

LC  
3733  
P5P5  
copy 2

FT MEADE  
GenColl

# AMERICANIZATION



IN  
PHILADELPHIA





Class LC 3733

Book .P5 P5

copy 2









# AMERICANIZATION IN PHILADELPHIA

---

A CITY-WIDE PLAN OF  
CO-ORDINATED AGENCIES

229  
1966

UNDER DIRECTION OF

THE AMERICANIZATION COMMITTEE

PHILADELPHIA CHAMBER OF COMMERCE  
"

---

A MANUAL FOR AMERICANIZATION WORKERS



*“And thou, Philadelphia, the virgin settlement of this province, named before thou wert born, what love, what care, what service and what travail has there been to bring thee forth and preserve thee from such as would abuse and defile thee: My soul prays to God for thee that thou mayst stand in the day of trial, that thy children may be blessed of the Lord, and thy people saved by His power.”—William Penn.*

Copy 2

LC 3733  
P5 P5  
Copy 2

PHILADELPHIA CHAMBER OF COMMERCE

*President*—CHARLES P. VAUGHAN

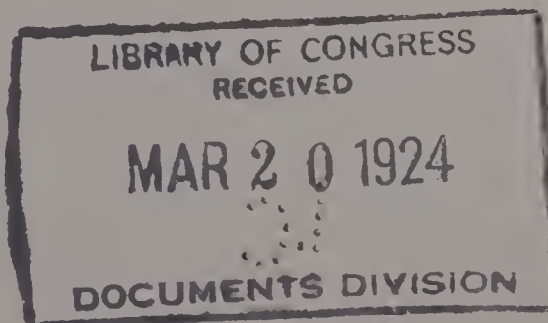
*General Secretary*—N. B. KELLY

AMERICANIZATION COMMITTEE

WALTER P. MILLER, *Chairman*

	Walter P. Miller Paper Box Co.
B. FRANK DAY.....	Philadelphia Electric Company
A. G. DEAN.....	H. O. Wilbur & Sons.
MILTON D. GEHRIS.....	John B. Stetson Company
ARTHUR C. JACKSON.....	The Miller Lock Company
DR. E. H. MCILVAIN....	Edw. G. Budd Manufacturing Co.
D. MONTFORT MELCHIOR.....	Girard College
FRANKLIN SMEDLEY.....	Smedley Brothers Company
EDWIN E. BACH.....	Director Americanization Bureau

COPYRIGHTED, 1923, EDWIN E. BACH, PHILADELPHIA, PA.

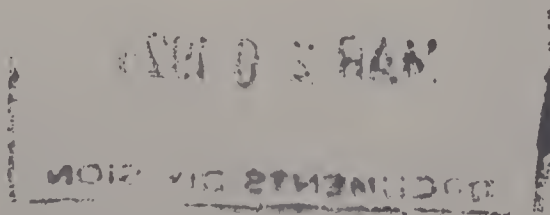




## Table of Contents

(For specific information see the Index, page 91)

Foreword—Walter P. Miller, Chairman Americanization Committee .....	5
Need of an Americanization plan; its method of operation .....	7
The City-Wide Plan stated .....	8
Factors to be considered in its development .....	10
Type programs organized within the field of community agencies	29
Map showing the location of Americanization schools .....	30
Known results of effective Industrial Americanization .....	36
Plan of the John B. Stetson Americanization School, Philadelphia	40
Agencies which admit of co-ordination in a city-wide plan .....	49
Existing laws to be considered in connection with a city-wide plan	51
Information regarding the American flag .....	58
Statistical data showing the necessity for functioning plan .....	59
Illiteracy data of Philadelphia .....	61
Graph showing the character of the population of Philadelphia, opposite page .....	62
Citizenship status of the foreign born population of Philadelphia	63
The Negro population of Philadelphia .....	65
Map showing the distribution of Negro population by wards ....	67
Graph showing the death rate in Philadelphia from Tuberculosis	69
The Immigrant a vital factor in America's progress .....	71
Importance of an accurate citizenship census of employees .....	77
Detailed information for ready reference for Americanization workers .....	78
Annual recognition meetings of the foreign born .....	83
Suggestive outline for an Americanization address .....	86
Americanization bibliography by subject .....	88



## Acknowledgments

We are indebted to the following for their contributions, which have made the publication of "Americanization in Philadelphia" possible:

EDWARD G. BUDD MANUFACTURING COMPANY

MRS. MARY WALKER BOGGS

INFANT SCHOOL SOCIETY OF PHILADELPHIA

WALTER P. MILLER PAPER BOX COMPANY

PHILADELPHIA ELECTRIC COMPANY

HENRY PHIPPS INSTITUTE

SMEDLEY BROTHERS COMPANY

JOHN B. STETSON COMPANY

JOHN WANAMAKER, PHILADELPHIA

## Foreword

THE necessity for an organized city-wide plan in Americanization, under a non-partisan, non-political and non-sectarian leadership, has long been apparent to individual workers who, through community agencies, have administered to the welfare of our city.

The Americanization of Philadelphia must be wrought through a medium which shall include both individual workers and city agencies. The individual can best serve the cause by associating himself with agencies for which definite programs have been formulated. The type programs, presented in the plan, have been organized within the fields of the respective agencies represented, in such a manner as to contribute in a very definite manner to the project as a whole.

For the preparation of this book and this plan, and the leadership in the unification of Americanization effort in Philadelphia, we are indebted to Mr. Edwin E. Bach, State-Director of Americanization, who under an agreement with the State Department of Public Instruction with the Philadelphia Chamber of Commerce, has given freely of his time and effort to the service of Philadelphia.

We gratefully acknowledge the financial contributions from our friends who have made this souvenir edition of "Americanization in Philadelphia" possible. For the cuts of "Historical Philadelphia," we are indebted to the corporation of John Wanamaker, Philadelphia. Subsequent editions will be furnished at the cost of printing to individuals and organizations who may find need for a considerable number of copies in the promotion of the work.

In the offering of this plan and leadership, the Philadelphia Chamber of Commerce through its committee, believes that it is making a definite contribution towards the solution of this perplexing problem which has developed simultaneously with the industrial expansion that has made "Philadelphia the Workshop of the World."

The common causes of non-functioning Americanization programs, in the past, have been racial prejudice, sectarianism and politics; successful Americanization programs have been the result of united effort, trustful co-operation and unselfish service.

WALTER P. MILLER, *Chairman,*  
Americanization Committee, Philadelphia Chamber of Commerce.

Philadelphia, Pa., November 1, 1923.

## The American's Creed

**I** BELIEVE in the United States of America as a government of the people, by the people, and 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 and inseparable; established upon these principles of freedom, equality and 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.”

WILLIAM TYLER PAGE.

# Americanization in Philadelphia

An intelligent approach to the Americanization of Philadelphia, implies a working knowledge of the facts responsible for the present conditions.

The Federal Census of 1920 shows, of Philadelphians above 16 years of age, one person in 46 cannot speak English, one person in 38 is an alien citizen, one person in 31 cannot read any language and one person in 29 cannot write any language.

We should expect to have a large foreign born population in a city which has over 6000 industries with more than one-quarter of a million employees and over a \$1,000,000,000.00 worth of manufactured products in a year.

Loyal and patriotic Philadelphians should have cause for real concern, that only 50% of the foreign born population of our city is naturalized and only one-third of the remainder has taken any steps towards citizenship.

Americanization, whether of the native or of the foreign born, becomes at once an educational, a social and an economical problem. The educational adjustment of the newcomer, is plainly the problem of the public school, the college and the university. His usefulness to the community will depend upon the degree to which he is permitted to have a participating part in its activities as a citizen. His economic value will be in direct proportion to the extent to which industry contemplates for him real American working conditions.

The Americanization of Philadelphia, when divested of all verbiage, which usually surrounds the discussion of such a plan, becomes a matter of plain business procedure. The factors to be considered are:

1. A careful consideration of the characteristics of the present population and its status as to its literacy.
2. The promotion of a plan which, if pursued intelligently and persistently, will remove illiteracy and all other un-American tendencies.
3. The co-ordination of all community agencies, in such a manner as to effectively attack the problem through an extension of service in their respective fields.
4. A sane leadership.

Any individual or organization that may desire a definite place in this movement can be given a specific task. The plan is sufficiently flexible in arrangement to admit of community adjustment; it challenges all who have better citizenship for Philadelphia at heart.

The keynote of the plan is social amalgamation which can only be realized through the operation of the psychological law of like-mindedness. As all social phenomena are not discernible in operation but can only be judged from results, it becomes doubly important that no unnecessary chance be taken in plan, method, or development.

The procedure herewith presented is the result of numerous conferences and discussions relating to a co-operative plan; in which the needs of the immigrant were the subject of first consideration, but those needs have been indicated by the immigrant himself through the leaders of his group.

This plan has been checked against experience in all the various fields herein considered and has for its goal a functioning citizenship, which combines the participation of the new citizen in the life of the community and releases all his energies for the common good of his fellow citizens.

## A City-wide Americanization Plan

Americanization is that process of assimilation which guarantees the full functioning of American citizenship.

### I. PURPOSE:

To accomplish the Americanization of Philadelphia through the organization of a program in which all agencies may engage without duplication of effort.

“We want to interpret America in terms of fair play; in terms of the square deal. We want in the end to interpret America in healthier babies that have enough milk to drink. We want to interpret America in boys and girls and men and women that can read and write. We want to interpret America in better living conditions and decent wages, in hours that will allow a father to know his family. This is Americanization in the concrete reduced to practical terms. This is the spirit of the Declaration of Independence put into terms that are social and economic.”—*Franklin K. Lane.*

Philadelphia should be an American city in every sense of the word.

### II. ORGANIZATION:

To make a united attack through effective working units.

- a. In industry through plant organization.
- b. In the community through the co-ordination of agencies which can function in the program.

“It 'aint the guns nor armament, nor funds that we can pay,  
It's the close co-operation that makes 'em win the day,  
It ain't the individual nor the army as a whole,  
It's the everlastin' team work of every bloomin' soul.”

*Rudyard Kipling.*

Effective organization is the vehicle of accomplishment.

### III. LOCATION OF ILLITERATES:

To establish an avenue of communication through personal contact.

“Illiteracy is the lowest form of intelligence. The illiterate is open to any propo-  
ganda and is more easily led into crime and into un-American activities than any other  
class of individual, because he receives all of his information second-handed.”

*Dr. Edwin C. Broome.*

Every immigrant must be induced to desire literacy and be given an oppor-  
tunity to become literate.

### IV. ENGLISH FIRST CAMPAIGN:

To afford a medium of expression and understanding.

“To be great, a nation need not be of one blood; it must be of one mind. If we  
think together, we can act together, and the organ of common thought and action is a  
common language. Race and heredity may be beyond our organized control; but the  
instrument of a common language is at hand for conscious improvement through  
education and social environment.”—*John R. Commons.*

Every Philadelphian should have the ability to speak English.

## V. CITIZENSHIP CAMPAIGN:

To train for functioning citizenship.

“God give us men! A time like this demands  
 Strong minds, great hearts, true faith and ready hands  
 Men whom the lust of office does not kill:  
 Men whom the spoils of office cannot buy;  
 Men who possess opinions and a will;  
 Men who have honor—men who will not lie:  
 Men who can stand before the demagogue  
 And damn his treacherous doctrine without winking!  
 Tall men, sun-crowned, who live above the fog  
 In public duty and in private thinking:  
 For while the rabble, with their thumb-worn creeds,  
 Their large professions and their little deeds,  
 Mingle in selfish strife, lo! Freedom weeps,  
 Wrong rules the land, and waiting justice sleeps.”

*J. G. Holland*

Every Philadelphian should be an American citizen.

## VI. AMERICANISM CAMPAIGN:

To sustain a functioning citizenship.

“There can be no divided allegiance here. Any man who says he is an American, but something else also, isn't an American at all. We have room for but one flag, the American flag. We have room for but one language here, and that is the American language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house; and we have room for but one soul loyalty, and that is a loyalty to the American people.”—*Theodore Roosevelt*.

“To safeguard and transmit to posterity the principles of justice, freedom and democracy.”—*Preamble to Constitution of the American Legion*.

## VII. INFORMATION SERVICE:

To eliminate exploitation and establish confidence.

“From the time the immigrant lands, he is the prey of a host of swindlers. This warfare goes on ceaselessly, but it manifests itself in constantly varying ways. The number of unprincipled schemes which are concocted are infinite. Some adequate agency, or group of agencies, must therefore, stand guard to detect each new chicanery as rapidly as it is attempted.”—*Reginald Heber Smith*.

Immigrants must be led to know the real America through reliable agencies.

## VIII. OBJECTIVES:

1. Every Philadelphian a loyal, literate, and “able-to-speak English” American citizen.
2. Every Philadelphia home maintaining American standards of living.
3. Every Philadelphia child to be given an equal opportunity for health, education and happiness.
4. Every Philadelphia industry approaching capacity production through the mutual efforts of the employer and the employee.
5. Every Philadelphian engaged in an intensive campaign in constructive city-wide patriotism and loyalty.
6. Every Philadelphian the embodiment of an abiding faith in himself, his city, his country and his God.

## Factors to be Considered in the Development of A City-wide Americanization Plan

### MEANING OF FOREIGNER:

“A man is not foreign because he was born in a foreign country, or because he does not speak the best of English, but because he clings to or is actuated by up-American and anti-American ideas.”—*Albert Mamaty*.

### IMMIGRANT'S FAITH:

“The immigrant's faith in America is built upon its unique glory as ‘the chosen land of a chosen people.’ All the people who have come to America came because they wanted to, because they wanted to love it. America has been peculiarly the land of immigrants and as such it arouses the faith of those who are now seeking what it has held out for so many years.”—*Helen Hart*.

### CO-OPERATION:

“Co-operation is the big word of today and will be the bigger word of tomorrow. Work is a fine idea in and of itself, and working together makes a combination that cannot be beaten.

“It is not sufficient for one set or party merely to do the cooing and the other the operating. It is a time for the recognition of our interdependence and that we have collective responsibilities. We could not go back to the old individualistic methods if we would. Our whole processes of industry, of living in metropolitan communities means that we must develop a larger understanding and a larger recognition of our common problems; it means mutual consciousness—give and take—that we must use our reasons instead of our prejudices, our loves instead of our hates.

“Every man and every group of people are worth being understood and have some contribution to make. The co-operative mind and habit have become a necessity and a man's usefulness will increasingly depend upon whether he is born into that kingdom.”—*S. C. Kingsley*.

### OUR PERSONAL RESPONSIBILITY:

“Those of us who work with people in intimate and personal ways have unusual opportunities for making the world happier if we but use our professional tools in the right way, and, of course, our best tool is the mental concept we have about our work and the ability with which this concept may enable us to understand people better than we now do and to assist them to understand us.”—*J. Prentice Murphy*.

### TECHNIQUE OF APPROACH:

“More sympathy and real interest and real brotherhood on the part of native Americans towards the foreign-born is needed if this Americanization movement is to be a success. This sympathy and interest can be awakened only by a greater knowledge concerning these various races immigrating to this



country, by a knowledge of their characteristics, their history, and their past and present conditions in their native lands, for Americans must remember that these 'foreigners,' have their glorious history, their patriotic struggles and their men of literature, art, science and every other line of human endeavor."

"Get into your heart, in the first place, some sympathy for the man who is in a foreign land. Let the best your nature can give come out, the tolerant part, the kindly part. If you are an employer give him opportunity that you would give others. Deal with him not as one whose labor you buy, but as a human soul, and we can transform that man before a generation is passed. There is only one way to translate yourself to him and that is by your conduct to the foreigner who is hereby translating America into square dealing, into justice and into kindness."

"When the American school boy shall have been taught by his parent to be kind to the lonesome child with a foreign accent in his voice, and not to join coward-like with a mob of young savages 'to beat him up;' when the American school girl shall be trained at home that, in place of feminine cruelty, it is more American to exercise generous sisterhood, then, will the schools be on a fair way to make their final contribution to the Americanization of the foreign child and then will it be possible to approach the foreigner through the medium of his dearest possession, his child."

#### STORY TELLING AS A MEANS OF APPROACH:

One of the most interesting activities as well as one of the most effective means of approach to the children and to the groups in the foreign-language section is through the well told story. A story telling division is being organized and all persons who desire to have a part in this movement should notify this office immediately. Service will be rendered through organized agencies in order that there may be no lost effort. For stories, lists and books, refer to the Free Library Association of Philadelphia.

#### MUSIC AS A MEANS OF APPROACH:

"When our foreign-born citizens sing together and sing with us surely it works towards a firm foundation for a safe citizenship. All ages and all creeds and all races joined in singing our American ballads, folk songs and patriotic hymns at the recreation centers during our work. No surer approach to a harmonious citizenship can be reached than the approach of music. Community music is of no educational value. It is simply a socialing factor which creates an atmosphere of good fellowship and contentment; it permeates every station of society. It liberates the power of expression of people."—Director of Music League of Philadelphia.

Music is one of the best avenues of approach to the Americanization of the foreign-born groups. It has the advantage of mass participation in which the individual loses his identity and yet expresses himself most freely without embarrassment.

All foreign groups have their own music and when properly approached are willing to stage concerts and general musical entertainments for the public, thus giving of their culture to the common good.

An organization of the racial musical groups would prove to be one of the most effective agencies in the work.

#### FOREIGN LANGUAGE ORGANIZATIONS:

The foreign language beneficial association, the foreign language lodge and the foreign language church represent possibilities for Americanization in group that has not yet been approached with any degree of efficiency.

When an organization commits itself to a program and all work together for its accomplishment, there can be no failure. Some of the organizations mentioned have clauses in their by-laws which demand that members prepare themselves within a given time for citizenship or they must sever their connection with the order. The demand is made in order that the members may be able to advance themselves and in order that they may be in position to render service to their adopted country.

#### SPEAKERS BUREAU:

A reliable speakers bureau is essential to a functioning Americanization program because the "word of mouth appeal" together with the "appeal of personality" are still the greatest assets which any movement can have. There is constant demand for speakers which in the past has been filled with greatest difficulty. The personnel should be made up of the most forceful and eloquent representatives of city agencies and of the most prominent naturalized citizens of all races. Requests have been sent out by this bureau to all leading organizations and to prominent individuals for registration in this bureau in order that there may be no delay in the establishment of this service. If a notice has not reached your organization kindly advise this bureau at once.

#### NATIVE LANGUAGE AS A FACTOR IN AMERICANIZATION:

"No one questions the necessity for the immigrant learning the English language, but of primary importance in the transplanting of the 'uprooted' immigrant is his desire for security. When the effort is made to teach the immigrant the true foundations of American life and American ideals, he must be enabled, in adjusting himself to the conditions of his new environment, to preserve his equilibrium.

"In so far as it is a medium of thought and self-expression, the native language of the immigrant is one of an important series of stabilizing forces. It serves as a 'spiritual anchorage.' It helps the immigrant to reconstruct his old environment, to re-interpret the social influences of his former surroundings, so that they may provide him with inspiration and guidance in the transition to the new environment. It satisfies that craving for security and equilibrium which are essential to his well-being."—*Jacob Billikopf*.

#### AMERICANISM CAMPAIGN:

A permanent constructive community program in Americanism through an intelligent citizenry for the purpose of guaranteeing the perpetuity of American ideals is most essential to the success of this program.

1. The fostering of community activities with this purpose in view are most helpful. Mass meetings, pageants, playlets, exhibits of art and

handicraft of the foreign born, story telling parties, formal exercises in the granting of citizenship papers, formal observance of legal holidays—the foreign-born participating and “all-nation entertainments,” are some forms of expressions in which communities may participate.

2. Definite continuance of educational activities are imperative, such as:
  - a. Thorough going citizenship courses in public schools.
  - b. Systematic citizenship training courses for adults.
  - c. Citizenship lectures and popular illustrated talks.
  - d. Americanization sermons in the churches.
  - e. Americanization courses for clubs and other community organizations.
  - f. Available Americanization reference materials in libraries.
  - g. Campaign through the public press, native and foreign.
  - h. Rigid censorship of text-books used in public schools.
3. Essay writing contests on Americanism.
4. Most manly boy and most womanly girl contests. (Awards).
5. Law enforcement:
  - a. Flag laws.
  - b. Teaching of common school branches in English.
  - c. Sabbath observance laws.
  - d. Housing laws.
  - e. Landlord and tenant laws.
  - f. Women and children in industry.
  - g. The 18th Amendment.
  - h. Compulsory School Law.
6. Live Americanism in your personal daily life.
7. Non-political police force; training of patrolmen as agents of Americanization.

#### THE SETTLEMENT:

“The settlement stresses the spiritual side of life, the cultivation of truth, purity, high endeavor, unselfish service to others. It provides constantly for social gatherings, which serve to cultivate a community spirit as opposed to class spirit. It is a center for recreational and educational efforts, which will engender true democracy. It seeks to unify the life of the neighborhood in a steadfast effort to secure for every member of the community an opportunity to develop his or her life into the best of which each is capable. Finally, the settlement stands unflinching for this proposition, as applicable to every human being: ‘Whatever we get in life which may enrich body and soul, we should spend in the service of others.’ ”—*R. R. Porter Bradford*.

#### VALUE OF PLAY:

“In childhood play is the serious business of life. Adults rarely regard it seriously enough. They feel themselves, their own business and the pleasures of maturity, as more important. In so far as one generation can foster, guide and

guard efficiently the play and recreation of its children, it puts upon their feet 'the shoes of happiness,' stout and well wearing, in which they may run and dance over rough places on the path of life. No generation has adequately recognized the need of play as an end in itself."—*Anna F. Davies.*

#### INSTRUCTION IN PLAY:

"Detroit has developed workers who stand ready to assist in play. If a church or any organization is to give a social or party, it may call on these public workers to help entertain. If a mother is giving a party for her children, she may feel at liberty to call upon the worker. Churches are co-operating in having entertainments. Thousands of people were trained last year for the purpose of rendering such service."—*Thomas S. Settle.*

#### THE FACTOR OF SEGREGATION:

"The segregation and clannishness of the immigrant groups is erroneously called a characteristic peculiar to them; all of us choose our homes among those people with whom we feel most comfortable, with the result that all of us really live segregated in districts; those who come from the same country naturally feel unity. We have then in segregation merely a manifestation of a common human characteristic."

We can dissolve these colonies only as we offer a fuller life to those who live in them. When the inhabitants of our foreign districts find full fellowship in our communities and equality of treatment and of opportunity, they will find in the new relation a happiness greater than in the old, then will disintegration come about naturally.

#### RACIAL RESPONSIBILITY:

"Both white and colored races came to America at the same time and all that is America is a result of their joint endeavors. Therefore, it is reasonable to expect that they should evolve a program of co-operation and development conducive to the best interests of each.

"The principles on which the program should be built are to be found in the Ten Commandments, the Golden Rule, the Sermon on the Mount, the Declaration of Independence and the Constitution of the United States. In these documents are found all the moral maxims needed to adjust any human relations, but in America they all seem to break down along the color line.

"Somehow in the natural order of things some nations come to the fore at given times. This makes such nations or races trustees of civilization. A trustee that exploits his trust for his own benefit alone is considered unworthy. The white race at present is in the position of trusteeship and if it abuses its trust to the detriment of other races it will be called upon to give an accounting."—*Prof. Kelly Miller.*

#### SOCIAL EQUALITY:

Much has been said about the matter of social equality in connection with Americanization movements. The complaint is usually made by persons who have nothing to contribute to the general good or by individuals who are unwilling to prove their worthiness through service.

Booker Washington said: "The wisest among my race understand that the agitation of questions of social equality is the extremest folly, and that the program in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than artificial forcing. No race that has anything to contribute to the markets of the world is long in any degree ostracized."

"Not social identity, but opportunity, is the real demand of the undeveloped."—*Anna F. Davies.*

#### HEALTH:

"Health matters, as one of the important aspects of life, have an integral part in the process of Americanization. The numberless habits, customs, standards, upon which personal and family hygiene are based are of importance to the physician, and the health department, in relation to the care and prevention of disease. They are also everyday elements in determining the extent to which people are developing as Americans members-in-full of an American community."

"Have people such habits and standards of household life that if good housing is available facilities will be used and not misused? This question involves health and Americanization at the same time. Do people know how to use the facilities for the care of disease, such as hospitals, sanitariums, clinics, well trained private doctors? Or are people too ill informed to make the best use of what is available? This is not only a question of health. It involves the exact extent to which people are intelligent participants in the American community. Are people intelligently co-operative with the school nurse, with the department of health, the infant welfare or anti-tuberculosis agencies, public or private? Are people subject to exploitations of medical quack because of ignorance of good medical facilities combined with inability to read English? These again are matters of both health and Americanization."—*Davis Michael, Jr.*

"Sickness is one of the greatest causes of family difficulty. It strikes not only at the economic stability of the family but at the root of its social and spiritual unity. Mental strain and economic burden of sickness, with the necessity for all kinds of practical household readjustments, coupled with worry and uneasiness, may tend toward disintegration of the family group. Therefore, skilled assistance in meeting the needs of the sick and intelligent directing and sharing of responsibility in making necessary household adjustments, is often of great importance in preserving continuity of family life."—*Katharine Tucker.*

Because of the wide field embraced in health work among the foreign-born it is essential that all agencies touching any phase of life peculiar to them, should be enlisted in the city-wide plan.

#### AMERICAN LIVING CONDITIONS:

American living conditions imply: comfortable and sanitary houses, pure water, wholesome milk, gardens, recreation, churches, schools, opportunities for saving and investing, medical and hospital facilities and protection of life, limb, and property.

"The tenement with its lack of ventilation and light, and with its insanitation and untoward surroundings has done more to break down manhood and womanhood in the large city than all the movements for uplift have been able to mend."

Bernard J. Newman, Managing Director of the Philadelphia Housing Association, in a recent public interview said: "Philadelphia is gradually moving toward the tenement type of home. The particular bane of this trend other than economic and health hazards involved is that the larger percentage of such new accommodations are in converted buildings, originally intended for single family use and poorly adapted for multiple occupancy.

"A survey just completed by the association of 61,135 houses, only 56 are vacant and fit for occupancy and for rent at \$50 a month and less.

"In December, 1922, the average increase over 1914 rents was 56.4 per cent, with one district, West Philadelphia, averaging more than 100 per cent.

"Leases have been so drawn in many cases that tenants sign away all rights granted them by the tenant and landlord rights of the state; even copies of the leases are denied such tenants.

"Numerous cases have been reported where poor ignorant tenants, often unable to speak English, were overdue only a few days with their advance payments of the rent, when a constable descended upon them with a writ and proceeded to frighten them into immediate payment of rent with his additional fees.

"Families, sometimes of six to eight persons, have been evicted when they failed to meet exorbitant rent increase and were forced to crowd together into one or two rooms.

"But more than the tenement is at fault in the housing of the foreign-born. Thirty thousand persons are living in court and alley properties, which have no street frontage, where adequate light and ventilation are absent, where rooms are overcrowded, whole families living in single rooms, where there is no space for children to play. Between 10,000 and 13,000 houses are without sewer connection because from 15 to 20 miles of built street inlets, leaving in its wake filthy odors and insanitary pavements."

An American mother cannot rear her children in the American way under un-American living conditions; can we expect more of a foreign-born mother?

#### AMERICAN WORKING CONDITIONS:

"Labor is a commodity. But you cannot separate labor from the men who produce it. And those human beings are not commodities, and cannot be bought and sold. Individuals cannot be thought of as labor 'en masse' and count on your fingers the 'commodities': iron, steel, labor."

"The whole purpose of democracy is that we may hold counsel with one another, so as not to depend upon the understanding of one man, but to depend upon the counsel of all."—*Woodrow Wilson*.

"Men do not want to assume the duties of management; they want the chance to achieve simple happiness in the job and out of it, the chance to live their lives agreeably."

"The strike is a method of expressing disapproval when conditions in the industrial relationships become acute."

"So many factors enter the matter of wages that it is not possible to discuss them within a small compass of words but one thing is certain, that just wages are good business."—*Clark*.

Arthur Nash, the Cincinnati clothing manufacturer makes the following statement regarding his phenomenal success: "The Golden Rule is the divine law governing human relationships, accepted by all religions and proclaimed by all prophets and teachers of every creed. It is the only infallible, workable, industrial and economic law in the universe today."

Henry Ford says: "Let manufacturers treat their men like men, pay them a living wage, and give them working conditions conducive to self expression and they will have gone far toward eliminating strife."

"Labor in the United States is better paid than labor anywhere else in the world. It lives in better homes. It wears better clothes. It has more leisure. It enjoys better food. It has a wider margin of choice in determining how and where it shall live. It has more essential freedom."—*Samuel Gompers*.

Industrial experiments have shown conclusively that the surest approach to capacity production lies in the promotion of favorable working conditions.

Some of the factors that enter into the bringing about of American working conditions are: a just wage, pure air, good lighting, pure drinking water, washing facilities, sanitation, safety, first aid facilities, hospital facilities, workman's relief, pensions, bonuses and a spirit of mutual helpfulness.

American working conditions are especially needful as a means of interpreting to the foreign-born workman the attitude of the management towards him.

#### THE SIMPLE FAITH:

Faith makes men work and makes men pray.

The hopeless man sticks around and does nothing. The faithless man is always asking, "What's the use?" The hopeful man is always on his toes. The man of faith is a human dynamo in his community.

Faith is the giving of substance to things hoped for. Just as a glorified wish is a hope, so intensified hope is Faith.

. . . I call upon you to live by Faith, for it is the man of Faith who in the last analysis is the just man.

Faith, simple Faith, is the thing I commend. Faith in your neighbor, Faith in your public men. Faith in groups whose interest at first seems opposed to your own. Faith in America. Faith in Almighty God.—*From Industrial Creed by Hon. George Wharton Pepper*.

#### RELIGION:

"Religion is the root and center out of which come the eternal values—honor, faithfulness, friendship, human love, play, humor, seeking and finding new truth, and beauty and gratitude, including worship."—*Dr. Richard C. Calbot*.

#### PROGRESS:

"Progress is the growing participation of more and more people in more and more of the good things of life. Political progress is made when political power is given to the people; intellectual progress is made when we have opened the door of opportunity to every one, for an education; economic progress is made when we have made a wide distribution of our consumable wealth."—*C. A. Eaton*.

## FREEDOM:

“Freedom needs interpretation. It means the power to do the better thing—to win over one’s lower self for the sake of others. It would seem to be the duty of an intelligent community to surround individuals and groups with influences which tend to create and foster such power. Man’s intelligence and will are limited enough at best, and any community is wise when it outlaws those things which weaken the intelligence and will to do the right.”—*Dr. Eugene Lyman Fisk.*

## DEMOCRACY:

“The quest for democracy in the worship of God brought Colonists from the Old World to America. Insistence on democracy in government and taxation led the Colonies to declare their independence and to establish the American nation. Determination not to allow democracy to be restricted by lines of race and color engulfed America in the Civil War and brought reunion, with slavery abolished. To make the ‘world safe for democracy’ was the motive which at length impelled America to play the decisive part in the great World War. America was born in democracy and has always lived by democracy.”—*John Daniels.*

“Democracy is a device—the best so far invented—for diminishing the interference of governments with liberty.”—*Russell.*

“The test of a democracy is its willingness to trust its leaders.”

“The principle of democracy is preserved if the source of authority is limited; the efficiency of democracy is secured if the extent of authority is enlarged.”

## ORGANIZATION OF AN AMERICANIZATION COMMITTEE:

An Americanization committee should be organized in each ward having a large immigrant population, as a medium through which the program can be made to function. The membership should consist of representatives of the various local agencies and naturalized citizens of the predominating racial groups. This committee should reach the illiterate through personal contact and through the language of the illiterate. Any existing ward organization of this type may be used for this purpose.

## ADEQUATE PUBLICITY:

The first requisite of an Americanization campaign is a publicity which carries conviction; publicity weighted with the scientific essentials of good salesmanship. The schedule which follows will bring results if pursued persistently and vigorously.

I. *Publications:*

English newspapers; Foreign-language newspapers; industrial and technical publications; plant and factory publications.

II. *Announcement slides in motion picture and public meetings.*III. *Bulletin boards:*

Public, post office, church, employment agencies, naturalization bureau, City Hall.



IV. *Written notices:*

Foreign organizations, church organizations of all languages, industries, welfare agencies.

V. *The spoken word:*

Public mass meetings, community gatherings, pulpit announcements, judges of Naturalization Courts, speakers' bureau.

VI. *Personal solicitation:*

Members of Americanization committees, school principals and teachers, racial group leaders, employers of labor, present members of the classes, alumni of Americanization classes.

VII. *Radio.*

## THE ENGLISH PRESS:

One of the greatest factors in Americanization is the assistance given the movement by the generous publicity of the daily press. The unbiased presentation of the various phases of the movement and the urge given to those agencies which should have a part in bringing about the realization of the program has been most helpful. The press has always been willing to report public meetings held in the interest of the movement as well as to create public sentiment in favor of whole hearted, city-wide functioning citizenship.

## THE FOREIGN LANGUAGE PRESS:

The foreign language press has a very peculiar influence in moulding the sentiment and clearing the atmosphere of misunderstanding among the foreign-born groups. These papers still hold the influence which is wielded by the "small town dailies and the county weeklies," in that the subscriber reads the entire paper and in that the editor's interpretation of America is accepted without question.

The foreign language press is a necessity for the foreign language people until they can read the English language and as a medium of Americanization it has a most vital significance. The attitude of the press towards this movement can be judged from the fact that some of the publications carry weekly letters in Americanization and in citizenship.

## TECHNICAL TRAINING FOR TEACHERS AND WORKERS:

"Any phase of Americanization work requires the services of individuals who have been highly trained along these lines. In the teaching of English to the non-English speaking adult one finds the supreme test of teaching ability. In training for American citizenship the broadest and highest conceptions of American ideals are essential. In the approach to the home life of the new-comer, a refined sense of propriety and genuine brotherly love are mandatory. In community co-ordination a definite technique of approach is as necessary as is the knowledge of the psychology of co-operation. Indeed, every aspect of Americanization requires careful, intensive training of teachers and of workers."—A. W. Castle.

## UNIVERSITY COURSES IN AMERICANIZATION:

Summer school courses are being given regularly at The University of Pennsylvania and at Temple University in Philadelphia under the joint auspices of the State Department of Public Instruction, the Universities, the Philadelphia Public Schools and the Philadelphia Chamber of Commerce.

Temple University also conducts a course in Americanization through the regular school year for the benefit of the Philadelphia city teachers. Regular college credit is given for the completion of either the summer school or the regular school year courses.

These courses cover the following subjects:

1. Psychological bases for teaching the adult foreigner English.
2. The racial background of the immigrant.
3. The technique of approach to the immigrant problem.
4. The organization and administration of a city-wide program.
5. Class organization for effective instruction.
6. The study of immigration in relation to Americanization.
7. The study of assimilation in relation to Americanization.
8. Americanization in relation to industry.
9. The principles underlying training for citizenship.
10. The Americanization of the immigrant woman.

The Philadelphia Board of Public Education is demanding that teachers who would teach in the Americanization schools have specific training for the work. It will not be many years before certificates will be required for this phase of teaching just as they are now required for the teaching of other special subjects.

## METHOD OF TEACHING:

Because of the fact that students in the beginner classes do not understand the English language a direct method of instruction should be used by means of which objects, actions and relationship words can be easily translated into the symbols which they represent. It must be considered that the beginner's vocabulary must form the basis for all his subsequent work. To know a language implies one's ability to understand, speak, read and write it. The psychological processes underlying the knowing of a language must be understood to the degree of applying them before he can successfully undertake the work of teaching English to an adult.

## COURSE OF STUDY:

It is quite essential that a detailed course of study for the Americanization schools be placed in the hands of teachers that there may be a common understanding of the objectives. Suggestions may be made from time to time in regard to modifications necessary to accord with progressive practice.

The measure of success attained by both student and teacher can also be measured by "course tests." The efficiency of any organization depends upon a well wrought plan and a clear understanding of the plan by those who are to use it.

## CLASS ORGANIZATION:

It is the function of the public school to instruct the immigrant in the use of the English language, for this reason the final supervision of this work should

lie with the schools. This fact does not, however, debar co-operating agencies from forming classes wherever they may be located and eventually place them under the school system. A number of agencies are working in this manner.

Generally speaking the following outline will afford sufficient flexibility for a general campaign in city-wide organization of Americanization classes.

*Public Schools:*

1. Night classes for men, women and both.
2. Afternoon classes for men, women and both.

*Industry:*

1. Classes for men, women and both.
2. Corridor classes for apprentices.

*Parochial Schools:*

1. Night classes for men, women and both.
2. Afternoon classes for men, women and both.

*Community Agencies:*

1. Classes for men, women and both. (To be held anywhere, at any place, at any time).

*Home Classes for Women:*

1. Classes for women to be held in the home or any place they may designate.

*Naturalization Classes:*

1. Public school Americanization division.
2. Parochial school Americanization division.
3. Community agencies.
4. Industrial classes.
5. Home classes.

**HOTEL CLASSES IN ENGLISH:**

Hotels employing a large number of foreign-born employees can arrange classes in English and Citizenship for their help at such times as are convenient to the management. There is no question as to the increased efficiency attained where this plan has been tried. A comfortable room well lighted with large tables and blackboard constitute a sufficient equipment for the work. The texts and teachers can be provided by the public schools if proper arrangements can be made.

**HOSPITAL CLASSES AND PRISON CLASSES:**

Excellent work in the teaching of the American language and in the preparation for citizenship has been done both in hospitals and in prisons. The convalescent has much time on his hands which could be very profitably employed in this manner. Volunteer workers are often available for this work.

In the prison the work could be accomplished by the management whereby the illiterate could be taught the language and the principles of worthy citizenship. In some states of the Union, it is required that prisoners learn to read and write and speak English.

This bureau will offer any assistance to these projects which may be requested.

#### CLASS GROUPING AND GRADING:

Three general classes are considered sufficient for the organization of Americanization schools:

1. The beginner's class.
2. The intermediate class.
3. The advanced class.

The beginner's class demands frequent regrouping because of entrance of new students from time to time and because of a better understanding of the ability of the students as the work progresses.

Further division of the beginner's group according to sex, nationality and literacy is oftentimes recommended to avoid racial clashes and meet the common practices and customs of foreign lands relative to the mingling of the male and female in the same groups.

It has been found in common practice where large groups attend these schools and are given an opportunity of choice in the matter than they soon adjust themselves to new conditions and enter the group, which appeals to them most. The manner and efficiency of the teacher together with the content of the lesson are the main factors in holding the student. The test which the student applies is that of continuous achievement.

Previous misgivings of the student disappear as he advances from grade to grade and he soon forgets his former prejudices; this is especially true if the teacher uses good judgment in avoiding discussion of religion and racial prejudice.

#### THE CONTENT OF LESSONS:

The content of the lessons is one of the most important factors in the maintenance and continuance of an Americanization school. If the subject matter is not made interesting from the very first evening the student will not return. Texts which are intended for young children will be of no service whatsoever or are discarded copybooks of any value.

The immigrant must feel the sense of achievement from the first evening. The writing of his name and address upon the first evening may seem not to square with the best practices of pedagogy but it may prove an excellent device to have him come back, because he feels that he has learned something.

The leading factor to be considered in connection with the subject matter of all lessons for the immigrant, and especially for the beginner, is common usage. Lessons must be based upon the common things of life and the common activities of life. This is true because students can best appreciate and comprehend what they see and do in their daily work.

Proceed as rapidly as possible to conversation about the common things with which they are familiar. Develop ability to speak and understand the

language of the home, the street and the shop. From this basic vocabulary one may proceed to more difficult work in English and in other subjects.

“The teacher succeeds best who is quick to seize upon the best means at hand to convey an idea, either by object or by dramatization.”

#### THE ENGLISH LANGUAGE:

A knowledge of English is the first essential step towards Americanization. “While no one holds that merely talking, reading and writing English is Americanization, yet we are all agreed that there can be no national unity in ideals or in purpose unless there is a sound common method of communication through which may be conveyed the thought of the Nation. All Americans must be taught to read and write and think in our language.”—*Lane*.

Just as one language is the basis of security for national life, so is one language necessary for the perpetuity of our industrial life. It is no longer a matter of conjecture as to whether a knowledge of the English language in industry is a real asset to the workman but it is now conceded to be a prime factor in return dividends. A knowledge of English is absolutely necessary to safety, reduction of turnover, reduction in operating costs and the real factor in increase of production.

In the home of the foreign-born, a knowledge of English is essential to the preservation of family unity. The children are taught English in the schools and then refuse to speak any language but English in the homes. The parents feel that they are losing their parental authority. For this reason, if no other, the English language must be gotten to the parents; this is the only solution to this phase of the problem.

A knowledge of English is necessary for the participation of the immigrant in the affairs of the community and any effort towards assimilation which excludes the foreign-born from taking an active part in community activities will prove futile.

#### CITIZENSHIP TRAINING:

The function of the public school is to train generation after generation of school children of the city for an intelligent assumption of civic responsibility in this democracy. So also the immigrant, representative of that other great class of newcomers must be trained quite as thoroughly for an intelligent assumption of the specific duties of citizenship. Too much cannot be said against a system of granting suffrage which does not require thorough preliminary training for the proper and intelligent use of the ballot. Otherwise the “tool of construction becomes a tool of destruction.”

Community civics should be the basis for instruction in citizenship classes for the immigrant. Emphasis must be placed upon the fact the success of a government such as ours, depends upon 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 have elevated to office, that they may discharge their duties faithfully and righteously and thus serve their constituency.

The necessity for law and its enforcement; the need of courts in which citizens may receive justice and in which criminals may be punished should be presented in a simple but effective manner. The practical relationships among

citizens in a community may be shown through a discussion of fire prevention, disease prevention, accident prevention, etc., as responsibilities of good citizenship.

One of the best means of maintaining interest and of conveying a lasting impression to a group concerning a city institution is to take it to visit that institution and explain it in an understanding manner. Philadelphia has so many places of both local and historic interest that this form of instruction can easily be used. The City Hall, the Public Library, the Postoffice, the Mint, etc.

The formal study of civics should begin with a consideration of the immediate community in which the immigrant finds himself. He should then be taken in related steps to the municipal, state and federal government. A careful distinction should be drawn between the system of government with which he is familiar and the government of the United States. Emphasize the fact that the immediate ills of government which will affect him directly can be remedied by himself through becoming a functioning citizen.

#### THE PROCESS OF NATURALIZATION:

Naturalization is the legal process through which an alien becomes an American citizen. Philadelphians are fortunate in having a Chief Naturalization Examiner located in the Post Office Building at Ninth and Market Streets. This office has a very effective service and a telephone call will always guarantee any information which may be desired. Phone, Walnut 0877.

1. How to secure "First Papers" or the Declaration of Intention:
  - a. Any alien, male or female, 18 years of age may take out first papers by applying in person before the Clerk of the Court.
  - b. These papers may be taken out any time after his arrival; the first day if he has established his residence.
  - c. The fee is \$1.00—he need not pay an attorney for this service.
  - d. First papers are good for 2 years and void after 7 years.
  
2. How to secure "Second Papers" or Petition for Naturalization:
  - a. The candidate, male or female, must be 21 years of age.
  - b. Must have been a resident of the United States continuously for a period of 5 years preceding the date of application and a citizen of the State of Pennsylvania for one year preceding the application.
  - c. He must pay \$4.00 to the Clerk of the Court. Does not require the service of an attorney.
  - d. He must have his first papers at least 2 years and not more than 7 years previous to making this application.
  - e. He must have two witnesses, both of whom are citizens, who will declare under oath that they have known the candidate in the United States for the 5 preceding years, and in Pennsylvania for the year just past.
  - f. He must have a certificate of arrival if he came to the United States after June 29, 1906, in which case he must send his application forward to Washington, D. C. If he came prior to this date, the application is made directly to the Clerk of the Court.

- g. He must be able to speak English and be able to sign his name.
  - h. He must not be an anarchist or a polygamist.
  - i. He must be of good moral character.
3. After 90 days has elapsed since his application for his citizenship papers, he will receive a notice from the Chief Naturalization Examiner to appear before him for an examination as to his knowledge of the constitution. A date will be given him for his appearance at the Naturalization Court.
  4. He must appear in court with his two witnesses on the date assigned him.
    - a. Together with them he must answer the questions that may be asked by the Federal judge or examiner.
    - b. He must take the oath of allegiance.
  5. His second papers or final citizenship papers are then officially signed and sealed and issued to the candidate, who has now become a citizen of the United States.

NOTE.—Since September 22, 1922, the wife of an alien who becomes an American citizen no longer becomes an American citizen automatically. She must now go through the process of naturalization individually as does her husband, or a single alien woman. See page 54.

#### ALUMNI ASSOCIATIONS:

The alumni association affords a very excellent means of maintaining interest as well as recruiting new students for classes. The experience of graduate night school students from the Americanization courses gives them a grasp of the work which no others have and this added to the fact that they speak the language of the persons whom they would solicit to attend, makes of them a real asset. In Washington, D. C. and in Wilmington, Delaware, these associations publish periodicals in interest of the schools.

#### SOCIAL EVENTS:

The learning of the English language and instruction in citizenship training are essentially basic in the process of Americanization but there must be injected into the process the socializing influences which hold society together. Each session should somewhere have at least a short period for the intermingling of the class members and the teacher.

Occasionally an entire evening should be given over to entertainment and recreation in which the class members should have the leading roles. A musicale, a party and a dance afford an excellent combination for an entire evening.

A social evening for the community to which the families are invited by some American club afford the strangers an opportunity of learning more of the people with whom they are to live and associate. The New Century Club of this city have such an occasion annually. Other clubs should take up this movement.

#### CITIZENSHIP RECOGNITION MEETINGS:

In order to lend a special dignity to the conferring of citizenship papers as well as to the coming of age of the native born there have been instituted a series of public meetings for this purpose.

The Philomusian Club has made this a part of their regular program in Americanization and invite all naturalized citizens of the year to their club rooms where the Chief Naturalization Examiner presents the certificates on behalf of the government. Refreshments are served and a program of interest always awaits the "New American."

The Pennsylvania Railroad Company has a public occasion annually when the officials are present at the conferring of citizenship papers to their recently naturalized employees.

The John B. Stetson Company has several occasions during the year when citizenship papers are conferred upon their employees who have attained citizenship. The families of the new citizens are also invited and after the exercises refreshments are served to all. This company also believes that recognition given to this important event in the life of an employee will give him a higher appreciation of Americanization citizenship.

A joint recognition meeting of new citizens is also held annually by the Civic Club, Public Schools, American Legion and Chamber of Commerce.

#### RACIAL PROGRESS IN NATURALIZATION:

"Those who became naturalized most quickly were people from Turkey, not those from England or Germany. Then came Greece, Ireland, Russia, Roumania, Hungary, Holland, Denmark, Austria, Finland, Scotland, Norway, Italy—average of 11 years. England followed with an average of 11.7 years. Germany, 11.9 years; France, 11.9 years; Switzerland, 12 years; Sweden, 13 years and Canada, 16 years.

"Of the immigrants studied, we found that it took an average of 5 years between the first and second papers and yet only 7 per cent. of them had moved from one state to another.

"Of the 26,000 applicants for citizenship only about 1 per cent. are unskilled laborers; the remainder came from the skilled labor or higher classes of employment."—*Allen Burns, Americanization Studies, Carnegie Foundation.*

#### INFORMATION SERVICE:

If the immigrant is not exploited in some form or other before he reaches his destination in this country, it is due to the fact that he has been missed in some unexplainable way.

In his new environment, he becomes a helpless dupe of his own people as well as of the unprincipled native American citizen. This is due to the fact that he does not know where to turn for the every day practical information that he needs. He accepts the advice of the ever too ready "shyster" at his elbow and of the "native countryman" who is always upon his trail.

One of the prime purposes of this program is to bring about a co-ordinated information service which is dependable and which will find a way to reach every case. There are sufficient agencies dispensing the information that is needed if the immigrant only knew where to apply for the assistance which he needs.

The service must be a whole-souled, sympathetic and willing helpfulness. Advice upon the every day affairs of life and the common problems of concern to him such as: taxes, labor laws, landlord and tenant contracts, compulsory school laws, mother's assistance fund, legal aid, banking facilities, postal regulations



and service, compensation laws, naturalization, doctors, reliable lawyers, health clinics, dispensaries, employment agencies, etc.

A list of the reliable agencies of this nature should be compiled and distributed among the foreign-born in order that they may have the service which is provided.

Among the leading organizations charged with direct responsibility for the alien are:

1. Americanization Committee of the Chamber of Commerce. General direction and information, city-wide program. Address, Twelfth and Walnut Streets. Phone, Walnut, 5961.
2. Armstrong Association of Philadelphia. Improvement of condition of Negroes in Philadelphia. Address, Brown Building. Phone, Lombard, 1086.
3. Board of Public Education of Philadelphia. Free evening schools; English and citizenship classes. Address, Seventeenth and Pine Streets. Phone, Spruce, 8056.
4. Department of Public Health and Charities. Management, administration and supervision of public health. Address, City Hall. Phone, Filbert, 2762.
5. Federal Naturalization Bureau. Assists in the process of Naturalization of alien citizens. Address, Federal Building, Ninth and Market Street. Phone, Walnut, 0877.
6. Hebrew Sheltering and Immigrant Aid Society. Assists Jewish immigrants; meets foreign passenger liners. Address, 275 South Fourth Street. Phone, Lombard, 1095.
7. International Institute, Y. W. C. A. Furnishes foreign language workers for community work. Address, Morris Building. Phone, Locust, 5811.
8. Legal Aid Bureau of Philadelphia. Legal assistance to deserving poor; 20 languages spoken. Address, City Hall, room 587. Phone, Electrical Bureau.
9. National Catholic Welfare Council. Assists Catholic immigrants; meets foreign passenger liners. Address, 157 North Fifteenth Street. Phone, Spruce 4739.
10. Philadelphia Federation of Churches. Information relative to city-wide church activities. Address, 1420 Chestnut Street. Phone, Spruce 5660.
11. Philadelphia Housing Association. Improvement of housing conditions in Philadelphia. Address, 130 South Fifteenth Street. Phone, Spruce 1648.
12. State Bureau of Employment. Co-operating with U. S. Employment Service. Assistance of all unemployed; no fee is charged or accepted. Address, 1519-21 Arch Street. Phone, Spruce 3944.
13. Travellers Aid Society. Protects and safeguards travellers; meets foreign passenger liners. Address, 1507 Arch Street. Phone, 5678.
14. Young Men's Christian Association. Development of Christian character; meets foreign passenger liners. Address, 1425 Arch Street. Phone, Locust 2890.
15. Welfare Federation of Philadelphia. Co-ordination of social agencies. Address, Fifteenth and Locust Streets. Phone, Spruce 8230.
16. White-Williams Foundation. Constructive educational social work. Address, 1022 Cherry Street. Phone, Walnut 5044.

#### HISTORICAL PHILADELPHIA:

Philadelphia affords an opportunity for a concrete teaching of patriotism as does no other city in the United States. The classes in history can be made to teem with vivid descriptions of the historic places in Philadelphia. Later excursions can be taken either personally or as a class to America's shrines of interest which have figured so greatly in the heritage handed down to the present generations by our forefathers. It should not be said of any one in Philadelphia that he has not visited the places of historic interest in this city.

## PLACES OF HISTORIC INTEREST:

1. American Philosophical Society, Fifth Street below Chestnut.
2. Belmont Mansion, West Park.
3. Benedict Arnold's House, East Fairmount Park.
4. Betsy Ross House, Arch Street below Third.
5. Carpenter's Hall, Chestnut Street below Fourth.
6. Chew House, Main Street at Johnson, Germantown.
7. Christ Church, Second Street, above Market.
8. Congress Hall, Chestnut Street at Sixth.
9. First Bank of the United States (chartered 1791) Third, below Chestnut.
10. Franklin's Grave, Arch Street at Fifth.
11. General Grant's Cabin, east entrance of Girard Avenue Bridge.
12. Historical Society, Locust Street at Thirteenth.
13. Independence Square, Walnut Street, Fifth and Sixth Streets.
14. Old Swedes Church, Swanson Street, below Christian.
15. Penn Treaty Park, Columbia Avenue and Beach Street.
16. St. George's Methodist Church, Fourth Street near Vine Street.
17. St. Peter's Church, Pine Street at Third.
18. State House (next to Congress Hall) Chestnut Street at Sixth.
19. Washington Square, Walnut Street to Locust, Sixth to Seventh.
20. William Penn's House, West Park.

## AMERICA

“TO me America is infinitely more than an aggregate of 110,000,000 men; to me America is all that the submerged races of the world wish to be and cannot; to me America is the concrete realization of what the ages have hoped for and labored for.

“It is a definition. It is a creed. It is a challenge. God built a continent of glory and filled it with treasures untold. He carpeted it with soft rolling prairies and pillared it with thundering mountains. He studded it with soft flowing fountains and traced it with long winding streams. He graced it with deep shadowed forests and filled them with song.

“Then he called unto a thousand peoples and summoned the bravest among them. They came from the ends of the earth, each bearing a gift and a hope. The glow of adventure was in their eyes and the glory of hope within their souls. And out of the labor of men and the bounty of earth, out of the prayers of men and the hopes of the world, God fashioned a nation in love, blessed it with a purpose sublime and called it ‘America!’”—*By Rabbi Abba Silver.*

## TYPE PROGRAMS

ORGANIZED WITHIN THE FIELD OF LEADING COMMUNITY AGENCIES

### Educational Program

Americanization is fundamentally a process of education whether the work be accomplished within the four walls of the school room or elsewhere.

The chief purpose of the great public free school system of this city is to train for democracy; this has been its business since its very inception. All changes in its curriculum are but milestones which mark adjustments to new conditions for the purpose of keeping the schools functioning as training quarters in democracy for the youth and the illiterate adult population of our city.

The youth is reached through the regularly organized school system of the day school, with its varied departments to meet his needs. The adult student is reached through the extension courses which are adapted to his needs and which carry the work to him any place, any where and at any time.

There is no excuse for any man, woman or child in Philadelphia remaining illiterate, because The Board of Public Education has provided the facilities for their self improvement, whether they be native or foreign born.

Teachers are even furnished by The Board of Public Education to industries for their employees, when requested, upon the condition that sufficient co-operation be given the project by the industry to do effective work.

Schools open to Americanization Classes in Philadelphia during the term of 1923-24 are the following:

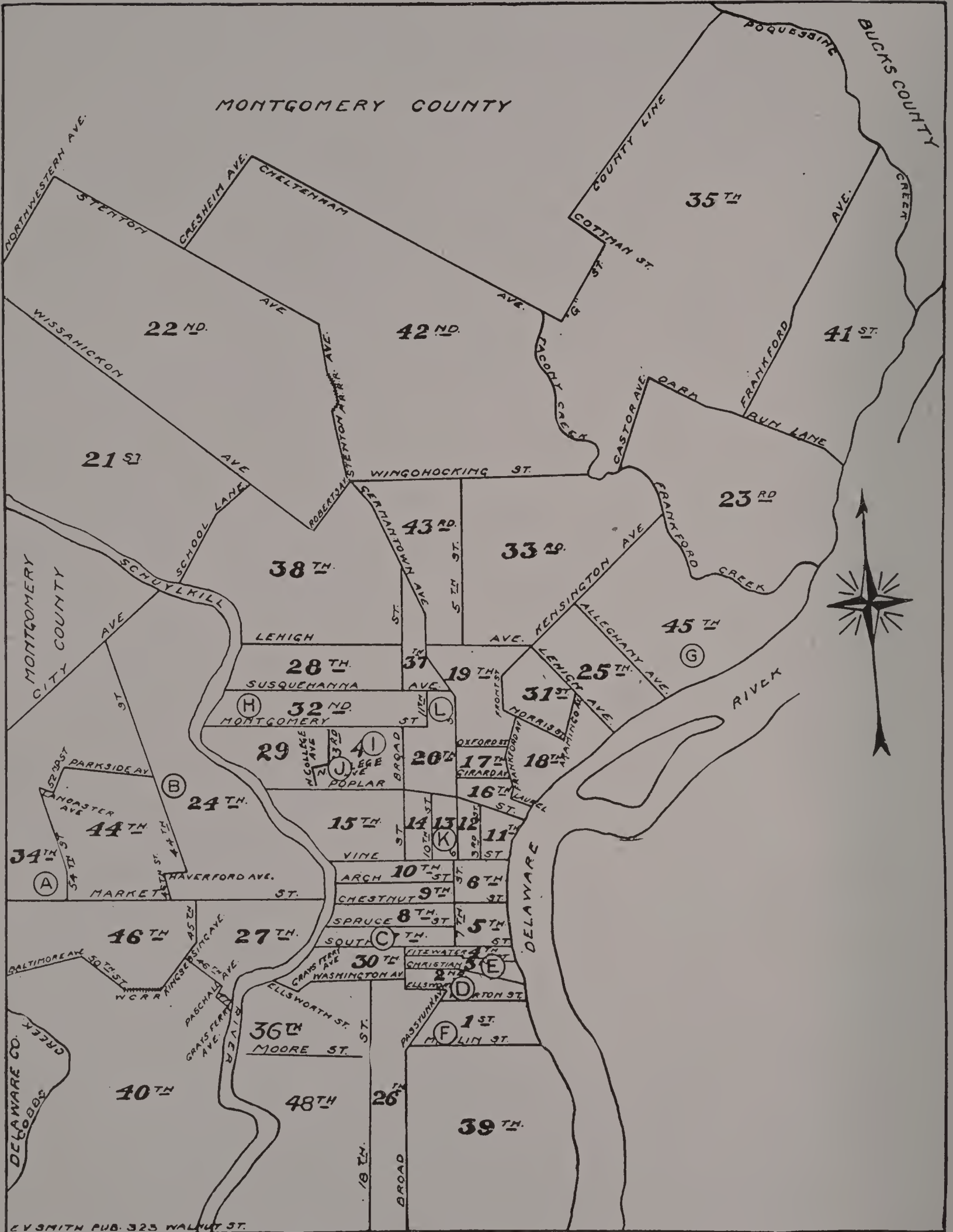
Ward	School	Location
1.....	*Southwark	Ninth and Mifflin Streets.
2.....	Hay	Wharton Street above Fifth.
3.....	Mt. Vernon	Catherine Street above Third.
7.....	Durham	Sixteenth and Lombard Streets.
13.....	*Kearney†	Sixth Street and Fairmount Avenue.
20.....	Ferguson†	Seventh and Norris Streets.
24.....	Miller	Forty-third and Ogden Streets.
24.....	Leidy†	Forty-second and Thompson Streets.
32.....	Blaine	Thirtieth and Norris Streets.
34.....	Barry	Forty-ninth and Race Streets.
39.....	Key†	Eighth and Wolf Streets.
45.....	Martin	Richmond and Ontario Streets.
47.....	Meade	Eighteenth and Oxford Streets.
47.....	Reynolds	Twentieth and Jefferson Streets.

NOTE.—\* Open the year through. † Afternoon Classes.

Buildings are opened each year as required and buildings are closed to Americanization when attendance does not warrant.

For facts relative to registration and credit given in the Americanization schools, the Extension Division of The Board of Public Education should be consulted. A letter addressed to this division, Seventeenth and Pine Streets, or a phone call to Spruce 8055, will bring any information relative to the Americanization schools.

Map Showing the Location of Schools Open to Americanization Classes



NAME AND LOCATION OF SCHOOLS OPEN TO AMERICANIZATION CLASSES

- |   |  |
|---|--|
| A=Barry, Fifty-ninth and Race Sts.      | H=Blaine, Thirtieth and Norris Sts.      |
| B=Miller, Forty-third and Ogden Sts.    | I=Meade, Eighteenth and Oxford Sts.      |
| C=Durham, Sixteenth and Lombard Sts.    | J=Reynolds, Twentieth and Jefferson Sts. |
| D=Hay, Wharton Street above Sixth.      | K=Kearny, Sixth St. and Fairmount Ave.   |
| E=Mt. Vernon, Catharine St. abv. Third. | L=Ferguson, Seventh and Norris Sts.      |
| F=Southwark, Ninth and Mifflin Sts.     |  |
| G=Martin, Richmond and Ontario Sts.     |  |

Detailed School Program in Americanization  
for  
Adult Students

## I. PURPOSES:

1. To eliminate illiteracy.
2. To train for democracy.

## II. ORGANIZATION:

## 1. Establishment of Americanization Schools:

## a. Administration.

1. Executive staff.
2. Teaching staff.
3. School buildings.
4. Course of study.
5. Text books and supplies.

## b. Supervision.

1. School enrollment.
2. Teaching staff.
3. Classification and grouping.
  - a. Beginning classes.
  - b. Intermediate classes.
  - c. Advanced classes.
  - d. Citizenship classes.

## c. Instruction.

1. Classes in English.
2. Classes in Citizenship.

## d. Teacher Training.

1. Universities.
2. Colleges.
3. City Normal Schools.

## e. Contact with co-operating agencies.

## III. LOCATION OF ILLITERATES:

1. School roster of prospective students.
2. Survey of school districts.
3. State illiteracy records.

## IV. ENGLISH FIRST CAMPAIGN:

1. Establishment of English classes.
2. Enrollment of students.
3. Course in English.
4. Instruction in English.

## V. CITIZENSHIP CAMPAIGN:

1. Establishment of citizenship classes.
2. Enrollment of students.
3. Course in citizenship.
4. Instruction.

## VI. AMERICANISM CAMPAIGN:

1. Salute the Flag.
2. Patriotic music.
3. Emphasize American ideals throughout all instruction.
4. Use texts which emphasize patriotism.
5. Supplementary reading of America's best literature which sets forth her ideals through the accomplishment of her leaders in all the fields of endeavor, contributing to America's greatness.
6. Observance of national holidays through exercises befitting their significance.

## VII. INFORMATION SERVICE:

1. Teachers should give such information as students require.
2. Citizenship papers can be filled in with assistance of teachers.
3. Compulsory school laws should be carefully explained.
4. Have question box.
5. Render such service throughout the Americanization schools as you can to lighten the load of a stranger in a strange land.
6. Point the student to specific agencies for special need.

NOTE.—For further suggestions for the development of this program refer to "Factors to be Considered in the Development of a City-wide Program," pages 10 to 28.

---

**Detailed Program  
for  
Active Social and Welfare Agencies**

## I. PURPOSE:

1. To reach "the individual immigrant through the medium of his neighborhood group."
2. To bring Americanizing influences to bear "upon the individual and upon the immigrant group as a whole."

## II. ORGANIZATION:

1. Accept membership upon the Ward Americanization Committee.
2. Advise and assist in the formation of the Ward Americanization Committee.
3. Organize racial groups into workable units.
4. Promote good fellowship between community agencies forming the Ward Americanization Committee.
5. Suggest ways and means of maintaining an effective working committee.

## III. LOCATION OF ILLITERATES:

1. From information gained from community surveys and work in the community.
2. From records of sister agencies working in the community.
3. From state illiteracy data.

## IV. ENGLISH CAMPAIGN:

1. Assume responsibility for directing the illiterate of your community to the nearest Americanization classes of the public schools.
2. Organize classes in English wherever needed, in co-operation with the Public Schools at places and at an hour convenient to the immigrant.
3. Organize classes for women unable to attend classes in school and secure home teachers for same.
4. Assist in the preparation and distribution of literature announcing classes in English and Citizenship.
5. Provide recreation night for class members and their families and permit them to have a part in it.
6. Promote classes through contact with those in need of English.
7. Give publicity and recognition to English classes wherever possible.

## V. CITIZENSHIP CAMPAIGN:

1. Organize citizenship classes in conjunction with the Public Schools.
2. Keep the goal of citizenship beyond a mere knowledge of English.
3. Assist those who can speak English in securing their citizenship.
4. Assist the "New Citizen" in registration and instruct him in the mechanics of voting.
5. Explain the importance of the ballot.
6. Prepare and distribute literature bearing upon the right use of the ballot and the importance and responsibility of citizenship.
7. Assume responsibility for the social development and the naturalization of your neighborhood.

## VI. AMERICANISM CAMPAIGN:

1. Combat un-American propaganda with the truth.
2. Prepare and distribute literature setting forth the real America.
3. Stimulate the spirit of Americanism through the organization of pageants, song festivals, play festivals and arts and crafts exhibit.
4. Promote racial groups entertainments of the kind which the respective groups can best give.
5. Promote the proper observance of national holidays and encourage the racial groups to have a part in them.
6. Recognize competitive group achievements through presentation of American flags.
7. Compel the proper observance of the flag laws of the state.
8. Display the American flag in your office.
9. Stand for law enforcement and challenge those who do not.
10. Practice Americanism through helping others to its realization.

## VII. INFORMATION SERVICE:

1. Establish information centers within the reach of those who need them, and give adequate publicity to them.
2. Secure service of foreign-language workers for definite periods during the day and evening and advise foreign-born of the arrangement.

3. Each information center should have a list of reliable professional men, public service organizations administering to all phases of family life, information relating to civic responsibilities, etc.
4. Specific information should be available to the foreign born and the native born upon the following subjects:
  - a. Rights and privileges of citizenship.
  - b. Respective rights of the landlord and the tenant.
  - c. Necessity for law enforcement.
  - d. The departments of Federal, State and Municipal governments which affect them directly as citizens.
  - e. The process of naturalization.
  - f. The disadvantage of remaining an alien citizen.
  - g. The advantages of a working knowledge of English.
  - h. The function of the common law; its personal application.
  - i. The function of the police department; protection, not persecution or graft.
5. Specific information relative to the Public Schools:
  - a. Their purpose; to train for democracy.
  - b. True citizenship; the art of living together in happiness.
  - c. The economic advantage of keeping children in school.
  - d. The results of truancy.
  - e. The value of school as a stepping stone to opportunity.
  - f. Education a necessity for the complex life of today.

NOTE: For further suggestions for the development of this program refer to, "Factors to be Considered in the Development of a City-wide Program." Pages 10 to 28.

---

### Detailed Program in Americanization for Womens' Organizations

#### I. PURPOSE:

1. To co-operate in the prosecution of the city-wide plan
2. To assist the foreign-born woman in her struggle for adjustment to American life.

#### II. ORGANIZATION:

1. Assist in community organization.
2. Assist in the formation of ward Americanization committees.
  - a. Seek out the leading agencies which can function on the ward committee.
  - b. Interest leading individuals both native and foreign-born citizens who should be members of the committee.
  - c. Try especially to interest women of foreign racial groups who can be of assistance in the work.
  - d. Accept membership upon your ward committee.
3. Promote activities through the various community organizations in the interest of Americanization.



## III. LOCATION OF ILLITERATES:

1. Assist in securing individual illiteracy data for the use of the ward committee.
2. Assist in transcription of illiteracy data.
3. Assume responsibility for the instruction of any illiterate persons in your employ.
4. Each member of your organization should assume responsibility for the instruction of one foreign-born illiterate woman in her respective community.

## IV. ENGLISH FIRST CAMPAIGN:

1. Organize classes in English under the supervision of the public schools.
2. Assist in the publicity campaign for English classes throughout the city and especially in your respective community.
3. Assist in securing a corps of home teachers to instruct the foreign-born woman.
4. Assist in the preparation and distribution of literature announcing the location of Americanization schools.
5. Stimulate interest in classes by providing entertainment occasionally for members of the classes.
6. Take interest in the classes and the content of the lessons taught.
7. Promote the English First Campaign for foreign-born women through:
  - a. Kindergarten associations.
  - b. Parent-teachers associations.
  - c. Women's organizations of all description.

## V. CITIZENSHIP CAMPAIGN:

1. Assist in publicity of Citizenship Campaign.
2. Organize classes under the supervision of the public schools.
3. Register foreign-born women in the classes.
4. Instruct foreign-born women and assist them in the process of naturalization.
5. Instruct naturalized foreign-born women in the mechanics of voting.
6. Promote programs for the proper observance of national holidays.
7. Furnish speakers and entertainment for recognition days for new citizens.
8. Be responsible for the naturalization of one foreign-born woman.
9. Explain the new naturalization law affecting the status of foreign-born women.
10. Register naturalized women in their respective wards.

## VI. AMERICANISM CAMPAIGN:

1. Organize a speakers' bureau which can be drawn upon for patriotic meetings.
2. Organize mass meetings in all parts of the city where un-American propaganda should be refuted.

3. Prepare and distribute literature in prevailing foreign languages setting forth the real America.
4. Assist in the organization of racial groups for effective work in Americanization.
5. Promote programs for the proper observance of national holidays.
6. Promote recognition meetings for new citizens.
7. Promote musical programs in which the foreign born may render their native songs as well as patriotic songs of America.
8. Promote exhibitions of the arts and crafts of the foreign-born for the purpose of forming personal contacts.

#### VII. INFORMATION SERVICE:

1. Inform the foreign-born women as to their rights and privileges under the laws of America:
  - a. As citizens.
  - b. As wage earners.
  - c. As home builders.
  - d. As to labor laws.
  - e. As private citizens.
2. Inform them how to secure American living conditions:
  - a. Sanitation, laws of health, housing code.
3. Inform women as to the location of:
  - a. Health centers, dispensaries and clinics.
4. Inform women as to the function of the public schools:
  - a. To train for citizenship.
  - b. To equip a child for his life's work.
  - c. To prevent illiteracy.
  - d. Requirements of the compulsory school law.

NOTE: For further suggestions for the development of this program refer to "Factors to be Considered in the Development of the City-wide Program." Pages 10 to 28.

---

### Known Results of Effective Industrial Americanization

#### STABILIZES LABOR:

"We are beginning to see decided improvement in the character of the work, as well as the general attitude of the men who are attending the school. They are imbibing American ideas and ideals and seem to sense the importance of doing good work and showing their loyalty to the company as they had not thought of doing before they had these school advantages. They are easier to deal with when questions of work and policy are to be considered. Altogether Americanization is well worth while, and we are pleased to recommend it to any employer who has foreign-born employees in his organization."—*Milton D. Gehris, Vice President of the John B. Stetson Co., Philadelphia.*

## INDUCES EFFICIENCY:

“These newcomers did not understand us and we did not understand them. The foreign-speaking agitator and trouble maker, on the other hand, flourished and worked with an almost free hand. As a result, we were repeatedly confronted with labor troubles and evidences of hostile feeling as to the causes of which we could gather only the vaguest notions.”

“We are primarily attempting to achieve two results in our Americanization work; from the standpoint of the railroad, to make better workmen, from the standpoint of the country, to make better citizens. These two ideals are most closely inter-related and have an intimate bearing upon each other.”

“We regard Americanization work a very practical matter. We put the advantages of American citizenship upon the practical ground that it means a better chance to earn a living, and also a chance to earn a better living, and we teach the duties equally with the privileges of citizenship.”—*Elisha Lee, Vice President, Pennsylvania Railroad Co., Philadelphia.*

## REDUCES LABOR TURNOVER:

“It has been proven repeatedly that the Americanization of workmen has a stabilizing effect. It shows quick results in the reduction of labor turnover and tends to create a spirit of co-operation among the workmen, which is impossible when they do not speak the same language.”—*Charles M. Schwab, Bethlehem Steel Company, New York City.*

## PROMOTES SAFETY:

“Accidents in the plants have been decreased 54 per cent as workmen are able to read factory notices and understand instructions.”—*Ford Motor Company, Detroit, Michigan.*

“Eighty per cent of the injuries received by our workmen were among the non-English speaking employees, although they constitute but 34 per cent of the working force.”—*Commonwealth Steel Company.*

---

## Detailed Program for Industrial Americanization

## I. PURPOSE:

Such an adjustment of human relationships between employer and employee as will result in their mutual profit and happiness.

## II. ORGANIZATION:

## 1. Plant.

- a. Full approval of the executive management is necessary.
- b. Immediate charge given to one well up in the management.
- c. Director of Americanization to have charge of detailed program.
  1. A group organization consisting of plant executives and naturalized foreign-born workmen should then be formed for the purpose of reaching their friends.

## III. LOCATION OF ILLITERATES:

1. Take plant census through regular plant organization.
2. The following is suggested for employment blank or as a special form for taking plant census:

Your Language		English Language		
Read	Write	Speak	Read	Write
Are you an American citizen?				
Date of your first papers?				
Do you attend Americanization classes?				
Where?				
If not will you?				
Later: Is this man a good subject for citizenship?				

## IV. ENGLISH FIRST CAMPAIGN:

1. Organize classes in English and get into communication with the Division of School Extension or the Americanization Bureau of the Chamber of Commerce for teachers.
2. Conduct enrollment through personal solicitation, bulletin board, written notices and plant paper.
3. Provide suitable class room in plant or nearby building. A large table, comfortable chairs, good light, heat and blackboard are sufficient equipment for class work.
4. The Philadelphia Board of Public Education offers the services of its best teachers free of charge within the city limits.
5. Check up attendance through officials of the company.
6. Enthuse, stimulate and boost.

## V. CITIZENSHIP CAMPAIGN:

1. Classes in citizenship training.
  - a. As students in English advance gradually enroll them in citizenship classes.
  - b. Students familiar with the English language may be given instruction and intensive training for citizenship at once to meet the naturalization requirements.
  - c. The Federal Naturalization Bureau has assigned a man especially to the service of this bureau and arrangements can be made for the naturalization of large numbers of employees without unnecessary loss of time.
  - d. Certificates will be granted to students by the Naturalization Bureau at the completion of the course of study prescribed by the public schools. These will exempt the applicant from questioning by the court.

- e. The granting of these certificates should be made an occasion worthy the significance of citizenship.

NOTE: If plant classes are not practicable, employees should be directed to the nearest public school open to Americanization classes. For suggestions see pages 10 to 28 and page 30.

#### VI. AMERICANISM CAMPAIGN:

1. Observe national holidays in such a manner as to emphasize their significance.
2. Observe all patriotic occasions with suitable exercises even though it must be given at the noon hour.
3. Make the conferring of citizenship papers a public occasion through an appropriate program of exercises.
4. A series of noon-day meetings should be arranged at which times short snappy speeches can be given upon subjects which emphasize good citizenship, patriotism and loyalty.
5. Each edition of the plant paper should contain at least one article upon Americanization.\*
6. Make a generous display of the American flag throughout the plant.
7. Especially observe Flag Day, June the 14th, with appropriate exercises in which the men may have a part.

#### VII. INFORMATION SERVICE:

1. An official information center should be established in every plant for the benefit of the workmen, especially the foreign-born who do not have a working knowledge of English.
  - a. This information service can be given in connection with the duties of the employment, welfare or safety departments.
  - b. In large operations a single individual should be charged with this service and he should be given such assistance as he needs.
2. The chief value of this service lies in the fact that it eliminates misunderstandings between the management and the employee and removes the basic cause of labor troubles.
3. This service compensates in a general way for the loss of personal contact between the employer and the employee which has resulted from the incorporation of large interests.
4. The paramount service which such a bureau renders lies in the fact that it gives an employee a chance to be heard; every red-blooded American citizen covets this right.

\* Write this bureau for material.

---

*"We will never bring disgrace on this, our city, by an act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks. We will fight for the ideal and sacred things of the city. We will revere and obey the city's laws and do our best to excite a like respect and reverence in those about us who are prone to annul and set them at naught. We will strive unceasingly to quicken the public sense of civic duty, and thus in all these ways we will transmit this city, not only not less, but greater, better and more beautiful than it was transmitted to us."—The Athenian Oath.*

Plan of the  
John B. Stetson Americanization School  
Philadelphia, Pa.

- I. A CO-OPERATIVE PROPOSITION between the Philadelphia Board of Public Education and the John B. Stetson Company.
- II. CO-OPERATION OF THE COMPANY:
  1. In charge of the Vice President of the company.
  2. Classes organized under the direction of the plant foremen.
  3. Classes conducted immediately after working hours.
  4. Attendance checked by the plant foremen or their representatives.
  5. Classes conducted upon the Stetson property.
- III. CO-OPERATION OF THE BOARD OF PUBLIC EDUCATION:
  1. Under direction of the Division of School Extension.
  2. Under the supervision of a school principal.
  3. Under instruction of school teachers.
  4. Supply texts and materials.
- IV. SOCIALIZATION OF THE SCHOOL:
  1. Intermingling of company officials, school officials and students before and after classes.
  2. A number of social occasions during the school term to which the students and members of their families are invited to intermingle with company officials and school officials in a social manner. Literary and musical programs in which the students have a part are rendered and refreshments are served by the company.
  3. Citizenship papers are conferred publicly in the presence of the families of the recipients and company officials. Literary and musical programs are rendered in this connection; refreshments by the company and a general social good time.

V. RESULT:

Refer to the testimonial of Mr. Milton D. Gehris, Vice President of the company, under "Known Results of Effective Industrial Americanization." See page 36.

---

Detailed Program in Americanization  
for  
Racial Groups

I. PURPOSE:

To assist in the promotion of a city-wide plan through the proper interpretation of its objectives to the racial groups.

II. ORGANIZATION:

1. Participate in the formation of ward Americanization committees:

- a. Accept membership upon the committee.
- b. Suggest the names of desirable persons to be taken from helpful groups such as:
  1. Foreign language press.
  2. " " beneficial associations.
  3. " " church organizations.
  4. " " musical organizations.
  5. " " dramatic organizations.
  6. " " athletic organizations.
  7. " " lodges and other secret organizations.
  8. " " business organizations.
  9. " " banks.
2. Interpret the program to racial groups as:
  - a. Non-sectarian, b. Non-political, c. Non-discriminative.

### III. LOCATION OF ILLITERATES:

1. Assist in maintaining accurate illiteracy records of foreign-born.
2. Visit personally individuals of assigned groups and solicit their cooperation in the program.
3. Meet racial prejudices fairly.
4. Locate each individual illiterate assigned you during campaign.
5. Furnish committee with the names of other illiterates discovered in visitation.
6. Suggest best means of approach to the illiterate of your favorite group.

### IV. ENGLISH FIRST CAMPAIGN:

1. Assist school authorities in the organization of English classes.
2. Organize classes in English among the racial groups and organizations of each group.
3. Assume responsibility for getting your favorite group into the Americanization schools.
4. Personally solicit, introduce and register your friends in the schools.
5. Promote classes for both men and women at such places as may be most desirable to the greatest number.
6. Visit the schools frequently and check up the enrollment of your friends in the school.
7. Explain the value of a knowledge of English to your friends from an economic standpoint.
8. Assist in the preparation and distribution of literature for racial groups.
9. Keep in close touch with teachers and principals of schools.
10. Interview students frequently to learn of any "rough places" in the organization in order that they may be remedied.
11. Stress a knowledge of English to the parents as a necessity for holding the respect of their children as well as a bond for holding the home together.

12. Be specific in saying that in learning English it is not necessary to forget the mother tongue.

#### V. CITIZENSHIP CAMPAIGN:

1. Encourage and organize classes in citizenship under the supervision of the schools.
2. Urge upon your groups the desirability of American citizenship.
  - a. Explain both their privileges and their responsibilities.
3. Explain the provisions of the new naturalization laws relating to alien women.
4. Urge and assist naturalized citizens to register in their wards.
5. Explain to new citizens the mechanics of voting.
6. Direct and assist alien citizens in the process of naturalization.
7. Insist that your groups participate in community activities either as groups or as individuals.
8. Counteract all anti-American propaganda by the presentation of facts.
9. Urge naturalized citizens of your group to try for public office.
10. Give publicity to all citizenship movements.
11. Hold recognition meetings of new citizens; have appropriate exercises.
12. Live American citizenship.

#### VI. AMERICANISM CAMPAIGN:

1. Take part in all patriotic demonstrations as organizations or as individuals.
2. Hold receptions for new citizens.
3. Organize and conduct patriotic meetings in your respective communities.
4. Urge the organizations to which you belong to participate in all patriotic demonstrations.
5. Organize a speakers' bureau and send names into the Americanization Bureau of the Chamber of Commerce.
6. Counteract un-American propaganda by speech and literature in the prevailing languages of your community.
7. Assist every non-English speaking citizen to find the true America.
8. Organize amateur theatricals and musical recitals which emphasize the spirit of patriotism.
9. Cherish the rich heritage of your race and build it into your lives as Americans.
10. Remember that American citizenship is America's greatest gift.

#### VII. INFORMATION SERVICE:

1. Designate an individual of each respective group to answer all inquiries relative to the working out of this program.
2. A list of racial organizations should be compiled to whom can be sent information relative to the development of the program.
3. A committee should be chosen to publish booklets setting forth information concerning the various races which will be helpful.
4. Information for new citizens relating to their rights, privileges and responsibilities should be available.



5. Information relative to landlord-tenant contracts.
6. Information relative to the function and necessity for the common law and its general application to citizenship and to individuals in general.
7. Information relative to function of city officials as it concerns the individual.
8. The importance of law-enforcement and especially of the 18th amendment.
9. The function of the public schools.
  - a. Train for democracy.
  - b. Train for citizenship which is the fine art of living happily together.
  - c. The economic value of the compulsory school law.
  - d. The schools a stepping stone to opportunity in America.
  - e. The effect of truancy from school.
10. Information relative to the place and nature of the different institutions which contribute to the well being of the community and of individuals.
11. Explain how that any individual who lives in Philadelphia and is unfortunate may find a place to sleep, food, medical attention and clothes, free of charge by applying to the proper authorities.
12. Also explain that it is expected of every Philadelphian, who is able, to carry his part of the economic burden of the city.

NOTE. For further suggestions for the development of this program refer to: "Factors to be Considered in the Development of a City-wide Program." Pages 10 to 28.

---

## Detailed Program in Americanization for Patriotic Organizations

### I. PURPOSE:

1. To perpetuate the fundamental principles upon which this democracy is founded, through participation in the program.
2. To inculcate into the lives of members American ideals.

### II. ORGANIZATION:

1. Accept membership upon the ward Americanization committee.
2. Assist in formation of the committee.
3. Organize Americanization programs throughout your organizations, in connection with the city-wide program.

### III. LOCATION OF ILLITERATES:

1. Assist in maintaining a definite record of illiteracy.
2. Assist in a survey of sections of the city where illiteracy is rife and determine the best method for co-operation in the city-wide plan.
3. Assist in checking up the state illiteracy records.

## IV. ENGLISH FIRST CAMPAIGN:

1. Promote publicity throughout your organization for the English schools.
2. Promote the organization of English classes under the supervision of the public schools.
3. Prepare and distribute literature advocating a one-language city.
4. Encourage the illiterate to attend the classes.
5. Visit the Americanization schools in the city.

## V. CITIZENSHIP CAMPAIGN:

1. Stress the importance of citizenship through effective publicity.
2. Promote organization of classes in conjunction with the schools.
3. Assist in securing a corps of home teachers for instruction of alien women in the homes.
4. Assist the alien in securing his citizenship papers.
5. Assist in preparation and distribution of literature to counteract un-American propaganda.

## VI. AMERICANISM CAMPAIGN:

1. Promote citizen-recognition meetings to emphasize the importance of becoming American citizens.
2. Assist new citizens in registration and instruct them in the mechanics of voting.
3. Promote Americanization through holding patriotic public meetings.
4. Meet the arguments of the "soap-box" orator with the truth.
5. Promote the proper observance of national holidays.
6. Insist upon the observance of the Pennsylvania flag laws.
7. Insist upon the enforcement of the child labor laws.
8. Insist upon the enforcement of the laws relating to the employment of women in industry.
9. Assist in the enforcement of the compulsory school laws.
10. Assist in the preservation of historical landmarks and American traditions.
11. Organize a speakers bureau for service: report the names of the speakers to the Americanization Bureau of the Chamber of Commerce.
12. Maintain a continuous campaign for patriotic loyalty through speakers' bureau, literature and general publicity.
13. Support the public schools.
14. Maintain a close censorship over textbooks, especially histories.
15. Promote shop-meetings in industry for short, snappy, and inspirational talks upon citizenship, patriotism and kindred subjects.
16. Stand for and promote law enforcement, especially as it relates to the 18th amendment.
17. Promote American living conditions through housing regulations.
18. Promote American working conditions throughout industry.
19. Seek to have all aliens know the real America.
20. Insist upon the preservation of the American Sabbath.

21. Promote an awakening American spirit in the community.
22. Prepare and distribute patriotic literature throughout the night schools.
23. Offer prizes and awards for best essays written by school children upon patriotic subjects.
24. Offer awards for the most manly boy and the most womanly girl.
25. Assist in the national observance of Educational Week.

#### VII. INFORMATION SERVICE:

1. Promote the establishment of information centers, through regular organized agencies.
2. Information should be available in the prevailing languages of the neighborhood.
3. This service should uphold the public schools in all of their regulations.
4. All problems affecting the new citizens should be explained to them.
5. The purpose of this service should be to eliminate all possible opportunities of exploitation.

NOTE: For further suggestions for the development of this program refer to: "Factors to be Considered in the Development of a City-wide Program." Pages 10 to 28.

---

### Suggestions in Americanization for Public Libraries

The public libraries can offer a most distinct service in directing the interest of the non-English speaking citizens and children along literary lines. They can greatly assist in a city-wide Americanization program.

A few pertinent suggestions may be in place, as follows:

1. Greet the immigrant in a kindly manner and give him more than ordinary consideration, in order to gain his confidence and to be of greater assistance to him.
2. Enclose printed lists of books, in prevailing foreign languages, of available books which can be loaned to immigrants.
3. Enclose in books loaned, printed slips setting forth library facilities for the foreign-born.
4. Supply the foreign language press with short articles setting forth free public library facilities.
5. Furnish list of English books which are printed in simple language.
6. Send notices to foreign language societies, churches, and lodges of library facilities for immigrants.
7. Appoint a competent advisory committee of naturalized American citizens for the selection of books printed in foreign languages.
8. Arrange for courses in story telling; furnish texts and materials for same.

NOTE: Libraries will be able to join in the type programs previously offered in this plan. Pages 29 to 45.

## Suggestions in Americanization for Religious Organizations

The United States Census of religious bodies of 1906 shows that 41 languages were in use, and that 114 denominations had churches in which foreign languages are used. There were 24,594 churches with a membership of 8,394,229 members in addition to English. This number is about one-quarter of the church membership of the country. (Statistics for Philadelphia are not available).

Sectarian bodies and organizations can co-operate in the city-wide program in the following manner:

1. Announce from the pulpit and through church calendars Americanization school facilities, whether under the auspices of the church or the public school.
2. Preach Americanization sermons, setting forth the value of the American language to all citizens from an economic, educational and religious standpoint.
3. Stress the importance of a functioning citizenship through the appointment of committees to assist applicants for citizenship.
4. Maintain a free information bureau for communicants speaking foreign languages.
5. Provide social evenings for the intermingling of native and foreign language membership.
6. Have an occasional recognition night; provide entertainment and refreshments.
7. Have a bazaar to which the foreign-born members may bring exhibits of their handiwork.

**NOTE:** Many religious denominations are doing Americanization work under the various departments of their churches. In Philadelphia many Protestant, Catholic and Jewish Churches are working under the "Detailed Program for Active Social and Welfare Agencies." Page 32. For Development of Program, pages 10 to 28.

---

## Suggestions in Americanization for Labor Unions

Organized labor has declared in favor of Americanization from time to time and it can make a most decided and valuable contribution to the city-wide program.

A few specific suggestions are as follows:

1. Insist that business of the organization be transacted in English and minutes so recorded.
2. Have secretary of local inform himself in regard to the facilities provided by the public schools to forward Americanization and announce the same at the regular meetings.
3. Bring the Americanization schools to the notice of members through written communications and urge attendance at English and Citizenship classes.

4. Co-operate with the public schools in reaching the foreign language worker.
5. Co-operate with the public schools in the organization of Americanization classes.
6. Organize a speakers' bureau which will address the various locals in the interest of Americanization and better citizenship. Report same to the Americanization Bureau of the Chamber of Commerce.

NOTE: Labor Unions can also participate in the program for "Patriotic Organizations." Page 43. For Development of Program, pages 10 to 28.

---

### Suggestions in Americanization for Volunteer Workers

The volunteer can find a large field of service in the Americanization of Philadelphia. There are many patriotic citizens who can give part-time service in one way or other and they should be given an opportunity to make this contribution.

Following are suggestions which may be of service:

1. Take a course in Americanization before entering the work.
2. Associate yourself with some reliable agency already engaged in working out a program.
3. Assist, under the direction of the agency, in promoting the program in every way possible.
4. Organize home classes for foreign born women and secure home teachers.
5. Organize a story telling staff for call and regular service.
6. Conduct publicity campaign for class enrollment.
7. Organize a "follow-up squad" to check up the school attendance.
8. Arrange public patriotic meetings to stimulate interest in Americanization.
9. Assist established agencies in carrying forward a co-operative program.
10. Organize pure food fairs, better baby contests, bazaars for handicraft of foreign born, entertainments, etc., to form personal contact preliminary to organizing classes in English and Citizenship.
11. Assist information bureaus.
12. Organize a speakers' bureau for call and for regular service.
13. Organize and assist in the proper observance of national holidays.
14. Direct foreign born to public libraries and arrange to meet their needs.
15. Direct foreign-born to Americanization schools and see to it that they are properly enrolled.
16. Assist in the preparation and distribution of patriotic literature.
17. Assist in the transcription of illiteracy data upon individual cards.
18. Urge naturalized citizens to register and instruct them in the mechanics of voting.
19. Assist the alien in the process of securing citizenship.
20. Live Americanism in all that it implies.

## Historic Philadelphia



When William Penn left England to found his Colony, this is the type of ship he sailed in. No drawing exists of Penn's actual ship, the "Welcome." But this quaint Dutch drawing, of contemporary date, shows a vessel of the same build and tonnage as the "Welcome."

## Agencies Which Admit of Co-ordination in a City-wide Plan of Americanization

### EDUCATIONAL AGENCIES:

1. Instruction: Public schools, private schools, parochial schools, corporation schools, industrial schools, and other schools.
2. Teacher Training: Universities, colleges, normal training schools, and other teacher training agencies.

### INDUSTRIAL AGENCIES:

1. Employers: Employers' associations, commercial clubs, manufacturer's clubs, industrial associations and other employer's organizations.
2. Employees: Organized labor, unorganized labor, organized associations of employees, and other affiliated organizations.
3. Business Men's Clubs: Rotary, Kiwanis, Colonial, Civic, and other business men's clubs and organizations.

### NATIONAL AGENCIES:

U. S. District Court, U. S. Bureau of Naturalization, U. S. Bureau of Immigration, U. S. Bureau of Education, U. S. Bureau of Mines, U. S. Children's Bureau, U. S. Public Health Service, U. S. Employment Service, Council of Education, Civic Association, National Safety Council, National Conference of Social Workers, National Community Center Conference, Federal Census Bureau, National Housing Commission, U. S. Chamber of Commerce, and other national agencies.

### STATE AGENCIES:

The Governor, State Council of Education, Department of Labor and Industry, Department of Welfare, Department of Health, State Educational Association, State Grange, Department of Mines, The Woman's Municipal League, State Department of Public Instruction, State Nursing Association, League of Woman Voters, State Kindergarten Association, State Parent-Teachers' Association, and other state organizations.

### COUNTY AGENCIES:

The County Courts, Clerk of the Courts, Commissioners, Sheriff, Coroner, Probation Officers, Adult and Juvenile; Detectives, Jail Officials, Work-house Officials, Poor Directors, and other county officials.

### MUNICIPAL AGENCIES:

The Mayor, City Clerk, Police Department, Department of Public Welfare, Department of Health, Department of Public Safety, Aldermen, Municipal Court, Morals Court, Court Interpreters, District Attorney and other municipal officials.

### RACIAL GROUPS:

The Foreign Language Press, fraternal societies, racial leaders, employment agencies, societies and lodges, church organizations, banks, information bureaus and other foreign-language organizations.

## SOCIAL AND WELFARE ORGANIZATIONS:

Philadelphia Welfare Federation, Jewish Welfare Society, The National Catholic Welfare Council, Society of Organized Charity, Association for Improvement of the Poor, Housing Association, Children's Welfare Bureau, League of Women Voters, Federation of Women's Clubs, Conference of Catholic Charities, Council of Jewish Women, Philadelphia Music League, School of Social Service, Emergency Aid, Mothers' Assistance Fund, Hospitals, Safety Organizations, Traveler's Aid, Legal Aid Bureau, Public Libraries, Settlement Houses, Recreation Centers, Health Centers, Civic Bodies, Boy Scouts, Girl Scouts, Camp Fire Girls, Fraternal Organizations, International Institute, Bankers' Association, Council of Social Agencies, and other social agencies.

## RELIGIOUS ORGANIZATIONS:

All church organizations of all races and all denominations, Philadelphia Federation of Churches, Y. M. C. A., Y. W. C. A., Y. M. H. A., K. of C., C. Y. M. A., W. C. T. U., Ministerial Associations, Sabbath School Associations, young peoples' societies in all churches, Volunteers of America, Salvation Army, Church Brotherhoods, Americanization committees in all churches, and other religious organizations.

## PATRIOTIC ORGANIZATIONS:

Patriotic Order Sons of America, American Mechanics, Daughters of The American Revolution, Sons of the American Revolution, Colonial Dames, G. A. R., Sons of Veterans, Spanish-American War Veterans, Mothers of Democracy, World War Mothers, Veterans of Foreign Wars, American Legion, fraternal organizations and other patriotic societies.

### Historic Philadelphia

In this tiny house, on Arch Street near Third, lived Betsy Ross, who was employed by Washington in May, 1776, to make the sample flag with thirteen stripes and thirteen stars which was adopted as our National flag by resolution of Congress, June 14, 1777. Open daily from 9 to 5.30.





## Existing Laws Considered in Connection with a City-wide Americanization Program

### Requirements of the Pennsylvania Compulsory Education Law

The principal provisions of the law are:

1. Children between 6 and 21 years of age having legal residence in Pennsylvania are entitled to attend the public schools.
2. Children between 8 and 16 years of age must attend a day school in which the common English branches are taught in the English language. The day school may be public, parochial or private.
3. Children may be instructed by a properly qualified private tutor but such instruction must be satisfactory to the Superintendent of Schools.
4. Children must attend school or be under instruction continuously during the entire term which the public schools are in session in their respective districts.

The exceptions to the law are:

1. Children may be excused from attendance on account of physical or mental illness or for other urgent reasons but the term "urgent reasons" must be strictly construed so as not to permit irregular attendance.
2. Children between 14 and 16 years of age who are legally employed are excused from daily school attendance. Such children must have completed the work of the Sixth Grade, must be physically qualified for the employment contemplated, and must procure the issuance of a general employment certificate. Attendance at a public day continuation school for the equivalent of eight hours each week is required.
3. Children between 14 and 16 years of age may be excused for Domestic Service or Farm Work on an Exemption Permit issued by the public school authorities if the children have completed the Sixth Grade and if the parents are able to show that there is an "urgent reason" for the service of the child. Attendance at a public day continuation school for the equivalent of eight hours each week is required.

For further information refer to Article XIV of the School Law or to the Bureau of Compulsory Education, 17th and Pine Streets, Philadelphia, Pa.

---

## Labor Laws Relating to the Employment of Children

The Pennsylvania law governing the employment of children in industry is known as the "Child Labor Act," passed May 13, 1915. "To provide for the health, safety and welfare of minors."

The principal provisions of the act are as follows:

1. Minors under 14 years of age cannot be employed. *There are no exceptions.*
2. Minors between 14 and 16 years of age cannot work until the employer has an employment certificate signed by the issuing officer of The Board of Public Education. *There are no exceptions.*
3. The above provisions apply all the time—vacations, Saturdays, after school hours.
4. Ignorance of the law or belief of the employer that the minor is over 16 does not constitute a legal defense. Proof of age should be required of all minors. The Junior Employment Service of the Bureau of Compulsory Education will, upon application, issue a statement of age which will protect the employer.
5. When application is made for an employment certificate:
  - a. The person must appear in person with the minor.
  - b. Satisfactory evidence of the minor's age must be presented.
  - c. The minor must present a preliminary blank signed by the prospective employer and the principal of the school. (This blank must be obtained from the school last attended; the principal will tell the minor at which office to apply for an employment certificate).

NOTE: For further information refer to Act of Assembly, May 13, 1915, P. L. 286 (School Laws of Pennsylvania, Article 36); to the Pennsylvania Department of Labor and Industry (Philadelphia office, Fourth and Walnut Streets); the Bureau of Compulsory Education, Grant Building, Seventeenth and Pine Streets.

---

### Pennsylvania State Law Relating to the Reading of the Holy Bible in the Public Schools

The principal provisions of this School Law are:

1. That at least 10 verses be read from the Holy Bible, without comment, at the opening of each and every Public School, upon each and every school day by the teacher in charge.
2. That a teacher shall be discharged from the service if proof of neglect is established before the School Board.

For further information refer to the School Law, Article XXXIX, Section 3901-2, Department of Public Instruction, Harrisburg, Pa.

---

### Pennsylvania School Law Relating to the Teaching of the Constitution of the United States

Act No. 223 of the General Assembly provides:

1. That there shall be given regular courses of instruction in the Constitution of the United States.

2. That the instruction shall begin not later than the 8th Grade and continue through the high school course, courses in state colleges and state universities, and the educational departments of state and municipal institutions.
3. The extent of the instruction to be given will be determined by the Superintendent of Public Instruction.

NOTE: For full text of this act write Legislative Reference Bureau, Harrisburg, Pa.

---

## Law Relating to the Teaching of the Common School Branches in The English Language

The law relating to the teaching of the common branches in English is known as Act of the General Assembly, No. 351, it provides as follows:

“In every elementary public school, established and maintained in this Commonwealth under the provisions of this act, there shall be taught in the English language the following common English branches: Spelling, reading, writing, arithmetic, geography, English grammar, history of the United States and of Pennsylvania, including the elements of civil government, physiology, and hygiene, physical training and ethics: also a system of humane education, which shall include kind treatment of horses, birds and other animals, together with such other branches . . . as the board of school directors in any district, with the approval of the superintendent of schools, may prescribe” . . . “Other subjects shall be taught in the public elementary schools and also in the public high schools as may be designated or approved by the State Board of Education. All such subjects, except foreign languages, shall be taught in the English language and from English texts.”

NOTE: For the full text of this Act, write the Legislative Library Reference Bureau, Harrisburg, Pa.

---

## The Pennsylvania Laws Relating to the Display of the American Flag

- I. Act 364 of the General Assembly which provides:
  1. That the board of school directors of every school district shall purchase a United States flag, flagstaff and necessary appliances for its display, unless it is otherwise provided.
  2. The flag shall be displayed during clement weather, upon or near the school building, during school hours and at such other times as the board may determine.
  3. That the flag, not less than 3 feet in length, shall be displayed within all school buildings under their control during each day such schools are in session.
  4. This law applies to public schools, private schools, parochial schools and other educational institutions.
- II. Act 154 of the General Assembly which provides:
  1. That the American flag shall be displayed at entertainments, public gatherings and public meetings.

2. In places of amusement, auditorium, tent, or room used for the entertainment of the public.
3. This act applies to churches, auditoriums or rooms used by congregations as places of religious worship.
4. The flag must not be less than 52 by 66 inches.
5. This law holds for entertainments given on a street or on a highway or lot or tract of land, in a city, borough, town or township.

NOTE: For full text of these Acts write the Legislative Reference Bureau, Harrisburg, Pa.

---

## The Flag

*“The Flag! It embodies the purpose and history of the government itself. It records the achievements of its defenders upon land and sea. It heralds the heroism and sacrifices of the Revolutionary fathers who planted free government upon this continent and dedicated it to liberty forever. It attests the struggles of our army and valor of our citizens in all the wars of the Republic. It has been sanctified by the blood of our best and our bravest. It records the achievements of Washington and the martyrdom of Lincoln. It has been bathed in the tears of a sorrowing people. It has been glorified in the hearts of a freedom loving people, not only at home but in every part of the world. Our flag expresses more than any other national emblem. It expresses the will of a free people and proclaims that they are supreme and that they acknowledge no earthly sovereign other than themselves. It never was assaulted that thousands did not rise up and smite the assailant of our Glorious Old Banner.”—William McKinley.*

---

## Revised Naturalization Law Relating to the Alien Woman

Law Passed September 22, 1922

- I. The marriage of an alien woman to an American citizen, or to an alien citizen who may hereafter become a citizen, no longer confers American citizenship upon her.
- II. A married woman, who is otherwise eligible, shall have the privilege of becoming naturalized upon her own account.
- III. The two principal classes of married women specifically referred to in the above legislation are:
  1. *An alien woman marrying an American citizen after the passage of the above act, or any woman whose husband is naturalized after said act, she may become naturalized by filing the usual petition for naturalization and by complying with all requirements of the naturalization laws, with the following exceptions:*
    - a. No declaration of intention required.
    - b. Only one year's continuous residence in the United States, Hawaii, Alaska, or Porto Rico immediately preceding the filing of her petition required.
  2. *A woman, who before the passage of the above act, was an American citizen and lost her citizenship by marriage to an alien. She may become naturalized by filing the usual petition for naturalization*

and complying with all requirements of the naturalization laws, with the following exceptions:

- a. No declaration of intention required.
- b. Only one year's continuous residence in the United States, Hawaii, Alaska, or Porto Rico, immediately preceding the filing of her petition required.
- c. No certificate of arrival required if during the continuance of the marital status she shall have resided within the United States.

IV. The status of the single alien woman is not affected by this law, and women in this class may continue as in the past to file declarations and petitions for the purpose of becoming naturalized.

---

### The Law a Tenant Should Know

The following suggestions were prepared by the Bureau of Legal Aid for the purpose of protecting poor and worthy tenants from the "gouging" of unprincipled landlords.

1. Demand a written lease and obtain copy when you sign it.
2. Insist that the lease contain a 30 day notice clause to vacate; this precaution will give you 30 days in which to find a new home.
3. Obtain a lease for 6 months at least. This will guarantee you a six month's residence without increase in rent.
4. After signing lease do not pay increase in rent without seeing an attorney.
5. If tenant occupies a home on oral or verbal agreement and has not signed a written lease, the tenant should not vacate home under any circumstances without consulting an attorney.
6. Tenants not having written leases have the following rights under the law:
  - a. Right to claim exemption of \$300 on all household effects and personal belongings.
  - b. The right to receive at least 30 days notice to terminate the lease.
  - c. The privilege of appealing from a judgment of a magistrate or from any judgment against the tenant.

NOTE: For further information—City Hall, Room 587, Bureau of Legal Aid.

---

### Requirements of the Philadelphia Housing Code

The following resume of the Housing Code was prepared by the Philadelphia Housing Association:

*The Housing Code Requirements for Safety and Sanitation.*

1. Every dwelling property on a sewered street where there is a water main must be equipped with a spigot and sink and must have a water flushed closet on the premises. Upon such streets all privy vaults must be cleaned, filled and abandoned. If sewer and water main are not in the street, the privy vault must be cleaned when full.
2. All defective plumbing, obstructed water closets or drain pipes, causing leaks or creating a nuisance must be promptly repaired.

3. Roofs and walls must be kept tight so as not to leak and flooded cellars must be drained and made water tight.
4. All unsafe parts of buildings, loose bricks, loose plaster, rotted floor beams, broken chimneys, and all yard, sidewalk or alley paving broken and in dangerous condition must be repaired.
5. Requirements for houses occupied by three or more families:
  - a. They must be licensed.
  - b. Must have more spigots, toilets, fire ropes, fire escapes.
  - c. Houses in which 5 or more persons pay for rooms or lodgings must be licensed; they must also have more fixtures for the convenience of the lodgers.
  - d. To conduct such houses without sufficient supply of these fixtures is punishable by fine and imprisonment.  
(Full particulars may be obtained from Bureau of Health).
6. Owner and tenant, both, are responsible for compliance with this law in the following particulars:
  - a. The occupancy of room not having a window opening directly to the outdoors.
  - b. Too many people sleeping in any one room.
  - c. The living of persons is prohibited in cellars and basements, where the distance from the floor to the ceiling is less than one-half above the ground.
  - d. Obstructing fire escapes with bedding, boxes or other matter.
  - e. Sorting or storing old rags in dwellings.
  - f. Manufacturing in dwellings without a permit.
  - g. Keeping chickens or fowls in houses or in yards in closely built areas.
  - h. Storing combustible materials in dwellings.
  - i. Keeping animals in dwellings or storing stable manure in dwellings.
  - j. Yards, cellars, attic rooms and alleys must be kept clean.
  - k. All waste paper and rubbish must be securely bundled before putting out for collector.
  - l. Ashes must be stored in a can.
  - m. Garbage must be stored in a covered can.
7. No addition and no structural alterations may be made to a house without a permit from the Bureau of Building Inspection, and no such additions to a dwelling may cover the entire yard.
8. Householders and tenants may help to maintain sanitary dwellings by observing the Housing Laws themselves and by calling the attention of the Bureau of Health, City Hall, or the Philadelphia Housing Association, 130 South Fifteenth Street, to all cases where neighbors fail to obey the Housing Law.

NOTE: For further information—The Philadelphia Housing Association, 130 South Fifteenth Street.

## Labor Laws Relating to the Employment of Women in Industry

The Pennsylvania law governing the employment of women in industry is known as the Woman's Act, and states: "An act to protect the public health and welfare, by regulating the employment of females in certain establishments, with respect to their hours of labor and the conditions of their employment."

The chief provisions of the act are as follows:

1. Permitted to work for six days in the week, but not more than 54 hours. Shall not work more than 10 hours in any one day.
2. In case of the observance of a holiday, women may work overtime for three days, but no more than two hours overtime in any one day.
3. No woman under 21 years of age shall work before 6 o'clock in the morning or after 9 o'clock at night. The only exception to this rule is telephone operators over 18 years of age.
4. Not less than 45 minutes shall be allowed for the mid-day meal. (Not included in hours of labor). Employes shall not be required to remain in work rooms during time allowed for meals.
5. Women must not work more than 6 hours continuously without an interval of 45 minutes rest.
6. Wash and dressing rooms and toilets must be provided for their use, so located as to be easily accessible for them.
7. A suitable room must be provided for the use of women working in fumes, dust and gases.
8. Pure drinking water must be provided.
9. At least one seat shall be provided for every three women employed.

NOTE: For full text of the act write the Legislative Reference Bureau, Harrisburg, Pa. As revised of July 5, 1917.

---

### A Prayer for the Women Who Toil

*"O God we pray Thee for our sisters who are leaving the ancient shelter of the home to earn their wage in the factory and the store amid the press of modern life. Save them from the strain of unremitting toil that would unfit them for the holy duties of home and motherhood which the future may lay upon them. Give them grace to cherish under their new surroundings the old sweetness and gentleness of womanhood, and in the rough mingling of life to keep their hearts pure and live untarnished . . . If it must be so that our women toil like men, help us still to reverence in them the mothers of the future. . . . By Mary, the beloved, who bore the world's redemption in her bosom; by the memory of our dear mothers who kissed our souls awake; by the little daughters who must soon go out into the world which we are fashioning for others, we beseech Thee that we may deal aright by all women."—Prof. Walter C. Rauschenbusch.*



## Information Regarding the American Flag

### The Stars on the Flag

EVERYBODY knows that in the blue "union" of the flag there is a white star for each state. There are forty-eight stars, and so they naturally fall into six lines of eight stars each.

But a fact not at all generally known—indeed, very few people are aware of it—is that there is one bright, particular star for each state. For example, the star in the upper left-hand corner of the "union" represents De'aware, which was the first state to ratify the Federal Constitution.

The stars are always to be read from left to right (as one reads the lines of a book) in the order of their admission to the Union.

To see where your own star is located, you have only to glance at the accompanying diagram.

The diagram may be accepted as officially correct, inasmuch as it is furnished by the Navy Department.

★ DEL.	★ PA.	★ N. J.	★ GA.	★ CONN.	★ MASS.	★ MD.	★ S. C.
★ N. H.	★ VA.	★ N. Y.	★ N. C.	★ R. I.	★ VT.	★ KT.	★ TENN.
★ O.	★ LA.	★ IND.	★ MISS.	★ ILL.	★ ALA.	★ ME.	★ MO.
★ ARK.	★ MICH.	★ FLA.	★ TEX.	★ IOWA	★ WIS.	★ CAL.	★ MINN.
★ ORE.	★ KAN.	★ W. VA.	★ NEV.	★ NEB.	★ COL.	★ N. D.	★ S. D.
★ MONT.	★ WASH.	★ IDAHO	★ WY.	★ UTAH	★ OKLA.	★ N. M.	★ ARO.

### Laws of How and When to Use the Flag

THE FLAG should not be raised before sunrise and should be lowered at sunset.

ON MEMORIAL DAY, May 30th, the National flag should be displayed at half-mast until noon; then hoisted to the top of the staff, where it remains until sunset.

COLORS ON PARADE. When the colors are passing on parade, or in review, the spectator should, if walking, halt; if sitting, arise, stand at attention and uncover.

"THE STAR-SPANGLED BANNER." Whenever "The Star-Spangled Banner" is played all persons within hearing should rise and stand uncovered during its rendition.

USED AS A BANNER. When the flag is used at a banner, the blue field should fly to the north in streets running east and west, and to the east in streets running north and south.

USED IN DECORATIONS. When the flag is hung vertically (so it can be viewed from one side only) the blue field should be at the right, as one faces it. When hung horizontally, the field should be at the left. The flag should never be placed below a person sitting.

USED ON A BIER. When the flag is placed over a bier, the blue field should be at the head.

DESECRATION OF THE FLAG. No advertisement or any lettering should ever be placed upon the flag, nor should it ever be used as a trademark. It should not be worn as the whole or part of a costume, and when worn as a badge it should be small and pinned over the left breast or to the left collar lapel.

DISPLAYING THE FLAG. The flag, out of doors, should be flown from a pole whenever possible. In the United States Army all flags are suspended from poles and in no other way.

NO OTHER FLAG IS FLOWN ON THE SAME STAFF with the Stars and Stripes except in the navy. There the church pennant is flown above the national flag during divine service.

FLAGS OF OTHER NATIONS should not be displayed without the Stars and Stripes; by Americans as a matter of fidelity, and by those not American citizens out of courtesy.

IN THE DISPLAY OF THE STARS AND STRIPES by Americans etiquette prescribes that the American flag should be hoisted first and on the tallest and most conspicuous staff, or in other circumstances should occupy the most conspicuous position. In the case of an equal display the Stars and Stripes should occupy the position at the right.

DAYS WHEN THE FLAG SHOULD BE FLOWN. Washington's Birthday, February 22d; Lincoln's Birthday, February 12th; Mother's Day, 2d Sunday in May; Memorial Day, May 30th; Flag Day, June 14th; Independence Day, July 4th; also many local patriotic anniversaries.



## Statistical Data from the 1920 Federal Census Showing the Necessity for a Functioning Americanization Program in Philadelphia

The tables and graphs herewith presented show the composition of the population of Philadelphia as to race, sex, citizenship status and distribution by wards. A careful study has been made of these various phases in order to equip all Americanization workers with the facts of their respective communities as well as for the purpose of comparison.

TABLE I.

### A. GENERAL DISTRIBUTION OF THE POPULATION

Total Population of Philadelphia .....	1,823,779
Male .....	907,633
Female .....	916,146
Native white population .....	1,290,253
"    "    "    native parentage .....	698,782
"    "    "    foreign parentage .....	447,071
"    "    "    mixed parentage .....	144,000
Foreign born white population .....	397,927
Male .....	205,518
Female .....	192,409
Negro population .....	134,229
Male .....	67,132
Female .....	67,097
Indians, Chinese, Japanese and other .....	1,370

### B. DISTRIBUTION AS TO SUFFRAGE AND CITIZENSHIP

Male population 21 years of age and over .....	573,077
Foreign born .....	188,025
Naturalized .....	92,819
Negroes .....	48,341
Female population 21 years of age and over .....	577,566
Foreign born .....	173,623
Naturalized .....	85,864
Negroes .....	45,975

### C. NATIVE COUNTRIES OF THE FOREIGN BORN

Russia .....	95,744	Czechoslovakia .....	2,240
Italy .....	63,723	Switzerland .....	1,889
Ireland .....	64,590	Greece .....	1,814
Germany .....	39,766	Armenian .....	1,393
Poland .....	31,112	Norway .....	1,255
England .....	30,844	Denmark .....	1,131
Austria .....	13,387	Jugo-Slavia .....	1,099
Hungary .....	11,513	Wales .....	973
Scotland .....	8,425	Finland .....	727
Rumania .....	5,645	West Indies .....	678
Lithuania .....	4,392	Spain .....	638
Canada .....	4,136	Belgian .....	517
France .....	3,871	Other countries .....	3,774
Sweden .....	2,651		

TABLE II.

Distribution of Population by Wards  
LEADING RACIAL GROUPS—PHILADELPHIA  
1920 CENSUS

Ward	Negro	Russian	Poles	Italian	Austrian	English	German	Hungarian	Irish
1 . . . . .	257	9918	433	6623	351	197	262	78	485
2 . . . . .	1962	3590	925	9334	211	97	105	25	204
3 . . . . .	1695	2084	1109	4784	193	48	58	25	142
4 . . . . .	2619	2184	879	2352	275	49	71	85	77
5 . . . . .	816	2376	764	152	472	107	79	97	272
6 . . . . .	210	582	197	48	74	36	103	19	160
7 . . . . .	12241	796	57	215	88	211	98	42	1296
8 . . . . .	1579	135	18	100	34	217	134	14	1213
9 . . . . .	470	44	11	23	12	66	41	3	145
10 . . . . .	842	490	450	211	85	265	171	29	921
11 . . . . .	390	1306	1007	39	434	48	203	377	163
12 . . . . .	508	2404	449	52	410	86	603	491	242
13 . . . . .	2095	4157	601	108	587	145	386	191	326
14 . . . . .	4946	923	182	113	162	192	404	127	537
15 . . . . .	3766	854	1426	507	682	564	721	57	2936
16 . . . . .	133	1548	924	64	510	39	698	1027	160
17 . . . . .	287	809	134	108	431	65	698	2540	328
18 . . . . .	69	482	1255	113	382	241	638	138	749
19 . . . . .	599	1303	720	436	631	985	2587	1297	1808
20 . . . . .	8269	6223	808	286	746	389	1397	634	735
21 . . . . .	693	227	1765	553	243	1073	760	322	957
22 . . . . .	6640	465	72	2040	170	2093	1096	81	4965
23 . . . . .	857	577	2691	935	73	1261	655	21	748
24 . . . . .	8152	5069	169	329	249	872	652	83	2842
25 . . . . .	294	1518	3126	809	244	856	1050	205	1506
26 . . . . .	5715	463	39	13863	95	355	392	31	1498
27 . . . . .	2927	462	213	187	151	401	430	53	1361
28 . . . . .	1813	4377	209	114	352	725	1710	242	1925
29 . . . . .	1716	1284	113	99	418	310	2362	332	1091
30 . . . . .	15481	461	42	194	34	209	94	15	1872
31 . . . . .	41	267	323	160	184	677	886	87	1334
32 . . . . .	3926	4524	196	52	396	580	1005	182	1273
33 . . . . .	242	921	851	359	493	4297	2725	388	2627
34 . . . . .	3557	1503	78	2632	193	1104	939	89	3040
35 . . . . .	263	181	94	187	65	342	740	124	352
36 . . . . .	13291	746	430	2554	114	434	406	93	4037
37 . . . . .	1126	293	30	74	100	429	901	98	664
38 . . . . .	2031	1130	2072	2748	467	1971	1787	216	3134
39 . . . . .	799	19171	609	3484	622	711	906	156	1363
40 . . . . .	3946	1711	341	1044	332	1325	938	198	3045
41 . . . . .	1059	125	74	878	77	599	476	43	718
42 . . . . .	684	1229	105	197	339	1513	2330	236	1396
43 . . . . .	1020	700	579	1114	295	1588	3285	300	1462
44 . . . . .	3595	1035	61	1708	132	517	609	78	2701
45 . . . . .	334	1016	4135	437	149	764	1348	141	592
46 . . . . .	1040	3449	169	274	446	1169	819	120	2079
47 . . . . .	9211	446	83	68	98	345	679	123	1715
48 . . . . .	23	186	90	966	86	277	329	160	1394
	134229	95744	31112	63723	13387	30844	39766	11513	64590

TABLE III.  
 Illiteracy Data—Philadelphia  
 NUMBER AND PERCENTAGES  
 1920 CENSUS

Table showing the distribution of illiteracy in Philadelphia for groups 10 years of age and over and for groups 21 years of age and over. A comparison of the percentages of the different classes represented shows the lowest percentage of illiteracy being that of the descendants of mixed parentage. The highest percentage of illiteracy falls to the foreign born population.

Distribution	10 Years of Age and Over			21 Years of Age and Over		
	Total	Male	Female	Total	Male	Female
Total . . . . .	1,477,666	733,672	743,994	1,150,643	573,077	577,566
Number . . . . .	.....	.....	.....	.....	.....	.....
Total . . . . .	.....	.....	.....	.....	.....	.....
Illiterate . . . . .	58,631	26,525	32,106	57,269	25,927	31,342
Per Cent . . . . .	.....	.....	.....	.....	.....	.....
Illiterate . . . . .	4.0	3.6	4.3	5.0	4.5	5.4
Native . . . . .	.....	.....	.....	.....	.....	.....
Parentage . . . . .	545,956	267,537	278,419	410,486	200,602	209,884
Illiterate . . . . .	1,514	725	789	1,327	645	682
Per Cent . . . . .	0.3	0.3	0.3	0.3	0.3	0.3
Foreign . . . . .	.....	.....	.....	.....	.....	.....
Parentage . . . . .	311,438	151,301	160,137	205,730	98,769	106,961
Illiterate . . . . .	1,049	493	556	861	399	462
Per Cent . . . . .	0.3	0.3	0.3	0.4	0.4	0.4
Mixed . . . . .	.....	.....	.....	.....	.....	.....
Parentage . . . . .	110,214	52,485	57,729	77,352	36,309	41,043
Illiterate . . . . .	201	105	96	167	85	82
Per Cent . . . . .	0.2	0.2	0.2	0.2	0.2	0.2
Foreign Born..	.....	.....	.....	.....	.....	.....
White . . . . .	393,747	203,406	190,341	361,648	188,025	173,623
Illiterate . . . . .	50,379	22,483	27,896	40,607	22,170	27,437
Per Cent . . . . .	12.8	11.1	14.7	13.7	11.8	15.8
Negro . . . . .	115,057	57,796	57,261	94,316	48,341	45,975
Illiterate . . . . .	5,316	2,554	2,762	5,136	2,464	2,672
Per Cent . . . . .	4.6	4.4	4.8	5.4	5.1	5.8

Illiteracy in Eastern Penitentiary  
 JANUARY 1, 1920 CENSUS

Total number in institution . . . . .	1,623
Total number illiterate . . . . .	224
Alien citizens . . . . .	125
1. Cannot read any language . . . . .	120
2. Cannot write any language . . . . .	122
3. Cannot speak English . . . . .	28
American citizens . . . . .	99
1. Cannot read any language . . . . .	95
2. Cannot write any language . . . . .	96
3. Cannot speak English . . . . .	6

TABLE IV.

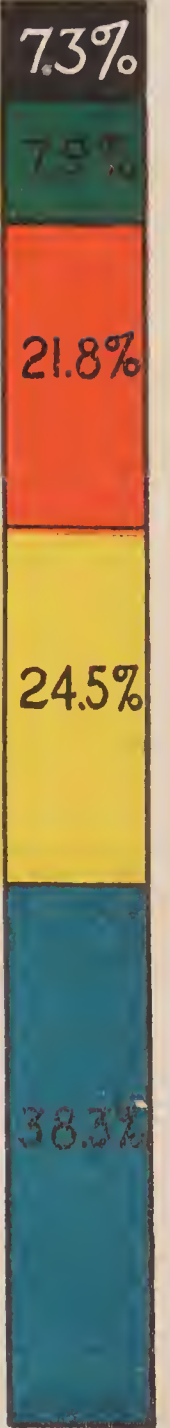
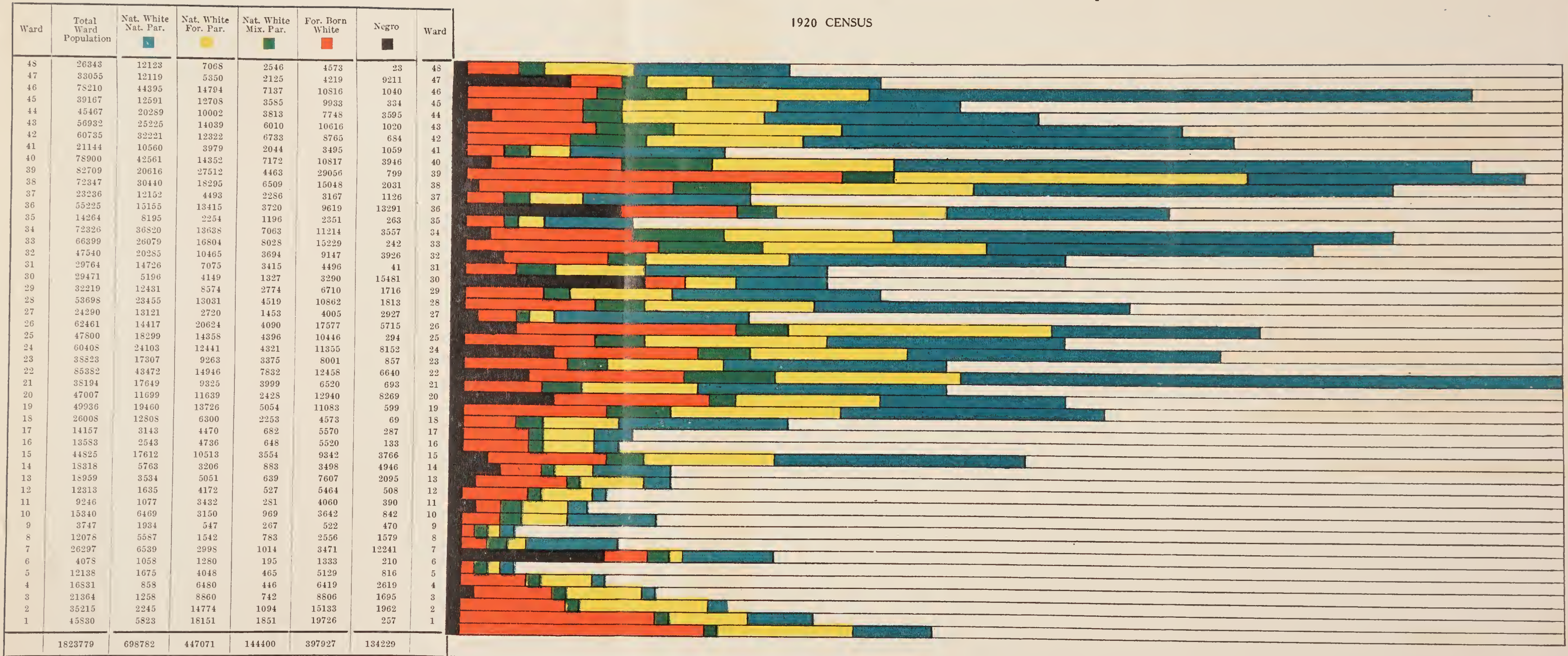
Illiteracy by Wards—Philadelphia  
1920 CENSUS—MOTHER TONGUE (NATIONALITY)  
Nothing Under 100 Recorded

Ward	White	Negro	Hebrew	Italian	Lithuanian	Russian	Polish	Slovak	Yiddish	Ruthenian	German	Magyar	Irish	Armenian
1	152		749	2791	441	196			1361					
2	146	217	194	5112	109	186	465		751					
3		140		2432			534		405					
4		266		1071			448		380					
5			130			153	359		309					
6														
7		777												
8														
9														
10					145		130							
11						446	441	135	108					
12			243			178	201		112					
13					140	223			235					
14		225			149									
15	124	157		185	135		439			136				
16						201	246				158			
17											554	110		
18							677							
19	205			137			277				244			
20		457	168				206		841		117			
21	159			292			885					167		
22	250	266		839										
23				347			1375			126				
24	138	266	194			134			411					
25	220			352			1413				136			
26	158	168		4889										
27	195	178				157	125				105			
28	117		125			126			279					
29									152		237			
30		471												
31	114						130							
32	274	139	130						449		159			
33	134			119		143	219				265			
34		121		1021										
35														
36	212	387		890	107		227							
37														
38	134			1012			462			113				
39	135		881	1187		110			1547					
40	192	154		271										
41	192										192			
42				502			126				153			
43	158			916										
44		227		185	485		2264				131			
45	178		136			100								
46	102													
47	117	358		277	108			204					109	
48			276	2226	609	314	2457	218	164		642			117

AMERICANIZATION IN PHILADELPHIA

Graph Showing Character of Population for Wards in Philadelphia

SUMMARY FOR CITY



Note.—The unclassified population of the city is not shown upon the graph but is included in the Total Ward Population of the city.

- Legend
- Black—Represents Negro population.
  - Red—Represents foreign-born white population.
  - Green—Represents native white population of mixed parentage.
  - Orange—Represents native white population of foreign-born parentage.
  - Blue—Represents native white population of native parentage.



TABLE V

Citizenship of Foreign Born White Population 21 Years and Over  
In Philadelphia

Country of Birth and Sex  
1920 CENSUS

	Total		Naturalized		First Papers		Alien		Not Reported	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<i>N. W. Europe</i>										
England .....	13944	14327	9390	9314	160	531	2146	3638	725	12
Scotland .....	3694	3966	2449	2495	531	54	510	1085	204	332
Wales .....	449	487	320	330	44	6	49	91	36	60
Ireland .....	26082	37476	18299	21691	2987	410	3524	11599	1272	3776
Norway .....	711	480	406	283	127	5	152	173	26	19
Sweden .....	1457	1086	848	614	258	22	278	361	73	89
Denmark .....	680	395	435	236	112	6	101	129	32	24
Netherlands .....	279	162	145	72	55	5	57	64	22	21
Belgium and Luxemburg .....	280	233	151	120	44	6	70	92	15	15
Switzerland .....	953	850	622	550	107	13	164	204	60	83
France .....	1671	1855	1077	1128	218	26	291	570	85	131
<i>Central Europe</i>										
Germany .....	19369	19643	13909	13950	2390	280	2229	3739	841	1674
Poland .....	16128	12476	3542	2845	3153	147	9086	9125	347	359
Czechoslovakia .....	1206	858	390	319	386	25	404	485	26	29
Austria .....	6472	5881	2768	2549	1328	75	2114	2917	262	340
Hungary .....	5072	5069	1615	1631	1354	70	1944	3148	159	220
Jugo-Slavia .....	573	370	142	102	172	9	250	251	9	8
<i>Eastern Europe</i>										
Russia .....	43209	37827	20241	17082	7305	411	14683	19190	980	1144
Lithuania .....	2515	1645	571	353	375	19	1518	1228	51	45
Finland .....	421	271	103	73	103	2	199	189	16	7
Rumania .....	2535	2436	1498	1299	428	37	550	1007	59	93
Bulgaria and Turkey in Europe	74	35	27	14	13	....	29	20	5	1
<i>Southern Europe</i>										
Greece .....	1330	318	265	76	197	3	824	233	44	6
Italy .....	34021	21951	11862	6966	5551	201	15884	14121	724	663
Spain .....	405	135	43	22	62	1	288	105	12	7
Portugal .....	131	28	13	6	8	....	103	21	7	1
Other Europe .....	236	43	22	13	22	1	181	25	11	4
<i>Asia</i>										
Armenia .....	827	388	275	148	175	5	356	224	21	11
Syria .....	228	169	69	36	60	2	91	120	8	11
All Other .....	288	131	104	71	48	....	116	49	20	11
<i>America</i>										
Canada-French .....	104	95	56	61	21	....	22	21	5	13
Canada and Newfoundland .....	1603	1959	859	1162	212	24	362	549	170	224
Mexico .....	273	45	13	6	8	....	215	36	37	3
West Indies .....	325	266	119	103	35	3	131	106	40	54
Central and S. A. ..	277	89	71	37	23	2	165	44	18	6
All other Countries.	198	178	100	107	28	1	47	48	23	22

TABLE VI

Citizenship of Philadelphia Foreign Born White Males and Females  
1920 CENSUS

SEX	Total	Naturalized		First Papers		Alien		Not Reported	
	Number	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.
Male . . . . .	205518	98085	47.7	30176	14.7	70226	34.2	7031	3.4
Female . . . . .	192409	91625	47.6	2283	1.2	87130	45.3	11371	5.9

TABLE VII

Number and Per Cent. Naturalized Among the Foreign Born White  
Males and Females 21 Years of Age and Over  
In Philadelphia  
1920 CENSUS

Country of Birth	Male			Female		
	Total	Naturalized		Total	Naturalized	
	Number	Number	Per cent.	Number	Number	Per cent.
All Countries . . . . .	188025	92819	49.4	173623	85864	49.5
Russia . . . . .	43209	20241	46.8	37827	17082	45.2
Ireland . . . . .	26082	18299	70.2	37476	21691	57.9
Italy . . . . .	34021	11862	34.9	21951	6966	31.7
Germany . . . . .	19369	13909	71.8	19643	13950	71.0
Poland . . . . .	16128	3542	22.0	12476	2845	22.8
England . . . . .	13949	9390	67.3	14327	9314	65.0
Austria . . . . .	6472	2768	42.8	5881	2549	43.3
Hungary . . . . .	5072	1615	31.8	5069	1631	32.2
Scotland . . . . .	3694	2449	66.3	3966	2495	62.9

TABLE VIII

Citizenship of Foreign Born White Males 21 Years and Over  
Comparative Table  
In Philadelphia  
1920 CENSUS

Year	Total	Naturalized	First Papers	Alien	Not Reported
1920 . . . . .	188025	92819	29628	59133	6445
1910 . . . . .	167672	69415	15533	63156	18968
1900 . . . . .	127915	65220	8749	30831	23115



## The Negro Population of Philadelphia

The 1920 census accredits Philadelphia with a Negro population of nearly 135,000. The Phipps Institute has supplied a number of maps bearing upon this question. Map number 1 shows the distribution of Negroes in the city by wards; map number II shows the death rate from tuberculosis of all forms per 100,000 population by wards; the graph III showing the death rate from tuberculosis of both whites and negroes.

### THE RECENT NEGRO MIGRATION:

The committee appointed to investigate the recent Negro migration reported as follows:

"The Migration Committee does not consider this a racial question, but one of general public significance. There is no difference between this problem, and the problem confronting the large mass of small-wage earners who have been driven to congested occupancy because of an inadequate supply of small houses."

"The same unfortunate situation would arise were this an European immigration. Only the present immigration laws, restricting the number of newcomers to the United States, is preventing an European influx today."

"A study conducted during the past three months, which covered 931 properties and 1,282 Negroes recently arrived from the South, revealed that Southern Negroes are migrating to Philadelphia in increasing numbers. The number coming to Philadelphia for the year ending June 30, 1923, approximates 10,500 persons. This is about one-third of Philadelphia's normal population yearly increment for all races, and compared with the normal yearly increment of Negro inhabitants based on records of the previous decade, is an increase in the annual gain in such population of 200% over the past year."

### MIGRANTS OF A HIGH TYPE:

"Apparently proximity to the North is a factor in this migration, for the largest number have come from Virginia, Georgia, North Carolina and South Carolina in the order named.

"These migrants are apparently of a higher grade than those of previous migrations. About 90% of the adults are church members, and about 36% belong to fraternities having welfare and benefit features. This, besides indicating the type of the migrating individual, also offers some assurance against pauperism and distress.

"They are not coming from the South in droves, but are rather drifting in; they are being met by their friends and relatives; the workers are coming first, and their families follow later. All seem to have steady work and many have ready funds with them. Their services are being quickly utilized in industry. These migrants are not presenting an industrial problem to Philadelphia, for their labor is an asset.

### HOUSING AND HEALTH THE BIG PROBLEMS:

"The big outstanding problems created by the influx arise from the inadequate housing facilities and the health menace through over-crowding. Many families are going into dwellings already occupied, while others are taking up residence either as tenants in one or two rooms, or as lodgers.

“One four-room house was found occupied by four new families, one family consisting of a man, his wife and six children. Another six-room house was found with five families, and within two weeks the house next door, which had been occupied by one family, had increased to three-family occupancy. Above a small West Philadelphia garage a migrant rented a single room for herself, an adopted son, three married children, and their children, making a total of 16 persons. The house has neither yard nor toilet, and filth and waste are thrown into an open lot adjoining.

#### OVERCROWDING AND SICKNESS:

“Besides the moral hazard of such overcrowding, there is a grave hazard to individual health and to the health of the entire city. Within seven months the Medical Inspectors have been obliged to quarantine 42 different districts and to vaccinate every unvaccinated resident. Every one of the small-pox cases found in these districts was a Negro recently come from the South. In one house occupied by 38 recent arrivals, 7 cases were found. In another house occupied by 40 people, 7 cases of small-pox were found, and in still another house 8 cases were found.”—*Committee on Negro Migration, August, 1923.*

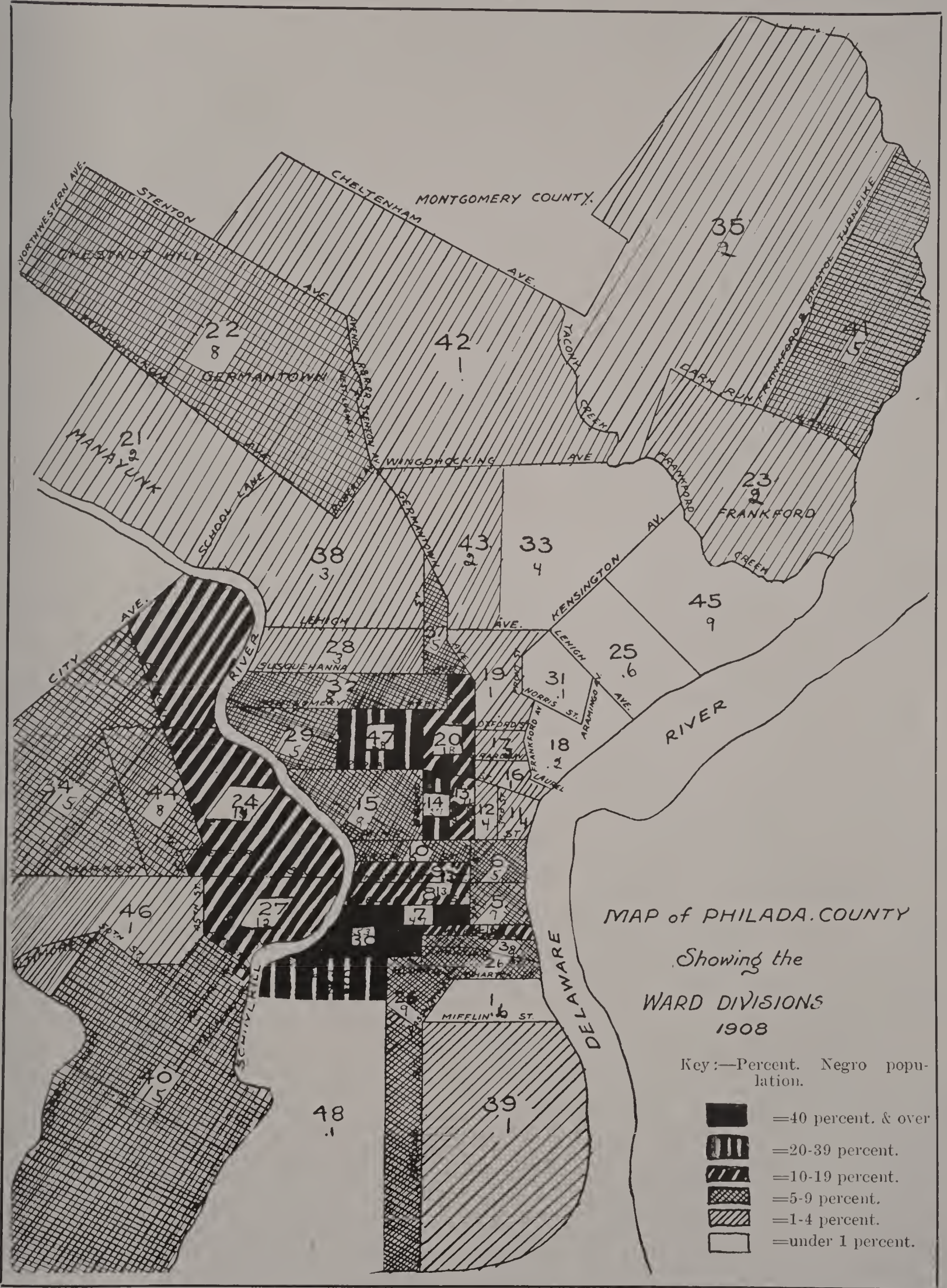
### Historic Philadelphia



The first brick house in Philadelphia, built in 1682. Deeded by William Penn to his daughter Letitia. It stood originally on Letitia Street, a short distance south of Market, but was subsequently moved out to Fairmount Park.

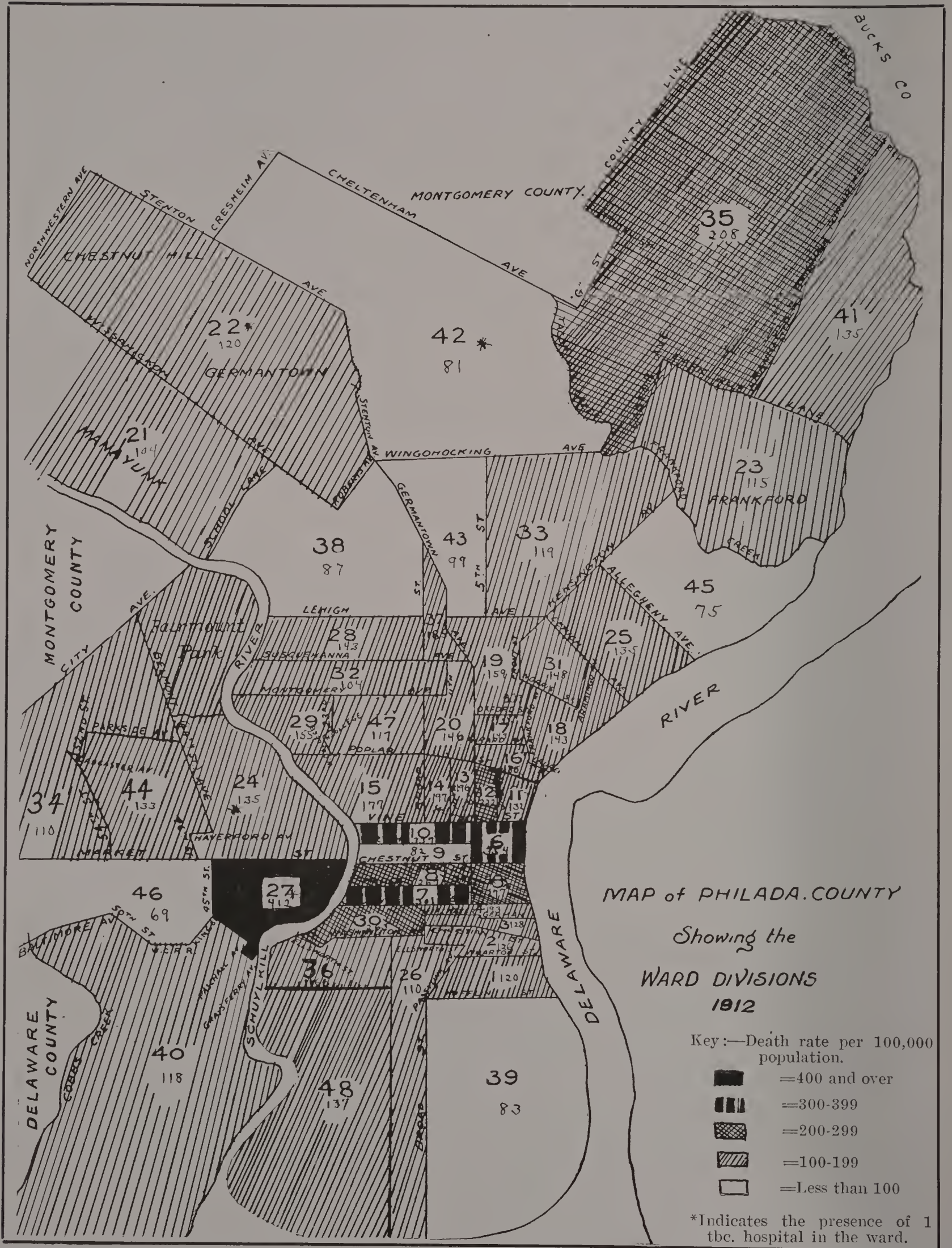
MAP OF PHILADELPHIA SHOWING THE PERCENT. OF NEGRO POPULATION BY WARDS, 1920

MAP I

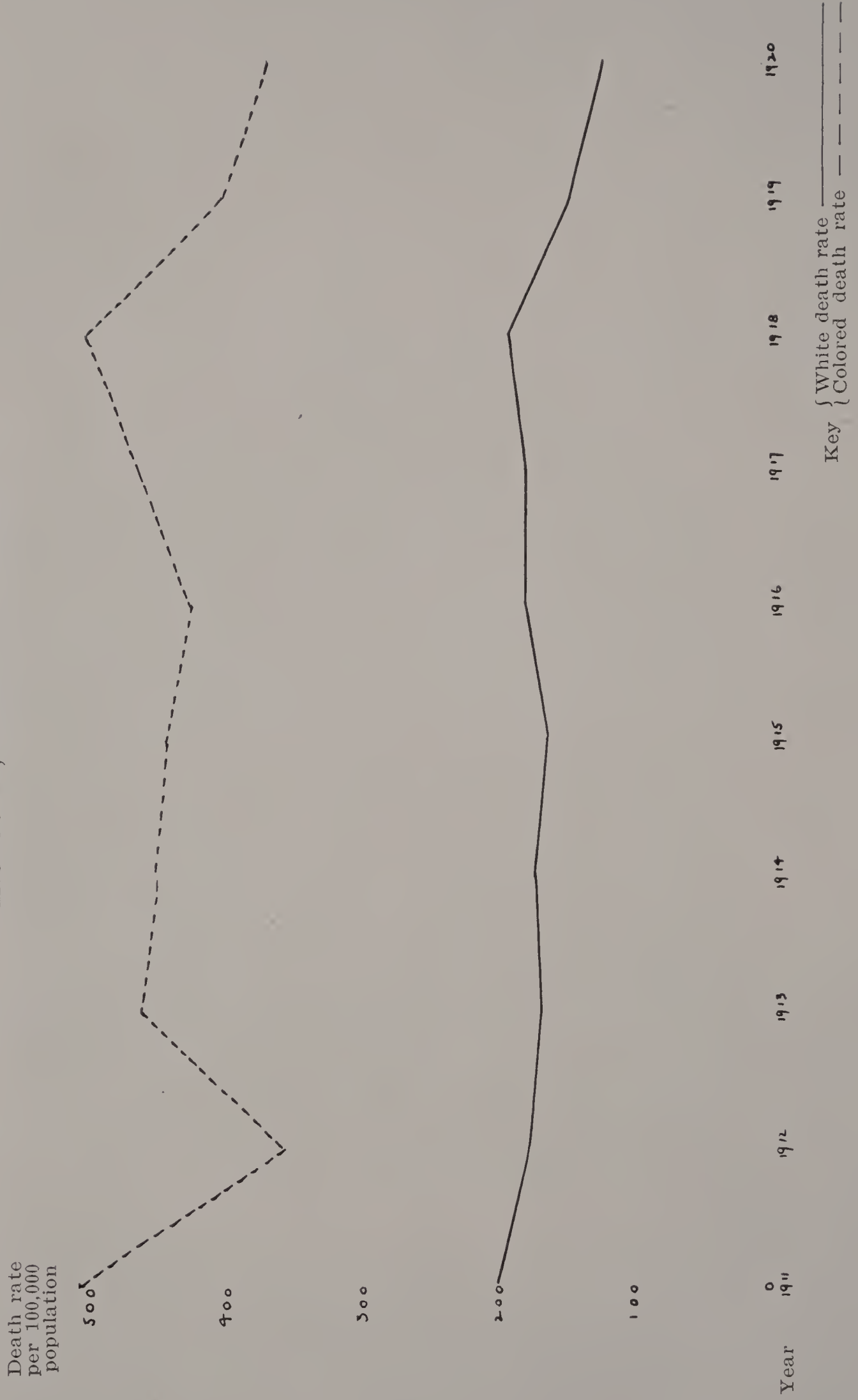


MAP OF PHILADELPHIA SHOWING THE DEATH RATE FROM TUBERCULOSIS, ALL FORMS, PER 100,000 POPULATION IN 1920, BY WARDS

MAP II



GRAPH II.  
 DEATH RATES FROM TUBERCULOSIS, ALL FORMS, IN PHILADELPHIA 1911-1920  
 INCLUSIVE, WHITE AND COLORED



## Historic Philadelphia



Carpenters' Hall, at the head of a court running south from Chestnut Street between Third and Fourth, is hardly less interesting to the patriotic American than Independence Hall. Here the First Continental Congress met in 1774 to frame those measures which led to the Declaration of Independence. It is open to visitors.

# The Immigrant a Vital Factor in America's Progress

## Each Brought His Gift

"America is the land of but one people, gathered from many countries. Some came for love of money and some for love of freedom. Whatever the lure that brought us, each has his gift. Irish lad and Scot, Englishman and Dutchman, Italian, Greek and French, Spanish, Slav, Teuton, Norse, Negro—all have come bearing gifts and have laid them on the altar of America.

"We have taken an oath that the world shall have a chance to know how much of good may be gathered from all countries and how solid in its strength, how wise, how fertile in its yield, how lasting and sure is the life of a people who are one, but have come bearing gifts from many countries."—*Franklin K. Lane.*

TABLE IX  
Racial Distribution in Industry

Industries	Foreign Born	Children of Foreign Born	Predominating Races
	Per cent.	Per cent.	
Agricultural implements . . . . .	59	20	Polish, German. 22—Russian Jew, Hungarian, Southern Italian.
Clothing . . . . .	72	13	Finns, English and Italian.
Copper mining and smelting . . . . .	65	21	French, Canadian, Poles, Portuguese.
Cotton goods . . . . .	68	19	Dutch, Swedish, Poles.
Furniture . . . . .	59	13	Slovak, Poles, Hungarian.
Iron and steel . . . . .	57	4	Finns, Northern Italians, Poles.
Iron ore . . . . .	52	15	Poles, German.
Leather . . . . .	67	10	Italian, German.
Silk dyeing . . . . .	75	18	Swedish, German.
Cutlery and tools . . . . .	63	34	German, Poles.
Zinc smelting and refining . . . . .	61		

NOTE: "In 1910, an examination of 21 of the chief industries in the U. S. showed 57% of the workers to be foreign-born and 17% of children of foreign-born. A total of 74% foreign stock."—Jenks & Lauk.

TABLE X  
Racial Distribution of Musical Ability

Study Made 1923	American	Austria	Australia	Belgium	Bohemia	Canada	Chile	Czecho-Slovakia	Denmark	England	France	Galacia	German	Holland	Hungarian	Ireland	Italy	Mexico	Moravia	New Zealand	Norway	Poland	Roumania	South America	Spain	Switzerland	Russian	Total
	Chicago Symphony Orchestra . .	44	4			3					1	1		28	1	1		4	1				1					4
Philadelphia Symphony Orchestra . .	42	2		2				5	1	1	4		18	3	2		11	1					1	2			12	107
Sousa's Band.	80			1	1												2											84
Victor Red Seal Artist Records . . . .	24	3	1	1	2	1	1				9	1	4	3	1	1	18		2	1		1	1	1	3	1	7	87





"America in the Making" (Continued)	Armenian	Czechoslovakian	Danish	Dutch	English	Finnish	French	German	Greek	Hispanic	Hungarian	Irish	Italian	Jewish	Jugo Slav	Negro	Norwegian	Polish	Russian	Scottish	Swedish	Welsh	
	43. Indian Alliances .....				X																		
44. Interior Decorations .....				X																			
45. Invention .....																				X	X		
46. Iron and Steel .....																							X
47. Journalism .....											X												
48. Kindergarten .....								X															
49. Language .....					X					X													
50. Labor .....									X	X						X							
51. Law .....					X																		
52. Literature .....					X							X		X		X							
53. Live Stock Breeding .....										X													
54. Lobster Fishing .....									X														
55. Lumbering .....						X																	
56. Manufacturing Occupations .....	X	X				X																	
57. Music .....		X			X		X	X		X	X	X	X		X	X	X	X	X	X	X	X	X
58. Navigation .....		X				X											X					X	
59. Pearl Button Manufacturing .....		X																					
60. Philanthropy .....														X									
61. Photo Engraving .....	X																						
62. Physical Training .....		X						X										X				X	
63. Politics .....												X											
64. Political Institutions .....					X			X															
65. Public Administration .....											X												X
66. Restaurants .....	X																						
67. Revolutionary Recruits .....				X	X		X	X				X						X		X		X	
68. Rugs .....	X																						
69. Scholarship .....														X									
70. Settlement .....			X	X	X		X	X		X	X					X				X	X	X	
71. Science .....							X																
72. Silk Culture .....	X																						
73. Silversmithing .....				X																			
74. Social Customs .....				X	X																		
75. Sponge Fishing .....									X														
76. Stage .....												X		X									
77. Tailoring .....	X																						
78. Temperment .....												X	X										
79. Tolerance .....				X	X																		
80. Tobacco Manufacturing .....										X													
81. Transportation .....											X												
82. Union .....																				X			
83. Wire and Tin Manufacturing .....	X																						
84. Wood Making .....	X																						

Note.—The above study is not claimed to be complete but it may serve as a basis for further investigation.

Note.—Hispanic include: Spanish, Portuguese and Latin Americans. Jugo-Slavs include: Serbs, Croats and Slovenes.

TABLE XII

## Racial Distribution of Ability

The Hon. Henry Cabot Lodge made a study of the racial distribution of ability in the United States in 1891. He took as a basis for the work 15,514 names taken from "Appleton's Cyclopaedia of American Biography." He rated persons as immigrants who came to the United States after the adoption of the Constitution.

Following is their distribution as to ability and as to accomplishment:

English .....	10376	English .....	345
Scotch-Irish .....	1439	German .....	245
German .....	659	Irish .....	200
Huguenot .....	589	Scotch .....	151
Scotch .....	436	Scotch-Irish .....	88
Dutch .....	336	French .....	63
Welsh .....	159	Canadian and British Columbia ....	60
Irish .....	109	Scandinavian .....	18
French .....	85	Welsh .....	16
Scandinavian .....	31	Belgian .....	15
Spanish .....	7	Swiss .....	15
Italian .....	7	Dutch .....	14
Swiss .....	5	Polish .....	13
Greek .....	3	Hungarian .....	11
Roumanian .....	1	Italian .....	10
Pole .....	1	Greek .....	3
		Roumanian .....	2
		Spanish .....	1
		Portuguese .....	1
Total .....	14243	Total .....	1271

NOTE: This study forms an interesting basis for further investigation. It should be brought down to the present time.

TABLE XIII

## Ranking of Nationalities in Population and Scientific Men

	Per cent. of Population	Per cent. Scientific Men
Great Britian .....	1.2	3.4
Germany .....	2.7	1.9
Russia .....	1.7	.6
Italy .....	1.5	.1

Summary: The above results are not due to racial superiority but to the fact that more men have been called from these countries or have sought positions here. From 1903-10, only one man of high distinction has been called to this country whereas 9 scientific men of high distinction have returned to their native countries.

We should bring to this country as many foreign men of distinction as would come at salaries from \$5,000 to \$10,000 a year and as many young men of promise as would come from \$1,000 to \$2,000 a year. Such men are already selected and their education is paid for.

We have paid for the education of 150,000 physicians to obtain 1000 who are competent to advance medical science. The services of these 1,000 are probably worth as much as those of all others combined. The cost per physician, upon this basis, competent to advance science is perhaps \$500,000, although his value is much more.

TABLE XIV

## The Racial Distribution of American Men of Science

Dr. J. McKeen Cattell, a noted American scholar, undertook (1920) a critical analysis of the 1154 leading men of science in the United States. He received replies from but 1036 and proceeded to his task. Those phases bearing upon the Americanization problem from the standpoint of racial contributions are herewith given.

*Nationality of Parents of American Men of Science.*

Nationality	Both	Father	Mother	Total	
American	628	23	43	660.5	
English	48	36	28	80	One family Jewish.
Scotch	9	13	15	23	
Irish	4	10	12	15	
Canadian	14	3	7	19	
German	54	23	12	71.5	Of which 8% are Jewish.
Norwegian	6	..	..	6	
Swedish	6	..	..	6	
Danish	1	2	1	2.5	
Russian	6	..	..	6	Of which 5% are Jewish.
Dutch	3	3	5	7	
French	6	6	2	10	
Swiss	6	4	..	8	
Italian	..	1	..	0.5	
Japanese	2	..	..	2	
Total	793	124	124	917	

Summary: 12.6% of our leading scientific men are foreign-born; 12.6% are native-born of foreign parentage; 7.1% have one parent foreign-born. Therefore the foreign-born and those of foreign parentage contribute slightly less than the native-born to the scientific productivity of America.

“The farm produces relatively fewer scientific men, lower proportion of high distinction and the larger proportion of lowest class. Cities have produced twice as many men of science, in proportion to the population, as has the country.

“Nearly one-half of the men of science come from the professional classes, although they compose only one-thirtieth of the population.

“Not one scientific man has come from the domestic or laboring classes.”—*American Men of Science.*

TABLE XV

## The Occupations of Fathers of Scientific Men

	Number	Per cent.
Professional	381	43.1
Clergymen	89	10.1
Physicians	66	7.5
Lawyers	53	6.6
Teachers	74	8.3
Others	94	10.3
Manufacture and Trade	316	35.7
Agricultural	188	21.2

Summary: “Professional classes have contributed 14 times as many scientific men as all other classes; agricultural classes one-half as many as manufacturing or trading classes.

## Historic Philadelphia



Christ Church, on Second Street, north of Market, is closely connected with the history of Philadelphia. It was erected in 1727 to replace a one-story structure which had occupied the site since 1695. President Washington and President Adams each had a pew here, and here Benjamin Franklin and Henry Clay worshiped. The Church is open from 9 to 3 daily except Saturday, and contains many interesting memorials.

TABLE XVI

### Importance of an Accurate Citizenship Census of Foreign Born Employees

Too much emphasis cannot be placed upon accurate information relating to the citizenship status of employees. There is a distinct advantage in knowing the magnitude of the work to be done along this line, in order that it may be attacked in an efficient manner. The table which follows, of the foreign-born employees of the Pennsylvania Railroad and their citizenship status, is an excellent illustration of the point in question.

NATIONALITY	TOTAL			
	A	B	C	D
Italian	5371	2002	1633	1736
Irish	2505	1953	362	190
Polish	807	285	258	264
German	787	636	80	71
Austrian	772	309	199	264
English	673	493	90	90
Russian	620	256	169	195
Hungarian	305	128	93	84
Scotch	304	152	59	93
Mexican	187	13	29	145
Swedish	185	141	22	22
Norwegian	170	126	35	9
West Indian	145	28	27	90
Spanish	140	13	26	101
Czecho-Slovakian	124	42	29	53
Canadian	118	76	17	25
Portuguese	85	8	2	75
French	52	35	10	7
Danish	49	41	7	1
Roumanian	39	19	13	7
Dutch	38	21	9	8
Swiss	35	30	5	....
South American	33	11	8	14
Welsh	27	24	1	2
Greek	24	10	4	10
Armenian	20	6	7	7
Lithuanian	20	10	3	7
Jugo-Slav	19	5	5	9
Syrian	19	8	4	7
Belgian	19	13	6	....
Ukranian	19	5	11	3
Galician	17	3	5	9
Bohemian	15	9	3	3
Porto Rican	14	11	....	3
Turkish	11	7	2	2
East Indian	11	5	5	1
Serbian	10	4	2	4
Australian	9	6	2	1
African	8	2	....	6
Bulgarian	7	1	5	1
Finnish	6	3	2	1
Cuban	6	1	3	2
Macedonian	5	....	1	4
Costa Rican	5	....	3	2
Central American	2	1	1	....
Egyptian	1	....	....	1
Japanese	1	1	....	....
<b>TOTAL</b>	<b>13839</b>	<b>6953</b>	<b>3257</b>	<b>3629</b>

Per cent. Naturalized, .73.

Legend: A—Number foreign-born employees. B—Citizens. C—First Papers. D—Employees unnaturalized.  
August 1, 1923.

## Detailed Information for Ready Reference for Americanization Workers

### MISCELLANEOUS AGENCIES RELATED TO AMERICANIZATION:

1. American Legion. Phone, Filbert 5217. Address, 933 Chestnut Street.
2. Associations of Philadelphia Settlements. Phone, Lombard 2842. Address, 428 Bainbridge Street.
3. Babies' Welfare Association. Phone, Spruce 5759. Address, 1615 Sansom Street.
4. Baptist Union of Philadelphia. Phone, Spruce 2472. Address, 1701 Chestnut Street, room 503.
5. Casa D'Immigranti (Immigrant House). Phone, Filbert 5262. Address, 10th and Bainbridge Streets.
6. Catholic Cathedral Office. Phone, Spruce 0936. Address, 1710 Summer Street.
7. Children's Aid Society of Pennsylvania. Phone, Locust 3600. Address, 1430 Pine Street.
8. Children's Bureau. Phone, Locust 3600. Address, 1432 Pine Street.
9. Civic Club. Phone, Walnut 6569. Address, 1300 Spruce Street.
10. Council of Jewish Women (Immigrant Aid—Americanization). Lombard, 1095. Address, 275 South Fourth Street.
11. Colonial Dames Pennsylvania Society. Phone, Spruce 7080. Address, 1630 Latimer Street.
12. Daughters of the American Revolution.
13. Federation of Jewish Charities. Phone, Locust 5182. Address, 1512 Walnut Street.
14. Federazione Italiana (Italian Federation). Phone, Walnut 7305. Address, 1011 South Eighth Street.
15. Friends' Alien Relief Committee. Phone, Rittenhouse 2765. Address, 20 South Twelfth Street.
16. Friends' Neighborhood Guild. Phone, Market 0308. Address, Fourth and Green Streets.
17. German Society of Pennsylvania. Phone, Market 4365. Address, Spring Garden and Marshall Streets.
18. Girls' Friendly Society of America. Phone, Locust 3281. Address, 2059 Catherine Street.
19. Graphic Sketch Club. Phone, 7847. Address, 719 Catherine Street.
20. League Protection Committee for Working Women. Phone, Filbert 5150. Address, 124 South Twelfth Street.
21. Lithuanian American Citizens' Association of Philadelphia. Phone, Lombard 4966. Address, 928 East Moyamensing Avenue.
22. Lutheran Inner-Mission Board. Phone, Walnut 1243. Address, Thirteenth and Spruce Streets.
23. Methodist Mission and Church Extension. Phone, Locust 2314. Address, Seventeenth and Arch Streets.
24. Mothers' Assistance Fund. Phone, Walnut 4649. Address, 917 Locust Street.
25. Municipal Court of Philadelphia. Phone, Electrical Bureau. Address, City Hall (Probation Department).
26. New Century Club. Phone, Filbert 5150. Address, 124 South Twelfth Street.
27. Octavia Hill Association. Phone, Lombard 5862. Address, 613 Lombard Street.
28. Order Sons of Italy of America. Phone, Oregon 2602. Address, 1726 South Broad Street.
29. Patriotic Order Sons of America. Phone, Poplar 5275. Address, 1317 North Broad Street.
30. Philomusian Club. Phone, Preston 4587. Address, 3944 Walnut Street.
31. Polish American Association. Phone, Kensington 5360. Address, 2806 East Allegheny Avenue.

32. Presbyterian Board of City Missions and Church Extension. Phone, Filbert 3275. Address, Room 721, Witherspoon Building.
33. Protestant Episcopal Church Work Among Foreign-Born. Spruce 8360. Address, 202 South 19th Street.
34. Reformed Church Committee of Social Service. Phone, Spruce 6347. Address, 15th and Race Streets.
35. Russian Christian Benevolent Association. Phone, Market 3025. Address, 414 Green Street.
36. Slovak Hall Association. Phone, Market 6235. Address, 512 Fairmount Avenue.
37. Slovak League of America. Phone, Electrical Bureau. Address, City Hall, Room 71-A.
38. Swedish Beneficial Society. Phone, Poplar 5458. Address, 1438 Poplar St.
39. Ukranian American Citizens' Association. Phone, Market 2335. Address, 849 North Franklin Street.
40. United States District Court. Phone, Walnut 431. Address, Room 308 Federal Building, 9th and Market Streets.
41. Veterans' Foreign War Association. Phone, Oregon 8269-R. Address, 1834 South 15th Street.
42. Young Hungarian Beneficial Association. Phone, Kensington 3209. Address, 1229 North Sixth Street.

NOTE: For further information consult the Social Service Directory of Philadelphia Municipal Court, City Hall, Philadelphia.

CITY SETTLEMENT HOUSES:

<i>Ward</i>	<i>Institution</i>	<i>Address</i>
1	Reed Street Neighborhood House . . . . .	714 Reed Street.
2	Southwark Neighborhood House . . . . .	101 Ellsworth Street.
3	College Settlement of Philadelphia . . .	433 Christian Street.
4	Settlement Music School . . . . .	416 Queen Street.
4	Neighborhood Center . . . . .	428 Bainbridge Street.
4	Workmen Place House . . . . .	2529 Webster Street.
5	Stanfield Playgrounds . . . . .	502 South Front Street.
6	Methodist Deaconess Home . . . . .	611 Vine Street.
7	University House . . . . .	2601 Lombard Street.
7	Western Community House . . . . .	1613 South Street.
7	Starr Center Association . . . . .	725 Lombard Street.
11	St. John's House . . . . .	Corner Brown and Bodine Sts.
12	Friends' Neighborhood Guild . . . . .	524 North Orianna Street.
13	Lutheran Settlement . . . . .	1333 Frankford Avenue.
30	Webster Street House . . . . .	2529 Webster Street.
33	The Lighthouse . . . . .	146 West Lehigh Avenue.
33	St. Agnes House . . . . .	258 East Ontario Street.
39	St. Martha's House . . . . .	2029 South Eighth Street.
40	Madonna House . . . . .	915 Montrose Street.

CITY RECREATION CENTERS:

Athletic Center . . . . .	26th and Master Streets.
Bellefield Playground . . . . .	21st Street and Nedro Avenue.
Cohocksink Center . . . . .	Cedar and Cambria Streets.
Disston Center . . . . .	Longshore and Dittman Streets.
East Germantown Center . . . . .	Cheltenham Avenue and Ardleigh Street.
Francisville Center . . . . .	Francis and Shirley Streets.
Funfield Center . . . . .	22d Street and Sedgley Avenue.
Haddington Center . . . . .	57th Street and Haverford Avenue.
Hancock Square Center . . . . .	Hancock and Jefferson Streets.
Happy Hollow Center . . . . .	Wayne Avenue, opposite W. Logan Street.
Hiskey Center . . . . .	C Street and Indiana Avenue.
Kensington Center . . . . .	Frankford Avenue and Berks Street.

Kingsessing Center	.....	51st Street and Chester Avenue.
McCoach Center	.....	17th and Fitzwater Streets.
Seger Playground	.....	10th and Lombard Streets.
Sherwood Center	.....	56th and Christian Streets.
Shot Tower Center	.....	Front and Carpenter Streets.
Smith Center	.....	24th and Jackson Streets.
Starr Garden Center	.....	7th and Lombard Streets.
Stenton Center	.....	16th Street and Wyoming Avenue.
Sunshine Center	.....	6th and Christian Streets.
Tip Top Center	.....	Front and Allen Streets.
Vare Center	.....	26th and Morris Streets.
Viaduct Playground	.....	9th and Jefferson Streets.
Waterview Center	.....	Haines Street and McMahan Avenue.
Waterview Annex	.....	502 East Haines Street.
Water Tower Center	.....	Hartwell and Sullivan Streets.
Weccacoe Center	.....	4th and Catherine Streets.
Westmoreland Center	.....	5th and Westmoreland Streets.
Whitehall Center	.....	Torresdale and Wakeling Streets.
Wissahickon Playground	.....	Queen Lane, Bellefield and Pulaski Sts.
Womrath Playground	.....	Kensington Avenue and Adams Street.
Wrightsville Center	.....	28th Street and Passyunk Avenue.

## CITY HEALTH CENTERS:

Health Center No. 1	.....	12th and Carpenter Streets.
Health Center No. 2	.....	2133 South 8th Street.
Health Center No. 3	.....	431 East Girard Avenue.
Health Center No. 4	.....	1618 Point Breeze Avenue.
Health Center No. 5	.....	2624 Kensington Avenue.
Health Center No. 6	.....	3826 Germantown Avenue.
Health Center No. 7	.....	4515 Lancaster Avenue.
Health Center No. 8	.....	711 South Second Street.
Health Center No. 9	.....	2016 Lombard Street.
Health Center No. 10	.....	6029 Woodland Avenue.

## TUBERCULOSIS CLINICS:

Germantown Hospital,	Penn and Chew Streets.
Jefferson Hospital,	Tenth and Sansom Streets.
Jewish Hospital,	York Road below Tabor Road.
Light House,	152 West Lehigh Avenue.
Memorial Hospital of Roxborough,	Ridge Avenue and Jamestown Street.
Mt. Sinai Hospital,	1429 South Fifth Street.
North East Hospital,	Allegheny Avenue and Tulip Street.
Philadelphia General Hospital,	34th and Pine Streets.
Phipps Institute,	Seventh and Lombard Streets.
St. Agnes Hospital,	Broad and Mifflin Streets.
Tuberculosis Clinic,	1724 Cherry Street.
Women's Medical College Hospital,	21st and College Avenue.

## NEIGHBORHOOD HOUSES:

College Settlement,	433 Christian Street.
Community Center,	17th and Sansom Streets.
Friends' Neighborhood Guild,	Fourth and Green Streets.
Lutheran Settlement,	1333 Frankford Avenue.
Methodist Episcopal Deaconess Home,	611 Vine Street.
Reed Street Neighborhood House,	714 Reed Street.
St. John's House,	723 North Bodine Street.
St. Martha's House,	2029 South Eighth Street.



Settlement Music School, 416 Queen Street.  
 Southwark Neighborhood House, 101 Ellsworth Street.  
 Stanfield Playgrounds, 502 South Front Street.  
 The Light House, 146 West Lehigh Avenue.  
 University House, 2001 Lombard Street.  
 Webster Street House, 2529 Webster Street.  
 Western Community House, 1613 South Street.  
 Workman Place House, 756 South Front Street.

## PHILADELPHIA LIBRARIES:

Apprentices' Library, Broad and Brandywine Streets, Poplar 5598.  
 Free Library of Philadelphia, 13th and Locust Streets, Spruce 8891.  
 Friends' Free Library, 5418 Germantown Avenue, Germantown 6023.  
 Friends' Library, 142 N. 16th Street, Spruce 3130.  
 George Institute Library, 52d below Lancaster Avenue, Belmont 10510.  
 Krauth Memorial Library, 7301 Germantown Avenue, Chestnut Hill 4874.  
 Mercantile Library, 14 South Tenth Street, Filbert 4213.  
 St. John's Parish Hall Library, Rectory, Manayunk 2253.  
 Stephen Library, Wm. B., Kraus Avenue, Manayunk 0126.  
 Womrath's Library, 15 South 13th Street, Walnut 2045.

## PHILADELPHIA NEWSPAPERS:

*English Language*

1. The Evening Bulletin, City Hall Square, phone, Locust 4400.
2. The Evening Ledger, Independence Square, phone, Lombard 8300.
3. The Inquirer, 1109 Market Street, phone, Filbert 3300.
4. The North American, Broad and Sansom Streets, phone, Walnut 2100.
5. The Public Ledger, Independence Square, phone, Walnut 8300.
6. The Philadelphia Record, 917 Chestnut Street, phone, Walnut 2300.

*Foreign Language*

1. American Ukranian Daily News, 817 N. Franklin Street, phone, Market 2419.
2. German Gazette-Democrat, 924 Arch Street, phone, Filbert 4686.
3. Italian Daily L'Opinione, 1011 S. 8th Street, phone, Walnut 5946.
4. Italian Daily Progresso, 926 S. 9th Street, phone, Walnut 4893.
5. Jewish Daily Forward, 5th and Pine Streets, phone, Lombard 2732.
6. Jewish Exponent Publishing Co., 608 Chestnut Street, phone, Lombard 6264.
7. Jewish World, 233 South 5th Street, phone, Lombard 8020.
8. I'Naizzade, (Lith.) 3654 Richmond Street.
9. Polish Gwiazda, 3022 Richmond Street, phone, Kensington 1171.
10. Polish Patryota, 2260 Richmond Street, phone, Kensington 0862.

---

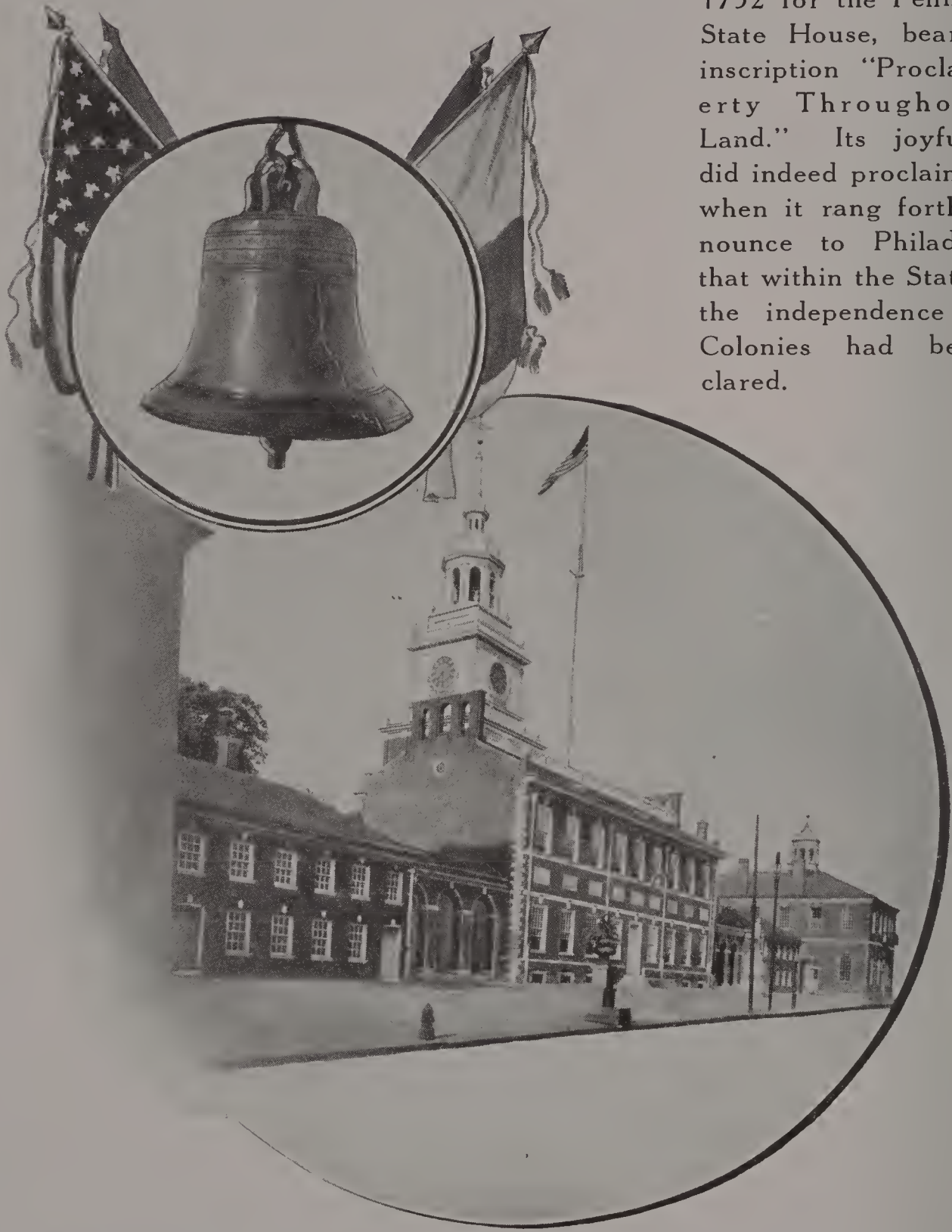
### The Foreign Language Press

There are 1254 foreign language newspapers published in the United States. For a complete tabulation as to number and language consult The American Newspaper Annual Directory, published by N. W. Ayer & Son, Philadelphia.



## Historic Philadelphia

Liberty Bell, cast in 1752 for the Pennsylvania State House, bearing the inscription "Proclaim Liberty Throughout the Land." Its joyful notes did indeed proclaim liberty when it rang forth to announce to Philadelphians that within the State House the independence of the Colonies had been declared.



State House, usually called Independence Hall, on Chestnut Street between Fifth and Sixth Streets, facing Independence Square. This is the birthplace of American Liberty, for in a room here the delegates from the American Colonies met and issued the Declaration of Independence. Passed on July 4, 1776, it was publicly proclaimed from a platform in the Square on July 8th. In the main corridor the Liberty Bell, shown above, is carefully preserved. The last time it was rung was in 1835, in memory of Chief Justice Marshall.

# Annual Recognition Meetings for the Foreign Born of Philadelphia

---

## The New Century Club House-warming

The New Century Club has annual house-warmings to which are invited the foreign born of the community which this club serves. At first it was difficult to reach these people. Few invitations to these affairs were accepted at first but as soon as the foreign born realized that the club had only the best of intentions, they changed. Now the club headquarters are too small for all the guests they would invite and have present; a selected list is used.

There should be more of these social affairs to which the new citizens should be invited that they may have an opportunity of intermingling with the best type of Americans.

---

## Welcome to New Citizens

February 27th, 1923

BY

THE PHILOMUSIAN CLUB OF PHILADELPHIA

### PROGRAM

- “America” .....Audience All Singing  
Led by Miss Virginia Henderson, Director of Music, West Philadelphia  
High School for Girls
- Greeting .....Mrs. Herman H. Birney  
President of Philomusian Club.
- Soprano Solos .....Miss Mildred Bowman  
Miss Anna Lefevre at the piano.
- Pledge to the Flag .....Entire Audience  
Led by Howard C. McCall Post American Legion
- Address .....Rev. Arthur C. Baldwin, D. D.
- Violin Solo .....Miss E. Laura Hannum
- “The American’s Creed” .....William Tyler Page  
Presented by Pennsylvania Society D. A. R.
- Parting Words .....Mr. John C. F. Gordon  
Chief Naturalization Examiner.
- “America, the Beautiful” .....Audience All Singing

COFFEE SERVED IN HALLWAY.

## Music Week Racial Group Program

Tuesday, May 15, 1923.

PHILADELPHIA ACADEMY OF MUSIC

Sponsored by the Americanization Committee of the Chamber of Commerce.

1. Lithuanian Group—Directed by Joseph Jurciukonis
  - a. Aras (The Eagle)
  - b. Vakarine Dana (The Evening Song)
2. Polish Group—Directed by William Grigaitis.
 

a. O j W Polu Jezioro. (There is a Pond in the Field)	Folk Song
b. Kolysanka. (Cradle Song).	Folk Song
c. Porownaj Boze Gory Doliny. (Oh, God, Level the Mountains and Valleys)	Folk Song
d. Narzekanie Dziewczyny. (Maiden's Wail)	Folk Song
e. Two Kolendy. (Two Carols).	Folk Song

Miss Helen Josefowski, Chairman
3. Slovak Group—Directed by Rev. Paul Bednar.
  - a. Chvalte Boha (O Sing Unto the Lord)
  - b. Jak Krasny je Sion (Beautiful Zion)
  - c. Har Sa Bratia (Slovak Patriotic Song)
4. Armenian Group—Directed by M. E. Yardumian.
  - a. Goohn Ara (The Lover's Grave)
  - b. Dsaghgots Muda (The Heroes)
5. Chinese Group—Directed by E. C. Ling.
  - a. Chinese Folk Songs.
6. Ukrainian Group—Directed by Eugene Yokubovich.
  - a. Ukranian National Songs.
    1. I Go to the Mill.
    2. The Cuckoo Has Flown.
    3. In the Young World.
    4. I Know I Know.
  - b. Ukranian Dance—Kolomyika. Directed by M. Rybak.
7. Scandinavian—Lillian Fraser in selected Folk Songs, accompanied by accordion.
  - a. Jeg Elser dig (I Love Thee—Norwegian)
  - b. Arnes Sang (Arne's Song—Danish)
  - c. Die Ganila du Fria (Thou Ancient, Thou Free—Swedish)
  - d. Maskrosoras Vera (The Dandelion Song)
  - e. Flickangari Dansen (A Maiden One Day Was Dancing)
8. Rumanian Group—Directed by Nasila Toconita.
  - a. Sfânt Dommul Savaot (Saint the Son)
  - b. Trumbetele Suna (The Blaring of the Trumpets)
  - c. Glorie in Lupta (Glory of Battle)
9. Folk Dancing.
10. Armenian Dance.

11. Italian Group—Directed by Prof. Antonio O. Scadduzio.
  - a. Vocal Music.
    1. Funiculi, Funiculi.
    2. Santa Lucia.
  - b. Dancing—Two Tarantella Dances—Mr. M. G. Montrezza, Director.
12. Scotch Group—Calendonia Club.
  - a. Bag Pipes, etc. John Gould, drum major; Jas. Morrison, pipe major.
13. Grand Ensemble—Mrs. James Anders, Goddess of Liberty.
 

Mrs. Eleanor Abbott, of Plays and Players, in charge of scenic and stage effects; Mrs. William Hubbard assisting on program; Mrs. Agnes Glune Quinlan, accompanist; Mrs. Clara Barnes Abbott, director of Music League.

---

### Naturalization Ceremony

WEDNESDAY, APRIL 26, 1922

AT HALF PAST SEVEN O'CLOCK

WILLIAM PENN HIGH SCHOOL

Fifteenth and Wallace Streets

WILLIAM ROWEN, President of The Board of Public Education, presiding

#### PROGRAM

1. Music—Orchestra James Campbell School.
 

A. J. Emrey, Principal
2. Pageant—"Liberty," by Pupils of Seventh School District.
 

Arranged by Miss Flora Mager and Miss Elizabeth Eckard
3. Address—T. B. Shoemaker
 

Deputy Commissioner of Naturalization, United States Department of Labor
4. Presentation of Naturalization Certificates
 

John C. F. Gordon, Chief Naturalization Examiner
5. Welcome to New Women Citizens
 

On behalf of Civic and Philomusian Clubs, Mrs. Herman H. Birney,  
President, Philomusian Club
6. Salute to the Flag by
  - a. Howard C. McCall Post, No. 20.
  - b. Salute to the Flag (recited by the audience).
 

"I pledge allegiance to my Flag; and to the Republic for which it stands;  
one Nation indivisible, with Liberty and Justice for all."
  - c. Bugle Salute.

Program arranged by Public Schools, Americanization Committee of the Chamber of Commerce, Civic Club, Philomusian Club, and Howard C. McCall Post, No. 20, American Legion.

## Suggestive Outline for General Americanization Address Based Upon Facts Set Forth in This Plan

### I. INTRODUCTION:

1. Governed by kind and size of group.
2. Conditioned upon the type of introduction by chairman.
3. Depends upon the specific message you desire to bring.
4. Your place upon the program is a chief factor.
5. The psychology of the audience must be considered.

### II. SHOW THE NECESSITY FOR A CITY-WIDE AMERICANIZATION PROGRAM.

1. General statistics to support you. General statement for its necessity, pages 59, 63, 64, 65, 67-69.
2. Give short snappy statements found on page 7.
3. Give local facts regarding the specific ward in which you are speaking page 60.
4. Give illiteracy percentages, page 61.
5. Give distribution of population as per graph opposite page 62.
6. Show racial distribution of illiteracy, page 62.
7. Give the racial groups by number, page 60.

### III. SHOW THE NEED OF THE FOREIGN-BORN IN PHILADELPHIA:

1. Pages 71 to 77.

### IV. SHOW HOW PHILADELPHIA IS GOING TO MEET ITS AMERICANIZATION RESPONSIBILITY:

1. Outline the program in brief sentences as given on pages 8 and 9.
2. Amplify the special features in the program which will appeal to your audience, choosing your material from pages 10 to 28.
3. Emphasize Law Enforcement, pages 51 to 58.

### V. MAKE YOUR APPEAL TO THE AUDIENCE TO ACCEPT ONE OF THE SPECIFICALLY DETAILED PROGRAMS:

1. Choose the one you think suitable for your group and then analyze it and enlist the group for service. The programs from pages 29 to 48.
2. Suggest that they work through the Americanization committee of their ward. If none exists suggest that an organization be formed as per page 18. (Organization of Americanization Committee).

### VI. CONCLUSION:

1. Use "objectives" of the city-wide program, page 9.

#### *Suggestions:*

1. Familiarize yourselves with the quotations found in the book.
2. Master the essential facts that you may make a strong appeal.

3. Collect a number of illustrations which will help you in driving home the facts.
4. Don't ramble in your presentation, the people have been talked to so long that they now want facts and then action.
5. Accept no engagement just "to make a talk;" if you speak enlist the group for service.
6. Associate yourself with the speaker's bureau of some agency associated with the City-Wide Americanization Plan.
7. In case of doubt or if in want of further information call the Americanization Bureau of the Chamber of Commerce. Phone, Walnut 5961, Twelfth and Walnut Streets.

---

### Citizenship Creed as Formulated by American Bar Association

1. I am living under a government—and am myself a part of such government—wherein at least an elementary knowledge of the nature and principles of this Government must be generally diffused among the great mass of its citizens. I therefore believe it to be my duty to inform myself on American history, the foundations of our Government as embodied in the United States Constitution, and the application of the principles therein contained to present-day problems.

2. Since ours is a government of, for and by the people, it is by the very same token a government of and by public opinion. It is, therefore, my duty as a good American citizen to help form public opinion in the community in which I live in order that all citizens may hold intelligent, just, and humane views on governmental questions and endeavor to have such views embodied in our laws.

3. Since popular government is shaped in the first instance by the exercise of suffrage, it is one of my primary duties as a good American citizen to cast my ballot in all local, state and national elections and to urge my fellow-citizens to do the same.

4. Since ours is "a government of laws and not of men," and since an orderly government can exist only through laws justly administered and impartially enforced, I declare it to be my duty as a good citizen to serve as a juror whenever summoned, and to use my influence in every proper way to the end that lawyers, judges and jurors so conduct the administration of justice as to entitle the law and the courts to popular approval and support.

5. I believe that we Americans have the best government that has ever been created—the freest and the most just for all the people—and that it is my duty to uphold and defend this Government at all times. I believe that just as the "Minute Man of the Revolution" was ready upon a moment's notice to defend his rights against foreign usurpation, it is my duty as a patriotic American to be a "Minute Man of the Constitution," ready at all times to defend the long-established and cherished institutions of our Government against attacks, either from within or without, and to do my part in preserving the blessings of liberty for which my Revolutionary forefathers fought and died.

6. I believe that as a good American citizen I must maintain continuously a civic consciousness and conscience; that my country needs my active service in times of peace no less than in war; that patriotism must be a constituent part of my religion; that no prouder boast can emanate from my lips than truly to declare, "I am an American citizen" and that as an American citizen the Constitution of the United States ought to be as actual a part of my life and of my religion as the Sermon on the Mount.—*Citizenship Committee, American Bar Association, 1923.*



## Americanization Bibliography for Reading Courses and Americanization Teachers and Workers

\*Books available in the Southwark Branch of the Free Library of Philadelphia; the name and address of publishers are not given for these books.

### AMERICANIZATION:

#### A. Americanization Studies, Carnegie Foundation, Harper Bros., New York.

1. Breckinridge . . . . .New Homes for the Old.
2. Burns . . . . .Summary of the Studies.
3. Claghorn . . . . .The Immigrant's Day in Court.
4. Davis . . . . .Immigrant Health and the Community.
- \* 5. Daniels . . . . .Americanization via the Neighborhood.
6. Gavit . . . . .Americans by Choice.
7. Leiserson . . . . .Adjusting Immigrant and Industry.
8. Park . . . . .The Immigrant Press and Its Control.
- \* 9. Park and Miller. . Old World Traits Transplanted.
10. Speek . . . . .A Stake in the Land.
- \*11. Thompson . . . . .Schooling of the Immigrant.

#### B.

12. Aronovici . . . . .Americanization, Keller Publishing Co., St. Paul.
13. Bierstadt . . . . .Aspects of Americanization, Stewart, Kidd Co., Cincinnati, Ohio.
- \*14. Bogardus . . . . .Essentials of Americanization, University of Southern California, Los Angeles.
15. Davis . . . . .Immigration and Americanization, Ginn & Co., New York City, New York.
16. Griscom . . . . .Americanization, MacMillan Publishing Co., N. Y.
17. Baldwin . . . . .Americanization and Citizenship, Houghton, Mifflin Co., Boston, Mass.
18. Roberts . . . . .The Problem of Americanization, MacMillan Co.
- \*19. Talbot . . . . .Americanization.

### ASSIMILATION:

20. Draschler . . . . .Democracy and Assimilation, MacMillan Co.
21. Weiss . . . . .The Sieve-Page Publishing Co., Boston, Mass.

### CITIZENSHIP:

- \*22. Beck . . . . .Alien's Textbook in Citizenship.
23. Bryce . . . . .Hindrance to Good Citizenship, Yale University Press.
- \*24. Dixon . . . . .Americanization.
- \*25. Dunn . . . . .Community and the Citizen.
26. Dunn . . . . .What Every Citizen Should Know, Ginn & Co.
- \*27. Fowler . . . . .How to Obtain Citizenship (English and Italian).
- \*28. Fowler . . . . .How to Obtain Citizenship (English and Yiddish).
- \*29. Fryer . . . . .Community Interest and Public Spirit.
30. Hadley . . . . .Freedom and Responsibility, Yale University Press.
31. Higgins . . . . .We the People, Orchard Hill Press, Croton-on-the-Hudson, New York.
- \*32. Hill and Davis . . Civics for New Americans.
33. Jenks and Smith. We and Our Government, Boni, Liveright, New York.
- \*34. Leighton . . . . .Making Americans.
- \*35. Lewis . . . . .What Every Citizen Should Know.
36. McPeters, Cleve-  
land & Jones . . . Citizenship Dramatized, Henry Holt Co., New York.
- \*37. Mintz . . . . .First Reader for New American Citizens.
- \*38. Mints . . . . .New American Citizens.



39. Motz ..... Pertinent Political Points, Cramer Publishing Co.,  
Crafton, Pa.
- \*40. Parsons ..... Land of Fair Play.
- \*41. Plass ..... Civics for America in the Making.
- \*42. Richman & Walsh Good Citizenship.
- \*43. Roberts ..... Civics for Coming Americans.
- \*44. Sharpe ..... Plain Facts for Future Citizens.
45. Tarkington ..... The Making of Our Country, John C. Winston Co.,  
Philadelphia.
- \*46. Tarkington ..... My Country.
- \*47. Webster ..... Americanization and Citizenship.

## COMMUNITY ORGANIZATION:

- \*48. Tarkington ..... Community Organization.
- \*49. Jackson ..... Community Center.
50. Mackaye ..... Community Drama and Pageantry, Houghton,  
Mifflin Co.
51. Perry ..... Community Center Activities, Russel Sage Founda-  
tion, New York City.
52. Smith ..... Our Neighborhood, John C. Winston Co.

## CHRISTIAN AMERICANIZATION:

53. Burgess ..... Foreigner or Friends, 281 Fourth Ave., New York.
54. Thompson ..... Religious Foundations of America, Fleming, Revel  
Co., New York.

## CRIME:

55. Osborne ..... Society and Prisons, Yale University Press.

## DEMOCRACY:

- \*56. Croly ..... Promise of American Life.
57. Hayes ..... American Democracy, Henry Holt Co.
58. Hughes ..... Conditions of Progress in Democratic Government,  
Yale University Press.
- \*59. Monroe & Miller. American Spirit.
60. Root ..... The Citizen's Part in Government, Yale University  
Press.
- \*61. Wilson ..... New Freedom.

## IMMIGRATION:

- \*62. Abbott ..... Immigration and the Community.
- \*63. Antin ..... They Who Knock at Our Gates.
- \*64. Kellor ..... Immigration and the Future.
- \*65. Razovsky ..... What Every Immigrant Should Know.
- \*66. Roberts ..... New Immigration.
- \*67. Steiner ..... Immigrant Tide.
- \*68. Steiner ..... On the Trail of the Immigrant.
- \*69. Warne ..... Tide of Immigration.

## PROCESS OF AMERICANIZATION:

- \*70. Antin ..... The Promised Land.
- \*71. Bok ..... The Americanization of Edward Bok.
- \*72. Cohen ..... Out of the Shadow.
- \*73. Husband ..... Americans by Adoption.
74. Panunzio ..... The Soul of the Immigrant.
- \*75. Ravage ..... An American in the Making.
- \*76. Rihbany ..... A Far Journey.
- \*77. Riis ..... Making of an American.
- \*78. Steiner ..... From Alien to Citizen.
- \*79. Stern ..... My Mother and I.
- \*80. Stern ..... A Friend at Court.

## READING FOR FOREIGN-BORN:

- \*81. Bachman . . . . . Great Inventors and Their Inventions.
- \*82. Baldwin . . . . . Story of Liberty.
- \*83. Bassett . . . . . Plain Story of American History.
- \*84. Broadhurst . . . . . Verse for Patriots.
- \*85. Carpenter . . . . . North America.
- \*86. Chamberlain . . . . . How We Are Clothed.
- \*87. Chase & Clow . . . . . Stories of Industry.
- \*88. Eggleston . . . . . History of the United States and Its People.
- \*89. McMurry . . . . . Pioneers of the Mississippi Valley.
- \*90. McMurry . . . . . Pioneers of the Rocky Mountains and the West.
- \*91. Matthews . . . . . Poems of American Patriotism.
- \*92. Parkman . . . . . Heroes of Today.
- \*93. Roosevelt . . . . . Stories of the Great West.
- \*94. Southworth &  
Paine . . . . . Bugle Calls of Liberty.
- \*95. Southworth &  
Paine . . . . . Builders of Our Country.
- \*96. Stevens . . . . . American Patriotic Prose and Verse.
- \*97. Street . . . . . Abroad and at Home.
- \*98. Tappan . . . . . Elementary History of Our Country.
- \*99. Tappan . . . . . Little Flag Book.
- 100. Sanford . . . . . Modern Americans, Laurel Book Co., Philadelphia.
- 101. Evans . . . . . America First, Milton Bradley Co., Philadelphia.

## RACIAL BACKGROUND:

- 102. Commons . . . . . Races and Immigrants in America, McMillan Co.,  
New York.
- 103. Balch . . . . . Our Slavic Fellow Citizens, N. Y. Charities, N. Y.
- 104. Manango . . . . . Sons of Italy, M. E. Book Concern, Philadelphia.

## SOCIAL CENTER:

- 105. Ward . . . . . The Social Center, D. Appleton Co., New York City.

## VISUAL EDUCATION:

- 106. Keystone View Co., Visional Education, Meadville, Penna.
- 107. Barnard & Evans, Citizenship in Philadelphia.

### Miscellaneous Publications Relating to Americanization

Obtainable Upon Request

- 1—Proceedings of Americanization Conference—May, 1919.
- 2—Bulletin Number 12—Training Teachers for Americanization—Goldberger.
- 3—Bulletin Number 30—The American Spirit in Education—Mann—1919.
- 4—Bulletin Number 31—Americanization in the United States—Mahoney.
- 5—Bulletin Number 32—Teaching American Ideals through Literature.
- 6—Bulletin Number 76—Community Organization—Butler—1919.
- 7—Bulletin Number 80—Teaching English to the Foreign Born—Goldberger.

## B—DEPARTMENT OF THE INTERIOR, BUREAU OF NATURALIZATION, WASHINGTON, D. C.:

- 1—Text books for students in Americanization classes, which are conducted under the supervision of the Public Schools of the community.
- 2—Current leaflets upon important phases of citizenship training.
- 3—Motion pictures upon America's development, history and ideals.

## C—MISCELLANEOUS:

- 1—A Manual for Home Teachers—State Commission of Immigration and Housing, Sacramento, California.
- 2—Americanization Day—National Americanization Committee, 20 West 34th Street, New York City.
- 3—Industrial Americanization and National Defense—National Americanization Committee, 20 West 34th Street, New York City.
- 4—The Rochester (N. Y.) Plan of Immigrant Education—Dr. Charles Finch.

## D—PUBLICATIONS ISSUED BY STATE AMERICANIZATION BUREAUS.

# INDEX

	PAGE
Acknowledgment .....	4
Adequate publicity .....	18
Agencies and organizations closely related to Americanization .....	78
Agencies which admit of co-ordination .....	49
Allegiance—Roosevelt .....	9
Alumni associations .....	25
America—Silver .....	28
Americanism campaign .....	9
American living conditions .....	15
Americanization address .....	86
Americanization Committee—Chamber of Commerce .....	27
Americanization committee organization .....	18
Americanization induces efficiency—Lee .....	37
Americanization reduces accidents—Ford .....	37
Americanization reduces turnover—Schwab .....	37
Americanization stabilizes labor—Gehris .....	36
American's creed—Page .....	6
American working conditions—Clark .....	16
Armstrong Association of Philadelphia .....	27
Athenian oath .....	39
Betsy Ross House .....	50
Bible required to be read in public schools .....	52
Bibliography .....	88
Board of Public Education of Philadelphia .....	27
Carpenters Hall .....	70
Child labor law .....	51
Christ Church .....	76
Citizen's creed .....	87
Citizenship campaign .....	9
Citizenship percentages of racial groups .....	64
Citizenship—race, country of birth and sex .....	63
Citizenship recognition meetings .....	25
Citizenship training .....	23
City-wide plan of Americanization .....	8
Class grouping .....	22
Class organization .....	20
Committee upon Negro migration—report .....	65
Common school branches must be taught in English .....	53
Compulsory education law .....	51
Content of school lessons .....	22
Co-operation—Kingsley .....	10
Co-operation—Kipling .....	8
Course of study .....	20
Death rate from tuberculosis .....	68
Death rate graph upon tuberculosis—white and negro .....	69
Democracy a device of government—Russell .....	18
Democracy—Wilson .....	16
Department of Public Health and Charities .....	27
Detailed information for ready reference .....	78
Display of the American flag .....	53
Distribution by racial ability—Lodge .....	74
Distribution of population as to native country .....	59
Distribution of population as to sex .....	59
Distribution of population as to suffrage .....	59
Each brought his gift—Lane .....	71
Educational program in Americanization .....	29
Efficiency induced through Americanization .....	37

	PAGE
English first campaign .....	8
English language imperative .....	23
English press .....	19
Exploitation—Smith .....	9
Faith—Pepper .....	17
Federal Naturalization Bureau .....	27
Flag—McKinley .....	54
Foreigner—Mamaty .....	10
Foreign language organizations .....	12
Foreign language press .....	19
Foreword—Miller .....	5
Freedom—Fisk .....	18
God give us men—Holland .....	9
Golden rule in business—Nash .....	17
Health centers .....	80
Health—Davis .....	15
Health—Tucker .....	15
Hebrew Sheltering and Immigrant Aid Society .....	27
Historical Philadelphia .....	27
Hospital classes in English .....	21
Hotel classes in English .....	21
Housing code of Philadelphia .....	55
Housing condition in Philadelphia .....	15
Human relationships—Ford .....	17
Illiteracy—Broome .....	8
Illiteracy data by wards .....	62
Illiteracy data—general .....	61
Immigrant contributions to America .....	72
Immigrant's faith—Hart .....	10
Industrial Americanization program .....	37
Industrial census .....	77
Information service—Smith .....	9
Instruction in the common branches in English .....	53
Instruction in the constitution of the United States .....	52
Instruction in play—Settle .....	14
Interesting facts about Philadelphia .....	94
International Institute of the Y. W. C. A. ....	27
Interpretation of America—Lane .....	8
Just wages—Clark .....	16
Labor—Gompers .....	17
Labor turnover .....	37
Labor union program .....	46
Land where hate should die—McCarthy .....	96
Laws governing display of flag .....	53
Laws governing female labor .....	57
Laws governing the use of the flag .....	58
Laws relating to landlord and tenant .....	55
Laws relating to the naturalization of women .....	54
Laws to be considered in connection with city-wide plan .....	51
Legal Aid Bureau of Philadelphia .....	27
Liberty bell .....	82
Location of Americanization schools .....	29
Location of illiterates .....	8
Map showing the location of Americanization schools .....	30
Method of teaching .....	20
Miscellaneous publications relating to Americanization .....	90
Music week racial program .....	84
Names of the stars in the flag .....	58
National Catholic Welfare Council .....	27

	PAGE
Native language a factor in Americanization .....	12
Naturalization ceremony .....	85
Naturalization law relating to women .....	54
Naturalization—process .....	24
Necessity for city-wide Americanization plan .....	7
Need of a common language—Commons .....	8
Negro distribution by wards .....	67
Negro migration, housing and health .....	65
Negro migration—recent .....	65
Neighborhood houses .....	80
Newspapers published in Philadelphia .....	81
Objectives of the city-wide plan in Americanization .....	9
Occupations of fathers of scientific men .....	75
Operation of a city-wide plan .....	7
Organization .....	8
Organization charged with direct responsibility for the alien .....	27
Organization of Americanization Committee .....	18
Organizations and agencies closely related to Americanization .....	78
Penn's prayer for Philadelphia .....	1
Personal responsibility .....	10
Philadelphia Federation of Churches .....	27
Philadelphia Housing Association .....	27
Philomusian Club program for new citizens .....	83
Plant census for Americanization—form .....	38
Play—Davies .....	13
Prayer for the women who toil—Rauchenbusch .....	57
Preamble to the constitution of the American Legion .....	9
Prison classes .....	21
Program for patriotic organizations and fraternal societies .....	43
Progress—Eaton .....	17
Publicity .....	18
Public library program .....	45
Purpose of democracy—Wilson .....	16
Purpose of the city-wide Americanization plan .....	8
Quest for democracy—Daniels .....	18
Racial distribution in industry .....	71
Racial distribution of American men of science—Cattell .....	75
Racial distribution of musical ability .....	71
Racial group musical program—music week .....	84
Racial groups in Philadelphia by wards .....	60
Racial progress in naturalization .....	26
Racial responsibility—Miller .....	14
Ranking nationality in population and in scientific men .....	74
Reading the Holy Bible in public schools .....	52
Recognition meetings for foreign born .....	83
Recreation centers .....	79
Religion—Calbot .....	17
Religious organizations, suggestion for program .....	46
Results of industrial Americanization .....	36
Safety—Ford Motor Co. ....	37
School program in Americanization .....	31
Segregation .....	14
Settlement—Bradford .....	13
Settlement houses .....	79
Social equality—Booker Washington .....	14
Social events .....	25
Social opportunity—Davies .....	15
Speakers' bureau .....	12
Stars in the flag—their names .....	58

	PAGE
State Bureau of Employment .....	27
State house .....	82
Story telling .....	11
Technical training for Americanization teachers and workers .....	19
Technique of approach .....	10
Tenant law .....	55
Travellers' Aid Society .....	27
University courses in Americanization .....	20
Value of play—Davies .....	13
Volunteer worker .....	47
Welcome—Penn's ship .....	48
Welfare Federation of Philadelphia .....	27
White-Williams Foundation .....	27
Women in industry .....	57
Women's organization—program in Americanization .....	34
Young Men's Christian Association .....	27
Young Women's Christian Association .....	27

### Interesting Facts About Philadelphia

There are over 6,000 industries in Philadelphia.  
 Daily output is \$3,000,000 worth of productions.  
 In every second 15 cigars are manufactured.  
 “ “ “ 10 loaves of bread.  
 “ “ “ 10 pairs of stockings.  
 “ “ “ 15 bushels of wheat loaded.  
 “ “ “ 1 new saw.  
 “ “ “ 11½ yds. of carpet.  
 “ “ “ 50 daily newspapers printed.

Every 2 seconds 1 new hat.  
 Every 3 seconds 1 pair lace curtains.  
 Every 20 minutes a new home is erected.  
 Every hour a new trolley car.  
 Every 2½ hours a new locomotive.



WASHINGTON CROSSING THE DELAWARE

## This is the Land Where Hate Should Die\*

BY DENIS A. McCARTHY

This is the land where hate should die,  
     No feuds of faith, no spleen of race,  
 No darkly brooding fear should try  
     Beneath our flag to find a place.  
 Lo, every people here has sent  
     Its sons to answer Freedom's call,  
 Their life-blood is the strong cement  
     That builds and binds the nation's wall.

This is the land where hate should die—  
     Though dear to me my faith and shrine,  
 I serve my country well when I  
     Respect beliefs that are not mine.  
 He little loves his land who'd cast  
     Upon his neighbor's faith a doubt,  
 Or cite the wrongs of ages past  
     From present rights to bar him out!

This is the land where hate should die!  
     This is the land where strife should cease!  
 Where foul suspicious fear should fly  
     Before our flag of light and peace!  
 So, let us purge of poisoned thought  
     That service to the State we give,  
 And so be worthy, as we ought,  
     Of the great land in which we live!

\*This poem was written by an immigrant and sung by 120,000 Boston school children.













LC FT. MEADE



0 019 032 049 2

