

CIVICS FOR NEW AMERICANS

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649213375

Civics for new Americans by Mabel Hill & Philip Davis

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

MABEL HILL & PHILIP DAVIS

**CIVICS FOR NEW
AMERICANS**

Civics For New Americans

BY

MABEL HILL

ASSOCIATE DIRECTOR OF THE GARLAND SCHOOL OF HOME-MAKING
BOSTON, AND
INSTRUCTOR IN SOCIALIZED CIVICS, DANA HALL SCHOOL
WELLESLEY, MASS.

AND

PHILIP DAVIS

DIRECTOR OF THE CIVIC SERVICE HOUSE, BOSTON

"America is Another Word for Opportunity"

UNIV. OF
CALIFORNIA

Houghton Mifflin Company
Boston New York Chicago

JK 1758
H5

COPYRIGHT, 1915, BY MABEL HILL AND PHILIP DAVIS

ALL RIGHTS RESERVED

Illustrations on pages 39, 49, 50, and 108 are used by courtesy of Messrs. Ginn and Company, publishers of Miss Hill's "Lessons for Junior Citizens," where these photographs were originally reproduced.

TO THE
LIBRARY OF
THE UNIVERSITY OF
MICHIGAN

The Riverside Press
CAMBRIDGE, MASSACHUSETTS
U. S. A.

FOREWORD

THE spirit of democracy is finely expressed in the everyday "give-and-take" relations between American teachers and new Americans, young and old. Reading, conversation, discussion, and question and answer very naturally result in that free exchange of ideas and ideals which is the best guaranty of true assimilation — the blending of all that is best in the old and in the new world. The democratic idea of education for all new Americans demands that their experiences here shall be so interpreted in the classroom that they may understand their environment and adjust themselves to it; and that they shall be taught how to take part in the activities of the social and political community.

The authors of *Civics for New Americans* are fully aware of the difficulties which in the past have made education for immigrants a real problem. Recent studies of social conditions have emphasized the necessity of explaining the situation to our future citizens, now newly arrived from all parts of the world. This book, therefore, attempts to set forth the work that is going on in many American cities to better both social and political conditions. Thus the newcomers may discover not only what is being done for them, but what they are expected to do for themselves and for their fellows. The book challenges every new American to affiliate himself with the constructive element in his

new country. The lessons suggest not only how to take advantage of the many educational opportunities open to him, but how to coöperate in movements and with organizations designed to promote better citizenship.

In language *Civics for New Americans* is simple enough to meet the demands of the average new American who has fairly mastered the rudiments of the English language. As to subject-matter, it will at once appear that these lessons are intended for mature and thoughtful people; they are nevertheless concrete, and easily to be understood and interpreted from everyday experience. They are so arranged as to lead the student on to a broadening conception of American life: they begin with duty to home and neighborhood, and conclude with duty to city, state, and nation. *Civics for New Americans* is designed to form a consecutive course with the two books of *English for Foreigners*, by Sara R. O'Brien.

The lessons may be studied in classes whose teachers will amplify the text, or they may be read and discussed in the home. In either case a good method of study is: *First*, read the text with care in order to gain the main thought. *Second*, re-read the text in connection with the questions accompanying each lesson. *Third*, discuss the questions and enlarge upon their thought without further reference to the text of the lesson itself. This third approach should be guided by the teacher. The discussion will not only lead to a broad understanding of local conditions, of the opportunities offered, and of the coöperation needed, but

through its informal tone to that conversational command of the English language which it is so necessary for new Americans to acquire. Written lessons upon the topics discussed will assist greatly in developing literacy.

The following answers to a typical question illustrate the unusual opportunity for spirited discussion which the lessons afford: —

Question: "What do you think constitutes a good citizen?"

Answers. These will doubtless include the following ideas: —

"He must be an honest and truthful man."

"He must stand for law and order and justice."

"He must take an active interest in the affairs of his neighborhood."

"He must stand for his rights."

"He must send his children to school."

"He must be willing to pay taxes."

"He must investigate what candidates for office are fitted for the positions."

"He must try to cast a wise and honest vote."

"He must try to change unwise legislation."

"He must accept the decision of the majority."

Such an interpretation of the text under the guidance of the teacher will give an impetus toward ethical as well as toward political and social progress. It is assumed, of course, that the teacher will be a well-trained student of civics, and vitally interested in the work of community service. *Preparing for Citizenship and Govern-*

ment and Politics in the United States, by William B. Guitteau, will serve the teacher as authoritative reference books; and *The Teaching of Civics*, in the series of Riverside Educational Monographs, will be found suggestive, especially when dealing with community activities.

The joint authorship of *Civics for New Americans* has the advantage of combining the point of view both of the foreign-born American and of the American teacher whose traditions and inheritance are thoroughly established. The experience of the one, in preparing for citizenship large groups of immigrants in several cities of the United States, and of the other in teaching and supervising pupils in normal and practice classes, has resulted in the proper appreciation both of what subjects should be presented and how they should be laid before the students.

It is hoped that this book will be helpful both to the teachers of new Americans and to the new Americans themselves; and that from intimate study and discussion of social and political conditions in communities into which thousands of immigrants are constantly entering, there will develop better standards of living, clearer understanding of the opportunities of democracy, and higher ideals of citizenship.

MABEL HILL,
PHILIP DAVIS.

BOSTON, July 1, 1915.

CONTENTS

CHAPTER I. INTRODUCTION TO OUR COUNTRY	1
I. A Welcome to Newcomers — II. Learning the Language — III. How to find Work.	
CHAPTER II. CIVIC OPPORTUNITIES	9
I. Public Schools — II. Special Schools — III. The School Department — IV. The Home and School Visitor — V. The School as a Neighborhood Center — VI. The Public Library — VII. Museums — VIII. History of Museums — IX. The Gymnasium — X. History of Gymnasiums — XI. Public Baths — XII. Playgrounds — XIII. The Value of Play- grounds — XIV. The Street as a Playground.	
CHAPTER III. CIVIC PROTECTION OF LIFE AND PROPERTY .	38
I. The Policeman — II. The Police Department — III. The Fire Department — IV. Street Building — V. The Street Department — VI. Health in the Home — VII. The Health Inspector — VIII. The Health Department — IX. Fighting Disease — X. Care of the Helpless — XI. Public Charities — XII. Private Charities.	
CHAPTER IV. CIVIC CONVENIENCES	65
I. The Waterworks — II. The Sewer System — III. Light- ing — IV. Rapid Transit — V. Telegraph and Telephone Service — VI. Municipal Ownership of Civic Conveniences.	
CHAPTER V. COMMUNITY NEEDS	74
I. Pure Food — II. Milk Inspection — III. Housing In- spection — IV. Factory Inspection — V. Sweatshops — VI. Industrial Protection — VII. Workmen's Compensation — VIII. Child Labor Laws — IX. Child Labor — X. The	