

ED 2/30.2/C49/1940
c.1



WORK CONFERENCE

REPORT

COLO.
1940

GOVERNMENT PUBLICATIONS

DEC 2

DENVER PUBLICATIONS

CITIZENSHIP
AND
ELEMENTARY
EDUCATION

COLORADO STATE PUBLICATIONS LIBRARY



3 1799 00169 7838



Colorado
State Department of Education

- - - - -

CITIZENSHIP AND ELEMENTARY EDUCATION

Supplementary Study Prepared by Teachers and Leaders of
Adult Education, Recreation and Nursery Schools
of
Colorado and Wyoming
Assembled for their Annual Workshop Conference

Held at

Colorado State College of Education
Greeley, Colorado

September 3 to 13, inclusive
1940

- - - - -

Part of the Regular Teacher Education and Leadership Training
Activities Conducted Through

t
h
e

Federal Works Agency
Work Projects Administration
Education and Recreation Projects

TABLE OF CONTENTS

| | Page |
|--------------------------------------------------------------------------------------------|------|
| Problems Suggested for Consideration | 2 |
| Questions Voted on for Discussion | 3 |
| PREPARATION OF MATERIAL | 3 |
| A. How is Subject Matter to be Selected | 4 |
| B. What is to Determine Content | 4 |
| HOW TO HOLD INTEREST OF ALIEN BEFORE APPLICATION FOR NATURALIZATION PAPERS | 4 |
| Organization of a Class | 5 |
| Preparation of Candidate for Examination | 6 |
| Teacher-Examiner Relationships..... | 6 |
| The Follow-up | 6 |
| How to Cooperate With Other Agencies..... | 7 |
| A. Naturalization | 7 |
| B. Alien Registration | 7 |
| HOW TO STIMULATE INTEREST TO CONTINUE STUDY AFTER CITIZENSHIP PAPERS ARE ACQUIRED | 8 |
| 1. Difficulties to be Considered | 8 |
| 2. How to Stimulate Continued Attendance | 8 |
| Bill of Obligations | 8 |
| HOW TO ATTACK SOCIAL AND ECONOMIC PROBLEMS | 9 |
| I. The Objectives | 9 |
| II. The Subject Matter | 10 |
| A. Areas of Activity | 11 |
| III. Methods | 11 |
| A. Presentation of Problems in General | 11 |
| B. Presentation of Controversial Problems | 12 |
| Guest Speakers: | |
| Harry Simonson | 13 |
| Dr. W. T. Wait | 13 |
| Dr. L. R. Alderman | 17 |
| Citizenship Group Picnic | 17 |
| An Evaluation | 19 |
| Report of Resolutions Committee | 20 |
| Summation of Conference by Dr. Calkins | 21 |

REPORT OF THE CITIZENSHIP AND ELEMENTARY EDUCATION DEPARTMENT
OF THE 1940 GREELEY W.P.A. WORK CONFERENCE
SEPTEMBER 3, TO SEPTEMBER 13, INC.

---oOo---

Headquarters for the Citizenship and Elementary Education Department of the W.P.A. Work Conference were in Room 203 Cranford Hall, State College of Education.

Dr. Thomas V. Calkins, State Supervisor of Education, Recreation & Nursery Schools, Santa Fe, New Mexico, acted as Consultant for the group. Mr. A. W. McKinley was elected Chairman; Miss Laverna C. Hutt, Secretary; Mrs. Alice L. Rathborne, Mrs. Rilla Hickman, and Mr. Jackson Davis, Summarizing Committee; Mr. Neal D. Moore, Member of the Conference Steering Committee; Miss Alice M. Smilanich, Recorder of Attendance; Mr. F. C. Kattner, Miss Mary McGinn, Mr. A. F. Rewinkel, Mr. A. W. McKinley, Mr. Tom Ceretto, Dr. Thomas V. Calkins, and Mr. C. A. Bent, constituted the Department Steering Committee.

Dr. Calkins, in his introductory address, called attention to the fact that the endurance of any state or nation depends largely on the morals of that state or nation, pointing out that in the broad sense there are local, national and international morals, which, in the past have been determined largely by the church, the fraternal orders and the political parties. This is not true today; people now are setting their own standards.

Since a large percent of these people are thinking more of the privileges of citizenship than of their obligations as citizens, to the teachers of adult classes must fall the responsibility of re-directing their thinking.

All aliens who enter our classes desire to acquire sufficient understanding of our Government to pass the naturalization examination. Many of them attend with the hope also of obtaining a better understanding of what constitutes effective citizenship, and of what is necessary to develop social expression. On the other hand, many are becoming citizens in the legal sense, without ever becoming familiar with the underlying philosophy of American Government. To these, our citizenship teachers should direct special attention.

The following twelve problems were suggested for consideration by the group, and were discussed to some extent:

1. Holding people in class after naturalization.
2. How to fix the interest of the student before obtaining papers.
3. Teaching a sense of obligation.
4. How to cooperate with alien registration office.
5. Bill of obligations (to accompany Bill of Rights).
6. Simplification of content and material, "What the Constitution Means to me." (Bulletin of U. S. Government).
7. Why do, or why do not, people attend classes after receiving papers.
8. Ways of maintaining attendance.
9. Teacher attitudes and qualifications.
10. Materials for instruction.
11. How to prepare for examination:
 - a. The candidate
 - b. The examiner
 - c. The follow-up
12. How to attack social and economic problems:
 - a. What problems.
 - b. When to take them up.
 - c. Current events.
 - d. Controversial issues.

The fact that this is a Work Conference was stressed in the report of the Steering Committee. Teachers were requested to remain throughout the period, in whatever session they decided to attend.

The Citizenship teachers were asked to vote in order of preference, for group study and discussion, on three of the following questions:

1. What principles must be observed in preparation of simplified instructional material?
 - a. How is subject matter to be selected?
 - b. What is to determine content?
2. How may we fix and hold the interest of student before he acquires citizenship papers?
3. How may we stimulate the individual to continued attendance after he has acquired citizenship papers?
4. How shall the question of presenting social and economic problems be attacked?
 - a. What problems.
 - b. When to take them up.
 - c. Use of current events to stimulate interest in naturalization instruction.
 - d. What of controversial issues.

After organizing into the four groups, the teachers adjourned to different rooms to work on their respective problems. Each group was to continue work at the same time every day until ready to report to the whole group.

REPORT OF GROUP I.

Preparation of Simplified, Instructional Reading Material for the Adult Beginning Learner

In preparing material the following should be kept in mind:

- Write -
1. On a carefully selected topic.
 2. In an interesting manner.
 3. On a basic level
 4. In easy progression
 5. With necessary repetition of words.
 6. With idea of student participation
 - a. Word building.
 - b. Phrase finding.

- c. Multiple choice.
- d. Matching meaning.
- e. Completion of sentences
- f. True-false

A. How is the subject matter to be selected?

- 1. According to the needs of the learner--now, later.
- 2. According to the interest of the learner (as interest grows, interests increase).
- 3. According to the ability of the learner.
- 4. According to the background of the learner.
- 5. According to the environment of the learner.

B. What is to determine content?

The content of the material should meet the needs and interests of the learner:

- 1. Material on Government.
- 2. Current events (selected from sources in print).
- 3. Material of local interest.
- 4. Material of special interest to special groups.

Arrange and illustrate reading material appropriately and attractively. Use large type.

Charts for use in citizenship classes, procured from the History Department of Colorado State College of Education, were presented for inspection by Mr. Kattner. A large number of the teachers requested copies of these charts, if it was found they could be reproduced.

REPORT OF GROUP II.

How We May Fix and Hold the Interest of the Alien Before He Applies
For His Naturalization Papers.

- 1. The teacher must become familiar with the nationality of the students, and also learn something of their domestic environment, by conversing with them, preferably in their own homes.
- 2. The teacher must study the educational background of each pupil, in order to determine his needs.
- 3. Stress in an attractive manner, the importance of becoming a citizen.

After interest is created, important points in holding this interest are:

1. Adequate preparation.
2. Method of presentation:
 - a. Clearness.
 - b. Knowledge of subject.
 - c. Leaving out extraneous matter.
3. Attitude and enthusiasm of the teacher.
4. Punctuality of the teacher. Have time to show some personal interest in each student. (Perhaps one-half hour early to help students needing special attention).
5. Have a pleasant classroom. See that the class, as a whole, takes pride in keeping the classroom neat and attractive.
6. Introduce some social entertainment into the class, also some recreational activity; this may be an event to which the class will look forward.
7. Don't let new pupils retard the progress of a more advanced class. These new pupils may be handled in several different ways, such as:
 - a. Dividing the class, and the time, if there is a long class period.
 - b. If holding night classes, by giving three nights a week to beginners, and two nights to the advanced class.
 - c. If there are only one or two new pupils, by spending a little time in their homes.
 - d. Dividing the class into grades 1, 2 and 3, having certain time for each grade.

Organization of a class: First, secure a list of names of those in need of training. They may be obtained from:

1. The office of the clerk of the district court.
2. The officials in the churches and other organizations.
3. By running a notice in the local paper.
4. School census records, which give parents' nationality and literacy.
5. Alien registration lists, if obtainable.
6. Names furnished by members of the class.

Preparation of Candidate for Examination:

1. Change questions (discourage memorization).
2. Listen for, and list new questions during examination.
3. Obtain facts regarding all trouble with law or courts.
4. Exact answer required (stick to question asked).
5. Break down fear of courts (visit examinations).
6. Get all necessary information.
7. Bring witnesses to class (they should know what is to be expected).
8. Teacher should speak clearly and in very simple language.
9. Offer individual help.

Teacher-Examiner Relationship:

1. Teacher should point out individual handicaps to examiner.
2. Teacher should be fair in evaluation of student's ability.
3. Teacher must discover process or methods which examiner uses.

The Follow-up:

1. Obtain questions on which applicant failed, for further study.
(a) Get new wording as used by judge or examiner.
2. Have candidate return and report to class after examination.
3. Teacher should continue to show interest in those who have passed.
4. Try to keep group for further study after naturalization.
5. Help new citizens to function. (inform them of party, meetings, etc.)
6. Teacher should direct new citizens to other activities for further study.

"We who are born of democracy must march, made doubly strong by triple faith, a faith in democracy as a way of life, a faith in her people, and her sure, though maybe distant, destiny."

COOPERATION WITH OTHER AGENCIES

How may literacy and naturalization workers cooperate constructively with other agencies or programs?

A. Naturalization.

1. Contact local court officials.
 - a. Clerk of the court (county or district).
 - b. Judge
2. Contact other local organizations, such as:
 - a. American Legion
 - b. D.A.R.
 - c. Veterans of Foreign Wars
 - d. Fraternal Organizations
 - e. Churches, etc.
 - f. Service Clubs
 - g. Organizations of Foreign Societies
3. Contact State, Regional, and United States Naturalization Offices, such as:
 - a. Immigration and Naturalization Service, Denver, Colorado.
 - b. United States Naturalization Office, Salt Lake City, Utah.
 - c. Department of Justice, Washington, D. C.

B. Alien Registration

1. Contact the Postmaster.
 - a. Identify yourself with the postmaster, and acquaint him with your work.
 - b. Study, and acquaint students with Form A-R-1 (alien registration).
 - c. Offer services to postmaster for other people interested, but not in our classes.
2. Have class members contact other aliens.

"Law is a friendly item - let us teach our students not to fear it."

REPORT OF GROUP III.

How May We Stimulate an Individual to Continue Study After He Has Acquired His Citizenship Papers?

1. Difficulties to be considered:
 - a. Feels he has achieved his objective.
 - b. Resentment by those who do not have papers.
 - c. Money matters.
 - d. Home responsibilities - difficulty in rural districts of making trip to class.
 - e. Teacher's failure to create a desire to continue.
 - f. New citizens do not want to take the time of the teacher.
2. How to stimulate continued attendance:
 - a. Special classes with new material, such as will satisfy his needs.
 - b. By bringing outside influence to bear on student.
 - c. More social activities.
 - d. See that further group instruction is authorized.
 - e. Assimilation into other civic groups.
 - f. Follow-up.

An interesting comment was taken from Mr. Bent's annual report, viz., 40% of naturalized students in Weld County continued study after receiving their citizenship papers.

Bill of Obligations for every individual:

1. Loyalty and respect to Federal, State and Local laws.
2. A better working knowledge of our Government.
3. Recognition of our duties.
4. Recognizing our Government as a basic structure to all institutions.
5. To carry to others less informed, our knowledge and experience.

Dr. Calkins suggested that each teacher have her class work out their own Bill of Obligations, in simple rhythmic statements, e. g.

1. "I will not only speak but I will listen to the other man when he speaks - that is my obligation."
2. "This is my country because I am making it."

"You cannot change systems or governments unless you first change people, for governments are only reflections of the people."

REPORT OF GROUP IV.

How Shall the Question of Presenting Social and Economic Problems be Attacked?

The first three groups joined Group IV in a final summarization of the work, as follows:

In these critical days when war, national defense, totalitarianism and other "isms" hold the headlines, democracy as such, stands either at the edge of an abyss, or at the beginning of a road which leads far into the future for all nations and peoples. The intelligence and understanding of people in meeting their social and economic problems determine the strength of a democracy. Hence, the social and economic problems must be presented to the people of a democracy.

We believe the teaching of social and economic problems will be more constructive if a number of basic objectives are perceived and constantly kept in mind. Unless the teacher has fairly definite objectives in mind, he has no standards by which to select the problems to be presented and by which to outline the classroom procedures for presenting these problems.

These objectives are presented to meet the needs of those teachers who want to be as constructive as possible in functioning government.

I. THE OBJECTIVES:

1. To develop social sensitivity.

It is the work of the teacher to develop a social attitude on the part of the students, that is wholesome, unselfish, and cooperative; an attitude that directs thinking into terms of human welfare.

2. To stimulate confidence in the democratic process.

Many who have come to our shores came because they wanted to escape repressive life conditions and to discover a way to expressive living. It is the work of the teacher to stimulate confidence and understanding, and to disclose to

the students, means whereby they may become efficient functioning individuals in the American democratic state.

3. To encourage intelligent participation in the democratic process.

Too often we find conflicts between economic, social and national groups, hindering cooperative efforts. These conflicts are commonly traceable to a misunderstanding of the inter-relationship of group problems. The wise teacher or leader will emphasize similarities in group abilities, interests and problems, while at the same time minimizing dissimilarities. He will encourage the student to participate in the social and political life of the community, state and nation.

4. To develop independence of political thought and action.

Independence of political thought and action is an essential part of a functioning democracy. It is the work of the teacher to stimulate both thought and action in such a manner that the final result will be a desire on the part of the student to think and act independently.

5. To instill a tolerance based on understanding and sound convictions.

We are the melting pot of the world and as such we must instill tolerance toward the other races and nationalities, and toward other peoples' ideas, opinions and creeds. However, this tolerance must not create indifference towards issues that transcend in their importance these differences. It must be a tolerance that makes concessions to non-essentials but holds fast to essentials.

6. To promote the social advancement of the individual as long as it will not cause his social maladjustment.

Social advancement, in a democratic process, must always be achieved in terms of social adjustment. The happiness and usefulness of the individual is destroyed, if he advances to the point where he can no longer function in the group into which circumstances have placed him.

II. THE SUBJECT MATTER

It has been decided that since we live in a democratic state, no restriction is to be imposed in the selection of the subject matter. The subject matter is only limited by the need of the students, the interest and the immediacy of a real problem, and the ability of the

students and the teacher to follow the problem to a logical conclusion. The wise teacher will use good judgment in the presentation of controversial matter. He will avoid too much controversy and emotional disturbance in class.

A. AREAS OF ACTIVITY

Many areas of life activities are appropriate for the selection of subject matter of problems. The following are suggestive but not exhaustive areas:

1. Local and state legislation.
2. Crime with all its ramifications.
3. Family relationships.
4. Personal security.
5. Security of property.

III. METHODS

A. Presentation of social and economic problems in general.

To impart to citizens of this country an idea of functioning citizenship, it is necessary that they attain a coherent realization of the inter-relationship of the individual with local, national and international affairs.

Not all problems need to be presented in all the details. Only if the problem is vital to the class and the interest sustained, should all the details be included. With less immediate problems a birds-eye view of inter-relationships may be adequate.

"A Creed is a fence built around a belief."

B. Presentation of a controversial problem.

The teacher must exercise great care in the presentation of highly controversial issues. If he fails to do so he may lose his position or break up the class. A successful method used by many experienced teachers is the one illustrated below. This lay-out should be written on the blackboard. If a blackboard is not available, the teacher should follow it orally, as far as this can be done.

This same plan can be followed in non-controversial subjects.

The problem under discussion to be written in the form of a question if possible.

| The facts in the problem | : An evaluation of the facts | : Possible conclusions from evaluation of the facts | : One possible conclusion |
|-----------------------------|---------------------------------|-----------------------------------------------------------|------------------------------|
| (1) | : (2) | : (3) | : (4) |
| | : <u>Pre</u> | : <u>Con</u> | : |
| 1 (Facts furnished by: | : 1 : 1 | : 1 (Students should | : 1. |
| 2 a. Students | : 2 : 2 | : 2 themselves formulate | : (This one con- |
| 3 b. Teacher. | : 3 : 3 | : 3 all possible conclusions | : clusion may be |
| 4 Teacher to | : 4 : 4 | : 4 thru impartial | : arrived at in |
| 5 watch for | : 5 : 5 | : 5 and skillful questions | : non-controversial |
| 6 errors of | : 6 : 6 | : 6 by the teacher. In | : subjects). |
| 7 fact) | : | : 7 highly controversial | : |
| 8 etc. | : (Evaluations to | : subjects it may be | : |
| | : be made by students, | : wise to stop with the | : |
| | : the teacher guiding, | : <u>pre</u> and <u>con</u> evaluations | : |
| | : thru skillful | : tions and let students | : |
| | : questioning). | : formulate conclusions | : |
| | : (This need not | : privately). | : |
| | : always have <u>pre</u> | : | : |
| | : and <u>con</u> columns.) | : | : |

NOTE: Each column should be completed before going to the next column.

GUEST SPEAKERS

Mr. Harry Simonson, acting director of the Writers' Project offered the entire resources of his project in the way of background material for nationality work. He explained that workers on the project were also ready to write and edit material submitted by citizenship teachers, for their classes, or about them. This, he explained, requires a technique with which their workers are familiar. Forty employees on the project have completed a Guide Book on Colorado, which is to be used as a text in Colorado public schools. The Guide Book is in newspaper English. Another publication of the group is a history of labor in this State, soon to be published. Another activity has been that of gathering information on 50,000 place names of the State. These, he said, tell the history and location of folk lore to a remarkable degree.

Dr. W. T. Wait, of the Colorado State College of Education, conferred with the group on remedial reading. In answer to what should be done in the case of illiterates who call a word "the" one week, and "it" the next week, Dr. Wait said that words should be recognized as wholes and be symbols of what the learner already knows; that words such as "the," "and," "of," are merely trimmings, which of course serve to make our language the graceful one that it is, but the teaching of them should be deferred until the learner is more familiar with concrete words. Learning, continued Dr. Wait, is a process of organizing experience.

A teaching device which has been helpful in the Greeley remedial

group was then described. It is to trace with the finger tips only, on newsprint or blackboard, a word, or a sentence. No chalk or pencil should be used. As the beginner traces a word, he is to say it slowly. The use of this device was advised only in special cases of remedial reading, where all other means have failed. It is not an economical method, from the standpoint of time. We should use script when employing this means, because of the discontinuity of print.

The reading program has two phases, identification of printed symbols concepts, and the development of new concepts. If the student gets a real concept from one word in a paragraph, he is better off perhaps, than one who can "word call" off every word in the paragraph.

Reading is not a process, it is putting meaning into a page. It is appropriate to begin with sentences, rather than words or even phrases, confining ourselves in the beginning to teaching words which are readily objectified.

As an amplification of his discussion of using the sentence method, the speaker told of a seventeen year old boy who was unable to read with certainty, more than two words, although he had "graduated" from the eighth grade. The lad was almost a borderline case. Dr. Wait asked him to write a story. The boy said he did not know how to write any words. "Don't worry about that, I will give them to you," said teacher Wait. At first the student managed to get out, "I worked on a farm last week." Then followed, "I floated down the rows of corn." Two lines were added to this story, eventually. The "Lived happy ever after" end of this episode was that the boy got to be a reader on what

might be termed third grade level. He had something of what it takes, because he was rather continuously employed as a carpenter's helper.

Commenting on one suggestion that newspaper headlines make good text material, Dr. Wait said the journalist trains himself to leave out all unnecessary words, and therefore only meaningful, concept words appear, which make very good textual matter.

Dr. Wait urged the teachers of reading to remember that there are often emotional blocks which prevent the student from learning. He illustrated this by citing the case of a woman with supposedly poor eyesight who was unable to distinguish one word from another, but was found to be able to read with absolute accuracy an itemized list of expenses, as far as the amounts of money were concerned.

Regarding the use of flash cards, Dr. Wait stated that they have no inherent value, except insofar as they call for hurried adjustment. They must be used in such a way that they do not create an inferiority complex on the part of any member of the class. Just as soon as a person begins to think, "No use, I can't do it, it goes too fast," their value is gone.

In answering a few questions on the teaching of spelling, and why students, both young and adult, learn words in column form and then cannot apply them in situations such as dictation and letter writing, he said, "You are asking the student to act in a totally different situation." Correct spelling is only one of the conventions which are to make life easier, as conveniences do. It is far more important in some situations to spell correctly than in others.

Dr. Paul McKee's work on the teaching of the language arts was at this point recommended for those wishing to delve further into spelling.

Syllabification helps, according to Dr. Wait, in the teaching of reading, but it is of no value as a skill itself.

Concentration, Dr. Wait said, is not often a problem in the teaching of adults.

Speaking briefly on the subject of Counseling, the following points were brought out: The teacher is a counselor whether she desires to be or not. Otherwise, she is a failure. Since learning is trying to organize meanings, anything related to this is the teacher's business. Too long has the teacher confined her efforts to the intellectual aspects of learning. We always have with us our feelings, fears, hunger, eyestrain, etc. The teacher should be concerned with family distractions, glasses, food, etc., but should not go beyond the scope of her skill.

More and more teachers want to be counselors. This is wholesome if they want to do it to help others, and not for self-satisfaction. The successful counselor, like the successful doctor, has plenty of common sense. Counselors in the true sense of the word are humble, not vacillatingly uncertain, but not cock sure. They do not tell people what to do, but help the counselee to arrive at his own decisions. Often by skillful questioning, seldom by telling, they help the individual solve his problems.

Dr. L. R. Alderman, National Director of Education,
Washington, D. C., emphasized the following points:

1. Intelligence begins at birth.
2. It is not sufficient for democracy to teach children only. We have found our error in thinking that by educating the children we have an educated country.
3. A new name became necessary for Americanization classes because native born illiterates began to attend. "Adult Education," the new name, is a powerful slogan.
4. Diplomacy in beginning the teaching of reading to illiterates was advocated. (Don't even show them a pencil, they might be afraid you would ask them to sign their names.)
5. Finest training for teachers is In-service training.
6. Teacher must have something in common with the students she teaches.
7. Use of the new Federal textbook, "Our Constitution and Government" recommended especially for use of teachers.
8. One of the greatest points in teaching illiterates to read is to make them feel that it is easy.
9. Our duty is to work the foreign group in as a part of the community.
10. There are 10,000,000 more adults and 1,500,000 less school children in the United States than there were ten years ago. One-third of the nation is ill fed, ill housed and ill educated. The latter presents a challenge to Adult Education teachers.

-----oOo-----

CITIZENSHIP GROUP PICNIC

The members of the Citizenship group met on the lawn of Mr. Kattner's home, 813 - 17th Street, Greeley, on Thursday evening, September 12, 1940, where a picnic dinner was served by members of

the Kattner family.

A committee was appointed with Alice L. Rathborne, president; Rose G. Day, secretary. Mr. Neal D. Moore was accepted as ex-officio member, and others were, Fannie R. Sorensen, of Windsor, Mrs. Fadner, of Laramie, and Mr. Abe D. Sher, of Denver.

It was moved and seconded to request a Citizenship Teachers' Conference at Albuquerque, New Mexico, December 27-28, 1940. Motion carried. All members present gave their names and addresses.

Mr. Bent was asked for suggestions for doing a better job next year. He gave many valuable suggestions, and mentioned a few things that should always be kept in mind. To be successful we must have sensitivity.

Dr. Calkins said the Conference in Greeley had been the most instructive thing he ever was in; "Worth three semester hours of anyone's time." We should recognize the fact there is no limit to what we are doing.

After considerable discussion as to what might be considered the most outstanding feature of the Conference, it was agreed to be that "People have really come to recognize the importance of the Adult Education Program."

A resolution was passed that a report of this meeting be submitted to Mr. Bent with the request that it be added to the regular Conference report.

A vote of thanks was given to the committee in charge, consisting of Mrs. Louise Dunn, as chairman; Mrs. Kern and Mrs. Fonda, and to Mr. and Mrs. Kattner and family. Meeting then adjourned.

(Signed) Rose G. Day, Secretary.

AN EVALUATION:

We recommend that at the next conference the teachers be provided a diagram of buildings, with numbers of rooms within these buildings, so these participating may get their bearings, save time, and avoid confusion.

We appreciate having a Conference at this time because we were in need of help which this Conference has afforded, even though it became necessary, because of lack of funds, to crowd the schedule into two weeks.

We approve having an invitation extended to the Wyoming teachers to attend our next Conference. Their appreciation was expressed for the privilege of participation in our conference and for the valuable help received therefrom. An invitation was extended to us to participate in a conference in their State.

The Citizenship group expressed a very definite appreciation of the departmental arrangements. We have received tremendous values as to ideas, techniques, methods, procedures, and inspiration to carry on our work in the field of citizenship within a democracy.

A very definite opinion was expressed regarding the speakers on the Assembly program, as to variety and personnel. We all received a long range of information from each and every one of them.

The help, ideas, and inspiration received through our Consultant, Dr. Thomas V. Calkins, was of great benefit to the group. He imbued us with his fine democratic ideals for democracy, by helping us see that the alien is a part of our country. It is our job to build an alien into a real American citizen. That these aliens want to be a part of our Government, is illustrated by the following story:

An alien being questioned by the examiner in a naturalization court was asked how he felt toward our government. The candidate answered, "Mr., I do not have the words to express my feeling, but I can show you." He immediately took off his coat and shirt, and turning around, pointed to his back. "Here," he said, "are the old SCARS and STRIPES." Then dramatically turning and pointing to the American flag, he said, "There are my new STARS and STRIPES."

REPORT OF RESOLUTIONS COMMITTEE

We extend our thanks to the Board of Trustees of the Colorado State College of Education for making this beautiful campus available to us.

Some of the work of the Resolutions Committee has been done by the Summarizing Committee, but as a group, we wish to express our gratitude to Mr. Bent for his untiring efforts with us.

From Dr. Calkins, our optimistic consultant, we have gained many inspiring thoughts and ideas, and we will go back with renewed enthusiasm, courage, and inspiration to meet our problems. We hope he will be with us again.

The Citizenship and Americanization teachers feel that we have gained much through the joint work of the States of Wyoming and Colorado. It has been a privilege to work together. We extend thanks to Dr. Mahan for this arrangement.

We greatly appreciated the contributions of Dr. Alderman, Dr. Mahan, Dr. Wait, Dr. Armentrout, Dr. Whitlow, and Major Black, to our citizenship group.

We laughed heartily and learned much from the inspiring assembly

speakers and entertainers, and wish to express our appreciation to Mr. Mulford, who made the arrangements for these programs, and to others who made contributions to them.

We feel that the night sessions have been a splendid antidote for long hours in the classroom. We went home pleasantly relaxed from the day's work. We hope this pleasant arrangement may be continued at the next Conference.

Miss Katherine Smith has been a most helpful fellow worker, and we extend to her our thanks. We hope she may attend future conferences.

(Signed) Fannie R. Sorensen
Marguerite C. Green
Louise Dunn

-----c0c-----

In the final summation at the end of the last session of the section on Naturalization, Citizenship and Literacy Instruction, Dr. Calkins presented the following report on conference attitude and points of emphasis:

- I. Attitude and Tonus. It was remarkable the degree to which the Conference group expressed complete confidence in the integrity of American democratic people to find a solution to our serious and pressing problems. There was thorough realization of the seriousness of present day problems, yet an utter lack of a defeatist spirit.
- II. A. A recognition of the limitations of skill and information on the part of attending teachers, and a determination to remove those limitations.
B. A recognition of the needs of pupils and the degree to which the American general public is not sufficiently aware of those needs, personal and civic.
- III. An emphasis on citizenship as a functional attitude and activity, on the part of citizens or petitioners for citizenship. And as correlaries to this premise:
 - a. The need for increased opportunity for study on the part of candidate for citizenship.

- b. The need for increased opportunity for study on the part of the natural-born citizens, and the necessity for the extension of classes, materials, and information sources for citizens stimulated to extended study.
- IV. Accent upon needs for a study of, and methods of developing and qualitating additional prepared materials.
- V. The need for, and possible methods utilizable in developing "Social Sensitivity," and the recognition of citizenship as a total situation, i.e., as a complete, participating process on the part of all citizens.
- VI. The need for objectivating the aims and purposes of Adult Education and the necessity for precise definition of such objectives.
- VII. Use of life situations as the beginning point for instruction in American government, laws, and processes.
- VIII. The unqualified demand for a resurgence of faith in American democracy as a total civic way of life for Americans and the demand that such a resurgence of faith be stimulated by those concerned with the development of public opinion and conviction.

The Conference procedures and discussions were woven about these dominant questions, and an effort was made to discover and develop practical methods in attacking them.

-----oOo-----