they are conscious and desirous of pleasing, but are not practical. They are ambitious, but lack sufficient will-power to carry out their ambition; their imagination is more powerful than their will. Occasional fits of energy makes them capable of performing great heroic deeds, but this dies out quickly when misfortunes discourage them, and they fall into apathy and yield submissively to the force of circumstances. The history of the Poles fully substantiates the above stated characteristics of the Poles.

These qualities cause the Poles to advance very slowly on the road to success and the higher attainments of American citizenship.

B^{tu}, Serbs, Montenegrins and Bosnians, although Slavic in race and Greek-Catholic in religion, show traces of the long centuries of influence from the Turkish rule in Europe.

A Montenegrin was brought before a Court of the community on a charge of beating his wife repeatedly. He said that this is not a free country if he can not freely give a beating to his wife without being unpunished.

These people are illeterate, but naturally keen, vigorous, and of good health. Most of them live in the New Duluth section of the town and work in the cement and steel plants. Their homes are unclean, although they like to dress well, but chose loud colars, and buy jewelry. Most of them intend to make enough money to return to their native village and there display their achievements in America. These achievements lie in the acquisition of American money, American clothes, and bits of our language.

"In "trailing the immigrant", I have found that when he returned to the homeland the difference in his viewpoint was made, not so much by his having learned English or not, as from whom he learned it. I am never so ashamed of America as when I hear the immigrant speak our language, embellished by all the coarse slang and vile oaths which it is capable of containing." 5/

C. Ukrainians. The Ukrainians of the community resemble the Poles, both in illiteracy, and in the slowness with which they adopt themselves to the American environment. They are witty, vivacious and fond of music and poetry in their own harmonious language; they are kindly and hospitable; but like the Poles they are passionate and unstable. They work in the coal and ore docks of the community.

D. Slovaks. The Slovaks are good workers in menial kinds of labor; they are mostly illiterate, although very musical.

The Slovak folk songs are melodious and full of beauty and gentle pathos. A golden thread of melancholy goes through them. The Hungarian subjection has made them humble and timid.

Physically, the Slovacs are a fine race - tall, strong and well built. They are very poor: Nature has not been bountiful to them in their old home, and they are obliged to emigrate in search of work. They are mostly employed in shops, factories and the docks.

E. Croatians and Slovenes. The Slovenians and Croatians are tall and strong, make an impression of nobility, and are good natured. Racially the Slovenes are not so pure as the Croats for the reason that they lived in a country traversed by great natural highways, which resulted in mixing with other races.

The Croats and Slovenes, who lived for centuries under the scepter of Austria-Hungary, show a greater keenness of mind than the other Slavs, and a quicker grasp of the American institutions. They willingly go to school and try energetically to learn the English language, and to understand the American institutions. The writer of this paper had, in one of his naturalization classes, a number of Croatians and Slovenians, who made a ten miles trip back and forth, three times a week, from the outskirts of the city, after a hard day's work in the steel or cement plant, in order to

become prepared in the prerequisites for full citizenship.

The Slav people, whose home environment and culture is so different unlike that of America, need help in becoming Americanized. They should be taught how to use their leisure time intelligently and with profit to themselves. Most of those people had no schooling in their own countries. It is necessary, therefore, to develop in them the habit of school-going.

F, Dalmatians. The Dalmatians are of ^{the} Serbo-Croatian branch of the Slavonic race, with a marked admixture of Latin origin. Most of them are "olive skinned, with dark hair and eyes, like the Montenegrins, whom they rival in stature, strength and courage, while their conservative spirit, their devotion to national traditions, poetry and music, their pride, indolence and superstition, are typically Servian." 6/

The Dalmatians of the community live together with the Jugo-Slavs and are usually plain and unsophisticated laborers.

3.

The Italians. The Duluth Italians are almost all from the South of Italy. Their demeanor is generally somewhat distant

6/ British Encyclopedia, V. VII, Pg. 773.

21.

and timid. They are content, if need be, with very little, and know how to enjoy themselves. Although mostly illiterate, they are naturally enterprising, they have simple wants, and know very little of sanitary laws so that the interiors of their dwellings are very unattractive to both the eye and nose. The Italians are very proud of the fact that the local captain of police is their fellow-countryman. There are about 350 families of Italians in greater Duluth 7/, and most of them are laborers in the steel and other industries.

4.

The Finns. Northern Minnesota is known as the great center of Finnish population in the United States. There are ^{two} Finnish daily papers printed in Duluth, and one across the bay, in Superior, Wis.. The Finns are a strong and hardy people, morally upright, hospitable, faithful and submissive, with a keen sense of personal freedom and independence; but they are somewhat stolid, revengeful and indolent. The Finns have many traits in common with the Mongolian race, to which they are said to be ethnically and linguistically related.

Mr. Eugene Van Cleef, in his book "The Finns in America", says: "...Yet man is the creature of his native environment

7/ According to Mr. A. Castigliano, Italian Consular Agent for Minnesota.

however ungrateful it may be. Its strong hold is exemplified here: given freedom and land the Finn in the United States will select an environment that reminds him of the home of his fathers." 8/

"The similarity of topography, soil, and climate in Finland and northern Minnesota, it would seem, has been most influential in the settlement of Finnish immigrants in that part of the United States." 9/

In touching upon the characteristics of the Finns, Mr. Van Cleef says:

"Perseverance, doggedness, tenacity of purpose, and endurance characterizes the Finn. These qualities oftentimes develop into extreme, even detrimental stubbornness. He has a strong desire for independence, an ambition to own a bit of land and to free himself from all bondage."

"The Finn is frequently stolid and phlegmatic until opposed by some one or some idea not of his liking, when he becomes thoroughly aroused. Among the lumberjacks and miners this spirit has often led to serious disruptions and sometimes even murder. However, it would be an injustice to the Finns as a whole to imply that this is a

8/ Eugene Van Cleef, *The Finns in America*, Pg. 19.

9/ *Idid.*, pg. 30.

23.

as common a characteristic as is their attitude of suspicion."^{10/}

^{10/}
ⁱ The estimates made in 1917 for the number of Finns in St. Louis County, of which Duluth is the county seat, give the number at from 20,000 to 25,000.. ^{11/}

The Finns have great aptitudes toward education. Finland stands very high in the literacy of its people. The Finn attends the night school willingly and regularly, although it is hard for him to learn the English language because of its dissimilarity from his native tongue.

5.

Other foreign peoples of the community.

Jews. The Jewish population of Duluth was estimated in 1918 to be 2300. ^{12/} The earliest Jewish settlers in Duluth, who settled there in the beginning of its history, about fifty years ago, were Hungarian and Bohemian Jews. The Russian and Polish Jews are the most numerous among them today. Most of them are businessmen, although there are among them some tailors and members of other trades and professions. The historic career of the Jews in the so called Diaspora developed in the Jew an adaptability to all sorts of conditions and environments.

^{10/} Idid. Pg.23.

^{11/} Idid. Pg. 4.

^{12/} American Jewish Year Book, 1919.

"Not all has been said even yet of the unique achievement of this landless people." 13/

"The Jewish isolation (in the old world) has undoubtedly bred grave defects which considerably mar the complexion of the immigrant Jew, such as pettiness, suspiciousness, hypersensitiveness and hyper-cleverness, excessive individualism, lack of organizing ability, disregard of externalities, often resulting in uncouthness and uncleanliness, and other shortcomings of this kind. But it has at the same time been productive of positive characteristics, which to the outsider are perhaps less palpable, because unlike the others, they do not lie on the surface, yet are of immense intrinsic value and far more than make up for his defects: his extraordinary mental vigour, his unconquerable thirst for knowledge, his boundless respect for learning, his passionate love for liberty, his profound sense for justice, his power to endure suffering, his frugality, his genuine warm-heartedness and a variety of other virtues." 14/

B. Greeks. The number of Greeks in the community is small, although, as it is the case with the Jews, they are more noticed for the reason that they usually engage in

13/ W.Z.Ripley, Races of Europe, Pg. 369.

14/ Prof. I. Friedlander, Past and Present, Pg. 353.

business, principally fruit and confectionary businesses, on the main streets of the town. They very rapidly adapt themselves to the superficial elements of the life of the country, but they remain Greek; they feel keenly their nationality and an intense fealty holds one Greek to another.

"Every Greek, however humble and ignorant, thinks that all the discoveries and all the advancement of the world is derived from Greece; they consider themselves successors of the Hellenes. The Greek is easily recognized by his tall stature, slim body, aquiline nose, oval face and mustache." 15/

C, Hungarians. The Magyars usually settle in this country with the Jugo-Slav people, with whom they had never been able to agree in the old world. They are kinsmen of the Finns. Like the Bulgars and the Finns, they have become Europeanized, but their legends, some of their customs, and, above all, their language, sufficiently attest to the fact that they are Mongolian or Turanian in race.

The Magyar is fond of fine clothes, and good and abundant food. He is passionately fond of dancing; it is interesting to see him dance a "czartash" (his national dance), for he is really an artist, and his movements are full of grace and harmony. There is about the Magyar a pride and

an air of nobility, but he is fond of show, vanity and heedlessness. The Hungarians of the community are all plain laborers.

2. Roumanians. The Roumanians with their characteristic pride and intense sense of nationality somewhat resemble the Magyars. Although a Roumanian will very quickly tell you that he is a ~~true~~ true descendant of the Romans, the Roumanians are racially rather Slavic, although their language and some of their characteristics and customs are said to be of Roman origin, linking them with the Roman military ventures of antiquity. Their folk-songs and dances, which are full of grace and genuine beauty, closely resemble those of the Slavs, with an added color of their own.

The Roumanian is superstitious, and pagan beliefs continue to exist among the masses of the peasantry; the Roumanians dread vampires, witches and the evil eye and use charms and spells to overcome the evil spirits. The cross and the ikons are met with everywhere as a guard against evil spirits. A funeral is an occasion for feasting and for barbaric display and for festivity.

The Roumanian peasant - and Roumania is a peasant country - is frugal and has simple wants. He will subsist on "brindza" (a kind of cheese), vegetables and "mamalyga", which a dish made of maize, and is considered the national food item of the Roumanians.

Said Elizee Reclus in his work Europe:

"The Roumanians have generally fine sunburnt features, fair hair, expressive eyes, a mouth finely shaped, and beautiful teeth. They allow their hair to grow long, and sometimes even prefer to expatriate themselves to sacrificing it to the exigencies of military service. They exhibit grace in all their movements, are indefatigable on the march, and support the heaviest labour without complaining." 16/

This description is, however, is not true of the Roumanians we meet in this country, who are peasants and are lacking most of the above characteristics. It is rather a description of the Roumanian nobility. Those in this country are people who have had to leave their native land and its fertile fields, because of the exploitation by the landholding Roumanian nobility, and to seek work and bread in a far away land. Most of the Roumanians of the community are illiterate and engaged in the menial kinds of labor.

E. Syrians. There are a few Syrian families in the community, most of whom are dry goods peddlers. They are Semitic in race and features, they speak the Arabic language, and have marked Oriental characteristics. They are Greek or Roman Catholic, but willingly join protestant churches when

they become a little Americanized.

F. Belgians. About two dozen Belgian (Waloon) families live along Railroad Street, West End of the city; they are a patient, enduring and illiterate people. They are laborers.

G. French-Canadians. There are a number of French-Canadians in Duluth, and these seem to be very slow in understanding the institutions of the United States; they do not show much aptitude for higher attainments. Most of them are plain laborers. Many of the adult French-Canadians, particularly the women, never succeed in mastering the English language.

IV.

How the community is meeting the immigrant problem.

1.

The Americanization Committee of the city of Duluth.

A. The Americanization Committee of the city of Duluth is a private and unincorporated organization, whose purpose is to co-ordinate all the agencies and other organizations in the field of education, social service and recreation, to secure more effective means of reaching with the message of

Americanization the foreign-born men and women who are so numerous among us.

The organization includes representatives from civic organizations, of labor unions, of the city, the Board of Education, the clergy, the bench and bar, woman's organizations, and of the lodges and societies of the foreign-born, as well as public spirited persons in general. It came into existence in August, 1918, under the auspices of the Duluth Commercial Club. The writer of this paper was engaged as executive secretary of this organization; his appointment by the Committee was also approved by the Board of Education, who paid half of his salary.

A number of subcommittees were immediately formed, each subcommittee having charge of a definite part of the program, or co-operating with other agencies in the performance of a definite task. The following subcommittees were formed: Finance, Publicity, Co-operation of employers, Educational, Naturalization and Social.

The general body held its meetings monthly and the subcommittees met at frequent intervals in accordance with the requirements of the work. The chairmen of the subcommittees and the president of the organization at large, together with the executive secretary, constituted the executive committee, which met weekly. The executive secretary was responsible to the executive committee of the organization and

to the Board of Education. He reported monthly to the general body, to the executive committee, and to the Board of Education. The work was carried out through the executive secretary. The education and the Americanization of the foreign-born is the aim of the organization.

B, The functions of the subcommittees were divided as follows:

The Finance Subcommittee cared for the financial ends of the organization. A number of public spirited business men of large affairs subscribed a sum big enough to maintain its numerous activities. The general school funds were used by the Board of Education for paying teachers of the night schools and for textbooks, and, as stated above, for half of the executive secretary's salary.

The Social Subcommittee helped in the community center work with organization of entertainments and the furnishing of music and other recreational features. Portable moving picture machines were used for these gatherings, through the co-operation of this subcommittee with the City Recreational Department.

The Naturalization subcommittee had charge of arranging appropriate receptions for the newly naturalized American citizens; it aimed at investing admittance to citizenship with something of ceremony and dignity, which tends to awaken the proper emotional response. (See picture on next page.)



BANQUET FOR NEW CITIZENS

The above is a picture of a banquet for new citizens given under the auspices of the Naturalization sub-committee, April 9th, 1919. (See page 13 of the annual report which is attached hereto.)

The Educational Sub-committee had for its head Dr. K. J. Hoke, superintendent of city schools, who did admirable work in improving the teaching in the night schools of the adult foreign-born.

The Publicity Sub-committee, had for as its name indicates,

handled the publicity ends of the organization.

The Co-operation of employers subcommittee developed many activities which were decidedly helpful in securing a proper understanding on the part of large employers of labor as to what is meant by the Americanization of the foreign-born in their employ, and the importance from the viewpoint of self-interest to cooperate in the work of education of the workers in the factory or shop. C copies of communications sent by the president of the organization and in the name of this subcommittee to the employers are attached to this paper as exhibits. (Exhibits 1, 2 & 3).

2.

The Night Schools.

A. The illiteracy of the immigrant is the first thing which handicaps him as a worker and as a potential citizen of America. He can not read the signs which warn him of danger. He can not read of the opportunities offered by the city in which he lives or by the country at large.

Thus far we have succeeded, in large measure, in reaching the child of the immigrant by means of our public schools, which are open for all the children, but we have not succeeded in reaching the adult immigrant in large numbers. The

problem has given us no serious concern. He has been allowed to drift undisturbed, except for the solicitations of scheming politicians, petty lawyers, and unscrupulous undertakers. The interest of each of these has been selfish. Their dealings with him have obscured his vision of our ideals. Unacquainted with our language and customs, oftentimes illiterate and unsuspecting, he has fallen an easy prey to the social plunderer.

It is clear that teaching the adult foreigner the English language - the medium of expression of the country - is the first step in the Americanization effort of the community.

B. Evening schools classes for adults were opened in nine school centers in various sections of greater Duluth. But the mere opening of evening classes is not sufficient to attract the adult alien to school.

The immigrant from southern and eastern European countries comes here without the habit of school-going and with an idea in his mind that schools are built for the privileged and not for him, the plain laborer. The sheer reaction which follows a hard day's work does not dispose the adult alien to mental effort of any kind. Such a disposition can only be cultivated slowly.

An intensive, persistent and continuous publicity campaign must be carried on in the community, in order that the night schools may be kept constantly before the attention

of the foreign-born.

In addition to the attractive poster which was issued in English and six foreign vernaculars (Exhibit 4), and a hand bill attractively printed in English and as many foreign vernaculars (Exhibit 5), the following agencies and means were utilized to the fullest extent:

1. English newspapers.
2. Foreign language newspapers.
3. Shop or factory papers.
4. Announcement slides at the moving picture houses.
5. Special visits to the homes in the foreign section of the town.
6. Folders handed to school children of foreign-born parents to be taken home.
7. Through foreign societies and lodges.
8. Notices in pay envelopes.
9. Personal notification and solicitation by foremen in shops and factories.
10. Announcements made from the pulpit by priests and ministers.
11. Posting of posters on bulletin boards.
12. Noon-day plant meetings, with effective four minute speakers.
13. Through the Naturalization Bureau.
14. By leaving a notice in every foreign home a day or two before the opening of the night schools.

C. One of the important problems in the organization of the evening school classes for adult aliens is the training of skillful teachers for the task, and the use of proper textbooks and grammar books.

A series of lectures was given to the evening school teachers, and their attendance was required, consisting of six two hour sessions in which methods dealing with teaching English, civics and history to adults were studied, and the racial material with whom the teacher is dealing were discussed. (Exhibit 6) A program was followed as outlined by the executive secretary of the organization.

The best results are accomplished where the teacher is not only skillful but has also a real interest in the foreign-born, keen sympathy and tact, and the faculty for entering imaginatively into the point of view of the other person. To be specific, the teacher should know that the foreign-born people have their ideals. They have their Washingtons and their Lincolns as well as we, and for that reason teachers should know Garibaldi, Kosciusko, Hus, Lafayette, Mazzini, Mavrokardatas and Venizelos. The teacher must remember that the adult foreigner has a mature mind.

The classes should not be very large, not more than 15 to 20 members in a class. In the matter of classification, the following suggestions may act as a guide:

1. Beginners - to be subdivided into two groups:

- a, Those who speak no English, but who can read and write in their own language;
- b, Those who speak no English, and are illiterate in their own language.

2. Intermediate -

- a, Those who have completed the work of the beginners' classes;
- b, Those who have never gone to school before, but who can make themselves understood in English, and can read the lessons in the book.

3. Advanced -

- a, Those who have completed the intermediate class;
- b, Those who can carry on a conversation in English and can read and understand a simple newspaper article.

Beginners' classes may be further subdivided on the basis of nationality, their previous education, age and sex. These subdivisions are, however, valuable only in the beginning, and should not be retained for long, because they tend to stratify groups of foreigners and to emphasize the formation of national cliques, thus counteracting American forces and influences.

The classroom must be suited for the adult. We can not expect good results if we crowd a tired workman, six feet tall, into a seat built for a seven year old child.

In order to make the work effective, it is necessary that it be properly supervised as to content and method. Much of the failure of schools in English for the foreign-born can be attributed to lack of supervision.

D. One of the problems of the night schools is not only how to get the adult foreigner there, but also how to keep him there after he had enrolled. The class attendance problem,

in absence of compulsory attendance laws, is best solved through the personality of the teacher. A sympathetic, magnetic teacher will hold the class together.

The foreigner must be shown that if he understands English he can get along better in the stores and on the streets, and that if he knows English he can do his work better and easier in the mills, mines and factories, and thereby obtain increases in salary and advancement in position. In other words, show the foreigner that knowing English pays. Where, in addition, the teacher visits in the homes from which the pupils come, the maximum attendance is maintained.

Recreational features, sings, dances, parties, arranged by the teacher and students, - but not too frequently, - should be made contributory to the educational work. These have been most successful where tactfully organized, with satisfaction of the students' desires wherever expressed.

. E. The Night Schools attract only a small number of adults. Only 465 students enrolled in all the nine centers of greater Duluth. 17/ It is therefore necessary to devise other means for reaching the alien men and women with the message of Americanization.

17/ From a report of Dr. K. J. Hoke, superintendent of schools to the Americanization Committee, Oct., 1918.

38.

3.

Naturalization Classes.

A great many foreign-born adults acquire a knowledge of conversational English through contacts other than schools, as for instance on the job, in the lodge or society, while riding back and forth in the street-car, and in a variety of other ways.

But this type of person can not become naturalized unless he learns to know the facts regarding our national, state and local government, in accord with the requirements of the naturalization law, which makes "attachment to the Constitution of the United States" a prerequisite for naturalization. 18/

A number of special classes for the preparation of aliens for full citizenship papers were organized. The course consisted of 12 lectures, dealing with American history, geography and Government, National, state and local, in a popular and comprehensive way. (Exhibit 7) These lectures have proven to be successful, as can be seen from the report of attendances, item 1, on the following page of this paper. These classes were advertized by special posters and announcements. (Exhibits 8 & 9)

18/ Act of June 29, 1906 (34 Stat. L., Part 1, pg. 506).

The Bureau of Naturalization of the United States Department of Labor is very willingly cooperating in this work, by issuing a certificate to those who complete successfully the series of lectures. This certificate entitles the candidate for the full citizenship papers to credit on the part of the judges and of the United States Naturalization Examiner, who is representing the Federal Government at the Naturalization hearing in the Court, either Federal or State, both of which have concurrent jurisdiction in naturalization matters, in accord with the provisions of the naturalization law.

Special booklets for review of the questions were issued by the Americanization Committee, one in English (Exhibit 10), and two in English and its translation into Italian (Exhibit 11) and Finnish (Exhibit 12) The contents of these booklets had a local color and were useful in the creation of a greater interest and appreciation, on the part of the alien, of the real

TABLE OF MEETINGS AND ATTENDANCES.

Kind of Meeting	Sept. and Oct.		Nov.†		Dec.		Jan.		Feb.		March		April		May		June		July		Total		
	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	
1 Naturalization Classes					6	178	7	472	10	953	20	1,237	22	1,453	26	1,538	18	993	6	329	115	7,153	
2 Shops and Factories	2	300			2	78									5	127	3	61	6	900	18	1,466	
3 Addresses to Lodges and Societies	3	160			4	355	10	565	8	270	13	1,097	3	280	1	•	1	40			43	2,767	
4 Community Centers	3	700			9	1,555	16	2,114	11	1,070	3	268	9	955	1	120			1	200	53	6,982	
5 Addresses in Churches									2	•	1	•	2	•	1	•	3	•				9	
6 Addresses to Other Societies											1	•			1	•	6	•				8	
Total	8	1,160			21	2,166	33	3,151	31	2,293	38	2,602	36	2,688	35	1,785	31	1,094	13	1,429	Grand Total	246	18,368

†The "Flu" ban was ordered Oct. 11 and was lifted on Nov. 29, 1918.

*Attendance not given.

nature of the Americanization effort of the community. The folders "National, State and Local Officers" (Exhibit 13)a and "My Country, A Patriotic Creed for Americans (Exhibit 14), which the Committee issued were also very useful.

The Naturalization law provides that at least 90 days must expire between the date of filing the petition for the second papers and the date of the final hearing in the Court. The above time was used for preparing the candidates. The Board of Education and the Americanization Committee issued to a certificate to those who completed successfully the series of lectures. (Exhibits 15 & 16)

The lecture method serves best for this purpose. The distribution to the students of printed pamphlets containing a clear and comprehensive statement of every lesson enables the adult alien, who is seeking American citizenship, to review at home, and fix clearly in mind, the facts given in the lecture room. (Exhibits 16 & 17) These lessons were used for the Naturalization Classes in Duluth. The attached hereto pamphlets were issued by the Minneapolis Public Schools for a similar purpose.

On the next page is a picture of a Naturalization Class, which was held at the Local Y. M. C. A., under the auspices of the Americanization Committee. The average attendance in this class exceeded one hundred; the meetings were held twice a week.



NATURALIZATION CLASS



COUNTY COURT HOUSE.

Lectures and classes in factories.

Since the necessity for increasing the facilities for the education of the adult foreigner is obvious, and since night schools will inevitably reach only a small portion of those most in need of instruction, classes in shops, factories, and other work places are essential. Learning must be made accessible. We must take the school into the industry. Classes in English and American Government to groups in shops and factories have proven successful when there was a sympathetic co-operation between employer and Americanization executive.

These classes in English and lecture courses in American government and history, held in the factory or shop, with the co-operation of employer, tend to bring about a better understanding between employer and employed, and a greater attachment of the employee to his place of employment. These classes will not be the cure for all troubles in a factory, but if they are intelligently and whole-heartedly conducted, they do much to better conditions. Both employer and employed, must be persuaded that such classes will be advantageous to them. The particular benefits which may accrue to both is

the plans carefully explained by the Americanization executive. Mass meetings of employees during the noon hour may be called in the shop or factory, and a simple explanation of the proposed classes should be carefully made with due emphasis laid on the point that English is necessary for the workers' protection and advancement. It is sometime advisable to have foreign-language speakers explain fully the purpose of these classes. Their own countries, languages and cultural contributions ought to be given generous recognition and no suggestion made of a compulsory substitution of English for their native tongue.

It must be remembered that the teaching of English is a medium of teaching other things; after once a fundamental vocabulary has been gained, other useful subjects may be taken up, as safety in shop and street, hygiene in home and factory, history, geography, citizenship etc.

Needs of individual factories must be studied and the instruction adapted to each industry and body of workers. Closest cooperation with the foremen and management of the plant is necessary. As it is admitted that ignorance of English is certainly a factor of accidents, resulting in loss of life or disability, the first duty of the teacher is to instruct efficiently in safety directions. Later, general information of the industry can be given. Whatever, in short, is of immediate use to the groups of workers in each factory

45.

should guide in choice of subjects.

Above all, it is desired that the work done in these classes - necessarily elementary and meager - will develop a "quickenning of mental life", and that this instruction will be but the introduction for further study. No opportunity on the part of the teacher should be lost in using the groups to promote social life in plant and community.

The factory and shop educational work was experimented on a small scale in Duluth, and it was shown fully successful. The factory work requires special publicity. (Exhibit 19) See item 2 in table on page 39.

5.

Community Center Meetings.

The community center idea by which the school building is made the center of not only educational, but also of recreational and other activities of the neighborhood, is one of the greatest stimulus in welding together all the people of the neighborhood into greater harmony and mutual understanding of one another and of their relation to the neighborhood, to the city, to the state, and to the nation. It tends to a greater understanding not only of the rights and privileges of the individual in a democracy, but also of the du-

ties and obligations he owes to the community, state and nation.

"A great democracy like ours, extending over more than three and one-half million square miles of territory and including more than 100,000,000 people, must be alive, intelligent, and virtuous in all its parts. Every unit of it must be democratic. The ultimate unit in every State, Territory, and possession of the United States is the school district. Every school district should therefore be a little democracy, and the schoolhouse should be the community capitol. Here the people should meet to discuss among themselves their common interests, and to devise methods of helpful cooperation. It should be also the social center of the community, where all the people come together in a neighborly way on terms of democratic equality, learn to know each other, and extend and enrich their community sympathies.

"For this purpose the school-house is specially fitted; it is non-sectarian and nonpartisan; the property of no individual, group or clique, but the common property of all; the one place in every community in which all have equal rights and all are equally at home. The schoolhouse is also made sacred to every family and to the community as a whole by the fact that it is the home of their children and the training place of future citizens. Here all members of the community may appropriately send themselves

to school to each other and learn from each other of things pertaining to the life of the local community, the State, the Nation, and the World.

"The appropriation of the schoolhouse for community uses has well been called "a master stroke of the new democracy". These facts are not new, but the emphasis on their importance is new and amounts to a new discovery". 19/

"One of our greatest national needs is a university for the education of grown up men and women. The public school as a community center is the answer to this national need. The community center movement recognizes the fact that the mind matures more slowly than the body and that education is a life-long process. While the public school is dedicated primarily to the welfare of the child, it is becoming daily more evident that the Nation's welfare requires it to be used for adults and youths as well. Notwithstanding the fact that it is our finest American invention and the most successful social enterprise ever undertaken, the golden age lies before it. It is now being discovered anew in its possibilities for larger public service." 20/

"The walls of Sparta are built of Spartans", sang an old poet. The walls of America likewise are built of Americans.

19/ P.P.Claxton, Commissioner of Education, Dep't of the Interior, Bulletin, No. 11, 1918.

20/ H.B.Jackson, A Community Center, Pg. 11.

The primary function of the public schools is to make, not merely good men and women, but good citizens for the Republic."

"The basic assumption of the community center movement is that democracy is the organization of society on the basis of friendship. "Man is a political animal," said Aristotle. He requires the companionship of his fellows. His happiness is largely linked up with their approval. His instinctive need for fellowship leads him to create a sort of social center out of anything available for the purpose. 21/

"The post office, corner store, and saloon are passing as social centers, but they must be replaced with something better if they are not replaced with something worse. For only he can destroy who can replace. The public school therefore stands before an open door of opportunity to become a neighborhood club, where the people can meet on terms which preserve their self-respect. Almost every individual lives in the center of several concentric circles. There is the little inner circle of his intellectual and spiritual comrades; then the larger circle of his friends; beyond that the still larger circle of those with whom the business of life brings him into contact; and the largest circle of all includes all members

of the community as fellow citizens. There need be no conflict among these circles, no suggestion of inferiority of superiority. It is never to be forgotten that these circles are concentric. The experiences of life make them natural and necessary.

"The community center is limited only by this last and largest circle. It seeks to broaden the basis of unity among men, to multiply their points of contact, to consider those interests which all have in common. It is not difficult to discover that these are bigger, both in number and importance, than the things which separate men. The list of things which can only be achieved as joint enterprises is long. Roads can only be built by community cooperation. Only so can the community's health be safeguarded. Food, clothing, and shelter are the common needs of all. Production and transportation are therefore questions of social service. The Greek word "private", peculiar to one's self, unrelated to the interest of others, is the original of our word "idiot". The corresponding modern term in our common language speech is "crank". The community center is a sure cure for "cranks". It aims to promote public-mindedness.

"The schoolhouse used as a neighborhood club renders therefore an invaluable public service. It seeks to create the neighborly spirit essential for concerted action. The

means employed are various - games, folk-dances, dramas, chorus-singing - which require the subordination of self to cooperative effort, dinner parties, where people break bread in celebration of their communion with each other as neighbors. These activities not only render a service to the individual by promoting his happiness and decreasing his loneliness, they discover in the community unsuspected abilities and unused resources. To set them to work not only develops the individual but enriches community life.

"The same is true of the spirit of play in general. To cultivate the spirit of play can not only meet an instinctive human need for physical and mental recreation, but renders a distinctive service to democracy on account of its spiritual value. One can carry on the work of destruction by himself, but he must organize in order to produce. He must cooperate in order to play. He cannot monopolize the victory; he must share it with the team. Play thus develops the spirit of sportsmanship, the willingness to play fair, the capacity to be a good loser.

"It thus becomes apparent that the neighborhood club furnishes the key to the possible solution of a variety of problems - the Americanization problem, for example. The object of the community-center movement is to achieve "freeman's citizenship," both for native and foreign-born

alike. But citizenship means membership, it is obvious that the teaching of English to aliens is not sufficient to make them members of America. To acquire the language as a means of communication with their fellows is, of course, a necessary preliminary. But it is only a means to an end. If they are ever to feel that they belong with us, the right hand of fellowship must be extended to them. The neighborhood spirit alone can create in them the spirit of America.

"One of the by-laws of the constitution of the Hebrew republic was to this effect: "Love ye, therefore, the resident aliens, for ye were resident aliens in the land of Egypt." This law does not enjoin citizens to teach them the language of the land. The necessity of it is assumed. The chief thing needful, it says, is to love them. Friendliness is not only the soul of democracy but also the most successful method of securing practical results. The community center is the most available and effective instrument through which this method can be applied. The process of Americanization consists essentially not in learning a language but in acquiring a spirit. 22/

The average foreigner's experience with government prior to coming to America has been so unfortunate that he is often predisposed against government in general, holding it to be

an evil per se. The community center in the school-house of the neighborhood where he meets on friendly terms with the other people of the neighborhood, both native-born and alien, is the best plea to induce the foreign-born into the social community and initiate him into the American spirit.

The community center idea was put into practice in Duluth on a comparatively large scale and the results were good. (See item 4 of Table on page 39)

6.

Lodges and societies of the foreign-born in Duluth.

Racial and national organizations of the foreign-born, which have for their purpose the solidarity of the race or nationality in America, the fostering of the language, traditions and customs of the old country, can and should be stimulated, by means of a tactful approach on the part of the Americanization executive, to cooperate and to render actual assistance in the Americanization of the foreign-born.

A survey of the lodges, societies and other organizations of the foreign-born in the community was made and the character, aims and purposes of every organization made known to the office of the Americanization Committee.

The following is a list of the Fraternal and cognate or-

ganizations of the foreign-born in Duluth and their number:

Swedish	15 lodges and societies.		
Polish	12	..	..
Finnish	7	..	..
Norwegian	6	..	..
Jewish	6	..	..
Italian	4	..	..
Croatian	4	..	..
Slovenian	4	..	..
Serbian & Montenegrin	2	..	..
Roumanian	1	..	..
Dalmatian	1	..	..
<hr/>			
Total.....	62	..	..

In addition to the personal contact of the executive secretary with the leaders of the several racial and national groups, who exert a great influence upon their people, contact with these leaders and with the organizations of the foreign-born was established through friendly correspondence. (Exhibits 20, 21, 22, 23, 24 & 25) ~~Forty~~ Forty-three lectures and addresses were delivered during the year at meetings of as many lodges and societies of the foreign-born. (See item 3 in Table on page 39).

Naturalization Bureau.

A Naturalization Bureau, which was maintained in connection with the office of the Americanization Committee, was open for giving legal aid and help of many kinds in connection with naturalization, and for other kinds of assistance and consultation which were given free.

The Executive Secretary acted as Director of the Naturalization Bureau, and was in immediate charge of the office, and of all the other activities of the organization.

The following are the lines of activity pursued by this Bureau, covering a period from September 1st, 1918, to August 15th, 1919.

Information on citizenship	865
General information	138
Information by telephon	295
First paper applications made out and referred to clerk of Court	216
Applications for certificate of arrival, preliminary to petitioning for 2nd papers	315
Distributed citizenship manuals, issued by Department of Labor in accord with act of Congress, May 9, 1918	465
Affidavits made	94
Notary signatures	36

Total of individuals served 2424.

Sold booklets "How to become an American" in English, (Exhibit 10), in Italian-English (Exhibit 11), and in Finnish-English (Exhibit 12), and folders "My Country, A Patriotic Creed for Americans" (Exhibit 14), and "National, State and Local Officers" (Exhibit 13) of amount.....\$500.00;23/

The annual report of the executive secretary to the Americanization Committee sets forth in a general way the manifold activities ~~activities~~ of the organization during the year 1918-1919. (Exhibit 26)

V.

Old line Americans and their old attachments.

As in most American towns of considerable size, the native old-line Americans are descendants of early immigrants from the British Isles or from the continent of Europe, and are either English, or Celt, or Scandinavian, or Dutch, or German. These peoples came as colonists or immigrants and gave America its fundamental basis. Not much effort is needed, in the majority of cases, to find that the old-line Americans are either English or Scotch, Welsh or Irish. If they are of German stock they are still more easily dis -

23/ From a Financial statement of the Americanization Committee of the city of Duluth, August, 1919.

tinguished; likewise if they are of Scandinavian extraction. Few of the American people are far removed from intimate foreign attachments. The ancestors of all white Americans came from some European country and belong to some European racial stock. The intelligent immigrant is apt to discover this much more quickly even, than the American himself.

Racial and national origin is much more deeply rooted in the individual than the immediate influences of the environment and the state in which the individual, or even mass of individuals, detached from their native soil, happen to live. The process of absorption by one national group of others, or the fusion of many national groups into one, is a very slow and lengthy process.

It will take a long time for America entirely to change and transform the negro, or even the Jew, or the Irishman, or the Pole, or the Italian. An individual is a link in the endless chain of ancestry. So is a group, called nationality. An individual can easily change his environment, but he can not change his ancestors. A nationality may influence its environment, in addition to being influenced by it, but it can not change its past. The past persists in the group called nationality, as it persists in the individual, linking him with his ancestry.

Nationality must be distinguished from state or nation. Nationality may exist without any political individuality

whatever, as do the Scotch and Welsh and Irish nationalities in England, or the Italian and French and German nationalities in Switzerland, or as the Bohemian, Croat, Slovene, Polish, Ukrainian and Serb nationalities in the now dismembered Austro-Hungarian empire.

A single nationality may be distributed among many states, as are the Italians, and as were the Poles after the divisions of Poland. Many nationalities may compose one state or nation, as, for instance, Great-Britain is composed. Nor, again, is a nationality a nation, for a nation must be possessed of political sovereignty for political purposes.

Nations exist where the institutions and ideals of government are the expression and executions of the will of the people. (The cohesion necessary for the unity of a state is sometimes kept dominant by the weakness of will and the lack of self-assertion of the people constituting the state.) Nationalities are material from which nations are constituted.

During the nineteenth century one European people after another achieved nationality simply by becoming conscious for the first time, or by recalling afresh and cherishing the distinct items of its being, - of such are the Greeks, the Italians, the Germans, the various Balkan peoples subject to Turkey, the Hungarian and the Slav races subject to Austria, the Norwegians, the Walloons and Flemings in Belgium, and the

Finns, the Ukrainians and others in Russia.

Centuries of subjection did not destroy the nationality of these peoples. They continue to be distinct peoples, and "to have distinct nationalistic personalities", as Dr. A. E. Jenks would say. Their vitality as distinct nationalistic entities was not lost within the political settings of the states wherein they were subjects. The establishment of many new political entities, as a result of the world war, was the culmination of a cycle of events more than a century in duration. Weak nationalities have proved to be stronger than powerful states. States have crumbled, nationalities survive.

Nationality is not identical with race. Nationality may originate from diverse stocks, thrown together by historical circumstances at a very early time and blended or fused by amalgamation so as to become of one blood, have a sense of unity, and possess likemindedness, - the constituent elements of nationality.

A man may voluntarily change his environment, but he can not change his past, his ancestors. The citizen of America may become a citizen of Italy, a Catholic may become a Episcopalian, a Methodist may become a Baptist, a Congregationalist may become a Unitarian, the lawyer may become a banker, the Capitalist a Proletarian. But the son, the father, the uncle, the cousin, can not cease to be these; they can not reject the relationships these words express, nor alter

them. If they obtain once they obtain forever. So an Irishman is always an Irishman, a Scotchman is always a Scotchman, a Jew is always a Jew. Irishman, Scotchman and Jew are facts in nature; citizen and church-member are facts in civilization. National groups, like the Irish, the Jews, the Poles, the Scotch, or any nationality, cannot be destroyed without destroying their members. Artificial groups, like states, churches, professions can.

It seems to me timely to dwell in this paper upon these questions for two reasons: first, because it is the duty of the Americanization worker to analyze the human material of the community, both native and foreign-born, second, because it is the duty of the worker to try to have a true understanding of the meaning of the terms used. Much confusion is shown lately, both in the use of certain terms and in the meaning attached thereto. The welfare of America calls for clear thinking at this time, when so many vexatious problems of vital importance are facing the American people. When a term is given a variety of meanings it ceases to have any. The writer is having in mind the term "Americanization" and the various uses, misuses and meanings, to which the term is made to apply.

During the years of the great war, the American people, together with their great president, justly denounced hyphenism. Political hyphenism can not be tolerated by any na -

tion. During a time when the body politic of a nation is in a state of great tension, when the country needs all the loyalty of its citizens, public hostility to political or any other hyphenism, may be reasonably expected. No man can serve two masters.

The tendency of human progress, however, is not toward uniformity, but toward diversity. The centripetal and unifying tendencies of American life tend towards unity and not towards uniformity. Unity is not uniformity. And unity is not of itself sufficient for the upbuilding process of a great nation; individuality and diversity are as necessary, and even more, if the ^{unity} nation is to be a true one, not an abstract, dead and mechanical, but a concrete and living unity. Hyphenism is not political merely, it pervades the whole of life, increasing proportionately as civilization advances. Fundamentally it designates union and correlation, not separation nor division.

Every man is a hyphenate. Every man is the center of an aggregate of many relationships, which are normally cooperative but frequently conflicting. Every man's life is a constant compromise and choosing between alternatives so incompatible that all may not be completely satisfied at the same time. No man is, or ever can be, exclusively one thing and no other: son and husband, employer and Christian, banker and patriot, Englishman and American, church-member and

citizen - a man may normally be all these at the same time and suddenly find himself confronted with the necessity of choosing between them. At no other time, at no other point than in such choices do the influences which the immediate environment exerts upon the individual, and the country upon its citizens, play a more significant part. Nowhere is intelligence more needed.

The history of several European nations, which culminated with their dismemberment after the conclusion of the world war, has conclusively shown that America's method of dealing with her peoples, who gathered in this Republic from the four corners of the world, is the right method, and the methods used by Austria-Hungary, Turkey, Germany and Russia are the wrong methods. They do not work, and America's method does.

Whenever states failed, they have done so invariably because the power of government has been used by and for a part of the people, against the whole, by and for one nationality, against all the other nationalities. Democracy, more basically than anything else, is hyphenation, since the thing democracy can mean, in addition to its other elements, is the sympathetic understanding of the other fellow, with his different origin, background, and outlook, and the free and cooperative recognition of his right to live and to thrive.

America proclaimed to the world the principle that men have worth and rights simply as men. This great principle, like a golden thread, goes through the history of this young nation. It made possible the creation of an American spirit, a spirit which is distinct and separate from the tendencies of the mind and soul of the several nationalistic groups, making up the American people. This purely American principle, like many other elements of American life, originated elsewhere. The American environment made possible its unhampered-develop-crystallization and its development.

The idea of freedom and of the self-value of the individual human being as proclaimed in the Declaration of Independence, 1776, had its remote beginnings in the Reformation which removed the seat of religious authority from the head of a church to the heart of each member of the church. A nearer cause for the liberation of the individual was the removal of sovereignty from the head of the state to the citizenry of the state.

Our Declaration of Independence pronounces the essence of individual liberty: God had created all men equal and had endowed them "with certain inalienable rights." This is the basic principle of American Democracy. American Democracy insists that all men are equal, that no one is to be accounted negligible, and that no one is to be treated as existing only to promote the pleasure or profit of another.

These great principles shall also be applied to nationalities, for the principle of nationality is an extension of the scope of democracy from single to group personalities. It is for the progress and onward movement of humanity, as well as ~~as~~ of nations - members of humanity, that peoples have a continuous life so as to be enabled to unfold the special gifts of which they are the custodians for humanity.

Nationality, in a word, is as independent of citizenship as religion. A citizen is associated with his fellows in a state for political purposes. These purposes are to guarantee to individuals and to groups, as our Declaration of Independence asserts, life, liberty and the pursuit of happiness. The separation of the state from religion made it the guarantor of religious freedom. It is for the good of a state to separate nationalities from the state, for enabling them to develop their creative abilities, not only as individuals, but as groups, and for their self-expression in the world of culture, as religious sects have freedom of self-expression in the world of religion. This, more than anything else, will weld together the various peoples in the American nation and will cause to develop the sense of harmony and unity; it will give a chance for peaceful rivalry to all, and it is safe to predict that the product will ^{be} unique.

The writer of this paper has lived for over six years in the United States of America; the community in which he lived

for several years is typical of many other American communities, and he claims to have been a close observer of American life. Freedom of self-expression by groups, as well as by individuals, is actually taking place in America. Many nationalities have developed their native culture to a much greater extent in America than on their native soil. This is the case with Syrians, Armenians, Ukrainians, Slovaks, Lithuanians and others. These nationalities, with their fraternal lodges, and societies, and schools, and press, stand in America on a much higher level of national self-consciousness, as Syrians, as Lithuanians, etc., than they did in their old environments. In Russia, Austria-Hungary and Turkey nationalities were prevented from self-expression by hostile legislation and by the dominance of one nationality as against all the others within the state. Little by little, however, these immigrant groups are changed by the American environment and they become Americans.

There is no danger in America from the possibility of fostering incompatible loyalties, as there is no danger in America from destructive radical theories. The writer of this paper was very proud of the fact that throughout the time of the war, when public sentiment was naturally in a very irritable condition, there existed in the community an extreme radical daily paper, published in a foreign language, which was opposed to the war, and it remained unmolested. It is a

much better policy that an opportunity be given for blowing off long pent up steam, than allow it to remain dormant and unexpended.

The spell of American life slowly but surely -surely because slowly - changes all. Our task should be to intensify this process by making American life more meaningful for all, and not by pressing enforced loyalty, which may bring into play latent antagonisms and cause reaction. By intensifying the content and meaning of American life to both old-line American and new Americanalike, we counterpat and are safe from any pull from within which is not American. We must enhance the power of Americanism by making it so excellent a thing, so persuasive a thing, that there shall be no temptation to swerve toward anything else. No other ideals will then be able effectually to excell in the esteem and affection of our people our own American Ideal.

The old-line Americans are not entirely free from intimate attachments linking them with old world peoples. Neither are the new Americans a tabula rasa; they can not be racially changed over night. The crystallization on this continent of an American race is a far away aim towards which the American people are moving. Certain tendencies in the life of our country, and certain outlived attitudes with regard to race which continue to persist, rather tend to impede this natural process.

"One of the greatest tasks, perhaps the greatest, of Americanization is to overcome race prejudice. Each racial unit develops the unscientific belief that it is the superior race - and each race is wrong. Scientific data indicate that all races are potentially more or less equal, that present racial differences are due largely to the variations in the cultural and climatic conditions of the environment, and that there is an essential unity of races. Race prejudice causes one to overlook the weaknesses of one's own race and to magnify those of other races. It blinds its victims to the best qualities of other races, it calls the doctrine of human brotherhood mere moonshine, and it paralyzes the processes of assimilation. Race prejudice against the foreigner, race prejudice between racial groups in America, and race prejudice of the foreign-born against the native-born must all be overcome." 24/

No truer descriptive phrase of American life has been coined than this:

"Ah, what is the glory of Rome and Jerusalem where all nations and races come to worship and look back compared with the glory of America, where all races and nations come to labor and look forward." 25/

24/ Emory S. Bogardus, Essentials of Americanization, Pg.206.

25/ Israel Zangwill, The Melting Pot.

VI.

The American nation - the creation of all Americans.

1.

Although the old line Americans of the community where the writer of this paper received his baptism into American citizenship, continue to have characteristics and tendencies of their old racial and national soils, Scotch or Irish, Welsh or English, German or Scandinavian, French or Dutch, there are everywhere signs and manifestations of the influences of American life and of the American environment, in creating a new type - the American. Dr. Felix Adler of Columbia University said: "Men love the soil that nourishes them, the land in which their warm fireside is built." "Environment will finally get you," is the frequent saying of Dr. A. E. Jenks.

America lays her spell upon every one and on everything which touches her soil. The English settlers who first came here, ceased in a measure to be English; they became American. If they had remained English in America, it would have been infinitely more difficult for the Irish, the Germans,

the Slavs, the Italians who followed to assimilate with them. "The great achievements of the English race are the results, or rather the outcome, of their singular power of assimilation, of adaptation to changing circumstances and of elasticity of system." 26/

What makes possible for America to become a great nation, and have an outlook for a great future, is the primary circumstance that allegiance to America by all its citizens means not allegiance to a quasi-English commonwealth in America, but allegiance to a new majestic nation, not allegiance to any one race or nationality, but allegiance, in the words of President Wilson "...to a great ideal, to a great body of principles, to a great hope of the human race"; not allegiance to any old flag, but allegiance to a new flag sown with stars, new stars shining in a new firmament.

Mr. Horace J. Bridges, an Englishman and naturalized American citizen, in his book "On becoming an American," on page 40 said:

"I contend that the British contribution to American civilization, great and splendid as I believe it to be, is yet only the chief among diverse elements that have entered into the life of the Republic. Nobody dreams that America is, and no enlightened thinker will desire that it should be, a mere reproduction of Anglo-Saxondom, or an instance of what a community of purely English origin

would become under republican institutions. The value of the American experiment would be lost if this nation became conformed exclusively to the type of any one of the nationalities which have entered into its composition. The business of America is to produce a new type of national character and civilization, by the cross-fertilization of the many culture-types which the Republic has absorbed and is absorbing." 27/

Assimilation into American life of the various peoples who come to America from the four corners of the world, means not the leaving of your past and the submerging of yourself into another past. The American nation is only in the making. Not even the pattern of the new type is yet made. Every newcomer therefore can, together with the earlier comers, join in the great work - the making of the America of the future.

Mr. Bridges, in criticising the fallacy of the "Melting-Pot" idea in the above quoted work said:

"But there is no common mold in America to which the spiritual stuff of the immigrant is to be patterned. Not only is there as yet no fixed and final type, but there never can be. All life is miraculous, in the sense that it perpetually defies its antecedents, and presents us with more in the effect than was contained in the cause.

The difference between the organic and the inorganic world is that, whereas the inorganic world is the sphere of repetition, of calculability, of equivalence between antecedents and consequent, the organic world is the world of variation, of individuality, of manifestations which no calculus can reduce to equivalence with their antecedents, and which no conceivable extension of our knowledge could enable us to predict in detail.

"The very genius of democracy, moreover, must lead us to desire the widest possible range of variability, among our population. It may be convenient in a military autocracy to have men as much alike as possible, to curb or amputate their excentricities, to cancel their individual differences and originalities. Such a state, being formed on the analogy of a machine, -that is to say, - being designed to have no will and purpose of its own, but to act ~~as~~ always in a determinate fashion at the will and purpose of its controllers - is hampered and inconvenienced by originality and individual initiative. The characteristics which lead men to think and to act differently from their predecessors and their fellows are a menace to it. This, however, is the antidotes of the democratic conception of society, the very *raison d'etre* whereof is the encouragement of independence and originality. It follows, then, that America should wish to do unto the immigrant the pre-

cise opposite of what this fallacy-breeding image of the melting-pot suggests to our minds.

"Americans desire, moreover, that the immigrant shall modify them as well as that he shall be modified by them. Or, at all events, whether this be desired or not, the nature of man makes it inevitable that it will happen. The newcomer is, or should be, welcomed for the reason that his presence here leads to contact and contract between our minds and his, between our culture-type and that of the race or nation which he represents. Molten metal conforms by rigid necessity to the shape of the container into which it is poured, while the container itself remains unaffected. Whenever two men meet, on the contrary, the result of their contact must be a mutual modification. This is the very condition of life and growth. The business of America is to get rid of mechanical uniformity, and, by encouraging the utmost possible differentiation through mental and psychic cross-fertilization, to attain to a higher level of humanity." 28/

As Dr. A. E. Jenks said: "We have here in America homogeneity of spirit, which is the most vital element in the unity of American life."

28/ *Idid.* p.p1 116 - 118.

2.

There is no intention on the part of the writer of this paper to underestimate the immense debt of America to England. The English language, literature, common law, and certain political institutions have left a permanent mark on the history of America and on American life, and this mark will be lasting. But nothing is more obvious than the fact, ^{that} the American type has deviated sharply from the English. Men like Benjamin Franklin, Abraham Lincoln, Theodore Roosevelt and Woodrow Wilson are not English types. They are American types. Throughout the history of the United States of America there has existed among the American people a vivid consciousness of difference between England and America, and a belief that in the American people mother humanity is taking a new turn, creating a new, synthesis, wonderful and full of harmony.

We say that England and America are democratic. But the British democracy, after all, with its cabinet government, is an aristocratic democracy, while the American Republic is, in principle, democratic throughout. In England those govern who are supposed to be the best, the natural masters of men (According to Mr. Price Collier). The ruling class is assumed to be made up of masters - masters in their several vocations. The people do not so much desire to govern, as to hold to strict

account those to whom they entrust the government.

The American conception of democracy is very different from this. Democracy in America means that form of government under which the inner worth of every individual is most freely and fully evoked and equal opportunities as well as equal rights are afforded to all.

This, however, should not cause us to forget the great essential relationships which bind England and America together. In addition to the English language and literature, the English common law and the legal conceptions of the English jurists had a decided and determinating influence upon the development of the American law and upon the American notions of right and justice.

Law is one of the great means of governing human relations. It is an attribute of human progress and the expression of one of its phases. The commonly accepted definition of law runs thus: "Laws are rules of conduct imposed and enforced by the sovereign." Austin's formula is this: "Law is the aggregate of rules recognised and acted on by courts of justice."

The object of law is defined by Professor Paul Vinogradoff as follows:

"The object of law is primarily to supply rules of conduct, rules as to what ought to be done and what to be abstained from. The object of law is the submission of the individual to the will of organized society. Laws are,

of course, not the only rules of conduct which govern man's relations. People conform also to fashions, to manners and customs, to conventional standards, to precepts of morality."

"Laws are made to be obeyed and enforced. The wills and actions of members of a society are not regulated merely by convenience, or voluntary resolve, or habit, or inclination, or sense of duty, but by social necessity." 29/

Mr. Justice Mathews, in the course of his opinion in the case of *Hurtado vs. California*, said:

"The Constitution of the United States was ordained, it is true, by descendants of Englishmen, who inherited the traditions of English law and history; but it ~~is~~ was made for an undefined and expanding future and for a people gathered and to be gathered from many nations and of many tongues. And while we take just pride in the principles and institutions of the common law, we are not to forget that in lands where other systems of jurisprudence prevail, the ideas and processes of civil justice are also not unknown. Due process of law, in spite of the absolutism of continental governments, is not alien to that code which survived the Roman Empire as the foundation of modern civilization in Europe. There is nothing in the Magna Charta,

29/ Prof. Paul Vinogradoff, *Common Sense in Law*, P.p.50 - 51.

rightly construed as a broad charter of public right and law, which ought to exclude the best ideas of all systems and of every age; and as it was the characteristic principle of the common law to draw its inspiration from every fountain of justice, we are not to assume that the sources of its supply have been exhausted. On the contrary, we should expect that the new and various experiences of our own situation and system will mold and shape it into new and not less useful forms." 30/

Mr. Henry Van Dyke, in his admirable book "The Spirit of America", speaking of the qualities of character of the American people, which made for the establishment of the American institutions of government, states:

"I am not ignorant nor unmindful of the part which European philosophers and political theorists played in supplying the patriotic party in America with logical arguments and philosophic reasons for the practical course which they followed. The doctrines of John Locke and Algernon Sidney were congenial and sustaining to men who had already resolved to govern themselves. From Holland aid and comfort came in the work of Grotius. Italy gave inspiration and support in the books of Beccaria and Burlamaqui on the essential principles of liberty. The French

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30/ Hurtado vs. California, 110 U. S., Pg. 516.

intellect, already preparing for another revolution, did much to clarify and rationalize American thought through the sober and searching writings of Montesquieu, and perhaps even more to supply it with enthusiastic eloquence through the dithyrambic theories of Rousseau. The doctrines of natural law, and the rights of man, and the pursuit of happiness, were freely used by the patriotic orators to enforce their appeals to the people. It is impossible not to recognize the voice of the famous Genevese in the words of Alexander Hamilton : "The sacred rights of man are not to be rummaged for among old parchments or musty records. They are written as with a sunbeam in the whole of human nature by the hand of divinity itself, and can never be erased by mortal power." 31/

"Of our British past we are now being reminded more and more emphatically; what we owe to Spain, France, Holland and Sweden we are beginning to learn; the contribution of the German people we shall not be permitted to forget, and what the latter-day immigrant has thus far given and what he may give, must of course be appraised in the future." 32/

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31/ Henry van Dyke, *The Spirit of America*, P.p. 53 - 54.

32/ Edward A. Steiner, *Nationalizing America*, Pg. 145.

3.

Most of the European nations have heretofore resorted to a simple expedient with regard to the various peoples or nationalities of that live in their midst. The interests of the state were linked with that of one dominant nationality, very much as in the past state and church were linked together, and still are today, in some countries, the church of the prevailing nationality being the dominant church. One dominant nationality made the laws on the basis of self-interest, the weaker nationalities within the state owing only duties and obligations to the dominant nationality or to the dominant church, without sharing in the rights and privileges.

Let us take an illuminating example. Prussianized Germany existed for the dominant German nationality only. The Poles of Germany were expected to surrender their individuality, to become Germans in every respect, to pay taxes for teaching their children German and for helping them to forget Polish - and then as a reward, to accept the toleration and impudence of born Germans, with no hope of position or preferment except for a few lucky ones to whom the Germans cared to be gracious. That was the scheme of the European nations before the world war. The new European scheme is not very different. Polish arrogance is no more lovely than Prussian arrogance.

The law of America, and that of England, never was and is not now based on nationality. A man's status is govern^d not by his nationality, or by his 'origin' or 'family connections'. The Anglo-American law is strictly territorial; a law is the law of the country and not of a group of men. A man's capacity to perform juristic acts depends here on the law of the place where he happens to be; and such incidents of a man's personal status as must be governed by a fixed law are governed by the law of the place where he lives, by his domicile. Ancestry has very little to do with it in England, and less in America. America's law is non-tribal; all men are free to form such associations as they wish in their daily affairs as well as in religion. The Constitution of the United States prohibits the favoring, not only of any church, but also of any race, or color, or group boasting of a previous condition of freedom. In this, England made one of the greatest contributions to the formation and development of the American law, and of the American institutions of government and ideas of right and justice.

America is like Great-Britain in its hospitality to the ideas of ^{all} the nationalities of mankind, but England is less plastic than America. It is much easier to build than to rebuild. England's tradition in literature, art, music, and drama, as well as her legal notions and principles, are formed and fixed. In America all these elements of higher

life are in the making.

"...America changes so fast that every few years a new crop of books is needed to describe the new face which things have put on, the new problems that have appeared, the new ideas germinating among her people, the new and unexpected developments for evil as well as for good of which her established institutions have been found capable." 33/

4.

Dr. Edward A. Steiner, in his already quoted book, entitled "Nationalizing America, said:

"None of us who have caught a vision of what America may mean to the world wish to perpetuate here any phase of Europe's civilization or any one national ideal.

"Although our institutions are rooted in English history, though we speak England's language and share her rich heritage of spiritual and cultural wealth, we do not desire to be again a part of England, or nourish here her ideals of an aristocratic society.

"In spite of the fact that for nearly three hundred years a large part of our population has been German, and that our richest cultural values have come from Germany, in spite of her marvellous resources in science, commerce and government, we do not care to become German.

33/ James Bryce, American Commonwealth, Pg. 22.

"We do not wish to be Russian, in spite of certain values inherent in the Slavic character, nor do we desire to be French.

"We do crave to be an American people - and develop here an American civilization; but if we are true to the manifold genius of our varied peoples, we may develop here a civilization, richer and freer than any one of these, based upon all of them, truly international and therefore American."

"Historians tell us that the history of the United States illumines and illustrates the historic processes of all ages and all people." 34/

"Many of us who have looked into the face of America are wondering how it will be like in the future. We are listening to the confusing sounds which strike our ears, and are anxious to know which shall predominate; we are still more perplexed when we look beneath the surface, and see and hear that which escapes the superficial observer. We are anxious because those who come to us bring not only racial inheritance and the language which their mothers taught them; they bring tradition-laden memories, standards of living and conduct, hopes and ideals. Upon our ability to blend their historic inheritance with ours, depends our success or failure in the task of unifying,

34/ Edward A. Steiner, *Nationalizing America*, P.p. 159 - 161.

solidifying and enriching our national life, rather than in eliminating altogether what they bring; a process which is not quite wholesome and which may be safely left to time."

"American history is, after all, a chapter in the history of the whole human race, and you cannot dig into America's immediate past without striking roots branching in all directions. Neither can you think of her future without finding her profoundly affecting the people of the world." 35/

"...America, materialistic, but not to the core; incurably idealistic, religious in its perpetual self-criticism, sordid, but struggling against it; and never more than to-day, when it is almost engulfed in wealth and in danger of dying of fatty degeneration of the pocketbook. Intolerant still, but striving to be tolerant; narrow, but yearning for breadth of sympathy; nationalistic but travelling in pain to give birth to something greater than itself." 36/

It is reasonable therefore to entertain a rational hope that some day American civilization will be a wonderful product - but it will not be a subvariety of English or German or Italian or Jewish civilization, but a new creation in which elements of all of these and more will be blended.

35/ Ibid. 142 - 143.

36/ Ibid. 204.

VII.

What is Americanization.

What is Americanization? What does it aim to accomplish? Is it a movement vital to America and Americans at large, or does it concern itself with ^{only} the remaking of the immigrant from something which he is not, into something which we think he ought to be? Is it a movement which is dictated by altruism, or by mere self-interest? Is Americanization tending to superimpose patriotism from without, or plant the seeds of it from within by means of education and social service? Does Americanization mean that the stranger within our gates must be made to conform to our standards, customs and language, and be made to wash away everything he brought from his native soil? Is it all of that or some of it? And if Americanization is not all that, what is it?

1.

Americanization in its larger aspect touches vitally America and the American people. It is primarily an effort towards self-expression and self-determination on the part of the American people as a whole, in fields other than political independence and the idea of sovereignty of the people. It is an attempt on the part of the American nations

to find itself, and to ascertain its purpose as a nation. The national consciousness of America is expressed in two ideals deeply rooted in the life of the people - the ideal of personal independence, and the ideal of political liberty. "Life, liberty and the pursuit of happiness," afforded to all, and the equality of all before the law, are the fundamentals of American democracy.

But this conception is elementary and is far from being adequate. It is a purely political conception. Institutions of government based on political freedom are a mere framework in the life of a great nation. The contents must have, in addition to the political aspect, a cultural, social, and economic aspect. The democratic idea of America must be socialized - to prevent inequalities of fortune and to assure at least a minimum of social welfare for all. Institutions themselves, however perfect they may be, are never lasting when they lack contents, when they do not meet the social and economic necessities of the society. Nations paid a great price for the error of making their institutions sacred and stationary, when change is in their very nature. Freedom and variation are two indispensable conditions of human advancement.

"Because of our lack of interest in governmental matters, unworthy politicians have prospered and true statesmen have been unjustly caricatured. This chief evil in this country was pronounced by Mr. Roosevelt to be lack of

sufficiently general appreciation of the responsibility of citizenship. 37/ Consequently, a whole brood of evils have hatched. As enumerated by Mr. Roosevelt, these are: (1) unfair business methods, (2) the misused power of capital, (3) the unjustified activities of labor, (4) "pork-barrel" legislation, and (5) graft among powerful politicians." 38/

"The conception of public office in America according to our kindly critic, Mr. James Bryce, falls below its true worth and dignity. The average voter frequently neglects to cast the ballot. He rarely keeps his legislative representative informed as to his belief on important issues, unless he is the votary of a "special interest," when he importunes too much, urging the support of given measures, which may be directly opposed to public welfare." 39/

"The questions has been raised by our diplomat and historian, David Jayne Hill, whether we have made our land a democracy in our laws and in our administration of them.40/ "We have concentrated our attention upon our material conduct until we have been hypnotized by it.41/ We need reexamine our Americanism. Americanization itself means a process of self-examination by native Americans in regard to

37/ Roosevelt, Fear God and take your own part, P. 104; 38/ Idid.

39/ James Bryce, American Commonwealth, V. II, Ch. XCVIII.

40/ David Jayne Hill, Americanism, What it is, p. 78. The above are quoted in Bogardus.

41/ Idid. P. 205.

the principles which they profess, according to President Wilson.^{42/} As Americans, we are asked by the President to purify and re-dedicate our declarations of democracy. We need to see clearly "where we are adhering to and where we are departing from just and equal democratic laws."^{43/}

"Average Americans are the persons to whom one would ordinarily say an Americanization program does not apply. At first thought it would seem that normal Americans are already Americanized, and that Americanization should start from them, not with them. Americanization, on the other hand, is the process of adopting the principles of Americanism, and all native-born, as well as the foreign-born, must experience this process, which requires time and patient learning. Some of the foreign-born citizens have reached a higher point on the scale of Americanism than some native citizens. Moreover, not all normal Americans understand and live the principles of Americanism to an equal degree.

"Americans vary in type from the highly loyal, national-minded, socialized person to the mean wretch who preys upon his kind and society, or to the guiled "gentleman" who moves in the best circles, but at heart is a moral reprobate, or a profiteer. Every average native is moving

^{42/} Address at Citizenship Convention, Cited in Bogardus,

^{43/} D. J. Hill, Americanism, What it is, p. 78, in Bogardus.

either upward or downward on the graded scale of Americanism. Some persons are improving the quality of our national life; others are degrading our precious standards. All Americans can be truer Americans." 44/

"Americanization of the average Americans involves more unification than we now have in matters of race, ideals, standards of democracy. We do not yet have a definite American race; we are still racially diversified, speaking many languages and harboring a large variety of racial customs. In our thinking on national and world issues, we are heterogeneous. Accumulations of private wealth strengthened by an inheritance system are responsible for a gulf between the capitalistic and the laboring classes so wide that when either group speaks of the other is likely to misunderstand. Americanization is a process which will build up a common basis of understanding for conservatives and liberals, and for the orthodox and dissenters in all phases of our national life." 45/

"Americanization is the educational process of unifying both native-born and foreign-born Americans in perfect support of the principles of liberty, union, democracy, and brotherhood. It selects and preserves the best qualities in our past and present Americanism; it singles out and fosters such traits of the foreign-born as will contribute

44/ Emory S. Bogardus, *Essentials of Americanization*, p.p.77-78.

45/ *Idid.* p. 85.

to the welfare of our people. The native-born, like the newcomers, must experience the process of Americanization. The former have twenty-one years (politically) to reach the goal; the latter, five years. The former have the social advantage of being born into an American environment; the latter, the social disadvantage of having to break with habits and customs arising out of sacred but alien associations. The former in the years of youth and leisure are surrounded in the home and school by American teachings; the latter are obliged oftentimes to learn a new language and new customs in the mature years of life, handicapped by long hours of routine labor and despite little positive encouragement and sympathy." 46/

"Frankly I do not know what we shall look like in the future, nor do I think it matters much. I am concerned, desperately concerned, as to what we shall b e like .

"I do not know what will happen as a result of the infusion of these varied strains of blood into our national body; I do not know what will happen when Slav and Latin and Jew shall have mingled their blood with that of our children.

"I read with keen interest all that has been written; I am watching the present and know something of the past. The only thing I can say dogmatically is, that I do not know, and

may I add just as dogmatically, n o b o d y k n o w s.

"I do not believe that the future of a nation is written in the land it occupies or in the language it speaks, or in the traditions it inherits; its future lies written in its will."(And its will is largely determined by all these.ABC.)

"Have we a national will, a determination to make this country something more than a land of big cities, of big and bigger skyscrapers, of big and bigger and biggest booms?

"What is this nation to be? Do we know, and if we know, are we doing anything to make that national will articulate and effective?

"What are the patriotic women of America doing besides preserving the past and keeping afloat a symbol? What are they doing for the women who are to be the mothers of the next generation, who are being drained of their vitality in the shops, and robbed of their virtue by the very men who exploit their physical power?

"What are the patriotic men of America doing for our youth upon the city streets, what are they permitting their eyes to see and their young ears to hear, in the roar of our traffic and in the selfish atmosphere of our merchandising?

"The past is after all secure; the battles of Lexington and Concord have been fought, the debt we owe to our ancestors will not be forgotten. Their names are safely enshrined upon the pages of history.

"What are the business men doing to make that will effec-

tive? Is it well that they should work for the to-day only?

"Is it enough to keep busy in their marts and build treasure houses in which to store their gains? Is it enough to have amassed wealth for their children?

"The to-day is not endangered; for they have buttressed it with granite and ribbed it with steel. What about the tomorrow?

"Are these merchants the builders of an enduring nation, or only the builders of Babylon?

"What have the ministers done to bring the will of the nation in accord with the will of God? How loudly have they proclaimed that will, how firmly have they held to their faith in the Kingdom to be, how valiantly have they fought men's unbelief in men?

"The past is assured, the Bible is the Book of Books, the Gospel is the good news, till it becomes better news, by being practiced as well as preached.

"What shall we be? That which we want America to be, and determine it to be.

"I do not know about the future, I do not know what we shall look like. This I can say: No matter what we shall look like in the time to come - if in our day we are wise, and are guided by that wisdom; if we are just, and see that justice is done; if we are loyal to the past, and open to that guidance which has led us through the past - we shall be, no matter what the shape of our noses, or the color of

our eyes - we shall all be Americans. And may God grant that to be an American may, in the future, mean something better and more significant than what we now understand it to mean."47/

President Andrew D. White, the first president of Cornell University, who was afterwards American ambassador at St. Petersburg and Berlin, in a remarkable address made as long ago as the year 1883, criticising the merchantile spirit of America, sets forth the following constructive program, calling it "The Message of the Nineteenth Century to the Twentieth":

"...What, then, is to be done? Merchantilism, necessitated at first by our circumstances and position, has been in the main a great blessing. It has been so under a simple law of history. How shall it be prevented from becoming in obedience to a similar inexorable law a curse?

"For the great thing to be done is neither more nor less than to develop o t h e r great elements of civilization now held in check, which shall take their rightful place in the United States, which shall modify the merchantile spirit,... which shall make the history of our country something greater and broader than anything we have reached, or even can reach, under the sway of merchantilism alone.

"What shall be those counter elements of civilization? Mo-

47/ Edward A. Steiner, Nationalizing America, p.p. 84 - 88.

narchy, aristocracy, militarism we could not have if we would, we would not have is we could. What shall we have?

"I answer simply that we must do all that we can to rear greater fabrics of religious, philosophic thought, literary thought, scientific, artistic, political thought to summon young men more and more into these fields, not as a matter of taste or social opportunity, but as a patriotic duty; to hold before them not the incentive of mere gain or mere pleasure or of mere reputation, but the ideal of a new and higher civilization. The greatest work which the coming century has to do in this country is to build up an aristocracy of thought and feeling which shall hold its own against the aristocracy of merchantilism. I would have more and more the appeal made to every young man who feels within him the ability to do good or great things in any of these higher fields, to devote his powers to them as sacred duty, no matter how strongly the merchantile^{or business/}spirit may draw him. I would have the idea preached early and late...." 48/

The cultural ideal of America, deepened, intensified and harmonized is indispensable to the development of the American people, as a people, and the American nation, as a nation. This ideal is prospective in its essence; it is an ideal of becoming and not of being. In addition to the American ideal of democracy, this ideal should be contained and made manifest

48/ Quoted in H. G. Wells, The Future in America, p.p.220-221.

in American science, art, and literature, the expression of the genius of the American people in the various fields. If the homogeneity toward which the American people are said to be striving, is not to be a mere mechanical uniformity, but a homogeneity of spirit, what can weld the people together more than the expression of human genius in works of culture - in music, art and literature - things of the spirit? When various stocks and various cultures meet, in the process of adjustment which follows, all undergo a process of change, all are modified. It can not be otherwise. Americanization is therefore of importance to the native American, when he discovers its meaning and significance.

2.

Prof. A.E. Jenks, in his pamphlet "The Spirit of Americanization" said:

"...We are no longer men of one race. No longer even are we a people from the north of Europe, who though Teuton or Celt - or that combination of those two historically called "Anglo-Saxon",We are today so largely an immigrant people nation that we are broken by communities of diverse memories." 49/

It is true that our cities and our towns, our factories and our mining districts, our lumber camps and our farm fields,

are full of people from Poland and the Ukraina, from Greece and Syria, from Czecho-Slovakia and Jugo-Slavia, from Finland and Hungary, from Italy and the Balkan peninsula, from Russia and the Scandinavian countries.

This fact is not at all to be regretted, however. The very fact that our population is so mixed gives us a great advantage. In the making of the America of the future we shall have the benefit of the several gifts of the various stocks - Italian, Polish, Bohemian, Jewish, Irish, Scandinavian, German, together with those of the older stocks - all of them specially endowed in particular directions.

"The task of Americanization must deal largely with the realization of the community of democratic hopes held in America, whether by old-line Americans or newer Americans. With the memories of our newer peoples it need not greatly concern itself, because those harmful will die if ignored, those worthy will survive and will in time be built into that community of memories truly American." 50/

These people from foreign lands will enhance the power and potency of Americanism by contributing into ^{its} making new contents, in addition to those which have been contributed by the earlier comers. And it is because we have at our disposal the many talents of the foreign-born peoples from the many cultural soils, that we have reason to hope that the American cultural

ideal, when fully developed and evolved, will transcend in significance, beauty, and harmony. those of the old world.

"The diversification which is going on in each culture, in consequence of its penetration by elements from other cultures, widens the range of individual choices. The Englishman may turn aside from the old ballads of his people when Czechish, Magyar, Slavonic, Little Russian (Ukrainian, ABC) and Scandinavian folk-music becomes known to him. In the architecture of our cities one detects motifs gleaned all the way from Greek temple to Florentine Palazzo, from Assyrian Ziggurat to Hindu Pagoda." 51/

"...Americans started out in life with an inheritance of civilized ideals, manners, aptitudes, and powers, and that these did not all come from one stock, but were assembled from several storehouses.

"...Americans are the Western pilgrims, who are carrying along with them that great mass of arts, sciences, vigour, and industry which began long since in the East. They will finish the great circle." 52/

3

Every nation exists for the purpose of perpetuating its culture and the permanent elements of the fruits of its ge-

51/ Edward A. Ross, A. J. S., January, 1920.

52/ Henry van Dyke, The Spirit of America, p.p. 152 -153.

nus. It is in the nature of things for a nation full of youth to attempt to spread its culture and ideals among other nations, and in turn be affected by and learn something from contact with other nations. Nations who have been self-centered, self-absorbed and isolated have never developed a dynamic civilization, but have been always backward.

The American standard, however, is not that its ideals should be imposed upon other nations by force, as was the case with the German ideal of their "Kulture". The progress of America is based not on external extension but on internal growth and development on one hand, and on usefulness and service on the other.

The great influence which America and the American people will exert upon the other nations of the world and their destinies can not be denied. It is for the American people to make America a laboratory of social experiments, tending to bring a greater amount of welfare to all. Many Americans believe that the fundamental characteristic of the American people is materialism. Underneath this thin layer of materialism, there is in the American people, I believe, a generating source of genuine idealism, of which Americans themselves are ignorant, due to their lack of self-realization and introspection. Contact with other nations will help Americans to see it.

Emerson said: "A foreign country is a point of comparison wherefrom we judge our own."

"Thoughtful Europeans have begun to realize, whether with satisfaction or regret, the enormous and daily-increasing influence of the United States, and the splendor of the part reserved for them in the development of civilization." 53/ 4.

There are several distinctions between the ideals of the nations of the old world and their outlook upon life, and the ideals of America. Their cultures are essentially aristocratic; the principles of our culture are thoroughly democratic. Their ideals are largely retrospective; our ideals are prospective. They are facing the past; we are facing the future. They inherited their culture, and they lay the main stress on preserving intact that heritage. America's face is set toward the future, and it sees a glow from its splendor falling on the incomplete and inadequate present. The European mind is relatively fixed and determined; the American mind is plastic and youthfully fluid.

America awakens in the mind and heart of the immigrant new hopes, a new outlook upon life, a new vista. The affection and loyalty of the foreign-born citizen to his adopted country is displayed in a thousand ways, and is strengthened by sacrifice, even the sacrifice of blood.

During the last war the faithfulness of the American of foreign birth was fully proved. Foreign-born Americans laid down

53/ James Bryce, American Commonwealth, V. I, p.1.

their lives in the War of the Revolution. Thousands of foreign-born Americans have fought in the Civil War. Why? Because the immigrant quickly grasps that America is the land in which the voice of the common man is being heard more than in any other country in the world, a land with an ideal of government "of the people, by the people and for the people."

American democracy with all its acknowledged defects and weaknesses, is basically more solid and substantial than any of the European countries, for the reason that it bases the ultimate responsibility for its institutions and its progress in the "say" of the common man. In most countries of the old world the responsibility for the advancement of culture and for the government have been entrusted to the few, to the "worthy", or to the "more capable". The American people trust the voice of the many, and the result will be the contribution of all to the common good. Such contributions will be more lasting for the reason that in aristocracies degeneracy sets in as a result of "over culturing" and deterioration and detachment from the great and healthy masses.

America believes that not only the chosen few of the different stocks, but the masses, the common ordinary every-day folk, must contribute their ingredients to the nation's welfare and culture, and the supreme achievements will arise among the people only as the genius of the few is washed and replenished with streams of power flowing from the common mind.

"Miss Jane Adams has advanced a theory, (in her book *Newer Ideals of Peace*) far from absurd, that the confused and deprived masses of our cities, collected from all lands by immigration, are likely to be the initiators of new and higher ideals for our civilization." 54/

It is therefore to expect, that the America of the future, America's science, art, music, literature, its imaginative outlook, which brings fruits of culture, its manners, customs, and institutions will be a more perfect expression of human nature, than can be found elsewhere in the world.

VIII.

The immigrant and Americanization.

The term 'Americanization' has of late been applied to the process by which people who come to our shores from foreign lands are developed through education and social service into a knowledge and understanding of the American language, history and institutions, so as to qualify for American citizenship.

It means the invitation of the native-born and naturalized citizens to the foreign-born to partake of a single-hearted American citizenship and an undivided loyalty to America and its ever enlarging ideals. The foreign-born are welcomed, not merely as persons who are to be instructed in citizenship and

Americanism, but as persons indispensably cooperating in the creation of the America of the future and in working out America's destiny as a nation. Various agencies are employed to bring about this desideratum desideratum.

1.

The welding of the immigrant into the life of his adopted country is first of all a human problem. It must be remembered that there are no standardized methods for dealing with human problems. The steps which must precede the entrance of the immigrant as a full participant into the life of the Republic can not be uniform for all alike immigrants. The standards, education, and degree of self-government of the native country from which the immigrant separated, plays almost as much a part in his assimilation to the new environment as the welding forces and influences of American life itself play in this process. The rapidity, or prolongation, of the change depends further upon the characteristics and abilities of the individual himself, and upon the racial or national group to which the individual belongs.

In the process of adaptation and adjustment to his new environment the foreigner has to pass through several stages, over several stepping stones. The first period of life in the new country is the hardest for every one; it is particularly hard for the unintelligent and illiterate person, who feels greater attachment to his birth place and a keener and more intense

relation to his kindred abroad. This is a time when the old soil with its memories and attachments is most dear to the heart and soul of the immigrant, when the memories are still fresh, the relationship still real, and the separation recent and painful, like a fresh wound. The ancestral soil clings tenaciously to his very being.

And while straining his energies on the American job, in the shop or factory, mine or field, who can prevent his imagination from flying away freely, across the seas, to his native village, with its age old customs and beliefs and superstitions, with its archaic simplicity and beauty, where the days of his youth were passed. There, in his home village, he is not, as in America, a mere nobody; there he is so-and-so, the son of so-and-so, who is well known to the people of the neighborhood. He realizes more and more how dear to him are the little village church, where he and his ancestors prayed, and the old village cemetery at the side of the road, where his ancestors are buried.

When a forester transplants a tree he sees to it that with the tree he transplants some of the earth, so that the tree may better flourish in the new soil. It is equally natural that the immigrant continues to adhere to his early sentiments, habits, ways of thinking about things and to his own language. Otherwise many priceless ornaments may be melted down as broken gold.

2.

The Bible tells us that when the Ephraimites were escaping from the Gideonites, they came to the ford of the River Jordan, over which they desired to pass; and every man - every Ephraimite - was obliged to say "Shibboleth." If, however, he could not "frame to pronounce" it aright but said "Sibboleth", he was straightway slain. That was one way of bringing about homogeneity. The American people have found a better way. That better way is written on the pages of the history of the American people. America is teaching those who come to the ford - this ford is a little longer, but it is still a ford, from one world to the other - America is teaching them how to say "Shibboleth."

The language of the land makes the first and most lasting impression upon the mind of the immigrant. The spirit and, if I may so term it, the genius of a language enters first the mind of the immigrant as a whole, provided he is not segregated with members of his own group and if he has an opportunity of constantly listening to people converse in the new language. This happens even before he acquires a sufficient vocabulary. The spirit of a language, - and every language has a spirit, - is never acquired by mere learning a number of words or by studying the grammar.

The feeling of helplessness and doubt slowly changes into a feeling of hope and resolution. The heart and mind of the newcomer become filled with a genuine desire to learn the language of the land, and to become part and parcel of the great Republic.

lik; but there is at the same time in his heart a deep seated wish to remain loyal to his heritage, which is part of his innermost being. The soil of our souls takes impressions, sucks in our new experiences, when the mind makes adjustments to the new orientation by learning the language of the land, its customs, habits, ways of living. How happy the immigrant is, when he finds something symbolic of the ideals of the new country, of which he dreamt, and for which he made many sacrifices before he came!

In the past, the first thing a conquering nation did with a conquered people was to try to make them change their language, to make them forget their native tongue. They realized that common speech is the greatest bond which brings people together. Such attempts have miscarried from early times to our own day. In our own time, in the Polish provinces of Germany, in Austrian Bohemia, an age long war has been fought on linguistic grounds. In America it was easy to extend the use of the English language. Why? Because the American language and American citizenship did not mean to the immigrant the entering of a nationality repugnant to his own. It meant the entrance into a living body politic where he, the newcomer, has some part to play, some contribution to make, to its making.

Mr. Franklin K. Lane expressed the ^{ru}ture nature of America in these eloquent words:

the name of/
 "America is not/so much territory. It is a living spirit, born in travail, grown in the rough school of bitter experiences; a living spirit which has purpose and pride and con-

science; knows why it wishes to live, and to what end; knows how it comes to be respected of the world, and hopes to retain that respect by living on with the light of Lincoln's love of man as its old and new testament." 55/

".....we too seldom pause to consider, that we are bound and indissolubly enmeshed in the peace and progress of mankind. It is sometimes overlooked both by our foreign neighbors and our own people that we did not begin in America. Many of our institutions came as it were by enchantment, full statured in their transfer from the old to this new world.

"The "clouds of glory" of American spiritual life trail far back into distant Asia. Many of the roots of romance and insight, many a strain of thought and tradition, followed to its source would reach to France and Spain and England, whose children brought their visions and their culture Americanward. When the hard steel-like face of the seemingly materialistic American lights up before the admiration of the beautiful, the chivalrous; when the warm tomes of emotional feeling sweep the heartstrings of the practical business man, it is a strain of the Latin temperament that is speaking, it says to those who are most intent: "You must be a great and spiritual land, America, for you are the offspring of all that is most excellent in this old world from which you have drawn your life.

55/ Franklin K. Lane, From a report of the Springfield Republican,
June 7th, 1917.

You must be great for your own sake, and also for us who are to be more and more dependent upon you for that eternal spring of youth, and that priceless gift of peace with liberty of which you are the embodiment among the nations." 56/

3.

The immigrant can not wholly understand his adopted country without the instrumentality of language, - the language of the land. The realization of this, as was indicated above, comes to the mind of the immigrant shortly after his arrival. But the learning of a new language by an adult person is not an easy task. Some immigrants are successful in their efforts to meet this prerequisite, and succeed in learning the language of the land thus being enabled to enter the inner precincts of American citizenship. For some it is a long and slow process; while others never graduate from this stage; but continue to think and to feel in the language of their youth. Americans ought to have some understanding of people who lack linguistic abilities. Although America, as no other country in the world, presents opportunities for learning foreign languages, Americans do not seem to display any genius towards languages.

The foreign language press is of great service in bringing the ideals of American life to the mind of the immigrant elements before he is enabled to acquire them through the channels of the

language of his adopted country. The popularisation among the immigrants of their native literatures is a great means for bringing out their aptitudes. By awakening in the immigrant a taste for his own literature, we intensify at the same time his willingness to become Americanized. The foreign-language press, in the main, voices the spirit of America and inculcates its principles in a much better way than many of our own English newspapers.

But it must be the duty of all to make the major goal the use of the English language by all the citizens of America. Only knowledge of the language of the land enables the immigrant fully to understand the mechanism of American life and the working of its institutions. It helps him to become adjusted to the new environment, it increases his earning capacity and makes him a more useful person to himself, his family, his community and his country. It secures for him greater respect of the native-born Americans, and it enhances his own self-respect. It is unnecessary to add here that the segregation of the immigrant with others of his group, without contact with American life, makes this process lengthy and often impossible.

There is a story of an American who met a Pole in his native country who had been in America for many years, without learning the language of America or its customs and ways of living. He hated America. Why? He had never seen an American school, nor has he been in an American home, nor was he invited to an American church. Work, seven days a week, twelve hours a day caused him to say: "All your country wants of us is our muscle."

"The dangers are great enough even at the best, both to the immigrant himself, beginning anew with the loosened restraints, his national habits and his priest left behind, feeling himself often "a tossing atom in a seething crowd", and also to the Republic from the congested and often unattended masses of peasants from Europe thrown into a swarm of industrial or mining laborers, losing their guiding stars of the Old World before they even glimpse the orbits around which their new world is swinging.

"The hope of a successful solution of this vexed problem lies in something more than the "eternal vigilance" that passively believes we can somehow accomplish the miraculous by our wonderful civilization. A great many of the people of this country must begin to feel a new and a different kind of obligation to the foreigner if we really are to succeed in making him what he may become in this land of opportunity. It means ever-increasing Government attention and official sympathy in rules and laws executed for individuals as well as for a herd at Ellis Island; it means a vastly enlarged program of education for adults as for children. It involves meeting the foreigner at the water's edge and following him closely into every state and construction camp of his industrial work-a-day world; it means more personal attention to his social and religious sentimental nature than we have yet even meditated; it means that large numbers of our people must give up a life work to the study and service needed to prepare these eager and often able men and women, whom we do not know

except under the somewhat demeaning title of "immigrant", to take their citizenship papers with a new sense of obligation to become un-hyphenated and unequivocal adherents to their adopted citizenship." 57/

4.

But language is a means to an end and not the end itself. Like baptismal waters, it serves as a means to higher grace. An inward change or rebirth must follow. Having succeeded in obtaining a firm hold upon the language, the next step for the immigrant is to learn the facts of American history. American history should be taught not as a mere series of incidents, remote, separated, unrelated, but as the mighty inner forces which were alive through the history of this country.

The teaching of the mere framework of our institutions is insufficient, but it is vital to implant in the mind of the immigrant, as well as of the native-born, the idea that the American institutions are a living thing which grow and change, and afford to all an opportunity and a great privilege of co-operating in solving the problem which our society faces.

No democratic government can be successful unless there is an intelligent and informed citizenship. Essential for every citizen, whether he be an immigrant, or whether he be a native-born citizen, is a knowledge of the language of the country and an understanding of its government and institutions. This

knowledge and understanding, if we are to have effective, responsible and responsive government, must not be confined merely to a knowledge of the machine of government, of the ways our government is constituted, but it must extend itself to a knowledge of the problems that present themselves to the American citizenship from day to day, from week to week and from year to year. It must be stimulated by a genuine interest in the conduct of the government.

American citizenship suggests not simply the coming together of peoples under a political unity for the purpose of political government, and working together for the purpose of reaching these aims. American citizenship is a close and harmonious tying together of a common hope, a common purpose, a common devotion.

A prominent judge in this state, in the course of an address delivered sometime ago said:

"True Americanization is concerned with out national standards, purposes, and ideals as revealed in the lives of our people, and, which, taken together, largely constitute our national character, and with the gently molding together of all the inhabitants in harmony therewith and in active loyalty thereto. The best that we have here should be added to the best that comes to us from abroad and to both should be given the intelligent and hearty support of a united people. Instead of separate standards, purposes, ideals, views and methods of living and doing on the part of outstanding or isolated groups, there should be as fast as possible a fusing and

clarifying thereof so that the best shall come forth. In respect to these qualities affecting the national character, instead of our imperfect mechanical mixture, we should have a chemical compound."

The writer is confident that the judge had in mind the "chemical compound" as an ultimate aim and not as an immediate possibility.

Mr. Horace J. Bridges, in the book already quoted in an early part of this paper, said:

"Our practical duty clearly is to see that none of the elements of civilization represented by the many races among our population shall be suffered to become extinct until it shall have crossed its genius with that of others, and thereby given birth to something higher than itself. We need all the varieties that are at hand. We cannot spare the ethical mysticism of the Jew or the imaginative sacramentalism of the Catholic. We need that Italian soul which has lived in Dante and Savonarola, in Petrarch and Boccaccio, in Michel Angelo, in Mazzini and Garibaldi, and which is not dead and can not die. We need the hardihood of the Northman and the dreamy yet sturdy spirit of the Russian. We must preserve the scientific thoroughness and metaphysical profundity of the pre-imperial German, and his genius for music and poetry. All these must fructify and blend with the equally differentiated and indispensable gifts and energies of the French and British stocks." 58/

IX.

Notes of an Americanization Executive.

1.

The following lines were written by and from the point of view of a worker in the field of Americanization of the foreign-born, who, as was stated above, is himself a recent immigrant and newly naturalized American citizen. It was his greatest privilege, five years after his arrival in the community, to be invited to take charge of the Americanization work in the community.

He understood his task to be the teaching of the meaning of American citizenship and of the American language to the immigrant, and the interpretation of the worth of the immigrant to America. The Americanization worker of foreign birth, in a word, is an interpreter of the new world to the old, and of the old world to the new.

The problem which the Republic is facing of Americanizing the immigrant as is the case with many other problems, is fully understood only by the few. The active worker in the field is therefore facing a twofold problem; that of stimulating a greater interest and understanding of this problem by the native-born Americans, gaining their confidence and creating a sentiment of co-operation, and, on the other hand, of doing or supervising the doing of substantial and practical every-day work along the various lines of activity.

Public sympathy and interest for this important problem is necessary to the creation of a favorable background and sympathetic atmosphere, the importance of which should not be underestimated. This background of sympathy serves not only the foreigner and his elevation to the true spirit of American citizenship; it serves America as well; its unity and its onward progressive development as a nation.

The communities all over the breadth of the land, as well as the states and federal government, should realize that the education of the foreign-born who are so numerous among us, is not a temporary problem, which should be dealt with as an emergency measure. The education of the immigrant should become a permanent item in the education budget of every municipality.

Educators have shown a lack of full realization of the great importance of immigrant education. This branch of educational work has been handled in a very careless fashion by most of our educators. It is true that the Americanization of the immigrant is more a task for the social worker than the educator. But it is also true that our educational institutions have some part to play in it. It is therefore, necessary that the educational forces of America awaken to a comprehensive, concerted and effective attack upon the detailed problems of adult elementary education.

The need of informed and sympathetic teachers and workers among the foreigners is greatly felt everywhere. Knowledge of English is not enough to qualify for teaching English to for-

eigners. In order effectively to teach the immigrant the English language and to convey with it the true American spirit, the teacher must know, in addition to the language, the immigrant and his background and must be himself imbued with the American spirit. The good teacher teaches through the heart as well as through the head. If the language of America is part of Americanization, the ideals and ideas of America - things of the spirit - are parts of Americanism, and Americanism should be inseparable from Americanization.

It is a known fact that only a very small percentage of the foreign-born adults are reached by the night schools. Many schools face the problem, not of how to get the immigrant into the school, but how to keep him there. Many of them for various reasons drop out discouraged shortly after entering the school. Some of the reasons lie in the inability of the teacher, and in the lack of method.

But the night school is only one agency in the Americanization of the adult alien. There are many others. All the influences should be brought to bear upon the lives of the immigrant as soon as they settle down in the community they have chosen. It must be remembered that the learning of a language by an adult person, and, in the majority of cases, an uneducated person, is a slow process, and that even a great many educated persons are lacking in linguistic abilities.

Thomas Huxley gave an immortal definition of education when he called it the ability to make a man do the thing he ought to do when it ought to be done, whether he felt like doing it or not.

The educational aspect of Americanization concerns itself with the developing in the foreigner of the ability to read and write English clearly and intelligently, with the developing of a knowledge of our history, laws, institutions and standards of living, and with the developing of a love for all that is best in American life and a desire to join hands with the native-born in creating a new and better America.

Next in importance is the social aspect of Americanization. The community center is one of the great means of reaching the new American and of establishing a friendly relation between him and the other people of the neighborhood. The school building should be made the center, wherein social and recreational contacts between the people of the neighborhood should bind them together and develop in them a feeling of "our neighborhood". This has a humanizing as well as Americanizing influence. Community gatherings, musical programs, in which the children of the neighborhood participate, community singing, exhibitions, and other activities, tend to awaken the proper emotional response.

Dr. Frank Crane defines democracy thus: "Democracy is a force of feeling and opinion, working within humanity, impelling people of a given neighborhood, to get what they want, that is, what the majority of them want, by means of organization, and to make this secure by laws which are just and equal." 59/

If our country is a democracy in the above sense, every locality, every neighborhood, should become a laboratory, where people practice democracy, so as to be able to understand and to participate in the democracy of the larger whole, of which the community is a part. The school building should become the center for these functions in the neighborhood.

"Thoroughly to nationalize a multitudinous people calls for institutions to disseminate certain ideas and ideals." 60/

"A common master enthusiasm socializes. In congested urban quarters the passion for play which springs up after the opening of a recreation center levels moldering barriers between nationalities and confessions, Americanizes the foreign-born, and creates a neighborhood consciousness. With access to wholesome pleasures the laborer no longer drinks, no longer beats his wife in sheer reaction from his grinding existence. The community becomes humanized. The young people drop their rough manners, and foreign-born mothers no longer shrink from allowing their sick to go to the hospital." 61/

3.

Americanization work carried on in shops and factories is another important line of activity to which the Americanization

60/ Edward A. Ross, 24 A. J. S. Pg. 666.

61/ Idid. Pg. 660.

worker should turn. Influences of a proper kind should touch the entire life of the immigrant; wherever he goes, this influence should be made felt. The immigrant gets his lasting impression of America, not by what we tell him in words, but by the way we treat him, by the way we act towards him.

Eduaational work carried on in shops and factories where proper facilities and a convenient time are afforded humanizes the relations between the employer and worker and creates an attachment of the worker to his job, and to his place of employment. The psychology of distinctions and hatreds which the immigrant brings in his mind from his native soil, as was intimated in an early part of this paper, changes by developing in his mind of a psychological attitude of mutuality, by means of a periodical increase in wages, by a division of profits, by participation in ownership, by bonuses for efficiency and by shop committees, in addition to the educational work. These are all elements of material justice and are an essential element of Americanization.

The educational work in the shop or factory should be carried on in a school room, properly outfitted, on the premises of the shop or factory. Classes in English, history and government, - national, state and local, - and classes for greater efficiency in the particular trade, should be carried on during the noon hour or at other times convenient for the worker.

Factory classes should be organized and supervised by a special educational director appointed for the plant, or, in the absence of such a director, by public school officials and

teachers, in co-operation with the plant officials. Three things are necessary for the success of such an undertaking: - sympathy and the active help of employers, especially skilled teachers qualified for a task requiring energy, resourcefulness, tact and efficiency; the stimulation of interest and determined effort of the men and women who need the instruction.

Dr. Peter Roberts, a pioneer worker in the education of the immigrant said:

"The great need as relating to the immigrant is that American-born men may understand and fully comprehend the meaning of democracy. Prejudice against the foreigner is too common, indifference to his wellbeing is prevalent, and in scores of communities a practical program for the assimilation of immigrants is an impossibility because of the prejudice of Americans. To remove this antipathy, to convince the native-born that the immigrant has possibilities if he is only given a chance, is the great work that needs to be done to-day in America.

"The second great need is to convince the government of every state where the immigration problem is acute, as well as the Federal Government, that it is unjust to tax the alien without investing in him something that will make him a good citizen of the United States. I do not see how patriotic Americans who know the need of immigrants can complacently contemplate a fund of ten million dollars taken out of the pockets of poor immigrants coming to this country, and not demand that this fund be used for the education and the as-

sinilation of the alien." 62/

I.

Summary.

The writer is confident that he substantiated the main contentions of his thesis, viz. : that the alien groups and the native born Americans of the community are two separate and distinct worlds without that degree of inter-communication which makes for a united citizenship; that the native born - old line Americans have not as yet entirely lost ~~the~~ sentiments and attachments of their old soils; that America is still in the making, and when fully evolved will be the fruit of the cross-fertilization of the cultures of all the stocks; that Americanization is a process of reciprocal adjustment and is of vital importance to both, native-born and foreign-born; that the education of the adult immigrant requires special effort on the part of the community, the state and the Nation; and that elements of social justice are a constituent element in Americanism, and hence Americanism should be inseparable from Americanization.

The following poem sums it up thus:

Forever alive, forever forward,
 Stately, solemn, sad, withdrawn, baffled, mad, turbulent,
 feeble, dissatisfied,
 Desperate, proud, fond, sick, accepted by men, rejected
 by men,
 They go! They go! I know that they go, but I know not
 where they go,

118.

"But I know that they go toward the best - toward something great."

Walt Whitman.

F I N I S .

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Table of attached hereto exhibits.

1. Letter to employers of labor, questionnaire and suggestions.
2. Letter of President, Americanization Committee to employers.
3. Lilet setting forth activities of the Americanis. Committee.
4. Night School Poster.
5. Night School handbill.
6. Outline of course of lectures for teachers.
7. Outline of topics for lectures in the Naturalization Classes.
8. Naturalization Classes handbill.
9. Handbill for Naturalization Classes.
10. How to become an American" in English.
11. How to become an American, in English and Italian.
12. How to become an American, in Finnish and Italian.
13. National, State and Local Officers, (folder)
14. My Country, A creed for Americans, (folders)
15. Certificate for students of Naturalization classes, issued by the Department of Naturalization.
16. Certificate for students of Naturalization Classes, issued by the Americanization Committee.
17. Physical Geography of the U. S. (pamphlet)
18. Political Geography of the United States. (pamphlet)
19. Poster for factory meetings.
20. Questionnaire for survey of foreignlodes and societies.
21. Letter to lodges and societies of the foreigners.
22. Letter to lodges and societies.
23. Letter to priests and ministers.
24. Pamphlet explaining the use of Americanization literature.
25. Form of a postal of lodge or society expressing willingness to cooperate in Americanization.
26. Annual report of the Duluth Americanization Committee.

Americanization Committee of the City of Duluth

OFFICE AND NATURALIZATION BUREAU

ROOM 5, MESABA BLOCK
407-409 WEST SUPERIOR STREET
DULUTH, MINN.

Exhibit 1.

Organized under the auspices of
Commercial Club

Duluth, Minnesota, September 30, 1918.

COMMITTEES:

Finance—

I. K. Lewis, Chairman
H. R. Armstrong
J. E. Ten Eyck
F. A. Brewer

Publicity—

E. A. Silberstein, Chairman
A. F. Ferguson
W. L. Smithies
Rev. Dr. H. A. Ingham

Cooperation of Employers—

J. M. Davidson, Chairman
W. B. Castle
George A. Sherwood

Educational—

Dr. K. J. Hoke, Chairman
Mrs. A. H. Brocklehurst
Miss Katherine A. King
George W. Atmore
A. L. Turner

Naturalization—

R. J. Wilson, Chairman
Mrs. C. C. Colton
Rev. Fr. S. A. Iciek
O. J. Larson
A. Castigliano
W. J. Dutcher
John Movern

Social—

W. E. McEwen, Chairman
Mrs. J. L. Washburn
Mrs. C. F. How
Mrs. Hugo Swenson
Miss Edith M. Shearer
J. M. Davidson
Hon. C. R. Magney

Members of General Committee—

Rev. Dr. Geo. Brewer
A. G. Catlin
R. K. Doc
S. A. Foster
W. E. Hammond
E. M. Lambert
Rev. Fr. D. W. Lynch
W. F. Murnian
J. R. McGiffert
J. G. O'Neil
W. H. Rattenbury

To Employers of Labor,
Duluth, Minnesota.

Gentlemen:

You are undoubtedly conversant, to some extent at least, with the nature of the work which the Americanization Committee of Duluth is endeavoring to do in the matter of educating, naturalizing and assimilating the foreign-born men and women of this city.

Attached hereto is a letter addressed to you by the Hon. William A. Cant, Chairman of the Executive Committee. The Sub-committee on Co-operation of Employers takes the liberty of supplementing Judge Cant's communication with this letter and inclosures in order that you may be more fully informed of the reasons why your interest and assistance is considered necessary for the greatest success of this movement and in what ways the Sub-committee thinks your co-operation can best be given.

The purpose of the Amerization movement is, briefly: To extend friendly assistance, advice and information to those of foreign birth who are desirous of becoming naturalized and of adopting American standards of living, thought and action; to assist the public school system of Duluth, the Y. M. C. A. and Y. W. C. A., in outlining and carrying on educational work for those who wish to take advantage of these facilities; to promote the movement endorsed by the United States Government and by employers of labor in general for the training of men and women to fill the places in industry made vacant by reason of the present war; to counteract by this means the shortage of labor in the country due to the practical stoppage of immigration; to assist in the creation or extension of social and recreational facilities in settlements of foreign-born, unskilled workers, where such facilities are now lacking or inadequate; and to develop the use of public school buildings to a greater degree than heretofore as community centers, and thus take advantage of the buildings, equipment and teaching staff for this purpose which otherwise would be largely unused in the evenings.

Statistics show that there are approximately fifteen thousand aliens in this city, exclusive of a large number of American-born men and women of foreign extraction whose education is deficient in many respects. It would obviously be impossible for the Americanization Committee to get into personal

contact with this great mass of people. The Committee plans, therefore, to carry on its work, to a large extent, by using such existing agencies as the employers of labor and the business men of the city, fraternal societies, religious organizations, commercial clubs, labor organizations, and representative men of foreign nationalities.

Each employer can immediately render valuable assistance to the movement by co-operating with the Committee and with the Board of Education along the lines indicated in the accompanying suggestion list.

The foregoing briefly outlines the nature of the work under consideration by the Americanization Committee, and undoubtedly the scope of the work will become more comprehensive and useful in course of time. Attached hereto is a list of questions relative to the foregoing outline, which you are invited to fill in and return to this office in order that the Sub-committee may proceed with its work in the most intelligent manner.

Yours very truly,

W. B. CASTLE,

JOHN M. DAVIDSON,

GEORGE A. SHERWOOD,

Sub-committee on Co-operation.

SUB-COMMITTEE ON CO-OPERATION, AMERICANIZATION COMMITTEE OF DULUTH.

QUESTIONNAIRE FOR EMPLOYERS.

1. Name of Company
2. Address
3. Name of principal official in Duluth
4. Name and position of company representative with whom the Americanization Committee's secretary may correspond.
.....
5. What are the principal nationalities represented by those employees who might be benefitted by the Americanization work?
.....
6. Approximate number of employees who could be benefitted by Americanization work:
Men; Women
7. Please give approximately the distribution of these employees in the various school districts
.....
.....
8. Approximately what proportion of these employees work on
 - (a) night shift only
 - (b) day shift only
 - (c) alternately, day and night?
9. Is company in favor of the establishment of workmen's committees to promote the Americanization work?
10. Is it possible for the company or the workmen's committees to put into effect any other plans for advising employees of coming attractions at community centers established through the efforts of the Americanization Committee?

11. Will the company establish an adequate number of bulletin boards or other publicity devices, if not already provided?

12. Do you consider it necessary to provide or establish quarters nearer to the plant than the nearest public school for any classes of instruction provided?

13. Please state how many of the suggestions, Nos. 1 to 11 on attached sheet, you consider possible or advisable of adoption by your company.....

14. Have you any suggestions to make other than those embodied in the inclosed papers in regard to any detail of the Americanization work?

Note: Please return this form, when filled out, to

Chairman, Sub-committee on Co-operation,
Americanization Committee of Duluth,
Mesaba Block, 407-9 West Superior St.,
Duluth, Minnesota.

SUGGESTIONS TO EMPLOYERS

FOR FURTHERING THE WORK OF AMERICANIZATION COMMITTEE.

Employers can materially assist in this work by adopting some or all of the following plans. The Sub-committee on Co-operation will appreciate further suggestions for promoting the movement.

1. APPOINT A COMPANY REPRESENTATIVE TO KEEP IN TOUCH WITH THE SECRETARY OF THE COMMITTEE.

((a) To receive and distribute literature and announcements of meetings and entertainments; (b) to handle the records of enrollment in classes; (c) to assist in creating department committees of employes to promote the work and give friendly assistance to those fellow workmen intended to be benefitted.)

2. PROVIDE BULLETIN BOARDS OR OTHER PUBLICITY DEVICES FOR NOTIFYING EMPLOYEES OF INSTRUCTION CLASSES, MEETINGS AND ENTERTAINMENTS.

(Much of the publicity work of the Committee fails to reach the employes to be benefitted because a comparatively small number read the daily papers, and many of those who do, fail to notice the announcements in the papers.)

3. ESTABLISH INFORMATION BUREAUS WITHIN OR CONVENIENT TO THE PLANT, WHERE MEN INTERESTED IN BECOMING NATURALIZED OR IN ENROLLING IN CLASSES MAY BE INSTRUCTED HOW TO PROCEED AND TO WHOM TO APPLY.

(A central information bureau has been established in the secretary's office, Mesaba Block, 407 W. Superior St., but many men and women living at a distance therefrom would be unable to apply there in person; others, because of lack of knowledge of the city or through timidity, may fail to make use of the office.)

4. TAKE ADVANTAGE OF THE SCHOOL BOARD'S FOLLOW-UP SYSTEM OF CARDS FOR REPORTING ON THE PROGRESS OF ENROLLMENT IN CLASSES AND THE WORK OF THE STUDENTS.

(Each school principal is equipped to give the employer this information. The employer will also be enabled by this means to learn of qualities possessed by employes which would fit them for other lines of work and thus be assisted in meeting the industrial situation caused by lack of suitable workers.)

5. MAKE AVAILABLE, WHERE NECESSARY, A BUILDING OR ROOM IN OR ADJACENT TO THE PLANT FOR THE CONDUCT OF SPECIAL CLASSES.

(The Board of Education is prepared to provide teachers in certain subjects for employes who do not live within easy reach of a school building or whose work prevents them from attending the school.)

6. ENCOURAGE EMPLOYEES TO CREATE DEPARTMENT COMMITTEES TO PROMOTE THE WORK AND GIVE FRIENDLY ASSISTANCE AND COUNTENANCE TO FELLOW EMPLOYEES WHO WISH TO ENROLL IN INSTRUCTION CLASSES.

(Many foreign-born men and women are hesitant about entering a public building with which they are unfamiliar, particularly if they have difficulty in making themselves understood. Others are reluctant to advertise their deficiencies by going to these classes, believing that they may be subject to ridicule by their fellow employes and acquaintances.)

(OVER)

7. ENCOURAGE EMPLOYEES WHO ARE COMPETENT TO DO SO TO VOLUNTEER THEIR SERVICES AS INSTRUCTORS IN EVENING CLASSES, IF NECESSITY THEREFOR ARISES.

(In technical and mechanical subjects, experienced men can give material assistance to students and thus quickly fit them for advancement in their respective plant departments.)

8. SHOW THEIR INTEREST IN EMPLOYEE'S ADVANCEMENT BY OCCASIONALLY VISITING THE EVENING CLASSES OR APPOINTING REPRESENTATIVES TO DO SO.

(An employe will often be encouraged to remain in the classes and will be spurred to greater efforts by a little recognition by his superiors.)

9. SUITABLY RECOGNIZE THE EMPLOYEE'S EFFORTS TO IMPROVE HIMSELF.

(The badge or certificate given by the school to those who complete a course should be esteemed by both employer and employe. The added value to an employer of a workman who can read and write English, can comprehend oral orders, and understand safety signs is worth consideration; not to speak of the wisdom of advancing a workman who has the ambition to improve himself by study in his spare time.)

10. CREATE OR ASSIST IN CREATING OR EXTENDING WELFARE AND SOCIAL SERVICE CENTERS IN NEGLECTED SETTLEMENTS.

(The visiting nurse service is one of the most useful agencies in Americanizing the foreign-born adult and one of the most needed agencies for the advancement of the public health and the prevention of sickness and want. The formation of Good Fellowship Clubs or similar employes' associations for giving financial and medical assistance to the family is also desirable.)

11. CO-OPERATE WITH THE BOARD OF EDUCATION IN MAKING THE SCHOOL BUILDING AN ATTRACTIVE COMMUNITY CENTER FOR SOCIAL AND RECREATIONAL WORK, AND IN PROVIDING THE NECESSARY EDUCATIONAL FACILITIES.

(The unattractive appearance of an institutional building can be relieved by providing plenty of light, by decoration of the rooms and corridors with pictures, flags and interesting exhibits of models, specimens and drawings of mechanical appliances, and by the donation of matters of historical and geographical interest.)

Americanization Committee of the City of Duluth

OFFICE AND NATURALIZATION BUREAU

ROOM 5, MESABA BLOCK

407-409 WEST SUPERIOR STREET

DULUTH, MINN.

Exhibit 2.

Organized under the auspices of
Commercial Club

Dear Sir:

The war has brought to our attention with special force the necessity of uniting all the inhabitants of our country into a great American people firmly bound together, and some of the tasks of the above named organization will be the education of the foreign language people who live in our midst,

1. In the language of America.
2. In the qualifications for citizenship.
3. such matters as will render them more efficient in the particular line of work in which they are engaged
4. In the traditions, standards and ideals which provide a sure basis for an enduring America.

In addition to the foregoing, there will be helpful entertainment and social features.

Through the night schools which have been established throughout the city by the Board of Education, and through the Y.M.C.A. and the Y.W.C.A.. much of this work will be done. A part will be carried on through naturalization classes and a part through classes organized for special purposes, or to meet certain special conditions.

This committee is definitely engaged in arousing interest in this work, and so far as possible, in seeing that satisfactory results are reached. At the office of the committee a naturalization and general information bureau is maintained.

We believe that the employers of labor will feel keenly the importance of developing practical means of encouraging the Americanization of as many as possible of their foreign born employees, and of thereby adding greatly to their efficiency as employees, and to their real worth as American citizens.

We need and very much wish for your co-operation in giving this work a greater publicity and in having it called directly to the attention of those for whose immediate benefit it is carried on, and we appreciate such interest as you may have already taken therein.

Very truly yours,

AMERICANIZATION COMMITTEE OF THE CITY OF DULUTH,

Wm. A. Cant

Chairman.

COMMITTEES:

Finance—

I. K. Lewis, Chairman
H. R. Armstrong
J. E. Ten Eyck
F. A. Brewer

Publicity—

E. A. Silberstein, Chairman
A. F. Ferguson
W. L. Smithies
Rev. Dr. H. A. Ingham

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John Movern

Social—

W. E. McEwen, Chairman
Mrs. J. L. Washburn
Mrs. C. F. How
Mrs. Hugo Swenson
Miss Edith M. Shearer
J. M. Davidson
Hon. C. B. Magney

Members of General Committee—

Rev. Dr. Geo. Brewer
A. G. Caffro
H. R. Doe
S. A. Foster
W. E. Hammond
E. M. Lambert
Rev. Fr. D. W. Lynch
W. F. Murnian
J. R. McGiffert
J. G. O'Neill
W. H. Battenbury

**WHAT IS AMERICANIZATION AND WHAT IS THE AMERICANIZATION
COMMITTEE OF DULUTH ENDEAVORING TO DO?**

One of the most important questions at the present moment is: How can the citizens of this country best assist the foreign-born men and women to learn the language of this country, to read it and to write it; to understand the form of government, the national ideals, and to acquire American standards of living, thought and action? How can the foreign-born men and women who have not yet become citizens be helped to overcome the disadvantage in employment and in their daily life of being an alien? How can this handicap upon his life here be removed?

The work which we have to do to accomplish these objects, is what we call Americanization work.

Duluth has realized the importance of this movement. The Americanization Committee of the City of Duluth has taken hold of this problem in a wholehearted manner and made preparations to handle this vast and important work in a business-like way.

The Committee is composed of a number of public-spirited men and women who have undertaken to carry on this work in co-operation with the Board of Education. Under the direction of Hon. William A. Cant, General Chairman, there are sub-committees on Finance, Publicity, Co-operation of Employers, Education, Naturalization, Social Service and Recreation. The offices of the Committee are in Room 5, Mesaba Block, 407 West Superior Street, Mr. Albert B. Clarfield, Secretary.

The purpose of the Committee is, briefly:

To extend friendly assistance, advice and information to those of foreign birth who are desirous of becoming naturalized and of adopting American standards of living, thought and action; to assist the public school system of Duluth, the Y. M. C. A. and Y. W. C. A. in outlining and carrying on educational work for those who wish to take advantage of these facilities; to promote the training of men and women to fit them for good positions in industry; to provide social and recreational facilities in settlements where such facilities are now lacking or inadequate; and to use the public school buildings to a greater degree than heretofore as community centers.

The members of the Committee include clergymen, lawyers, educators, newspaper men, representatives of foreign countries, labor leaders, recreation directors, employment managers, school board members, city officials, immigration officers, Y. M. C. A. and Y. W. C. A. officials, employers of labor, housing managers and social workers.

Considering the large proportion of Duluth's population which could be especially benefited by the Americanization movement, it would obviously be impossible for the Committee to get into personal contact with this great mass of people. The committee plans, therefore to carry on its work, to a large extent, by using such existing agencies as fraternal societies, religious bodies, commercial club, labor organizations, and representative men of foreign nationalities.

Americanization Committee of the City of Duluth
and Naturalization Bureau.

Room 5 Mesaba Block
407-409 W. Superior, St., Duluth, Minn.

Phones:
Melrose 198 Grand 223-X

NOTICE.

Classes in American Government for those who filed their application for the full citizenship papers (second papers) are constantly formed. Inquire at the Office of the Americanization Committee.

TO OUR FOREIGN BORN MEN AND WOMEN

☞ Do you want to be an American citizen?

☞ Do you want to be capable of getting a better job?

☞ Do you want to learn the language of America well?

☞ Why not come to night school and learn it?

☞ Pick out the school nearest you on page eight of this folder and go there every Monday, Wednesday and Friday evenings at eight o'clock.

☞ New classes are constantly being formed. IT IS NEVER TOO LATE TO LEARN.

**AMERICANIZATION COMMITTEE
OF DULUTH**

In Co-Operation with
THE BOARD OF EDUCATION

Menkää Vapaaseen Iltakouluun

Voitteko puhua englanninkieltä hyvin?

Haluatteko tulla Amerikan Kansalaiseksi?

Haluatteko paremman työpaikan?
Menkää iltakouluun ja oppikaa englanninkieltä.

Tämän listan takasinulla merkityistä kouluista valitkaa mikä on lähinnä asuuntoanne, ja alkakaa käydä siellä säännöllisesti joka ilta, maanantaina, keskiviikkona ja perjantaina, kello 8:ta.

Tilaisuus on alkaa jatkuvasti, sillä uusia luokkia lisätään sitä mukaan kuin on kouluum tulioita.

Ohjeita annetaan vapaasti mielihyvällä jokaiselle, joka haluaa hankkia itselensä ensimmäiset tai toiset kansalaispaperit Kansalaistuttamisa Toimiston puolesta. Mesaba Blockissa No. 5, 407-409 W. Superior Street.

Jos teillä ei ole tilaisuutta tulla katoamaan meitä, niin me mielihyvällä tahdomme auttaa teitä jos kirjoitate meille.

(FINNISH)

IDI U BEZPLATNU PUBLICHNU VEČERNJU ŠKOLU UPISIVANJE POČINJE

Hoćež li da naučiš govoriti engleski?

Zeliš li da postaneš gradjanin velike i slobodne Amerike?

Hoćeš li da imaš bolji rad ili službu sa većom i boljom zaslužbom?—

Idi u večernju školu pa uči i spremi se za to.

U školu se ide svakog Ponedeljnika, Srede, i Petka u 8 sati u več.

Klase su otvorene uvijek kroz cijelu zimu i udešene su tako, da svaki može lako i sa zabavom učiti.

Negledaj na godine, jer nikad nije kasno a ne košta ništa. Upiši se još danas.

Bezplatna upustva dobičh ko želi dobiti prvi kav i drugi gradjanski papir, i sor upute o naturalizacyi, od Naročitoj Departmenta za Naturalizacyi, Soba 5 Mesaba Block, 407—409 West Superior Street.

Ko ne može doći lično sam neka nam pišh, pacž dobiti nosu brzu pomoc, o isloj stvari.

(SLAVISH)

Andate Alle Serali Pubbliche che si Aprono

Volete parlar bene l'inglese?
Volete divenire cittadino Americano?
Desiderate un posto, un lavoro migliore?

ANDATE ALLE SCUOLE SERALI ED IMPARATE L'INGLESE!!

Cercate la scuola pin i icina alla vostra casa nella lista della retropagi del pusenti libretto. E andate cola ogni lunedì, mercoledì e venerdì d'ogni settimana alle otto d'sera.

Le classi sono sempre aperti.

Ricordate che non e maitardi imparare.

Saremo molto lieti d'dare ogni informazioni a tutti coloro che desiderano ottenere la prima e la seconda carta d' cittadinanza dalla Commissione di Naturalizzazione, la quale si trovera at 5 Messaba Block, 407-409 West Superior Street.

Se non potete recarvi personalmente noi potremmo assistervi scrivendoci

(ITALIAN)

Idzicie do Bezpłatnej Publicznej Wieczornej Szkoły

Czy umiecie mowić dobrze po Angielsku? Czy chcecie zostać American-skimi Obywatelami? Czy chcecie dostać lepszą robotą? Idzicie do Bezpłatnej Publicznej Wieczornej Szkoły i Nauczcie się tego Języka Nowe klasy dle Początkujących.

Wybierzcie sobie która najbliższa was szkoła z listy umieszczonej na ostatniej stronie i przyjdzie do niej każdy Poniedziałek, Środe i Piątek o Godz. 8 mey wiechozem.

Nigdy nie jest napóźno się coś nauczyć.

Wszelkie informacje wględym pierwszych i drugich papierow obywatelskich chętnie dané bezpłatnie w Biurze Naturalizacyjnym: Room 5, Mesaba Block, 407-509 West Superior Street.

Jezeli nie macie czasu przyjsc do offisu, napiscie nam, a chętnie wam dopomozemy ile noznosci.

(POLISH)

LIST OF SCHOOLS:

FRANKLIN—N.W. corner 5th Avenue East and 7th Street.

WASHINGTON—Lain Avenue North, between 3rd and 4th Streets.

EMERSON—S.E. corner 11th Avenue West and 3rd Street.

LINCOLN—Corner 25th Avenue West and 4th Street.

DENFELD—Central Avenue West, between Elinor Street and 6th Street.

MORGAN PARK—4th Street and C Avenue, Morgan Park.

STOWE—97th Avenue West and 2nd Street, New Duluth.

Y. M. C. A.—3rd Avenue West and 2nd Street.

Y. W. C. A.—An afternoon class in English for women.

Other schools will be opened as the need arises.

Free information will be gladly given to all who wish to obtain their first or second papers by the

NATURALIZATION BUREAU
Room 5, Mesaba Block
407-409 WEST SUPERIOR ST.
DULUTH, MINN.

If you can not come in to see us, we will be glad to assist you if you will write to us.

Classes in citizenship for applicants of second papers are being formed.

NOTICE

Classes in American Government for those who fill their application for the first citizenship papers (second papers) are constantly being held in the Office of the Naturalization Commissioner.

Room 5 Mesaba Block
407-409 West Superior St. Duluth Minn.

Americanization Committee of the City of Duluth
and Naturalization Bureau

on of Duluth's population which could be especially benefited by the Americanization movement. It would obviously be impossible for the Commission to see this personal contact with this great mass of people. The committee plans therefore to carry on its work to a large extent by using such existing agencies as fraternal societies, labor unions, commercial club, labor organizations, and representatives of various institutions.

and social workers. The committee also includes government lawyers, educators, newspaper men, labor leaders, religious workers, employment managers, immigration officers, Y. M. C. A. and Y. W. C. A. officials.

in settlements where such facilities are now lacking in the buildings to a greater degree than elsewhere in the community.

to the extent of their own resources. The committee also includes representatives of the Y. M. C. A. and Y. W. C. A. in Duluth, the Y. M. C. A. and Y. W. C. A. in other parts of the city, and the Y. M. C. A. and Y. W. C. A. in other parts of the state.

of the problem in a widespread manner and to make sure that every citizen who is in a position to help is doing so.

of this movement. The Americanization Commission is a voluntary organization of citizens who are interested in the problem of citizenship.

of the problem in a widespread manner and to make sure that every citizen who is in a position to help is doing so.

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of the problem in a widespread manner and to make sure that every citizen who is in a position to help is doing so.

To Our Foreign Born Men and Women

GO TO

Free Public Night School

SEPTEMBER 16th

Learn the Language of America Prepare for American Citizenship

Pick out the school nearest your home in this list at the bottom of this page and go there on Sept. 16th, at 8 o'clock in the evening.

CLASSES ARE HELD MONDAY, WEDNESDAY AND FRIDAY

Enrollment week September 16th to September 23d, from 8 o'clock evenings

**Andate Alle Scuole Serali
Pubbliche che si Aprono il 16
Settembre.**

Volete parlar bene l'inglese?
Volete divenire cittadino Americano?
Desiderate un posto, un lavoro migliore?
ANDATE ALLE SCUOLE SERALI ED
IMPARATE L'INGLESE!!
Cercate la scuola piu'vicina a casa vostra
nella lista delle scuole posta alla fine di
questo manifesto, ed andatevi il
16 Settembre alle 8, di sera.
SETTIMANA D'ISCRIZIONE DAL 16 AL
23 SETTEMBRE.

**Idzicie do Bezpłatnej Publicznej
Wieczornej Szkoły 16-go Wrzesnia**

Czy umiecie mówić dobrze po Angielsku?
Chy chcecie zostać Amerykańskimi Obywatelami?
Chy chcecie dostać lepszą robotę?

**Idzicie do Bezpłatnej Publicznej Wieczornej Szkoły i
Nauczcie się tego Języka**

Nowe klasy dla Początkujących

Wybierzcie sobie która najbliższa waszemu szkole z
umieszczonych na poniższej liście i przyjdźcie
do niej dnia 16-go Wrzesnia, o godz.
8 wieczorem.

**IDI U BEZPLATNU PUBLICNU VE-
CERNJU SKOLU UPISIVANJE
POČINJE 16 OG SEPTEMBRA.**

Hoćeš li da naučiš govoriti Engleski?
Želiš li da postaneš građanin velike i
slobodne Amerike?

Hoćeš li da imas bolji rad ili službu
sa većom i boljom zaslužbom? —

Idi u večernju školu pa uči i spremi
se za to. Izaberi sam školu koja ti je
najbliža, sa liste na dnu ove strane; —
pa podji tamo Septembra 16 og.

Upisivanje traje Septembra 16 og
pa do Septembra 23 eg.

**Besök den fria publika afton-
skolan den 16 September.**

Kan ni tala engelska väl?
Önskar ni blifva en Amerikansk medborgare?
Önskar ni en bättre anställning?
Besök aftonskolan och lär eder det!

Välj ut skolan närmast till eder bostad
angifven nederst på listan af detta ark
och gå dit den 16 Sept. kl. 7:30 e. m.

Inskrivningsveckan från den 16 till den 23 September

**Gaa til den frie Aftenskole
16 de September.**

Kan du tale Engelsk vel?
Onsker du at blive en amerikansk Borger?
Onsker du en bedre Stilling?

GAA TIL AFTENSKOLEN OG LÆR DET.

Tag den Skole som er nærmest din Bopæl i
den Liste som findes nederst paa
denne Side og gaa did den 16de
September Kl 7, 15 Aften.

**INDSKRIVNING FRA 16DE TIL 23DE
SEPTEMBER.**

**Menkää Vapaaseen Iltakouluun
Syysk. 16 p.**

Voitteko puhua englanninkieltä hyvin?
Haluatteko tulla Amerikan Kansalaiseksi?
Haluatteko paremman työpaikan?
Menkää iltakouluun ja oppikaa englanninkieltä.

Valitkaa asuntoanne lähellä olevin kou-
lu alempana olevalta listalta ja menkää
sinne syyskuun 16 p. kello 7.30 illalla.

Ilmoittautukaa syyskuun 16 ja 23 päivän välillä.

Free Information will be gladly given to all who wish to obtain their first or second papers by the
Naturalization Bureau, Mesaba Block, 407-409 W. Superior St., Duluth, Minn.
If you cannot come to see us we will be glad to assist you if you will write us.

LIST OF SCHOOLS

FRANKLIN, N. W. cor. 5th Ave. E. and 7th Street
WASHINGTON, Lake Ave. North between 3rd
and 4th Street.
EMERSON, S. E. cor. 11th Ave. W. and 3rd St.
LINCOLN, cor. 25th Avenue W. and 4th Street.

DENFELD, Central Ave. W., between Elinor St.
and 6th Street.
MORGAN PARK, 4th and C Ave., Morgan Park.
STOWE, 97th Ave. W., S. E. corner McCuen
Ave., New Duluth.
Y. M. C. A., 3rd Avenue West and Second St.

Y. W. C. A., an afternoon class in English for Women. Other schools will be opened as the need arises.

Americanization Committee of Duluth

IN CO-OPERATION WITH

THE BOARD OF EDUCATION

Outline of topics

for a series of lectures in American Government, History and Geography, preparatory to American citizenship, for use in the Naturalization Classes.

1. Physical Geography of the United States.
2. Political Geography of the United States.
3. Early history of the United States up to the Civil War.
4. History of the United States from the Civil War up to and including the Spanish-American war.
5. Current History of the United States. .
6. General Framework of the American Government (A general review of the three Departments of the National and State Governments, the Declaration of Independence and the Bill of Right, as embodied in the Federal and State Constitutions.)
7. The Federal Legislature.
8. The Executive Department of the Federal Government.
9. The Judicial Department of the Federal and State Governments.
10. The Constitution of the United States and its significance in the life, welfare and onward progressive development of the American nation.
11. The Constitution and Government of the State of Minnesota.
12. The Government of the City of Duluth.

Course for teachers. (Six lectures.)

1. The Racial Groups of Duluth:
 - a, Their immigration and number;
 - b, Their old world background;
 - c, Their degree of illiteracy;
 - d, Line of approach.
2. Americanization - What it is and what it aims to accomplish:
 - a, Unification of people in spirit, aspirations and interest;
 - b, Elements necessary to attain American ideal;
 - c, Common language;
 - d, Living wages - fair economic conditions;
 - e, American standards of living, etc..
3. Practical methods for teaching English to foreigners:
 - a, Study and comparison of methods in use;
 - b, Review of available text-books;
 - c, Use of illustrative material;
 - d, Bibliography available for supplementary work.
4. Same. Teaching illiterate men:
 - a, Special materials for their use;
 - b, Special methods of approach;
 - c, Oral work;
 - d, Dramatic work;
 - e, First step in reading;
 - f, First step in writing;
 - g, Demonstration lesson.
5. Same. Non-English speaking literates:-
 - a, Methods for beginners;
 - b, Special needs and contacts;
 - c, Study of oral methods;
 - d, Study of written methods;
 - e, Study of teaching of reading;
 - f, Methods of intermediate groups;
 - g, Teaching of spelling;
 - h, Use of composition;
 - i, Value of supplementary reading - how to use it.
6. Special topics for advanced work:-
 - a, Naturalization - citizenship;
 - b, The machinery of the Federal Government;
 - c, Local government;
 - d, American history;
 - e, Use of newspapers.

How to Become An American

Information for Future Americans



ALLEGIANCE PLEDGE.
I pledge allegiance to my Flag,
And to the Republic for which it stands;
One Nation indivisible,
With Liberty and justice for all.

★ ★ ★

"The very idea of the power and the right of the people
to establish government presupposes the duty of every
individual to obey the government so established."
—George Washington.

ISSUED BY THE
Americanization Committee of the City of Duluth
Duluth, Minnesota

1919

PRICE 10 CENTS

"Our father brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal."

—Abraham Lincoln.

How to Become an AMERICAN



Information for Future Americans

"You will take the oath of allegiance to the United States. Of allegiance to whom? Of allegiance to no one, unless it be God—certainly not of allegiance to those who temporarily represent this Government. You will take an oath of allegiance to a great ideal, to a great body of principles, to a great hope of the human race."

—President Woodrow Wilson.

ISSUED BY THE
Americanization Committee of the City of Duluth
DULUTH, MINNESOTA.
1919
Price 10 Cents.

"In this world one must be a little too kind to be kind enough."

—Marivaux.

The Star Spangled Banner

O say, can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched were so gallantly streaming;
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say, does that Star Spangled Banner yet wave,
O'er the land of the free, and the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes;
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines in the stream.
'Tis the Star Spangled Banner! Oh, long may it wave,
O'er the land of the free, and the home of the brave!

Oh, thus be it ever when freemen shall stand
Between their loved homes and the war's desolation!
Blessed with victory and peace, may the Heaven-rescued land
Praise the power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our Trust."
And the Star Spangled Banner in triumph shall wave,
O'er the land of the free and the home of the brave.

—Francis Scott Key.

How to Become an American

Information for Our Future Citizens.

The United States of America is made up of peoples from many nations of the world who are bound together under a republican form of government—a government of the people, by the people and for the people, in a land where all may freely exercise and enjoy their inalienable rights of life, liberty, and the pursuit of happiness.

We are all from some of the old countries. If we were not born there ourselves, our fathers or grandfathers were.

We know of the excellent qualities of many who come to America from foreign lands, and we welcome them all and wish them as soon as possible to have a full share with the rest of us in the work, the business, the duties, the responsibilities, and the advantages of life here.

In some foreign countries arbitrary power is exercised by the monarch or by other self-constituted rulers, and what they

say and determine cannot be questioned by the common man.

In the United States the common man has a right to be heard, and all authority in the government proceeds, not from monarchs or autocrats, but from the people themselves. All have equal opportunity. All are equal before the law.

In the United States the Courts determine what persons of foreign birth shall be admitted as citizens. They are not seeking to deny this privilege to any. They, with others, welcome good citizens. The attitude of the Courts is friendly and encouraging to the admission of all good men. Certain qualifications are required by law on the part of the applicants for citizenship. Reading and study of the following pages will help those who wish to become citizens and to have a voice in the government of this country.

The United States

The United States of America is a nation consisting of forty-eight states in one union. Its area is about three-fourths that of all Europe. It has a population of more than one hundred million. The national government controls matters affecting all the country, such as our relations with foreign nations, the making of war and peace, the distribution of the mails, and other matters.

Each state in the union also has a government and laws of its own for the purpose of controlling and managing affairs which concern that state only.

There are therefore United States officers, United States laws, and United States courts, and there are at the same time state officers, state laws, and state courts, in each state.

Q. When did the United States come into existence?

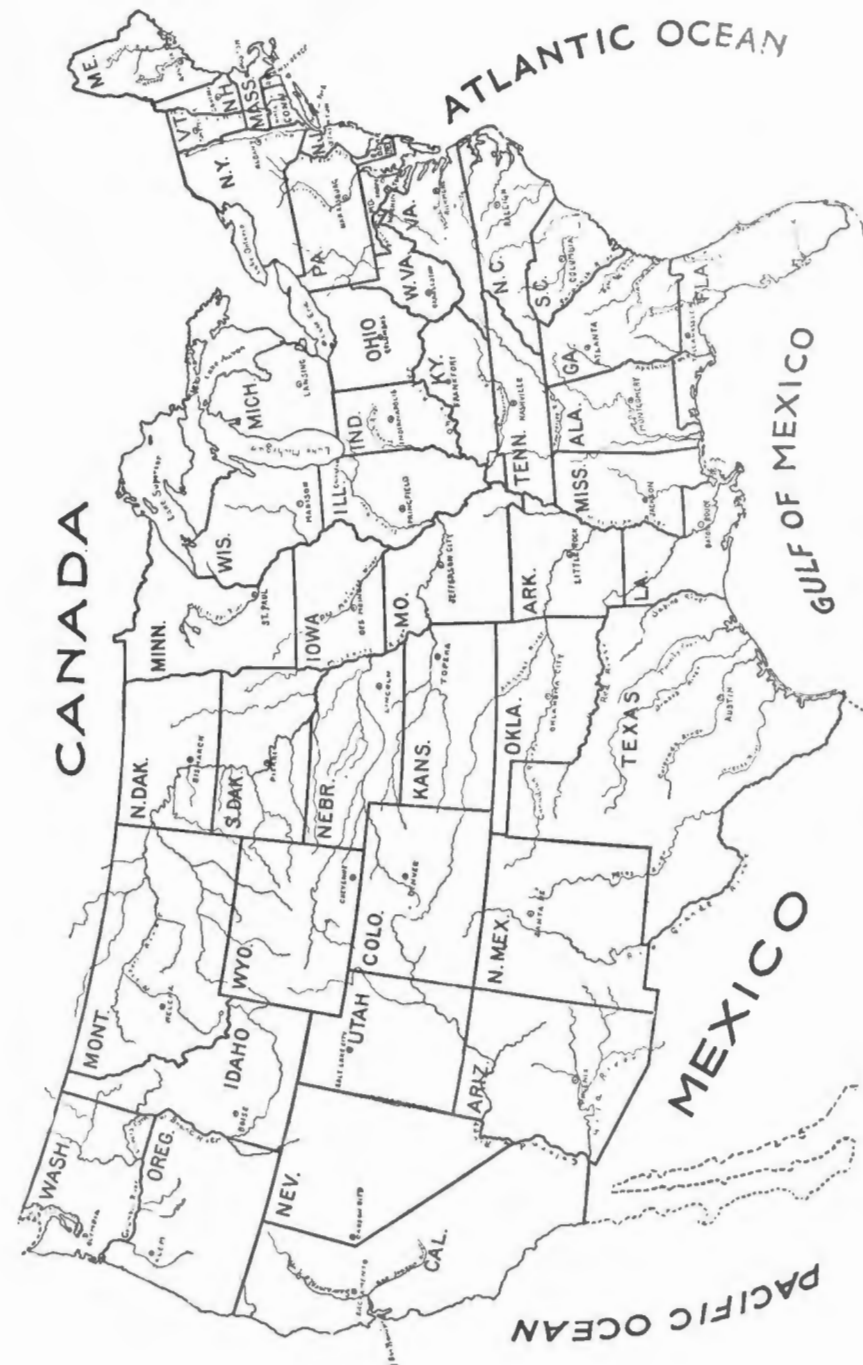
A. On July 4, 1776.

Q. Who was its first President, and when?

A. George Washington. 1789-1797.

Q. Where is the seat of government?

A. At the city of Washington, in the District of Columbia.



MAP OF THE UNITED STATES.
(See page 16 for names of States.)

"All of us, we must stand shoulder to shoulder for the honor and greatness of our country."
—Theodore Roosevelt.

The Constitution

Q. What is the highest law in the United States and when did it become effective?

A. The Constitution of the United States, which was ratified in 1788.

Q. In general what does the Constitution provide?

A. It establishes a government by the people—a republican form of government. It prescribes the general form of such government, creates the various branches thereof, and defines the powers and duties of each.

Q. What controlling effect does the Constitution have over laws enacted for the nation or enacted in the various states?

A. All such laws must be in harmony with the Constitution of the United States or they cannot be enforced.

Congress

Q. Who makes the ordinary laws of the United States?

A. The Congress, made up of two Houses, or bodies of men, the Senators and Representatives. The latter are usually called Congressmen.

Q. Where does Congress meet, and when?

A. In the building at Washington called the Capitol, on the first Monday in December of each year.

(Picture of United States Capitol on Page 6)

Q. How many Senators are there in Congress, and how are they chosen?

A. There are two Senators from each state, elected by the people thereof for a term of six years; ninety-six in all.

"A small leak will sink a great ship."

Q. How are the Representatives or Congressmen elected and how is their number determined?

A. They are elected by the people in each state for a term of two years. The number elected from each state depends upon the population thereof. Ten are elected in Minnesota. The total number at present is four hundred and thirty-five.

The President

Q. What officer is chief executive of the United States and what are his duties?

A. The President. His duties are to see that the laws are faithfully executed, that the important business of the government is properly managed, and that the duties of the government to the people are faithfully performed.

Q. How is he assisted in the performance of these duties?

A. This great work is carried on in ten separate departments, such as the Post Office Department, the Department of Agriculture, the Department of Labor, the War Department, and others. At the head of each of these is a Secretary, appointed by the President, and these ten Secretaries constitute the President's chief advisers and are called his Cabinet.

Q. How is the President elected and for what term?

A. He is elected by the people of the United States, acting through electors, for a term of four years. (Name the President now in office.)

Q. What qualifications must he have?

A. He must be a native-born citizen of the United States and must be at least thirty-five years of age.

Q. Where does he live while President?

A. At the White House in the city of Washington.

(Picture of White House on Page 8)

—Benjamin Franklin.



The Senate meets in this end of building.

THE CAPITOL, WASHINGTON, D. C.

The House of Representatives meets in this end of building.

precious: "A good citizen makes his country's honor his own and cherishes it, not only as precious, but as sacred. He is willing to risk his life in its defence."
—Andrew Jackson.

Q. What has he to do with making the law?

A. Proposed laws, called bills, must be presented to him for approval. If he declines to approve, that is, vetoes the bill, it cannot become a law unless it is passed over his veto by two-thirds of each House of Congress.

Q. Upon the death or disability of the President, what officer would take his place, and how is such person elected?

A. The Vice President. He is elected in the same manner, at the same time and for the same term as the President (Name the Vice President now in office.)

Q. What are his duties?

A. During the lifetime of the President the Vice President is the presiding officer of the Senate.

The Courts

Q. How are the laws of the United States explained and applied?

A. The United States has Courts to explain and apply its laws. The United States District Courts sit throughout the various states.

The Supreme Court of the United States sits in the Capitol at Washington.

The Judges of the United States Courts are appointed by the President for life.

The State of Minnesota

Minnesota is one of the forty-eight states in the Union. It is about as large in area as England and Scotland together, or about one-half as large as Sweden, or three-fourths as large as Italy. Its population is more than two million.

Speaking generally, each state has the right to manage and control such matters as affect the people of that state alone, such as taxes, the school system, the state roads, the care of the poor, and the public health.

Q. When did Minnesota become a state?

A. In 1858.

Q. Where is the seat of government of this state?

A. At the city of St. Paul.

The Constitution

Q. Does Minnesota have a written Constitution?

A. It does.

Q. In general, what does it provide?

A. It establishes a state government by the people—a republican form of government. It prescribes the general plan of such state government, creates the various branches thereof, and defines the powers and duties of each.

Q. Of what importance is this state Constitution?

A. All laws passed by the state legislature must be in harmony with the state Constitution as well as with the Constitution of the United States, or they cannot be enforced.

"A good name is rather to be chosen than great riches and loving favor rather than silver and gold."
—Prov. XXII. 1.



THE WHITE HOUSE, WASHINGTON, D. C.
The Home of the President.

"We reject this Constitution of the United States to any monarchy because we are convinced that it has a stronger tendency to secure our liberty and promote our happiness."
—Chief Justice Marshall.

The Legislature

Q. What is the State Legislature and how are its members elected, and for what term?

A. It is made up of two Houses, or bodies of men, the State Senate and the State House of Representatives. It makes laws for the state of Minnesota only. The state is divided into legislative districts, and the people in each district elect one Senator and one or more Representatives. Senators are elected for four years and Representatives for two years. The State Legislature of Minnesota now has sixty-seven Senators and one hundred and thirty-one Representatives.

Q. Where and how often does the State Legislature meet?

A. It meets in January of every odd-numbered year, in the State Capital at St. Paul.

(Picture of State Capitol on Page 10.)

The Governor

Q. What officer is the chief executive of the state, and what are his duties?

A. The Governor. It is his duty to see that the laws are faithfully executed, that the important business of the state is properly managed, and that the duties of the state government to the people are faithfully performed.

Q. By whom is he elected and for what term?

A. He is elected by the people of the state for a term of two years. (Name the present Governor.)

Q. Upon the death or disability of the Governor, what officer would take his place, and how is such person elected?

A. The Lieutenant Governor. He is elected at the same time as the Governor and for the same term.

The State Courts

Q. What State Courts are there, and what are their duties?

A. The State has Courts of Justices of the Peace, Municipal Courts, Probate Courts, District Courts, and the Supreme Court. Their principal duties are to explain and apply the laws of the state. The Judges are elected by the people for terms of different lengths.

Elections

Q. When is the general election held in this state?

A. It is held on the first Tuesday after the first Monday in November of each even-numbered year.

Q. What state officers are elected at such general election?

A. The Governor, Lieutenant Governor, Auditor, Secretary of State, Treasurer, Attorney General, Justices of the Supreme Court, and others.

Q. At what place do these persons maintain their offices?

A. At the State Capitol in St. Paul.

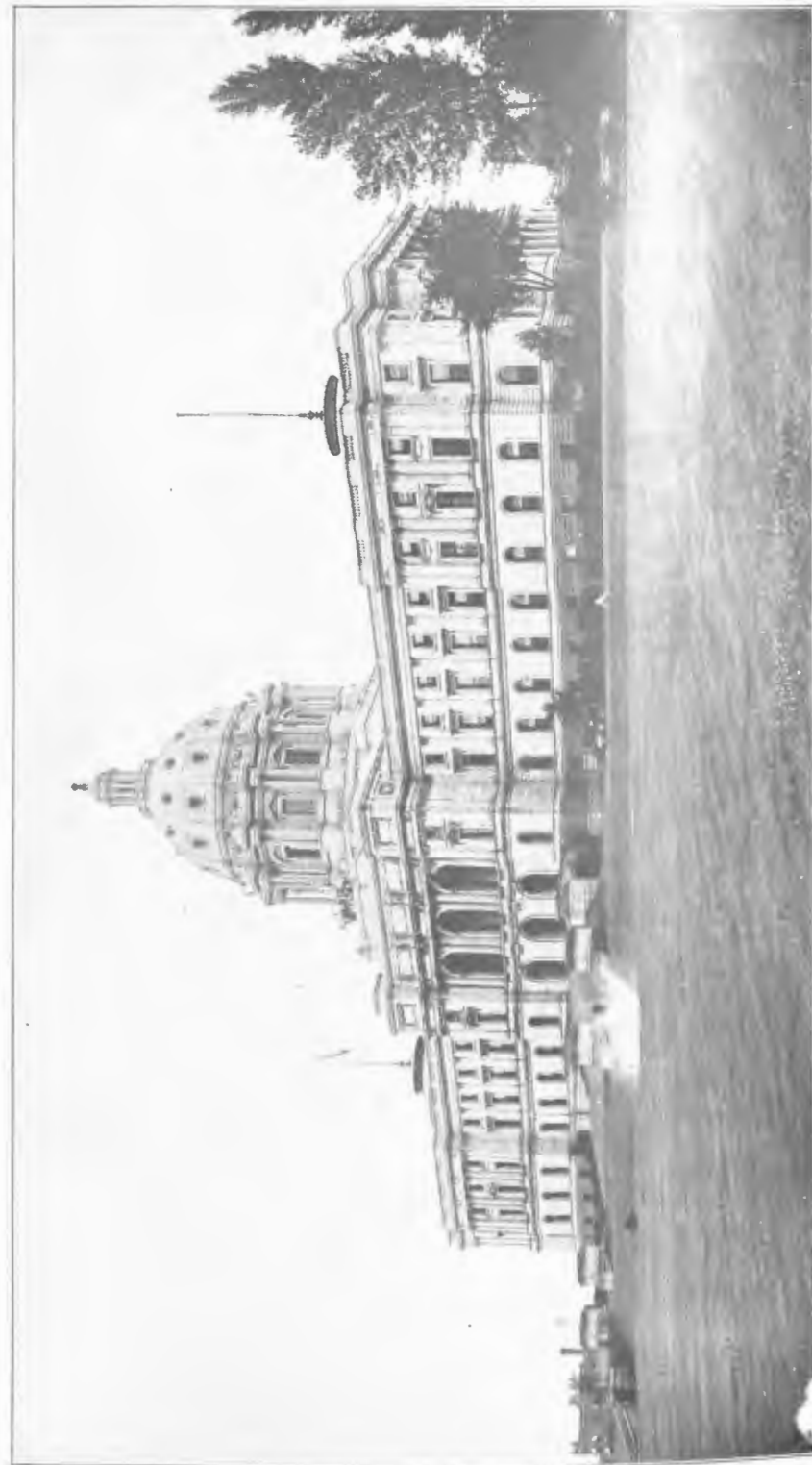
Q. May women vote in this State?

A. Under the present laws they may vote for the President of the United States and for school officers and members of library boards.

Q. What qualifications must citizens have to vote in this state?

A. They must have been citizens of the United States for three months before the election at which they offer to vote; they must be twenty-one years of age, they must have resided in this state for six months immediately before the election; they must have resided in their election district for thirty days immediately before the election.

than a "Cleanliness of body was ever deemed to proceed from a due reverence of God."
—Francis Bacon



STATE CAPITOL, ST. PAUL, MINN.

"Grow! the only evidence of life."

—Cardinal Newman.

Counties

Q. What is a county?

A. It is a subdivision of the state organized under the law for the purpose of enabling the state to better perform certain of its duties, and of enabling the people of the county in large measure to control and manage those matters which affect their own interests only.

Q. How many counties are there in Minnesota?

A. There are now eighty-six. (Name the county in which you reside.)

Q. What are some of the services or duties which the state performs through the agency of the county?

A. It supervises the schools, cares for the poor, builds the roads, maintains peace and order in the county, maintains Courts of Justice, and collects taxes to pay for these things.

Q. How and when are the county officers elected, and for what terms?

A. They are elected by the people at the general election in November of the even-numbered years. Most of them are elected for terms of four years. (Name some of them.)

Q. Where do these persons so elected maintain their offices?

A. At the Court House maintained by the county.

Towns

A county is divided into towns for the same reasons that states are divided into counties. In Minnesota the town officers are elected in March of each year. (Name some of them.)

Cities and Villages

Groups of people living closely together have many things in common immediately affecting their welfare and requiring constant attention. Among these are the streets, the water and light, the public health, fire protection, and others. The laws of the state authorize such groups to organize themselves into villages and cities. Through such organizations the state performs certain of its duties, and the people in such villages and cities in large measure manage and control such matters, including those above referred to, as affect their own interests only.

The governing body in a village is usually called the Village Council. The governing body in a city usually consists of a Mayor and a Board of Aldermen, or Commissioners. (Name some of them.)

The laws of a village or city are usually called Ordinances and are valid only within the city or village limits. Elections are held at various times.



MINNESOTA STATE SEAL

"America is more than a country. America is more than a continent. America is more than a name. America is an ideal. America is the apotheosis of all that is right and just."
—Samuel Gompers.

"I love my country's good, with a respect more tender, more holy and profound, than my whole life."
—Shakespeare.

—Shakespeare.

Information Regarding Naturalization

The naturalization laws of today extend the privilege of becoming citizens of this country to free white persons and to those of African descent. There are three steps necessary under the law to attain citizenship, and these are as follows:

1. Declaration of intention to become a citizen. (First Paper.)
2. Petition for Naturalization.
3. Hearing before the Court, and Certificate of Naturalization. (Second Paper.)

(1) The Declaration of Intention to become a citizen of the United States may be made before the Clerk of the District Court of the County wherein the applicant resides, or before the Clerk of the United States Court in the district wherein the applicant resides. A certified copy of this Declaration is called the First Paper. No witnesses are necessary in taking out such paper. This Declaration may be made by any person eighteen years of age or upward. If the declarant does not file a petition for Naturalization within seven years after making such Declaration of Intention, his First Paper becomes void.

(2) A person must have had his First Paper for at least two years, and must have resided in the United States for five years last past and in this state for one year last past before making application for his Second Paper. Such application is made by petition.

At the time of filing the Petition and at the hearing later on, the applicant must have with him two witnesses who are citizens of the United States and who have known him for the prescribed time in the United States and in this state. At the

time of filing such petition the applicant must present his First Paper and if he came to the United States after June 29, 1906, he must present also a certificate as to his arrival in the United States, which certificate he may obtain by writing to the Department of Labor, Bureau of Naturalization, Washington, D. C. The Clerk of Court will furnish blanks for this purpose if application is made to him therefor.

(3) Hearing on the petition for Second Paper may be had about ninety days after the filing thereof. At such hearing the applicant must satisfy the Court that he is a person of good moral character, that he has not been engaged in violating the law, and that he has some general knowledge of our country and government.

If the petition is favorably considered by the Court the applicant is required to renounce allegiance to all foreign governments by taking and subscribing to the following oath:

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure forever all allegiance and fidelity to every foreign power, prince, potentate, state or sovereignty, and particularly to (insert name of sovereignty) of whom I have heretofore been a subject (or citizen); that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign or domestic, and that I will bear true faith and allegiance to the same. So help me God."

"To be without evil thoughts is God's best gift."

—Aeschylus.

"There are two freedoms, the false, where a man is free to do what he likes; the true, where a man is free to do what he ought."
—Charles Kingsley.

—Charles Kingsley.

By order of the Court the applicant is then admitted to be a citizen of the United States and is given a Certificate of Naturalization which is called his Second Paper. This he should carefully preserve as it may be necessary to exhibit the same in proof of his citizenship at various times throughout his life.

None of these steps leading to citizenship is difficult or expensive, and while the applicant must appear in person before the Court, it should always be remembered that the Court is a friendly institution, and that every reasonable effort will be made to assist the person seeking citizenship to acquire that privilege.

Other Facts of Interest

When an alien becomes a citizen his wife and those children who are under 21 years of age who were born abroad and came to this country before they reached that age, are by his act also made citizens.

When a woman who is an alien marries a citizen of the United States she also becomes a citizen by virtue of such marriage.

When a woman who is a citizen of the United States marries an alien she loses her citizenship and takes on the nationality of her husband.

The vote of any citizen counts as much in the government of the country as the vote of any other, be he rich or poor, native-born or foreign-born.

A passport is an official paper given to a citizen of this country who intends to visit any other country and who wishes to receive the protection of this country while he is abroad.

A naturalized citizen may apply for a passport by presenting his Second Paper to the Clerk of Court and making application therefor through that officer to the government of the United States.

Advantages of being a Citizen

Through his right to vote a citizen, whether native-born or naturalized, has a direct voice in the government of the country. He and his wife and children have the protection of the United States while visiting foreign countries. He may own and bequeath property; may hold public office; may fill positions of honor and trust either in civil life or in the army or navy, and in time of war he is not subject to many of the restrictions imposed upon aliens. Other things being equal, a citizen enjoys priority of employment both in peace and war as against an alien applying for the same position.

Disadvantages of being an Alien

An alien has no vote at elections and no direct voice in the government of the country. Speaking generally, he cannot hold public office, or positions of trust under the government. He is less likely to obtain desirable work when competing with citizens for employment. He has

"We live in this world when we love it."

—Sir Rabindranath Tagore.



STATUE OF LIBERTY, NEW YORK HARBOR.

"The American Republic was established by the united valor and wisdom of the lovers of liberty from all lands."

—Daniel W. Voorhees.

less incentive to read and write English and to attain American standards of living, thought and action, and this may interfere with his future prosperity. If he leaves this country for a visit and seeks to return, he will be subject to the immigration laws then in force. In time of war his person and property may be subject to restrictions not imposed on citizens. If

he travels in a foreign country he does not have the protection of the United States while there.

The laws of this country in regard to inheritance and bequests, widows' pensions and other state and national benefits applying to citizens do not benefit aliens in the same degree, and may benefit them even less in the future.

Presidents of the United States and periods of office

	NAMES	Inaugurated	Term of Office	Born in
1	George Washington . . .	April 30, 1789	8 years	Va.
2	John Adams	Mar. 4, 1797	4 years	Mass.
3	Thomas Jefferson	Mar. 4, 1801	8 years	Va.
4	James Madison	Mar. 4, 1809	8 years	Va.
5	James Monroe	Mar. 4, 1817	8 years	Va.
6	John Quincy Adams	Mar. 4, 1825	4 years	Mass.
7	Andrew Jackson	Mar. 4, 1829	8 years	S. C.
8	Martin Van Buren	Mar. 4, 1837	4 years	N. Y.
9	Wm. H. Harrison	Mar. 4, 1841	1 month	Va.
10	John Tyler	April 6, 1841	3 yrs. 11 mos.	Va.
11	James K. Polk	Mar. 4, 1845	4 years	N. C.
12	Zachary Taylor	Mar. 5, 1849	1 yr. 4 mos.	Va.
13	Millard Fillmore	July 9, 1850	2 yrs. 8 mos.	N. Y.
14	Franklin Pierce	Mar. 4, 1853	4 years	N. H.
15	James Buchanan	Mar. 4, 1857	4 years	Penn.
16	Abraham Lincoln	Mar. 4, 1861	4 yrs. 40 days	Ky.
17	Andrew Johnson	April 15, 1865	3 yrs. 10½ mos.	N. C.
18	Ulysses S. Grant	Mar. 4, 1869	8 years	Ohio
19	Rutherford B. Hayes	Mar. 5, 1877	4 years	Ohio
20	James A. Garfield	Mar. 4, 1881	6½ mos.	Ohio
21	Chester A. Arthur	Sept. 20, 1881	3 yrs. 5½ mos.	Vt.
22	Grover Cleveland	Mar. 4, 1885	4 years	N. J.
23	Benjamin Harrison	Mar. 4, 1889	4 years	Ohio
24	Grover Cleveland	Mar. 4, 1893	4 years	N. J.
25	William McKinley	Mar. 4, 1897	4 yrs. 6½ mos.	Ohio
26	Theodore Roosevelt	Sept. 14, 1901	7 yrs. 5½ mos.	N. Y.
27	William Howard Taft	Mar. 4, 1909	4 years	Ohio
28	Woodrow Wilson	Mar. 4, 1913	.....	Va.

"Whatsoever thy hand findeth to do, do it with thy might."

—Ecclesiastes IX, 10.

States, Territories and their Capitals, etc.

State	Abbreviation	Capitol	Largest City
Alabama	Ala.	Montgomery	Birmingham
Arizona	Ariz.	Phoenix	Phoenix
Arkansas	Ark.	Little Rock	Little Rock
California	Calif.	Sacramento	San Francisco
Colorado	Col.	Denver	Denver
Connecticut	Conn.	Hartford	New Haven
Delaware	Del.	Dover	Wilmington
Florida	Fla.	Tallahassee	Jacksonville
Georgia	Ga.	Atlanta	Atlanta
Idaho	Ida.	Boise	Boise
Illinois	Ill.	Springfield	Chicago
Indiana	Ind.	Indianapolis	Indianapolis
Iowa	Iowa	Des Moines	Des Moines
Kansas	Kan.	Topeka	Kansas City
Kentucky	Ky.	Frankfort	Louisville
Louisiana	La.	Baton Rouge	New Orleans
Maine	Me.	Augusta	Portland
Maryland	Md.	Annapolis	Baltimore
Massachusetts	Mass.	Boston	Boston
Michigan	Mich.	Lansing	Detroit
Minnesota	Minn.	St. Paul	Minneapolis
Mississippi	Miss.	Jackson	Memphis
Missouri	Mo.	Jefferson City	St. Louis
Montana	Mont.	Helena	Butte
Nebraska	Neb.	Lincoln	Omaha
Nevada	Nev.	Carson City	Reno
New Hampshire	N. H.	Concord	Manchester
New Jersey	N. J.	Trenton	Newark
New Mexico	N. M.	Santa Fe	Albuquerque
New York	N. Y.	Albany	New York
North Carolina	N. C.	Raleigh	Wilmington
North Dakota	N. D.	Bismarck	Fargo
Ohio	Ohio	Columbus	Cleveland
Oklahoma	Okla.	Oklahoma City	Oklahoma City
Oregon	Ore.	Salem	Portland
Pennsylvania	Pa.	Harrisburg	Philadelphia
Rhode Island	R. I.	Providence	Providence
South Carolina	S. C.	Columbia	Charleston
South Dakota	S. D.	Pierre	Sioux Falls
Tennessee	Tenn.	Nashville	Memphis
Texas	Tex.	Austin	San Antonio
Utah	Utah	Salt Lake City	Salt Lake City
Vermont	Vt.	Montpelier	Burlington
Virginia	Va.	Richmond	Richmond
Washington	Wash.	Olympia	Seattle
West Virginia	W. Va.	Charleston	Wheeling
Wisconsin	Wis.	Madison	Milwaukee
Wyoming	Wyo.	Cheyenne	Cheyenne

Territories and Their Capitals, and District of Columbia.

Alaska	Juneau	Hawaii Islands	Honolulu	District of Columbia	Washington, D. C.	Porto Rico	San Juan
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COUNTY COURT HOUSE.



THIS BOOKLET is designed to help all who wish to become citizens of the United States—those who attend the night schools and lectures, and those also, who for any reason, cannot so attend.

Come divenire AMERICANO

Informazioni per i Futuri Americani

How to Become an American

Information for Future Americans



ALLEGIANCE PLEDGE.
I pledge allegiance to my Flag,
And to the Republic for which it stands;
One Nation indivisible,
With Liberty and justice for all.

"The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the government so established."
—George Washington.

ISSUED BY THE
Americanization Committee of the City of Duluth
Duluth, Minnesota
1919

PRICE 15 CENTS
PREZZO 15 SOLDI

Italian-American Edition

"Our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal."
—Abraham Lincoln.

Come divenire **AMERICANO**

Informazioni per i Futuri Americani

How to Become an American

Information for Future Americans

"You will take the oath of allegiance to the United States. Of allegiance to whom? Of allegiance to no one, unless it be God—certainly not of allegiance to those who temporarily represent this Government. You will take an oath of allegiance to a great ideal, to a great body of principles, to a great hope of the human race."

—President Woodrow Wilson.



ISSUED BY THE
Americanization Committee of the City of Duluth
DULUTH, MINNESOTA.

1919

Price 15 Cents.
Prezzo 15 Soldi.

Italian-American Edition

"In this world one must be a little too kind to be kind enough."

—Marivaux.

Inno Nazionale Americano

The Star Spangled Banner

O say, can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched were so gallantly streaming;
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say, does that Star Spangled Banner yet wave,
O'er the land of the free, and the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes;
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines in the stream.
'Tis the Star Spangled Banner! Oh, long may it wave,
O'er the land of the free, and the home of the brave!

Oh, thus be it ever when freemen shall stand
Between their loved homes and the war's desolation!
Blessed with victory and peace, may the Heaven-rescued land
Praise the power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our Trust."
And the Star Spangled Banner in triumph shall wave,
O'er the land of the free and the home of the brave.

—Francis Scott Key.

Come divenire Americano

Informazioni per i nostri futuri Cittadini

Gli Stati Uniti d'America sono costituiti da popoli di diverse nazioni del mondo che si sono uniti sotto una forma di governo repubblicano; un governo fatto dal popolo e per il popolo in un territorio dove tutti possono liberamente esercitare e godere i loro inalienabili diritti di vita, libertà e conseguente felicità.

Noi siamo tutti originarii del mondo vecchio. Se non vi nascemmo noi, i nostri padri od i nostri nonni vi nacquero.

Noi tutti conosciamo le eccellenti qualità di molti di coloro che vennero in America dall'estero; noi tutti abbiamo dato loro il benvenuto e tutti desideriamo che al più presto possibile essi abbiano intera parte con noi nel lavoro, negli affari, nei doveri, nelle responsabilità e nei vantaggi della vita in questi Stati.

In qualche nazione straniera poteri arbitrari sono esercitati dal monarca o da altri capi da se stessi costituiti, e ciò che essi dicono o determinano non può più essere in modo alcuno discusso dal popolo.

Negli Stati Uniti il popolo ha il diritto di essere sentito e tutta l'autorità nel governo proviene non da monarchi o da autocrati, ma dal popolo stesso. Tutti hanno la stessa opportunità; tutti sono uguali davanti alla legge.

Negli Stati Uniti le Corti determinano quali sono le persone di nazionalità estera che possono essere ammesse come cittadini. Esse non cercano di negare questo privilegio a nessuno e ben favorevolmente accolgono con gli altri i buoni cittadini. L'attitudine delle Corti è amichevole ed incoraggiante all'ammissione di tutte le persone dabbene. Alcune qualificazioni sono richieste dalla legge all'applicante per la cittadinanza. La lettura e lo studio delle pagine che seguono saranno d'aiuto a coloro che desiderano divenire cittadini e di avere parte nel governo di questa nazione.

How to Become an American

Information for Our Future Citizens.

The United States of America is made up of peoples from many nations of the world who are bound together under a republican form of government—a government of the people, by the people and for the people, in a land where all may freely exercise and enjoy their inalienable rights of life, liberty, and the pursuit of happiness.

We are all from some of the old countries. If we were not born there ourselves, our fathers or grandfathers were.

We know of the excellent qualities of many who come to America from foreign lands, and we welcome them all and wish them as soon as possible to have a full share with the rest of us in the work, the business, the duties, the responsibilities, and the advantages of life here.

In some foreign countries arbitrary power is exercised by the monarch or by other self-constituted rulers, and what they say and determine cannot be questioned by the common man.

In the United States the common man has a right to be heard, and all authority in the government proceeds, not from monarchs or autocrats, but from the people themselves. All have equal opportunity. All are equal before the law.

In the United States the Courts determine what persons of foreign birth shall be admitted as citizens. They are not seeking to deny this privilege to any. They, with others, welcome good citizens. The attitude of the Courts is friendly and encouraging to the admission of all good men. Certain qualifications are required by law on the part of the applicants for citizenship. Reading and study of the following pages will help those who wish to become citizens and to have a voice in the government of this country.

"The real and true patriot is the man who tries to make his country better by his conduct, and by his way of living, and who does what is needful to uphold and maintain the law."
—Rev. E. C. Balles.



MAP OF THE UNITED STATES.
(See page 31 for names of states.)

GEOGRAFIA DEGLI STATI UNITI.
(Vedi pag 31 per i nomi degli Stati)

"We should all be somewhat laborers and with care and thrift may be somewhat capitalists at the same time."

Love all, we must stand shoulder to shoulder for the honor and greatness of our
—Theodore Roosevelt.

Gli Stati Uniti

Gli Stati Uniti d'America e' una nazione formata di quarantotto stati in una unione. La sua area e' di circa tre quarti di tutta l'Europa. Ha una popolazione di piu' cento milioni. Il Governo nazionale controlla gli affari concernenti l'intera nazione, come ad esempio, le nostre relazioni con le nazioni estere, il far guerra o pace, la distribuzione della posta ed altre materie.

Ciascun Stato dell'Unione ha un Governatore e delle leggi sue proprie e cio' allo scopo di controllare e dirigere affari che concernono solo quel determinato Stato.

Vi sono quindi ufficiali degli Stati Uniti, leggi degli Stati Uniti e Corti degli Stati Uniti e nello stesso tempo ufficiali, leggi e Corti statali in ciascun Stato.

D. Quando si costituirono gli Stati Uniti?

R. Il 4 Luglio 1776.

D. Chi fu il suo primo Presidente e quando fu eletto?

R. Giorgio Washington, nel 1789-1797.

D. Dov'e' la sede del Governo?

R. Nella citta' di Washington, Distretto di Columbia.

La Costituzione

D. Qual'e' la piu' potente legge degli Stati Uniti e quando essa divenne effettiva?

R. La Costituzione degli Stati Uniti, approvata nel 1788.

D. In linea generale, che cosa stabilisce la Costituzione?

R. Essa stabilisce un Governo del popolo, una forma di governo repubblicano. Prescrive la forma generale di tale governo, ne crea le varie diramazioni e definisce i poteri ed i doveri di ciascuna di esse.

"A small leak will sink a great ship."

The United States

The United States of America is a nation consisting of forty-eight states in one union. Its area is about three-fourths that of all Europe. It has a population of more than one hundred million. The national government controls matters affecting all the country, such as our relations with foreign nations, the making of war and peace, the distribution of the mails, and other matters.

Each state in the union also has a government and laws of its own for the purpose of controlling and managing affairs which concern that state only.

There are therefore United States officers, United States laws, and United States courts, and there are at the same time state officers, state laws, and state courts, in each state.

Q. When did the United States come into existence?

A. On July 4, 1776.

Q. Who was its first President, and when?

A. George Washington. 1789-1797.

Q. Where is the seat of government?

A. At the city of Washington, in the District of Columbia.

The Constitution

Q. What is the highest law in the United States and when did it become effective?

A. The Constitution of the United States, which was ratified in 1788.

Q. In general what does the Constitution provide?

A. It establishes a government by the people—a republican form of government. It prescribes the general form of such government, creates the various branches thereof, and defines the powers and duties of each.

—Benjamin Franklin.

"Every good citizen makes his country's honor his own and cherishes it, not only as precious, but as sacred. He is willing to risk his life in its defence."
—Andrew Jackson.

D. Quale controllo la Costituzione ha sulle leggi emanate per la nazione o per i suoi vari Stati?

R. Tutte queste leggi per andare in vigore debbono essere in perfetta armonia con la Costituzione degli Stati Uniti.

Il Congresso

D. Chi fa le leggi comuni degli Stati Uniti?

R. Il Congresso, costituito di due parti od enti, i senatori ed i deputati. Quest'ultimi comunemente chiamati "congressmen."

D. Dove e quando si riunisce il congresso?

R. In un palazzo a Washington chiamato Campidoglio (Capitol) il primo lunedì di Dicembre di ogni anno.

(Vedi illustrazione del Campidoglio pag. 8)

D. Quanti senatori fanno parte del Congresso e come essi vengono scelti?

R. Vi sono due senatori per ciascun Stato eletti dal popolo per un periodo di sei anni; in tutto novantasei.

D. Come vengono i Deputati o "Congressmen" eletti e come e' determinato il loro numero?

R. Essi vengono eletti dal popolo in ciascun Stato per un periodo di due anni. Il numero di essi dipende dalla popolazione dello Stato. Nel Minnesota ne vengono eletti dieci. Il numero totale di essi al presente e' di quattrocentotrentacinque.

Il Presidente

D. Quale ufficiale e' Capo esecutivo degli Stati Uniti e quali sono i suoi doveri?

R. Il Presidente. Esso ha il dovere di sorvegliare a che le leggi siano fedelmente eseguite; che gli importanti affari del governo siano ben diretti e che i doveri del Governo verso il popolo siano scrupolosamente adempiti.

"A good name is rather to be chosen than great riches and loving favor rather than silver and gold."
—Prov. XXII. 1.

Q. What controlling effect does the Constitution have over laws enacted for the nation or enacted in the various states?

A. All such laws must be in harmony with the Constitution of the United States or they cannot be enforced.

Congress

Q. Who makes the ordinary laws of the United States?

A. The Congress, made up of two Houses, or bodies of men, the Senators and Representatives. The latter are usually called Congressmen.

Q. Where does Congress meet, and when?

A. In the building at Washington called the Capitol, on the first Monday in December of each year.

(Picture of United States Capitol on Page 8.)

Q. How many Senators are there in Congress, and how are they chosen?

A. There are two Senators from each state, elected by the people thereof for a term of six years; ninety-six in all.

Q. How are the Representatives or Congressmen elected and how is their number determined?

A. They are elected by the people in each state for a term of two years. The number elected from each state depends upon the population thereof. Ten are elected in Minnesota. The total number at present is four hundred and thirty-five.

The President

Q. What officer is chief executive of the United States and what are his duties?

A. The President. His duties are to see that the laws are faithfully executed, that the important business of the government is properly managed, and that the duties of the government to the people are faithfully performed.

"We prefer this Constitution of the United States to any monarchy because we are convinced that it has a greater tendency to secure our liberty and promote our happiness."
—Chief Justice Marshall.

D. Come e' esso assistito nell'esecuzione di questi doveri?

R. Questo difficile e vasto lavoro viene fatto a mezzo di dieci separati Dipartimenti ossia Ministeri, come; il Dipartimento della Posta, il Dipartimento di Agricoltura, quello del Lavoro, della Guerra ed altri. Alla testa di ciascun Dipartimento vi e' un Segretario ossia Ministro nominato dal Presidente; questi dieci segretari costituiscono il Consiglio del Presidente chiamato il suo Gabinetto.

D. Come viene eletto il Presidente e per qual periodo di tempo?

R. Egli viene eletto dal popolo degli Stati Uniti a mezzo di elettori per un periodo di quattro anni. (Nominate l'attuale Presidente.)

D. Quali requisiti deve avere?

R. Deve essere cittadino americano per nascita e deve avere almeno trentacinque anni.

D. Dove risiede da Presidente?

R. Alla "Casa Bianca" in Washington?

(Vedi illustrazione della Casa Bianca pag. 10)

D. Cosa ha esso a che fare con le leggi?

R. Tutte le proposte di legge chiamate progetti debbono essere a lui presentate per la sua approvazione. Se egli rifiuta la sua approvazione, che vuol dire vietare il progetto, questo non puo' divenire legge sino a che i due terzi di ciascuna della due parti che costituiscono il Congresso (Senatori e Rappresentanti) non abbiano sormontato il suo veto.

D. In seguito alla morte o disabilita' del Presidente quale ufficiale rimpiazza il suo posto e come esso viene eletto?

R. Il Vice Presidente. Esso viene eletto nello stesso tempo e modo del Presidente e per lo stesso periodo di tempo. (Nominate il Vice Presidente attuale.)

D. Quali sono le sue mansioni?

R. Durante l'esistenza in vita del Presidente il Vice Presidente e' il Presidente del Senato.

Q. How is he assisted in the performance of these duties?

A. This great work is carried on in ten separate departments, such as the Post Office Department, the Department of Agriculture, the Department of Labor, the War Department, and others. At the head of each of these is a Secretary, appointed by the President, and these ten Secretaries constitute the President's chief advisers and are called his Cabinet.

Q. How is the President elected and for what term?

A. He is elected by the people of the United States, acting through electors, for a term of four years. (Name the President now in office.)

Q. What qualifications must he have?

A. He must be a native-born citizen of the United States and must be at least thirty-five years of age.

Q. Where does he live while President?

A. At the White House in the city of Washington.

(Picture of White House on Page 10.)

Q. What has he to do with making the laws?

A. All proposed laws, called bills, must be presented to him for approval. If he declines to approve, that is, vetoes the bill, it cannot become a law unless it is passed over his veto by two-thirds of each House of Congress.

Q. Upon the death or disability of the President, what officer would take his place, and how is such person elected?

A. The Vice President. He is elected in the same manner, at the same time and for the same term as the President. (Name the Vice President now in office.)

Q. What are his duties?

A. During the lifetime of the President the Vice President is the presiding officer of the Senate.

"Cleanliness of body was ever deemed to proceed from a due reverence of God."
—Francis Bacon.



The House of Representatives meets in this end of building.
La camera dei rappresentanti (o deputati) si raduna da questa parte laterale del palazzo.

THE CAPITOL, WASHINGTON, D. C.
IL CAMPIDOGGIO, WASHINGTON, D. C.

The Senate meets in this end of building.
Il Senato si raduna da questa parte laterale del palazzo.

"...with is the only evidence of life."

—Cardinal Newman.

Le Corti

D. Come vengono spiegate ed applicate le leggi degli Stati Uniti?

R. Per mezzo delle sue Corti. Le Corti Distrettuali hanno sede nei vari Stati dell'Unione. La Corte Suprema ha sede nel Campidoglio in Washington.

I Giudici delle Corti degli Stati Uniti sono nominati a vita dal Presidente.

The Courts

Q. How are the laws of the United States explained and applied?

A. The United States has Courts to explain and apply its laws. The United States District Courts sit throughout the various states.

The Supreme Court of the United States sits in the Capitol at Washington.

The Judges of the United States Courts are appointed by the President for life.



Lo Stato di Minnesota

Il Minnesota è uno dei quarantotto stati dell'Unione. La sua area è circa come quella dell'Inghilterra e Scozia riunite, o circa la metà della Svezia o i tre quarti dell'Italia. La sua popolazione supera i due milioni.

Generalmente parlando, ciascun Stato ha il diritto di dirigere e controllare quelle materie che concernono il popolo di quello Stato soltanto; come le tasse, i sistemi delle scuole, le strade, l'assistenza del povero e la sanità pubblica.

D. Quando il Minnesota divenne uno Stato?

R. Nel 1858.

D. Dove è la Capitale di questo Stato?

R. A St. Paul.

The State of Minnesota

Minnesota is one of the forty-eight states in the Union. It is about as large in area as England and Scotland together, or about one-half as large as Sweden, or three-fourths as large as Italy. Its population is more than two million.

Speaking generally, each state has the right to manage and control such matters as affect the people of that state alone, such as taxes, the school system, the state roads, the care of the poor, and the public health.

Q. When did Minnesota become a state?

A. In 1858.

Q. Where is the seat of government of this state?

A. At the city of St. Paul.

"America is more than a country. America is more than a continent. America is more than a name. America is an ideal. America is the apotheosis of all that is right and just."

—Samuel Gompers.



THE WHITE HOUSE, WASHINGTON, D. C.
The Home of the President.

LA CASA BIANCA
La casa del Presidente

...my country's good, with a respect more tender, more holy and profound, than
—Shakespeare

La Costituzione

D. Ha Minnesota una Costituzione scritta?

R. Sì, l'ha.

D. In generale che cosa essa stabilisce?

R. Essa stabilisce un Governo Statale del popolo, una forma di governo repubblicano. Prescrive i piani generali di detto governo, ne crea le varie divisioni e definisce i poteri ed i doveri di esse.

D. Di quale importanza è questa Costituzione Statale?

R. Tutte le leggi passate dalla legislatura statale per andare in vigore debbono essere in armonia con la Costituzione Statale come pure con quella degli Stati Uniti.

The Constitution

Q. Does Minnesota have a written Constitution?

A. It does.

Q. In general, what does it provide?

A. It establishes a state government by the people—a republican form of government. It prescribes the general plan of such state government, creates the various branches thereof, and defines the powers and duties of each.

Q. Of what importance is this state Constitution?

A. All laws passed by the state legislature must be in harmony with the state Constitution as well as with the Constitution of the United States, or they cannot be enforced.

La Legislatura

D. Che cosa è la Legislatura dello Stato, come i suoi membri vengono eletti e per quale periodo di tempo.

R. La Legislatura Statale è formata di due parti od enti: il Senato ed i Rappresentanti. Essa fa le leggi per il solo Stato di Minnesota. Lo Stato è diviso in distretti legislativi ed il popolo di ciascun distretto elegge un senatore ed uno o più rappresentanti. I senatori vengono eletti per 4 anni ed i rappresentanti per due. Lo Stato di Minnesota ha al presente sessantasette senatori e cento trentuno rappresentanti.

D. Quando e dove i membri della legislatura dello Stato si riuniscono?

R. Nel Gennaio di ogni anno dispari nel Campidoglio a St. Paul.

(Vedi illustrazione del Campidoglio dello stato pag. 14)

The Legislature

Q. What is the State Legislature and how are its members elected, and for what terms?

A. It is made up of two Houses, or bodies of men, the State Senate and the State House of Representatives. It makes laws for the state of Minnesota only. The state is divided into legislative districts, and the people in each district elect one Senator and one or more Representatives. Senators are elected for four years and Representatives for two years. The State Legislature of Minnesota now has sixty-seven Senators and one hundred and thirty-one Representatives.

Q. Where and how often does the State Legislature meet?

A. It meets in January of every odd-numbered year, in the State Capital at St. Paul.

Picture of State Capital on page 14.

"To be without evil thoughts is God's best gift."

—Anchryon

Il Governatore

D. Qual'è l'ufficiale Capo esecutivo dello Stato e quali sono i suoi doveri?

R. Il Governatore. Il suo dovere è di sorvegliare a che le leggi siano fedelmente eseguite; che gl'importanti affari dello Stato siano ben diretti e che i doveri che il Governo dello Stato ha verso il popolo siano fedelmente adempiti.

D. Da chi è eletto e per quale tempo?

R. Esso viene eletto dal popolo dello Stato per un periodo di due anni (Fate il nome dell'attuale Governatore.)

D. Data la morte o disabilita' del Governatore qual'è l'ufficiale che rimpiazza il suo posto e come è egli eletto?

R. Il luogotenente-governatore. Egli viene eletto allo stesso tempo del Governatore e per lo stesso periodo di tempo.

Le Corti Statali

D. Quali Corti Statali vi sono e quali sono i loro doveri?

R. Vi sono le Corti Statali di Giudici di Pace ossia conciliatori, Corti Municipali, di Probate, Distrettuali e Corte Suprema. Il loro principale dovere è di spiegare ed applicare le leggi di questo Stato. I Giudici vengono eletti dal popolo per termini vari.

Elezioni

D. Quando hanno luogo in questo Stato le elezioni generali?

R. Il primo martedì dopo il primo lunedì di Novembre di ogni anno pari.

D. Quali sono gli ufficiali che vengono eletti in queste elezioni?

R. Il Governatore, il Luogotenente-Governatore, il Controllore, il Segretario di Stato, il Tesoriere, il Procuratore Generale, il Giudice della Corte Suprema ed altri.

The Governor

Q. What officer is the chief executive of the state, and what are his duties?

A. The Governor. It is his duty to see that the laws are faithfully executed, that the important business of the state is properly managed, and that the duties of the state government to the people are faithfully performed.

Q. By whom is he elected and for what term?

A. He is elected by the people of the state for a term of two years. (Name the present Governor.)

Q. Upon the death or disability of the Governor, what officer would take his place, and how is such person elected?

A. The Lieutenant Governor. He is elected at the same time as the Governor and for the same term.

The State Courts

Q. What State Courts are there, and what are their duties?

A. The State has Courts of Justices of the Peace, Municipal Courts, Probate Courts, District Courts, and the Supreme Court. Their principal duties are to explain and apply the laws of the state. The Judges are elected by the people for terms of different lengths.

Elections

Q. When is the general election held in this state?

A. It is held on the first Tuesday after the first Monday in November of each even-numbered year.

Q. What state officers are elected at such general election?

A. The Governor, Lieutenant Governor, Auditor, Secretary of State, Treasurer, Attorney General, Justices of the Supreme Court, and others.

D. In quale luogo queste persone mantengono i loro uffici?

R. Al Campidoglio dello Stato in St. Paul.

D. In questo Stato le donne possono votare?

R. In accordo alle leggi attuali esse possono votare per il Presidente degli Stati Uniti e per gli ufficiali delle scuole e per i membri del consiglio della biblioteca.

D. Quali requisiti debbono avere gli uomini per votare in questo Stato?

R. Debbono essere cittadini da tre mesi precedenti le elezioni a cui essi desiderano votare; debbono avere ventun anno di età; debbono essere residenti in questo Stato da sei mesi immediatamente prima delle elezioni e debbono risiedere nel loro distretto elettorale trenta giorni immediatamente prima delle elezioni.

Contee.

D. Che cosa è una Contea?

R. È una suddivisione dello Stato organizzata per legge, per lo scopo di abilitare lo Stato a meglio eseguire alcuni dei suoi doveri e di dare al popolo della Contea, su larga scala, il controllo e la direzione di quella materie che riguardano soltanto il loro proprio interesse.

D. Quante Contee vi sono nel Minnesota?

R. Ve ne sono ora ottantasei. (Fate il nome della Contea dove risiedete adesso.)

D. Quali sono alcuni dei servizi o doveri che lo Stato eseguisce a mezzo dell'agenzia della Contea?

R. Di sorvegliare le scuole, assistere il povero, costruire strade, mantenere pace ed ordine nella Contea, mantenere le Corti di Giustizia e collettare le tasse per il pagamento di queste cose.

D. Quando e come vengono eletti gli ufficiali della Contea e per qual termine?

R. Essi vengono eletti dal popolo nelle elezioni generali nel Novembre di ciascun anno pari. Molti di essi sono eletti per un periodo di quattro anni. (Fate il nome di alcuni di essi.)

Q. At what place do these persons maintain their offices?

A. At the State Capitol in St. Paul.

Q. May women vote in this State?

A. Under the present laws they may vote for the President of the United States and for school officers and members of library boards.

Q. What qualifications must citizens have to vote in this state?

A. They must have been citizens of the United States for three months before the election at which they offer to vote; they must be twenty-one years of age; they must have resided in this state for six months immediately before the election; they must have resided in their election district for thirty days immediately before the election.

Counties

Q. What is a county?

A. It is a subdivision of the state organized under the law for the purpose of enabling the state to better perform certain of its duties, and of enabling the people of the county in large measure to control and manage those matters which affect their own interests only.

Q. How many counties are there in Minnesota?

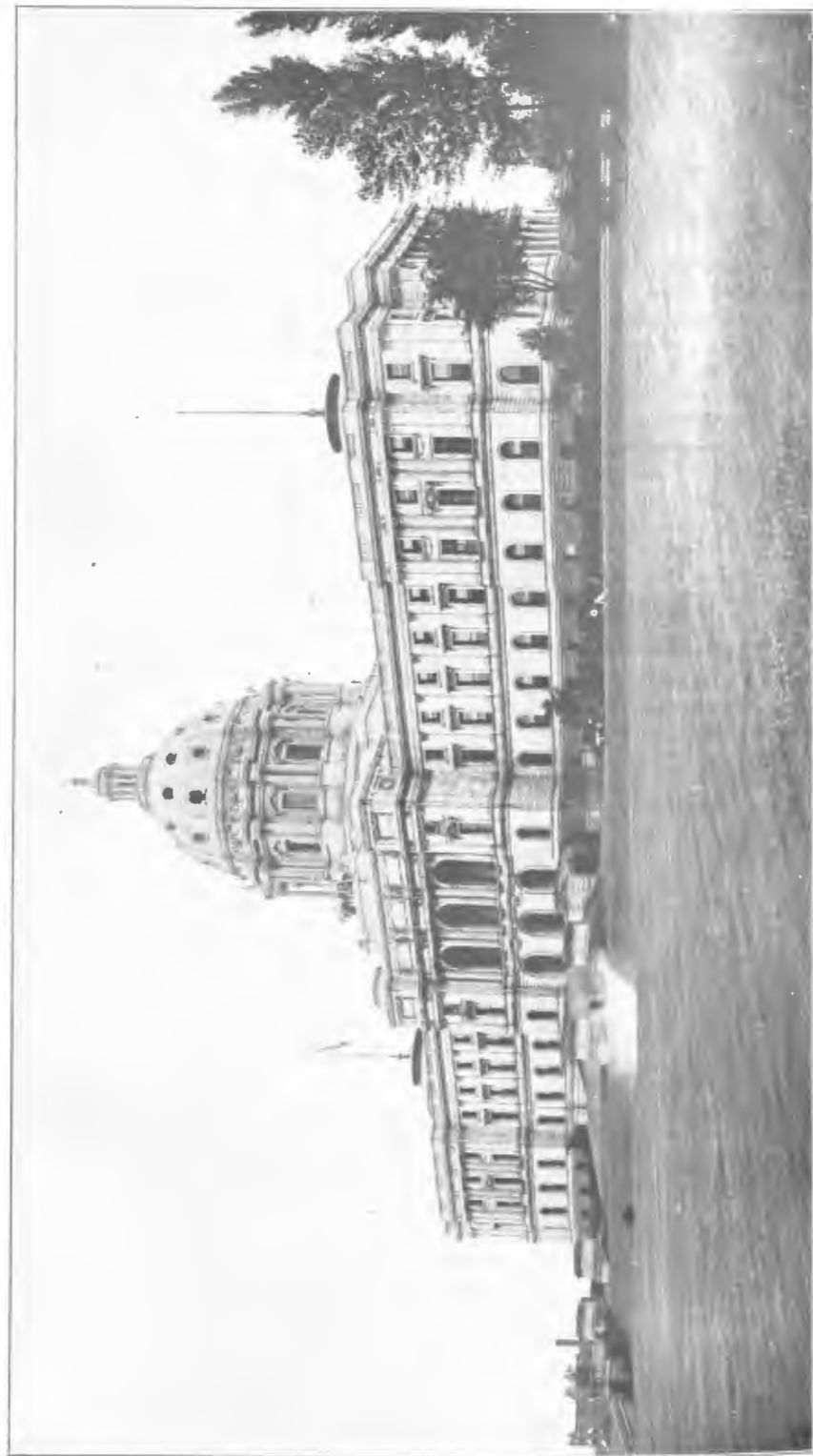
A. There are now eighty-six. (Name the county in which you reside.)

Q. What are some of the services or duties which the state performs through the agency of the county?

A. It supervises the schools, cares for the poor, builds the roads, maintains peace and order in the county, maintains Courts of Justice, and collects taxes to pay for these things.

Q. How and when are the county officers elected, and for what terms?

A. They are elected by the people at the general election in November of the even-numbered years. Most of them are elected for terms of four years. (Name some of them.)



IL CAMPIDOGGIO DELLO STATO, ST. PAUL, MINN.

STATE CAPITOL, ST. PAUL, MINN.

"Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports.

—George Washington.

D. Dove questi ufficiali mantengono i loro uffici?

R. Nel palazzo della Giustizia (Court House) mantenuta dalla Contea.

Towns

La Contea è divisa in towns per la stessa ragione che gli Stati sono divisi in Contee. Nel Minnesota gli ufficiali della città vengono eletti nel Marzo di ciascun anno. (Fate il nome di alcuni di essi.)

Città e Villaggi

Gruppi di persone viventi compattamente fra loro hanno molte cose in comune che concernono direttamente il loro benessere e che richiedono di conseguenza una costante attenzione. Fra queste vi sono le strade, l'acqua, la luce, la sanità pubblica, le prevenzioni contro gli incendi ed altre. Le leggi dello Stato autorizzano tali gruppi ad organizzarsi in villaggi e città. Mediante queste organizzazioni lo Stato adempie a qualcuno dei suoi doveri ed il popolo di quel villaggio o città, in grande misura, dirige e controlla materie che concernono unicamente i suoi propri interessi non esclusi i su menzionati.

Nel villaggio l'ente dominante viene comunemente chiamato Consiglio Comunale. Questo nella città è rappresentato dal Sindaco, dai Consiglieri o Commissari. (Fate il nome di alcuni essi.)

Le leggi di una città o villaggio sono comunemente chiamate ordinanze e sono valide soltanto nei limiti della città o villaggio. Le elezioni vengono fatte ad epoche diverse.

Q. Where do these persons so elected maintain their offices?

A. At the Court House maintained by the county.

Towns

A county is divided into towns for the same reasons that states are divided into counties. In Minnesota the town officers are elected in March of each year. (Name some of them.)

Cities and Villages

Groups of people living closely together have many things in common immediately affecting their welfare and requiring constant attention. Among these are the streets, the water and light, the public health, fire protection, and others. The laws of the state authorize such groups to organize themselves into villages and cities. Through such organizations the state performs certain of its duties, and the people in such villages and cities in large measure manage and control such matters, including those above referred to, as affect their own interests only.

The governing body in a village is usually called the Village Council. The governing body in a city usually consists of a Mayor and a Board of Aldermen, or Commissioners. (Name some of them.)

The laws of a village or city are usually called Ordinances and are valid only within the city or village limits. Elections are held at various times.



MINNESOTA STATE SEAL

"Earth's noblest creation—a woman perfected."



STATUE OF LIBERTY, NEW YORK HARBOR.
LA STATUA DELLA LIBERTA' NELL'ENTRATA DEL PORTO DI NEW YORK.

Informazioni riguardanti la naturalizzazione

La Legge di naturalizzazione di oggi da' il privilegio di divenire cittadini di questa Nazione alle persone libere di razza bianca ed a quelle di discendenza africana. In accordo a questa legge, per divenire cittadino, occorre fare i seguenti passi:

- (a) Dichiarazione dell' Intenzione di divenire cittadino (prima carta.).
- (b) Petizione per la naturalizzazione.
- (c) Udiienza davanti alla Corte e certificato di naturalizzazione (seconda carta).

1. La dichiarazione dell'intenzione di divenire cittadino degli Stati Uniti puo' essere fatta davanti al Cancelliere della Corte Distrettuale della Contea in cui l'applicante risiede o davanti al Cancelliere della Corte degli Stati Uniti del distretto in cui l'applicante risiede. Una copia autentica di questa dichiarazione viene chiamata "Prima Carta." Nessun testimonio e' necessario per prendere questa carta. Questa dichiarazione puo' essere fatta da qualsiasi persona di anni diciotto o piu'. Se il dichiarante non presenta una petizione per la naturalizzazione nel limite di sette anni dalla sua dichiarazione la prima carta viene annullata.

2. Un individuo deve avere avuto la sua prima carta per un periodo di almeno due anni e deve avere risieduto negli Stati Uniti per gli ultimi cinque anni e per l'ultimo anno in questo Stato prima di poter fare applicazione per la seconda carta. Questo applicazione si fa a mezzo di petizione.

Al momento della petizione ed alla udiienza piu' tardi, l'applicante deve avere con se' due testimoni che siano cittadini americani e che lo abbiano conosciuto per il periodo prescritto negli Stati Uniti ed in questo Stato.

Information Regarding Naturalization

The naturalization laws of today extend the privilege of becoming citizens of this country to free white persons and to those of African descent. There are three steps necessary under the law to attain citizenship, and these are as follows:

1. Declaration of intention to become a citizen. (First Paper.)
2. Petition for Naturalization.
3. Hearing before the Court, and Certificate of Naturalization. (Second Paper.)

(1) The Declaration of Intention to become a citizen of the United States may be made before the Clerk of the District Court of the County wherein the applicant resides, or before the Clerk of the United States Court in the district wherein the applicant resides. A certified copy of this Declaration is called the First Paper. No witnesses are necessary in taking out such paper. This Declaration may be made by any person eighteen years of age or upward. If the declarant does not file a petition for Naturalization within seven years after making such Declaration of Intention, his First Paper becomes void.

(2) A person must have had his First Paper for at least two years, and must have resided in the United States for five years last past and in this state for one year last past before making application for his Second Paper. Such application is made by petition.

At the time of filing the Petition and at the hearing later on, the applicant must have with him two witnesses who are citizens of the United States and who have known him for the prescribed time in the United States and in this state. At the time of filing such petition the applicant must present his First Paper and if he came to the United States after June 29,

Al momento di fare questa petizione l'applicante deve presentare la sua prima carta e se venuto negli Stati Uniti dopo il 29 Giugno 1906 deve presentare altresì un certificato dimostrante il suo arrivo in questi Stati. Questo certificato egli lo può ottenere scrivendo al Dipartimento del Lavoro, Ufficio di Naturalizzazione, Washington, D. C. Il Cancelliere della Corte fornirà i moduli adatti a ciò, a richiesta.

3. L'udienza sulla petizione per la seconda carta può aver luogo novanta giorni dopo aver fatto la petizione stessa. A questa udienza l'applicante deve dimostrare alla Corte che egli è persona di buona moralità, che non ha mai cercato di violare la legge e che ha in generale qualche cognizione di questo paese e del suo governo.

Se la petizione viene favorevolmente accettata dalla corte, l'applicante è richiesto di rinunciare alla fedeltà di tutti i governi stranieri facendo e sottoscrivendo il seguente giuramento: "Io qui dichiaro, sotto vincolo di giuramento, che assolutamente ed interamente rinuncio ed abbandono per sempre ogni fedeltà a qualsiasi potenza straniera, principe, potentato, stato o sovranità e particolarmente a (inserisce il nome della sovranità) della quale io fui prima d'ora suddito (o cittadino); che io sosterrò e difenderò la Costituzione e le leggi degli Stati Uniti d'America verso stranieri o indigeni; e che sentirò vera fedeltà per essa. E così Dio m'aiuti."

Per ordine della Corte è quindi ammesso come cittadino degli Stati Uniti e gli si rilascierà un Certificato di Naturalizzazione che viene chiamato Seconda Carta. Egli dovrà conservare scrupolosamente questa carta che gli potrà essere

1906, he must present also a certificate as to his arrival in the United States, which certificate he may obtain by writing to the Department of Labor, Bureau of Naturalization, Washington, D. C. The Clerk of Court will furnish blanks for this purpose if application is made to him therefor.

(3) Hearing on the petition for Second Paper may be had about ninety days after the filing thereof. At such hearing the applicant must satisfy the Court that he is a person of good moral character, that he has not been engaged in violating the law, and that he has some general knowledge of our country and government.

If the petition is favorably considered by the Court the applicant is required to renounce allegiance to all foreign governments by taking and subscribing to the following oath:

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure forever all allegiance and fidelity to every foreign power, prince, potentate, state or sovereignty, and particularly to (insert name of sovereignty) of whom I have heretofore been a subject (or citizen); that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign or domestic, and that I will bear true faith and allegiance to the same. So help me God."

By order of the Court the applicant is then admitted to be a citizen of the United States and is given a Certificate of Naturalization which is called his Second Paper. This he should carefully preserve as it may be necessary to exhibit the same in proof of his citizenship at various times throughout his life.

richiesta quale prova della sua cittadinanza in diverse occasioni della sua vita.

Nessuno di questi passi diretti ad ottenere la cittadinanza è costoso o difficile, e sebbene l'applicante debba apparire in persona alla corte, egli deve però sempre ricordarsi che essa è un'istituzione amichevole, facendo ogni ragionevole sforzo, di assistere ed aiutare ogni persona desiderosa di acquistare il privilegio della cittadinanza.

Altri fatti d'interesse

Quando uno straniero diventa cittadino la di lui moglie ed i suoi figli di età minore ai 21 anni nati all'estero e venuti in questi Stati prima di aver raggiunto detta età diventano tutti cittadini americani.

Quando una donna di nazionalità straniera sposa un cittadino degli Stati Uniti diventa per virtù del matrimonio cittadina americana.

Quando una donna cittadina americana si sposa con uno straniero perde la sua cittadinanza ed acquista quella del di lei marito.

Il voto di qualsiasi cittadino conta nel governo di questi Stati come quello di qualunque altro, sia esso ricco o povero nato qui o all'estero.

Il passaporto è un foglio ufficiale che si rilascia ad un cittadino che abbia intenzione di visitare qualsiasi altra nazione e che desidera di avere la protezione di questa nazione durante il suo soggiorno all'estero.

Un cittadino naturalizzato può fare richiesta per il passaporto presentando la seconda carta al Cancelliere della Corte e facendone a di lui mezzo richiesta al Governo degli Stati Uniti.

None of these steps leading to citizenship is difficult or expensive, and while the applicant must appear in person before the Court, it should always be remembered that the Court is a friendly institution, and that every reasonable effort will be made to assist the person seeking citizenship to acquire that privilege.

Other Facts of Interest

When an alien becomes a citizen his wife and those children who are under 21 years of age who were born abroad and came to this country before they reached that age, are by his act also made citizens.

When a woman who is an alien marries a citizen of the United States she also becomes a citizen by virtue of such marriage.

When a woman who is a citizen of the United States marries an alien she loses her citizenship and takes on the nationality of her husband.

The vote of any citizen counts as much in the government of the country as the vote of any other, be he rich or poor, native-born or foreign-born.

A passport is an official paper given to a citizen of this country who intends to visit any other country and who wishes to receive the protection of this country while he is abroad.

A naturalized citizen may apply for a passport by presenting his Second Paper to the Clerk of Court and making application therefor through that officer to the government of the United States.

"There is great need of educated men in our public life, but it is the need of educated men of clean lives and with love of country"

—Grover Cleveland.

Vantaggi di essere Cittadino

Mediante il suo diritto al voto il cittadino ha diretta ed uguale voce nel governo di questa nazione. Egli, la sua moglie ed i suoi figli sono protetti dagli Stati Uniti nell'occasione di loro visite a nazioni estere. Egli puo' possedere e legare proprieta', puo' avere impieghi pubblici, puo' occupare posti di onore e fiducia sia nella vita civile che nell'esercito e nella marina ed in tempo di guerra non va soggetto alle restrizioni che gravano sugli stranieri. In parita' di circostanze il cittadino gode la preferenza tanto in tempo di pace che di guerra, contro uno straniero che fa domanda per lo stesso impiego.

Svantaggi di non essere Cittadino

Lo straniero non vota nelle elezioni generali, ne ha voce diretta nel Governo di questa Nazione. Generalmente parlando egli non puo' avere impieghi pubblici o posizioni di fiducia del governo. Egli trova difficolta' ad ottenere un desiderabile lavoro quando non conosce la lingua inglese e le norme del vivere americano, pensieri ed azioni, e cio' puo' certamente interferire con la sua futura prosperita'. Se egli lascia questa nazione per breve tempo e cerca poi di ritornarvi e' di nuovo soggetto alle leggi degli emigranti allora in vigore. In tempo di guerra la sua persona e le sue proprieta' possono essere soggette a restrizioni non imposte ai cittadini. Se egli

"He that has learned to obey will know how to command."

—Solon.

Advantages of being a Citizen

Through his right to vote a citizen, whether native-born or naturalized, has a direct voice in the government of the country. He and his wife and children have the protection of the United States while visiting foreign countries. He may own and bequeath property; may hold public office; may fill positions of honor and trust either in civil life or in the army or navy, and in time of war he is not subject to many of the restrictions imposed upon aliens. Other things being equal, a citizen enjoys priority of employment both in peace and war as against an alien applying for the same position.

Disadvantages of being an Alien

An alien has no vote at elections and no direct voice in the government of the country. Speaking generally, he cannot hold public office, or positions of trust under the government. He is less likely to obtain desirable work when competing with citizens for employment. He has less incentive to read and write English and to attain American standards of living, thought and action, and this may interfere with his future prosperity. If he leaves this country for a visit and seeks to return, he will be subject to the immigration laws then in force. In time of war his person and property may be subject to restrictions not imposed on citizens. If he travels in a foreign country he does not

"If you lay up even a little upon little, and do this often, soon would even this become great."

—Hesiod.

viaggia all'estero non ha la protezione degli Stati Uniti.

have the protection of the United States while there.

Le leggi di questi Stati in riguardo ad eredita' o successioni, pensioni alle vedove, ed altri benefici statali e nazionali di cui godono i cittadini non giovano agli stranieri nello stesso grado e potranno giovarli molto meno ancora nel futuro.

The laws of this country in regard to inheritance and bequests, widows' pensions and other state and national benefits applying to citizens do not benefit aliens in the same degree, and may benefit them even less in the future.



COUNTY COURT HOUSE.

IL PALAZZO DI GIUSTIZIA (COURT HOUSE) DELLA CONTEA.

"When we speak of liberty we mean a liberty to do that only which is good, just and honest."

—John Winthrop.

"Trusting in Him who can go with me and remain with you, and be everywhere for good, let us confidently hope that all will yet be well. (1861)
—Abraham Lincoln.

Presidenti degli Stati Uniti e loro periodo rimasti in carica

Presidents of the United States and periods of office

	NOME	Inaugurato	Durata in carica	Nato nel
	NAMES	Inaugurated	Term of Office	Born in
1	George Washington	April 30, 1789	8 years	Va.
2	John Adams	Mar. 4, 1797	4 years	Mass.
3	Thomas Jefferson	Mar. 4, 1801	8 years	Va.
4	James Madison	Mar. 4, 1809	8 years	Va.
5	James Monroe	Mar. 4, 1817	8 years	Va.
6	John Quincy Adams	Mar. 4, 1825	4 years	Mass.
7	Andrew Jackson	Mar. 4, 1829	8 years	S. C.
8	Martin Van Buren	Mar. 4, 1837	4 years	N. Y.
9	Wm. H. Harrison	Mar. 4, 1841	1 month	Va.
10	John Tyler	April 6, 1841	3 yrs. 1 mos.	Va.
11	James K. Polk	Mar. 4, 1845	4 years	N. C.
12	Zachary Taylor	Mar. 5, 1849	1 yr. 4 mos.	Va.
13	Millard Fillmore	July 9, 1850	2 yrs. 8 mos.	N. Y.
14	Franklin Pierce	Mar. 4, 1853	4 years	N. H.
15	James Buchanan	Mar. 4, 1857	4 years	Penn.
16	Abraham Lincoln	Mar. 4, 1861	4 yrs. 40 days	Ky.
17	Andrew Johnson	April 15, 1865	3 yrs. 10½ mos.	N. C.
18	Ulysses S. Grant	Mar. 4, 1869	8 years	Ohio
19	Rutherford B. Hayes	Mar. 5, 1877	4 years	Ohio
20	James A. Garfield	Mar. 4, 1881	6½ mos.	Ohio
21	Chester A. Arthur	Sept. 20, 1881	3 yrs. 5½ mos.	Vt.
22	Grover Cleveland	Mar. 4, 1885	4 years	N. J.
23	Benjamin Harrison	Mar. 4, 1889	4 years	Ohio
24	Grover Cleveland	Mar. 4, 1893	4 years	N. J.
25	William McKinley	Mar. 4, 1897	4 yrs. 6½ mos.	Ohio
26	Theodore Roosevelt	Sept. 14, 1901	7 yrs. 5½ mos.	N. Y.
27	William Howard Taft	Mar. 4, 1909	4 years	Ohio
28	Woodrow Wilson	Mar. 4, 1913		Va.

"Ignorance of the law excuses no one."

"The truth is always the strongest argument."

—Sophocles.

Stati, Territorii con rispettive capitali e città principali, ecc.

States, Territories and their Capitals, etc.

Stato	Abbreviazione	Capitale	Città Principale	Area	Rep. in
State	Abbreviation	Capitol	Largest City	Sq. Miles	Cong.
Alabama	Ala.	Montgomery	Birmingham	52,250	10
Arizona	Ariz.	Phoenix	Tucson	113,020	7
Arkansas	Ark.	Little Rock	Little Rock	53,850	7
California	Calif.	Sacramento	San Francisco	158,360	11
Colorado	Col.	Denver	Denver	103,925	4
Connecticut	Conn.	Hartford	New Haven	4,990	5
Delaware	Del.	Dover	Wilmington	2,050	1
Florida	Fla.	Tallahassee	Jacksonville	58,680	4
Georgia	Ga.	Atlanta	Atlanta	59,475	12
Idaho	Ida.	Boise	Boise	84,800	2
Illinois	Ill.	Springfield	Chicago	56,650	27
Indiana	Ind.	Indianapolis	Indianapolis	36,350	13
Iowa	Iowa	Des Moines	Des Moines	56,025	11
Kansas	Kan.	Topeka	Kansas City	82,080	8
Kentucky	Ky.	Frankfort	Louisville	40,400	11
Louisiana	La.	Baton Rouge	New Orleans	48,720	8
Maine	Me.	Augusta	Portland	33,040	4
Maryland	Md.	Annapolis	Baltimore	12,210	6
Massachusetts	Mass.	Boston	Boston	8,315	16
Michigan	Mich.	Lansing	Detroit	58,915	13
Minnesota	Minn.	St. Paul	Minneapolis	83,365	10
Mississippi	Miss.	Jackson	Meridian	46,810	8
Missouri	Mo.	Jefferson City	St. Louis	69,415	16
Montana	Mont.	Helena	Butte	146,080	2
Nebraska	Neb.	Lincoln	Omaha	77,510	6
Nevada	Nev.	Carson City	Reno	110,700	1
New Hampshire	N. H.	Concord	Manchester	9,305	2
New Jersey	N. J.	Trenton	Newark	7,185	12
New Mexico	N. M.	Santa Fe	Albuquerque	122,580	1
New York	N. Y.	Albany	New York	49,170	43
North Carolina	N. C.	Raleigh	Wilmington	52,250	10
North Dakota	N. D.	Bismarck	Fargo	70,795	3
Ohio	Ohio	Columbus	Cleveland	41,080	22
Oklahoma	Okla.	Oklahoma City	Oklahoma City	70,507	8
Oregon	Ore.	Salem	Portland	98,030	3
Pennsylvania	Pa.	Harrisburg	Philadelphia	45,215	36
Rhode Island	R. I.	Providence	Providence	1,250	3
South Dakota	S. D.	Columbia	Charleston	30,570	7
South Carolina	S. C.	Pierre	Sioux Falls	77,650	3
Tennessee	Tenn.	Nashville	Memphis	42,050	10
Texas	Tex.	Austin	San Antonio	265,780	18
Utah	Utah	Salt Lake City	Salt Lake City	84,970	2
Vermont	Vt.	Montpelier	Burlington	9,565	2
Virginia	Va.	Richmond	Richmond	42,450	10
Washington	Wash.	Olympia	Seattle	69,180	5
West Virginia	W. Va.	Charleston	Wheeling	24,780	6
Wisconsin	Wis.	Madison	Milwaukee	56,040	11
Wyoming	Wyo.	Cheyenne	Cheyenne	97,890	1

Total 435

Territories and Their Capitals, and District of Columbia.
District of Columbia, Washington, D. C. 70 Sq. miles.
Alaska, Juneau, 590,084 Sq. miles. Hawaii I'Is., Honolulu, 6,740 Sq. miles. Porto Rico, San Juan.
Alaska, 1 delegate; Hawaii, 1 delegate; Philippines, 2 commissioners; Porto Rico, 1 commissioner.

"In our folly we are always passing by what lies at our feet, and desiring that which is at a great distance."
—Pindar.

"Our country—the strongest, richest, freest, happiest of the nations on the earth."
—George Frisbie Hoar.

Holidays in Minnesota.

The following are the legal holidays in this State:

New Year's Day.....	January 1st
Lincoln's Birthday.....	February 12th
Washington's Birthday.....	February 22nd
Memorial Day.....	May 30th
Independence Day.....	July 4th
Labor Day.....	First Monday in September
Election Day.....	First Tuesday after the first Monday in November in the even numbered years
Christmas Day.....	December 25th
Good Friday.....	Friday preceding Easter Sunday



America.

My country, 'tis of thee, Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the Pilgrim's pride,
From every mountain side,
Let freedom ring.

Our father's God, to Thee, author of Liberty,
To Thee we sing;
Long may our land be bright,
With freedom's holy light,
Protect us by Thy Might,
Great God, our King.

"There is no greater satisfaction than the satisfaction of doing a thing well."



THIS BOOKLET is designed to help all who wish to become citizens of the United States—those who attend the night schools and lectures, and those also, who for any reason, cannot so attend.

COL presente libretto s'intente di aiutare tutti coloro che desiderano divenire cittadini degli Stati Uniti, tanto quelli che attendono alle letture e scuole serali, come quelli, per altre ragioni, non possono attenderle.

Citizenship Series. Booklet B.

W. H. COLLIER, PRINTER - DULUTH

Kuinka voi tulla Amerikalaiseksi

Tietoja Amerikalaisiksi Aikoville

How to Become an American

Information for Future Americans



ALLEGIANCE PLEDGE
I pledge allegiance to my Flag
And to the Republic for which it stands;
One Nation, Indivisible,
With Liberty and Justice for all.

"The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the government so established."

—George Washington

EDITED BY THE
Americanization Committee of the City of Duluth
DULUTH, MINNESOTA
1919

Price 13 Cents.
Hinta 15 Senttia.

Finnish-American Edition

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"Our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal."
—Abraham Lincoln.

Kuinka voi tulla Amerikalaiseksi

Tietoja Amerikalaisiksi Aikoville

How to Become an American Information for Future Americans

"You will take the oath of allegiance to the United States. Of allegiance to whom? Of allegiance to no one, unless it be God—certainly not of allegiance to those who temporarily represent this Government. You will take an oath of allegiance to a great ideal, to a great body of principles, to a great hope of the human race."

—President Woodrow Wilson.

◆ ◆ ◆

ISSUED BY THE
Americanization Committee of the City of Duluth
DULUTH, MINNESOTA
1919

Price 15 Cents.

Hinta 15 Senttiä.

Finnish-American Edition.

"In this world one must be a little too kind to be kind enough."
—Marivaux.

AMERIKAN KANSALLISLAULU

The Star Spangled Banner

O say, can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars thro' the perilous fight,
O'er the ramparts we watched were so gallantly streaming:
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there.
O say, does that Star Spangled Banner yet wave,
O'er the land of the free, and the home of the brave?

On the shore dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes;
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines in the stream.
'Tis the Star Spangled Banner! Oh, long may it wave,
O'er the land of the free, and the home of the brave!

Oh, thus be it ever when freemen shall stand
Between their loved homes and the war's desolation!
Blessed with victory and peace, may the Heaven-rescued land
Praise the power that hath made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust."
And the Star Spangled Banner in triumph shall wave,
O'er the land of the free and the home of the brave.

Francis Scott Key.

Suomalaiset ja meidän amerikkalaistuttamis- työmme.

Kirj. TUOMARI WM. A. CANT.

Ruumiillisesti suomalaiset ovat sitkeitä ja voimakkaita, henkisesti he ovat teräviä. Kuu ottaa huomioon sen opillisen kasvatuksen, jonka he yleensä ovat saaneet, ei löydy mitään esteitä heidän kohoamiselleen huomattaviin ja tärkeisiin asemiin tässä maassa, missä heitä sitten asustaneekin.

Tähän saakka on kielikysymys pitänyt heitä takapajulla. Suomen-kielillä on sängen vähän yhtcistä englanninkielen kanssa. Suomalaiset ovat olleet taipuvaisia elämään omissa yhdyskunnissaan. Siksi ovat he olleet hitaita oppimaan englanninkieltä, ja jotkut muut ulkomalaiset ovat toisinaan näyttäneet edistyvän paremmin kuin suomalaiset. Tämä ei ole eduksi heille itselleen eikä heidän lapsilleen. Heillä on tarpeelliset perusominaisuudet tullakseen huomattavaksi, voimakkaaksi ja hyödylliseksi aineksi missä valtiossa hyvänsä.

Käsittääkseen täydellisesti tämän, tulisi heidän oppia englanninkieltä nopeammin. Heidän ei tulisi sallia kenenkään muun olla edellä tässä suhteessa. On jo paljon edistyneitä suomalaisia, jotka puhuvat täydellisesti englanninkieltä, ja näiden puoleen tulisi vasta-osaapuneiden kääntyä apua saamaan.

Muutamain viimeisten vuosien kuluessa on tässä maassa tehty paljon niinkutsuttua amerikkalaistut-

The Finnish People and Our Americanization Work.

By JUDGE WM. A. CANT.

The Finns are physically sturdy and vigorous, and they are mentally keen. With the education which they have so generally received there is no sufficient reason why in this country they should not rapidly advance to positions of prominent usefulness wherever they may be.

Hitherto the language problem has kept them back. The Finnish language has little in common with the English. The Finns have been inclined to live in communities of their own. They have therefore been somewhat slow in acquiring English, and some other foreign peoples have seemed at times to make better progress than they. This is not fair to themselves nor to their children. They have all the fundamental qualities necessary to make them an outstandingly strong and helpful strain in any state.

To fully realize this, they should learn the English language more quickly. They should let no others lead them in this respect. There are now many intelligent Finns who speak English perfectly, and to these people the newcomers should turn for help.

For some years past much has been done throughout this country in what is called Americanization

"The real and true patriot is the man who tries to make his country better by his conduct, and by his way of living, and who does what is needful to uphold and maintain the law."

—Rev. E. C. Balles.

tamistytöitä. Yhdysvaltain hallitus on suuresti tuohon työhön kiintynyt. Tarkoitus on auttaa jokaista ulkomailla syntynyttä, joka haluaa saada apua; poistaa ne vaikeudet, joiden alaisina he elävät ja työtä tekevät; ja, mikäli mahdollista, asettaa heidät näissä suhteissa samalle tasolle kuin maassasyntyneet amerikkalaiset ovat. Me haluamme, että jokainen suorittaa täyden osuutensa työstä ja että jokainen myöskin saa täyden osuutensa niistä etuisuuksista, mitä elämä täällä heille tarjoaa.

Lisäksi tahdotaan vielä auttaa heitä ymmärtämään jossain määrin maamme, sen historiaa ja hallitusmuotoa. Tarkoitus on tehdä heille tunnetuksi meidän kansakuntamme perusohjeet, meidän käsityksemme yhtäläisistä oikeuksista, yhtäläisistä mahdollisuuksista, tasaapuolisesta oikeudenkäytöstä, uskonnollisesta suvaitsevaisuudesta sekä yksilöllisestä ja kansallisesta oikeudentunnosta; innostaa ulkomailla syntyneitä laulamaan amerikkalaisia lauluja, ripustamaan seinilleen amerikkalaisia tauluja, kunnioittamaan Washingtonin ja Lincolnin nimiä ja ihanteita ja myötemielisesti vastaanottamaan amerikkalaisen elämän parhaimpia vaikutuksia.

On toivottavaa ja suotavaa, että kaikki sellaiset henkilöt aikanansa saavat täydet kansalaisoikeudet ja tulevat nauttimaan kaikista niistä oikeuksista ja täyttämään kaikki ne velvollisuudet, jotka kuuluvat tä-

work. The United States Government is greatly interested therein. The aim is to help all persons of foreign birth who wish to be helped, to take away the disadvantages under which they live and work, and so far as possible to place them upon the same basis in these respects as the natural-born American. We want all to do their full share of the work and to have their full share of the benefits of life here.

It is aimed further to help them to some understanding of our country and of its history, and of its form of government. The desire is to hold up before them our national standards of equal rights, equal opportunities, even-handed justice, religious toleration, and individual and national righteousness; to encourage the foreign people to sing American songs, to hang up American pictures, to cherish the names and ideals of Washington and Lincoln, and to open their minds to the best influences in American life.

It is hoped and expected that in due time all such persons will be fully naturalized and that they will enjoy the privileges and bear the responsibilities of substantial and patriotic citizens of this great Republic.

"We should all be somewhat laborers and with care and thrift may be somewhat capitalists at the same time."

4

"Above all, we must stand shoulder to shoulder for the honor and greatness of our country."

—Theodore Roosevelt.

män suuren tasavallan todellisille ja isänmaallisille kansalaisille.

Kaikki tämä tarkoittaa täydellisten amerikkalaisten kansalaisoikeuksien saavuttamista ilman tarpeetonta ajanhukkaa. Jos me odotamme näiden tarkoituserien toteutumista vasta lasten kautta, olemme myöhästyneet tässä työssä kokonaisen ihmispolven. Ne täysikäiset miehet ja naiset, jotka saapuvat tähän maahan kykenemättöminä puhumaan kieltämme, tarvitsevat tätä apua aivan yhtä paljon kuin lapset tarvitsevat tuonempana.

Tämä ei tarkoita sitä, että pitäsimmme niitä alempiarvoisina, jotka tulevat tänne vieraista maista. Tiedämme hyvin, että monet, jotka tänne saapuvat, ovat yleväluontoisia ja tietorikkaita. Eikä se myöskään tarkoita sitä, että me tahtoisimme heidän unhoittamaan vanhan kotinsa taikka unhoittamaan sen, mikä on hyvää, kaunista, voimakasta ja hyödyllistä sikäläisissä perinnäis-y. m. tavoissa. Päinvastoin toivomme, että se mikä on hyvää siirtyisi heidän mukanaan tänne rikastuttamaan meidän kaikkien täälläolevain elämää.

Emme myöskään tarkoita, kun puhumme kansallisista perusohjeistamme ja ihanteistamme, että kaikki meidänkään kansastamme seuraavat ja noudattavat niitä ja elävät niiden mukaan. Monet sen laiminlyövät. Mutta nämä perusohjeet ovat ylevät ja ihanteet puhtaat. Ne edustavat pyrkimyksiämme ja ne ovat lakkaamatta silmämme edessä.

All this means the attainment of high-grade American citizenship without unnecessary loss of time. If we wait to accomplish these ends through the children only, we shall be delayed a full generation in the work. The grown men and women who come to this country unable to speak our language need this help quite as much as will the children later on.

This does not mean that we assume an inferiority in those who came from foreign lands. We know well that many who come are of high character and attainments. Nor does it mean that we wish them to forget the old home, or forget what may be good or beautiful or strong or helpful in the customs or the traditions there. On the contrary we wish their full contribution of these qualities that the lives of all here may be enriched thereby.

Nor do we mean, when we speak of our national standards and ideals, that all our people live up to or comply therewith. Many fail. But the standards are high and the ideals are pure. They represent our aims and are constantly before us.

"A small leak will sink a great ship."

—Benjamin Franklin.

5

"Every good citizen makes his country's honor his own and cherishes it, not only as precious, but as sacred. He is willing to risk his life in its defence."
—Andrew Jackson.

Toiselta puolen taasen eivät meidän perusohjeemme ja ihanteemme ole lainkaan uusia ulkomailla syntyneille. Usein on asianlaita siten, että me täällä vain tarjoamme mahdollisuuden toteuttaa niitä elämän perusohjeita, ihanteita, pyrkiä myksiä ja toiveita, jotka kauan ovat turhaan mielissä palaneet jossakin vierassa maassa.

Jos amerikalainen muuttaisi pysyväisesti Suomeen, niin varmaan hän mielihyvällä tervehtisi ystävällistä kohtelua, hyviä neuvoja ja apua maan kielen oppimisessa ja tutustumisessa sikäläisiin menettelytapoihin ja elämäntapoihin. Mekin haluamme tarjota samaa palvelusta niille suomalaisille, jotka ovat tänne saapuneet, sikäli kuin he haluavat sitä vastaanottaa.

Duluthissa tätä työtä tekee komitea, johon kuuluu miehiä ja naisia, jotka ovat siihen suuresti innostuneet. Konttoria ja tiedonantotoimistoa pidetään sitä varten 407—409 West Superior St., Mesabarakennuksessa, Duluthissa, Minn. Kaikkiin kansallisuuksiin kuuluvia muukalaissyntyisiä kehoitetaan ystävällisesti käymään siellä ja pyytämään tarvitsemaansa apua ja tarvitsemiansa tietoja, joita, sikäli kuin on mahdollista, mielihyvällä annetaan.

Again, our standards and ideals are often not at all new to the foreign born. It is often merely this, that we offer here an opportunity for the realization of the standards, ideals, aspirations and hopes which have long been cherished in vain in some foreign lands.

If an American were to remove permanently to Finland surely he would welcome kind treatment and thoughtful suggestion and assistance in learning the language of the country and in obtaining some insight into the methods and views of life there. So far as we may be permitted we wish to render that same service to the Finns who have come here.

In Duluth this work is carried on by a committee of men and women who are greatly interested therein. An office and information bureau is maintained in the Mesaba Block 407—409 West Superior St. in this city. The foreign-born of every country are cordially invited to call there and ask such help or information as they may require, and all this, so far as possible, will be freely given.

"A good name is rather to be chosen than great riches and loving favor rather than silver and gold."

—Prov. XXII. 1.

"We prefer this Constitution of the United States to any monarchy because we are convinced that it has a greater tendency to secure our liberty and promote our happiness."

—Chief Justice Marshall.

KUINKA VOI TULLA AMERIKKALAISEKSI. HOW TO BECOME AN AMERICAN.

Ohjeita meidän tuleville kansalaisillemme.

Amerikan Yhdysvallat on kokonaisuudessaan maailman monista kansoista, joita sitoo yhteen tasavaltainen hallitusmuoto — kansan hallitus, kansan kautta ja kansaa varten — maassa, jossa jokainen voi vapaasti nauttia hänelle luovuttamattomasti kuuluvista oikeuksista elämään, vapauteen ja onnellisuuden etsintään.

Me kaikki olemme lähtöisin jostain "vanhasta maasta". Jos emme jokainen ole itse siellä syntyneet, niin ainakin meidän vanhempamme tai esivanhempamme ovat sieltä lähtöisin.

Me tiedämme, että varsin monet, jotka saapuvat vieraista maista Amerikkaan, omaavat suuria kykyjä ja jaloja ominaisuuksia, ja me otamme heidät vastaan tervetulleina ja toivomme, että he niin pian kuin mahdollista voivat meidän kanssamme suorittaa täyden osansa työssä, liikemaailmassa, velvollisuuksien täyttämässä ja edesvastuun kantamisessa sekä nauttia täyden osuutensa niistä etuisuksista, joita elämä täällä heille tarjoaa.

Joissakin vierassa maissa on määräämisvalta joko hallitsijalla tai jollakin muulla itseoikeutetulla ruhtinaalla, ja siihen, mitä he sa-

Information For Our Future Citizens.

The United States of America is made up of peoples from many nations of the world who are bound together under a republican form of government,—a government of the people, by the people, and for the people, in a land where all may freely exercise and enjoy their inalienable rights of life, liberty, and the pursuit of happiness.

We are all from some of the old countries. If we were not born there ourselves, our fathers or grandfathers were.

We know of the excellent qualities of many who come to America from foreign lands and we welcome them all and wish them as soon as possible to have a full share with the rest of us in the work, the business, the duties, the responsibilities and the advantages of life here.

In some foreign countries arbitrary power is exercised by the monarch or by other self-constituted rulers, and what they say and

"Cleanliness of body was ever deemed to proceed from a due reverence of God."

—Francis Bacon.

novat tai päättävät, ei tavallisella kansalaisella ole mitään sanomista.

Yhdysvalloissa on kansanmiehellä oikeus saada äänensä kuuluviin, ja hallitus saa valtuutensa kansalta, eikä hallitsijoilta tai itsevaltaisilta määräjiltä. Kaikilla on yhtäläiset menestymisen mahdollisuudet. Kaikki ovat lain edessä tasa-arvoisia.

Oikeuslaitokset Yhdysvalloissa päättävät, kutka ulkomailla syntyneistä henkilöistä voidaan hyväksyä kansalaisiksi. Ne eivät pyri kieltämään tätä oikeutta keneltäkään. Ne päinvastoin lausuvat hyvät kansalaiset tervetulleiksi. Oikeuslaitokset suhtautuvat ystävällisesti ja rohkeasti hyvien henkilöitten kansalaisiksiyrkimishankkeisiin. Laki vaatii kansalaisiksiyrkijöiltä määrättyä kelpoisuusehtoja. Niille, jotka haluavat päästä kansalaisiksi ja saada sananvallan tämän maan hallitusasioissa, on avuksi tämän kirjusen lukeminen ja tutkiminen.

Yhdysvallat.

Amerikan Yhdysvallat on kansakunta, jonka muodostaa neljäkymmentäkahdeksan yhteenliittynyttä valtiota. Sen pinta-ala on suunnilleen niin suuri kuin kolme neljättäosaa koko Euroopasta. Sen asukasluku on enemmän kuin sata miljoonaa. Kansallinen hallitus päättää kaikista koko maata käsitävistä asioista, kuten suhteestamme ulkomaihin, sodan julistamisesta ja rauhan teosta, postiliikenteen hoidosta y. m. asioista.

Jokaiselle liittoon kuuluvalla val-

determine cannot be questioned by the common man.

In the United States the common man has a right to be heard, and all authority in the government proceeds, not from monarchs or autocrats, but from the people themselves. All have equal opportunity. All are equal before the law.

In the United States the Courts determine what persons of foreign birth shall be admitted as citizens. They are not seeking to deny this privilege to any. They, with others, welcome good citizens. The attitude of the Courts is friendly and encouraging to the admission of all good men. Certain qualifications are required by law on the part of the applicants for citizenship. Reading and study of the following pages will help those who wish to become citizens and to have a voice in the government of this country.

The United States.

The United States of America is a nation consisting of forty-eight states in one union. Its area is about three-fourths that of all Europe. It has a population of more than one hundred million. The national government controls matters affecting all the country, such as our relations with foreign nations, the making of war and peace, the distribution of the mails, and other matters.

Each state in the union also has

"America is more than a country. America is more than a continent. America is more than a name. America is an ideal. America is the apotheosis of all that is right and just."

—Samuel Gompers.



MAP OF THE UNITED STATES (See page 32 for names of states.)

YHDYSVALTAIN KARTTA (Valtioiden nimet sivulla 32.)

"To be without evil thoughts is God's best gift."

—Aeschylus.

"There are two freedoms, the false, where a man is free to do what he likes; the true where a man is free to do what he ought."
—Charles Kingsley.

tiolla on myöskin oma hallituksensa ja omat lakinsa, joiden tarkoituksena on hoitaa vain tätä valtiota koskevia asioita.

Sentähden onkin olemassa erityiset Yhdysvaltain virkailijat, lait ja oikeuslaitokset sekä kunkin valtion virkailijat, lait ja oikeuslaitokset.

Kysymys. Milloin ovat Yhdysvaltat saaneet alkunsa?

Vastaus. Heinäkuun 4 päivänä, 1776.

K. Kuka oli Yhdysvaltain ensimmäinen presidentti, ja milloin?

V. George Washington, v. 1789—1797.

K. Missä hallitus sijaitsee?

V. Washingtonin kaupungissa, District of Columbiassa.

Perustuslaki.

K. Mikä on korkein laki Yhdysvalloissa ja koska se astui voimaan?

V. Yhdysvaltain perustuslaki, joka hyväksyttiin v. 1788.

K. Mitä perustuslaki yleensä säätää?

V. Se säätää kansan hallituksen — tasavaltaisen hallitusmuodon. Se määrittelee tämän hallituksen yleisen muodon, perustaa sen eri haarat ja määrittelee näiden valtuudet ja velvollisuudet.

K. Mitä perustuslaki määrittelee niihin lakeihin nähden, joita sääde-

a government and laws of its own for the purpose of controlling and managing affairs which concern that state only.

There are therefore United States officers, United States laws and United States Courts, and there are at the same time state officers, state laws and state courts, in each state.

Question. When did the United States come into existence?

Answer. On July 4, 1776.

Q. Who was its first president, and when?

A. George Washington, in 1789—1797.

Q. Where is the seat of government?

A. At the city of Washington, in the District of Columbia.

The Constitution.

Q. What is the highest law in the United States and when did it become effective?

A. The constitution of the United States, which was ratified in 1788.

Q. In general what does the constitution provide?

A. It establishes a government by the people,—a republican form of government. It prescribes the general form of such government, creates the various branches thereof, and defines the powers and duties of each.

Q. What controlling effect does the constitution have over laws

"The American Republic was established by the united valor and wisdom of the lovers of liberty from all lands."

—Daniel W. Voorhees.

tään koko maalle tai sen eri valtioille?

V. Kaikkien näiden lakien tulee olla sopusoinnussa Yhdysvaltain perustuslain kanssa, muuten niitä ei voida panna täytäntöön.

Kongressi.

K. Kuka laatii Yhdysvaltain varsinaiset lait?

V. Kongressi, jonka muodostaa kaksi edustajahuonetta eli edustajaryhmää. Senaattorit ja Kansanedustajat. Jälkimmäisiä tavallisesti nimitetään Kongressimiehiksi.

K. Missä Kongressi kokoontuu ja milloin?

V. Edustajahuonerakennuksessa Washingtonissa, ja tunnetaan tämä rakennus nimellä Capitol. Kongressi kokoontuu ensimmäisenä maanantaina joulukuussa joka vuosi.

(Capitolin kuva sivulla 12.)

K. Kuinka monta Senaattoria on Kongressissa ja kuinka ne valitaan?

V. Jokaista valtiota edustaa kaksi Senaattoria ja valitaan heidät kansanäänestyksellä kussakin valtiossa kuuden vuoden virkakaudeksi; Kongressissa on yhteensä yhdeksänkymmentäkuusi Senaattoria.

K. Kuinka valitaan Kansanedustajat eli Kongressimiehet ja kuinka heidän lukunsa määritellään?

V. Heidät valitaan kansanäänestyksellä kussakin valtiossa kahden vuoden virkakaudeksi. Kustakin valtiosta valittavien Kongressimiesten lukumäärä riippuu valtion asukasluvusta. Minnesotan valtiosta valitaan kymmenen. Kongressimiesten lukumäärä on nykyään kaik-

enacted for the nation or enacted in the various states?

A. All such laws must be in harmony with the constitution of the United States or they cannot be enforced.

Congress.

Q. Who makes the ordinary laws of the United States?

A. The Congress, made up of two Houses, or bodies of men, the Senators and Representatives. The latter are usually called Congressmen.

Q. Where does Congress meet, and when?

A. In the building at Washington called the Capitol, on the first Monday in December of each year.

(Picture of Capitol on page 12.)

Q. How many Senators are there in Congress, and how are they chosen?

A. There are two Senators from each state, elected by the people thereof for a term of six years; ninety-six in all.

Q. How are the Representatives or Congressmen elected and how is their number determined?

A. They are elected by the people in each state for a term of two years. The number elected from each state depends upon the population thereof. Ten are elected in Minnesota. The total number at

"We live in this world when we love it."
—Sir Rabiudranath Tagore.

"Whatsoever thy hand findeth to do, do it with thy might."
—Ecclesiastes IX. 10.



Senaatti kokoontuu rakennuksen
The Senate meets in this end
of the building.

CAPITOL-RAKENNUS, WASHINGTON, D. C.
THE CAPITOL, WASHINGTON, D. C.

Edustajakamari kokoontuu rakennuksen
The House of Representatives meets
in this end of the building.

"Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports."
—George Washington.

kiaan neljäsataa kolmekymmentäviisi.

Presidentti.

K. Kuka on korkein toimeenpaneva virkamies Yhdysvalloissa, ja mitkä ovat hänen velvollisuutensa?

V. Presidentti. Hänen velvollisuutensa on pitää huolta siitä, että lait pannaan uskollisesti työntöön; että tärkeät hallitustehtävät kunnollisesti hoidetaan; ja että hallituksen velvollisuudet kansaa kohtaan uskollisesti täytetään.

K. Millä tavalla häntä autetaan täyttämään nämä velvollisuudet?

V. Tämä valtava työ suoritetaan kymmenen eri osaston avulla. Sellaisia osastoja ovat: Postihallitus, Maanvilelyhallitus, Työasiain osasto, Sota-asiain osasto, y. m. Jokaisen tällaisen osaston johtajana on Presidentin nimittämä Sihteeri. Nämä kymmenen Sihteeriä ovat Presidentin varsinaisia neuvonantajia ja muodostavat ne niinkutsutun Kabinetin.

K. Kuinka Presidentti valitaan virkaansa ja kuinka pitkäksi ajaksi?

V. Hänet valitaan epäsuoralla kansanäänestyksellä: kansa valitsee presidentin valitsijamiehet, kukin valtio asukaslukunsa mukaan, ja nämä valitsijamiehet valitsevat presidentin. Tätä äänestystapaa kutsutaan epäsuoraksi äänestystavaksi. Presidentti valitaan neljäksi vuodeksi. (Mainitkaa nykyään virassa olevan Presidentin nimi).

K. Mitkä kelpoisuusehdot hänen tulee täyttää?

present is four hundred and thirty-five.

The President.

Q. What officer is chief executive of the United States, and what are his duties?

A. The President. His duties are to see that the laws are faithfully executed, that the important business of the government is properly managed, and that the duties of the government to the people are faithfully performed.

Q. How is he assisted in the performance of these duties?

A. This great work is carried on in ten separate departments, such as the Post Office Department, the Department of Agriculture, the Department of Labor, the War Department, and others. At the head of each of these is a Secretary, appointed by the President, and these ten Secretaries constitute the President's chief advisers and are called his Cabinet.

Q. How is the President elected and for what term?

A. He is elected by the people of the United States, acting through electors, for a term of four years. (Name the President now in office.)

Q. What qualifications must he have?

"Earth's noblest creation—a woman perfected."

—Lowell.



THE WHITE HOUSE, WASHINGTON, D. C.
The Home of the President.

VALKEA TALO, WASHINGTON, D. C.
Presidentin koti.

"He serves his party best who serves the country best."
—Rutherford B. Hayes.

V. Hän tulee olla syntyperäinen Yhdyksaltain kansalainen ja vähintään kolmenkymmenenviiden vuoden ikäinen.

K. Missä hän asuu Presidenttinä ollessaan?

V. Valkeassa Talossa Washingtonin kaupungissa.
(Valkean Talon kuva sivulla 14.)

K. Mitä tekemistä hänellä on lainlaadinnan kanssa?

V. Kaikki lakiehdotukset tulee esittää hänen hyväksyttäväkseen. Jos hän kieltäytyy hyväksymästä jotakin lakiehdotusta, s. o. vetoaa sen, ei ehdotus tule laiksi, ellei sitä uudelleen hyväksytä kahdella kolmasosalla annetuista äänistä Kongressin kummassakin edustajahuoneessa.

K. Mikä virkailija ottaa Presidentin paikan, jos Presidentti sattuu kuolemaan tai joutuu kykenemättömäksi hoitamaan virkaansa, ja kuinka tämä virkailija valitaan?

V. Vara-presidentti. Hänet valitaan samalla tavalla, samalla kertaa ja yhtä pitkäksi ajaksi kuin Presidenttikin. Mainitkaa nykyään virassa olevan varapresidentin nimi.

K. Mitkä ovat hänen velvollisuutensa?

V. Presidentin eläessä toimii Varapresidentti Senaatin puheenjohtajana.

Oikeuslaitokset.

K. Kuinka Yhdysvaltain lakeja selitetään ja pannaan täytäntöön?

V. Yhdysvalloissa on oikeuslaitoksia, joissa lakeja selitetään ja pannaan täytäntöön. Yhdysvaltain

A. He must be a native-born citizen of the United States and must be at least thirty-five years of age.

Q. Where does he live while President?

A. At the White House in the city of Washington.
(Picture of White House on p. 14.)

Q. What has he to do with making the laws?

A. All proposed laws, called bills, must be presented to him for approval. If he declines to approve, that is, vetoes the bill, it cannot become a law unless it is passed over his veto by two-thirds of each House of Congress.

Q. Upon the death or disability of the President, what officer would take his place, and how is such person elected?

A. The Vice-President. He is elected in the same manner, at the same time and for the same term as the President. (Name the Vice-President now in office.)

Q. What are his duties?

A. During the lifetime of the President the Vice-President is the presiding officer of the Senate.

The Courts.

Q. How are the laws of the United States explained and applied?

A. The United States has Courts to explain and apply its laws. The

"For a man to conquer himself is the first and noblest of all victories."
—Plato.



VAPAUDEN PATSAS, NEW YORKIN SATAMASSA.
STATUE OF LIBERTY, NEW YORK HARBOR.

"Be greater than you seem and let the world be deceived in thee, as it is in the lights of heaven."

—Aristotle.

Piirioikeudet toimivat kaikkialla eri valtioissa.

Yhdysvaltain Ylioikeus istuu Capitolissa, Washingtonissa.

Tuomarit Yhdysvaltain oikeuslaitokseen nimittää Presidentti ja heidän virka-aikansa on elinaikainen.

United States District Courts sit throughout the various states.

The Supreme Court of the United States sits in the Capitol at Washington.

The Judges of the United States Courts are appointed by the President for life.

Yhdysvaltain presidentit ja heidän virkakautensa.

Presidents of the United States and periods of office

	Nimet Names	Astunut virkaan Inaugurated	Virkakausi Term of Office	Syntynyt Born at
1	George Washington..	April 30, 1789	8 years	Va.
2	John Adams	Mar. 4, 1797	4 years	Mass.
3	Thomas Jefferson ...	Mar. 4, 1801	8 years	Va.
4	James Madison	Mar. 4, 1809	8 years	Va.
5	James Monroe	Mar. 4, 1817	8 years	Va.
6	John Quincy Adams..	Mar. 4, 1825	4 years	Mass.
7	Andrew Jackson	Mar. 4, 1829	8 years	S. C.
8	Martin Van Buren...	Mar. 4, 1837	4 years	N. Y.
9	Wm. H. Harrison ...	Mar. 4, 1841	1 month	Va.
10	John Tyler	April 6, 1841	3 yrs. 11 mos.	Va.
11	James K. Polk	Mar. 4, 1845	4 years	N. C.
12	Zachary Taylor	Mar. 5, 1849	1 yr. 4 mos. ...	Va.
13	Millard Fillmore	July 9, 1850	2 yrs. 8 mos. ...	N. Y.
14	Franklin Pierce	Mar. 4, 1853	4 years	N. H.
15	James Buchanan	Mar. 4, 1857	4 years	Penn.
16	Abraham Lincoln ...	Mar. 4, 1861	4 yrs. 40 days..	Ky.
17	Andrew Johnson	April 15, 1865	3 yrs. 10 ½ mos.	N. C.
18	Ulysses S. Grant	Mar. 4, 1869	8 years	Ohio
19	Rutherford B. Hayes..	Mar. 5, 1877	4 years	Ohio
20	James A. Garfield...	Mar. 4, 1881	6 ½ mos.	Ohio
21	Chester A. Arthur ...	Sept. 20, 1881	3 yrs. 5 ½ mos.	Vt.
22	Grover Cleveland ...	Mar. 4, 1885	4 years	N. J.
23	Benjamin Harrison..	Mar. 4, 1889	4 years	Ohio
24	Grover Cleveland ...	Mar. 4, 1893	4 years	N. J.
25	William McKinley ...	Mar. 4, 1897	4 yrs. 6 ½ mos..	Ohio
26	Theodore Roosevelt..	Sept. 14, 1901	7 yrs. 5 ½ mos..	N. Y.
27	William Howard Taft..	Mar. 4, 1909	4 years	Ohio
28	Woodrow Wilson ...	Mar. 4, 1913	.....	Va.

"Never promise more than you can perform."

—Publius Syrus.

"Between knowing what is right, and doing what is right there must be love of the right and the will to do it."

—Tolstoy.

MINNESOTAN VALTIO STATE OF MINNESOTA

Minnesota on yksi Yhdysvaltain neljästäkymmenestäkahdeksasta valtiosta. Se on suunnilleen yhtä suuri pinta-alaltaan kuin Englanti ja Skotlanti yhteensä, tai suunnilleen puolet Ruotsin pinta-alasta, tai kolme neljättäosaa Italiasta. Sen asukasluku on enemmän kuin kaksi miljoonaa.

Yleensä puhuen on kullakin valtiolla oikeus hoitaa ja käsitellä sellaisia asioita, jotka koskevat ainoastaan sen valtion asukkaita, sekä päättää omista sisäisistä asioistaan, kuten veroista, koululaitoksesta, valtion teistä, köyhäinhoidosta ja terveydenhoidosta.

K. Milloin Minnesota tuli valtioksi?

V. Vuonna 1858.

K. Missä sijaitsee tämän valtion hallitusvirasto?

V. St. Paulin kaupungissa.

Valtion perustuslaki.

K. Onko Minnesotalla kirjoitettua perustuslakia?

V. On.

K. Mitä se yleensä säättää?

V. Se säättää kansan määrättävissä olevan valtion hallinnon — tasavaltaisen hallintomuodon. Se määrittelee valtion hallinnon yleisen muodon, perustaa sen eri haarat ja määrittelee näiden valtuudet ja velvollisuudet.

Minnesota is one of the forty-eight states of the Union. It is about as large in area as England and Scotland together, or about one-half as large as Sweden, or three-fourths as large as Italy. Its population is more than two million.

Speaking generally, each state has the right to manage and control such matters as affect the people of that state alone, such as taxes, the school system, the state roads, the care of the poor, and the public health.

Q. When did Minnesota become a state?

A. In 1858.

Q. Where is the seat of government of this state?

A. At the city of St. Paul.

The Constitution.

Q. Does Minnesota have a written constitution?

A. It does.

Q. In general, what does it provide?

A. It establishes a state government by the people,—a republican form of government. It prescribes the general plan of such state government, creates the various branches thereof, and defines the powers and duties of each.

"Dost thou love life? Then do not squander time, for that is the stuff life is made of."

—Benjamin Franklin.



STATE CAPITOL, ST. PAUL, MINN.

VALTION HALLITUSRAKENNUS, ST. PAUL, MINN.

K. Mikä merkitys on tällä valtion perustuslailla?

V. Kaikkien valtion lainlaatijakunnan laatimain lakien tulee olla sopusoinnussa valtion perustuslain kanssa samoin kuin Yhdysvaltain perustuslainkin kanssa. Muussa tapauksessa ei niitä voida panna täytäntöön.

Lainlaatijakunta.

K. Mikä on valtion Lainlaatijakunta ja kuinka sen jäsenet valitaan, ja kuinka pitkäksi ajaksi?

V. Sen muodostaa kaksi edustajahuonetta eli edustajaryhmää: valtion Senaatti ja valtion Edustajahuone. Se laatii lakeja ainoastaan Minnesotan valtiolle. Valtio on jaettu lainlaadintapiireihin, ja kansa kussakin piirissä valitsee yhden Senaattorin ja yhden tai useamman Lainlaatijakunnan Edustajan. Senaattorit valitaan neljäksi vuodeksi ja Edustajat kahdeksi vuodeksi. Minnesotan Lainlaatijakunnassa on nyt kuusikymmentäseitsemän Senaattoria ja satakolmekymmentä Edustajaa.

K. Missä ja kuinka usein Lainlaatiakunta kokoontuu?

V. Se kokoontuu tammikuussa, jokaisena epätasaisella luvulla päättyvänä vuonna, valtion hallintokennuksessa (State Capitol), St. Paulissa.

(Valtion Hallitusrakennuksen kuva sivulla 19.)

Q. Of what importance is this state constitution?

A. All laws passed by the state legislature must be in harmony with the state constitution as well as with the Constitution of the United States, or they cannot be enforced.

The Legislature.

Q. What is the State Legislature and how are its members elected, and for what terms?

A. It is made up of two Houses, or bodies of men, the State Senate and the State House of Representatives. It makes laws for the State of Minnesota only. The state is divided into legislative districts, and the people in each district elect one Senator and one or more Representatives. Senators are elected for four years and Representatives for two years. The State Legislature of Minnesota now has sixty-seven Senators and one hundred and thirty-one Representatives.

Q. Where and how often does the State Legislature meet?

A. It meets in January of every odd-numbered year, in the State Capitol at St. Paul.

(Picture of State Capitol on page 19.)

Kuvernööri.

K. Kuka on valtion korkein toimeenpaneva virkamies, ja mitkä ovat hänen velvollisuutensa?

V. Kuvernööri. Hänen velvollisuutenaan on valvoa, että lait pannaan uskollisesti täytäntöön; että tärkeät valtion asiat kunnollisesti hoidetaan; ja että valtion hallinnon velvollisuudet kansaa kohtaan uskollisesti täytetään.

K. Kuka hänet valitsee ja kuinka pitkäksi ajaksi?

V. Hänet valitsee valtion kansa kahden vuoden virkakaudeksi. (Mainitkaa nykyään virassa olevan Kuvernöörin nimi).

K. Mikä virkamies ottaa Kuvernöörin paikan, jos Kuvernööri sattuu kuolemaan tai joutuu kykenemättömäksi hoitamaan virkaansa, ja kuinka tämä virkamies valitaan?

V. Varakuvernööri. Hänet valitaan samalla kertaa kuin kuvernöörikin, ja yhtä pitkäksi ajaksi.

Valtion oikeuslaitokset.

K. Mitä oikeuslaitoksia on valtiossa, ja mitkä ovat niiden velvollisuudet?

V. Valtiossa on Rauhantuomarien oikeudet, Kunnallisoikeudet, Perintöoikeudet, Piirioikeudet ja Ylioikeus. Niiden pääasiallisena velvollisuutena on selittää ja panna täytäntöön tämän valtion lakeja. Tuomarit valitsee kansa eri pitkiä virkakausiksi.

Vaalit.

K. Milloin toimitetaan yleiset vaalit tässä valtiossa?

V. Ne toimitetaan ensimmäisenä tiistaina ensimmäisen maanantain jäl-

The Governor.

Q. What officer is the chief executive of the state, and what are his duties?

A. The Governor. It is his duty to see that the laws are faithfully executed, that the important business of the state is properly managed, and that the duties of the state government to the people are faithfully performed.

Q. By whom is he elected and for what term?

A. He is elected by the people of the state for a term of two years. (Name the present Governor.)

Q. Upon the death or disability of the Governor, what officer would take his place, and how is such person elected?

A. The Lieutenant-Governor. He is elected at the same time as the Governor and for the same term.

The State Courts.

Q. What State Courts are there, and what are their duties?

A. The state has Courts of Justices of the Peace, Municipal Courts, Probate Courts, District Courts, and the Supreme Court. Their principal duties are to explain and apply the laws of the State. The Judges are elected by the people for terms of different lengths.

Elections.

Q. When is the general election held in this state?

A. It is held on the first Tuesday after the first Monday in

"In our folly we are always passing by what lies at our feet, and desiring that which is at great distance."
—Pindar.

keen marraskuussa kunakin tasalukuisena vuotena.

K. Mitkä valtion virkamiehet valitaan näissä vaaleissa.

V. Kuvernööri, Varakuvernööri, Valtion Tilintarkastaja, Valtiosihteeri, Rahastonhoitaja, Valtion Päälakimies, Ylioikeuden Tuomarit ja muita valtion virkamiehiä.

K. Missä näiden henkilöiden virastot sijaitsevat?

V. Hallintorakennuksessa St. Paulissa.

K. Saavatko naiset äänestää tässä valtiossa?

V. Nykyisten lakien mukaan naiset saavat äänestää Yhdysvaltain presidenttiä ja koulujen virkailijoi- ta sekä kirjastojen johtokuntien jäseniä.

K. Mitkä kelpoisuusehdot tulee miesten täyttää, saadakseen äänestää tässä valtiossa?

V. Heiltä vaaditaan, että he ovat olleet Yhdysvaltain kansalaisia vähintään kolme kuukautta ennen niitä vaaleja, joissa haluavat äänestää; että he ovat 21 ikävuotta täyttäneitä; että he ovat asuneet tässä valtiossa vähintään kuusi kuukautta välittömästi ennen vaaleja; ja että he ovat asuneet vaali- piirissään vähintään 30 päivää välittömästi ennen vaaleja.

November of each even-numbered year.

Q. What state officers are elected at such general election?

A. The Governor, Lieutenant-Governor, Auditor, Secretary of State, Treasurer, Attorney-General, Justices of the Supreme Court, and others.

Q. At what place do these persons maintain their offices?

A. At the State Capitol in St. Paul.

Q. May women vote in this state?

A. Under the present laws they may vote for the President of the United States, for school officers and for members of library boards.

Q. What qualifications must citizen's have to vote in this state?

A. They must have been citizens of the United States for three months before the election at which they offer to vote; they must be twenty-one years of age; they must have resided in this state for six months immediately before the election; they must have resided in their election district for thirty days immediately before the election.



Minnesota State Seal

"Our country—the strongest, richest, freest, happiest of the nations of the earth."
—George Frisbie Hoar.

"Trusting in Him who can go with me and remain with you, and be everywhere for good, let us confidently hope that all will yet be well. (1861)
—Abraham Lincoln.

Kauntit.

K. Mikä on kaunti?

V. Se on valtion osa. Valtio on lain määrämällä tavalla jaettu kaunteihin, tarkoituksella tehdä helpommaksi valtion asiain hoito ja tarkoituksella auttaa kauntien asukaita suuremmassa määrässä hoitamaan sellaisia asioita, jotka koskevat vain heitä itseään.

K. Kuinka monta kauntia on Minnesotassa?

V. Niitä on nykyään kahdeksankymmentäkuusi. (Mainitkaa sen kauntin nimi, missä nykyään asutte).

K. Mitä tehtäviä valtio suorittaa kauntin välityksellä?

V. Se valvoo koulujen ylläpitoa, huolehtii köyhäinhoidosta, rakentaa teitä, ylläpitää rauhaa ja järjestystä kauntissa, ylläpitää oikeuslaitoksia, ja kantaa verot, joilla maksetaan niistä johtuvat kustannukset.

K. Kuinka ja milloin kauntin virkamiehet valitaan ja kuinka pitkiksi ajoiksi?

V. Ne valitaan kansanäänestyksellä yleisissä vaaleissa marraskuussa kauntin tasalukuisena vuotena. Useimmat niistä valitaan neljän vuoden virkakaudeksi. (Mainitkaa muutamia niistä.)

K. Missä ovat täten valittujen henkilöitten virastot?

V. Oikeustalolla, jota kaunti ylläpitää.

Counties.

Q. What is a county?

A. It is a subdivision of the state organized under the law for the purpose of enabling the state to better perform certain of its duties, and of enabling the people of the county in large measure to control and manage those matters which affect their own interests only.

Q. How many counties are there in Minnesota?

A. There are now eighty-six. (Name the county in which you reside.)

Q. What are some of the services or duties which the state performs through the agency of the county?

A. It supervises the schools, cares for the poor, builds the roads, maintains peace and order in the county, maintains Courts of Justice, and collects taxes to pay for these things.

Q. How and when are the county officers elected, and for what terms?

A. They are elected by the people at the general election in November of the even-numbered years. Most of them are elected for terms of four years. (Name some of them.)

Q. Where do these persons so elected maintain their offices?

A. At the Court House maintained by the county.

"Ignorance of the law excuses no one."



KAUNTIM OIKEUSTALO.
COUNTY COURT HOUSE.

Townit.

Kaunti on jaettu towneihin samassa tarkoituksessa kuin valtio on jaettu kaunteihin. Minnesotan townien virkailijat valitaan maaliskuussa joka vuosi. (Mainitkaa muutamia niistä.)

Kaupungit ja kyläkunnat.

Asuessaan lähellä toisiaan on ihmisillä paljon yhteisiä asioita, jotka välittömästi vaikuttavat heidän hyvinvointiinsa ja vaativat jatkuvaa huolenpitoa. Tällaisia yhteisiä asioita ovat katujen sekä vesi- ja valolaitosten hoito ja ylläpito, terveydenhoito, tulenvaaralta varjeleminen, ynnä muut. Valtion lait oikeuttavat tällaiset ryhmät järjestymään kyläkunniksi ja kaupungeiksi. Tällaisten järjestöjen kautta valtio

Towns.

A county is divided into towns for the same reasons that states are divided into counties. In Minnesota the town officers are elected in March of each year. (Name some of them.)

Cities and Villages

Groups of people living closely together have many things in common immediately affecting their welfare and requiring constant attention. Among these are the streets, the water and light, the public health, fire protection, and others. The laws of the state authorize such groups to organize themselves into villages and cities. Through such organizations the state performs certain of its duties, and

"There is no greater satisfaction than the satisfaction of doing a thing well."

suorittaa osan tehtävistään ja näiden kyläin ja kaupunkien asukkaat hoitavat suuressa määrässä sellaisia asioita, jotka koskevat vain heitä itseään, niihin kuuluu muiden muassa edelläluetellut.

Kyläkunnan asioita hoitaa Kyläkunnan Hallinto. Kaupungin hallinnon muodostavat tavallisesti Majuri (pormestari) ja Valtuusmiehet tai Komissionerit. (Mainitkaa muutamia niistä.)

Kyläkuntain ja kaupunkien lakeja kutsutaan tavallisesti Ohjesäännöiksi (Ordinances) ja niillä on lain voima ainoastaan kaupungin tai kyläkunnan rajain sisällä. Vaalit toimitetaan eri aikoina, kunkin kyläkunnan tai kaupungin Ohjesääntöjen mukaan.

the people in such villages and cities in large measure manage and control such matters, including those above referred to, as affect their own interests only.

The governing body in a village is usually called the Village Council. The governing body in a city usually consists of a Mayor and a Board of Aldermen, or Commissioners. (Name some of them.)

The laws of a village or city are usually called Ordinances and are valid only within the city or village limits. Elections are held at various times.

AMERICA

(Jokaisen tämän maan kansalaisen ja kansalaiseksi aikovan tulisi osata tämä ulkomuistista).

My Country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain-side,
Let freedom ring.

Our fathers' God, to Thee,
Author of Liberty,
To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

"There is nothing so powerful as truth,—and often nothing so strange."
—Webster.

Kansalaistuttamisohjeita.

Nykyiset kansalaistuttamislait myöntävät kaikille vapaille valkoihoisille ja kaikille afrikkalaista syntyperää oleville henkilöille oikeuden tulla tämän maan kansalaisiksi. Kansalaisoikeuksien saamiseksi määrää laki kolme seikkaa, jotka ovat seuraavat:

1. Hakijan on ilmoitettava tarkoituksensa olevan tulla kansalaisiksi, jolloin hän saa Ensimmäiset Paperit (Declaration of Intention).
2. Kansalaistuttamishakemus.
3. Oikeuskuulustelu, jonka jälkeen annetaan Kansalaistuttamistodistus (Toiset Paperit).

1. Tarkoituksensa tulla Yhdysvaltain kansalaiseksi voi ilmoittaa Piirioikeuden Kirjurille siinä kaunitissa, jossa hakija asuu, tai Yhdysvaltain Piirioikeuden kirjurille siinä piirissä, jossa hakija asuu. Kirjallista todistusta tästä ilmoituksesta kutsutaan Ensimmäiseksi Paperiksi. Näitten Ensimmäisten Paperien hankkimisessa ei tarvita todistajia. Tämän ilmoituksen voi tehdä kuka tahansa, joka on täyttänyt kahdeksantoista (18) ikävuotta. Jos ilmoituksen tekijä ei tee hakemusta kansalaisoikeuksien saamiseksi seitsemän vuoden kuluessa siitä päivästä lukien, jolloin hän ilmoituksensa teki, niin hänen Ensimmäiset Paperinsa tulevat mitättömiksi.

2. Toisien Paperien hakijalta vaaditaan, että hänellä on ollut Ensimmäiset Paperit vähintään kaksi vuotta ja että hän on asunut viime-

Information Regarding Naturalization.

The naturalization laws of today extend the privilege of becoming citizens of this country to free white persons and to those of African descent. There are three steps necessary under the law to attain citizenship, and these are as follows:

- 1 Declaration of Intention to become a citizen. (First Paper.)
- 2 Petition for Naturalization.
- 3 Hearing before the Court, and Certificate of Naturalization. (Second Paper.)

(1.) The Declaration of Intention to become a citizen of the United States may be made before the Clerk of the District Court of the County wherein the applicant resides, or before the Clerk of the United States Court in the district wherein the applicant resides. A certified copy of this Declaration is called the First Paper. No witnesses are necessary in taking out such paper. This Declaration may be made by any person eighteen (18) years of age or upward. If the declarant does not file a petition for Naturalization within seven years after making such Declaration of Intention, his First Paper becomes void.

(2.) A person must have had his First Paper for at least two years, and must have resided in the United States for five years last past

viisi vuotta Yhdysvalloissa ja viimeksi kuluneen vuoden siinä valtiossa, jossa hän hakemuksensa tekee, ennen hakemuskentekoaan. Tällainen hakemus (Petition) on tehtävä kirjallisesti.

Hakemusta tehdessään ja myöhemmin oikeuskuulustelussa tulee hakijalla olla mukanaan kaksi todistajaa, jotka ovat Yhdysvalloissa kansalaisia ja ovat tunteneet hänet vaaditun ajan Yhdysvalloissa sekä siinä valtiossa, jossa hakemus tehdään. Myös tulee hänen hakemusta tehdessään esittää Ensimmäiset Paperinsa ja jos hän on tullut Yhdysvaltoihin kesäkuun 29 päivän jälkeen 1906, täytyy hänen esittää myös todistus saapumisestaan Yhdysvaltoihin. Tämän todistuksen saa kirjoittamalla osoitteella: Department of Labor, Bureau of Naturalization, Washington, D. C. Oikeuden Kirjurilta saa pyydettyä kaa-
vakkeen tätä tarkoitusta varten.

Oikeuskuulustelu hakemuksen johdosta Toisten Paperien saamiseksi voidaan toimittaa noin yhdeksänkymmenen päivän kuluttua siitä, kun hakemus tehtiin. Tässä kuulustelussa tulee hakijan tyydyttävästi oikeudelle osoittaa, että hän on hyvämaineinen ja omaa puhtaat moraaliset käsitteet, että hän ei ole ottanut osaa lainrikkomisiin sekä että hänellä on yleisiä tietoja meidän maastamme ja hallituksestamme.

Jos oikeus hyväksyy hakemuksen, vaaditaan hakijalta, että hän luopuu kaikkien ulkomaalaisten hallitusten alamaisuudesta tekemällä

and in this state for one year last past before making application for his Second Paper. Such application is made by petition.

At the time of filing the petition and at the hearing later on, the applicant must have with him two witnesses who are citizens of the United States and who have known him for the prescribed time in the United States and in this state. At the time of filing such petition the applicant must present his First Paper and if he came to the United States after June 29, 1906, he must present also a certificate as to his arrival in the United States, which certificate he may obtain by writing to the Department of Labor, Bureau of Naturalization, Washington, D. C. The Clerk of Court will furnish blanks for this purpose if application is made to him therefor.

(3.) Hearing on the petition for Second Paper may be had about ninety days after the filing thereof. At such hearing the applicant must satisfy the Court that he is a person of good moral character, that he has not been engaged in violating the law, and that he has some general knowledge of our country and government.

If the petition is favorably considered by the Court, the applicant is required to renounce allegiance to all foreign governments by tak-

"The welfare of our country is the great object to which our cares and efforts should be directed."

—George Washington.

ja allekirjoittamalla seuraavan valan: "Minä täten valallani vakuutan ehdottomasti ja täydellisesti katkaisevani siteeni kaikkien vieraiden valtain, ruhtinaitten, valtioiden, valtioiden tai hallitusten kanssa, ja erittäinkin (tässä mainitaan maan ja hallitsijan nimi), jonka alamainen (tai jonka (maan) kansalainen) olen ollut, luopuvani ikuisiksi ajoiksi näiden alamaisuudesta; vakuutan, että minä tulen ylläpitämään ja puolustamaan Yhdysvaltain perustuslakia ja lakeja sen ulkonaisia ja sisäisiä vihollisia vastaan; että minä tulen olemaan niille vilpittömästi kuuliainen ja että minä tulen niitä noudattamaan. Tähän auttakoon minua Jumala."

Oikeuden päätöksellä hyväksytään hakija sen jälkeen Yhdysvaltain kansalaiseksi ja hänelle annetaan Kansalaistuttamistodistus, joka kutsutaan Toiseksi Papereiksi. Hänen tulee huolellisesti säilyttää tämä, sillä sen esittäminen todistukseksi hänen kansalaisoikeuksistaan saattaa tulla tarpeelliseksi erinäisinä aikoina hänen elämänsä varrella.

Ei mikään näistä toimenpiteistä, joiden avulla kansalaisoikeudet hankitaan, ole vaikea eikä suuria kustannuksia vaativa, ja vaikkakin hakijan täytyy itse esiintyä oikeudessa, niin täytyy muistaa, että oikeudessa kohdellaan häntä ystävällisesti ja että hakijaa avustetaan kansalaisoikeuksien saamisessa niin paljon kuin kohtuudella voidaan vaatia.

"When the Creator made man He put in him the capacity for going to the devil if he chose."

—Dr. Frank Crane.

ing and subscribing to the following oath: "I hereby declare, on oath, that I absolutely and entirely renounce and abjure forever all allegiance and fidelity to every foreign power, prince, potentate, state or sovereignty, and particularly to (insert name of sovereignty) of whom I have heretofore been a subject (or citizen); that I will support and defend the Constitution and Laws of the United States of America against all enemies foreign or domestic and that I will bear true faith and allegiance to the same. So help me God."

By order of the Court the applicant is then admitted to be a citizen of the United States and is given a Certificate of Naturalization which is called his Second Paper. This he should carefully preserve as it may be necessary to exhibit the same in proof of his citizenship at various times throughout his life.

None of these steps leading to citizenship is difficult or expensive, and while the applicant must appear in person before the Court, it should always be remembered that the Court is a friendly institution, and that every reasonable effort will be made to assist the person seeking citizenship to acquire that privilege.

"A good citizen is a person who loves his country, who does his best to make it prosperous, who tries to comply with the law, who is just, upright, and says what he means, who votes for the person who has most ability to hold the office, and who works for the common good."

Muita tärkeitä tietoja.

Kun ulkomaalainen tulee kansalaiseksi, tulee hänen vaimonsa ja ne lapset, jotka ovat alle 21 vuoden ikäisiä ja jotka ovat syntyneet ulkomaalla mutta tulleet tähän maahan ennenkuin he ovat täyttäneet mainitun iän, tämän hänen toimenpiteensä kautta myöskin kansalaiseksi.

Kun ulkomaalainen nainen menee naimisiin Yhdysvaltain kansalaisen kanssa, tulee hän myös kansalaiseksi tämän avioliiton kautta.

Kun nainen, joka on Yhdysvaltain kansalainen, menee avioliittoon ulkomaalaisen kanssa, menettää hän kansalaisoikeutensa ja tulee hänestä sen maan kansalainen, jonka alamainen hänen miehensäkin on.

Kaikkien, sekä rikkaiden että köyhäin, tässä maassa syntyneiden ja ulkomailla syntyneiden, äänet ovat samanarvoisia tämän maan asioiden hoidossa.

Passi on virallinen paperi, joka annetaan tämän maan kansalaiselle, hänen aikoessaan vieraillla ulkomailla ja toivoessaan saavansa suojelusta tämän maan taholta ulkomailla oleskellessaan.

Kansalaistutettu Yhdysvaltain kansalainen voi saada passin esittämällä Toiset Paperinsa Oikeuden Kirjurille ja tekemällä tämän virkamiehen kautta hakemuksen Yhdysvaltain hallitukselle passin saamiseksi.

"It does not take much brains to do as you please. It takes a good deal of character to do as you ought."

—Dr. Frank Crane.

Other Facts of Interest.

When an alien becomes a citizen his wife and those children who are under 21 years of age who were born abroad and came to this country before they reached that age, are by his act also made citizens.

When a woman who is an alien marries a citizen of the United States, she also becomes a citizen by virtue of such marriage.

When a woman who is a citizen of the United States marries an alien, she loses her citizenship and takes on the nationality of her husband.

The vote of any citizen counts as much in the government of the country as the vote of any other, be he rich or poor, native-born or foreign-born.

A passport is an official paper given to a citizen of this country who intends to visit any other country and who wishes to receive the protection of this country while he is abroad.

A naturalized citizen may apply for a passport by presenting his Second Paper to the Clerk of Court and making application therefor through that officer to the Government of the United States.

ANNUAL REPORT OF THE
**AMERICANIZATION
COMMITTEE**
of the CITY OF DULUTH

By the Executive Secretary



**THE LARGEST HUMAN
FELLOWSHIP**

WE want Americanization to mean help; we want it to mean sympathy; we want it to mean understanding; we want it to mean largeness of view and not smallness or narrowness. We want it to mean, not patronage, but the largest human fellowship. We want that word translated into terms of living conditions for men, of an America that will mean something to the man that comes across the water from the other side, who has come to us with a different understanding of the word liberty from that which we have had. —FRANKLIN K. LANE,
Secretary of the Interior

OFFICE AND NATURALIZATION BUREAU
312 W. SUPERIOR STREET

Exhibit 25

The Secretary,
Americanization Committee of Duluth,

Room 5, Mesaba Block,
407 West Superior Street,

Duluth, Minn.

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Citizenship Series.

Booklet C.

14.
FINNISH DAILY PUB CO., PRINTERS, DULUTH

"Seek to find the best that is in others, and by so doing you will bring out the best that is in yourself."

Kansalaisuudesta johtuvia etuisuuksia.

Äänestysoikeutensa kautta on kansalaisella, sekä maassa syntyneellä että kansalaistuneella välitön ja kaikkien kanssa yhtäläinen äänivalta maan hallinnossa. Hän ja hänen vaimonsa ja lapsensa ovat Yhdysvaltain suojeluksen alaisia vieraillessaan ulkomailla. Hänellä on oikeus omistaa ja luovuttaa omaisuutta, hoitaa yleistä virkaa, saada kunnia-asemia ja täyttää luottotoimia sekä siviilielämässä että armeijassa ja laivastossa ja sodan aikana eivät useat rajoitukset, jotka koskevat ulkomaalaisia, tule koskemaan häntä. Täten on myös kansalaisella etusija paikansaannissa ulkomaalaiseen nähden, heidän hakiessaan samaa työpaikkaa muuten samoilla edellytyksillä joko rauhan tai sodan aikana.

Ulkomaalaisen epäedullinen asema.

Ulkomaalaisella ei ole äänioikeutta yleisissä vaaleissa eikä välitöntä äänivaltaa maan hallinnossa. Yleisesti puhuen, hän ei saa hoitaa yleistä virkaa eikä olla hallituksen luottotoimissa. Hänellä on vähemmän mahdollisuutta saada halumaansa työtä kilpaillessaan sen saannista kansalaisen kanssa. Hänellä on vähemmän harrastusta englanninkielen lukemiseen ja kirjoittamiseen ja amerikkalaisen elintason saavuttamiseen sekä amerikkalaiseen ajatteluun ja toimintaan, ja nämä seikat saattavat olla es-

"Kindness to animals is a sure sign of real goodness of heart."

Advantages of Being a Citizen.

Through his right to vote a citizen, whether native-born or naturalized, has a direct and equal voice in the government of the country. He and his wife and children have the protection of the United States while visiting foreign countries. He may own and bequeath property, may hold public office, may fill positions of honor and trust either in civil life or in the army or navy, and in time of war he is not subject to many of the restrictions imposed upon aliens. Other things being equal, a citizen enjoys priority of employment both in peace and war, as against an alien applying for the same position.

Disadvantages of Being an Alien.

An alien has no vote in general elections and no direct voice in the government of the country. Speaking generally, he cannot hold public office, or positions of trust under the government. He is less likely to obtain desirable work when competing with citizens for employment. He has less incentive to read and write English and to attain American standards of living,

"Whether a man be strong or weak, rich or poor, wise or foolish, depends mostly on circumstances that surround him from his birth; but whether a man be good or bad, righteous or wicked, depends upon his own free will."
—Talmud.

teen hänen vastaiselle menestykselle. Jos hän lähtee tästä maasta vaikka vain vierailulle ja pyrkii tienne uudestaan, on hän kulloinkin vallitsevain siirtolaisuuslakien määräysten alainen. Sodan aikana saatetaan häneen ja hänen omaisuuteensa sovelletta rajoituksia, joista kansalaiset ovat vapautetut. Matkustaessaan ulkomaille ei hän saa suojelusta Yhdysvalloilta.

Perintö- ja lahjoitusasioita sekä leskien eläkkeitä koskevat lait tässä maassa ja muut valtiolliset ja kansalliset edut, kansalaisia varten, eivät hyödytä ulkomaalaisia samassa määrässä, ja tulevaisuudessa ne voivat olla heille vieläkin vähemmän hyödyksi.

thought and action, and this may interfere with his future prosperity. If he leaves this country for a visit and seeks to return, he will be subject to the immigration laws then in force. In time of war his person and property may be subject to restrictions not imposed on citizens. If he travels in a foreign country he does not have the protection of the United States while there.

The laws of this country in regard to inheritance and bequests, widows, pensions and other state and national benefits applying to citizens, do not benefit aliens in the same degree, and may benefit them even less in the future.



"A man must stand erect himself, and not be held erect by others."

"There is imposed upon us a supreme obligation to develop the real that we are into the ideal that we ought to be."

— Alfred M. ...

**Valtiot, Territoriot ja niiden pääkaupungit, y. m.
States, Territories and their Capitals, etc.**

Valtio State	Lyhenn. Abbreviation	Pääkaupunki Capital	Suurin kaupunki Largest City	Area Sq. Miles	Rep. in Cong.
Alabama	Ala.	Montgomery	Birmingham	52,250	10
Arizona	Ariz.	Phoenix	Tucson	113,020	1
Arkansas	Ark.	Little Rock	Little Rock	53,850	7
California	Calif.	Sacramento	San Francisco	158,363	11
Colorado	Col.	Denver	Denver	103,925	4
Connecticut	Conn.	Hartford	New Haven	4,990	6
Delaware	Del.	Dover	Wilmington	2,050	1
Florida	Fla.	Tallahassee	Jacksonville	58,650	4
Georgia	Ga.	Atlanta	Atlanta	59,475	12
Idaho	Ida.	Boise	Boise	84,800	2
Illinois	Ill.	Springfield	Chicago	56,650	27
Indiana	Ind.	Indianapolis	Indianapolis	36,350	13
Iowa	Iowa	Des Moines	Des Moines	56,025	11
Kansas	Kan.	Topeka	Kansas City	82,080	8
Kentucky	Ky.	Frankfort	Louisville	40,490	11
Louisiana	La.	Baton Rouge	New Orleans	48,720	8
Maine	Me.	Augusta	Portland	33,010	4
Maryland	Md.	Annapolis	Baltimore	12,210	6
Massachusetts	Mass.	Boston	Boston	8,315	16
Michigan	Mich.	Lansing	Detroit	58,913	13
Minnesota	Minn.	St. Paul	Minneapolis	53,365	10
Mississippi	Miss.	Jackson	Meridian	46,819	8
Missouri	Mo.	Jefferson City	St. Louis	69,415	16
Montana	Mont.	Helena	Butte	146,650	2
Nebraska	Neb.	Lincoln	Omaha	77,510	6
Nevada	Nev.	Carson City	Reno	110,700	1
New Hampshire	N. H.	Concord	Manchester	9,305	2
New Jersey	N. J.	Trenton	Newark	7,185	12
New Mexico	N. M.	Santa Fe	Albuquerque	122,530	1
New York	N. Y.	Albany	New York	49,170	43
North Carolina	N. C.	Raleigh	Wilmington	52,250	10
North Dakota	N. D.	Bismarck	Fargo	70,795	3
Ohio	Ohio	Columbus	Cleveland	41,060	22
Oklahoma	Okla.	Oklahoma City	Oklahoma City	70,507	8
Oregon	Ore.	Salem	Portland	46,030	3
Pennsylvania	Pa.	Harrisburg	Philadelphia	45,215	36
Rhode Island	R. I.	Providence	Providence	1,250	3
South Carolina	S. C.	Columbia	Charleston	30,370	7
South Dakota	S. D.	Pierre	Sioux Falls	77,659	3
Tennessee	Tenn.	Nashville	Memphis	42,050	10
Texas	Tex.	Austin	San Antonio	265,780	13
Utah	Utah	Salt Lake City	Salt Lake City	84,970	2
Vermont	Vt.	Montpelier	Burlington	9,565	2
Virginia	Va.	Richmond	Richmond	42,450	10
Washington	Wash.	Olympia	Seattle	69,180	5
West Virginia	W. Va.	Charleston	Wheeling	24,780	6
Wisconsin	Wis.	Madison	Milwaukee	56,040	11
Wyoming	Wyo.	Cheyenne	Cheyenne	97,890	1
				Total	456

Territories and Their Capitals, and District of Columbia.
 District of Columbia, Washington, D. C. 70 Sq. miles.
 Alaska, Juneau, 590,084 Sq. miles. Hawaii I'ds., Honolulu, 6,740 Sq. miles. Porto Rico, San Juan
 Alaska, 1 delegate; Hawaii, 1 delegate; Philippines, 2 commissioners; Porto Rico, 1 commissioner.

"It is excellent to have a giant's strength; but it is tyrannous to use it like a giant."



THIS BOOKLET is designed to help all who wish to become citizens of the United States —those who attend the night schools and lectures, and those also, who for any reason, cannot so attend

TÄMÄN kirjasen tarkoitus on auttaa kaikkia, jotka haluavat tulla Yhdysvaltain kansalaisiksi — niitä, jotka käyvät iltakouluissa ja luennoissa, kuin myöskin niitä, jotka yhden tai toisen syyn takia eivät voi niissä käydä.

Citizenship Series.

Booklet C.

FINNISH DAILY PUB. CO. PRINTERS, DULUTH

Date _____ 19____

To the Secretary,
AMERICANIZATION COMMITTEE OF DULUTH.

Dear Sir:

We desire to form a local committee here to assist you in giving publicity to, and to secure good attendance at the entertainments, evening schools, and Americanization work among our people. Please send a member of your committee to tell us how we can assist.

NAME

ADDRESS

NATIONALITY

Name of Society

Sec'y

Res.

ANNUAL REPORT OF THE
**AMERICANIZATION
COMMITTEE**
of the CITY OF DULUTH

By the Executive Secretary



THE LARGEST HUMAN
FELLOWSHIP

WE want Americanization to mean help; we want it to mean sympathy; we want it to mean understanding; we want it to mean largeness of view and not smallness or narrowness. We want it to mean, not patronage, but the largest human fellowship. We want that word translated into terms of living conditions for men, of an America that will mean something to the man that comes across the water from the other side, who has come to us with a different understanding of the word liberty from that which we have had. —FRANKLIN K. LANE,
Secretary of the Interior

OFFICE AND NATURALIZATION BUREAU
312 W. SUPERIOR STREET

Exhibit 25

PLACE
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STAMP
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The Secretary,
Americanization Committee of Duluth,

Room 5, Mesaba Block,

407 West Superior Street,

Duluth, Minn.

AMERICANIZATION COMMITTEE —OF THE— CITY OF DULUTH

HON. WM. A. CANT, Chairman
ALBERT B. CLARFIELD, Executive Secretary

E. J. MANEY, Treasurer

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OFFICE AND NATURALIZATION BUREAU
312 WEST SUPERIOR STREET

Annual Report of Albert B. Clarfield, Executive Secretary, Americanization Committee of the City of Duluth, for the year 1918-19.

To the Americanization Committee of the City of Duluth.
The report of the Executive Secretary of this Committee for the past year is as follows:

Americanization Defined.

The term "Americanization" has of late been applied to the process by which people who come to our shores from foreign lands are developed by means of education and social service into American citizens.

Americanization means the invitation of the native-born or naturalized citizens to the foreign-born for a single-hearted American citizenship and undivided loyalty to America and its ever enlarging ideals. The foreign-born are welcomed not merely as persons to be instructed in Americanism, but as persons indispensably co-operating in the creation of the new mentality which this continent shall see arise.

Americanization is not only what the native population is trying to teach the foreign-born, but also what the foreign-born in turn have to teach the native population.

Various agencies are employed to bring about this desideratum.

Initial Steps.

The Americanization Committee of the City of Duluth was organized in August, 1918, with the help of several public-spirited men and women and under the auspices of the Duluth Commercial Club and the Board of Education.

On September 1st, 1918, Mr. Albert B. Clarfield was engaged as executive secretary.

The practical part of an Americanization program can be, roughly speaking, classified as follows: Publicity work and substantial Americanization work.

During the first period of the activities of the Committee, up to October 11th, when the "Flu" ban was put on, the Committee was mainly concerned with the advertising of the Night Schools and other work in connection therewith.

The following was done during that period:

1500 attractive posters in English and in six foreign vernaculars were posted throughout greater Duluth;

10,000 eight page folders in English and in six foreign vernaculars were distributed through the schools, churches, shops, factories, lodges, societies and boarding houses.

Slides on the opening of the Night Schools were shown on the screen of every theatre in Duluth;

The local English and the local foreign language press gave their columns freely to advertise the Night Schools.

The Night Schools.

It was early noticed that the Night Schools attract a very small proportion of the foreign born for many reasons on which we can not dwell in this report.

The teaching of the language of America to the immigrant is only a means to an end and not the end itself. There are other means which should not be overlooked, for they are of great importance in the process of welding the new American into the life of America, so that he may make manifest his own contributions to that life. It is to be remembered that Americanization is a process of reciprocal adjustment. The transformation which results is not a one-sided one by any means. Teaching English is an incident in the great task of Americanization.

The activities of the Committee were greatly hindered by the "Flu" ban but it became possible to continue and intensify the work after the ban was lifted, November 29th, 1918.

Mr. A. L. Turner, educational secretary of the Y. M. C. A., was engaged to lead a Saturday morning class for teachers of the night classes for foreigners. This class continued for a number of weeks. The Executive Secretary was invited to deliver one lecture on "How to Approach the Non-English Speaking People in the Class Room." The knowledge of the English language is not enough to qualify the individual to teach English to foreigners. In order to teach the immigrant the language of America and to convey to the immigrant the true American spirit, the teacher must know the American language, Americanization and the immigrant. The good teacher teaches the pupil through the heart as well as through the head. If our language is part of Americanization, the ideals and ideas of America—things of the spirit—are part of Americanism, and Americanization without Americanism is a dead letter.

During the year the executive secretary made 28 visits to the night classes in English for foreigners held in the schools of the various parts of the city.

By efforts of the Chairman an evening class, in English, was established in the Court House. A class was also established in the Webster School for the Finnish people of the neighborhood. Mrs. Victor Gran volunteered to teach this class.

There was also a class in English for foreigners at the Y. M. C. A. and an afternoon class for women at the Y. W. C. A.

It was estimated that the evening schools for the non-English speaking people never attract more than between 5 to 10 per cent of the foreign born. The problem that confronts the school authorities is not how to get the aliens into the night schools, but how to keep them there. The evening school is only one agency in the Americanization of the alien. There are many others. It is also necessary to remember that education is a slow process, and that even a great many educated people are lacking in linguistic abilities.

Naturalization Bureau.

A Naturalization Bureau was established at the office of the Committee and more than two thousand persons have been assisted by making out for them all kinds of papers and giving legal advice as to naturalization.

In addition to all other means of contact with the thousands of aliens of greater Duluth, the draft lists of the Local Boards and the statistical data of the Minnesota Public Safety Commission were used for contact with the aliens by means of communications through the mails. Contact was also established with the lodges and societies of the immigrants.

Community Center Meetings.

The Community Center idea is one of the great means of reaching the heart and soul of the New American. Community gatherings in the school buildings for the residents of the neighborhood, musical programs given at these meetings, in which children of the school participate, community singing and other features tend to awaken the proper emotional response. The Duluth experiment in this direction, notwithstanding all the obstacles which were encountered,

TABLE OF MEETINGS AND ATTENDANCES.

Kind of Meeting	Sept. and Oct.		Nov.†		Dec.		Jan.		Feb.		March		April		May		June		July		Total	
	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.
1 Naturalization Classes					6	178	7	472	10	953	20	1,237	22	1,453	26	1,538	18	993	6	329	115	7,153
2 Shops and Factories	2	300			2	78									5	127	3	61	6	900	18	1,466
3 Addresses to Lodges and Societies	3	160			4	355	10	565	8	270	13	1,097	3	280	1	*	1	40			43	2,767
4 Community Centers	3	700			9	1,555	16	2,114	11	1,070	3	268	9	955	1	120			1	200	53	6,982
5 Addresses in Churches									2	*	1	*	2	*	1	*					9	
6 Addresses to Other Societies											1	*			1	*					8	
Total	8	1,160	21	2,166	33	3,151	31	2,293	38	2,602	36	2,688	35	1,785	31	1,094	13	1,429	Grand Total	246	18,368	

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The success of the Community Center meetings in the Public Schools for the men, women and children of the neighborhood would have been impossible without the ready response of the many public spirited men and women of Duluth, who delivered lectures and addresses at these gatherings. (See table on pages 14 and 15).

Meetings in Shops and Factories.

Our meetings in the shops and factories were not numerous. The purpose of these meetings was two-fold: to stimulate the aliens to take the necessary steps toward naturalization and to instruct them in the necessary preliminary knowledge, in accord with the requirements of the naturalization law.

Most of the meetings of the first kind were held at the Missabe Ore Docks, where the employees are prevailing aliens. During the month of July the following lectures were given by the Executive Secretary during the noon hour and the same lectures were repeated during the midnight hour to the night shift: 1, The Advantages of American Citizenship; 2, What It Means to Be An American; and 3, Who Are Making the Laws in America.

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found the Americanization influence must be made felt. The immigrant gets his lasting impression of America not by what we tell him in words, but by the way we treat him, by the way we act towards him. We can not Americanize the foreigners unless we be Americans in the best sense of the word ourselves. The surest way of making the alien an American is to treat him as an American.

Americanization a Two-fold Problem.

The Americanization problem which confronts this nation today, as is the case with any other problem, is fully understood only by the few. The active worker in the field is therefore facing a two-fold problem: to stimulate a greater interest of the native Americans in this movement, gain their confidence and create a desire on their part to help do the practical every-day work, and on the other hand to do substantial Americanization work among the foreign born in the various lines of activity.

Public attention and interest is one of the prerequisites for the successful accomplishment of any task, the purpose of which is to reach great numbers of people; it creates the necessary background and sympathetic atmosphere, the importance of which should not be underestimated. Sympathy on the part of the native Americans of all classes in the Americanization movement, its aims, purposes and aspirations, serves not only those who are the objects of our sympathies, but it serves to make a nobler and better America. It serves to make America a power house of energy for the reconstruction of a world which is deadly tired from the scourges of war and its after effect—Bolshevism.

During the year the executive secretary addressed a number of societies and organizations of Duluth and delivered several addresses in churches. (See items 5 and 6 of table on page 8).

Co-operation of Individuals and Organizations.

This report would not be complete without recognition of the invaluable assistance rendered by various organizations throughout the city of Duluth.

Chief among them have been the city itself, through its Mayor, Hon. C. R. Magney; the Board of Education, through

Dr. K. J. Hoke, Superintendent of Schools; the Y. M. C. A., within whose walls many meetings were held, who through Mr. R. J. Wilson rendered efficient aid; and the Duluth Commercial Club, under whose auspices this Committee was organized.

In addition, constant attention and active participation in our work was given by various of the women's organizations and by individual men and women throughout the city; many of these including also practically the entire membership of this Committee have been ready at all times to do their part of the actual work in hand.

The Executive Committee has been in immediate charge of this work and has given the same constant direction.

From a financial standpoint our work has been made possible by the generous support of a small group of men of large affairs, who in many ways have manifested their approval of our work.

The office of the Committee has been in offices devoted in part to the general welfare work of the city in charge of Mr. Frank Hicks, from whom generous assistance has been had.

Lodges and Societies of the Foreign Born.

In our work it has been found necessary to establish friendly and sympathetic relations with the foreign-born through their various societies and lodges and to make them feel that America is expecting them to contribute much of value to the progress of our country.

The Executive Secretary has therefore acquainted himself with such societies and lodges and has been welcomed among them on various occasions, when he has delivered addresses among them. (See item 3, table on page 8).

Naturalization Classes.

The Naturalization Class at the Y. M. C. A., organized by the Committee, met twice a week. Great interest in the work was shown by the members of this class and those of the other Naturalization Classes. The total number of students enrolled during the year in the Naturalization Class at the Y. M. C. A. was 399, with an average attendance exceeding one hundred.

Other Naturalization Classes were formed at the Denfeld High School for the convenience of the people of West Duluth and at the Stowe School for the people of Gary-New Duluth

section of the city. Lectures in Government were also given to the Night School students of the Lincoln Jr. High School.

The lectures to the Naturalization Classes consisted of a series of 12 lectures as follows: 1, Physical Geography of the United States; 2, Political Geography of the United States; 3, History of the United States up to the Civil War; 4, History of the United States from the Civil War up to the Spanish-American War; 5, Current History of the United States; 6, General Framework of the American Government; 7, Legislative Department of the National Government; 8, Executive Department of the National Government; 9, Judicial Department of the National and State Governments; 10, The Government of the State of Minnesota; 11, The Government of the City of Duluth and of St. Louis County; 12, General Review. (See item 1, table on page 8, and picture on page 13).

These lectures were given by the Executive Secretary and by a number of others who generously responded when called upon for such work and who rendered a fine and unselfish public service therein. The names of those who so participated are found in the table on pages 14 and 15 hereof.

An examination of those who had completed the series of lectures in the Naturalization Classes was held May 28th. Thirty-four members were found entitled to the Certificate, which is issued by the Committee and the Board of Education.

Another similar examination was held June 24th. Fifty-eight people were found entitled to the Government Diploma, which entitles the holders who are petitioning for citizenship to credit on the part of the U. S. Naturalization Examiner at the Naturalization hearings.

The above examinations were held in the presence of representatives of this Committee, of the Board of Education, and Mr. R. K. Doe, U. S. Naturalization Examiner. The Executive Secretary acted as examiner.

The Lectures were supplemented by the use of the Students' Textbook, issued by the Bureau of Naturalization, United States Department of Labor. We also used for review the booklet, "How to Become an American," and the folders, "My Country, a Patriotic Creed for Americans," and "National, State and Local Officers," issued by the Committee.

Ceremonies for New Citizens.

Two hundred people met at the banquet given by the Americanization Committee to the newly made citizens at the Y. M. C. A., April 9th, 1919. Thirty-eight certificates were distributed at this meeting to the graduates from our Naturalization Classes. A fine musical program was rendered and comprehensive addresses were delivered by Hon. Wm. A. Cant, chairman of the Committee, who presided; Hon. C. R. Magney, the mayor; Rev. Dr. Geo. Brewer, Miss Frances Earhart, Mr. O. J. Larson, Dr. K. J. Hoke and Mr. A. B. Clarfield.

The graduation exercises in honor of the newly made citizens, July 2nd, 1919, at the Auditorium of the Central High School, was the final event of the year. Mayor C. R. Magney presided. Addresses were delivered by Mr. A. A. Farrington, Mr. I. K. Lewis, Rev. John Schaibly and Mr. A. B. Clarfield. Splendid musical numbers were given by Mrs. Tom Miller, violin; little Elizabeth Swanson, songs; Miss Perie Reynolds, soprano; and Mrs. Mullin, piano. Mayor C. R. Magney distributed 86 certificates to the graduates from our Naturalization classes. All those holding such certificates have been admitted as citizens of the United States.

Americanization and Foreign-born Women.

A most important field for Americanization work is among the foreign-born women. This is especially so in view of the recent legislation in our State conferring upon women the right to vote for President of the United States. Provision is being made for carrying on this work during the coming year. It is worthy of special note that henceforth the judges of the District Court of the 11th Judicial District, which includes our city and county, will require the wives of applicants for second papers to be present with their husbands and to submit to an examination the same as they.

Circulars and Other Matter Issued in English and in Foreign Vernaculars.

In addition to the advertising matter noted before, the following printed matter has been issued during the year by the Committee:

- 3,000 circulars entitled, "What is Americanization and What is the Americanization Committee of Duluth endeavoring to do?"
- 2,000 letter circulars to employers of labor;

TABLE OF SPEAKERS AND NUMBER OF ADDRESSES.

Lecturers and Speakers	Sept. and Oct.	†Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Total
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Geo. W. Atmore			1								1
Paul Amundsen					1	1					2
Dr. Carol Aronovici							1				1
Mrs. Boggio (in Italian)	1		1	1							3
Rev. Geo. Brewer					3	1	1				5
Hon. Wm. A. Cant	1		4	3	3	1	3	17	25	12	182
A. B. Clarfield	8		17	23	23	27	30				2
Mrs. W. S. Covey				2							2
James Camaras (in Greek)				1							1
F. Crassweller				1							1
J. G. Cedergren						1					1
H. A. Courtney								2	1		3
W. J. Dutcher				1				1			2
Hon. H. A. Dancer					1						1
Miss Frances Earhart							1				1
Hon. Bert Fesler	1					1				1	2
A. A. Farrington						1	1				2
H. C. Fulton											2
G. A. Glycer			2								2
Victor Gran (in Finnish)			1	1	1		1				4
Mrs. Victor Gran (Leader of Mother's Club)											1
B. M. Goldberg								1			1
Anthony Grabarkiewicz (in Polish)					1		1				2
L. C. Gilbertson						1			1		2
R. M. Hughes							2				2
Miss I. Higgins								2	2		4
Thomas J. Joyce								2			2
John D. Jenswold											4
Corp. Kennedy			1	1	2						3
E. J. Kenney				1			1	1			3
O. J. Larson					1	1	1				3
I. K. Lewis										1	1
Mayor C. R. Magney			1	1			1			1	4
W. S. McCormick				3							3
W. E. McEwen				3							3
Miss J. L. Miettinen (in Finnish)				1							1
John Movern (in Slovenian)				1							1
L. McHugh					2						2
Chas. S. Mitchell						1					1
J. W. Meyers						2	1				3

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TABLE OF SPEAKERS AND NUMBER OF ADDRESSES—Continued.

Lecturers and Speakers	Sept. and Oct.	†Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Total
	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Hugh J. McClearn										1	1
John H. Norton						1					1
J. G. O'Neil				5							5
W. I. Prince			1	2							3
Hon. Wm. A. Pit-tenger			1					1			2
Rev. Fr. Piernat (in Slovenian)				1							1
J. Pollay						1					1
Rev. J. Schaibley	1			1						1	3
C. H. Salminen (in Finnish)			1	1							2
W. L. Smithies				1							1
Miss A. Stern					3						3
E. F. Starkey					1		1	2		1	5
Miss Edith Shearer							2				2
Geo. B. Sjoselius							1				1
G. H. Spear								1			1
F. L. Whitney				2							2
C. E. Wallace				1							1
R. J. Wilson				2	3		1	3			9
B. N. Wheeler						1	1				2
Miss O. Williams						1	1				2
Miss Mary Wilkin-son							1	2			3
Rev. J. Zarilli (in Italian)				1							1
Miss A. Ziegler				1							1

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1,000 letter circulars to ministers, priests, and others;
 1,000 letter circulars to the Lodges and Societies of the Foreign-born;
 2,000 circulars in the Swedish language;
 1,000 circulars in the Norwegian language;
 4,000 circulars in the Finnish language;
 5,000 letter circulars to the aliens whose names appear on the draft records of the Local Boards;
 6,000 letter circulars to the "Declarants" whose names appear on the green cards sent to us by the Bureau of Naturalization;
 9,000 circulars advertising the Naturalization Classes;
 1,000 posters advertising the shop and factory meetings;
 1,000 posters advertising the re-opening of the Night Schools after the lifting of the "flu" ban;
 20,000 invitations to the Community Center Meetings.

Booklets and Folders.

The booklet "How to Become an American," which has been widely circulated, was prepared by the Chairman, with the assistance of other members of the Committee. It gives in concise form much information concerning the Government of our Country, National, State and Local, and explains how an alien may become a citizen of the United States. It contains also well selected cuts, useful tables, and a map of the United States. The booklet has been copyrighted for the benefit of the Committee and has been printed in the following quantities:

In English, 5,000 copies;
 In Italian-English, 5,000 copies;
 In Finnish-English, 5,000 copies.

The Committee also issued useful folders in the following quantities:

10,000 folders entitled "My Country, a Patriotic Creed for Americans," written by Dr. Frank Crane of New York.
 10,000 folders entitled "National, State and Local Officers."

Americanization Conferences.

The Executive Secretary attended the National Americanization Conference, which was held in Washington, D. C.,

May 12-15, under the auspices of the Department of the Interior.

The first Minnesota Americanization Conference, which was held in Minneapolis, June 27-28, was attended by the Executive Secretary and Miss Jean Poirier, who delivered addresses and participated in the discussions.

In June the executive secretary addressed in Virginia, Minn., a meeting of men and women who are interested in furthering of the Americanization work in the towns on the Iron Range, and teachers who do Americanization work. The secretary also covered most of the towns on the Iron Range for the purpose of popularizing the literature which is issued by the Committee.

Conclusion.

This Committee is one of many agencies seeking the betterment of American citizenship. America has many problems. They can be solved only through the development of the higher type of men and women as citizens of our great land. We are trying to do our part.

A. B. CLARFIELD,
 Executive Secretary.

August 1st, 1919.



COUNTY COURT HOUSE.



NATURALIZATION CLASS



BANQUET FOR NEW CITIZENS



The Big Problem

By

Edgar A. Guest

He's a hunkie or a wop, he's a dago or a Greek,
And the language of our country is a tongue he cannot speak.
He has sought the land of freedom for the dream is in his breast,
And he's groping rather blindly for the things he knows are best,
He's a power for good or evil, he will hate us or reverse
And become a friend or traitor from the way we treat him here.

He has heard about our country in a vague and hazy way,
It's the land where men are happy and where little children play,
But he's strange to all the customs that surround him now he's here,
And he misses much that's spoken, but he understands a word,
He would like to do as we do, but he doesn't quite know how,
And he'll never grow to like us, if we neglect him now.

There's a mighty force within him if we only understand,
We can spurn it to our danger, or can mould it to our hand,
We can turn our backs upon him, or can make of him a friend,
Who will come to speak our language and the flag we love defend,
But it's not enough to pay him for the labor of his hand,
We must teach him all our customs till he learns to love our land.

He's a hunkie or a wop, he's a dago or a Greek,
But he's very busy thinking, tho his thoughts he cannot speak.
In the future he'll be something—that is true of every man—
And the blame may be upon us if he's not American.
So let's make of him a Yankee and let's treat him as a friend,
And let's teach him love of freedom—it will pay us in the end.

—(Copyright 1919 by Edgar A. Guest)



"One God, one country, one destiny. This is the gospel of American nationality."
—Wendell Phillips.



Exhibit 13

"A star for every state, and a state for every star."
—Robert C. Winthrop.

... the Star Spangled Banner in triumph shall wave,
O'er the land of the free, and the home of the brave.
—Star Spangled Banner.

National, State and Local Officers

Published by the
Americanization Committee
of the City of Duluth

Duluth, Minnesota

"Being ignorant is not so much a shame as being unwilling to learn."

—Benjamin Franklin.

AMERICANIZATION COMMITTEE —OF THE— CITY OF DULUTH

HON. WM. A. CANT, Chairman E. J. MANEY, Treasurer
ALBERT B. CLARFIELD, Executive Secretary

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J. M. Davidson
Dr. K. J. Hoke
I. K. Lewis
W. E. McEwen
E. A. Silberstein
R. J. Wilson
A. B. Clarfield, Executive Sec.

Finance—

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H. R. Armstrong
J. E. Ten Eyck
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Publicity—

E. A. Silberstein, Chairman
A. F. Ferguson
W. L. Smithies
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Miss Frances Earhart
Miss Jean Poirier
Mrs. C. E. Spring
George W. Atmore
A. L. Turner
R. D. Chadwick

Naturalization—

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Mrs. John McLeod
O. J. Larson
A. Castigliano
W. J. Dutcher
John Movern
Miss Marie Watkins

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Mrs. W. S. Covey
Mrs. C. F. How
Mrs. Victor Gran
Mrs. W. J. Sullivan
J. M. Davidson
Hon. C. R. Magney
J. R. Batchelor

Members of General Committee—

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Miss Edith Shearer
Rev. Fr. S. A. Iciek
Miss L. Ella Roe
Mrs. E. J. Kenny
A. G. Catlin
R. K. Doe
W. E. Hammond
E. M. Lambert
Rev. Fr. D. W. Lynch
J. R. McGiffert
J. G. O'Neill

OFFICE AND NATURALIZATION BUREAU
312 WEST SUPERIOR STREET

Annual Report of Albert B. Clarfield, Executive Secretary, Americanization Committee of the City of Duluth, for the year 1918-19.

To the Americanization Committee of the City of Duluth.

The report of the Executive Secretary of this Committee for the past year is as follows:

Americanization Defined.

The term "Americanization" has of late been applied to the process by which people who come to our shores from foreign lands are developed by means of education and social service into American citizens.

Americanization means the invitation of the native-born or naturalized citizens to the foreign-born for a single-hearted American citizenship and undivided loyalty to America and its ever enlarging ideals. The foreign-born are welcomed not merely as persons to be instructed in Americanism, but as persons indispensably co-operating in the creation of the new mentality which this continent shall see arise.

Americanization is not only what the native population is trying to teach the foreign-born, but also what the foreign-born in turn have to teach the native population.

Various agencies are employed to bring about this desideratum.

Initial Steps.

The Americanization Committee of the City of Duluth was organized in August, 1918, with the help of several public-spirited men and women and under the auspices of the Duluth Commercial Club and the Board of Education.

On September 1st, 1918, Mr. Albert B. Clarfield was engaged as executive secretary.

The practical part of an Americanization program can be, roughly speaking, classified as follows: Publicity work and substantial Americanization work.

During the first period of the activities of the Committee, up to October 11th, when the "Flu" ban was put on, the Committee was mainly concerned with the advertising of the Night Schools and other work in connection therewith.

The following was done during that period:

1500 attractive posters in English and in six foreign vernaculars were posted throughout greater Duluth;

10,000 eight page folders in English and in six foreign vernaculars were distributed through the schools, churches, shops, factories, lodges, societies and boarding houses.

Slides on the opening of the Night Schools were shown on the screen of every theatre in Duluth;

The local English and the local foreign language press gave their columns freely to advertise the Night Schools.

The Night Schools.

It was early noticed that the Night Schools attract a very small proportion of the foreign born for many reasons on which we can not dwell in this report.

The teaching of the language of America to the immigrant is only a means to an end and not the end itself. There are other means which should not be overlooked, for they are of great importance in the process of welding the new American into the life of America, so that he may make manifest his own contributions to that life. It is to be remembered that Americanization is a process of reciprocal adjustment. The transformation which results is not a one-sided one by any means. Teaching English is an incident in the great task of Americanization.

The activities of the Committee were greatly hindered by the "Flu" ban but it became possible to continue and intensify the work after the ban was lifted, November 29th, 1918.

Mr. A. L. Turner, educational secretary of the Y. M. C. A., was engaged to lead a Saturday morning class for teachers of the night classes for foreigners. This class continued for a number of weeks. The Executive Secretary was invited to deliver one lecture on "How to Approach the Non-English Speaking People in the Class Room." The knowledge of the English language is not enough to qualify the individual to teach English to foreigners. In order to teach the immigrant the language of America and to convey to the immigrant the true American spirit, the teacher must know the American language, Americanization and the immigrant. The good teacher teaches the pupil through the heart as well as through the head. If our language is part of Americanization, the ideals and ideas of America—things of the spirit—are part of Americanism, and Americanization without Americanism is a dead letter.

During the year the executive secretary made 28 visits to the night classes in English for foreigners held in the schools of the various parts of the city.

By efforts of the Chairman an evening class, in English, was established in the Court House. A class was also established in the Webster School for the Finnish people of the neighborhood. Mrs. Victor Gran volunteered to teach this class.

There was also a class in English for foreigners at the Y. M. C. A. and an afternoon class for women at the Y. W. C. A.

It was estimated that the evening schools for the non-English speaking people never attract more than between 5 to 10 per cent of the foreign born. The problem that confronts the school authorities is not how to get the aliens into the night schools, but how to keep them there. The evening school is only one agency in the Americanization of the alien. There are many others. It is also necessary to remember that education is a slow process, and that even a great many educated people are lacking in linguistic abilities.

Naturalization Bureau.

A Naturalization Bureau was established at the office of the Committee and more than two thousand persons have been assisted by making out for them all kinds of papers and giving legal advice as to naturalization.

In addition to all other means of contact with the thousands of aliens of greater Duluth, the draft lists of the Local Boards and the statistical data of the Minnesota Public Safety Commission were used for contact with the aliens by means of communications through the mails. Contact was also established with the lodges and societies of the immigrants.

Community Center Meetings.

The Community Center idea is one of the great means of reaching the heart and soul of the New American. Community gatherings in the school buildings for the residents of the neighborhood, musical programs given at these meetings, in which children of the school participate, community singing and other features tend to awaken the proper emotional response. The Duluth experiment in this direction, notwithstanding all the obstacles which were encountered,

TABLE OF MEETINGS AND ATTENDANCES.

Kind of Meeting	Sept. and Oct.		Nov. †		Dec.		Jan.		Feb.		March		April		May		June		July		Total	
	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.	No.	Att.
1 Naturalization Classes					6	178	7	472	10	953	20	1,237	22	1,453	26	1,538	18	993	6	329	115	7,153
2 Shops and Factories	2	300			2	78									5	127	3	61	6	900	18	1,466
3 Addresses to Lodges and Societies	3	160			4	355	10	565	8	270	13	1,097	3	280	1	*	1	40			43	2,767
4 Community Centers	3	700			9	1,555	16	2,114	11	1,070	3	268	9	955	1	120			1	200	53	6,982
5 Addresses in Churches									2	*	1	*	2	*	1	*	3	*			9	
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Americanization a Two-fold Problem.

The Americanization problem which confronts this nation today, as is the case with any other problem, is fully understood only by the few. The active worker in the field is therefore facing a two-fold problem: to stimulate a greater interest of the native Americans in this movement, gain their confidence and create a desire on their part to help do the practical every-day work, and on the other hand to do substantial Americanization work among the foreign born in the various lines of activity.

Public attention and interest is one of the prerequisites for the successful accomplishment of any task, the purpose of which is to reach great numbers of people; it creates the necessary background and sympathetic atmosphere, the importance of which should not be underestimated. Sympathy on the part of the native Americans of all classes in the Americanization movement, its aims, purposes and aspirations, serves not only those who are the objects of our sympathies, but it serves to make a nobler and better America. It serves to make America a power house of energy for the reconstruction of a world which is deadly tired from the scourges of war and its after effect—Bolshevism.

During the year the executive secretary addressed a number of societies and organizations of Duluth and delivered several addresses in churches. (See items 5 and 6 of table on page 8).

Co-operation of Individuals and Organizations.

This report would not be complete without recognition of the invaluable assistance rendered by various organizations throughout the city of Duluth.

Chief among them have been the city itself, through its Mayor, Hon. C. R. Magney; the Board of Education, through

Dr. K. J. Hoke, Superintendent of Schools; the Y. M. C. A., within whose walls many meetings were held, who through Mr. R. J. Wilson rendered efficient aid; and the Duluth Commercial Club, under whose auspices this Committee was organized.

In addition, constant attention and active participation in our work was given by various of the women's organizations and by individual men and women throughout the city; many of these including also practically the entire membership of this Committee have been ready at all times to do their part of the actual work in hand.

The Executive Committee has been in immediate charge of this work and has given the same constant direction.

From a financial standpoint our work has been made possible by the generous support of a small group of men of large affairs, who in many ways have manifested their approval of our work.

The office of the Committee has been in offices devoted in part to the general welfare work of the city in charge of Mr. Frank Hicks, from whom generous assistance has been had.

Lodges and Societies of the Foreign Born.

In our work it has been found necessary to establish friendly and sympathetic relations with the foreign-born through their various societies and lodges and to make them feel that America is expecting them to contribute much of value to the progress of our country.

The Executive Secretary has therefore acquainted himself with such societies and lodges and has been welcomed among them on various occasions, when he has delivered addresses among them. (See item 3, table on page 8).

Naturalization Classes.

The Naturalization Class at the Y. M. C. A., organized by the Committee, met twice a week. Great interest in the work was shown by the members of this class and those of the other Naturalization Classes. The total number of students enrolled during the year in the Naturalization Class at the Y. M. C. A. was 399, with an average attendance exceeding one hundred.

Other Naturalization Classes were formed at the Denfeld High School for the convenience of the people of West Duluth and at the Stowe School for the people of Gary-New Duluth

section of the city. Lectures in Government were also given to the Night School students of the Lincoln Jr. High School.

The lectures to the Naturalization Classes consisted of a series of 12 lectures as follows: 1, Physical Geography of the United States; 2, Political Geography of the United States; 3, History of the United States up to the Civil War; 4, History of the United States from the Civil War up to the Spanish-American War; 5, Current History of the United States; 6, General Framework of the American Government; 7, Legislative Department of the National Government; 8, Executive Department of the National Government; 9, Judicial Department of the National and State Governments; 10, The Government of the State of Minnesota; 11, The Government of the City of Duluth and of St. Louis County; 12, General Review. (See item 1, table on page 8, and picture on page 13).

These lectures were given by the Executive Secretary and by a number of others who generously responded when called upon for such work and who rendered a fine and unselfish public service therein. The names of those who so participated are found in the table on pages 14 and 15 hereof.

An examination of those who had completed the series of lectures in the Naturalization Classes was held May 28th. Thirty-four members were found entitled to the Certificate, which is issued by the Committee and the Board of Education.

Another similar examination was held June 24th. Fifty-eight people were found entitled to the Government Diploma, which entitles the holders who are petitioning for citizenship to credit on the part of the U. S. Naturalization Examiner at the Naturalization hearings.

The above examinations were held in the presence of representatives of this Committee, of the Board of Education, and Mr. R. K. Doe, U. S. Naturalization Examiner. The Executive Secretary acted as examiner.

The Lectures were supplemented by the use of the Students' Textbook, issued by the Bureau of Naturalization, United States Department of Labor. We also used for review the booklet, "How to Become an American," and the folders, "My Country, a Patriotic Creed for Americans," and "National, State and Local Officers," issued by the Committee.

Ceremonies for New Citizens.

Two hundred people met at the banquet given by the Americanization Committee to the newly made citizens at the Y. M. C. A., April 9th, 1919. Thirty-eight certificates were distributed at this meeting to the graduates from our Naturalization Classes. A fine musical program was rendered and comprehensive addresses were delivered by Hon. Wm. A. Cant, chairman of the Committee, who presided; Hon. C. R. Magney, the mayor; Rev. Dr. Geo. Brewer, Miss Frances Earhart, Mr. O. J. Larson, Dr. K. J. Hoke and Mr. A. B. Clarfield.

The graduation exercises in honor of the newly made citizens, July 2nd, 1919, at the Auditorium of the Central High School, was the final event of the year. Mayor C. R. Magney presided. Addresses were delivered by Mr. A. A. Farrington, Mr. I. K. Lewis, Rev. John Schaibly and Mr. A. B. Clarfield. Splendid musical numbers were given by Mrs. Tom Miller, violin; little Elizabeth Swanson, songs; Miss Perie Reynolds, soprano; and Mrs. Mullin, piano. Mayor C. R. Magney distributed 86 certificates to the graduates from our Naturalization classes. All those holding such certificates have been admitted as citizens of the United States.

Americanization and Foreign-born Women.

A most important field for Americanization work is among the foreign-born women. This is especially so in view of the recent legislation in our State conferring upon women the right to vote for President of the United States. Provision is being made for carrying on this work during the coming year. It is worthy of special note that henceforth the judges of the District Court of the 11th Judicial District, which includes our city and county, will require the wives of applicants for second papers to be present with their husbands and to submit to an examination the same as they.

Circulars and Other Matter Issued in English and in Foreign Vernaculars.

In addition to the advertising matter noted before, the following printed matter has been issued during the year by the Committee:

3,000 circulars entitled, "What is Americanization and What is the Americanization Committee of Duluth endeavoring to do?"

2,000 letter circulars to employers of labor;

TABLE OF SPEAKERS AND NUMBER OF ADDRESSES.

Lecturers and Speakers	Sept. and Oct.	†Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Total
Names of Lecturers	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Geo. W. Atmore			1								1
Paul Amundsen					1	1					2
Dr. Carol Aronovici							1				1
Mrs. Boggio (in Italian)	1		1	1							3
Rev. Geo. Brewer							1	3			15
Hon. Wm. A. Cant	1		4	3	3	27	30	17	25	12	182
A. B. Clarfield	8		17	23	23						2
Mrs. W. S. Covey			2								
James Camaras (in Greek)				1							1
F. Crassweller				1							1
J. G. Cedergren						1			2	1	3
H. A. Courtney											1
W. J. Dutcher				1				1			2
Hon. H. A. Dancer					1						1
Miss Frances Earhart							1				2
Hon. Bert Fesler	1					1				1	2
A. A. Farrington						1	1				2
H. C. Fulton			2								2
G. A. Glycer											
Victor Gran (in Finnish)			1	1	1		1				4
Mrs. Victor Gran (Leader of Mother's Club)											1
B. M. Goldberg								1			2
Anthony Grabarkiewicz (in Polish)					1		1			1	2
L. C. Gilbertson					1	1					2
R. M. Hughes							2		2		4
Miss I. Higgins								2	2		2
Thomas J. Joyce								2			4
John D. Jenswold			1	1	2						3
Corp. Kennedy				1			1	1			3
E. J. Kenney					1	1	1				1
O. J. Larson										1	1
I. K. Lewis							1				4
Mayor C. R. Magney			1	1							3
W. S. McCormick				3							3
W. E. McEwen				3							1
Miss J. L. Miettinen (in Finnish)				1							1
John Movern (in Slovenian)				1		2					2
L. McHugh							1				1
Chas. S. Mitchell							2	1			3
J. W. Meyers											

†The "Flu" ban was ordered Oct. 11 and was lifted on Nov. 29, 1918.

TABLE OF SPEAKERS AND NUMBER OF ADDRESSES—Continued.

Lecturers and Speakers	Sept. and Oct.	†Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Total
Names of Lecturers	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Hugh J. McClearn										1	1
John H. Norton						1					1
J. G. O'Neil				5							5
W. I. Prince			1	2							3
Hon. Wm. A. Pit-tenger			1					1			2
Rev. Fr. Piernat (in Slovenian)				1							1
J. Pollay						1					1
Rev. J. Schaibley	1			1						1	3
C. H. Salminen (in Finnish)			1	1							2
W. L. Smithies				1							1
Miss A. Stern					3						3
E. F. Starkey					1		1	2		1	5
Miss Edith Shearer							2				2
Geo. B. Sjoselius							1				1
G. H. Spear								1			1
F. L. Whitney				2							2
C. E. Wallace				1							1
R. J. Wilson				2	3		1	3			9
B. N. Wheeler						1	1				2
Miss O. Williams						1	1				2
Miss Mary Wilkin-son							1	2			3
Rev. J. Zarilli (in Italian)				1							1
Miss A. Ziegler				1							1

†The "Flu" ban was ordered Oct. 11 and was lifted on Nov. 29, 1918.

- 1,000 letter circulars to ministers, priests, and others;
- 1,000 letter circulars to the Lodges and Societies of the Foreign-born;
- 2,000 circulars in the Swedish language;
- 1,000 circulars in the Norwegian language;
- 4,000 circulars in the Finnish language;
- 5,000 letter circulars to the aliens whose names appear on the draft records of the Local Boards;
- 6,000 letter circulars to the "Declarants" whose names appear on the green cards sent to us by the Bureau of Naturalization;
- 9,000 circulars advertising the Naturalization Classes;
- 1,000 posters advertising the shop and factory meetings;
- 1,000 posters advertising the re-opening of the Night Schools after the lifting of the "flu" ban;
- 20,000 invitations to the Community Center Meetings.

Booklets and Folders.

The booklet "How to Become an American," which has been widely circulated, was prepared by the Chairman, with the assistance of other members of the Committee. It gives in concise form much information concerning the Government of our Country, National, State and Local, and explains how an alien may become a citizen of the United States. It contains also well selected cuts, useful tables, and a map of the United States. The booklet has been copyrighted for the benefit of the Committee and has been printed in the following quantities:

- In English, 5,000 copies;
- In Italian-English, 5,000 copies;
- In Finnish-English, 5,000 copies.

The Committee also issued useful folders in the following quantities:

- 10,000 folders entitled "My Country, a Patriotic Creed for Americans," written by Dr. Frank Crane of New York.
- 10,000 folders entitled "National, State and Local Officers."

Americanization Conferences.

The Executive Secretary attended the National Americanization Conference, which was held in Washington, D. C.,

May 12-15, under the auspices of the Department of the Interior.

The first Minnesota Americanization Conference, which was held in Minneapolis, June 27-28, was attended by the Executive Secretary and Miss Jean Poirier, who delivered addresses and participated in the discussions.

In June the executive secretary addressed in Virginia, Minn., a meeting of men and women who are interested in furthering of the Americanization work in the towns on the Iron Range, and teachers who do Americanization work. The secretary also covered most of the towns on the Iron Range for the purpose of popularizing the literature which is issued by the Committee.

Conclusion.

This Committee is one of many agencies seeking the betterment of American citizenship. America has many problems. They can be solved only through the development of the higher type of men and women as citizens of our great land. We are trying to do our part.

A. B. CLARFIELD,
Executive Secretary.

August 1st, 1919.



COUNTY COURT HOUSE.



NATURALIZATION CLASS



BANQUET FOR NEW CITIZENS



The Big Problem

By
Edgar A. Guest

He's a hunkie or a wop, he's a dago or a Greek,
And the language of our country is a tongue he cannot speak,
He has sought the land of freedom for the dream is in his breast,
And he's groping rather blindly for the things he knows are best,
He's a power for good or evil, he will hate us or revere
And become a friend or traitor from the way we treat him here.

He has heard about our country in a vague and hazy way,
It's the land where men are happy and where little children play,
But he's strange to all the customs that surround him now he's here,
And he misses much that's spoken, but he understands a sneer;
He would like to do as we do, but he doesn't quite know how,
And he'll never grow to like us, if we neglect him now.

There's a mighty force within him if we only understood,
We can spurn it to our danger, or can mould it to our good;
We can turn our backs upon him, or can make of him a friend,
Who will come to speak our language and the flag we love defend,
But it's not enough to pay him for the labor of his hand,
We must teach him all our customs till he learns to love our land.

He's a hunkie or a wop, he's a dago or a Greek,
But he's very busy thinking, tho his thoughts he cannot speak.
In the future he'll be something—that is true of every man—
And the blame may be upon us if he's not American.
So let's make of him a Yankee and let's treat him as a friend,
And let's teach him love of freedom—it will pay us in the end.

—(Copyright 1919 by Edgar A. Guest).



"One God, one country, one destiny. This is the gospel
of American nationality."

—Wendell Phillips.



Exhibit 13

"A star for every state, and a state for every star."

—Robert C. Winthrop.

... the Star Spangled Banner in triumph shall wave,
O'er the land of the free, and the home of the brave.

—Star Spangled Banner.

National, State and Local Officers

Published by the
Americanization Committee
of the City of Duluth

Duluth, Minnesota

"Being ignorant is not so much a shame as being un-
willing to learn."

—Benjamin Franklin.

"One flag, one land, one heart, one hand, one nation
ever more!"
—Oliver Wendell Holmes.

UNITED STATES

Preamble to the Constitution of the United States of America

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the United States of America."

OFFICERS OF THE UNITED STATES

Executive Department:

President—Woodrow Wilson.
Vice-President—Thomas R. Marshall.

The President's Cabinet:

1. Secretary of State—Robert Lansing.
2. Secretary of the Treasury—Carter Glass.
3. Secretary of War—Newton D. Baker.
4. Attorney General—Thomas W. Gridgley.
5. Postmaster General—Albert S. Burleson.
6. Secretary of the Navy—Josephus Daniels.
7. Secretary of Interior—Franklin K. Lane.
8. Secretary of Agriculture—David F. Houston.
9. Secretary of Commerce—Redfield Proctor.
10. Secretary of Labor—William B. Wilson.

Judicial Department of the U. S. Government:

United States Supreme Court.
Chief Justice—Hon. Edward Douglas White.
Associate Justices:
Hon. Joseph McKenna.
Hon. Oliver Wendell Holmes.
Hon. William R. Day.
Hon. Willis Van Devanter.
Hon. Mahlon Pitney.
Hon. James Clark McReynolds.
Hon. Louis D. Brandeis.
Hon. John H. Clarke.

UNITED STATES DISTRICT COURT

District of Minnesota
5th Division at Duluth

District Judges:

Hon. Page Morris of Duluth.
Hon. Wilbur F. Booth of Minneapolis.

"I am not bound to be loyal to the United States to please myself. I am bound to be loyal to the United States because I live under its laws and am its citizen; and whether it hurts me or whether it benefits me I am obliged to be loyal."
—President Woodrow Wilson.

"The struggle of today is not altogether for today. It is for a vast future also."
—Abraham Lincoln.

CITY OF DULUTH

The City of Duluth, in the County of St. Louis and State of Minnesota, is a municipal corporation operating under a home rule charter.

The executive and administrative powers are vested in the Mayor and four Commissioners and the business of the City is distributed among the following five divisions:

Division of Public Affairs—Mayor C. R. Magney.

Division of Finance—Commissioner F. J. Voss.

Division of Public Works—Commissioner J. A. Farrell.

Division of Public Safety—Commissioner Bernard Silberstein.

Division of Public Utilities—Commissioner P. G. Phillips.

Judges of the Municipal Court:

Hon. W. H. Smallwood.
Hon. Frank H. Cutting.
Hon. Harry W. Lanners.

Clerk of Municipal Court—E. A. Thompson.

City Attorney—John E. Samuelson.

City Clerk—F. D. Ash.

City Treasurer—G. E. McLean.

City Assessor—J. A. Scott.

City Auditor—B. J. Campbell.

Director of Public Health—Dr. E. W. Fahey.

Building Inspector—Adolph Anderson.

Chief of Police—Gust Lahti.

Chief of Fire Department—Joseph Randall.

"Love of country is an elemental virtue, like love of home, or like honesty or courage."
—Theodore Roosevelt.

"Citizenship has its duties as well as its privileges."
—Benjamin Harrison



"Oh, when I look at our Statue of Liberty, I just seem to hear the voice of America crying: 'Come unto me all ye that labor and are heavy laden and I will give you rest-rest!'"
—Israel Zangwill

THE STAR SPANGLED BANNER

O say, can you see by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars thro' the perilous fight,
On the ramparts we watched were so gallantly streaming;
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there,
O say, does that Star Spangled Banner yet wave,
O'er the land of the free, and the home of the brave.

Learn the language of America.
Prepare for American citizenship.
For information apply to the office of the
Americanization Committee of the City of Duluth.

"The greatness of the United States springs from the fact that it is built from all the great races of the world mingled in a democracy."



"Life, which we find too short, is made up of days which are often found to be too long."
—Octave Feuillet

Exhibit 14

My Country

A Patriotic Creed for
Americans



"Labor to keep alive in your breast that little spark of heavenly fire—conscience."
—George Washington

ISSUED BY THE
Americanization Committee
of the City of Duluth
DULUTH, MINN.

"The bravest are the tenderest, the loving are the daring."
—Rupert Taylor



"It matters not how a man dies, but how he lives."
—Samuel Johnson.



I AM an American.

I belong to the United States of America, and am proud of it, because my country is great and strong, and its ideals are just and humane.

I love my country because it stands for liberty and against all forms of slavery, tyranny, and unjust privilege.

I love my country because it is a democracy, where the people govern themselves, and there is no hereditary class to rule them.

I love my country because the only use it has for an army and navy is to defend itself from unjust attack and to protect its citizens.

I love my country because it is founded on the principle of federation and not of empire.

I love my country because it is ready to join with the other nations of the world in a World Federation, and thus do away forever with war, whenever the other nations are willing.

I love my country because it has always been foremost in settling international disputes by arbitration.

I love my country because it asks nothing for itself it would not ask for all humanity.

I love my country because it is the land of opportunity; the way to success is open to every person, no matter what his birth or circumstances.

I love my country because the oppressed of other countries are welcome here, and have all rights and privileges of native citizens if they obey our laws.

I love my country because every child in it can get an education free in its public schools and more money is spent on training children here than in any other country.

"Well done is better than well said."
—Benjamin Franklin

"Learn the luxury of doing good."
—Oliver Goldsmith.

I love my country because women are respected and honored.

I love my country because the workers are constantly striving to improve their condition, wages are higher here than anywhere else in the world, and men, women, and children have more to eat and are better clothed.

I love my country because it is considered here honorable to work, and those people who do no useful labor are looked upon with disfavor.

I love my country because life is protected, order is maintained, and property is secure.

I love my country because if any one is dissatisfied with things as they are he can change them, if he can induce enough people to agree with him.

I love my country because we have free speech and a free press.

I love my country because it interferes with no person's religion.

I love my country because its people are industrious, energetic, independent, friendly and have a sense of humor.

I love my country because it gives me full opportunity to live my own life, and I wish so to live that I shall be of service to my country.

I love my country because its heroes are such characters as George Washington and Abraham Lincoln, who loved to serve and not to rule.

I will serve my country in any way I can. I will strive to be a good citizen, and will not do anything nor take part in anything that may wrong the public. I wish to live for my country.

IF NEED BE, I WILL DIE FOR MY COUNTRY.

Copyright—Dr. Frank Crane, New York.

"An injury to one is the concern of all."
—Old Proverb.



"The noblest vengeance is to forgive." —Old Proverb.



"Let us have faith that right makes might; and in that faith let us dare to do our duty as we understand it." —Abraham Lincoln.

AMERICA

By Rev. Samuel F. Smith.

My country, 'tis of thee, Sweet land of liberty,
Of thee I sing;
Land where my fathers died, Land of the
Pilgrim's pride,
From every mountain side, Let freedom
ring.

My native country thee, Land of the noble
free,
Thy name I love;
I love thy rocks and rills, Thy woods and
temples hills;
My heart with rapture thrills, Like that
above.

Our fathers' God, to Thee, Author of liberty,
To Thee we sing;
Long may our land be bright, With freedom's
holy light,
Protect us by Thy Might, Great God, our
King.

"Write me as one who loves his fellow-men." —Leigh Hunt.



THE PUBLIC SCHOOLS
of

and the

BUREAU OF NATURALIZATION
UNITED STATES DEPARTMENT OF LABOR

Hereby Certify that
Sample Copy

a petitioner for naturalization has attended the Public Schools of this jurisdiction, has been examined and found to have completed the course in citizenship training satisfactorily, and is entitled to this

CERTIFICATE

Given this Day of A. D. 19 as attested by the signatures
hereto affixed of the duly authorized Federal and School Authorities



W. Wilson
Secretary of Labor

Rich. Mansfield
Commissioner of Naturalization
R. M.

Chief Naturalization Examiner
11-1888

FREE Naturalization Classes

DENFELD HIGH SCHOOL

Central Avenue and Sixth St., West Duluth

(Auspices of the Board of Education and Americanization Committee.)

Exhibit 9.

Alien Men and Women!

Do you want to become full citizens of the United States?

Do you want to be prepared for the examination before the court for your second papers?

Do you want to know the meaning of the American Government?

Go to **THE DENFELD HIGH SCHOOL EVERY MONDAY and FRIDAY EVENING**, at 8 o'clock, and learn.

We teach you about the Government of the United States.

We teach you about the Government of Minnesota.

We prepare you for citizenship.

We show moving pictures of the American Government.

UTILIZE YOUR MONDAY AND FRIDAY EVENINGS.

It is never too late to learn.

Your future is in your own hands.

For further information write to or call at the

AMERICANIZATION COMMITTEE

OF THE CITY OF DULUTH

Room 25 Mesaba Block

407-409 West Superior Street.

Or call at the Denfeld School Monday or Friday evenings.

FREE

Naturalization Classes

(Auspices of the Y.M.C.A. & Americanization Committee)

Alien Men and Women!

Do you want to become full citizens of the United States?

Do you want to be prepared for taking the examinations before the court?

Do you want to know the meaning of the American government?

GO TO THE Y. M. C. A. EVERY TUESDAY AND THURSDAY EVENINGS, at 8 o'clock, and learn.

We teach you about the Government of the United States.

We teach you about the Government of Minnesota.

We prepare you for citizenship.

We show moving pictures of the American Government.

UTILIZE YOUR TUESDAY AND THURSDAY EVENINGS.

It is never too late to learn.

Your future is in your own hands.

For further information write to or call at the

AMERICANIZATION COMMITTEE

OF THE CITY OF DULUTH

Room 5 Mesabe Block

407-409 West Superior Street.

Exhibit 8

Exhibit 5

Certificate

No. 23

The Board of Education of the City of Duluth

AND THE

Americanization Committee of the City of Duluth

Hereby Certify that John J. Sarni
has completed a course of lectures in American Government, History and Geography,
preparatory to Naturalization, given under the auspices of the Board of Education and
the Americanization Committee of the City of Duluth at the Young Men's
Christian Ass. and was found entitled to this certificate.

Given this 9th day of April A. D., 1917.

BOARD OF EDUCATION, CITY OF DULUTH,

K. J. Hall

Superintendent of Schools.

AMERICANIZATION COMMITTEE, CITY OF DULUTH

R. J. Wilson

Chairman, Subcommittee on Naturalization.

W. P. Moffitt

Executive Secretary.

Our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.
—Abraham Lincoln.

Physical Geography

of the Exhibit 17

United States

PREPARED BY
ALBERT B. CLARFIELD

For Students of the Citizenship
Classes

THE AMERICAN'S CREED

I BELIEVE in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

MINNEAPOLIS PUBLIC SCHOOLS
MINNEAPOLIS, MINN.

"Between knowing what is right and doing what is right there must be love of the right and the will to do it."
—Twain.

"Every good citizen makes his country's honor his own and cherishes it not only as precious, but as sacred. He is willing to risk his life in its defense."
—Andrew Jackson.

PHYSICAL GEOGRAPHY OF THE UNITED STATES

For Students of the Citizenship Classes

The United States of America occupies of the continent of North America, a space of over three million square miles and includes no frozen ground to the north, nor is any part of the United States in the tropical zone to the south. The United States lie far enough north to give us fine wheat and corn fields, far enough south so that cotton and sugar cane can be raised. America's grain, vegetables, and fruit products are such that the United States can raise all of its own food and help feed other nations.

In looking at the map of the United States five distinct regions can be found. Some physical feature is marking each one of these regions.

The first is the Atlantic Region. The Atlantic Region lies along the Atlantic Coast extending to the Appalachian Mountains. The second division is the region of the Appalachian Mountains itself. The Appalachian Mountains have forests of pine and spruce trees. Within the Appalachian Mountains we find rich beds of iron and coal. From their heights streams flow over falls which furnish waterpower for the cities of the East.

The third division is the Great Mississippi Basin. This region is bordered on one side by the Appalachian Mountains and on the other side by the Rocky Mountains. In the Mississippi Basin we find the great farming country of the United States. In the Mississippi Basin crops of wheat and corn are raised for America and a large part of the world.

The fourth division is the Cordilleran Region. The first part of these mountains is called the Rocky Mountains. The Rocky Mountains extend through the states of Montana, Idaho, Wyoming, Colorado, and Utah. The Rocky Mountains rise two to three miles above the sea level, the highest mountain peaks being found in Colorado.

The fifth division is the Pacific Coast Region. In the Pacific Coast Region we have three ranges of moun-

"A good name is rather to be chosen than great riches and loving favor rather than silver and gold."
—Prov. XXII. 1.

tains—the Cascade Mountains in the states of Washington and Oregon, the Sierra Nevada in the eastern part and Coastal Range in the western part of California. Between these last two mountain ranges there are fertile valleys through which rivers flow. In this region we find fine wheat fields, vineyards, and orchards.

Thus the United States is divided into five great regions according to its physical features: (1) The Atlantic Region, (2) The Appalachian Region, (3) The Mississippi Region, (4) The Cordilleran Region, (5) The Pacific Region. Let us study each section and their important cities.

Atlantic Region: The first thing we notice in looking at the Atlantic Coast is its broken shore line with its splendid bays into which rivers flow. The first indentation of importance is the harbor of Boston. The Boston Harbor is the finest harbor on the northeast coast of the United States. The city of Boston is situated on this harbor. Boston is the fifth city in size in the United States. The growth of Boston is largely due to its location on the harbor. But other things have added to the growth and development of Boston. It is a great manufacturing center: first, because the raw materials used in manufacturing can easily be obtained there; second, the finished products can easily be shipped to all parts of the world. The American people like Boston for the reason that it was here that the American Revolution was begun; it was here that the battle of Bunker Hill was fought; and it was here that Paul Revere's Ride took place.

A little farther down the coast we come to New York, the largest city in the United States and the second largest city in the world. New York has a population of over five million people and is second only to London, the largest city in the world. New York has become such a large and important city because it is situated on the finest harbor off the eastern coast. The harbor of New York is deep enough for the largest ships and is large enough to accommodate all the ships that come. The Hudson River flows into New York Harbor. The Hudson River is navigable as far up as Albany for good sized ships. By means of the Barge Canal which has been recently completed the Great

"Our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal."
—Abraham Lincoln.

Lakes and upper New York are connected by a system of water routes with the Hudson River and therefore with the Atlantic Ocean.

Philadelphia in the State of Pennsylvania is situated on the Delaware River, 45 miles above Delaware Bay. Into the Philadelphia Harbor steamship lines run from and to the United States from and to foreign countries, bringing and taking passengers and products. Philadelphia is near the iron and coal fields. Therefore Philadelphia is a center for the building of cars and heavy machinery.

Baltimore, in the State of Maryland, is situated on a harbor at the head of Chesapeake Bay. A few miles to the south of Baltimore is Annapolis, where the Naval Academy of the United States is located, which academy is educating officers for the Navy of the United States.

Washington, the Capital of the United States, is located on the Potomac River in the District of Columbia. Washington, D. C., is the city where the President of the United States, the chief executive of the nation, lives and where the ten Departments of the Executive branch of the National Government are located. In the National Capitol both Houses of the Congress of the United States, the Senate and House of Representatives meet, and also the United States Supreme Court holds its sessions.

Norfolk is the chief port of Virginia and is situated on a harbor at the mouth of the Chesapeake Bay. Opposite Norfolk in Portsmouth is a large Navy Yard of the United States.

The Appalachian Region is important for its lumber, its coal and iron mines and waterpower which is produced by the streams flowing down from its heights.

The Mississippi Region lies between the Appalachian Mountains of the East and the Rocky Mountains of the West. The great interior tract of land of the Mississippi Basin of about a million square miles is drained by the Mississippi River. The Mississippi River, together with the Missouri, is the longest river on earth. It rises in Lake Itasca in northern Minnesota and flows into the Gulf of Mexico. The Mississippi River is navigable for steamers of considerable size to the

"We prefer this Constitution of the United States to any monarchy because we are convinced that it has a greater tendency to secure our liberty and promote our happiness."
—Chief Justice Marshall.

Rapids of St. Anthony Falls at Minneapolis. The boats going down the river usually start from St. Paul. It is possible to go all the way down the river from St. Paul to the Gulf of Mexico by boat.

The main system of the Mississippi River flows through regions raising both temperate products and semi-tropical products. These two climates are brought closer together here than in any other part of the world.

The Ohio River is the eastern branch which drains the land between the Appalachian Mountains and the Mississippi River. The Ohio River is navigable as far as Pittsburgh for six to eight months of the year. At Louisville, Kentucky, are some rapids, but they have been avoided by a short canal.

Pittsburgh is an important city on account of its location on a navigable river. Pittsburgh is also important because it is right in the heart of the coal fields of Pennsylvania. Pennsylvania produces much pig iron.

The two important branches of the Mississippi River on the west are the Missouri River and the Arkansas River. The Arkansas River is about two thousand miles long. It is navigable for several hundred miles. The Missouri is a very large branch of the Mississippi River and is navigable for more than two thousand miles. Both of these rivers drain the great plains which are famous for their wheat, corn, cattle, and hogs.

Because steamboats can go up and down the Missouri and the Arkansas rivers into the Mississippi River and then down into the Gulf of Mexico many important cities grew up along these streams, which cities are great wheat and cattle markets.

Omaha in the state of Nebraska, Kansas City in the states of Kansas and Missouri, East St. Louis in the state of Illinois, St. Paul in the state of Minnesota, are all important wheat and cattle markets.

The city of Minneapolis has the largest flour mills in the world. It is also a grain market and distributing point for the Northwest.

The city of New Orleans is the greatest of all the southern cities. This city is situated at the entrance to the Mississippi Valley which is the most productive

"Above all, we must stand shoulder to shoulder for the honor and greatness of our country."
—Theodore Roosevelt.

valley in North America. New Orleans is situated on a good harbor of the Mississippi River. Goods can be shipped to New Orleans from Pittsburgh on the Ohio River, from St. Paul on the Mississippi River and from Kansas City on the Missouri River. New Orleans is also near the Panama Canal. This makes it easy to carry on trade from New Orleans with Pacific or Atlantic coast cities by boat.

The Pacific Region: The Pacific Coast has very few good harbors in comparison with the Atlantic Coast. There are only two good natural harbors on the Pacific Coast, Puget Sound and San Francisco Bay. Los Angeles has an artificial harbor. San Diego, Cal., has a small natural harbor. The San Francisco Harbor is one of the finest natural harbors in the world. The city of San Francisco is located at the tip of the peninsula which shuts in the waters of the bay. It is the outlet for the valley of California. This valley is famous for its wheat and fruits. Opposite San Francisco on the other side of the bay are located the cities of Oakland and Berkeley. These cities lie at the western end of the transcontinental railways.

The cities of Seattle and Tacoma in the state of Washington are situated on harbors on Puget Sound. Both harbors are very good harbors and for this reason Seattle and Tacoma are great shipping centers. From these western ports goods are shipped to China and Japan. Seattle has fine ship building yards. People who go to cold Alaska get their outfits in Seattle. Seattle and Tacoma are both beautifully situated cities on Puget Sound and from both of these cities Mt. Ranier, which is 14,000 feet high, can be seen.

The Great Lake Region is also a very important part of the United States. The Great Lakes are Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario. Along these lakes are many important cities,—Duluth, Chicago, Detroit, Toledo, Cleveland, and Buffalo.

Duluth is situated at the head of the Great Lakes. It has a very fine harbor. Duluth's harbor ships a tonnage which is second only to New York Harbor. Wheat, iron ore, and lumber are shipped from Duluth to eastern ports. In turn, Duluth receives coal and manufactured articles from the east.

"Cleanliness of body was ever deemed to proceed from a due reverence of God."
—Francis Bacon.

Chicago is on Lake Michigan. It is the second city in size in the United States. Chicago has a natural harbor, but the harbor had to be enlarged on account of its great amount of traffic. Chicago is a great grain and meat packing center. Chicago is also a great distributing center for goods from eastern wholesale houses.

Detroit, Michigan, on Lake Erie, being at the crossing of important railway and steamship lines, has become a great shipping and manufacturing center. Toledo and Cleveland, Ohio, are both lake ports on Lake Erie and are famous for their lake commerce. Toledo has fine flour mills and iron manufactories. Cleveland manufactures machinery and furniture and builds ships.

Buffalo, New York, has grown to be a large city because it is situated on a fine harbor on Lake Erie. Buffalo is at one end of the Erie Canal, which has now been enlarged so as to accommodate large barges. Lumber products and flour are manufactured in Buffalo; meat packing is also an important industry. Twenty miles from Buffalo are the Niagara Falls, which furnish power for generating the electricity which lights the city and runs its machinery.

Summary:

Mountains: Appalachian Mountains in the East.
Cordilleran Mountains in the West.

Rivers and cities on the rivers:

Mississippi

{ St. Paul, capitol of Minnesota
Minneapolis
St. Louis
New Orleans

Tributaries of the Mississippi:

The Missouri River Kansas City

The Arkansas River

The Ohio River

Minnesota River

Hudson

Potomac

Rio Grande

{ Pittsburgh
Mankato, Minn.
New York City
Albany

{ Washington, D. C.,
The Capital of the U. S. of America

The Great Lakes and cities on the lakes:

Lake Superior { Superior, Wis.
Duluth, Minn.
Lake Huron
Lake Michigan Chicago, Ill.
Lake Erie Buffalo, N. Y.
Lake Ontario

Bays and harbors:

Atlantic Coast:

Boston Harbor Boston
New York Harbor New York, N. Y.
Delaware Bay Philadelphia
Chesapeake { Norfolk
Baltimore

Pacific Coast:

San Francisco Bay San Francisco
Puget Sound { Seattle
Tacoma

The area of the United States, without Alaska and other acquired territories, covers three million square miles.

The state of Minnesota occupies an area of 84,682 square miles.

Rivers in Minnesota: { Mississippi
Minnesota, A tributary to the Mississippi
Red River

Cities: { Minneapolis, the largest
flour market in the world
Duluth, one of the finest
lake harbors in the world.
Its tonnage is second only
to New York.

Occupations in Minnesota:

Northeastern section: { Lumbering
Mining
Ship Building
Steel Making

Northwestern and
Southern sections: { Farming
Stock Raising

"Above all, we must stand shoulder to shoulder for the honor and greatness of our country."
—Theodore Roosevelt.

Political Geography

of the **Exhibit 18**

United States

PREPARED BY
ALBERT B. CLARFIELD

For Students of the Citizenship
Classes

"You will take the oath of allegiance to the United States. Of allegiance to whom? Of allegiance to no one, unless it be God—certainly not of allegiance to those who temporarily represent this Government. You will take an oath of allegiance to a great ideal, to a great body of principles, to a great hope of the human race."
—President Woodrow Wilson.

MINNEAPOLIS PUBLIC SCHOOLS
MINNEAPOLIS, MINN.

"Be greater than you seem and let the world be deceived in them, as it is in the lights of heaven."—Aristotle.

MY COUNTRY

A Patriotic Creed for Americans

I am an American.

I love my country because it stands for liberty and against all forms of slavery, tyranny, and unjust privilege.

I love my country because it is a democracy, where the people govern themselves, and there is no hereditary class to rule them.

I love my country because the only use it has for an army and navy is to defend itself from unjust attack and to protect its citizens.

I love my country because it asks nothing for itself it would not ask for all humanity.

I love my country because it is the land of opportunity; the way to success is open to every person, no matter what his birth or circumstances.

I love my country because every child in it can get an education free in its public schools and more money is spent on training children here than in any other country.

I love my country because women are respected and honored.

I love my country because we have free speech and a free press.

I love my country because it interferes with no person's religion.

I love my country because its people are industrious, energetic, independent, friendly and have a sense of humor.

I love my country because its heroes are such characters as George Washington and Abraham Lincoln, who loved to serve and not to rule.

I will serve my country in any way I can. I will strive to be a good citizen, and will not do anything nor take part in anything that may wrong the public. I wish to live for my country.

IF NEED BE, I WILL DIE FOR MY COUNTRY.

Copyright, Dr. Frank Crane, New York.

"Let life be beautiful like summer flowers and death like autumn leaves."
—Sir Rabindranath Tagore.

POLITICAL GEOGRAPHY OF THE UNITED STATES

For Students of the Citizenship Classes

In the last lecture we learned that the United States of America is divided according to its physical features into five distinct regions: The Atlantic Region, The Appalachian Region, The Mississippi Region, The Cordilleran Region, and The Pacific Region. If we were to cross each one of these above named regions in the order given, we would be taking exactly the same course as the early settlers took when they settled this country.

At the time of the Revolutionary War the English Colonies in the New World were but a fringe on the Atlantic Ocean. The natural boundaries of the Colonies were the Atlantic Ocean on one side and the Appalachian Mountains on the other side. There were great untouched territories west of them, beyond the Appalachian Mountains. The colonists soon became eager to settle beyond the mountains. The Government of the United States shortly after the war divided the lands north of the Ohio River, between the Appalachian Mountains and the Mississippi River into the following states: Ohio, Michigan, Illinois, Indiana, and Wisconsin. The colonists, however, settled the country below the Ohio River first because of the war-like Indians north of the Ohio River. The land south of the Ohio River was known as the Southwest Territory. Here the settlers soon had fine farms of cotton and tobacco. It was not long, however, before the English, Dutch, Swedish, and Irish settlers moved into the territory north of the Ohio River.

There were no railroads at that time. The settlers had to follow the natural paths to the lands of the West across the mountains. The crossing of the mountains presented many difficulties on account of their height and because they were so thickly wooded. There were several important natural paths leading to the West. One trail followed the Mohawk Valley into the Great Lake Region, thus affording an easy passageway into Northwest Territory.

line of Arizona, thence in a straight line to a point in the Colorado River, to the mouth of the Gila River and thence on to the Pacific Ocean. Out of this territory which was ceded and purchased, California, Arizona, and New Mexico were formed. Gold was discovered in California in 1848. Within two years settlers had so swarmed into the state of California that it had 100,000 settlers in 1850.

In 1846 the United States and England settled our northwestern boundary—making 49th degrees North Latitude due east to the Lake of the Woods the boundary line. From this point the northern boundary continues eastward through the Lake of the Woods, the Rainy River, the Pigeon River, the Great Lakes and then it follows an arbitrary line to the northwest angle of Nova Scotia, east to the Atlantic Ocean. The boundary lines of the United States on the south are: the Gulf of Mexico, the Rio Grande River, etc., to the Pacific Ocean. The boundary line of the United States on the west is the Pacific Ocean, and on the east the Atlantic Ocean. These are the political boundaries of the United States today. Within these boundaries are 48 states and the District of Columbia. The individual states of the Union have control of their own affairs and have a share in the National Government.

The District of Columbia is a tract of land of about 70 miles square, lying on the Potomac River. Washington, the capital of the United States, lies in this district. The Capitol of the United States is located in Washington, where the Congress of the United States meets. The Supreme Court of the United States also holds its sessions in the National Capitol. The President of the United States lives in the White House. Ambassadors of foreign countries also reside in Washington. The people of the District of Columbia have no share in governing their own affairs or national affairs. The Congress of the United States sets aside certain days each month for the consideration of the affairs of the District of Columbia.

Alaska, which is a peninsula on the extreme northwest of the North American Continent, is a territory of the United States and is governed as a territory.

Alaska was purchased by the United States from Russia in 1867. Many people thought our government foolish to buy this land of snow and ice and pay many millions for it. Shortly after the purchase of Alaska was made, wonderful deposits of gold, silver, and coal were found there.

The Panama Canal Zone is a strip of land about 50 miles long and ten miles wide, five miles on each side of the central line of the route of the Panama Canal. The Panama Canal extends from the Caribbean Sea across the Isthmus to the Pacific Ocean. This region has been placed under the control of a governor who is appointed by the President of the United States.

We have taken up so far Continental United States. Besides this, the United States has a number of islands in her possession. These islands have been obtained by the United States always for one of two reasons: either the United States must own the particular island as a coaling station to protect itself, or she has taken control of the island to educate the people and teach them self-government. All of these islands belong to the United States as an absolute necessity to its existence or to help others enjoy the liberties America enjoys.

The Hawaiian Islands became part of the United States in 1898. The Hawaiian Islands lie in the Pacific Ocean about one-third of the distance from the western coast of the United States to the Philippine Islands. These islands are of very great value as coaling stations to our war ships, our passenger and freight ships. It takes three weeks to go from San Francisco to the Philippine Islands, a distance of 7,000 miles. A war ship can only hold enough coal to supply the ship for two weeks. From this you can see why the United States must have stations in the mid-ocean where she can store large quantities of coal.

At the close of the Spanish War, the United States took possession of the Philippine Islands from Spain, paying for them \$20,000,000. The Philippine Islands have rich forests and deposits of gold, silver, and coal. The natives of these islands are now partly governed by the United States and partly govern themselves.

"An injury to one is the concern of all." — Old Proverb.

They have a legislature of their own. The United States is trying to educate the Philippines and establish a good government there.

Samoa is an island southwest of the Hawaiian islands. It is only of value to the United States as a coaling station. The Samoans are under the control of the naval officers of the United States who are in command of the naval stations.

Guam is an island east of the Philippine Islands and is of little service to the United States except as a coaling station.

Just off the southeastern coast of the United States lie the West Indies. In 1898, at the close of the Spanish-American War, the United States came into possession of the two largest islands of the West Indies—Porto Rico and Cuba. Cuba was given independence, but its national affairs are under the guidance of the United States. Porto Rico was ceded to the United States and is governed like a territory, the governor being appointed by the President of the United States, the Legislature being elected by the people.

The Virgin Islands were the last purchase of territory by the United States. The Virgin Islands were bought because the island St. Thomas, one of the group, has an excellent harbor. The island of St. Thomas is a good place for the American fleet to guard the entrance to the Carribean Sea. If a nation hostile to the United States owned these islands it would endanger the Panama Canal.

The United States thus is comprised of Continental United States, Alaska, the Panama Canal Zone and the insular possessions which either are governed as territories or are under the guidance of the United States Government. These insular possessions are the Philippine Islands, the Hawaiian Islands, Samoa, the Virgin Islands, Guam, Cuba, and Porto Rico.

This and the other lesson can be well understood only by studying the maps, both political and physical maps.

ALKS



NOON DAY TALKS

ON

American Government and American History

WILL BE HELD IN THIS PLANT ON
THE DATES MENTIONED BELOW

NOTICE All employees who are citizens are invited and **NOTICE**
all employees who are not citizens are urged to attend the
series of noon lectures on the American Government.

SCHEDULE OF LECTURES

Date _____	Topic _____
Date _____	Topic _____
Date _____	Topic _____

All employees not American citizens should become such.

All coming Americans should learn the language of America.

All coming Americans should learn about the American institutions of Government.

You can become a more faithful and intelligent American citizen if you know the language of America.

You can become a more faithful and intelligent American citizen if you understand the American institutions of Government.

You can become a more faithful and intelligent American citizen if you realize that with rights and privileges go duties and obligations.

Remember that loyalty to the Country in a Democracy means loyalty to yourself and to your children.

Remember that a citizen of this Country, regardless of his place of birth, is more successful in his work, is a better member of his family and a more desirable citizen if he knows the language of America, its history, its institutions and the duties and obligations of citizenship.

AMERICANIZATION COMMITTEE in Co-operation with Y. M. C. A., etc.

The Americanization Committee of the City of Duluth is willing to help you become a citizen of the United States. Call at the office of the Committee any time at your convenience. If you cannot come during the week days, our office is open on Saturday evening.

OFFICE OF THE

AMERICANIZATION COMMITTEE and NATURALIZATION BUREAU

312 W. Superior St.

Duluth, Minn.

Swedish Fraternal & Cognate Organizations.

1. Name.....
2. Purposes and aims of the organization.....
3. Prevailing nationality of membership.....
4. What other nationalities.....
5. National Headquarters.....
6. President.....Residence.....
7. Secretary.....Residence.....
8. Treasurer.....Residence.....
9. Place of meetings.....Time of meetings.....
10. Number of members.....Men.....Women.....
11. Citizens.....Declarants.....Aliens.....
12. Language in which meetings are conducted.....
13. What foreign-language newspapers does membership read.....
14. Do they read English newspapers.....What papers.....
15. Americanization activities of the Lodge or society.....
16. Sympathy of membership to Americanization.....
17. Do members intend to leave U. S. for homeland.....
.....How many.....men.....women.....
18. Reasons for above.....
19. Character of occupations of membership.....
20. Is this society a good field for Americanization activities.....
.....what activities.....

Date of compilation, January, 1919.

Americanization Committee of the City of Duluth

OFFICE AND NATURALIZATION BUREAU

ROOM 5, MESABA BLOCK
407.409 WEST SUPERIOR STREET
DULUTH, MINN.

Exhibit 21

Organized under the auspices of
Commercial Club

Dear Sir:

The great struggle for freedom and democracy upon which our country has unselfishly entered, and the need of having a united people at home, has brought to us more forcibly the necessity of welding together the diverse types of our population. To constitute a united people there must be common standards, purposes and ideals.

A widespread movement has developed and for years has been maintained in various cities, aimed at the education of the foreigner residing in our midst, so that he may acquire a knowledge of our language, our institutions and our ideals, and thereby fit himself for the duties and responsibilities, as well as the privileges, of American Citizenship. In this city such work has been undertaken by the committee above named, through night schools provided by the Board of Education, which are now in session, and through schools in the Y.M.C.A. and Y.W.C.A., and by means of these and other agencies it aims to provide for all men and women who wish such help, the following:

1. Teaching of English and American history, and our theory of government.
2. Definite instruction preparatory to naturalization.
3. Preparation of the individual for larger expression of himself in his home, his work and his community.
4. Maintaining a free information bureau.

This work will extend along lines most helpful to strengthen the individual, help him to help himself, and make him a worthy citizen of our great land. We are not unmindful of the supreme importance of high individual character, and that this thought should run through all such work.

The civic organizations of the city, and men and women of high public spirit everywhere, are earnestly supporting this work. May we not all vie in our efforts to produce the highest type of American citizenship, and may we not confidently count upon your hearty co-operation among all who come within your influence, in this highly patriotic service? May we not confidently ask you to urge a larger attendance at these night schools and a larger participation in the privileges afforded.

Very truly yours,

AMERICANIZATION COMMITTEE OF THE CITY OF DULUTH,

W. A. Cant, Chairman.

COMMITTEES:

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J. E. Ten Eyck
F. A. Brewer

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Americanization Committee of the City of Duluth

OFFICE AND NATURALIZATION BUREAU

ROOM 5, MESABA BLOCK

407-409 WEST SUPERIOR STREET

DULUTH, MINN.

Exhibit 22

MELROSE 100
GRAND 215K

Organized under the auspices of the
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J. R. McGiffert
J. G. O'Neil
W. H. Rattenbury

We enclose you certain literature which explains the purpose and scope of the work which this Committee is trying to do for the foreign born men and women who are unfamiliar with American ideals of Government and social life. The Committee feels that the greatest measure of success can be realized only if it is largely carried on through the leaders of each nationality in each community who are sufficiently acquainted with what America represents to explain it freely to their fellow-countrymen in their own language, and in terms which they best understand.

When a person born or brought up in this country speaks or writes of some feature of American Government, or standard of life, he is very likely to take it for granted that those who have been born and brought up in other countries clearly understand what he means, but this may not be so. We ask you to be good enough to see that our literature gets into the hands of those men and women of your nationality who may be benefitted thereby. Also, that if you believe the words we use may not be thoroughly understood by them, you will explain the matter fully to them, stating the benefits which they will derive by becoming citizens, and by using the educational and social facilities which are offered to them.

This Committee will also be pleased to have your suggestions as to the best methods by which we can reach and interest foreign-born men and women, and to discuss these matters with any group of your fellow countrymen whom you may get together.

Announcements of musical evenings, entertainments and social gatherings in the public school buildings will be made from time to time. We hope through your influence your countrymen and women will come often to these entertainments. If any group or society should wish to hold a meeting or entertainment in the school building or elsewhere, we shall be very glad to assist in making it a success.

If a local Americanization Committee or Community Club has not yet been formed in your neighborhood, and you would like to form one, the enclosed card should be filled out and sent to us, and we will be pleased to help you form it.

Yours very sincerely,

Americanization Committee of the City of Duluth

OFFICE AND NATURALIZATION BUREAU

ROOM 5, MESABA BLOCK

407 - 409 WEST SUPERIOR STREET

DULUTH, MINN.

Exhibit 23

MELROSE 196
GRAND 223-XOrganized under the auspices of the
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O. J. Larson
A. Castigliano
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Mrs. C. F. How
Mrs. Hugo Swenson
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J. M. Davidson
Hon. C. R. Magney
J. R. Batchelor**Members of General Committee—**Rev. Dr. Geo. Brewer
A. G. Catlin
R. K. Doe
S. A. Foster
W. E. Hammond
E. M. Lambert
Rev. Fr. D. W. Lynch
W. F. Murnian
J. R. McGiffert
J. G. O'Neil
W. H. Rattenbury

We enclose certain literature which explains the purpose and scope of the work which this Committee is trying to do for the benefit of foreign-born men and women who are unfamiliar with American ideals of Government and social life. The Committee feels that their work can be best performed through those agencies which come into closest contact which such men and women, rather than by direct action of the Committee. People who have been born and brought up in this country in the atmosphere of liberty and democracy, and who have never lived under a foreign regime, cannot appreciate the perplexities confronting the foreign born men and women who are unfamiliar with the language, standards of living, Government, and national ideals of America.

In bringing to their attention the various matters which the Americanization Committee is trying to accomplish for their benefit, we encounter the difficulty of presenting these matters to them in terms which they will fully comprehend. We are very likely to assume that the mere mention of things concerned with the Government and living conditions of this country should be sufficient, and that there should be no excuse, therefore, for their failing to take immediate advantage of the facilities which are offered.

Our idea is that these matters can be best and most sympathetically presented to them by someone who is familiar with their habits of thought and standards of living in their native country.

We should like to deliver to you a further supply of leaflets already prepared, and ask you to see that they get into the hands of those of your congregation who would be benefited thereby, and to explain to them in your own words the work which this Committee is trying to do, and thus secure their intelligent co-operation. If you have in your congregation some men or women of foreign extraction who you think would be interested in actively furthering this work, we would be very glad to have their names. We feel that the Committee can learn much from such persons as to the best methods of carrying on the work among the nationalities whom they represent. It is our hope that in every community local organizations of foreign-born men and women may be formed for this purpose and affiliated with the central committee.

Yours very sincerely,

I. METHOD OF DISTRIBUTION

It is the intention of the Americanization Committee to carry out as much of its work as possible through the foreign societies and clubs, the churches, women's councils, and similar agencies which consist of, or come closest into contact with, foreign-born men and women. It is believed that if representative men and women of the various nationalities will present to their own people and in their own words the subject matter of the leaflets, greater weight would be given to them by the foreign-born people than if these ideas were presented direct by other persons who might be considered to have some ulterior motive in furthering the movement.

II. CONTENTS OF LEAFLETS.

Each leaflet should contain one principal thought in the briefest and simplest language consistent with correct presentation of the matter. While it may be written in the first instance by a native American, it is most desirable that the leaders of these foreign groups interest themselves in presenting the thought to their foreign-born associates in terms of their native government and social life, in order that they may more readily comprehend the idea for which American government stands.

The subject matter for leaflets already in preparation is as follows:

Leaflet No. 1.

A brief outline of the purposes for which the Americanization Committee of Duluth is formed and the various activities included in its work.

Leaflet No. 2.

"Are We Prepared For Peace?" (In foreign languages!)

Outlining the industrial training and educational classes provided for our foreign-born soldiers, thus fitting them for more profitable lines of work when they return, and advising the foreign-born workers at home to take advantage of the same opportunities now provided in schools.

Leaflet No. 3.

A brief outline of the essential requirements in taking out first papers and citizenship papers, making clear the fact that it is not a difficult process. It might be explained, for example, that the court of Naturalization Bureau is to be looked upon as a friendly institution rather than something antagonistic or oppressive; that the questions which the court will ask candidates are not to be considered as an examination, but merely to satisfy the officials that the candidate has caught the idea for which the American Government stands, as distinguished from the principals of government obtaining in their native countries, and that he has a correct idea of the privileges and responsibilities of such citizenship. The principal things which the candidate should bear in order to qualify him for citizenship might be arranged in the form of questions and answers; the questions being so worded as to bring out clearly the point of difference between governmental, social, or geographical matters in this country and in his native country. A map of the United States might be shown to this

III. Each agency or group of similar agencies through which the Committee proposes to do its work should be given a supply of these folders for distribution to their fellow-countrymen, and the folders should be accompanied by a letter from the Americanization Committee outlining as clearly as possible how, in its opinion, the work could best be carried on by that agency.

IV. The same principle of establishing these local centers can be used in announcing the community center features, and thus encourage the idea of timid or backward persons being accompanied to these meetings or classes by friends who are more familiar with American ways.

V. Further publicity for the benefit of the uninformed foreign-born can be arranged by supplying both the English and foreign-language newspapers with information on all of the above matters, with the request that they lend their influence to the movement, not merely by printing notices, but by adding some editorial comment for the benefit of their readers.

VI. Some suggestions for the leaders of the foreign societies, clergy-men and workmen's committees in plants as to methods by which they can best bring these matters to the attention of foreign-born men and women; how they may receive supplies of literature, posters, and pamphlets, and to whom they may make reports of progress or call attention of the Committee to some need that has not yet been filled.

Americanization Committee of the City of Duluth.

WHAT IS AMERICANIZATION AND WHAT IS THE AMERICANIZATION COMMITTEE OF DULUTH ENDEAVORING TO DO?

One of the most important questions at the present moment is: How can the citizens of this country best assist the foreign-born men and women to learn the language of this country, to read it and to write it; to understand the form of government, the national ideals, and to acquire American standards of living, thought and action? How can the foreign-born men and women who have not yet become citizens be helped to overcome the disadvantage in employment and in their daily life of being an alien? How can this handicap upon his life here be removed?

The work which we have to do to accomplish these objects, is what we call Americanization work.

Duluth has realized the importance of this movement. The Americanization Committee of the City of Duluth has taken hold of this problem in a wholehearted manner and made preparations to handle this vast and important work in a business-like way.

The Committee is composed of a number of public-spirited men and women who have undertaken to carry on this work in co-operation with the Board of Education. Under the direction of Hon. William A. Cant, General Chairman, there are sub-committees on Finance, Publicity, Co-operation of Employers, Education, Naturalization, Social Service and Recreation. The offices of the Committee are in Room 5, Mesaba Block, 407 West Superior Street, Mr. Albert B. Clarfield, Secretary.

The purpose of the Committee is, briefly:

To extend friendly assistance, advice and information to those of foreign birth who are desirous of becoming naturalized and of adopting American standards of living, thought and action; to assist the public school system of Duluth, the Y. M. C. A. and Y. W. C. A. in outlining and carrying on educational work for those who wish to take advantage of these facilities; to promote the training of men and women to fit them for good positions in industry; to provide social and recreational facilities in settlements where such facilities are now lacking or inadequate; and to use the public school buildings to a greater degree than heretofore as community centers.

The members of the Committee include clergymen, lawyers, educators, newspaper men, representatives of foreign countries, labor leaders, recreation directors, employment managers, school board members, city officials, immigration officers, Y. M. C. A. and Y. W. C. A. officials, employers of labor, housing managers and social workers.

Considering the large proportion of Duluth's population which could be especially benefited by the Americanization movement, it would obviously be impossible for the Committee to get into personal contact with this great mass of people. The committee plans, therefore to carry on its work, to a large extent, by using such existing agencies as fraternal societies, religious bodies, commercial club, labor organizations, and representative men of foreign nationalities.

Americanization Committee of the City of Duluth
and Naturalization Bureau.

Room 5 Mesaba Block
407-409 W. Superior, St., Duluth, Minn.

Phones:
Melrose 198 Grand 223-X

NOTICE.

Classes in American Government for those who filed their application for the full citizenship papers (second papers) are constantly formed. Inquire at the Office of the Americanization Committee.

The United States Government in the Army Cantonments and in the Navy Training Camps has provided many special schools for our fighters, and especially for those foreign-born fighters who have little knowledge of English and other necessary subjects. Educational classes and instruction in various trades will also be given to our boys in Europe after peace is declared, so long as they may have to remain there. When these men come back, they will be better qualified than ever to take the new positions which will be open in this country when business is resumed on a peace basis.

When our boys in France return home, every employer who is in a position to do so will gladly offer to take them back into service. Many persons now engaged in war industries, in work beyond their experience and training, may then have to give way to better qualified men. After the present stress of war and the present scarcity of labor, there will be many readjustments in all lines of work, seeking to better fit the man to the job than is now possible. There will be work for all, for the ex-soldier and the man at home--plenty of it--but the change from war to peace will change the nature of the work in many respects. And there will be greater need for individual ability and knowledge than formerly.

The question is, will the untrained worker who stayed at home be equally well prepared to take advantage of these new opportunities? As between the man who can talk and write English and a man who cannot, which one will an employer consider more desirable? As between a foreign-born worker who has become naturalized and one who has neglected to take out his citizenship papers, which of the two is more likely to get preference in employment, everything else being equal?

The public schools and other educational agencies everywhere are offering unusual opportunities for self-betterment to those who wish to profit by them. These schools never before were so well equipped to help the worker who wants to help himself. The Americanization Committee of Duluth stands ready to give every possible assistance to those of foreign birth who wish to qualify themselves for citizenship.

For the untrained men, especially, the prospects for prosperity after the war are brighter in the United States than in any other country. The war burden in the United States will be lighter than anywhere in Europe. America will become stronger in the commercial world than ever before. The American citizen will have a wider field of work and better educational advantage than ever before. The door of success is open to all. But success comes only to those who seek it.

The men or women who can be benefited by the educational opportunities now offered and who fail to take advantage of them may regret later on that they did not prepare themselves in time.

ENROLL FOR THE SCHOOL COURSES
QUALIFY FOR CITIZENSHIP
FIT YOURSELF FOR ADVANCEMENT

Evening classes are reopened in many schools of Duluth. Inquire

AMERICANIZATION COMMITTEE
OF DULUTH