

Immigration

The University of the State of New York
The State Department of Education

Division of Agricultural and Industrial Education

THE ROCHESTER PLAN OF IMMIGRANT
EDUCATION

PREPARED BY

CHARLES E. FINCH

Director of Immigrant Education, Rochester, N. Y.

Reprinted from the Twelfth Annual Report of the New York State
Education Department

ALBANY

1916

T301-Ja16-2500 (7-9420)

Rr
325.1
F492r

Local History Division
Rochester Public Library
115 South Avenue
Rochester, New York 14604
Reference Book
Not For Circulation

- 1926 PLIN
1927 ALB
1922 CHE
1918 WILLIAM NOTTINGHAM M.A. Ph.D. LL.D. - - Syracuse
1921 FRANCIS M. CARPENTER - - - - - Mount Kisco
1923 ABRAM I. ELKUS LL.B. D.C.L. - - - - - New York
1924 ADELBERT MOOT LL.D. - - - - - Buffalo
1925 CHARLES B. ALEXANDER M.A. LL.B. LL.D.
Litt.D. - - - - - Tuxedo
1919 JOHN MOORE - - - - - Elmira
1916 WALTER GUEST KELLOGG B.A. - - - - - Ogdensburg
1917 (Vacant)
1920 (Vacant)

President of the University
and Commissioner of Education

JOHN H. FINLEY M.A. LL.D. L.H.D.

Deputy Commissioner and Assistant Commissioner for Elementary Education

THOMAS E. FINEGAN M.A. Pd.D. LL.D.

Assistant Commissioner for Higher Education

AUGUSTUS S. DOWNING M.A. L.H.D. LL.D.

Assistant Commissioner for Secondary Education

CHARLES F. WHELOCK B.S. LL.D.

Director of State Library

JAMES I. WYER, JR, M.L.S.

Director of Science and State Museum

JOHN M. CLARKE Ph.D. D.Sc. LL.D.

Chiefs and Directors of Divisions

Administration, GEORGE M. WILEY M.A.

Agricultural and Industrial Education, ARTHUR D. DEAN D.Sc.,
Director

Archives and History, JAMES A. HOLDEN B.A., *Director*

Attendance, JAMES D. SULLIVAN

Educational Extension, WILLIAM R. WATSON B.S.

Examinations, HARLAN H. HORNOR M.A.

Inspections, FRANK H. WOOD M.A.

Law, FRANK B. GILBERT B.A.

Library School, FRANK K. WALTER M.A. M.L.S.

School Libraries, SHERMAN WILLIAMS Pd.D.

Statistics, HIRAM C. CASE

Visual Instruction, ALFRED W. ABRAMS Ph.B.

Rochester Public Library
115 South Avenue
Rochester, NY 14604-1896



3 9077 03754620 0

THE ROCHESTER PLAN OF IMMIGRANT EDUCATION

CHARLES E. FINCH, DIRECTOR OF IMMIGRANT EDUCATION, ROCHESTER,
NEW YORK

The board of education of the city of Rochester, realizing the constant and growing need for adequate opportunity for the ever increasing number of foreigners who desire an education, has organized a special department of evening school work known as the department of immigrant education, and placed it under a director who devotes his entire evening time to this problem. A provisional course of study is in operation in the schools and an attempt has been made to make the work of immigrant education throughout the entire city more uniformly efficient.

It has been realized that evening school follows a long day of hard work; that a large number of those who attend have had very limited, if any, educational advantages; and that however eager the immigrant might be, the period of his attendance must of necessity be relatively short. The plan, therefore, so organizes the schools that they offer opportunities to these foreign-born students that are, in a measure, commensurate with the sacrifice made by these toilers who devote to study the time that is really needed for rest and recreation.

The Rochester Aim in Immigrant Education

- 1 To teach prospective Americans to $\left. \begin{array}{l} \text{speaking} \\ \text{reading} \\ \text{writing} \end{array} \right\}$ English.
- 2 To give practical information and safety suggestions.
- 3 To prepare for intelligent and patriotic American citizenship.
- 4 To make the foreign-born familiar with our laws, customs and home ideals, with our great Americans, and with the fundamental facts of our history.

We realize that we must not only teach these coming Americans to speak, read and write English, great as this necessity may be, but we must also strive to prepare them for intelligent and patriotic American citizenship. We seek to make the school the civic agency that appeals to the immigrant, that inspires his confidence, that effectually accomplishes his assimilation and makes him an integral part of the community in which he lives. We believe that the future welfare of the State is identified with the welfare of these men and women who constitute so large a part of its population.

We are fully aware of the fact that what we have to offer in the way of solution is only a beginning; and it is with the sincere hope that it may stimulate and encourage others who are working on this new and vital problem that the attempt is here made to give some of the results of our efforts.

In the first place, we are trying to carry out a definite plan of grading or classifying students so that each teacher may work to the best advantage and every student may get the largest possible return for his efforts. We have to face such difficulties as ascertaining the qualification of students in the brief time allowed for registration; the desire on the part of students to be with their friends; the attachment of students to particular teachers; the marked difference in the natural ability of students to make progress under the same instruction.

We endeavor, however, to exercise particular care in getting the necessary individual data before assigning students to a class as it is difficult to make the foreigner understand why changes are made after he has once been assigned. The following is a sample of the special card provided for this purpose:

Registration no. _____	Evening school no. _____
Pupil's name _____	Speaks English _____
Nationality _____	
Education in native country _____	
Education in U. S. _____	
Assigned to _____	Group _____
[Teachers' name]	

Plan of Grouping and Grading

Beginners classes

Grouped according to sex and nationality.

Classified:

- 1 Illiterates
- 2 Educated foreigners
- 3 Foreigners who speak some English



Group of students registering for evening schools.

325.1
F4922

2

Intermediate classes

Requirements:

- 1 Completion of outline for beginners
- 2 Ability to write simple connected sentences
- 3 Ability to read books of fourth grade standard

Advanced classes

Students who are prepared

- 1 To read such books as Dunn's "Community and the Citizen"
- 2 To enjoy a story like Hale's "Man Without a Country"
- 3 To read and discuss parts of the Constitution

Lessons for Beginners

One of the first things that the foreigner must know is how to express certain facts of identification in English. The following sample leaflet suggests a way of solving this problem.

ROCHESTER LEAFLET

Lesson 1

IDENTIFICATION

My name is

I live in Rochester

I live at

I came from

I work at

I go to No. School

It is on

The teacher will first give this information about himself making such necessary gestures as may be required to help the students understand what he is saying. Next, the brightest student in the class will be called upon to repeat the process, giving his own name, address etc.; then each student in turn makes the attempt to give this information with reference to himself. Later each student will fill out the leaflet and carry it home. He may also copy this information into his notebook where it may serve as an identification page.

Students are given further practice in writing their names and addresses and for this purpose a card giving this information is prepared for each member of the class by the teacher and opportunity given for practice at the blackboard or at the seat according to individual needs.

Purpose of the first lessons for beginners:

- 1 To develop a working vocabulary of simple English words.
- 2 To use this vocabulary in simple sentences that have a natural relation to each other and so form a series of sentences that shall constitute a lesson on a topic related to the daily life of the students.
- 3 To give useful information through this vocabulary.

Vocabulary aim:

- 1 The teacher must have a definite end in view when teaching the words of each lesson.
- 2 This work should be done in such a manner as to lead to the lesson on the blackboard, the leaflet, the lesson in the book.
- 3 There must be a constant and well-planned review of the words taught.
- 4 The pupils must use the vocabulary as it is taught in both oral and written expressions of their own.

Suggestive vocabulary list for beginners:

The following groups of verbs and nouns suggest sets or series of sentences to be used in connection with the lessons that develop the initial vocabulary through the action — imitation work:

stand — chair
sit — blackboard
walk — desk

open — door
shut — door
window

put — pencil
touch — ruler
Other objects
in room

carry — paper
bring — chalk
Other objects
in room

go — hall
run — wardrobe
bookcase
Other objects
in room

drop — pen
move — eraser
Other objects
in room

give — used with objects in room
take

point — picture
look — curtain
floor
ceiling
wall

Method of procedure with beginners:

- 1 Develop nouns by means of objects, pictures and drawings.
- 2 Teach verbs by actually performing the action indicated by the particular verb.
- 3 Relate the object and action work so that a sentence is the result.



Writing names and addresses.

4 Develop these sentences so that they follow each other in a natural and related order. The following outline suggests the several steps in this development:

a A definite act is performed.

(Object and action related in a sentence)

b A sentence describes this act.

c Sentences follow each other in a *natural order* from a beginning to a logical end, thus making the series or lesson on the simple topic chosen.

d The teacher *acts* each sentence of the series telling it as she acts.

e Pupils imitate.

f As each sentence is developed, it is written on the blackboard.

g The pupils read the sentences from the blackboard as they are developed and then one after the other in the completed lesson.

h *Each pupil* is given an opportunity to read during this exercise.

i After the reading lesson the pupils copy the sentences into their notebooks.

j When sufficient vocabulary has been developed, the blackboard lesson is followed by a lesson in *print* from leaflet or book.

k As the class progresses simple words are selected for spelling and language work, both oral and written.

Pupils who can *speak* English fairly well do not need this detailed action and imitation work. The sentences of the series are written on the blackboard as they are developed in the oral work with the class. Objects and pictures are used and the necessary action work given; but the progress is much more rapid in the group that can speak English. The teacher passes from sentence to sentence of the series as soon as the new words are clear to the class. The teacher must watch the pupils and learn to *sense* their progress.

Subject matter of lessons for beginners:

As previously noted, the words that build the initial vocabulary of a beginner express the names of objects and of actions with which he is already quite familiar. The action work is carried on in connection with objects in the room because these objects are

more available for the first lessons. Articles of clothing, parts of the body and the care of the body suggest lessons that will naturally follow this work. Next in order come the simple lessons suggested by the daily life of the students at home, on the street, in the factory or other places of employment. In short, the lessons should be related to universal activities with which the student is already familiar but about which he desires to be able to express himself in English.

In planning these lessons, our teachers endeavor to keep in mind the following purposes of this work:

- 1 To enable the student to express himself in English in the terms of his environment.
- 2 To help him understand what is going on all about him.
- 3 To teach him such English as he must know in order to go to and from work, to make application for work, to understand the language of his foreman when commands, criticisms, or warnings are given.
- 4 To give him some of the most important "Safety first" suggestions.
- 5 To make him familiar with some of our laws, our customs and our home ideals.

The following suggestive themes or groups of themes indicate lessons that we attempt to give to students who can speak English fairly well or who have completed the work outlined for *real* beginners. Objects, pictures, drawings, as well as appropriate action work, should be used with these lessons as the needs of the class may dictate. The teacher selects her theme for the evening from the list and develops it according to the needs, interests and ability of the class.

The body

Head, eye, ear, nose, shoulder, arm, wrist, hand, fingers, thumb, knee, foot, ankle

Clothing

Hat, cap, coat, vest, shoes, stockings, gloves, tie, collar

Home and housework

(For women's classes)

Care of house—bedroom, dining room, living room; cooking, washing, ironing, mending, sewing

Keeping the body clean

Basin, water, soap, towel

Eating: the meals

Plate, knife, fork, spoon, glass, cup, saucer; milk, tea, coffee, sugar; other articles of food

*The grocery store*¹

Groceries, meat, fruit and vegetables; buying and selling

¹ United States money, and also the *necessary* weights and measures are taught in connection with this topic.



Teaching English through a familiar activity.

Going to work

Leaving home; on the street car; meeting friends; arrival at factory

Time

Days of the week, months; morning, afternoon, evening; the clock; telling time

Evening school

Meeting the teacher; learning to read and write; learning how to become a citizen

The trades

Mason, carpenter, plumber, tailor, shoemaker; other workers

Saving money

The savings bank; making a deposit; money to draw in case of need

Using the telephone

Pay stations; calling the number; depositing the money; talking slowly and distinctly

Good manners

Daily greetings; removing one's hat; expressions of excuse or of gratitude

Shopping

The clothing store, shoe store, dry goods store, millinery store

Some of our laws

Reason for laws; laws made by the people; particular laws or ordinances

The factory

Applying for work; at work; conduct in the factory; safety signs

Our flag

The colors; the stars; its simple meaning

The seasons

The weather; the thermometer; kind of clothing; holidays

Health lessons

Calling the doctor; the eyes; the teeth; fresh air; exercise; bathing; health rules

Safety suggestions

Public signs; avoiding accidents; meaning of "safety first"; factory fire drill

Sending a letter

Address and stamp; postage in U. S. to foreign countries; mail box and postman; registered letter

Public amusements

Getting a ticket; thoughtfulness for others; courtesy to ladies; pushing or crowding

Going to the library

The nearest branch; the librarian; getting a card to draw books; care of books

Getting a license

Reason for a license; people who must have a license; the way to get a license

Textbooks and leaflets for beginners:

The material found in textbooks available for beginners is gradually improving and the latest textbooks are written from an adult point of view.

The lessons, however, are not well graded owing to the lack of standards in immigrant education. Our teachers, therefore, select their topics to meet the needs of the class, and then go to the textbooks and find the lessons which naturally supplement what they

have planned to teach. *Reading a book page after page is evidence of poor teaching.* Our teachers are not only urged but expected to study the different textbooks in order to plan their lessons to the best advantage.

The Rochester leaflets are planned to supplement the textbooks. They are so designed that they *review* some of the words taught in regular lessons and *suggest* new ideas requiring additional vocabulary. In the oral period the new ideas are thoroughly discussed with the students and the new words carefully developed. A blackboard lesson differing somewhat in form from the leaflets but containing the ideas follows this work. The leaflet itself comes as the conclusion of the entire work on the lesson indicated by the title of the leaflet. It sometimes requires more than *one* lesson to prepare for a particular leaflet.

The leaflets are used in connection with themes previously suggested, and not as furnishing disconnected and absolutely new material. They provide a lesson in print which the students carry home after it has served its purpose in the classroom. This gives an opportunity for rereading and review at the convenience of the student.

The following leaflet will indicate the way in which safety suggestions are brought to the class:

ROCHESTER LEAFLET

Lesson 10

FACTORY FIRE DRILL

Fire drills are required by the State.

Our factory has a fire drill once a month.

All passageways are kept clear all the time.

The way to the stairs and fire escapes is always clear.

I know that EXIT means the way out.

Every person stops work at the sound of the fire alarm.

We form a line and follow the leader.

We do not talk, joke or push in the line.

Each one must do his part and obey orders.

Ladies must hold their skirts so that no one will trip over them.

We must all be very careful in going down the stairs or the fire escape.

The fire drill will help us to get out without danger in a real fire.

In case of fire, I must tell the foreman as quickly and quietly as possible.

If there is a fire, everybody must keep cool and obey orders.



Instruction in fire drill.

The leaflet on "Our Laws" was worked out after conference with one of our judges who is very much interested in the problem of immigrant education.

ROCHESTER LEAFLET

Lesson 18

SOME OF OUR LAWS

Laws are made for the good of the people.

A person who is not a citizen must not carry or own a large knife or pistol.

A person who sells things on the street must have a license.

We must not pass handbills or printed notices on the street without a permit.

The law says we must not buy or sell lottery tickets.

We must not give a street-car transfer to any other person.

The law says we must not spit on the floor of a street car or of any public place.

The birth of every child must be reported to the health department.

Children must not be sent to buy liquor or tobacco.

It is against the law to walk on the railroad tracks.

The law forbids all forms of gambling.

General suggestions for work with beginners:

1 The group plan

a Either the fact that there is a marked difference in the *natural* ability of the students of a class to make the same progress or that it is sometimes necessary to place in a given class students in different stages of progress may make the group plan an aid to the teacher, as well as a means of keeping the interest of the students.

b While one group is having the oral work, the other group may be given a written language exercise; or while one group is reading, the other group may copy the blackboard lesson into their notebooks. In this way, the necessary development work and the reading lesson that follows may be more closely adapted to the needs of the particular group; and one part of the class may have an entirely different and more difficult lesson than the other.

c Much depends on the ability of the teacher to "size up" the students in the class and determine just what kind and grade of

work will meet their needs. He must, therefore, be familiar with the textbooks that are to be used; he must have a clear conception of the different stages of progress in learning the language; and he must be able to adapt his teaching to the varying advancement that the students of a given group may make.

d The teacher must first gain the interest and confidence of the pupils, though it be at the expense of getting just the results he is striving to obtain. As the pupils gain in self-confidence and the ability to express themselves, the quality of their work is bound to improve. The group plan may, therefore, enable the teacher to reach the individual in the class more quickly and to ascertain his needs with greater accuracy.

2 Memory gems

a The primary object of this work is to get the students to speak clearly and distinctly and to enunciate properly. It is taken up as a part of the work of the oral period or used to make a slight break between the various lines of work during the evening.

b The memory gem should be written on the blackboard as soon as the teacher reaches his room and thus give the students who come in before the regular session begins a chance to copy it in their notebooks.

c Students seem to be less self-conscious when repeating the words of another, than in attempting to give expression to their own thoughts; hence the opportunity that this work affords.

3 The oral period of class work

Teachers as a rule fail to realize the importance of getting the students to *use* the new vocabulary as rapidly as it is acquired. Progress is much more rapid as soon as the pupils begin to express themselves in the new language and to *use* the English that they have learned without hesitation. The language used in our classrooms is English; and the teacher drills upon the new words and expressions taught until reasonably sure that each pupil understands each new word and is able to *think* it in English. It is this care for the individual that creates and maintains the interest shown by the students in our classes.

In this period the teacher reviews lessons previously taught both as a preparation for the new lesson and in order to be sure that the students have *understood* what he has previously presented and also that each new word taught has conveyed some definite meaning to their minds. In this way he gives the pupils the ability

to *use* the English which they have learned, and develops a familiarity with the words taught which gives the pupils a confidence in their use that comes only after frequent repetitions.

In this period the teacher also *develops* the *new* ideas that he is to present to the class through conversation, through questions, through the use of the necessary object and action work.

The students are encouraged in all their attempts to use the English that they have learned even though the sentences are not complete and fall short of the teacher's ideal. They are stimulated to ask questions that express their needs; and their knowledge is tested by the carefully worded questions of the teacher. Such work as this gives our teachers the opportunity to come into close contact with the students, to gain their confidence, to make them feel at home in the classroom and to learn their needs.

As the pupils gain in self-confidence and the ability to express themselves, the quality of their work improves. This bond of sympathy and understanding between pupil and teacher is a significant feature of our work. The fact that the average foreigner has great respect for the true teacher means much in the way of possibilities for doing good and of rendering a real service to these eager learners. When such an understanding between teacher and class has been established, gesture and play of feature may convey many ideas that would otherwise be very difficult to teach.

Many idioms and other expressions peculiar to the English language are learned incidentally and in a most natural way when our teachers are careful to vary their expressions of commendation and correction. Our foreign-born get ideas rapidly through imitation and suggestion. This fact is of great significance to teachers who sometimes fail to realize that much of our best teaching never enters into language at all.

The teacher should never *lecture* to the pupils; and in his conversation with them he should always remember that his ability to make them understand what he says is limited by the English that they may know. He should, therefore, be most careful not to use words or expressions that are not familiar to the students in his class.

4 Use of the blackboard

Our teachers utilize the blackboards because they appreciate the value of associating the *spoken* word with the *written* form.

The lesson developed in the oral period, as previously suggested, results in a written lesson on the blackboard. The pupils then read this lesson and later copy it into their notebooks.

Oral expressions and new words used in the classroom are written on the blackboard so that the pupils may associate what they *hear* with the *written* form or what they *see*. This includes the daily greetings, expressions about the weather, expressions of commendation, class directions, etc.

The blackboard is used to illustrate words when objects are not available. Teachers should not be afraid to make a crude drawing if it serves their purpose.

The pupils use the blackboard for language work. The whole class can then see and profit by the corrections made by the teacher.

5 Variety in review work

We believe that review work is much stronger and accomplishes its purpose much better if the teacher uses the vocabulary taught in a variety of ways.

The following suggestions will indicate some of the ways in which the vocabulary taught may be reviewed:

a Questions requiring answers that use the words previously taught will be found most helpful in leading the students to express themselves in the new language.

b Let the pupils question each other as soon as they have gained sufficient vocabulary.

c Conversation lessons or question and answer lessons found in certain books provide an interesting form of review.

d Commands, either oral or written, using the vocabulary taught and requiring answers in the actual carrying out of the command by the student addressed, test real knowledge. After the action is performed the student should tell what he did.

e Let the student do something and then express what he has done in a simple sentence.

f Place a list of review words on the blackboard and then ask the pupils to fill in, either orally or in writing, the blank spaces in the sentences that the teacher has provided for this purpose. The sentences should, of course, not be arranged in the same order as the words.

g Perform actions or show objects and then call upon students to give the words.

h Dramatizing universal activities, for example, "Buying a hat," "Applying for work," "Making a deposit at the savings bank," etc., is an interesting and practical way of getting students to use the vocabulary that they have acquired.



Using the notebook.

i Drill cards containing the printed word may be used in several ways with distinct advantage; for example, the teacher may hold up the card and ask the student to tell the word; she may give the student a word card and ask him to place it on the proper object in the room; she may hold up a card and ask the student to perform the action.

j Drill charts or cards containing pictures that suggest one word may be used to give variety and add interest; for example, the teacher points to the picture and calls upon the student to tell the word or to write the word on the blackboard.

Keeping a Notebook

1 Student's notebook

In our work, we have found the student's notebook a great aid. As each student enters he is given a notebook and pencil and before the evening is over he finds something on the blackboard that is worth copying. In this way, he is given that sense of accomplishment so highly desirable in the work with the foreign-born.

This book is used as follows:

a To preserve work developed in the oral period.

b To preserve carefully developed lessons for rereading and review.

c To enable the teacher or principal to get a clearer idea of the progress of each student.

d To preserve material given by the teacher but not found in the textbooks used.

e To record useful rules or model language forms that have been taught so that they may be used for reference and review, especially in the intermediate classes.

2 Teacher's notebook

a Every teacher is expected to keep a notebook in which he not only records the progress of the class but also shows his lesson plans. Such a book furnishes the data for reports that are called for from time to time and preserves valuable material that can be used to advantage with successive classes. In short, it is quite impossible to plan our work from week to week properly unless some such definite record is kept.

b The following suggestions indicate more specifically what this notebook should contain:

(1) Subject and date of lessons given.

- (2) List of vocabulary taught, subject presented, textbook or leaflet used if teaching a beginners class.
- (3) Notes concerning particular needs of the class as developed in the oral period.
- (4) Lesson plans for each evening.
- (5) A record of phonetic work completed, if teaching a class that should have this work.
- (6) In all classes, a careful record should be made of the words taught in the spelling lessons.
- (7) In the intermediate and advanced classes, the notebook should show the topics taken and the books read in civics, history and general topics.
- (8) Any other data that will be helpful or useful to the teacher.

The Use of the Daily Paper

The daily paper is used in the several classes according to their needs and ability. A reproduction on the blackboard of the upper part of the first page of the local paper, giving name, date, cost and weather, makes a good beginning. Reading headlines or simple advertisements of things in which the students are interested makes a good second step. A simple lesson on the workers who prepare the paper for us will also be found interesting.

Teachers may develop the reasons for reading the newspaper and show how it will help the students in learning to read English if they apply their knowledge as fast as it is obtained.

Our students are taught to locate the "Want ad" page, to read and discuss the advertisements and to answer an advertisement. Clippings are selected by the teachers for class reading, discussion and oral reproduction.

In the advanced classes the students may be taught the meaning of an editorial and led to see how the newspaper molds public opinion. They should be taught the difference between a good, reliable paper and one that seeks to gain readers by making sensational statements.

The teacher who realizes the value of the daily paper as a medium through which much of the vocabulary taught may be reviewed in the most vital manner, has taken a long step toward success. The joy that comes to the immigrant who finds that he is able to read a few words, then a headline and finally a simple paragraph, is one of the strongest incentives to conquer the new language he is trying to learn.



Learning to read the daily paper.

The following suggestions will indicate a method of procedure:

- 1 Teach the students to find and read the name, date, price, weather etc.
- 2 Teach them to look for familiar words.
- 3 Lead them to read the headlines and help them to understand the meaning of headlines.
- 4 Utilize the advertisements.
 - a In the men's classes select the advertisements that appeal to them.
 - b In women's classes use the advertisements of sales of household articles, of dry goods, etc.
- 5 Read and discuss "want ads" and teach the students how to use them.
- 6 Bring into the class selected clippings that contain vocabulary which the students have mastered.
- 7 Devote a short time on certain evenings to clippings that the students have been encouraged to bring to the classroom.

First Steps in Written Language for Beginners

As students learn the names of objects they get their *nouns*, when they learn the names of actions connected with those objects they have their *verbs*, and thus they are prepared for their first sentences. Words that are later to be known as pronouns, adjectives, adverbs, and prepositions are taught and soon help the students to make more complete sentences.

The sentences are given orally at first but should be put into written form as soon as the students are able to form the necessary letters and spell the necessary words. This work should be started as soon as a limited vocabulary has been developed.

The following suggests simple language work for beginners:

- 1 Copying sentences used in the reading lesson on the blackboard is in itself a language exercise if the students *think* the sentences as they copy them instead of *copying words*.
- 2 Have the student write a short, simple sentence that he has just given orally. Encourage all attempts. After the first attempt, progress is more rapid.
- 3 Write from dictation sentences previously copied into the notebook.
- 4 Write a sentence telling somebody to do something (a command sentence).
- 5 Write from memory sentences used in the class.

6 Let the students fill in words omitted from sentences written on the blackboard; for example, is-are, was-were, a-an, in-on, etc., using the proper word according to the rest of the sentence.

7 Encourage the students to write original sentences using a word given by the teacher as the basis.

8 Have the students write answers to questions written on the blackboard.

9 Write sentences on the blackboard and ask the students to complete them; for example, I open — —.

10 Lead the students to make simple statements about things in the schoolroom. These statements should be made orally at first and then written.

General Suggestions on Phonetic Work

The English language is far from being a phonetic language and almost any rule that can be given will have its exceptions. We find that a few simple rules, however, are helpful to the student who is endeavoring to conquer our language.

The teacher should bear in mind that this work must serve a double purpose, as it should both aid the student to *articulate* correctly and gradually enable him to work out for himself the pronunciation of new words.

We relate the phonetic work to the use of the dictionary, and teach the meaning and use of the simple diacritical marks. We teach dividing words into syllables, as well as the accent mark and its use in connection with this preparation for the dictionary work.

The several rules for forming the plural of words are taught in connection with the phonetic work.

Slow and careful articulation on the part of our teachers is a great aid to the pupils in getting the correct sounds and the proper pronunciation.

It is necessary to go very slowly with the beginners and to allow ample opportunity for *review* and the *application* of what has been taught.

This work should not be started until the student has gained at least a limited vocabulary; and then the words with which the student is familiar should be made the basis for the phonetic work taught.

Dictionary Work for Intermediate and Advanced Classes

This brief outline is added for the purpose of suggesting to teachers some of the essential steps that must be taken if the students are to be prepared to use the dictionary intelligently.

- 1 Students should know the letters of the alphabet in order.
- 2 They should be able to make lists of words arranged in alphabetic order.
- 3 They must know the use and meaning of the most common diacritical marks.
- 4 They must know the meaning of syllables and of the accent mark.
- 5 They should know the meaning of the words at the top of the dictionary page.
- 6 They should be able to use the diacritical key at the bottom of the page.
- 7 They should be taught the meaning of the abbreviations used in classifying words; for example, *n.*, *a.*, *v.* *t.*, *adv.*, etc.
- 8 They should have drill in locating words that they wish to look up.
- 9 They should be taught to select the particular definition of the word in question and have practice in doing this.
- 10 Each pupil should be encouraged to *own* a dictionary.

Dictation Exercises

Some dictation work can be done even with beginners. Intermediate and advanced classes should have dictation at least twice a week, as it helps the students to master the work taught, increases their confidence, and improves their spelling. The teacher will also find in this work a definite indication of the progress of the class and will thus be able to plan his work in a more helpful and intelligent manner. The following outline will suggest how dictation may be applied as the various topics in language are being taught. Dictation exercise may include:

- Simple statements.
- Questions and answers.
- Sentences given for correct use of idioms.
- Sentences given for correct use of parts of speech that are often misused.
- Sentences with quotations, abbreviations, contractions etc.
- Simple paragraphs.

Simple letters, as the various kinds are taught.

Sentences or paragraphs given to review rules for capitals and for punctuation as they are taught.

If at the close of the dictation exercise, the teacher will place the correct form before the class, it will enable the students to discover some of their own errors and help them to see just what the teacher wanted. Students who need extra practice may also copy this correct form into their notebooks.

Outline of Plan for Teaching History through Biography

First steps for beginners

Columbus, The Pilgrims, Thanksgiving,

Franklin, Washington, Lincoln

History for intermediate classes

Discoverers and explorers

Columbus	Cortez
Vespucci	Pizarro
Cabots	Hudson
Ponce De Leon	Drake
Balboa	Cartier
Magellan	De Soto

Colonizers

Raleigh
John Smith
Pilgrims & Puritans
Roger Williams
Peter Stuyvesant
William Penn

History for advanced classes

<i>Nation builders</i>	<i>Inventors</i>	<i>Great men</i>	<i>Great questions</i>
Benjamin Franklin	Whitney	Jefferson	Expansion
Patrick Henry	Fulton	Monroe	Monroe Doc-
Samuel Adams	Cooper	Jackson	trine
Washington	Morse	Webster	Tariff, State
Jefferson	Edison	Lincoln	rights
Hamilton		Grant	The Union
		Garfield	Slavery, Union
		McKinley	Secession,
			Union
			Civil Service
			Reciprocity

The teacher is not expected to take up the characters in the order indicated above, but rather to select the topics in which the students are most interested.

Community Civics for Intermediate Classes

The work under this topic is so outlined as to emphasize that side of civics which bears the closest relation to the student and suggests matters of local interest in which he should take an active part. The obligation of each individual to obey the laws, to be considerate of the rights of others, to take care of public property and to support public officials in carrying out the duties of their respective offices is emphasized.

The purpose of the instruction given should be to develop intelligent citizens; to impress a sense of obligation as well as to teach the rights and privileges of citizens; and to get the students to cultivate in the most practical way the habits and qualities of good citizenship. Endeavoring to prevent fire is better than putting it out; orderly behavior and observance of the laws is the best way of helping the policeman; and a right attitude in reference to all public officials is the first step toward loyal support.

Teachers should endeavor to get away from the idea of formal civics and to present the topics in their natural relation to the student's life in the community. It is neither necessary nor desirable at this time to attempt such fine distinctions as, for example, the three departments of government. It is, however, most important that the students should be *actively* interested in what is presented, and that they should be encouraged to express their own opinions and observations.

By helping the student to understand his own community, to realize his dependence upon it and his responsibility in relation to it, we strive to develop, in this most natural way possible, a proper understanding of and a right attitude toward government as the supreme means by which all members of a community may co-operate for the common welfare.

Any textbook that may be used will merely supplement the efforts of the teacher in his endeavor to guide the students in their study of the *actual* community in which they live and to help them interpret its many interests and relations.

In this way our students learn that a government like ours depends on the intelligence, industry and loyalty of its citizens; that each citizen has *obligations* as well as rights; that we should support and uphold the citizens whom we elect to public office in such a way as to enable them to discharge the duties of that office in a manner that shall best serve the public good. They also learn the necessity of law; the need for the enforcement of law by

properly qualified citizens, either elected by the people or appointed by persons elected by the people; the need of courts and court officials in order that disputes may be wisely settled and persons who break the law may be properly punished, also so that all questions concerning the law and its enforcement may be decided with justice to all concerned.

Instruction regarding the *first steps* toward citizenship is given in this part of our course. In fact, our work on naturalization begins in the first year that the immigrant comes to our classes and continues as a part of the work in civics throughout the course. We hope in this way to give a preparation for citizenship that will mean far more than learning a few questions and answers.

The following leaflet will suggest our method of procedure with first year classes:

ROCHESTER LEAFLET

Lesson 6

GETTING THE FIRST PAPER

I am eighteen years old.

I want to get my first paper.

I must go to the courthouse and get a paper.

The teacher will help me make out the paper.

I must tell the truth on the paper.

I must give the name that I gave on the ship.

I must also give my correct name if it is not the same.

I must take this paper back to the courthouse and pay one dollar.

The clerk will give me my first paper.

It is called the declaration of intention.

I must be careful not to lose it.

I shall come to evening school and learn about the government of this country.

This will prepare me for the final paper.

I want to be a good citizen of the United States.

Citizenship Classes

We separate the work of the declarant from that of the petitioner as indicated above; and our citizenship classes are reserved for those who have filed their petitions or are nearly ready to do so. In these classes our work is planned to meet the actual needs of the individuals who are to appear in open court in a few months or who desire information in reference to filing their petitions.



At the naturalization court.

Formal civics now becomes an important feature of the work, for the men must know something about the departments of government, about how our laws are made, about the men who make and administer them. They must understand at least the simple features of our Constitution. Each person is given a copy of the Constitution which is made the basis of part of the class work.

Maps of the State and of the United States are referred to; pictures of public buildings that are the visible symbols of government are used; tactful questions and suggestions from the teacher stimulate discussions and arouse real interest on the part of the students. The lecture method is avoided and the students are encouraged not only to ask questions but to furnish information whenever they are able to do so.

The teacher explains the meaning of the *oath of allegiance* to the students; and they are not left to get their only idea of what they solemnly swear to do from a rapid recital in court of words that convey little or no idea to their minds.

Actual examination of candidates is carried on in the classroom, and the court procedure is dramatized; thus these future citizens are prepared for an experience in open court which shall have a greater significance because they are in some measure, at least, able to appreciate its meaning.

The several representatives of the United States Bureau of Naturalization are cooperating with us in a manner that makes it possible to carry out our plans with the largest measure of success and the best return in good and intelligent citizenship.

Every man who files a petition in the naturalization court is given the following card:

CITIZENSHIP CLASS

A citizenship has been opened at the Washington Junior High Evening School, corner Clifford avenue and Thomas street. You are urged to attend this class and prepare yourself for the examination which you must take before you can receive your final paper. Mr M. C. Roberts, the clerk of the naturalization court, is in charge of this class. The class meets on Monday, Tuesday, and Thursday evenings, from 7.30 to 9.15.

We are not urging men to become citizens; but we believe that when the alien has taken the initiative and wants to become a citizen the welfare of the State and of the entire country demands that the public school shall furnish the necessary instruction in

the forms of our government and the principles underlying them. Surely these potential citizens ought to find it easy to get the help they need without money and without price.

The Training of Teachers for Immigrant Education

So difficult and so important a task as the education of the immigrant can not be left to persons who have had no preparation for the task. Our teachers must be prepared for this work; they must have a special aptitude for this kind of teaching which requires a high degree of professional skill; and they must be sympathetic, energetic, and wisely zealous.

In Rochester, we realize that much depends on the ability of the *teacher* to "size up" the students in the class and determine just what kind and grade of work will meet their needs. We feel that our teachers must be familiar with the textbooks that are used; that they must have a clear conception of the different stages of progress in learning the language; that they must be able to adapt their teaching to the varying advancement that the students of given groups may make. We are therefore attempting to train our own teachers by offering a normal course in the evening school. It is practically impossible now for a new teacher to get a position as instructor in one of our classes for immigrants unless he or she has taken this training course in methods of teaching immigrants.

We are endeavoring to develop teachers who have a real interest in this work; to demonstrate through observation of classes at work under our best instructors how the various topics should be taught; and to make the teachers familiar with the different phases of the work. The members of the class are taught how to prepare individual lessons, to plan review work, to use a notebook, to prepare daily plans and make out weekly outlines. The students study the textbooks used in the different classes so that they may be familiar with them and know what book is best adapted to the particular lesson that is to be given. Thus they are taught to *use* the textbooks rather than to follow them blindly.

Our plan also gives opportunity for class discussions and provides for model teaching. The members of this class make charts that provide material for first lessons to beginners; they study our provisional course of study, the interpretation of which is a regular part of the work; they become familiar with our system of classifying students and our plan of work for the pupils of each particular class. Their questions are carefully considered; and both the good

and bad points of the teaching observed are made the subject of class work.

Personality, general ability and natural aptitude, oral and written work, the average of examinations given during the course are the factors that are taken into consideration in rating these students for the eligible list from which both the supply teachers and teachers for regular positions are chosen. We have found this the surest way of getting the best teachers at the top of the waiting list and so building up a stronger teaching force that will be better able to meet the exacting obligations of this great work.

We fully realize, however, that this plan in no way takes the place of the regular training that workers in this field of educational endeavor ought to have; and we have simply adopted it as the best method available at present for getting teachers who have had any training at all for this work.

Better teachers and a more definite course of study have done much toward solving the problem of regularity of attendance in the classes for the foreign-born in the Rochester evening schools. The increase in both enrolment and attendance has been remarkable. A higher standard in reference to what should be done for the immigrant prevails throughout the city and the teachers are glad to have a definite plan of work because they are not only able to accomplish more during the period of evening school sessions but are prepared to welcome former pupils when the next season opens and to help them make continuous and definite progress.

Publicity

At the beginning of the season we send postals to students who have attended evening school the previous year, urging them to continue their education. We advertise in the street cars and through the newspapers, both English and foreign. The stores and factories cooperate with us by placing cards printed in foreign languages in their windows and upon their bulletin boards.

Teachers make personal calls in the neighborhood of the school. Letters in the foreign language are sent to the homes in certain sections, while circulars conveying information in the foreign language are distributed in other sections.

Our day school students interest father and mother in learning English and help us to advertise our classes.

In Conclusion

Our plan includes institutes during the year for the teachers in our classes and provides for reports from the teachers in reference to their work. In this way we are all able to work together in the solution of our common problem. The first steps have been taken toward forming an immigrant education club which shall offer opportunities for round-table conferences and provide a medium through which various community efforts for the benefit of the immigrant may express themselves.

Our course of study provides for several seasons; and it may be noted, as one of the most encouraging things about our work, that men and women find it interesting enough to come season after season. We aim to enable the students to advance in a definite manner in those subjects that make the strongest appeal to them; always keeping in mind the fact that it is our duty to help each foreigner who gives his time to the work of the evening school to become a better, happier and more useful American citizen.



3 9077 03754620 0