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LC3731 U. S. DEPARTMENT OF LABOR
• AS BUREAU OF NATURALIZATION
1917 RICHARD K. CAMPBELL, Commissioner

THE WORK OF THE PUBLIC SCHOOLS
WITH THE
BUREAU OF NATURALIZATION

IN THE PREPARATION
FOR CITIZENSHIP RESPONSIBILITIES OF
THE CANDIDATE FOR NATURALIZATION

Extract from the Annual Report of the Commissioner
of Naturalization for the fiscal year ended June 30, 1916



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AMERICANIZATION.

THE PUBLIC SCHOOLS AS PARTICIPANTS IN FEDERAL ADMINISTRATION.

In presenting this the first review of this new activity of the bureau, it is eminently desirable to refer to the fact that while this report deals with the achievements during the year it also refers to the preliminary steps in a work which has been in process of development and actual growth for over two years. When its full potentiality has been exerted it is possibly safe to assume that it will rank among the most far-reaching fundamental administrative activities ever launched by any department of the Government, dealing directly, as it does, individually with the citizenship of the entire body politic.

It presents the first linking together of the American public school with the Federal Government for the definite object of elevating the average of understanding of the most neglected of all professions—the profession of self-government—a profession most vital to the perpetuation of those principles enunciated in the American Declaration of Independence that “All men are created equal and endowed with certain inalienable rights.” Only by an intelligent appreciation of that sovereignty embraced in self-government can the spirit of these words, uttered when “our fathers brought forth upon this continent a new Nation,” be comprehended.

Heretofore the only attention given by the public-school authorities directly to candidates for citizenship had been to the petitioners for naturalization. The petitioners in all instances have passed through the declarant stage for at least two years and have completed the five years' residence. They are eligible for a hearing and admission to citizenship 90 days after the petition has been made. It is the candidate for citizenship at this stage for whom the citizenship classes heretofore had been organized. Their period of probation has all but expired, they are about to be invested with citizenship, and become a part of the body politic. They represent the smaller, numerically, of the two classes—about 100,000 aliens a year. The bureau, however, presented an entirely new subject to the school authorities for their consideration and enrollment when it brought the declarant and his wife and the wife of the petitioner to their attention, and also when it brought the public schools to the attention of these hundreds of thousands of seekers after the “priceless heritage.” During the year preceding this report 247,815 alien friends declared under solemn oath their intention to become citizens of the United States and to reside permanently in this country. Each one of these candidates for citizenship must wait at least two years and ninety days before taking the final step. It is during this two-year period he is most receptive of influences for his Americanization. The wives of the declarants and petitioners represent a full quarter of a million of the immigrant body never previously approached directly by our Government as prospective citizens. This enterprise therefore is distinctly novel, unconceived before by either the public or the public-school authorities and at the present time only comprehended in a very slight way by the general public.

DEPARTMENTAL DIRECTION.

In that portion of the report of the Secretary of Labor for the fiscal year 1915 which was devoted to a review of the work of the Bureau of Naturalization an extended commendation was made of the development of the plans of the Bureau of Naturalization for linking the public schools of the United States with the bureau in a campaign for that great objective of the act of June 29, 1906—the actual elevation of the standard of and regard for American citizenship. In his reference to this work as “constructive work” the Secretary said:

The organic act of this bureau does not limit its operations to checking improper naturalization. By that act the bureau, operating under the direction and control of the Secretary of Labor, has “charge of all matters concerning the naturalization of aliens.” Evidently constructive work with reference to citizenship was contemplated by Congress, and such work has been initiated by the bureau.

After reviewing the number of foreigners applying for admission to citizenship, those admitted and those denied, the Secretary adverted to the fact that “individuals, associations, and public schools organized citizenship classes to teach petitioners for naturalization” as—

The direct result of resistance by naturalization examiners to the admission to citizenship of applicants ignorant of our form of government.

Continuing, the Secretary said:

But during the year of this report [1915] the bureau, after conferences with public-school authorities, has perfected a plan by which all public schools may cooperate with it in educating citizenship candidates.

After briefly describing the method by which the public schools and the Bureau of Naturalization had carried on this national co-operative work, the Secretary, following an allusion to the million aliens who during the preceding three years had taken steps to become citizens, said:

Probably 75 per cent of these range all the way from fairly admissible to unfit candidates, but nearly all can be transformed through attendance at the public schools into desirable citizenship material. The value, therefore, of such a national movement is manifest. It benefits not only the individual candidate for citizenship but native-born citizens also and reacts desirably upon the entire civic interests of the country. That approximately three-fourths of our resident aliens retain foreign allegiance appears from the census returns and only 25 per cent of those admitted to citizenship annually are the most desirable. The condition, therefore, which confronted the Bureau of Naturalization was whether or not to confine itself to negative work or to endeavor to improve the citizenship qualities of applicants. The latter is the course preferred and now pursued. For this purpose the bureau has developed its plans for linking with it the public schools of the United States.

These plans contemplate active support of each teacher in every class formed for the teaching of adults. During the first school year teachers will be requested to make notes of the subjects and courses of instruction and of their effect upon the pupil and to submit the results of their observations to the Bureau of Naturalization. When the results have been received the bureau will arrange them in systematic order and then call a conference at Washington for the purpose of formulating appropriate courses of instruction based upon experience.

BUREAU FUNCTIONS AND DUTIES.

In the volume of Regulations of the Department of Labor, promulgated October 15, 1915, the functions and duties of the Bureau of Naturalization as clearly set forth, in part, are as follows:

The Bureau of Naturalization has administrative control, under the direction of the Secretary, of all matters relating to the naturalization of aliens and the administration of the naturalization laws. By the organic act of March 4, 1913, the administrative officer in charge of the Bureau of Naturalization and of the administration of the naturalization law is the Commissioner of Naturalization and in his absence the Deputy Commissioner of Naturalization.

In its administration of the naturalization law the bureau obtains the cooperation of the public-school authorities throughout the United States. It furnishes them the names and addresses of the declarants for citizenship and petitioners for naturalization for the purpose of bringing these prospective citizens into contact at the earliest moment with the Americanizing influences of the public-school system and thereby contributing to the elevation of citizenship standards. By insuring comprehension of the true spirit of our institutions on the part of aliens admitted to citizenship the bureau may hope to make their acquisition serve as a strengthening influence upon the moral, social, political, and industrial qualities of those institutions.

Through reports from various public schools where courses in citizenship have been taken by aliens seeking naturalization the bureau aims to disseminate information throughout the public-school system. It thereby acts as a clearing house of information on civic instruction. Without relaxing its efforts at excluding unfit aliens from citizenship, it is endeavoring to stimulate preparation. Its ideal in this respect is to promote the attainment by aliens of such qualifications for the citizenship they seek as will better fit them for its duties.

The Bureau has in its archives the duplicate of all naturalization papers issued by all of the courts exercising naturalization jurisdiction throughout the United States since the Federal supervision of the naturalization law was undertaken. These embrace the declaration of intention, the petition for naturalization, and the certificate of naturalization.

These references to the lawful functions and activities of the Bureau of Naturalization by the Secretary in his annual report and in the fiscal regulations of the department find their origin in the plan formulated in the bureau on April 20, 1914. This plan was based upon the authority conferred by Congress upon this bureau by the acts of June 29, 1906, and March 4, 1913. In the first act Congress provided a uniform rule for the naturalization of aliens throughout the United States, and, to accomplish this uniformity, created a Federal administrative bureau charged with the administration of this law. By the act of March 4, 1913, it declared the Commissioner of Naturalization or in his absence the Deputy Commissioner of Naturalization to be the Federal officer in charge of the administration of the naturalization laws, under the direction of the Secretary of Labor, and placed with the Bureau of Naturalization the charge of all matters concerning the naturalization of aliens.

EARLY ACTIVITIES.

Within this broad field of authority resistance to the admission to citizenship of candidates wholly unfit for that high estate was one of the prominent activities of the bureau in the initiation of its administrative authority. This activity aroused public attention to such a degree on behalf of the disappointed applicants that conferences in their behalf were held by the bureau's field representatives with public-spirited individuals, public-school authorities, and members of

the Federal and State judiciary, with the result that as early as in 1909 citizenship classes were organized. Some correspondence was carried on between the bureau and individuals interested in the well-being of the immigrant, but no definite action was taken by the bureau.

The first of these classes reported to the bureau was organized in Hartford, Conn., through the conferences of the naturalization examiners, Judge James P. Platt, of the district court of the United States, and the public-school authorities of that city. Classes were organized later in other parts of New England, and the spirit of this activity extended gradually to other parts of the country, Rock Island, Ill., being one of the earliest places where citizenship classes were formed.

BROADENING OF POLICY.

Discussions of this activity were held in the bureau from time to time, particularly in the latter part of 1913 and in the early part of 1914, with the result that on April 20, 1914, a plan was submitted for dignifying in the eyes of the public the proceeding of admission to citizenship and placing it upon that high plane which it has always held in the minds of those who thoroughly appreciate and value citizenship. The results accomplished locally through conferences and the formation of citizenship classes and the benefits derived therefrom were cited as accomplishments possible throughout the entire Nation. The elimination of the known evils attending some of the private organizations seeking, under the guise of instruction, to exploit the ignorance of the candidates for citizenship as an easy means for the acquisition of a lucrative income was referred to as one of the reforms that would follow a cooperative activity between the public schools, the public generally, and the Bureau of Naturalization.

The expressions of the Executive in recognition of the highest principles and ideals of government both nationally and internationally and the peculiar relationship of the Bureau of Naturalization to these in its direct dealing with the citizenry and citizenship ideals were dwelt upon as justifying the inauguration of such a policy. It was seen that the influence of the bureau for the betterment of citizenship could be extended to every hamlet in the United States through the expansion and extension of the influence of the naturalization laws. This plan proposed the organization of the public schools with the Bureau of Naturalization into an active unit for the development of American ideals of citizenship in the student body; the assembling together on stated occasions, in the different metropolitan and other centers, of naturalized citizens and candidates for citizenship; the conduct of patriotic exercises, including addresses, and singing national anthems; and a public conferring of citizenship.

BROADENING OF ACTIVITIES.

CONFERENCES WITH SCHOOL OFFICIALS.

After conferences with the Assistant Secretary of Labor upon this project and at his instance a representative of the bureau visited the

cities of Chicago, St. Louis, Milwaukee, St. Paul, Minneapolis, Philadelphia, and New York in the summer of 1914 and the following winter, held discussions and conferences with the public-school authorities, representatives of the judiciary, Government officials, business organizations, and others upon this proposed Nation-wide plan for citizenship preparedness through the Americanization of the resident alien body and the consequent reaction upon and stimulation of the interest of the native-born American in the benefits to be derived by him from that citizenship which is his by the right of birth.

The proposition of a cooperative movement on the part of the public schools with the Bureau of Naturalization was not only heartily indorsed, but the bureau was urged by these educators to take the lead in this educational work so vital to citizenship and to formulate a course of instruction adaptable to the candidates for citizenship. In the conferences with the judges of the courts the presentation of the educational plan brought forth their unanimous indorsement and assurances that they would recognize the cooperation of the school authorities with the Bureau of Naturalization at the time the petitions for naturalization were heard by the courts for the admission to citizenship of the candidates.

Concurrently with this, with the object of organizing civic classes, the bureau carried on correspondence directly with the authorities of different cities and with those interested in the subject of naturalization. Among these places where civic classes were organized the city of Los Angeles attained greatest prominence.

SURVEYS OF PUBLIC SCHOOLS.

Following the conferences referred to, steps were perfected in March, 1915, for a survey of the entire country by correspondence and through the field officers of the bureau to ascertain the efforts and accomplishments of the public-school authorities in the direction of educating foreigners over 18 years of age; what percentage of the foreigners were candidates for citizenship in these classes; the scope of instruction offered by the public schools; and what other organizations were interested in the preparation of the foreigner for citizenship. This survey was carefully carried on throughout the United States by the entire Naturalization Service and continued uninterrupted until the inauguration of this national cooperative work with the opening of the school term in 1915.

The reports disclosed many interesting situations. An isolated one from the superintendent of schools at Green Bay, Wis., follows:

We have been conducting night-school classes for foreigners for the past three years. The first year we had about 12 foreigners enrolled, the second year about 32, this year the total number for the year in the foreign classes was about 71. Out of this enrollment of 71 about 12 are women. These classes have been meeting twice a week for two hours on each night since last October, and are to continue until May 13. Of those enrolled all are over 18 years of age, with the majority ranging from 18 to 32 years. About 10 of this enrollment are taking this work with a view to making application for citizenship. Most of them, however, will make use of it for that purpose, even though such is not their intention at the present time. We find the attendance in the foreign classes better than most night-school classes. These people evince a decided interest in the work and show a determined spirit to learn the English language, especially as regards our customs and laws. These classes have been a source of great satisfaction to us.

This report is characteristic of many of those received and indicates fairly well the interest on the part of the school authorities and the appreciation of the foreigners in this much-needed instruction. The reports also showed that the larger cities had been devoting their attention to the education of the foreigner, probably the greatest activity being reported from New York City with its 1,000 classes comprising approximately 40,000 adult foreigners. The bureau learned of the existence of classes for instructing foreigners in many other places where, taken collectively, the instruction embraced virtually everything taught in the grammar schools and in some instances in high schools, but the actual instruction in citizenship was found only in approximately a score of places and in these in but its earliest stage of development. It was also disclosed that in many places classes had been organized, flourished, waned, and finally died for lack of sufficient support. In these places the establishment and maintenance of schools were assured by those connected with them if the Bureau of Naturalization would lend its needed Federal support.

PHILADELPHIA RECEPTION—EXECUTIVE RECOGNITION.

As a means of centralizing the interest of the public upon this proposed novel national cooperative movement, the bureau, in December, 1914, proposed to the mayor of Philadelphia to hold the reception to the newly naturalized citizens in that city, which occurred May 10, 1915, and which was honored by the presence of the President of the United States. Immediately preceding this reception the bureau, with the approval of the Secretary, announced in the columns of the press the launching of the Nation-wide cooperative educational campaign for the betterment and strengthening of the citizenship of the entire Nation, through the aid of the public schools, thus consummating the first stage of the plans for the great Americanization undertaking to which end direct preparations had been going on for over a year. The public response and indorsement given to this reception and educational announcement were beyond all expectations of the bureau.

AMERICANIZATION DAY, 1915.

As a direct result of the address of the President, the newspaper publicity, and discussions by representatives of the bureau, a wave of patriotic sentiment was aroused which extended throughout the country. Immediately thereafter, in the month of May, patriotic and enterprising individuals proceeded to associate themselves together in the organization of committees whose main objects were to maintain this newly aroused interest. Some looked to a national recognition of the naturalization proceedings; others by celebrations, and all in various ways, strove to make impressive in the eyes of the public the steps attendant upon naturalization. Those occupying positions of official responsibility, as well as others prominent in the industrial, religious, social, and political world, responded to the influence of this national wave of interest in citizenship created by the reception at Philadelphia. Americanization committees, led by the mayors or other officials, were formed in cities throughout the land to take some cognizance of the naturalization proceedings, and on the Fourth of July and from time to time thereafter, on the

admission to citizenship of numbers of aliens in their cities, to hold Americanization Day receptions for the newly naturalized similar to the one held in Philadelphia. From the reports received by the bureau it is evident that these committees were thoroughly equipped and enthusiastic in their support of its work and carried on extensive campaigns of publicity.

Posters and circular letters were sent broadcast throughout the country by private and Federal agencies, syndicated news articles were prepared by those whose interest in naturalization matters had been stimulated by the Philadelphia reception and published from time to time in the press throughout the country. Senators, Congressmen, mayors, governors, captains of industry, and patriotic, labor, social, civic, and other organizations were appealed to. Individuals of the greatest prominence were enlisted in this cause both in speaking and writing upon this work of the bureau; prizes were offered for the best presentation of literary or artistic effort; in short, during the period immediately following upon the reception which was proposed by this bureau and organized by the city of Philadelphia in cooperation with the members of the bureau, the interest of the whole Nation was aroused in citizenship as possibly never before in so short a space of time in any governmental activity.

The inspiration which the Philadelphia reception and the speech of the President inspired is shown by the following quotations from the correspondence files of the bureau:

America does not consist of groups. A man who thinks of himself as belonging to a particular national group in America has not yet become an American. And the man who goes among you to trade upon your nationality is no worthy son to live under the Stars and Stripes.

You dreamed dreams of what America was to be and I hope you have brought the dreams with you. No man who does not see visions will ever realize any high hope or undertaking; any high enterprise; and just because you brought the dreams with you, America is more likely to realize the dreams such as you brought. You are enriching us if you come expecting us to be better than we are.

Continuing, the correspondence showed these celebrations were intended to be occasions to invite the newly naturalized citizens to be the guests of the municipalities, with public ceremonies dignifying naturalization generally for the first time in the history of the Nation, and to make July 4, 1915, a day upon which to interpret America to the many peoples in our land, to welcome our new citizens, translate to them the meaning of America, and suggest ways by which they can give their best to America and receive from her the guaranty of true American citizenship.

The Secretary of Labor in the discussions of the purposes of this plan of cooperation, expressed his indorsement of them as realizing some of the hopes and ideals entertained by him for the Department of Labor at the time of its creation.

NATION-WIDE CONFERENCES.

So well had these efforts of the bureau yielded results that at the direction of the Secretary of Labor the Deputy Commissioner of Naturalization made a tour of the United States to present its plans, address gatherings of educators, confer with public-school authorities and other prominent citizens upon the details necessary to this unified

action. Among the cities visited were Chicago, Cleveland, Pittsburgh, Kansas City, Omaha, Denver, Salt Lake City, Los Angeles, Oakland, San Francisco, Portland, Oreg., Seattle, Tacoma, Spokane, Coeur d'Alene, Bismarck, Duluth, St. Paul, Minneapolis, Albany, Philadelphia, New York, Boston, and other smaller places. In these cities, as a result of these conferences, definite plans were matured which were approved by the Secretary, and the Nation-wide cooperative work announced through the columns of the public press in May, 1915, became a reality with the opening of the new school year.

SCHOOL PROBLEMS.

It was early learned that the greatest difficulty had been experienced in securing the enrollment of adults other than those who voluntarily came. Publication of notices in the press in all tongues inviting the alien population, posting of notices in public places, and appeals to racial organizations, employers of labor, labor organizations, and others were included in the field of endeavor to secure the desired attendance.

Under the wave of awakened interest renewed activity was again shown in these methods by many agencies, including some governmental participation. Most prominent among these were colored posters in many languages sent out by the Bureau of Education of the Department of the Interior, announcing these citizenship classes and advising foreigners to attend night school in order to learn English, become better citizens, be able to make a better living, and live better. While this support to the work of this bureau was sincere and patriotic, it was known that some more practical plan having the personal touch was needed to bring in the vast numbers not responding.

The bureau therefore undertook, first, to call upon each alien candidate for citizenship, through letters personally addressed to him and his wife, to go to these public schools; second, it requested the teachers to secure the aid of the student body in the classes for adult foreigners to prevail upon their fellow countrymen and friends to enroll; and, third, that the names and addresses of the foreign-born parents of the children in the public schools be availed of to send personal invitations to those who would be benefited by the public schools to attend them. It is believed that with the full development of these avenues of activity every alien in every community in time will be approached and invited to attend the public schools.

It was reported also that the greatest difficulty, next to securing the enrollment of adult students, was to secure regular and continued attendance until some material betterment should result beyond a more or less crude ability to speak and write our tongue. The average attendance as compared with the enrollment was found to have been very low, especially in the largest centers. The bureau, therefore, advocated in its correspondence with the supporting organizations that prizes be offered for papers and debates upon different American subjects by these students; that public recognition of citizenship be given with the presentation of certificates of graduation and naturalization and the award of the prizes. These were believed to be legitimate inducements to be offered by the public schools and the public generally to secure higher proficiency and larger attendance.

It is gratifying that a very general support has been given these projects.

STANDARDIZATION OF CITIZENSHIP INSTRUCTION.

The need of a standard course of instruction to occupy a certain period of time in its mastery by foreigners, including the illiterate, was emphasized by all, and the preparation of such a course by this bureau, to be printed in but one language—English—was urged by reason of its position of authority in all matters concerning naturalization.

The bureau, in response to the numerous calls upon it, agreed to serve the public schools in meeting the public need for a standard course of citizenship instruction. It was furnished by many schools with the material used in this plan of instruction, and therefrom complied, in small pamphlet form, as a preliminary step in the advance toward standardization. An Outline Course in Citizenship. Thousands of copies of this pamphlet were distributed for use in the citizenship classes. At their request large numbers of the pamphlet also were furnished for use in the day schools, in accordance with the recommendation of the bureau that the subject matter be taught in the upper graded and high schools to the young American boy and girl coming into citizenship responsibilities. In undertaking this duty the bureau regards the entire public-school system of the United States as a vast national committee working with it in the standardization of this special branch of instruction.

This pamphlet deals elementally with the duties of citizenship in the city, county, State, and Nation, and has been uniformly spoken of as a timely publication. A prominent Federal judge, commenting upon the course, while recognizing the elemental character, expressed the belief, after some considerable questioning outside of the court room, that "Not 50 per cent of the native-born adult male population of the United States could get a 50 per cent mark on the topics suggested in the Outline Course." The belief has been expressed that the use of the Outline Course would be beneficial to the schools as well as to the students. Referring to the young people going through the public schools, particularly those in attendance upon the day schools, one jurist said: "They have gone to the public schools and left them without the slightest knowledge of the framework or method of administration of either the National or State Governments. They sometimes know the practical workings of the city government, but not by reason of anything that the schools taught." The need undoubtedly exists for a more intimate sense of responsibility in the native-born citizen for our Government, and adequate instruction in citizenship responsibility should be established in every public school of the United States. If less than 50 per cent of the native-born adult male population of the United States can manifest a 50 per cent knowledge on the elements of our Government, surely such a uniform course should be established.

In addition to the recognition of the demands of the public-school authorities for a standard course in citizenship, recommendation was made that there be embodied in this course some practical means by which the actual performance of citizenship responsibilities and duties might be undertaken by the prospective candidate for citizenship, and that this be carried on in such manner as to cause the public

schools to be used as community centers; that a syllabus of the naturalization law be prepared and placed in the hands of the public-school teachers, together with the preliminary forms supplied by the bureau to foreigners to aid them in furnishing the facts necessary to the filing of a declaration of intention and a petition for naturalization.

The requests for the preparation of a textbook by the bureau received during the past two years were renewed after the receipt by the public-school authorities of the Outline Course in Citizenship instruction. Accordingly requests were forwarded during March and April to all the superintendents of the schools engaged in this work to send in copies of the courses of instruction they were giving and any matter they were using. From the material received a course was partially prepared and discussed with approval at the citizenship convention. Its completion at an early time is being undertaken. At the convention the necessity for such a standard course of instruction was repeatedly asserted, and the opportunity which the bureau offered for the accomplishment through it by the public schools of a standardization of citizenship instruction was heartily applauded. It is hoped to have this book, together with the Outline Course amplified, ready for distribution to the students as a textbook, and to the teachers as a manual, respectively, with the opening of the new school year.

Copies of the Outline Course were forwarded by the secretary of this department to the War and Navy Departments shortly after it was published, with the suggestion that the course in citizenship might with benefit be added to the other educational work done by those departments. Both departments promptly expressed interest in the subject as desirable for the instruction of enlisted men of the Army and Navy, and called for hundreds of copies of the pamphlet for distribution to their various schools for enlisted men. Later many additional hundreds of copies were furnished these departments, upon request, for distribution to the various departments of the Army, Army posts, naval stations, and on shipboard.

SYLLABUS OF THE NATURALIZATION LAW.

The bureau also has prepared a syllabus of the naturalization law, making it available for the public-school teachers to give advice to those of the school members desiring to seek naturalization, and placed in their hands the preliminary forms heretofore given only to the clerks of the naturalization courts and the individual candidate for citizenship. Many thousands of these documents have been furnished the public-school authorities, and their free use by them in the classroom will work a greater individual saving of unnecessary expense to the alien friend than any one other service that the teacher may render the prospective citizen. Notwithstanding the limitation previously observed in the distribution of these forms to the clerks of courts, large numbers of them have been constantly obtained by unscrupulous individuals, their main objective being to exact a fee, toll, or petty graft from the ignorant and unsuspecting foreigners for the small amount of advice which any public-school teacher or disinterested American citizen would be only too glad to render without charge. These trifling services have been charged

for in amounts reported to range from 25 cents to \$50, which the uninformed and unsuspecting alien must pay if he embarks upon the road to citizenship under the auspices of these self-serving individuals. It is urged, therefore, that the public-school teachers avail themselves not only of the forms, but of the slight knowledge of the law afforded by the syllabus, and make an active use of the knowledge thus acquired in behalf of their students, and, through them, of their friends not enrolled in the schools. Each teacher should become in this manner an assistant naturalization examiner. The preparation and distribution of these documents in this manner was approved by the Secretary.

SCHOOL RECORD CARDS.

In order to carry into action the details of the approved plan, individual cards were prepared and printed for the declarants, the petitioners, and their wives, respectively, and one for the transferree, or foreigner moving from place to place, a color scheme being adopted to distinguish these records. These cards were furnished for use as the school record, and from the subject matter contained it will be possible to show the transformation brought about by the public schools. The card for the declarant is shown below.

NATURALIZATION EDUCATIONAL RECORD

Form Nat. Ed. 1

.....
(City.)U. S. DEPARTMENT OF LABOR
BUREAU OF NATURALIZATION

Name..... (Name of school.)
 Residence..... Age.....
 Occupation..... Nationality..... Decln. of Int.....
 Arrived in U. S.

SCHOOL RECORD

Date of school entrance { 1st year..... Length of attendance { 1st year,nights
 { 2d year..... { 2d year,nights
 Name of wife.....

EDUCATIONAL RATING OF DECLARANT.

At entrance—		At entrance.	End of 1st year.	End of 2d year.
Illiterate.....	Yes	Speaks English		
	No	(See note)		
Reads in native language.....	Yes	Reads English		
	No	(See note)		
Writes in native language.....	Yes	Writes English		
	No	(See note)		

Previous education.....
 Note.—Show Well=W., Fair=F., Poor=P., None=N.

The card for the petitioner differs only in subject matter by indicating that the alien is a petitioner for naturalization.

The purpose of these cards in the plan proposed and used by the public-school authorities during the year was to show the name of every foreigner who had spoken for citizenship and also to provide a record of attendance at the school. With this record the illiterates

can be shown upon entering the school and the progress toward the eradication of illiteracy among the foreigners recorded. When these cards were sent out to the superintendents of schools they were requested to maintain the records and return the cards at the end of the school year, to enable the bureau to tabulate the information shown by them at that time. This was carefully done as far as the school facilities admitted, but the force at the disposal of the bureau has been insufficient to enable it to tabulate the information contained. It is hoped with the increase in the personnel requested in the estimates submitted to the department that the very valuable information which may come from these cards may be tabulated and shown in the next annual report.

AID OF ORGANIZATIONS REQUESTED.

The plan also proposed sending letters to each candidate for citizenship and his wife inviting them to the schools, obtaining the services of various organizations in arousing interest in this work and in supporting the public schools in their endeavors to form these classes. These organizations included all churches, Sons and Daughters of the American Revolution, Grand Army of the Republic, Spanish-American War Veterans, labor organizations, women's clubs, singing societies, community-center organizations, the National Education Association, chambers of commerce, and commercial and various racial or national organizations. It was believed they would stimulate the interest of those engaged in this work by presenting flags to the school and court rooms, causing libraries to open in the evening, providing special departments in the libraries with books dealing with civics and citizenship in simple language and making the presence of these books known, providing entertainments in public libraries, public schools, and elsewhere, arousing interest in the national anthems, illustrating governmental activities—Federal, State, and municipal—through motion pictures, lantern slides, and lectures, providing joint graduation exercises of the adult foreigners in the public schools and ceremonies at their admission to citizenship, and in other ways dignifying citizenship as it should be.

PUBLIC RECOGNITION OF CITIZENSHIP.

A certificate of graduation was recommended for adoption by the bureau for distribution to the successful candidates for citizenship in attendance upon the public schools, which might be presented at a ceremonial of graduation from the public schools at the time the certificate of naturalization is granted; this certificate to bear the signatures of officials in Washington and in the naturalization field service, together with those of the school authorities, as an evidence of distinction and honor.

As a result of the discussions with the school authorities and members of the judiciary the proposition of a joint representation of the public schools and the Bureau of Naturalization upon the certificate of graduation issued by the public schools took definite form. It was both approved and urged upon the bureau that it perfect a certificate of graduation to be issued in the name of the candidate for citizenship by the school authorities upon his admission to citizen-

ship and at the same time that his certificate of naturalization is delivered to him. In a few places the certificate of the public schools was being urged as final evidence of the admissibility of a candidate for citizenship, but upon a consideration of the requirements of the law, as well as of the evils that undoubtedly would result from such a practice, it was seen that a certificate of graduation could serve no such purpose. Congress having placed the administrative supervision of the naturalization law with this Federal agency, it can not delegate its authority; nor can its authority be delegated to the educational institutions of this country. The public schools are not sufficiently in touch with the candidate for citizenship, throughout the five-year period—except in the rarest instances—to warrant the issuance of a certificate carrying with it such responsibilities. Few of the candidates for citizenship ever attend the night schools, and a smaller number the day schools, while the period of attendance almost invariably fails to extend over the five years of residence during which good moral character must be established. In some cities certificates of graduation have been prepared by the school authorities for issuance to the adult foreign students in the night classes. Ceremonies and formal exercises have been observed on the occasion of their presentation. These exercises have been participated in by the judiciary, municipal officials, and public-spirited individuals and organizations, with the result that the naturalization proceeding has been correspondingly enhanced in the minds of the general public.

CITIZENSHIP SUNDAY.

An observance of a national citizenship Sunday by the churches was recommended, and a convention of the public-school authorities with the bureau also was embraced in the plan. Every item contained in the program had received the strongest indorsements and approval of the Federal and State judges having naturalization jurisdiction, public-school authorities, and organizations of every character interested in the welfare of the alien and the Nation, and this plan as here outlined was given departmental approval. Virtually all of the propositions have become realities since and have taken their place as administrative activities of this bureau in conformity with the authority conferred upon it by Congress. That the preparations had been made wisely and that there is substantial merit to this national enterprise are attested by the extent of territory in which in so short a time it has been undertaken and supported by the school authorities.

In addition to the personal conferences referred to, and the publicity through the press, letters were sent to the superintendents of schools of every city and town of 4,000 inhabitants and over, inviting their attention to this great national need and asking their cooperation. Similar letters were sent later to all places of 2,500 population. Favorable responses were received from the public schools in every State of the Union. When it is considered that all of this work was of a pioneer character, both on the part of the public schools and of this bureau, the progress toward a unified system has been nothing short of marvelous.

In some of the larger cities the plan proposed by the bureau for securing the attendance upon the public schools of the citizenship

candidates failed of full realization, while in cities of smaller population the success was complete. The greatest favor was found in places with a relatively small foreign community, or where the entire population was not so great as to lose the sense of personal guardianship of their foreign-born friends, while in others a less interested spirit was manifest and in still others an indifference to their presence, well-being, and wants was found. In every community, however, it was possible to find some sympathizers among the citizenry who would be willing to put their shoulders to the wheel to move forward the cause.

In the larger cities and, indeed, throughout the entire country, one well-known condition has been again emphasized—the inadequacy of the financial support given by the local communities to the public schools. They should be more liberally provided with the necessary funds. In many communities where no provision for maintaining the night schools had been made the bureau, through the activities of its own officers, secured the financial support necessary by arousing public-spirited individuals to contribute to the public-school funds sufficient to admit of the establishment and maintenance of these classes. In others individual school-teachers and public-spirited men and women in various walks of life constituted a volunteer force to carry on this work of higher ideals. In the States where the general funds could not be availed of for this purpose, patriotic individuals aided the municipalities to meet the situation, personally providing funds to insure the opening of these classes.

Not all of the appeals for the support of this bureau in aid of the public schools were from American citizens. Many came from foreigners seeking an opportunity to fit themselves through education for citizenship responsibilities.

The responses from churches of all denominations received by the bureau to its call for a national observance by them of good citizenship Sunday on July 2, 1916, are filled with expressions of gratification and indorsement of the efforts to engraft the spiritual element upon this work. The material advantages have been generally recognized by the public as shown by the expressions of approval and encouragement conveyed in the resolutions adopted by many commercial bodies throughout the country.

LARGE PERCENTAGE OF NONCITIZEN STUDENTS IN PUBLIC SCHOOLS.

As a result of inquiries made of various public-school superintendents in the largest cities it has been disclosed that about 80 per cent of the adult foreigners in the night schools have taken no steps toward securing American citizenship. Approximately 18 per cent among those remaining represent those who have taken out their first papers and 2 per cent those who have secured their certificates of naturalization. These proportions vary in some cities, so that 83 per cent, and even as high as 94 per cent, were reported as noncitizens. This would seem to call for some attention on the part of the local authorities, and emphasizes more clearly than any other one element the desirability of teaching in these classes the true spirit of our institutions of government. The subject of American citizenship should be kept constantly in the foreground in these classes, so that all it signifies may be brought to the attention of this too-large per-

centage of noncitizen membership of the student body. It is fair to assume that by following a wise and intelligent treatment of this subject among this larger number of foreigners a regard for American ideals of government will be inspired in their minds even greater than that heretofore felt by their declarant and petitioner classmates. Virtually every immigrant landing upon these shores is a prospective candidate for American citizenship and may be legitimately so regarded. He has left the ties of family, sovereignty, and nativity in the old country and cast his lot amongst us. His immediate welfare is being cared for under our institutions of government, with no immediate sense of the form of government entering into his daily round of activities. Those who come to the public schools are of the most ambitious and energetic of the alien friends. They come for just what their intelligence tells them they can get—the means for securing a better livelihood. They are ready to receive everything that the teacher has to give them for their betterment. They are ready recipients of instruction in every feature relating to America and American institutions.

The teachers well may point to the source from which the student body is receiving this aid and arouse into activity that strong but latent sense of devotion to this country which will be found to exist throughout the entire resident-alien population of the United States.

JUDICIAL SUPPORT ASSURED.

Among the assurances to the bureau of support in this entire educational propaganda, those received from the judiciary were exceedingly inspiring. Throughout the extent of the land the judges have realized their inability to settle upon any standard of admissibility, either nationally or locally. There never has been any concerted action heretofore made for the establishment of such a standard. Every judge sitting in naturalization cases with whom the matter has been discussed, either directly or by correspondence, has given his unqualified assurance of support to this undertaking. They have expressed uniformly their sense of regret at the necessity for the dismissal of petitions because of lack of knowledge on the part of the petitioners. In many courts petitioners are no longer dismissed if that be the sole ground, but the petitions are deferred and the candidates directed to secure the aid of the public schools in advancing their understanding of our institutions.

As shown by the statements of the various chief examiners, these continuances of petitions for naturalization to later dates at the original hearings by the courts are increasing. This is a most significant recognition by the courts of the higher standard which in various localities the public schools are aiding the candidates to attain.

This already has become the practice in cities where the public schools are in cooperation with the bureau and is extending rapidly as the adequacy of their facilities are known. In many courts the merest rudimentary knowledge has been accepted as the best that can be manifested. This is so, especially where individuals and certain private organizations have collected together a few facts, and after discussing these with the candidates have drilled them in making set responses to certain stereotyped questions. Yet no judge

believes that such an acquisition of information actually equips an otherwise uninformed alien to discharge the duties of American citizenship. In some localities this represents the height of development of public thought regarding citizenship preparation.

PREVAILING EVILS TO OVERCOME.

There appear to be actual combinations in some places in restraint of the opening of the public school for teaching the adult foreigner. Nonaction by the public schools tends to strengthen and perpetuate just such organizations, whose sole objective is private individual gain. The bureau has in its files at least one instance where a practice appears to have grown up by which at one naturalization hearing a single attorney had 99 petitioners on his list. This hearing was no variation from the general rule, except that the number of foreigners under his control who were candidates for citizenship might have been less or more on that hearing day than at some others. He has stated that he receives from \$10 to \$25 from each of these foreigners, and it is generally known that the net pick-up of this attorney at a naturalization hearing ranges anywhere from \$900 to \$1,500, and yet in this community where he flourishes the public schools have not, for some inscrutable reason, organized classes for these foreigners. One particularly impressive feature of this traffic in this community should be mentioned—that most, if not all, of the foreigners who come under his influence are engaged in the mining industry. If these hard-working foreigners were engaged in a lucrative vocation, the tax of from \$10 to \$25 to insure their admission to citizenship might not be individually excessive. Such action not only does not inspire these individuals to apply for American citizenship but is a decided deterrent upon the exercise of the desire to do so, as it is generally understood that the runners of this individual make statements which are calculated to discourage the application for citizenship excepting through this particular route.

It was this particular activity to which reference was made in the plan originally proposing this unification of effort between the public schools and the Bureau of Naturalization. Its elimination was believed possible by this means, but, as stated, up to the present time the bureau has not been able to secure the opening of the public schools of that community, notwithstanding constant correspondence and conferences by the field examiners of the bureau. The bureau believes, however, that the time is very near when its efforts will result in the complete breaking up of this most extensive trafficking on the ignorance of the foreigners, as it is much encouraged by reports to it in the belief that the public schools will organize during the present scholastic year classes for real and actual instruction to displace the specious "question-and-answer" drill to enable the candidate to "get by."

WIVES OF CANDIDATES FOR CITIZENSHIP.

During the year, for the purpose of including the wife in this citizenship-betterment campaign by the public schools, the bureau wrote a special letter personally addressed to the wives of 49,094 petitioners and declarants, telling them of the advantages which

would result from their attendance upon the public schools. The name of each wife was also sent, upon an individual card, to the public school in the community where the candidate lived. This inclusion of the wife in the scope of this activity was to enable her to get some conception of the meaning of an American home and aid her in establishing it for her family. In many cities throughout the country the public night schools now teach home care, sewing, cooking, and other domestic arts and sciences to the foreign-born women in their communities. Intense interest is manifested upon the part of these wives and mothers, as in many instances they bring their babies to the schoolroom and while they sleep the mothers devote their time to learning to read, speak, and write in our tongue in addition to receiving instruction in the more domestic subjects. In order to insure extending this influence to the wife of every declarant the bureau, with the approval of the department, changed the form of the declaration of intention so as to require the inclusion of the name of the wife therein, no provision having been made for her name in the form as originally prepared. Approximately a quarter of a million women of foreign allegiance will be thus brought within the province of the Bureau of Naturalization through the filing of declarations of intention and petitions for naturalization by their husbands. There is a large number of the foreign element represented by the children of the immigrants, but all of the educational facilities which the schools of this country afford are offered to these children, and the bureau understands this work is being furthered by the Immigration Bureau of this department. This report, therefore, does not deal with the children of the immigrant in any sense.

Many women's clubs and various women's organizations have applied to the bureau to participate in furthering this work. The bureau has accepted all proffers of aid and in turn appealed to many other organizations to lend their cooperation in the extension of this national movement. The bureau believes that the influences which have been set in motion will be felt by all of the women of the resident foreign body, as it has received the assurances of heartiest cooperation from all of these organizations. An appeal is therefore being made to the wife of every foreigner who is a candidate for citizenship—through all of these agencies working in common with the bureau—to avail herself of the public schools, and to the public schools to open their doors to a wider and broader contact with the wife of the candidate for citizenship, and to aid in elevating her condition from that produced by the European environment under which she was born to the high plane of American intellectual equality in the home.

STATE GOVERNMENTAL COOPERATION.

Many local State agencies have been authorized to carry on this work, and in some instances are in direct cooperation with the bureau in a greater extension of the influence of the public schools. Notable among these may be mentioned the California Department of Home Education, which is working in support of this movement to further the education of the wives of the candidates for citizenship, sending its representatives to the very homes of the candidates and

taking the message of the American home to the wives of the coming Americans.

GROWTH OF COOPERATION.

A general letter bearing the approval of the Secretary of Labor was prepared on July 20, 1915, and sent out to the superintendents of schools of all cities and towns of 2,500 population and over, inviting their attention to this great national need, asking their cooperation, and urging their participation in this authorized Federal activity. Favorable responses were received from the public schools of every State in the Union. Other communications were sent from time to time, and by August 15, 1915, 38 cities and towns had pledged their active cooperation with the bureau with the opening of the school year. This number increased to 93 by September 1, to 217 by October 1, 290 by November 1, and rapidly thereafter to the end of the fiscal year, when a total of 613 had enlisted. The following table shows the rapid expansion of the work:

TABLE XXIII.—*Monthly increases in number of cities with public schools cooperating.*

	Total.	Increase.		Total.	Increase.
Aug. 15, 1915.....	38	.....	Jan. 1, 1916.....	457	32
Sept. 1, 1915.....	93	55	Feb. 1, 1916.....	534	77
Sept. 15, 1915.....	129	36	Mar. 1, 1916.....	569	35
Oct. 1, 1915.....	217	88	Apr. 1, 1916.....	597	28
Oct. 15, 1915.....	246	29	May 1, 1916.....	610	13
Nov. 1, 1915.....	290	44	June 1, 1916.....	612	2
Dec. 1, 1915.....	425	135	July 1, 1916.....	613	1

While the foregoing table shows the rapid extension to new fields from month to month of this Nation-wide cooperation, it conveys no idea of the amount of individual effort by the public-school officers and teachers, public-spirited men and women, patriotic, commercial, philanthropic, and other organizations in its accomplishment. Some reference will be made later, therefore, to a few places where the activities suggest the special efforts which preceded the organization of citizenship classes for the adult foreigner.

TABLE XXIV.—*Foreign-born white males of voting age, 1910, naturalization papers filed in fiscal year ended June 30, 1916, and names furnished, by States and cities or towns.*

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.		Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarants.	Petitioners.	Candidates' wives.
ALABAMA.									
Birmingham.....	132,685	5,700	2,944	1,179	104	64	20	23	16
ARIZONA.									
Bisbee.....	9,019	3,474	2,023	558	103	78	12	16	5
Douglas.....	6,437	2,250	919	186	(1)	(1)	2	3	1

¹ See Bisbee.

TABLE XXIV.—Foreign-born white males of voting age, 1910, etc.—Continued.

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.		Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarations.	Petitioners.	Candidates' wives.
CALIFORNIA.									
Alameda.....	23,383	5,555	2,842	1,720	(1)	(1)	31	14	15
Berkeley.....	40,434	7,653	3,627	2,096	(1)	(1)	87	39	38
Colma.....	(2)	(2)	(2)	(2)	(2)	(2)	3	3	3
Eureka.....	11,845	3,600	2,228	1,076	96	66	179	16	8
Fresno.....	24,892	5,445	2,487	1,006	172	121	81	57	45
Los Angeles.....	319,198	60,584	29,576	14,097	1,542	942	974	627	535
San Pedro.....	(2)	(2)	(2)	(2)	(4)	(4)	(4)	(4)	(4)
Oakland.....	150,174	36,822	19,334	10,237	629	377	398	259	222
Ontario.....	4,274	581	283	155	112	47	17	3	6
Alta Loma.....	(2)	(2)	(2)	(2)	(5)	(5)	(5)	(5)	(5)
Chino.....	1,444	(2)	(2)	(2)	(5)	(5)	(5)	(5)	(5)
Cucamonga.....	(2)	(2)	(2)	(2)	(5)	(5)	(5)	(5)	(5)
Etiwanda.....	(2)	(2)	(2)	(2)	(5)	(5)	(5)	(5)	(5)
Quasti.....	(2)	(2)	(2)	(2)	(5)	(5)	(5)	(5)	(5)
Upland.....	2,384	(2)	(2)	(2)	(5)	(5)	(5)	(5)	(5)
Pomona.....	10,207	882	438	219	(4)	(4)	4	8	6
Red Bluff.....	3,530	373	182	113	19	8	7	3	2
Redwood City.....	2,442	(2)	(2)	(2)	87	87	7	7	4
Riverside.....	15,212	2,166	1,065	454	44	21	8	7	6
Sacramento.....	44,696	8,885	5,331	2,424	237	157	155	97	64
San Diego.....	39,578	7,366	3,845	2,057	227	126	129	48	53
San Francisco.....	416,012	130,874	75,768	36,375	3,402	2,167	2,637	1,958	1,153
San Jose.....	28,046	5,817	2,963	1,637	138	77	68	26	27
San Mateo.....	4,384	1,031	538	338	(3)	(3)	15	19	8
San Rafael.....	5,934	1,747	932	466	50	49	17	18	14
Santa Barbara.....	11,659	1,793	877	417	88	36	48	19	18
Santa Monica.....	7,847	1,248	576	263	(4)	(4)	19	12	14
Sawtelle.....	2,143	(2)	(2)	(2)	(4)	(4)	(6)	(6)	(6)
The Palms.....	(2)	(2)	(2)	(2)	(4)	(4)	(6)	(6)	(6)
Santa Rosa.....	7,817	1,318	667	376	92	89	6	6	6
Venice.....	(2)	(2)	(2)	(2)	(4)	(4)	9	7	7
COLORADO.									
Denver.....	213,381	38,941	19,204	10,959	444	230	307	128	140
Pueblo.....	44,395	8,331	4,777	1,773	101	55	59	32	40
CONNECTICUT.									
Ansonia.....	15,152	5,711	2,926	1,131	(7)	(7)	32	24	19
Avon.....	1,337	(2)	(2)	(2)	(8)	(8)	.....	1	1
Bridgport.....	102,054	36,180	17,114	6,563	1,149	493	428	219	244
Bristol.....	13,502	3,982	1,985	695	(8)	(8)	21	5	5
Chester.....	1,419	(2)	(2)	(2)	(9)	(9)	2	1	.....
Danbury.....	23,502	5,529	2,687	1,243	(10)	(10)	18	13	20
Greenwich.....	16,463	5,080	2,301	784	(10)	(10)	13	7	8
Hartford.....	98,915	31,243	13,975	6,294	1,001	518	384	264	211
Huntington.....	6,545	1,758	788	340	(10)	(10)	.....	5	.....
Manchester.....	13,641	5,006	2,126	1,073	(8)	(8)	6	.....	6
Meriden.....	32,066	9,390	4,346	2,308	(7)	(7)	100	63	87
Middletown.....	20,749	6,398	2,804	1,025	41	37	6	14	10
Nauatuck.....	12,722	4,283	2,075	889	(7)	(7)	3	6	6
New Britain.....	43,916	18,015	8,843	3,054	(8)	(8)	100	63	47
New Haven.....	135,605	42,784	19,194	8,628	1,215	510	290	122	94
New London.....	19,659	4,561	1,993	701	(11)	(11)	34	23	21
Norwich.....	28,219	8,405	3,558	1,456	157	103	26	22	24
Putnam.....	7,280	1,780	801	284	151	43	5	2	1
Rockville.....	7,977	2,764	1,238	686	52	13	9	9	8
Southington.....	6,516	1,724	855	239	(8)	(8)	2	2	1
South Manchester.....	(2)	(2)	(2)	(2)	(8)	(8)	25	6	3
Stamford.....	28,836	8,872	3,979	1,486	(10)	(10)	55	31	27
Suffield.....	3,841	(2)	(2)	(2)	(8)	(8)	3	5	6
Thompsonville.....	(2)	(2)	(2)	(2)	(8)	(8)	7	7	6
Torrington.....	16,840	6,064	3,003	1,198	139	104	31	1	.....

1 See Oakland.

2 Figures not available.

3 See Redwood City.

4 See Los Angeles.

5 See Ontario.

6 See Santa Monica.

7 See New Haven.

8 See Hartford.

9 See Middletown.

10 See Bridgeport.

11 See Norwich.

TABLE XXIV.—Foreign-born white males of voting age, 1910, etc.—Continued.

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.		Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarants.	Petitioners.	Candidates' wives.
CONNECTICUT—contd.									
Wallingford.....	11,155	3,302	1,570	563	(1)	(1)	14	4	1
Waterbury.....	75,141	25,498	12,463	4,662	(1)	(1)	101	68	46
DELAWARE.									
Wilmington.....	87,411	13,678	6,754	2,872	200	100	156	52	37
DISTRICT OF COLUMBIA.									
Washington.....	331,069	24,351	11,738	6,474	382	196	236	169	119
FLORIDA.									
Jacksonville.....	57,699	2,488	1,308	587	112	51	52	33	29
St. Augustine.....	5,494	256	108	59			4	1	1
Tampa.....	37,782	9,896	4,407	919	119	51	59	17	8
West Tampa.....	8,258	4,357	1,816	279	(?)	(?)	(?)	(?)	(?)
GEORGIA.									
Atlanta.....	154,839	4,410	2,287	1,011	53	43	43	37	27
IDAHO.									
Boise.....	17,358	2,283	1,555	548	46	38	7	16	7
ILLINOIS.									
Aurora.....	29,807	6,702	3,566	1,795	226	209	43	67	43
Batavia.....	4,436	1,256	645	412	(⁵)	(⁵)	9	12	6
Berwyn.....	5,841	1,570	751	536	(⁴)	(⁴)	9	14	17
Blue Island.....	8,043	1,903	1,015	625	(⁴)	(⁴)	4	10	10
Carlinville.....	3,616	358	191	147	140	141			
Chicago.....	2,185,283	781,217	379,850	190,693	14,820	8,312	9,254	6,132	4,750
Austin.....	(⁵)	(⁵)	(⁵)	(⁵)	(⁵)	(⁵)	(⁴)	(⁴)	(⁴)
Jefferson.....	(⁵)	(⁵)	(⁵)	(⁵)	(⁵)	(⁵)	(⁴)	(⁴)	(⁴)
Kensington.....	(⁵)	(⁵)	(⁵)	(⁵)	(⁵)	(⁵)	(¹)	(⁴)	(⁴)
Chicago Heights.....	14,525	6,077	3,539	1,135	(⁴)	(⁴)	41	50	33
Cicero.....	14,557	6,072	3,196	1,354	(⁴)	(⁴)	39	82	84
DeKalb.....	8,102	2,584	1,478	637	83	75	6	12	10
East St. Louis.....	58,547	9,400	5,729	1,613	232	140	148	101	108
Galesburg.....	22,089	3,590	1,844	1,192	47	17	23	1	1
Glencoe.....	1,899	(⁵)	(⁵)	(⁵)	(⁴)	(⁴)	2	2	2
Granite City.....	9,903	2,784	1,863	344	185	148	18	14	12
Herrin.....	6,861	1,080	565	205	91	34	191	5	6
Highland Park.....	4,209	864	341	120	(⁵)	(⁵)	6	4	2
Joliet.....	34,670	10,441	5,877	2,483	153	95	80	63	61
Kewanee.....	9,307	2,186	1,155	617	96	63	34	33	23
La Salle.....	11,537	3,442	1,722	888	247	124	10	10	9
Maywood.....	8,033	2,053	947	515	(⁴)	(⁴)	29	26	24
Melrose Park.....	4,806	2,294	1,284	413	(⁴)	(⁴)	(⁷)	(⁷)	(⁷)
Moline.....	24,199	7,211	4,089	2,229	(⁵)	(⁵)	34	91	60
North Chicago.....	3,306	1,325	738	246	(⁵)	(⁵)		5	4
Oak Park.....	19,444	3,325	1,380	934	(⁴)	(⁴)	21	17	22
Peoria.....	66,950	8,810	4,661	2,598	166	86	51	54	36
Rockford.....	45,401	13,828	7,102	4,094	173	91	112	80	46
Rock Island.....	24,335	4,922	2,537	1,491	537	351	70	51	34
Springfield.....	51,678	6,900	3,356	1,940	134	148	58	101	69
Springvalley.....	7,035	2,992	1,536	1,112	130	93	28	32	25
Waukegan.....	16,069	5,624	3,176	1,087	215	178	51	59	43
Westville.....	2,607	1,253	720	389	87	68	15	2	1
Woodstock.....	4,331	658	354	217	57	15	7	4	2
INDIANA.									
Anderson.....	22,476	977	548	255	83	7	1	2	1
East Chicago.....	19,098	10,295	6,638	951	(⁵)	(⁵)	22	21	11
Elkhart.....	19,282	1,636	893	437	9	8	1	4	3

1 See New Haven.

2 See Tampa.

3 See Aurora.

4 See Chicago.

5 Figures not available.

6 See Waukegan.

7 See Maywood.

8 See Rock Island.

9 See Hammond.

TABLE XXIV.—Foreign-born white males of voting age, 1910, etc.—Continued.

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.		Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarations.	Petitioners.	Candidates' wives.
INDIANA—continued.									
Fort Wayne.....	63,933	7,204	3,785	2,459	77	22	30	19	17
Gary.....	16,802	8,242	5,693	1,008	(1)	(1)	34	51	30
Hammond.....	20,925	5,553	3,131	1,022	419	232	45	36	27
Indianapolis.....	233,650	19,767	10,407	6,088	333	94	179	70	56
Laporte.....	10,525	1,954	1,083	522	24	18	12	10	5
Logansport.....	19,050	1,405	777	414	73	6	44	4	6
Mishawaka.....	11,886	1,803	977	346	(2)	(2)	2	6	5
Richmond.....	22,324	1,173	599	320	5	4	3	2	3
South Bend.....	53,684	13,420	6,787	2,226	147	146	21	34	25
Whiting.....	6,587	2,888	1,715	463	(1)	(1)	4	3	5
IOWA.									
Burlington.....	24,324	3,938	2,087	1,283	20	19	11	9	12
Cedar Falls.....	5,012	753	356	261	119	34	4	4	3
Cedar Rapids.....	32,811	5,321	2,619	1,531	104	70	66	54	40
Davenport.....	43,028	8,101	4,132	2,597	91	36	46	21	15
Des Moines.....	86,368	10,395	5,231	2,807	194	93	107	58	38
Dubuque.....	38,494	6,089	3,220	2,281	79	27	31	15	9
Fort Dodge.....	15,543	2,188	1,199	609	69	27	20	10	4
Mason City.....	11,230	1,508	823	322	60	32	31	9	7
Ottumwa.....	22,012	1,745	910	539	17	8	.....	4	2
Sioux City.....	47,828	10,452	5,781	2,408	160	82	82	54	37
KANSAS.									
Atchison.....	16,429	1,084	526	289	10	15	62	2	2
Kansas City.....	82,331	10,344	5,710	2,427	76	68	40	51	36
Pittsburg.....	14,755	1,137	588	322	122	47	6	4	2
Topeka.....	43,684	4,153	2,123	1,115	23	24	12	10	8
KENTUCKY.									
Louisville.....	223,928	17,436	8,334	5,704	91	59	32	57	43
LOUISIANA.									
Lake Charles.....	11,449	537	287	146	16	20	5	4	3
New Orleans.....	339,075	27,686	13,486	6,138	378	277	244	234	195
MAINE.									
Auburn.....	15,064	2,574	1,090	454	116	74	4	6	4
Augusta.....	13,211	2,639	1,022	271	65	54	9	.....	.....
Bangor.....	24,803	4,280	1,883	610	90	48	24	18	17
Bath.....	9,396	1,315	526	210	19	13	.....	8	2
Brunswick.....	6,621	1,539	602	270	(3)	(3)	9	5	.....
Lewiston.....	26,247	9,413	3,502	1,406	(1)	(1)	26	31	22
Lisbon.....	4,116	988	427	165	(1)	(1)	.....	.....	.....
Portland.....	58,571	12,078	5,023	2,222	297	235	97	98	55
Rumford.....	6,777	2,634	1,280	192	54	19	20	10	4
Sanford.....	9,049	3,385	1,114	380	.....	.....	10	*67	40
Waterville.....	11,458	2,688	1,133	454	(5)	(5)	10	27	22
Winthrop.....	2,114	(6)	(6)	(6)	(6)	(6)	.....	1	.....
MARYLAND.									
Baltimore.....	558,485	77,043	33,630	16,643	890	422	435	313	*229
MASSACHUSETTS.									
Adams.....	13,026	5,097	2,042	766	(7)	(7)	42	27	22
Amherst.....	5,112	661	259	83	(8)	(8)	.....	1	1
Arlington.....	11,187	2,758	1,157	602	(9)	(9)	15	13	15
Athol.....	8,536	1,638	779	176	(10)	(10)	8	11	10
Attleboro.....	16,215	4,453	1,919	808	(11)	(11)	23	26	14
Belmont.....	5,542	1,572	639	275	(9)	(9)	5	3	3
Beverly.....	18,650	4,661	2,174	808	(12)	(12)	55	12	10

1 See Hammond.

2 See South Bend.

3 See Portland.

4 See Auburn.

5 See Augusta.

6 Figures not available.

7 See Pittsfield.

8 See Northampton.

9 See Cambridge.

10 See Worcester.

11 See Fall River.

12 See Salem.

TABLE XXIV.—Foreign-born white males of voting age, 1910, etc.—Continued.

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.		Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarants.	Petitioners.	Candidates' wives.
MASSACHUSETTS—CON.									
Boston.....	670,585	240,722	103,160	47,791	9,082	3,006	3,546	1,247	908
Allston.....	(1)	(1)	(1)	(1)	(2)	(2)	(2)	(2)	(2)
Brighton.....	(1)	(1)	(1)	(1)	(2)	(2)	(2)	(2)	(2)
Charlestown.....	(1)	(1)	(1)	(1)	(2)	(2)	(2)	(2)	(2)
Dorchester.....	(1)	(1)	(1)	(1)	(2)	(2)	(2)	(2)	(2)
East Boston.....	(1)	(1)	(1)	(1)	(2)	(2)	(2)	(2)	(2)
Hyde Park.....	15,507	4,442	2,077	905	(2)	(2)	(2)	(2)	(2)
Mattapan.....	(1)	(1)	(1)	(1)	(2)	(2)	(2)	(2)	(2)
Mount Hope.....	(1)	(1)	(1)	(1)	(2)	(2)	(2)	(2)	(2)
Roslindale.....	(1)	(1)	(1)	(1)	(2)	(2)	(2)	(2)	(2)
Roxbury.....	(1)	(1)	(1)	(1)	(2)	(2)	(2)	(2)	(2)
South Boston.....	(1)	(1)	(1)	(1)	(2)	(2)	(2)	(2)	(2)
West Roxbury.....	(1)	(1)	(1)	(1)	(2)	(2)	(2)	(2)	(2)
Bridgewater.....	7,688	2,317	1,623	482	(3)	(3)	4	3	5
Brockton.....	56,878	15,425	7,033	3,167	267	160	105	102	77
Brookline.....	27,792	8,345	2,307	1,274	(4)	(4)	35	37	22
Cambridge.....	104,839	34,608	14,636	7,162	235	195	299	163	130
Canton.....	4,797	1,156	489	252	(4)	(4)	11	5	6
Chelsea.....	32,452	12,748	5,883	2,133	(2)	(2)	205	66	53
Chicopee.....	25,401	10,036	4,330	1,280	(5)	(5)	44	36	31
Clinton.....	13,075	4,798	1,916	1,029	(5)	(5)	21	16	8
Cohasset.....	2,585	520	217	85	(4)	(4)	.....	.....	.....
Concord.....	6,421	1,649	738	292	(7)	(7)	7	4	2
Dedham.....	9,284	2,718	1,206	520	108	49	19	8	8
Dorchester.....	4,267	1,579	704	172	(6)	(6)	5	2	2
Easthampton.....	8,524	3,077	1,227	404	(8)	(8)	7	17	16
East Weymouth.....	(1)	(1)	(1)	(1)	(4)	(4)	1	2	.....
Everett.....	33,484	9,607	4,085	2,228	(7)	(7)	111	64	67
Fall River.....	119,295	50,874	20,181	8,368	836	464	46	82	56
Fitchburg.....	37,826	13,611	5,933	1,950	(6)	(6)	87	113	90
Framingham.....	12,948	3,156	1,341	557	(7)	(7)	22	9	9
Franklin.....	5,641	1,504	722	248	(4)	(4)	5	6	3
Gardner.....	14,699	5,312	2,703	762	(6)	(6)	38	34	31
Gloucester.....	24,398	7,484	3,980	1,743	(9)	(9)	27	11	11
Greenfield.....	10,427	1,918	916	366	67	41	12	12	12
Hanover.....	2,326	(1)	(1)	(1)	(3)	(3)	.....	.....	.....
Haverhill.....	44,115	11,153	4,936	1,915	(9)	(9)	138	67	45
Hingham.....	4,965	943	388	153	(3)	(3)	6	1	1
Holyoke.....	57,730	23,238	9,457	3,765	(6)	(6)	76	128	104
Hudson.....	6,743	1,790	863	293	(7)	(7)	4	13	9
Ipswich.....	5,777	2,251	872	175	(9)	(9)	8	4	2
Lawrence.....	85,892	41,319	17,414	6,588	(9)	(9)	212	129	97
Leominster.....	17,580	4,875	2,058	645	(6)	(6)	42	12	16
Lowell.....	106,294	43,457	18,191	7,028	(7)	(7)	184	125	88
Lynn.....	89,336	27,344	12,038	4,931	(9)	(9)	235	203	148
Malden.....	44,404	13,430	5,404	2,941	(7)	(7)	53	75	49
Melrose.....	15,715	3,091	1,182	718	(7)	(7)	(10)	(10)	(10)
Marlboro.....	14,579	3,344	1,508	810	(7)	(7)	12	9	7
Medford.....	23,150	5,126	2,134	1,195	(7)	(7)	48	34	36
Methuen.....	11,448	4,501	1,776	622	(9)	(9)	38	27	22
Milford.....	13,055	4,331	2,039	974	(6)	(6)	7	6	5
Montague.....	6,866	1,936	923	375	(11)	(11)	1	5	4
Natick.....	9,866	1,997	926	499	(7)	(7)	11	12	9
Needham.....	5,026	1,584	644	268	(4)	(4)	10	7	8
New Bedford.....	96,652	42,625	17,151	5,441	(12)	(12)	233	192	143
Newburyport.....	14,949	3,007	1,215	569	(9)	(9)	12	10	9
Newton.....	39,806	11,191	4,061	1,829	(7)	(7)	49	30	25
North Adams.....	22,019	6,046	2,561	1,266	(13)	(13)	13	24	17
Northampton.....	19,431	4,850	2,130	983	165	105	10	28	24
North Attleboro.....	9,562	2,490	1,133	508	(12)	(12)	7	8	8
Northbridge.....	8,507	3,560	1,619	503	(9)	(9)	3	5	3
North Easton.....	(1)	(1)	(1)	(1)	(12)	(12)	.....	1	.....
Norwood.....	8,014	2,555	1,289	521	(4)	(4)	20	30	25
Oak Bluffs.....	1,084	(1)	(1)	(1)	8	9	1	7	5
Palmer.....	8,610	3,074	1,354	282	(5)	(5)	33	23	23

1 Figures not available.

2 See Boston.

3 See Brockton.

4 See Dedham.

5 See Springfield.

6 See Worcester.

7 See Cambridge.

8 See Northampton.

9 See Salem.

10 See Malden.

11 See Greenfield.

12 See Fall River.

13 See Pittsfield.

TABLE XXIV.—Foreign-born white males of voting age, 1910, etc.—Continued.

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.			Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarants.	Petitioners.	Candidates' wives.	
MASSACHUSETTS—CON.										
Peabody	15,721	5,341	2,931	783	(1)	(1)	41	23	8	
Pittsfield	32,121	6,744	3,176	1,549	299	152	59	77	58	
Plymouth	12,141	3,722	1,621	463	(2)	(2)	28	9	9	
Quincy	32,642	10,875	4,996	2,367	(3)	(3)	110	71	75	
Revere	18,219	5,331	2,400	1,407	(4)	(4)	38	63	50	
Salem	43,697	13,539	5,696	2,443	1,228	726	147	92	61	
Shrewsbury	1,946	(5)	(5)	(5)	(5)	(5)	5	-----	-----	
Somerville	77,236	20,751	8,814	4,263	(7)	(7)	98	83	61	
Southbridge	12,592	4,315	1,943	657	(5)	(5)	24	11	7	
Springfield	88,926	22,999	9,942	4,182	1,074	431	162	143	127	
Stoneham	7,090	1,362	615	316	(7)	(7)	6	8	9	
Stoughton	6,316	1,439	666	266	(3)	(3)	7	12	8	
Taunton	34,259	9,779	4,206	1,506	(5)	(5)	59	25	27	
Wakefield	11,404	3,128	1,280	662	(7)	(7)	37	19	20	
Walpole	4,892	1,306	635	230	(3)	(3)	8	2	4	
Waltham	27,834	7,683	3,068	1,525	(7)	(7)	104	43	35	
Watertown	12,875	4,057	1,773	804	(7)	(7)	38	16	16	
Webster	11,509	4,096	1,839	680	(5)	(5)	22	16	15	
Wellesley	5,413	1,559	550	234	(3)	(3)	7	1	1	
Westfield	16,044	4,401	2,173	588	(9)	(9)	24	26	29	
West Springfield	9,224	2,100	943	372	(9)	(9)	8	11	8	
Whitman	7,292	1,108	481	218	(2)	(2)	4	1	1	
Winchester	9,309	2,486	1,027	366	(7)	(7)	21	13	12	
Wintthrop	10,132	2,093	819	551	(4)	(4)	15	16	12	
Woburn	15,308	4,039	2,006	1,063	(7)	(7)	23	16	11	
Worcester	145,986	48,492	22,816	9,126	1,288	648	313	286	188	
MICHIGAN.										
Albion	5,833	775	421	245	(10)	(10)	4	-----	-----	
Alpena	12,706	3,586	1,775	1,264	34	27	18	13	10	
Battle Creek	25,267	2,616	1,259	570	73	30	19	12	11	
Bay City	45,166	11,027	5,213	4,009	108	133	49	54	58	
Benton Harbor	9,185	1,187	538	340	104	39	34	12	10	
Bessemer	4,583	2,144	1,260	427	237	117	11	11	6	
Calumet	11 20,097	(5)	(5)	(5)	(12)	(12)	194	119	87	
Centennial	(5)	(5)	(5)	(5)	(12)	(12)	(15)	(15)	(15)	
Centennial Heights	(5)	(5)	(5)	(5)	(12)	(12)	(15)	(15)	(15)	
Kearsarge	(5)	(5)	(5)	(5)	(12)	(12)	(15)	(15)	(15)	
Laurium	8,537	2,617	1,263	825	(12)	(12)	(15)	(15)	(15)	
Oseola	(5)	(5)	(5)	(5)	(12)	(12)	(15)	(15)	(15)	
Red Jacket	4,211	1,953	1,151	357	(12)	(12)	(15)	(15)	(15)	
Tamarack	(5)	(5)	(5)	(5)	(12)	(12)	(15)	(15)	(15)	
Wolverine	794	(5)	(5)	(5)	24	11	(15)	(15)	(15)	
Crystal Falls	3,775	1,501	818	358	125	68	24	8	6	
Detroit	465,766	156,565	75,323	32,891	9,991	1,426	6,880	1,140	2,078	
Escanaba	13,194	4,095	2,236	1,365	108	81	13	18	12	
Flint	38,550	6,662	3,628	1,579	328	80	141	27	20	
Grand Haven	5,856	1,364	665	393	64	48	9	10	8	
Grand Rapids	112,571	28,335	13,689	7,758	454	170	255	129	125	
Hancock	8,981	3,162	1,611	786	(12)	(12)	96	25	23	
Franklin Mine	(5)	(5)	(5)	(5)	(12)	(12)	(17)	(17)	(17)	
Quincy Mine	(5)	(5)	(5)	(5)	(12)	(12)	(17)	(17)	(17)	
Holland	10,490	2,465	1,162	764	(13)	(13)	4	1	-----	
Houghton	5,113	1,184	566	390	491	276	54	14	15	
Dodgeville	(5)	(5)	(5)	(5)	(12)	(12)	(12)	(12)	(12)	
Isle Royale	(5)	(5)	(5)	(5)	(12)	(12)	(12)	(12)	(12)	
Iron Mountain	9,216	3,741	1,878	1,208	115	95	52	40	29	
Iron River	2,450	(5)	(5)	(5)	(14)	(14)	8	10	6	
Ironwood	12,821	6,234	3,651	1,259	(16)	(15)	78	77	69	
Jackson	31,433	4,307	2,182	1,180	114	28	51	19	18	
Kalamazoo	39,437	6,857	3,149	1,505	101	28	58	37	25	
Lansing	31,229	3,973	2,006	1,029	144	32	82	37	24	

1 See Salem.

2 See Brockton.

3 See Dedham.

4 See Boston.

5 Figures not available.

6 See Worcester.

7 See Cambridge.

8 See Fall River.

9 See Springfield.

10 See Battle Creek.

11 Exclusive of Laurium and Red Jacket.

12 See Houghton.

13 See Grand Haven.

14 See Crystal Falls.

15 See Bessemer.

16 See Calumet.

17 See Hancock.

TABLE XXIV.—Foreign-born white males of voting age, 1910, etc.—Continued.

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.		Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarants.	Petitioners.	Candidates' wives.
MICHIGAN—continued.									
Marquette.....	11,503	3,574	1,930	1,117	256	131	6	19	14
Munising.....	2,952	1,048	575	280	82	53	12	9	6
Muskegon.....	24,062	6,252	3,092	2,070	124	38	87	27	28
Negaunee.....	8,460	3,862	2,207	869	(1)	(1)	67	33	32
Palatka ^a	(2)	(2)	(2)	(2)	(2)	(2)	3	7	4
Petoskey.....	4,778	696	342	204	27	12	5	2	1
River Rouge.....	4,163	1,227	581	284	(4)	(4)	10	6	10
Saginaw.....	50,510	11,701	5,584	3,799	154	102	67	47	47
Saginaw West Side.....	(2)	(2)	(2)	(2)	(2)	(2)	10	22	18
MINNESOTA.									
Aurora.....	1,919	(2)	(2)	(2)	(2)	(2)	10	16	11
Adriatic.....	(2)	(2)	(2)	(2)	(2)	(2)	(7)	(7)	(7)
Mesaba.....	84	(2)	(2)	(2)	(2)	(2)	(7)	(7)	(7)
Stevens.....	(2)	(2)	(2)	(2)	(2)	(2)	(7)	(7)	(7)
Biwabik.....	1,690	(2)	(2)	(2)	(2)	(2)	9	4	6
Pineville.....	(2)	(2)	(2)	(2)	(2)	(2)	(8)	(8)	(8)
Brainerd.....	8,526	2,164	1,122	796	41	51	9	15	12
Buhl.....	1,005	(2)	(2)	(2)	(2)	(2)	3	9	6
Chisholm.....	7,684	4,469	2,936	551	(2)	(2)	62	64	46
Cloquet.....	7,031	2,959	1,794	753	38	49	18	34	23
Coleraine.....	1,613	(2)	(2)	(2)	(2)	(2)	4	7	6
Bovey.....	1,377	(2)	(2)	(2)	(2)	(2)	(10)	(10)	(10)
Calumet.....	245	(2)	(2)	(2)	(2)	(2)	(10)	(10)	(10)
Marble.....	887	(2)	(2)	(2)	(2)	(2)	(10)	(10)	(10)
Taconite.....	549	(2)	(2)	(2)	(2)	(2)	(10)	(10)	(10)
Crosby.....	(2)	(2)	(2)	(2)	(11)	(11)	13	14	7
Deerwood.....	586	(2)	(2)	(2)	(11)	(11)	(12)	(12)	(12)
Ironton.....	(2)	(2)	(2)	(2)	(11)	(11)	(12)	(12)	(12)
Duluth.....	78,466	30,652	17,663	8,359	1,042	735	234	206	143
Dunbar.....	(2)	(2)	(2)	(2)	(2)	(2)	1	1	1
East Grand Forks.....	2,533	773	422	220	64	31	3	2	2
Ely.....	3,572	1,713	995	377	(2)	(2)	29	35	27
Winton.....	(2)	(2)	(2)	(2)	(2)	(2)	(13)	(13)	(13)
Eveleth.....	7,036	3,761	2,328	679	(2)	(2)	43	58	49
Gilbert.....	1,700	(2)	(2)	(2)	(2)	(2)	7	12	12
Elba.....	151	(2)	(2)	(2)	(2)	(2)	(14)	(14)	(14)
Genoa Min. Location.....	(2)	(2)	(2)	(2)	(2)	(2)	(14)	(14)	(14)
McKinley.....	411	(2)	(2)	(2)	(2)	(2)	(14)	(14)	(14)
Sparta.....	(2)	(2)	(2)	(2)	(2)	(2)	(14)	(14)	(14)
Grand Rapids.....	2,230	(2)	(2)	(2)	66	94	5	1	.....
Hibbing.....	8,832	4,342	2,879	730	(2)	(2)	92	45	35
International Falls.....	1,487	(2)	(2)	(2)	63	46	21	8	5
Keewatin.....	695	(2)	(2)	(2)	(2)	(2)	4	7	4
Kinney.....	(2)	(2)	(2)	(2)	(2)	(2)	10	7	10
Little Falls.....	6,078	1,300	638	522	14	21	7	6	4
Little Marais.....	(2)	(2)	(2)	(2)	(15)	(15)	.....	.....	.....
Mankato.....	10,365	2,070	1,018	814	36	22	34	10	7
Minneapolis.....	301,408	85,938	45,159	23,462	1,696	917	1,319	853	675
Mountain Iron.....	1,343	(2)	(2)	(2)	(2)	(2)	3	3	2
Hopper.....	(2)	(2)	(2)	(2)	(2)	(2)	(16)	(16)	(16)
Leonidas Mine.....	(2)	(2)	(2)	(2)	(2)	(2)	(16)	(16)	(16)
Nashwauk.....	2,080	(2)	(2)	(2)	(2)	(2)	3	.....	.....
New Ulm.....	5,648	1,576	783	647	21	11	.....	.....	.....
Rosy.....	(2)	(2)	(2)	(2)	(2)	(2)	.....	.....	.....
St. Cloud.....	10,600	2,024	1,103	675	45	22	8	2	2
St. Paul.....	214,744	56,524	29,048	17,071	823	458	549	408	331
South St. Paul.....	4,510	1,723	934	423	33	14	19	17	5
Tower.....	1,111	(2)	(2)	(2)	(2)	(2)	1	1	.....
Two Harbors.....	4,990	2,114	1,265	466	34	24	15	14	7
Virginia.....	10,473	5,340	3,397	958	(2)	(2)	88	64	54
Warba.....	(2)	(2)	(2)	(2)	(2)	(2)	.....	.....	.....
Winger.....	728	(2)	(2)	(2)	(17)	(17)	2	1	1
Wrenshall.....	755	(2)	(2)	(2)	(2)	(2)	.....	.....	.....

¹ See Marquette.² Figures not available.³ See Crystal Falls.⁴ See Detroit.⁵ See Saginaw.⁶ See Duluth.⁷ See Aurora.⁸ See Biwabik.⁹ See Grand Rapids.¹⁰ See Coleraine.¹¹ See Brainerd.¹² See Crosby.¹³ See Ely.¹⁴ See Gilbert.¹⁵ See Two Harbors.¹⁶ See Mount Iron.¹⁷ See East Grand Forks.¹⁸ See Cloquet.^a For superintendent at Stambaugh.

TABLE XXIV.—Foreign-born white males of voting age, 1910, etc.—Continued.

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.		Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarations.	Petitioners.	Candidates' wives.
MISSISSIPPI.									
Gulfport.....	6,386	269	164	64			23	1	1
MISSOURI.									
Cape Girardeau.....	8,475	375	208	162	4		1		
Hannibal.....	18,341	774	421	234	36	19	94	5	3
Kansas City.....	248,381	25,327	13,052	6,953	374	179	212	115	81
St. Joseph.....	77,403	8,113	4,281	2,256	110	50			
St. Louis.....	687,029	125,706	63,440	33,081	1,595	945	4,085	892	807
Washington.....	3,670	329	167	117		3			
MONTANA.									
Red Lodge.....	4,860	2,099	1,314	420	57	59		10	6
NEBRASKA.									
Lincoln.....	43,973	7,200	3,101	1,372	226	88	44	17	19
Omaha.....	124,096	27,068	13,788	7,079	1,439	223	417	211	222
NEW HAMPSHIRE.									
Berlin.....	11,780	5,082	2,378	768	56	18	30	5	4
Claremont.....	7,529	1,819	731	298	43	16	22	8	18
Concord.....	21,497	4,309	1,984	962	116	36	25	15	11
Dover.....	13,247	3,296	1,475	747	37	27	13	4	3
Jaffrey.....	1,895	(1)	(1)	(1)	31	12			
Manchester.....	70,063	29,692	11,486	4,566	350	204	246	94	141
Nashua.....	26,005	8,957	3,748	1,190	(2)	(2)	49	14	32
Tilton.....	1,866	(1)	(1)	(1)	21	9			
NEW JERSEY.									
Atlantic City.....	46,150	6,400	2,996	1,170	150	148	68	75	65
Bayonne.....	55,545	20,522	10,109	3,364	(8)	(8)	257	151	140
Bernardsville.....	(1)	(1)	(1)	(1)	(4)	(4)	13	4	3
Bloomfield.....	15,070	3,359	1,544	808	(5)	(5)	5	17	8
Boonton.....	4,930	1,090	505	207	(6)	(6)	13	4	5
Bordentown.....	4,250	349	162	63	61	29		1	1
Boundbrook.....	3,970	1,242	606	212	83	29	11		
Dover.....	7,468	1,313	667	385	(6)	(6)	9	19	18
East Newark.....	3,163	1,215	546	255	(8)	(8)	2	1	2
East Rutherford.....	4,275	1,187	561	297	(7)	(7)		2	1
Elizabeth.....	73,409	23,894	11,713	5,036	594	351	211	189	148
Englewood.....	9,924	2,500	950	422	(7)	(7)	25	32	28
Hackensack.....	14,050	3,255	1,473	564	501	359	32	29	25
Harrison.....	14,498	5,257	2,503	1,046	(8)	(8)	66	36	36
Hoboken.....	70,324	27,668	13,562	5,796	(8)	(8)	311	149	142
Jersey City.....	267,779	77,697	37,707	16,556	2,950	1,294	1,105	542	557
Kearney ⁸	16,659	6,024	2,888	1,430	(8)	(8)	85	81	70
Arlington.....	(1)	(1)	(1)	(1)	(8)	(8)		(9)	(9)
Linden.....	610	(1)	(1)	(1)	(10)	(10)	(2)	8	7
Long Branch.....	13,298	2,529	1,250	496	152	132	43	16	14
Montclair.....	21,550	5,141	2,023	771	(9)	(9)	4	8	5
Morristown.....	12,507	2,657	1,115	562	165	98	31	13	6
Newark.....	347,469	110,665	49,674	21,427	1,891	1,149	672	592	437
New Brunswick.....	23,388	6,048	2,278	846	432	435	66	73	72
Orange.....	29,630	8,069	3,660	1,822	(5)	(5)	5	34	27
Passaic.....	54,773	28,467	10,920	2,967	(11)	(11)	151	90	72
Paterson.....	125,600	45,398	20,182	9,817	751	638	291	229	195
Plainfield.....	20,550	4,144	1,670	830	(10)	(10)	31	21	20
North Plainfield.....	6,117	889	361	203	(4)	(4)	(12)	(12)	(12)
Rahway.....	2,337	1,659	840	407	(10)	(10)	9	11	13
Red Bank.....	7,398	993	457	175	(13)	(13)	2	4	4
Ridgewood.....	5,416	768	316	162	(7)	(7)	4	5	5
Summit.....	7,500	2,024	769	349	(10)	(10)	14	11	8

¹ Figures not available.³ See Newark.⁹ See Kearney.¹³ See Long Branch.² See Manchester.⁶ See Morristown.¹⁰ See Elizabeth.⁴ See Jersey City.⁷ See Hackensack.¹¹ See Paterson.⁵ See Boundbrook.⁸ Arlington post office.¹² See Plainfield.

TABLE XXIV.—Foreign-born white males of voting age, 1910, etc.—Continued.

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.		Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarants.	Petitioners.	Candidates' wives.
NEW JERSEY—contd.									
Town of Union ¹	21,023	6,665	3,133	1,723	(²)	(²)	74	42	44
Trenton.....	96,815	26,310	12,938	5,253	402	278	267	213	205
Westfield.....	6,420	1,057	471	232	(³)	(³)	5	8	7
West Hoboken.....	35,403	13,713	6,177	2,905	(²)	(²)	146	86	96
West New York.....	13,560	3,556	1,712	920	(²)	(²)	75	59	50
NEW MEXICO.									
Albuquerque.....	11,020	1,269	624	430	8	12	3	2	1
NEW YORK.									
Albany.....	100,253	18,165	8,192	4,827	351	165	189	116	84
Amsterdam.....	31,267	10,624	4,691	1,808	153	114	116	102	110
Auburn.....	34,668	7,620	3,788	1,743	133	88	88	73	67
Batavia.....	11,613	2,133	1,026	474	36	32	11	21	22
Binghamton.....	48,443	7,389	3,310	1,260	264	94	198	84	86
Bronx.....	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)
Brooklyn.....	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)	(⁴)
Buffalo.....	423,715	118,444	56,337	29,409	2,588	1,224	1,892	847	1,117
Canandaigua.....	7,217	943	454	243	79	48	16	12	9
Cohoes.....	24,709	7,373	2,990	1,605	(⁵)	(⁵)	19	16	12
Corning.....	13,730	1,795	896	486	47	55	13	39	19
Dunkirk.....	17,221	5,146	2,548	1,067	(⁶)	(⁶)	5	43	5
Elmira.....	37,176	5,259	2,494	1,648	45	34	81	32	21
Fulton.....	10,480	1,783	840	206	107	69	32	13	11
Geneva.....	12,446	2,215	1,050	635	(⁷)	(⁷)	18	10	7
Gloversville.....	20,642	4,008	1,777	829	(⁸)	(⁸)	56	32	18
Hudson.....	11,417	2,209	1,142	336	73	41	20	20	20
Hudson Falls.....	5,189	522	243	150	51	29	2	2	1
Huntington.....	12,004	(⁹)	(⁹)	(⁹)	233	124	12	9	7
Ithaca.....	14,802	1,589	723	374	48	25	33	13	9
Jamestown.....	31,297	10,612	5,035	2,741	212	256	57	224	155
Johnstown.....	10,447	1,941	915	470	121	52	47	5	5
Lansingburg.....	(⁹)	(⁹)	(⁹)	(⁹)	(¹⁰)	(¹⁰)	.....	.....	.....
Little Falls.....	12,273	3,915	1,832	581	161	99	35	30	24
Lockport.....	17,970	3,235	1,558	887	(¹¹)	(¹¹)	14	17	12
Mamaroneck.....	5,699	1,641	781	344	(¹²)	(¹²)	19	17	11
Mechanicsville.....	6,634	1,343	699	268	67	38	5	5	4
Medina.....	5,633	1,058	553	300	93	55	14	12	5
Mount Vernon.....	30,919	8,029	3,612	1,950	(¹²)	(¹²)	56	66	50
Newark.....	6,227	759	325	176	124	51	17	8	8
Newburgh.....	27,805	4,823	2,241	1,125	193	127	24	37	25
New Rochelle.....	28,867	8,677	4,000	1,979	(¹²)	(¹²)	81	36	21
New York.....	4,766,883	1,927,703	828,793	318,091	43,402	20,052	33,069	10,854	7,204
Niagara Falls.....	30,445	12,064	5,755	2,082	695	306	337	140	105
North Tonawanda.....	11,955	3,628	1,887	765	(¹¹)	(¹¹)	71	39	35
Tonawanda.....	8,290	1,854	948	573	(¹³)	(¹³)	(¹⁴)	(¹⁴)	(¹⁴)
Olean.....	14,743	2,424	1,184	641	104	51	57	4	80
Poughkeepsie.....	27,936	4,534	2,122	994	196	112	84	58	76
Rochester.....	218,149	58,993	27,067	13,003	1,185	817	1,116	759	13
Schenectady.....	72,826	18,631	9,562	3,856	319	208	230	173	147
Solvay.....	5,139	1,663	846	342	(¹⁵)	(¹⁵)	27	13	11
Syracuse.....	137,249	30,781	14,944	7,036	575	221	341	165	171
Troy.....	76,813	15,432	6,554	4,388	197	88	122	68	67
Utica.....	74,419	21,308	9,341	4,326	403	181	230	147	104
Watertown.....	26,730	6,268	2,798	1,050	181	53	78	31	35
White Plains.....	15,949	3,898	1,914	777	(¹²)	(¹²)	65	47	40
Yonkers.....	79,803	26,590	12,295	5,629	1,153	630	289	276	206
NORTH DAKOTA.									
Bismarck.....	5,443	965	514	301	58	12	26	2	1
Devils Lake.....	5,157	1,236	652	255	92	27	46	10	6
Fargo.....	14,331	3,200	1,669	1,011	121	47	43	20	9
Jamestown.....	4,358	878	426	203	66	23	28	5	.....

¹ Weehawken post office.² See Jersey City.³ See Elizabeth.⁴ See New York.⁵ See Albany.⁶ See Jamestown.⁷ See Canandaigua.⁸ See Johnstown.⁹ Figures not available.¹⁰ See Troy.¹¹ See Niagara Falls.¹² See Yonkers.¹³ See Buffalo.¹⁴ See North Tonawanda.¹⁵ See Syracuse.

TABLE XXIV.—Foreign-born white males of voting age, 1910, etc.—Continued.

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.		Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarations.	Petitioners.	Candidates' wives.
OHIO.									
Alliance.....	15,083	2,659	1,606	350	(1)	(1)	32	10	8
Ashtabula.....	18,266	4,710	2,382	1,108	87	68	35	30	26
Barberton.....	9,410	2,829	1,723	2,222	655	210	35	17	14
Canton.....	50,217	8,648	5,010	2,005	192	89	77	31	21
Cincinnati.....	363,591	56,792	26,723	17,253	467	371	306	283	210
Cleveland.....	560,663	195,703	94,431	40,482	3,904	2,225	2,635	1,995	1,768
Columbus.....	181,511	16,285	8,487	4,453	221	135	142	115	69
Conneaut.....	8,319	1,533	793	326	(2)	(2)	1	.....	.....
Dayton.....	116,577	13,847	7,303	3,451	118	55	106	55	36
East Youngstown.....	4,972	3,866	2,814	107	(3)	(3)	230	26	19
Elyria.....	14,825	3,061	1,709	556	394	136	15	15	10
Hamilton.....	35,279	3,309	1,703	1,042	34	21	7	7	7
Middletown.....	13,152	1,192	690	260	(4)	(4)	8	2	1
Painesville.....	5,501	595	294	138	33	19	2	7	3
Piqua.....	13,388	752	379	195	7	2	2	.....	.....
Ravenna.....	5,310	643	337	88	26	17	4	.....	.....
Salem.....	8,943	1,239	703	234	56	56	1	2	1
Springfield.....	46,921	3,156	1,662	916	24	25	7	7	3
Steubenville.....	22,391	5,214	3,103	589	220	115	129	44	38
Struthers.....	3,370	1,055	606	109	(3)	(3)	61	14	11
Toledo.....	168,497	32,037	15,826	8,752	558	213	355	161	103
Youngstown.....	79,066	24,860	14,027	4,268	562	204	311	238	173
OKLAHOMA.									
Hugo.....	4,582	52	35	22	1	1	.....	.....	.....
McAlester.....	12,954	405	257	123	27	18	.....	6	4
Tulsa.....	18,182	412	245	105	.....	.....	3	.....	.....
OREGON.									
Astoria.....	9,599	4,088	2,562	1,172	126	64	50	53	23
Portland.....	207,214	43,780	25,230	11,251	736	574	393	406	255
The Dalles.....	4,880	653	410	208	29	28	7	9	6
PENNSYLVANIA.									
Alliquippa.....	1,743	(5)	(5)	(5)	(6)	(6)	8	5	4
Allentown.....	51,913	6,234	2,705	904	232	137	116	98	83
Altoona.....	52,127	5,212	2,757	1,083	161	90	89	62	55
Bradford.....	14,544	2,180	1,046	600	59	57	23	.....	1
Chambersburg.....	11,800	172	87	60	10	2	1	.....	.....
Charleroi.....	9,615	3,356	1,679	448	.....	.....	84	9	2
Chester.....	38,587	6,673	3,476	1,137	242	113	86	26	15
Coaldale.....	5,154	1,905	1,139	263	724	588	9	20	15
Connellsville.....	12,845	1,587	793	343	(7)	(7)	13	7	4
South Connellsville.....	(6)	(6)	(6)	(6)	(8)	(8)	(8)	(8)	(8)
Coraopolis.....	5,252	1,285	767	158	(9)	(9)	14	4	9
Corry.....	5,991	569	283	114	(10)	(10)	2	3	2
Donora.....	8,174	3,213	1,744	369	.....	.....	39	32	28
Duquesne.....	15,727	6,381	3,504	760	(9)	(9)	78	46	41
Duryea.....	7,487	3,066	1,588	560	(11)	(11)	60	20	25
Easton.....	28,523	3,122	1,452	646	407	142	60	14	8
Ellwood City.....	3,902	1,067	686	125	(12)	(12)	9	9	12
Erie.....	66,525	14,943	7,562	3,348	273	151	291	102	110
Ford City.....	4,850	2,314	1,361	256	(13)	(13)	22	11	11
Kittanning.....	4,311	353	195	77	211	94	(14)	(14)	(14)
Gilberton.....	5,401	1,859	1,076	300	(15)	(15)	5	13	8
Glassport.....	5,540	1,817	959	235	(9)	(9)	16	6	7
Harrisburg.....	64,186	4,134	1,979	917	167	132	28	25	23
Hazlet.....	25,452	5,994	2,972	1,457	(11)	(11)	70	32	32
Indiana.....	5,749	214	113	33	381	176	19	2	1
Johnstown.....	55,482	15,316	9,225	1,621	641	524	251	151	149
Kingston.....	6,449	1,884	1,005	369	(11)	(11)	19	25	13
Lancaster.....	47,227	3,203	1,472	1,028	30	23	16	4	2
Lansford.....	8,321	3,154	1,833	325	235	135	76	1	12
Larksville.....	9,288	3,099	1,646	645	(11)	(11)	26	18	22
McKeesport.....	42,694	12,631	6,551	2,548	(9)	(9)	125	49	55

1 See Canton.

2 See Ashtabula.

3 See Youngstown.

4 See Hamilton.

5 Figures not available.

6 See New Brighton.

7 See Uniontown.

8 See Connellsville.

9 See Pittsбург.

10 See Erie.

11 See Wilkes-Barre.

12 See New Castle.

13 See Kittanning.

14 See Ford City.

15 See Coaldale.

TABLE XXIV.—Foreign-born white males of voting age, 1910, etc.—Continued.

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.		Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarants.	Petitioners.	Candidates' wives.
PENNSYLVANIA—CON.									
Monessen.....	11,775	5,475	3,210	462	708	347	245	47	50
Monongahela City.....	7,598	1,487	795	272	.....	.....	35	10	12
Mount Carmel.....	17,532	4,927	2,727	1,286	285	188	28	42	29
Mount Oliver Station.....	4,241	672	328	270	(1)	(1)	5	2	3
Nanticoke.....	18,877	7,187	3,923	1,935	(2)	(2)	51	50	43
New Brighton.....	8,329	865	482	148	287	106	4	2	3
New Castle.....	36,280	8,620	4,707	1,326	208	91	104	54	38
New Kensington.....	7,707	2,376	1,389	227	(3)	(3)	113	.....	.....
Norristown.....	27,875	4,015	1,691	477	185	100	30	22	20
Philadelphia.....	1,549,008	382,578	167,072	69,415	8,105	4,168	6,588	3,166	2,861
Pittsburgh.....	533,905	140,436	70,148	28,797	5,418	3,004	1,539	1,121	965
Reading.....	96,071	8,812	4,528	1,430	127	70	63	45	38
Scranton.....	129,867	35,112	17,461	7,930	1,834	1,392	478	317	326
Shamokin.....	19,588	2,788	1,517	867	(4)	(1)	77	32	24
Sharpshurg.....	8,153	1,978	1,105	371	(1)	(1)	62	6	6
South Fork.....	4,592	1,127	667	237	(5)	(5)	11	6	4
Tyler.....	(6)	(6)	(6)	(6)	270	179	25	3	2
Tyrone.....	7,176	221	120	66	(7)	(7)	1	1	.....
Uniontown.....	13,344	1,447	717	243	670	321	33	35	28
West Hazleton.....	4,715	1,556	802	282	(2)	(2)	8	.....	.....
Wilkes-Barre.....	67,105	16,078	7,899	3,754	1,205	701	183	138	109
Wilkesburg.....	18,924	1,971	920	438	(1)	(1)	4	3	4
Williamsport.....	31,860	2,332	1,153	723	35	16	20	27	25
RHODE ISLAND.									
Burrillville.....	7,878	2,454	1,190	528	(8)	(8)	1	8	7
Central Falls.....	22,754	10,664	4,391	1,870	(8)	(8)	51	40	87
Coventry.....	5,848	1,346	543	217	.....	.....	.....	2	2
Cumberland.....	10,107	3,678	1,569	787	(8)	(8)	1	5	5
Lincoln.....	9,825	4,181	1,687	780	(8)	(8)	1	1	1
Newport.....	27,149	6,256	2,925	1,672	104	70	49	72	57
Pawtucket.....	51,622	17,956	7,523	4,017	(8)	(8)	86	78	70
Providence.....	224,326	76,303	32,863	12,983	1,841	1,083	500	304	279
Westerly.....	8,696	2,347	985	410	.....	.....	15	12	9
Woonsocket.....	33,125	10,539	6,540	2,300	(8)	(8)	20	20	13
SOUTH DAKOTA.									
Aberdeen.....	10,753	1,865	897	509	126	21	47	5	2
Huron.....	5,791	822	498	216	54	8	17	1	.....
Lead.....	8,392	2,336	1,447	547	144	40	39	20	11
Mitchell.....	6,515	748	406	241	17	2	24	.....	.....
Sioux Falls.....	14,094	2,215	1,119	658	108	23	15	8	2
TENNESSEE.									
Memphis.....	131,105	6,467	3,403	1,664	63	32	387	21	.....
TEXAS.									
Austin.....	29,860	2,441	1,240	583	28	29	6	10	4
Dallas.....	92,104	5,219	2,811	1,504	86	48	71	30	23
Houston.....	78,800	6,318	3,466	1,754	207	94	132	66	54
San Antonio.....	96,614	17,407	7,354	3,114	200	83	125	77	56
UTAH.									
Murray City.....	4,057	1,303	703	236	(9)	(9)	20	11	11
Salt Lake City.....	92,777	19,035	8,675	4,335	419	226	314	132	94
VERMONT.									
Bennington.....	8,698	1,103	470	235	9	.....	2	.....	4
Bethel.....	1,943	(6)	(6)	(6)	.....	.....	.....	8	4
Burlington.....	20,468	3,938	1,505	930	.....	.....	7	9	6

¹ See Pittsburgh.² See Wilkes-Barre.³ See Monessen.⁴ See Mount Carmel.⁵ See Johnstown.⁶ Figures not available.⁷ See Altoona.⁸ See Providence.⁹ See Salt Lake City.

TABLE XXIV.—Foreign-born white males of voting age, 1910, etc.—Continued.

State and city or town.	Population, 1910.		Foreign-born white males of voting age, 1910.		Naturalization papers filed in county, July 1, 1915, to June 30, 1916.		Names furnished.		
	Total.	Foreign-born white.	Total.	Naturalized.	Declarations.	Petitions.	Declarants.	Petitioners.	Candidates' wives.
VIRGINIA.									
Lynchburg.....	29,494	450	250	130	7	5	2	1	1
Norfolk.....	67,452	3,564	1,820	931	351	132	190	69	27
Richmond.....	127,628	4,085	2,040	943	95	46	30	35	24
Roanoke.....	34,874	770	414	212	11	12	3	8	8
WASHINGTON.									
Bellingham.....	24,298	5,152	2,818	1,439	147	83	56	26	13
Black Diamond.....	2,051	(1)	(1)	(1)	(2)	(3)	19	17	19
Blaine.....	2,289	(1)	(1)	(1)	(8)	(3)	1	2	2
Clipper.....	(2)	(1)	(1)	(1)	(5)	(3)			
Everett.....	24,814	5,472	3,294	1,673	200	148	46	47	25
Lynden.....	(3)	(1)	(1)	(1)	(1)	(1)	8		
Roslyn.....	3,126	1,556	934	301	74	53	18	21	8
Ronald.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Seattle.....	237,194	60,835	36,097	16,438	1,542	754	719	451	286
Spokane.....	104,402	21,220	12,389	5,495	437	249	161	100	60
Tacoma.....	83,743	21,463	12,191	5,808	462	265	195	129	91
Walla Walla.....	19,364	2,361	1,239	682	48	39	18	24	13
WEST VIRGINIA.									
Charleston.....	22,996	1,014	543	242	60	22	70	16	8
Clarksburg.....	9,201	481	256	112	66	31	66	2	2
Adamston.....	1,200	(1)	(1)	(1)	(5)	(5)	(5)	(5)	(5)
North View.....	(1)	(1)	(1)	(1)	(5)	(5)	(5)	(5)	(5)
Tin Plate.....	(1)	(1)	(1)	(1)	(5)	(5)	(5)	(5)	(5)
Keyser.....	3,705	130	56	20	14	7	1		
Logan.....	1,640	(1)	(1)	(1)	52	12	13	2	2
Morgantown.....	9,150	1,113	567	196	34	17	10	6	1
Sabraton.....	(1)	(1)	(1)	(1)	(5)	(5)	(5)	(5)	(5)
Westover.....	(1)	(1)	(1)	(1)	(5)	(5)	(5)	(5)	(5)
Parkersburg.....	17,842	560	278	180	10	5	5	7	5
Piedmont.....	2,054	(1)	(1)	(1)	(7)	(7)	1		
Wellsburg.....	4,189	262	122	55	21	20	4	6	7
Wheeling.....	41,641	5,418	2,679	1,413	60	33	25	20	13
WISCONSIN.									
Appleton.....	16,773	3,257	1,573	1,287	77	35	15	19	16
Beloit.....	15,125	2,365	1,307	654	130	93	46	14	6
Chippewa Falls.....	8,893	2,155	1,118	836	43	31	15	9	8
Eau Claire.....	18,310	4,245	2,173	1,411	27	42	8	14	9
Fond du Lac.....	18,797	3,062	1,585	1,035	62	69	14	9	6
Grand Rapids.....	6,521	1,152	589	368	51	34	19	5	5
Green Bay.....	25,236	4,059	2,078	1,524	54	52	22	25	28
Kenosha.....	21,371	7,642	4,141	1,401	224	118	149	78	60
La Crosse.....	30,417	6,043	2,965	1,759	48	59	27	37	30
Madison.....	25,531	4,174	2,105	1,174	270	137	153	64	45
Manitowoc.....	13,027	2,534	1,258	789	66	24	2	5	5
Marinette.....	14,610	4,027	2,059	1,544	33	29	25	17	10
Marshfield.....	5,783	1,095	525	298	(8)	(8)	33	7	6
Menomonie.....	5,036	1,258	640	421	46	22	8	6	6
Milwaukee.....	373,857	111,456	56,101	26,155	1,322	970	762	756	613
Neenah.....	5,734	1,313	637	438	(3)	(3)	1	4	2
Oshkosh.....	33,062	7,406	3,598	2,106	76	78	30	41	40
Racine.....	38,002	12,509	6,590	2,834	319	196	214	153	97
Sheboygan.....	26,398	8,667	4,359	2,061	259	92	55	29	21
Stevens Point.....	8,692	1,712	856	516	25	53	4	13	12
Superior.....	40,384	13,772	8,201	3,735	202	147	105	128	79
Two Rivers.....	4,850	836	461	117	(10)	(10)	1	3	2
Wausau.....	16,500	3,918	1,920	1,310	68	89	20	25	23
West Allis.....	6,645	2,420	1,491	886	(11)	(11)	8	14	12
Total.....	29,990,947	8,113,706	3,803,550	1,684,195	175,254	87,595	108,955	53,507	43,269

RECAPITULATION.

United States proper..	91,972,266	13,345,545	6,646,817	3,034,117	207,151	107,729	.....	.....	.....
Cities listed.....	29,690,947	8,113,706	3,803,550	1,684,195	175,254	87,595	108,955	53,507	43,269
Balance.....	61,981,319	5,231,839	2,843,267	1,349,922	31,897	20,134	.....	.....	.....

1 Figures not available

4 See Roslyn.

7 See Keyser.

10 See Manitowoc.

2 See Seattle.

5 See Clarksburg.

8 See Grand Rapids.

11 See Milwaukee.

3 See Bellingham.

6 See Morgantown.

9 See Oshkosh.

In the preceding table will be found the names of the cities and towns which, during the year under review, entered into this national cooperative educational work with this bureau by opening their public schools for the instruction of the candidates for citizenship and other resident adult foreigners. In every one of these cities and towns the superintendents of the public schools received the cards prepared by this bureau giving the names of the candidates for citizenship, each superintendent having arranged for the organization and conduct of classes for this instruction. The table also shows the number of names sent to each city and the population of the city and the foreign-born white population according to the census of 1910, together with the number of declarations of intention and petitions for naturalization filed during the fiscal year 1916. From this it will be seen that the total foreign-born white population residing in these places, according to the last census, was 8,113,706. In some of the places it has not been possible to get figures of population, and in others several have been grouped together within the county. Appropriate notes explanatory of these variations are shown.

FIELD OF POSSIBLE ACTIVITY.

Since July 1, 1910, there has been a net addition to the foreign population in this country of approximately 3,000,000, as shown by the immigrants remaining and becoming annual additions to the population. In this entire number scarcely any naturalizations could occur, because of the necessity for five years' continuous residence within the United States required by law. Only those among this number could be naturalized who acted promptly in filing their petitions for naturalization upon the expiration of the five-year period during the course of the year under review. While the table shows a population, therefore, of 29,990,947 in the communities cooperating with this bureau, undoubtedly in these communities reside the majority of the 3,000,000 additions to the foreign population of the country. The four States not included in the table had only 84,680 foreigners at the last census, and the bureau has been assured that they will participate in this Americanizing activity at the opening of the new school year.

In many of the States the foreign population is out of proportion to the facilities afforded by the public schools. Assurances have been received, however, of the extension of this cooperative movement, so that virtually all of the resident foreign population will be reached. The plans of the bureau which are in process of development for invading isolated mining camps, logging camps, construction camps, rural communities, and wherever else the foreign-born candidate may be found, will insure carrying into the remotest corners of our land the opportunity for a realization of the dreams of those who have come amongst us from the lands beyond the seas. As stated by the Secretary in the quoted portion of the last annual report of the department, this educational work "benefits not only the individual candidate for citizenship but the native-born citizens also, and reacts desirably upon the entire civic interests of the country."

There are approximately 3,000 counties in the States throughout the entire country, including Alaska and Hawaii. In 2,136 counties

the naturalization law is in active administrative operation, as shown by the State courts exercising naturalization jurisdiction therein. In all of the counties where the State courts are not exercising jurisdiction the applicants resident therein apply to the appropriate district court of the United States. It probably is safe to assume, in view of the extension of the field from year to year, that naturalization may be conferred at some time upon residents in every county in the United States in which foreigners are found. From this it will be seen that the scope and influence of the naturalization law will be exerted in every city, village, town, cross roads hamlet, and rural and backwoods section in the United States.

SOME RESULTS OF PATRIOTIC ENDEAVOR.

Patriotic zeal, enthusiasm, and earnest endeavor characterized the spirit with which the public-school authorities undertook their part of this work and endeavored to secure the attendance upon the night classes of the candidates for citizenship whose names were sent to them by this bureau upon the individual cards. The files of the bureau contain many evidences of self-sacrifice on the part of the students and the teachers in this great national effort toward the actual elevation of the standard of American citizenship, individual instances of which will be given in this report. In some cases patriotic men and women carried on this work only with extreme physical suffering through exposure, especially in the great Northwest, where travel for miles in the face of the rigors of the winter months was necessary to meet the equally earnest and devoted men and women who came for this word of American ideals and life.

Special reference should be made to the rural work carried on by teachers who undertook this work in response to the request of the bureau. These teachers were obliged to travel, some of them on foot, for miles, one young lady walking 4 miles between her residence and the school in order to insure the instruction to the students in these out-of-the-way rural places. Such evidences of self-sacrifice in the uplift of others greatly increases the respect for those who so devote themselves to their profession.

In Jamestown, N. Dak., no classes for adult foreigners existed in the public schools. In its campaign to secure widest cooperation personal discussions were had from time to time by the bureau's examiners with the superintendent of schools and members of the board of education, commercial organizations, and individuals in that city. Their combined activities developed a strong local interest, with the result that a night class was formally established in the high-school building on February 21, 1916, with 20 students, notwithstanding the failure of any express provision in the laws of the State authorizing the use of State funds for the public schools in teaching adult foreigners. Because of this failure a small tuition was charged to cover the expenses. The night classes were held on four evenings a week. Individual effort was put forth by personal calls upon the foreign residents in securing increased attendance. So great was the interest aroused among the students that they prevailed upon the school authorities to add a fifth evening for the organization of an American social and recreational program. At this session the students, bringing in their friends and with their aid, participated in

the organization of a singing class at which American patriotic music was learned and sung, with piano and other instrumental accompaniment, and a general social hour ensuing.

Conferences and correspondence carried on with the superintendent of schools at San Diego, Cal., had not resulted favorably. In that city it was well known to the bureau that, notwithstanding the large foreign population and the immensity of the city, no night schools were conducted for adult foreigners. Finally, on December 8, 1915, the bureau received a request for naturalization literature from the Cabrillo Commercial Club of that city, accompanied with the statement that the club intended to secure all possible information concerning naturalization to enable it to answer the inquiries which they were receiving. The bureau at once took advantage of this request to urge again most strongly the organization of citizenship classes for foreigners applying for naturalization. It directed its examiner located at Los Angeles to take up the matter at once with that commercial organization, the superintendent of schools, and all others whom he could interest. Through their combined efforts a school was organized in San Diego on February 1, 1916, in which an enrollment of 1,400 within two weeks was reported and of 1,700 in three weeks. The superintendent of schools assures the bureau of his belief that the night school is a permanent fixture and will be maintained for the same period as the day schools of that city.

The work of the public schools with the adult foreigner in Roslyn, Wash., was brought to the attention of the bureau early in September through the pronounced interest in this work by the superintendent of schools in that city. The cards of the bureau were sent to the superintendent on November 1, and his report shows that at the first session 134 were in attendance, the second night 161, the third night 172, being 125 men and 47 women. The oldest of these students was shown to be 61 years of age and the youngest 15. Although Roslyn is a city of but 3,126 population, of which 1,556 are of foreign birth, there was an enrollment in the night class of 19 nationalities. An effective method pursued by the public schools in Roslyn is found in the contract which is required of each enrolling student. This contract calls for the payment of \$4 on or before the completion of the school year to the board of directors of the school district by the student. A condition is inserted in the contract, however, to the effect that if the student attends the full term after entrance the obligation to pay the \$4 ceases, but with the stipulation that he shall forfeit \$1 for each month of nonattendance, except for sickness, after enrollment. The night term ran four months during the last year, making the contract equivalent to a deposit of \$1 a month for those failing in regular attendance. The principal of the night school notifies each absentee on a form regularly prepared for this purpose in order to avoid the forfeiture. The record of attendance in these night classes and the enthusiasm and interest in this by the students as well as the teachers were of the highest order. The term closed with a banquet prepared and served by the students of the domestic-science department, followed by dancing, to 113 students, representing the following 18 nationalities: Austrian, German, Russian, Swedish, Lithuanian, Welsh, Croatian, Bohemian, Slavonian, English, Montenegrin, French, Italian, Polish, Irish, Scotch, Finnish, American. In addition to this a summer citizenship class was organized, with assur-

ances that the regular classes would open early in August. It is hoped that with the new year this instruction will be continuous throughout the year.

This representation of nationalities is characteristic of what is to be found in many of these public schools. In addition to these have been found Servians, Bulgarians, Galicians, Danes, Norwegians, Greeks, Dutch, and many others, the city of Chicago reporting the existence of 49 different nationalities or languages being spoken within its corporate limits.

As a result of the conferences of our examiners the superintendent of schools at Bessemer, Mich., in October, 1915, expressed assurances that if the bureau could arouse interest in the candidates for citizenship sufficiently to cause them to apply to him for the organization of these classes it would be only a short while until an organization was effected. This was followed by a presentation of the plan, with the result that shortly thereafter the superintendent reported that night classes had been organized after continued efforts on his part and had secured an enrollment of over 150.

A letter was received early in January, 1916, from an organization of foreigners effected "for the purpose of helping foreigners to become citizens" at Gulfport, Miss., asking the aid of this bureau to establish a night school to teach English to the foreigners in that community. Shortly thereafter, at the direction of the bureau, a conference was called in Gulfport by the chief examiner of that district and great public interest was aroused. At the conference of the chief examiner, the mayor, superintendent of schools, and others it appeared that under the laws of the State of Mississippi the use of public funds for the education of adults was prohibited. Financial support was secured, however, from private sources, and all of the teachers of the public schools of Gulfport were called together for the purpose of securing, if possible, two or three volunteers to carry on the work. Every teacher in the city schools responded to the call and all volunteered their services. Classes were organized at once, with an attendance of 39 on the opening night, 47 the second night, and 57 the third night, with the prospect that every member of the entire adult foreign population who was in need of this kind of help would be enrolled. The report received in June discloses highly satisfactory results and the assurance that the classes would be again opened in the coming fall.

Correspondence disclosed that there were no citizenship classes in the Clarksburg (W. Va.) public schools, and yet an interest was manifested. At a conference in November with the representative of the bureau it was ascertained that all funds had been expended or allotted for other educational purposes and that none remained to establish evening classes. Continued attention was given to this center, however, with the result that in January classes were reported to have been organized for three night sessions a week, with an enrollment of 38. This was accomplished, notwithstanding the lack of funds, because of the strong demand that the school authorities had received.

Correspondence was undertaken with Herrin, Ill., in July, 1915, and the desire expressed on the part of the city superintendent of public schools to arrange evening classes for adults with the opening of the new school year, none having been organized there previously.

At the direction of the bureau the city was later visited by naturalization examiners and a great interest was disclosed on the part of the superintendent of schools. Considerable effort had been made already by the superintendent and others to arouse interest in the alien population, but without success. The citizenship candidates were listed by the naturalization officers, special letters to the candidates were prepared in the bureau, embracing the entire list of alien declarants covering several years. With the aid of the superintendent of schools, the clerk of the court, and the postmaster public meetings were held, the local newspapers giving unstinted support to these efforts, and a general public spirit followed. Personal calls with the superintendent of schools and the naturalization officers were planned by the bureau. The aid of leading representatives of several nationalities was secured and arrangements made for the appearance of examiners before the various foreign clubs and at the public meetings where the plans of the bureau in endeavoring to secure the opening of the public schools were made fully known. As a result of the first meeting a list of 38 foreigners desirous of attending public schools was made up. Because of the lack of funds the school board was unable to do more than donate the school building for the class, and, at the direct intervention of the officers of this service, five volunteer teachers were secured. At the opening of these classes the first night 60 were in attendance, while this number grew to 115 by the third night. In response to an inquiry by the bureau of the superintendent he reported these schools as open in June and "will not close." The bureau has continued to cooperate with the school authorities at Herrin and expresses the deepest gratification that, notwithstanding the absence of funds regularly available for this purpose, the classes for adult foreigners were organized and were to be carried on throughout the summer through the devoted efforts of the unselfish, patriotic volunteer workers.

In St. Paul, Minn., after persistent efforts on the part of the officers of this service, public sentiment was aroused among individuals and organizations to secure the opening of the public schools for the instruction of adult foreigners. Notwithstanding the lack of funds the persistent effort of those who came to the aid of the bureau in a series of public hearings before the mayor and other city officials caused the city finally to recognize the appeal of this bureau for the opening of the public schools for teaching the adult foreigner, make the necessary appropriation, and place the duty upon the commissioner of education of that city to open the schools in January, 1916. These schools were opened on January 3, with an attendance of about 300. Among those who participated in the series of meetings held was the Women's Welfare League, Commercial Club, Association of Commerce, representatives of many church organizations, local universities, and delegations from practically all of the women's clubs.

On November 1, 1915, a public night school for foreigners was opened at Keyser, W. Va., under the exclusive control and authority of the public-school board, which was maintained and continued by the board until the end of May, 1916. Thirty-five students were enrolled. No money was available for the compensation of teachers, but the school board furnished the building, light, and heat and obtained volunteer teachers who worked under the supervision and

guidance of the superintendent of schools. Great interest was manifested by the students, while the teachers, in addition to class instruction, did a considerable amount of social work among the foreign body. Reports of the superintendent indicate that previously there never had been a class in Keyser, either of the public schools or of private character, for the education of the foreign-born residents of that place. The Women's Civic Club of Keyser was influential in creating and keeping alive public sentiment and assisted the public schools in getting the foreigners into the schools. The intention of the superintendent was to reopen the school the first week in September, 1916, coincident with the opening of the day schools and to continue it for a like period of time.

These are only a few of the most conspicuous examples of the establishment and development of the night classes as the direct result of the mutual interest and activities of the public schools, the public, and the Bureau of Naturalization. From these it will be seen that while there was a general spirit of cooperation prevailing throughout the entire country, there were places where almost insurmountable difficulties appeared before the bureau in the prosecution of this patriotic work of making possible the elevation of the standard of citizenship through the aid of the public schools and affording an opportunity to all those aliens who would become integral parts of our national life to become equipped for this high estate. The bureau sought the natural channels, the public-school system, the system supported by the various States of the Union, and by the union of this State governmental activity with the Federal administrative authority in the naturalization law it feels that in this short year in which these two forces have been linked together tremendous forward strides have been made in the unification of their efforts. By administrative action, therefore, there has been added the third element so absolutely essential to the best administration of this law—the public schools—to the two forces—the executive and judicial—expressly provided by Congress—the executive to administer and supervise, the judicial to interpret and apply the law in given cases, and the public schools to train and equip.

UNFAVORABLE LAWS.

In several of the States laws prohibit the expenditure of public-school funds for the education of adults. It is urged that remedial State legislation deal appropriately with this condition. A lack of interest on the part of the school authorities has been found in but few places. The lack of funds is a general condition. Absence of sympathy on the part of the general public was seen to exist in many places, but invariably individual interest has been found. A lack of comprehension on the part of the foreigner of the personal benefits and advantages that would accrue to him from availing himself of these public-school facilities, lack of housing facilities for the schools, absence of an understanding of the subject matter, and lack of anything that offers a standard course of instruction prepared to meet all of the needs of these worthy elements of our population, were some of the unfavorable elements confronting the bureau in undertaking this Nation-wide movement. In some of these places it was found to be impossible to open the schools, notwithstanding the

manifestation of the best interest by the school authorities and their assurances that the classes would be formed at once.

ANNUAL SCHOOL SESSIONS.

Inquiries were sent to all the cities and towns late in June, 1916, and subsequently, to ascertain whether or not the evening schools for adult foreigners had closed or whether they would continue the course of instruction. Responses were received from 6 saying that the citizenship classes had not closed, but would continue in session. Seven other places showed only a short period of vacation, while in 11 others no evidence of discontinuance has been received. These places have been in constant cooperation with the bureau since that time and still are receiving the cards containing the names of the candidates for citizenship, and letters of invitation are sent to them to attend the public schools.

TABLE XXV.—*Cities reporting schools open the entire year, those showing only a short closing period, and those from whom no report showing discontinuance of sessions has been received.*

Schools open throughout the year.	Schools holding continuous sessions and continuing to receive cards and students throughout usual vacation period, as shown by records of the bureau.	Schools closed for only a short time.
Alameda, Cal. Santa Rosa, Cal. Rochester, N. Y. Bismarck, N. Dak. Cincinnati, Ohio. The Dalles, Oreg.	Colma, Cal. Santa Barbara, Cal. Gary, Ind. Arlington, Mass. Winger, Minn. Harrison, N. J. Town of Union, N. J. Little Falls, N. Y. Memphis, Tenn. Lynchburg, Va. Grand Rapids, Wis.	Berkeley, Cal., closed June 2-June 30. Oakland, Cal., closed June-July. ¹ San Rafael, Cal., closed June 2-Sept. 4. Herrin, Ill., ² closed September. Lynn, Mass., closed Aug. 16-Sept. 24. Roslyn, Wash., ³ closed June 13-Oct. 22. Racine, Wis., closed May 31; opened Aug. 1. ⁴

¹ Exact dates not given.

² Originally reported to remain open.

³ A 6-weeks' summer session for citizenship maintained but dates not reported.

⁴ Naturalization class was organized; length of term not known.

GOVERNMENT AID TO PUBLIC SCHOOLS.

As heretofore stated, the need for a standard course of instruction in citizenship responsibilities to be adopted by the public schools throughout the United States has been emphasized repeatedly to the bureau, and a great number of calls have been received for the preparation of such a standard course. The bureau does not undertake to enter the field of authorship in the preparation of such a textbook, but does undertake to act as a clearing house of methods in the instruction of the foreigner in citizenship responsibilities. It does so within its lawful authority, as conferred upon it by Congress and recognized by the department in the quotation made from the Department Regulations.

Realizing this to be a fact, and in response to a generally expressed demand throughout the country for Government aid in this work of preparing the coming Americans for their new responsibilities, the bureau desires to complete the textbook and manual referred to from

the material contributed by the public-school officers and teachers engaged in the work of instructing the adult alien and to place it, free of cost, in the hands of each candidate for citizenship who will attend the public schools. There is no necessity for copies to be given to those candidates for citizenship who are adequately equipped to assume its responsibilities. To make this possible it desires to make use only of the surplus of \$420,282.18 in naturalization fees remaining in the Treasury after all cost of administration has been charged against the total of \$2,907,820.45 received from the individual applicants for citizenship.

There has been turned in to the Treasury of the United States a surplus, over all cost for the administration of the naturalization law by the Federal Government, amounting to \$420,282.18 in naturalization fees since the passage of the act of 1906 to the end of the fiscal year under review. The citizen taxpayer is at no expense for this Federal administration. It is all borne by the individual fees collected from those aliens who declare their intention and file their petitions for naturalization, whether they be admitted to citizenship finally or denied admission. During the last seven fiscal years an average of over \$65,000 a year above all administrative costs has been collected from the alien friends who have declared their intention and filed their petitions to become citizens of the United States. This annual surplus can not be prevented by a reduction in the amount of the naturalization fees, as the per capita average is in the neighborhood of only 20 cents. It never was intended that this law should be a revenue-producing measure.

The bureau desires, therefore, to have the expense of printing and publishing this textbook met from the excess in naturalization fees heretofore accrued and annually accruing. It desires to have authority from Congress to have so much of the printing and binding appropriation of this department as may be used in printing these booklets reimbursed on the books of the Treasury Department from the excess of naturalization fees which has been deposited by law in the Treasury of the United States by the department. Such a reimbursement should be made upon statements submitted by the Commissioner of Naturalization to the Treasury Department in company with the quarterly statements of naturalization fees deposited which he transmits to the Auditor of the State and Other Departments.

It is believed the cost of the production of these pamphlets when distributed will not equal the surplus in naturalization fees annually accruing over the amount of money Congress appropriates specifically for this bureau or the per capita limit referred to in the individual naturalization fees as prescribed by law.

This book very well might be furnished gratis to each student in these classes. Indeed, it should be. This statement is made without reserve. For generations this Nation has faced the immigrant problem and done not the first thing nationally to help this body do what it most desires to do—to become Americanized, to be able to fraternize with their fellows of native American birth, to be able to advance their individual welfare in any extent comparable with the great opportunity so prodigally extended on every hand. The Nation simply has opened its doors to the foreign seeker after liberty and opportunity and left him to his own resources unaided and handicapped by every oppressing influence of his former environ-

ment. He can not throw them off unaided. He lives and dies under the thralldom of these influences. His children, if they be fortunate, may emancipate themselves, but emancipation may be achieved only by his children's children. The great bar to his disenthralment is his inability to speak our tongue. It would be rendering the slightest service possible to give to each student in the various classes, whether a candidate for citizenship or not, one copy of this textbook without any cost to him. Such an act as this on the part of the United States Government would at once stimulate interest among the millions in the foreign colonies of our urban centers, cause a largely increased number of foreigners to enroll themselves in these schools by awakening the dormant minds of those who do not grasp the purpose of our public-school system—an institution absolutely strange and foreign to them. Viewed from the standpoint of the national weal this textbook should be made available for every one of the 1,650,000 illiterate foreigners within our boundaries. It is the first attempt on the part of the public schools in concert with the Federal Government toward establishing a standard course in the highest of all callings—the profession of self-government. The individual cost of probably less than 25 cents to the Government would be more than offset within the first year, so far as the monetary side of the question is concerned, by the increased receipts of naturalization fees. The other, the greater and broader side, is found in the increased intelligence in this vast body of our residents, the breaking up of the foreign groupings, of the foreign influences, whose hold is upon them with an absolutism as complete and dominant as though they resided within the territory of their nativity and monarchical allegiance, and their transformation under the Americanizing influence of that heart and spirit of American patriotism found in its greatest purity in the American public schools. No other educational institution can offer with the same singleness of purpose the real spirit of our institutions as do our American public schools.

COOPERATION SECURED WITHOUT ADDITIONAL APPROPRIATIONS.

This extensive cooperative work between the public schools of this country and the bureau has been brought to its present state of efficiency and maturity without obtaining any increase in the personnel of the bureau for this purpose. This could not have been possible of accomplishment but for the fact that the bureau never has held arbitrarily to the modern office system which it installed 10 years ago. This system, organized in 1906, was based upon the card index to the files of the bureau. Such a system even at this day is generally held to be the foundation to the perfect office organization. The bureau, however, made a radical departure from the card-index method and demonstrated that it has the means of conducting its gigantic file system without the necessity for such a resort. By eliminating all card indexing it has avoided the use of the services of from six to eight clerks upon this feature of office organization and made them available for its educational work. In addition to this accomplishment from the elimination referred to there has been a saving of time to other clerks, so that the aggregate saving has equaled the time of 12.48 clerks to the bureau, and their energies have been devoted to sustaining this national cooperative work with the

public schools. By this great economical achievement the cooperation of the public schools in 608 cities and towns throughout the country in this great national educational undertaking has been made possible.

At the time this work was originally proposed the entire world was at peace and unconscious of the imminence of the great European war. The question of preparedness which is now under discussion throughout the entire Nation appears to be consequent upon the European war situation. This great educational work, however, conceived and planned as it was before this great international conflagration, represents the initial work of the Federal Government in what has grown to be a great national undertaking in every walk of life. Before the country was aroused to this question the bureau had carried its plans well on their way toward this most fundamental work of preparedness—the preparation of the new citizenship of the country for the responsibilities of self-government. It was only by giving the most meager attention to the necessities of the other branches of the work of the bureau that the ever-increasing demands upon it by the public schools could be met. A great state of congestion exists as a direct consequence of this, and a request has been submitted in the estimates to the department for an increase of 9 in the personnel. The bureau has every assurance from 765 cities and towns that the schools will be opened for the adult foreigner in the new school year commencing in the fall of 1916. This will mean the addition of 157 cities and towns to the list of cities whose schools have responded to the appeal of the bureau for cooperation in this broad patriotic work. This number undoubtedly will be increased as the year passes, and reports indicate that the number of cities and towns will approximate 1,000 or more.

APPROPRIATIONS NEEDED TO PERPETUATE PREPAREDNESS.

In its estimates for the new year the bureau asks a further increase of \$30,000 for the salaries and expenses of its field traveling force. The amount of increase represented in the estimates for the positions in the bureau in Washington is \$14,450. This makes an increase of \$44,450, the greater portion of which is to be devoted to carrying on this great national educational work, which has flourished so successfully during the past year between the public schools and this bureau without any additional cost to the Government. The amount asked is the minimum with which the bureau can expect to carry on its work and without it there must be a failure at a time when complete success seems assured.

Congress makes two specific appropriations for the administration of the naturalization law. One is for the personnel of the bureau in Washington and the other for miscellaneous expenses from which the field force is maintained. The former amounted last year to \$86,210 and the latter to \$275,000, an aggregate of \$361,210. The naturalization fees collected during the year under review amounted to \$410,272.55, leaving a surplus of \$49,062.55 for that year, or a surplus of \$4,612.55 more than the total increase in the appropriations which have been requested for next year. This increase in personnel is asked for the year 1918, and prior to its availability and expenditure there will have been several hundreds of thousands of dollars

collected and deposited additional to the aggregate of \$2,907,820.45 and correspondingly enlarge the \$420,282.18 surplus already in the Treasury.

To those in the Bureau of Naturalization immediately connected with this work no reason can be seen, therefore, why all of this increase should not be allowed. It is believed that this also expresses the convictions of those judges, educators, and business and commercial organizations with whom the bureau's representatives have discussed its work.

The bureau also feels that there should be an estimate submitted to Congress for adding this personnel to its force through the means of a deficiency appropriation, so that the increase may be availed of during the coming winter months.

HELPING HAND EXTENDED TO THE IMMIGRANT BY GOVERNMENT.

A reference to the causes of denials of petitions for naturalization will show that 1,336 were denied because of ignorance of American institutions during the past year, while 1,486 suffered from the same cause in the year before. The bureau hopes that with the extension of this educational movement and awakening of the interest of the public a greater understanding of the facilities for entering these foreign classes may be brought to the attention of the millions of illiterates among the resident foreign body, so that they may be induced to avail themselves of this opportunity. To many of them this opportunity is unknown, unappreciated, uncomprehended, having been prohibited in the countries of their nativity, and here is viewed with suspicion bred of generations of oppression by government. The public schools understand most clearly that there are millions of illiterate foreigners in this land who will avail themselves of the advantages of the public schools only when they are enabled to understand that such advantages may be obtained by them. For the Government to extend a helping hand to these illiterates is something beyond their mental vision, totally strange to their mode of thought and to the life they have led and the environments by which they have been surrounded in other lands. Unfortunately the same environments have been brought into this country along with these millions of illiterates, and their very combined presence strengthens the hold of these foreign institutions upon the immigrants, preventing them from hearing anything that has a real influence upon them to profit by these public-school facilities. They are the victims of their own nationals, and unfortunately also of equally unscrupulous American citizens, who capitalize this ignorance to their own selfish ends, that the permanency of this lucrative field may not only be assured and perpetuated but if possible extended. These are conditions well known to all who are familiar with the life of the foreign colonies found in all of our cities, and until they are overcome these millions of unfortunate illiterates will continue in this state of bondage. The Bureau of Naturalization has endeavored through the agency of the mails to go into these colonized centers every month with letters personally addressed to the residents therein who have spoken for American citizenship. During the past year 207,584 appeals were sent to the declarants and their wives and the petitioners and their wives. The wife of each petitioner was appealed to; but

only a small number of the wives of declarants could be reached in this way, because of the failure of the declaration of intention to contain any reference to the name of the wife. With the approval of the department, the bureau amended the declaration to include this information. In all, 163,000 letters were addressed personally to the alien declarants and petitioners and 44,014 to the wives. Not only by this agency of the mails were the candidates sought, but by personal interviews of its examiners hundreds of thousands of appeals have also gone forth to reach down into the very heart of these foreign forces and to bring out from their midst all who might be prevailed upon to enter these night classes for adult foreigners. A greater local interest must be manifested, however, a more potential spirit aroused, and numbers must come forth to volunteer their aid in extending this Americanizing influence to these foreign groups if America and the influence for humanity which it typifies is not, in all but name, to continue to be shut out and excluded from these alien centers.

INDUSTRIAL BETTERMENT.

One of the many gratifying reactions from this national cooperative undertaking has been observed in the racial organizations and manufacturers. The former are bending every possible effort to secure the presence of their members in the night classes. Manufacturers in every part of the country also have lent their aid to this end and toward facilitating the alien employee who desires to file his naturalization papers. Numbers of manufacturers are permitting their employees to attend the courthouse to file their declarations of intention and petitions for naturalization, accompanied by their witnesses, without deducting pay for the time absent from work for these purposes. Many other manufacturers, clearly perceiving the industrial advantage to themselves and their employees, not only do this but also pay their employees for the time they are in attendance upon these night classes.

These last two manifestations of the timeliness of this unified action in giving this movement their material and financial support are among the most encouraging results that have been found, and reflect strongly the public sentiment which is supporting these two governmental agencies throughout the United States.

The bureau urges upon all organizations, especially those representing foreign nationalities, and as well the distinctly American organizations, the necessity of enlisting vigorously in this work of national betterment.

LOYALTY OF RESIDENT ALIEN BODY TO OUR GOVERNMENT.

The responses of the aliens to the letters addressed to them by the bureau disclosed an inherent condition of loyalty of mind, devotion and attachment to this Government which in itself made the whole enterprise worth while.

All of the recipients of the letters from the bureau did not stand in need of the aid which the public schools are now ready and anxious to afford them. The bureau, however, has no means by which it can distinguish between those who are equipped and those not

equipped. In the history of the administration of the naturalization law there have been many educated candidates denied and deferred because they were found to be ignorant of our governmental institutions. From this it is clear that instruction relating to our institutions of government may be required by one otherwise well informed. The bureau adopted at the outset the uniform policy of sending a letter to each citizenship candidate. It realized that the educated foreigner, upon receipt of this letter, would comprehend its true purpose and that the letter would carry no offense to such persons. That this conclusion was justified is shown by the fact that less than a score of letters indicating any irritation were received from the hundreds of thousands of applicants to whom they were mailed. Contrasted with this is the large number from educated aliens who expressed themselves in every way upon this work as being of the highest patriotic order, although showing that the need was not theirs for the education offered by the night classes. Some quotations are made here from the letters received.

From a clergyman:

I consider it my moral duty to thank you most respectfully for your kind advice you offered me in your esteemed letter in relation to becoming a citizen of this country. I think it pertinent of me to inform you of the fact that by the grace of God I amply prepared myself for the supreme responsibility of becoming a citizen of this free and glorious country, first, by passing the New York State regent's examination, receiving a diploma in the year 1909 for 62½ academic points, equivalent to a high-school course. Among the subjects that I studied were included English and American history, advanced, together with civics, so that I am now thoroughly acquainted with the form of government of this noble land. After a final review of this Constitution I am ready to appear at any time for a final examination to receive my citizenship papers. I wish to say that I have studied law for a year as a junior in a New York university. I continue to study law as a student of the La Salle Extension University Law Faculty.

From a student:

I received your kind letter, and I thank you very much for what you have done for me. May God recompense you and bless you throughout your life. I let you know that I am already attending college, and I expect to complete my college course this coming June. I am well acquainted with the laws, Constitution, and customs of this country, which I love with my whole heart.

From a newspaper editor:

My wife and I beg to acknowledge the receipt of your circular letters of the 11th instant, and we wish to express our sincerest thanks for the real paternal advice contained therein.

It was very pleasant for me to see that your bureau takes so much interest in our future citizens, and I only hope that our future citizens try to follow your advice, to their own advantage and for the benefit of good citizenship.

It may probably interest you to know that both my wife and I are nearly real Americans. My wife is a graduate of the American public schools and a former student of the University of Maryland, while I am a graduate of the "English Board School" in London, and have also attended several higher schools in England and also in this country.

From a student in a woman's college:

Your letter of March 1, addressed to me as a future citizen of the United States, advising me to attend night school in order to make me a better-paid American worker reached me to-day and gave me the first intimation in the 16 years I have been here that Uncle Sam has anything more than a passive interest in the hordes that flock to his shores. The letter, however belated it be, is welcome.

From two business men :

Please accept my thanks for your very interesting letter of February 17, relative to my declaration to become an American citizen.

It is indeed gratifying to know that you want to help me to a better-paying position. Last year I paid income tax on \$4,000. I expect to earn \$5,000 the coming year ; and while this would seem a fair average salary I would welcome any suggestion you might make to increase it.

I am afraid the superintendent of public schools, whom you advised of my condition, will not find me receptive to his efforts at education. I have studied at various technical schools and a university in England and in this country, so night school in one of the schools would be rather tiresome.

I have really been an American at heart since I first came here in the early nineties. My four children are Americans born—one eligible for the Presidency or the Bureau of Naturalization. I think that letter of yours was fine in spirit, and will make a foreigner feel that Uncle Sam, that warm-hearted, simple, blundering old protector of the weak, is very near to them.

He will be to them *their* Uncle Sam.
With the kindest regards, believe me.

Because I deeply appreciate the inclosed letters to my wife and myself, because I realize the vast amount of good they will accomplish to make our foreign element better citizens, my first impulse is to write you this letter. Without a doubt no one can appreciate more the opportunities for education than one of foreign birth, one born in a country whose government does not only discourage education but sees to it that the great majority of its subjects are kept in ignorance.

I am 24 years of age. Came to America in February, 1906. Graduated grammar school No. 93, Baltimore, Md., February, 1909. Graduated from business college in 1909. Came to Philadelphia May, 1910. Attended Southern evening high school two seasons.

My wife came to New York in May, 1908; graduated from public school No. 171, New York, in June, 1910, with "Gold medal for general excellence," and was bookkeeper for three years.

From a physician :

Yours of October 11 at hand, and I wish to say that I have already taken advantage of the excellent opportunities the schools afford in this great country. My wife, who is of an old American family, has also had that opportunity. In behalf of all foreigners, but particularly my country people (Norway), I wish to thank you for the very commendable means by which this country assists them in becoming good, useful citizens.

The following are from men and women and contain expressions of their deep appreciation of the interest manifested in the alien population by the Government of the United States :

I do not know how to thank you, indeed, for the great favor you made me by your kind letter October 22, showing me how to prepare myself for the citizenship and to get a better position. I had spent three months trying to attend the courses I need in the public schools, but my inefficiency in English with the programs was an insuperable obstacle to my admission. As soon as I received your esteemed I went and showed it to Mr. Anthony, subprincipal of the Tenth Avenue and Fifty-ninth Street high schools. He did his best to arrange my program and gave me all the courses I asked him, with such a kindness and good will that I shall never forget. Thanking you again for your high protection and hoping that I will be able to serve my new country as I wish, I remain, dear sir.

I am in receipt of your favor of the 17th of November, in which you are kind enough to point out a few of the advantages to be derived by being an American citizen. You also ask me to go to a neighborhood school where I can get such instruction so as to enable me to become American in deed and thought.

I wish to thank you for your interest in my welfare, and, in regard to the schooling which you suggest, would inform you that I hardly think it necessary in my case.

I am almost 12 years in this country, and during that time have learned to appreciate very highly the United States and its Government.

My highest ideal is to become an American in every sense of the word, and to that ideal I am gradually working my way, reading United States history, and learning about the Government.

I have also married a girl born in the United States and have a son born here, who are both teaching me how to become an American in heart and mind more than any school can. My wife has a college education.

Thanking you for your kindness, I am.

I do gratefully reply to your letter to be so kindly accepted a citizen our great Republic. I'll start to improve myself; not simply to improve material conditions, but to add myself to those are useful, as little as my ability may help. You don't realize the uplifting I felt. Thanks to your assistance, it will be no fault of mine if I don't succeed.

Your letter of October 30 received relative to naturalization, and I beg to state that I will follow out your instructions very carefully, and go to the public schools. I will appreciate very much, indeed, the honor of being an American citizen, and my slogan will be America first, last, and all the time, and I consider it a great blessing to live in this God-favored country with its great institutions.

I am working for my living since 14 years a boy, for very small money and long hours. So you advise very good and kind to me; I never heard before that some one would have had said that there's a chance to get more money or better job.

Yesterday I received your circulation letter from March 3, and I am glad to be able to answer in English for the kind attention of the officers of the United States. When I came to the United States the first thing I did I went to the public school. It is now passed two months and a half my being here and I am very glad to show you the result of my learning English in our Pacific school. My teachers and principal of our school, as well as all people relative to the education, try to do to us the best they can. It was hard work to teach a foreigner who understood no word in English. In this way I hope fast to learn the English and to know all that is necessary for a good American citizen.

Myself I desire to be honored to become American citizen, and I am very respectful to the Government of the United States in giving education to everybody who lives in our country.

I received it, your letter, and was glad that you give some people a chance to live in a country that we are not afraid. As I have got my first papers, I want to get my full papers; if you will send me one book to let me know how to get my second paper I will be glad for the United States flag.

RENEWED OPPORTUNITY FOR ALIEN FRIENDS.

This cooperation between the public schools and the bureau means the extension to the alien friend of the helping hand and a Nation-wide movement going into the colonized groups of foreign-born residents with the direct purpose on the part of the Federal Government of carrying into these centers that greatest of all American boons—opportunity; the opportunity to realize the ideals which inspired the alien to leave the country of his nativity and cast his lot among us; the opportunity to secure his position in society upon a higher plane; the opportunity to obtain a better job for himself and advance the interests and welfare of his family; the opportunity for them to be placed in the atmosphere of that greatest of all Americanizing influences—the American public school—and there to have implanted in their hearts and souls the true spirit of our institutions of government, for which every candidate for citizenship has a high and sacred ambition.

From this it should be seen that the old order of things in naturalization has completely ceased to exist as even tolerable. The time has passed when the alien could secure the title to American citizenship whether he wanted it or not and at the behest of the politician whose sole purpose was to make him available for the one act on election day. This order has been succeeded by an observance of the law by the courts with as much thoroughness as conditions have permitted, so that about 25 per cent of the admissions to citizenship are fully justified. The other 75 per cent have now been brought to the attention of the public schools. The schools have seen their opportunity to inaugurate a fundamental course of instruction in citizenship, patriotism, governmental institutions, self-government, and all that pertains to our institutions and to carry on this work in that most productive field of labor which is to be found in this Nation—the alien adult population. The phenomenal progress that has been made during the past year justifies the prediction that the public schools in every community where the alien friend is to be found will open their doors for his instruction and make this work of citizenship preparation a hundred per cent reality throughout the entire country.

The brightest and most encouraging phase of this work has been found in the ready response of the Chief Executive of the Nation to lend the presence of his office in honor of this function of the bureau. The first occasion, as mentioned, was the Philadelphia reception; the second was at the citizenship convention held in the city of Washington during the week of July 10, 1916, Raymond F. Crist, Deputy Commissioner of Naturalization, presiding, of which the following is the official program:

CITIZENSHIP CONVENTION.

Monday, July 10.—Address, "Welcome to the City," Hon. Oliver P. Newman, Commissioner of the District of Columbia; "Americanism," Hon. Louis F. Post, Assistant Secretary of Labor; address of welcome, Ernest L. Thurston, superintendent of schools, Washington, D. C.; "Evening schools for foreigners in the Northwest," Robert S. Coleman, chief naturalization examiner, St. Paul, Minn.; "The public schools in the Philippines and Hawaii" (illustrated), Hon. Clarence B. Miller, Representative in Congress.

Tuesday, July 11.—Address, Hon. Josephus Daniels, Secretary of the Navy; "The schools of the United States Army," Lieut. E. Z. Steever, United States Army; address, Samuel Gompers, president of American Federation of Labor; "Americanizing a community" (illustrated), J. Henri Wagner, chief clerk Bureau of Naturalization; "Rural night schools for aliens in northern Minnesota," E. A. Freeman, district superintendent of schools, Grand Rapids, Minn.; "Preparation for American citizenship and life," Hon. Philander P. Claxton, Commissioner United States Bureau of Education.

Wednesday, July 12.—"Methods of reaching and teaching illiterates," Mrs. Cora Wilson Stewart, president of Kentucky Illiteracy Commission, Frankfort, Ky.; "Outdoor school work in Tacoma, Wash." (illustrated), Hon. Albert Johnson, Representative in Congress; discussion of textbooks by the convention; "An American in the making" (illustrated).

Thursday, July 13.—Selection, the Marine Band; "Civic preparedness and Americanization," J. M. Berkey, director of special schools and extension work, Pittsburgh, Pa.; "Some of the problems of getting aliens into the night schools," W. M. Ragsdale, chief naturalization examiner, Pittsburgh, Pa.; address, the President of the United States; selection, the Marine Band; "The immigrant in America" (illustrated); "What Portland, Oreg., is doing to Americanize foreigners," L. R. Alderman, superintendent of schools, Portland, Oreg.; address, Hon. William B. Wilson, Secretary of Labor.

Friday, July 14.—Address, Hon. Frederick L. Siddons, associate justice of the Supreme Court of the District of Columbia: "The man he might have been" (illustrated); "What Boston is doing in immigrant education," M. J. Downey, assistant director evening and continuation schools, Boston, Mass.; "The business man's point of view," I. Walton Schmidt, Industrial Welfare Department, Board of Commerce, Detroit, Mich.; "The industrial plan of education in Wisconsin," Andrew H. Melville, member State conference board on industrial education and chief of the bureau of civic, commercial, and community development, University of Wisconsin Extension Division; "A résumé," Raymond F. Crist, Deputy Commissioner of Naturalization.

Saturday, July 15.—Miscellaneous.

This convention was the first of its kind ever held in the United States and was attended by a number of representative public-school superintendents, principals, and teachers from various parts of the country. These members came from the cities and towns where the public schools are in cooperation with the Bureau of Naturalization in the preparation for citizenship of the candidates for that estate by naturalization. The convention was participated in also by Government officials representing the legislative, executive, and judicial branches of the Government and the staff of field officers of the Bureau of Naturalization, by whom speeches and addresses were made. At the opening of the convention, after referring to the initiation of this work as taking place since the organization of the Department of Labor and as one of its activities, the presiding officer stated the twofold object of the convention to be to consider the problems and advancement during the past year in the education of the candidate for citizenship by the public schools and to discuss the textbook for each candidate for citizenship who enters the public schools which the bureau has in course of preparation, in direct response to the calls upon it from the public schools of the country and the many organizations interested in the Americanization work of these two governmental agencies. Space does not admit in this report setting forth the speeches, as they are to be printed in their entirety. It is most fitting, however, to give the following quotation from the forceful address of the President:

It is not fair to the great multitudes of hopeful men and women who press into this country from other countries that we should leave them without that friendly and intimate instruction which will enable them very soon after they come to find out what America is like at heart and what America is intended for among the nations of the world. I believe that the chief school that these people must attend after they get here is the school which all of us attend, which is furnished by the life of the communities in which we live and the Nation to which we belong.

It is easy, my fellow citizens, to communicate physical lessons, but it is very difficult to communicate spiritual lessons. America was intended to be a spirit among the nations of the world, and it is the purpose of conferences like this to find out the best way to introduce the newcomers to this spirit, and by that very interest in them to enhance and purify in ourselves the thing that ought to make America great, and not only ought to make her great, but ought to make her exhibit a spirit unlike any other nation in the world.

So my interest in this movement is as much an interest in ourselves as in those whom we are trying to Americanize, because if we are genuine Americans they can not avoid the infection; whereas if we are not genuine Americans there will be nothing to infect them with, and no amount of teaching, no amount of exposition of the Constitution—which I find very few persons understand it—no amount of dwelling upon the idea of liberty and of justice will accomplish the object we have in view, unless we ourselves illustrate the idea of justice and of liberty.

This was the crowning event of the year and of the two and one-half years of preparation leading to the achievement of the unifica-

tion of the State public schools with the Federal Government. It is hoped that this citizenship convention may be the first of a series where annually the feast of reason may be partaken with profit by an increasing number and mark a steady annual development toward the national standardization of the subject matter and method of instruction, the broadening of the potentiality of effort, a drawing closer together of the candidates for citizenship with the prospective candidates for citizenship and the public schools of the country in this Nation-wide Americanizing undertaking. Out of this closer contact the bureau entertains the great hope that the doors of the public schoolhouses will be maintained open throughout the year for the instruction of these millions, as it either must furnish their names monthly to the public schools with unfailing regularity or see many thousands denied during the period when the schoolhouses are closed. None should be denied this opportunity, but all, regardless of age, should be induced to undertake the course of instruction leading at least to the ability to speak in our tongue. Regardless of age illiterates in their own tongue and with no knowledge of ours, though upwards of 50 years of age, both men and women, have, within the short period of a twelve-month, been equipped with a creditable mastery of American English through the educational agencies which this country affords.

APPRECIATION.

The bureau desires to extend its heartiest thanks and appreciation to the many organizations which have lent such unselfish, unstinted, and patriotic aid in the various localities in implanting this national work of elevating the standard of citizenship. The local press in every community appeared to perceive the great advantages of this governmental aid to their public schools, as shown by the most liberal attention in their columns given to the opening of these schools and to the patriotic favorable editorial notices of the subject from time to time. Unquestionably the daily and weekly periodicals had much to do with arousing a wide interest in their communities and throughout the territory of their circulation. Especial praise is extended to the newspapers of the smaller cities and towns and the more rural communities. The metropolitan press was no less pronounced in its support, but in these centers of population its influence was not so readily discernible. The field officers of the bureau and the personnel in the bureau engaged in this work have prosecuted it with an interest and enthusiasm which insures complete ultimate success. By all of these participating in this work of humanity, as they have for years, the necessity for this instruction of our prospective citizens was most pronouncedly felt. It has been only through their persistent, loyal, intelligent, and patriotic efforts that this great Americanizing force, once perceived, was made possible of being set into motion and being brought to a definite reality. By their personal contact and correspondence with the public they have started up interest on the part of the school authorities, commercial organizations, the press, churches, the resident alien body, and the native citizenry to such an extent that the highest achievements possible have crowned their efforts during this one brief year of combined effort.

The greatest evidences of unselfish patriotism have been demonstrated by those primarily interested in the educational organizations of a private nature in the relinquishment of their desires to engage, or to continue to engage, in pursuit of this work independently of the public schools. In one of the most active of these organizations expressions have been made by those immediately engaged in citizenship instruction of a willingness not only to see the work taken over entirely by the public schools but to lend their aid to its accomplishment.



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