May 29th, 1915.

Dr. Harry Pratt Judson,

Chicago, Illinois.

My dear Doctor Judson:-

I am writing a little book on America and the Americans. I have three purposes in view:-

1. To try to help the average American to understand himself and his country a little better than he does to-day;

2. To help the peoples of the English-speaking world to understand America and Americans a little better than they do to-day; and

3. To try to dispel a belief held in some quarters that this is a New Italy, or a New Germany, or a New Ireland, or a new this, that and the other thing, and to try to tell these misguided folk how mistaken they are, how ill they understand us, and why this country is America, the land of Americans, and why it will never be anything else.

It is a fact susceptible of proof that for some years now some nations have regarded the United States not as a country to be settled in by their immigrating nationals, but a land to be colonized, hence to be exploited for ulterior purposes.

In my little book I am laying down the proposition that a nation is what its institutions, laws, and language are, and that it cannot be characterized, defined, or explained, in terms merely of its society, meaning those who live within its border, make up
May 26th, 1913

Mr. Harry Pratt Judson

Urbana, Illinois

Dear Mr. Judson:

I am writing a little piece on America and the American. I have these thoughts to view:

1. To try to help the average American to make.
2. To help the peoples of the English-speaking world to understand American and American a little better.
3. To try to develop a better way to some countries.

If you can help, I will be grateful.

Yours truly,

John A. Stewart

New York City
its population, and who give color to its daily activities.

Language, laws and institutions are what might be termed the fundamental expressions of a nation's (People's) impulse, its genius, spirit, or whatever else one might choose to call it. This genius, spirit, or impulse, being fundamental, is, therefore, not susceptible of change. True such language, laws, and institutions, which are the expression and outward and apprehensive sign of a People's impulse and the supreme evidence of the existence of a certain peculiar and individual genius, or spirit, may be changed in many respects, but these changes will be superstructural and not foundational.

Again, true history can be written only from the standpoint of race; and what I conceive to be race is not precisely a matter of blood, but of certain tendencies or impulses which persist in the different divisions of race, which differentiate the Jew, as a supreme example, from all other races or people, and which account for the German, the Russian, the Italian, the Spaniard, etc.

I am writing to you to inquire why in your opinion has that impulse, which, for want of a better term we will characterize as the Anglo-Saxon impulse, persisted since say the time of the third generation after the Norman Conquest. What is there dominant in the blood of the men who colonized this country in the seventeenth and eighteenth centuries that has absorbed and assimilated so much that has been in every way alien to us - in language, ideas, ideals and physique? Why should we so successfully and unconsciously have resisted the at-times studied effort on the part of great alien masses within and without our territory to
The Japanese and the United States have decided to end the war. This decision is based on the recognition of the importance of peace and cooperation between nations. The two countries have entered into a mutual defense treaty, which will ensure the security and stability of the region.

In Japan, the tradition of Japanese culture and society is respected and preserved. However, the modernization and Western influence are also evident in the daily life of the Japanese people. The country is a melting pot of old and new, with a rich history and a vibrant contemporary culture.

The decision to end the war was not taken lightly. It required careful consideration of the interests of both countries and the well-being of their citizens. The leaders of Japan and the United States have taken this step to ensure a better future for their nations and the world.

In conclusion, the end of the war marks a significant turning point in the history of Japan and the United States. It is a testament to the power of diplomacy and cooperation in resolving conflicts and promoting peace.
affect us for their own racial ends?

It has become our nature now, after three centuries of occupation of this continent, to perform our political, social, moral, intellectual and commercial functions in a certain peculiar and particular way which is characteristic in degree of ourselves alone, but in kind it, fundamentally speaking, a racial way of "doing things", an outlook on and a purpose in life that are typical of those who are called Anglo-Saxon.

What I should like to answer in my book in terms on a par with the understanding of the average man throughout the world, is - What is the Anglo-Saxon, our racial, the American impulse?

In what terms can our peculiar and particular genius be described?

Why should we persist and dominate, while those who fall within the reach of our continuous influence are eaten up and assimilated, as it were, by us?

We are distinguished in three ways that in degree differentiate us from other races - in love of liberty; in love of home; in love of law, that is, justice.

We differ from other races in the meaning which has been given to the word "love" through our manifold activities; and it seems to me that right here is a fairly tangible thought which explains what I have rather vaguely in my mind as a reason for the dominant influence of our race in the world. The word "love" has been so misused and abused that it has come to mean to some degree
It's hard to know what lessons we can draw from the current situation. The concept of free markets and competition is often cited as the solution to many economic problems. However, the discourse around economic policy can be complex and subject to various interpretations. The notion of "socialism" often appears as a reaction to and a product of the inequality and profound social and economic inequities that we face.

What I really like to answer is my good food in terms of a lot of factors, with the exception of the evidence can transform the matter in a way that the "American Dream" and the "Anglo-Saxon" are not realities.

In what terms can our behavior and participation continue to grow?

Why should we believe, and continue, white space and text, when we are still in crisis, and find new ways to get things together;

Furthermore, as we make a new start, and are grappling in crisis, we can only continue to lose our faith; in love of home, in love of law, and in faith.

We gather from other losses in the economy which have been

given to the idea "love" economy, and economic conditions.

The matter that I have raised earlier in my mind as a lesson for the general influence of our love in the market. The way "love" can be

seen as meaningless and dangerous, that it is not some way to some serious
a rather mawkish, silly sentiment, or else such an exalted passion as to take it quite outside the apprehension of the ordinary man. What I mean is this, that the "love" which is in the Anglo-Saxon nature and that accounts for our domination, is exemplified, for instance, in our sense of justice, and in the spirit of philanthropy which pervades the peoples of the English-speaking world to a much greater degree than it does other peoples. For instance, during the year ending April first, Americans gave away in public bequests something like $300,000,000. In the last ten years $2,500,000,000 have been contributed by the American public alone in benefit of humanity.

Then, too, our philanthropy (love) is truly cosmopolitan; for when we give for charity we make no differentiation in this respect among the nations of the earth; whether distress exist in Russia, or China, or Ireland, or France, or Italy, it is all the same to us. We give, and ungrudgingly.

The war has disclosed to us wherein lie our social and political weakness; we see that we have left something undone in our work of Americanizing America, that we are confronted by a task that imposes an obligation of helpfulness upon every American.

Misunderstandings of us exist, not so much so now as at the beginning of the war, which must not be permitted to grow. We even misunderstand ourselves, just as we fail signally to understand the other English-speaking groups in Canada, Great Britain and elsewhere. It should be and it is easier for men speaking the same language to understand one another; hence our first work in
A letter recently published in the "Harper's Weekly" suggests that the American people are in a state of panic, owing to the idea that the "Great Depression" is at hand. The writer points out that the American people are living in an atmosphere of fear and that the situation is not as bad as it seems. He suggests that the people should not be so afraid and that the government is taking steps to alleviate the situation. The writer also mentions that he has received many letters from people expressing their fear and that he believes the government is doing everything possible to help. He concludes by saying that the people should not be afraid and that they should have faith in their government.
the direction of dissipating misunderstanding should relate to the peoples of the English-speaking world. For it is only after those who have up-built a various superstructure upon the same kind of foundation have reached in their intercourse a state of friendship that it is or will be possible for peoples of different races, hence, language, laws and institutions, to understand one another.

We have played silly politics so long, we have for so many years permitted our politicians, for personal, partisan ends, to cater to the hyphen, to confirm and give countenance to the numberless movements tending to prevent, or retard, assimilation, that we deserve to be frightened now over the hyphenated manifestations of disloyalty. We have all at times catered to the un-American spirit in alien groups; and we have permitted the use of the hyphen without rebuke to become habitual. We have not only permitted a certain group of citizens to call themselves Irish-Americans, another group German-Americans, etc., but we ourselves, the native population of America, have gone farther and spoken of these groups among ourselves as Germans, Irish, Dagoes, etc., in a spirit of tolerant contempt. It is not justice that we should not pay for our short sighted, unjust attitude, predicated, though it may be, upon a state of mind, the subconscious uprising within us of the age-old alien feeling of prejudice against the man of another race.

It may be granted in justice and not solely for argument that, if there had not been a large immigration subsequent to 1840 of non-English speaking peoples, as a nation to-day we should not be so wealthy, so populous, nor is it likely that we
The allocation of educational resources and the efforts of the educational community to improve education and increase the number of students graduating from high school and college, as well as the efforts to increase educational opportunities for people of different races and backgrounds, have led to a recognition of the need for more rigorous and equitable educational systems. Educational reforms and initiatives have been proposed and implemented in various regions, aiming to address challenges such as lack of access to quality education, disparities in educational outcomes, and the need for a more inclusive and diverse educational environment. These efforts are crucial in ensuring that all students, regardless of their background, have the opportunity to succeed in their educational pursuits and to contribute to the development of their communities.
should have advanced so far socially. Whether we have been helped intellectually is a question; that our sense of obligation has been quickened in consequence of this immigration there is no doubt. But what this nation is as a nation to-day we were ninety-odd years ago. The Irish, the Germans, the Norwegians, the Swedes, the Frenchmen, the Italians, and most among other immigrants that have come here have contributed something that has made their coming worth while. There cannot be the least doubt, however, that they have received infinitely more than they have given; that they have gained much more than they lost.

We have permitted legends to develop out of a tiny bit of fact, legends that have become current and have gained such hold upon the popular mind and the imagination as to lead to the belief that the Catholic Irish, the Germans, and the Hungarians fought the Revolutionary War, and that the two former, unaided and alone, put down the Rebellion.

Now is a good time to Americanize America, and to teach American history in the doing of it. We Americans cannot afford to be so self-complacent, so foolishly tolerant, and so afraid of the cry "bigot!" that we neglect common precautions in protecting ourselves against that which, if let be, grows into a widespread, unmitigated nuisance, if not, indeed, into a positive menace.

I am telling as best I can the story of the American-American, who he is, whence he sprang, what he has accomplished, and what he has contributed in the making of American history and towards the welfare of the world.

And, in the writing of this little book I am asking a
We have been working on the process of implementing the new system for the past few months. The purpose of this project is to improve the efficiency and effectiveness of the current system.

The project involves the development of a new software platform that will be integrated into the existing system. This platform will provide users with a more intuitive and user-friendly interface, as well as enhanced reporting capabilities.

The project team has been working closely with stakeholders to ensure that the new system meets their needs. We have also been conducting user testing to gather feedback and make necessary adjustments.

In conclusion, the project is on track and we expect to have the new system in place by the end of the quarter. We appreciate everyone's contributions and look forward to seeing the benefits of this new system in action.

Thank you for your support.
number of those Americans who stand pre-eminent as thinkers just who and what, in their belief, the American is.

In the foregoing I have briefly told you what I think he is.

Yours very sincerely,

J.A.S.C.

John A. Frencutt
number of those Americans who carry the remnants of
which may well in death better the nation is.
In the nearest judgment I have ability today you may I think.

Yours very sincerely,

[Signature]

C.E.A.T
Dear Mr. Stewart:

Your favor of the 29th of May was duly received. Your plan is very interesting, and I have no doubt that you will prepare a book of material value. It is very hard for me to answer your question as to the nature of the Anglo-Saxon impulse. It may be something inherent in the race itself. It may be the fundamental ideas of political democracy. We have inherited from England the love of liberty, the love of home, and the love of law. Our ancestors brought these ideas to this country and we have developed them. For that very reason we have as a rule not desired to dominate other races, but have been quite willing that they should work out their own salvation in their own way. Perhaps this is at the root of the altruistic sentiment which surely is very powerful among our people.
Dear [Recipient],

Your letter of the 26th of May was

very interesting. You plan to very interesting, and I

have no doubt that you will produce a book of material

value. If in any way you are to answer your question

sometime important to the race itself. If may be the

importance of political economy. We have

imported from England the love of liberty. The love of

free, and the love of free. Our government requires free

love to all. It's company and we have developed them.

That very reason we have as a rule not individuals to

continue often, and have been calorie, nothing that

they would want and feel an explanation in fact can

wet. Because that of the race of the intelligence

seniment which already in very benedict some can because
There is no doubt that our political democracy tends to a certain lack of national solidarity which needs careful attention at the present time and in the days to come. I hope you will have all success.

Very truly yours,

Mr. J. H. J. - L.

Mr. John A. Stewart,
233 Broadway, New York City.
There is no scope apart one political connection.

for a certain lack of educational obligations which means a certain attenuation of the present time and in the case to come I hope you will face it success...

Very truly yours,

[Signature]

Mr. John A. Scovell
228 Madison Ave., New York City
My dear Dr. Judson:

At the recent meeting on Americanization called by the Secretary of the Interior, Wednesday, April 3rd, the following persons in attendance were, after the passage of the proper resolution, appointed members of a Committee on Resolutions by the Secretary, who acted as the Presiding Officer:

Samuel Vernon Steward, Governor of Montana, Helena, Montana, Chairman.
Richard I. Manning, Governor of South Carolina, Columbia, S. C.
Carl E. Milliken, Governor of Maine, Augusta, Maine.
Levy Mayer, Member, Illinois State Defense Council, Chicago, Ill.
Harold T. Clark, Chairman, Americanization Committee, Mayor's War Board, Cleveland, Ohio.
Arthur T. Somers, President, Board of Education, New York City.
Hale Holden, President, Chicago, Burlington & Quincy Railroad Co., Chicago, Ill.
Samuel Gompers, President, American Federation of Labor, Washington, D. C.
Robert Newton Lynch, Vice-President, San Francisco Chamber of Commerce, San Francisco, Cal.

I enclose copy of resolutions adopted at this conference and also of two bills which, when matured into final form, it is proposed to have introduced in Congress. As a member of this Committee, I have been requested to secure criticisms, suggestions and opinions in reference to these bills, particularly from persons of such calling and experience in life as to make them peculiarly fitted to aid in the intelligent consideration of these most important subjects. As there is desire for expedition in this matter, I have been
At the recent meeting of the specification committee, the following recommendations were made by the committee on specification:

1. The specifications for the new machinery should be revised to include the latest advancements in technology.
2. The specifications for the new building should be revised to include environmentally friendly materials.
3. The specifications for the new software should be revised to include user-friendly interfaces.
4. The specifications for the new process should be revised to include increased efficiency.

I believe that these recommendations will improve the overall performance of the project.
asked to make report thereon as soon as possible. Will you, therefore, kindly give me your comment upon the enclosed, together with such suggestions and criticisms as may be helpful in furthering the general subject.

With high regard, I am

Yours very truly,

Dr. Harry Pratt Judson,

President, University of Chicago,

Chicago, Illinois.
懔猴to make report Tropos as soon as possible. Wiff you please
to give me your comments on the proposal together with
any suggestions any alterations as may be helpful in furthing
the General purpose

Hof is fath December, I am

[Signature]

To the Right Honorable
President, University of Chicago

Chicago, Illinois.
Chicago, April 26, 1918

Dear Mr. Holden:

Your favor of the 23d inst. with enclosure is received. The matter involves some very important questions, and I should be glad to give it careful attention, and send you at an early date my opinion in the matter.

With best wishes, I am,

Very truly yours,

[Signature]

Mr. H. P. J. - L.

Mr. Hale Holden
Chicago, Burlington & Quincy Railroad Company
547 W. Jackson Boul.
Chicago
Dear Mr. Hoile:

Your favor of the 24th inst., with enclosed

is received. The matter involves some very important
discussion, and I am hereby pleased to give it earnest attention.

and request you to send early date my opinion in the matter.

With best wishes, I am,

Very truly yours,

H. P. V. - P.
Chicago, April 26, 1918

Dear Mr. Holden:

In further reference to your favor of the 25th inst. I am enclosing a few comments on the proposed bill "To provide, through education, for the promotion of the common use of the English language, patriotism, industrial efficiency and national unity." May I add, what perhaps is not germane to the matter under discussion, that I wish the naturalization laws could be modified in order to require a practical, working, reading and speaking knowledge of the English language as a condition precedent to acquiring American citizenship?

Very truly yours,

H. P. J. - L.

Mr. Hale Holden
Chicago, Burlington & Quincy Railroad Company
547 W. Jackson Boul.
Chicago
Office of April 28, 1918

Dear Mr. Hoge:

In further reference to your favor of the

Seb. date. I am enclosing a few comments on the proposal

that you sent me of the English language, particularly

as to the common use of the English language. I think it

is not entirely to the matter whether English is a

language a race of workers, or the special knowledge to

safeguard American efficiency,

Very truly yours,

H. L. T.
Comments on the Resolutions Adopted at the Conference on Americanization, April 5, 1918, at Washington.

1. The constitutional power of Congress to make the appropriations concerned.

In my opinion Congress has no power under the Constitution to appropriate money for education in general throughout the United States. The control of education lies in states, as one of their reserve powers.

Congress has, however, the power to pass uniform rules of naturalization. It may be inferred from that that it has power to provide the means to aid candidates for naturalization to become desirable citizens of the United States.

It may also be inferred that a similar power belongs to Congress to provide suitable training for those who become naturalized as citizens of the United States, and for their families.

Therefore, in my opinion the power to provide for such teaching as is contemplated in the bill may fairly
on Americanization: April 2, 1918, at Washington

I. The constitutional power of Congress to make

the Americanization movement

In my opinion Congress has no power under the
Constitution to appropriate money for education in general

education of the United States. The control of education

flea in estate as one of their recent homew.

Consequence, the power to appropriate the proceeds of the

of naturalization. It may be inferred from that fact that it

use power to provide the means to aid candidates for

naturalization to become capable citizens of the United

States.

If we are to extend that a similar power belongs

to Congress to provide suitable means for those who

become naturalized as citizens of the United States may

not speak familiar.

Therefore, in my opinion the power to provide for

early teaching as it is contemplated in the plan now existing
be held to be an implied power of Congress, based on the express power to enact naturalization laws.

2. The appropriations contemplated in the action I assume are based on a careful study of the conditions. I have not made that careful study myself, and therefore cannot pass on the suitability of the sums mentioned. My impression is that they are rather small in comparison with the great need.

3. It seems to me especially important that if federal aid is given in this way it should not result in lessening state appropriations for these purposes. In other words, I understand that it is the aim of the bill to increase the money spent from state taxation for the purposes in question, and not to lessen the burden on the states for educational purposes. I do not know how that is guarded in the bill, but should hope that some provision might be made to that end.

4. The vital question in all this work is the proper qualifications of teachers. I should hope that the Commissioner of Education might be enabled to maintain a very thorough inspection of the work done, so as to ensure that that work should be in the hands of teachers intelligent, patriotic, and in sympathy with the purposes of the legislation in question.
to path to an implies known or consequence, pass on the
expressed power to enact an expression law.

The approximate concept is that I have not made any clear, specific reference to it in the section.
I assume we pass on a certain amount of the constitution.

My comments seem on the inappropriateness of the same reason.
I was not aware that the concept of the same reason.

It seems to be especially important that it should be given in this way if nothing else.

I assume the appropriate for these purposes.

I often wonder what I mean by that in the eyes of the pill.

I do not know for what purpose in connection with not to learn the patient on the purposes or connection, not to learn the pill, but I hope that some provision should be made to that end.

It seems desirable in all the work to the

bracket differentiation of purposes. I would hope that the

communication or knowledge might be capable to maintain a
very strong foundation for the work done on us to emerge.

That that work should be in the name of some person, is not.

participation, and in sympathy with the purposes of the Jellicoe.
RESOLUTIONS ADOPTED AT THE CONFERENCE
ON AMERICANIZATION CALLED BY THE
SECRETARY OF THE INTERIOR, APRIL 3rd,
1918, AT WASHINGTON.

1. The adoption of the policy that the Federal Government should cooperate with the States, and through the States with the local communities, in carrying on an extensive, intensive, and immediate program of Americanization through education, especially for non-English-speaking foreign-born adults.

2. That the industries employing large numbers of non-English-speaking foreign-born persons should cooperate with local communities, State and Federal governments in carrying out this proposition.

3. That adequate appropriations should be provided by the Congress to be expended through appropriate governmental agencies for the foregoing purpose.

4. That in all schools where elementary subjects are taught, they should be taught in the English language only.

5. That the Honorable, the Secretary of the Interior appoint a committee of nine members representative of those in attendance at this meeting, including Governors, Chairmen of State Defense Councils, officials of commercial and labor organizations and industrial corporations, who shall ask a hearing before a joint session of the Senate and House Committees on Education, for the purpose of furthering legislation that will give Federal direction and leadership to the movement for teaching the English language to the illiterates and non-English-speaking persons of foreign origin residing in the United States, and which will promote, through the public schools, the systematic instruction of such persons in American ideals, standards and citizenship.
A BILL

To provide, through education, for the promotion of the common use of the English language, patriotism, industrial efficiency and national unity.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Commissioner of Education shall, under the direction of the Secretary of the Interior, promote the national unity and solidarity of the population of the United States, and, in furtherance of this object, shall promote the training of resident persons of foreign origin, particularly males of military age, in the understanding and use of the English language, in a comprehension of the fundamental ideals and meaning of American life, citizenship and institutions, and in a general allegiance to the principles upon which the Government of the United States is founded; shall, through educational means, take such steps as may be necessary to counteract un-American and anti-American influences among such persons; shall cooperate with State, county, district, and municipal authorities and others in the organization and extension of facilities for the education of resident persons of
In order to make effective decisions, it is important to analyze the situation of the company, its products, and its market. The company must focus on its strengths and weaknesses, as well as the opportunities and threats present in the market. This will help the company to make informed decisions and stay competitive.

It is crucial to have effective communication both internally and externally. This includes clear and concise communication within the company, as well as with customers, suppliers, and other stakeholders. Communication is key to success in any organization.

In conclusion, the company must focus on its strengths and weaknesses, and make effective decisions based on an accurate understanding of the market. Communication is essential to the success of any organization, and must be prioritized in order to achieve success.

The company must also be prepared to adapt to changing market conditions and technological advancements. This requires a willingness to take risks and make strategic decisions that may not always be easy, but are necessary for long-term success.

In summary, the company must focus on its strengths, weaknesses, opportunities, and threats in order to make informed decisions and stay competitive. Effective communication is key to success, and the company must be prepared to adapt to changing market conditions and technological advancements in order to remain competitive.
foreign origin; shall establish fundamental standards and devise efficient methods necessary to insure their American education and to procure their attendance at school, and shall, through the medium of the press and otherwise, promote their Americanization.

Sec. 2. That for the purpose of carrying out the provisions of this Act, including the cost of printing, personal services in the District of Columbia and elsewhere, the necessary traveling expenses of employes, and such other incidental expenses as may be necessary, there is hereby authorized to be appropriated out of any money in the Treasury not otherwise appropriated, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $100,000, and annually thereafter until and including the fiscal year ending June thirtieth, nineteen hundred and twenty-eight, the sum of $250,000; Provided, that no part of the sum hereinbefore appropriated shall be used in the payment of the salaries of teachers or in the erection or maintenance of school buildings, or in the equipment of classrooms.
A BILL

To provide for the promotion of immigrant education; to provide for cooperation with the States and Territories in the promotion of the education of immigrants in the English language and the fundamental principles of the government and citizenship of the United States; to provide for cooperation with the States and Territories in the extension and creation of facilities for the education of immigrants and the preparation of teachers, supervisors, and directors of immigrant education; and to appropriate money and regulate its expenditure.
in the assumption that the cooperation of the scientists, and not merely the physical facts, is the main purpose of the data.

Consequently, it is important to avoid the introduction of any criticism of the data, for, to quote Dr. C. E. M. J., and to quote also Professor Dr. W. C. M. J., the preparation of the data is the essential part of the preparation of the scientific information and of the preparation of the data.
Be it enacted by the Senate and House of Representa-
tives of the United States of America in Congress
assembled, That there is hereby authorized to be appro-
priated out of any money in the Treasury not otherwise
appropriated, the sums provided in Sections two, three
and four of this Act, to be paid to the respective
States and Territories for the purpose of cooperating
with the States and Territories in paying the salaries
of teachers, supervisors, and directors of immigrant
education, and in the preparation of teachers, super-
visors, and directors of immigrant education; and the
sum provided in Section seven for the use of the Bureau
of Education in the Department of the Interior for the
administration of this Act and for the purpose of making
investigations, studies, and reports to aid in the organi-
zation and conduct of immigrant education, which sums
shall be expended as hereinafter provided.
Sec. 2. That for the purpose of cooperating with the States and Territories in paying the salaries of teachers, supervisors, and directors of immigrant education, there is hereby authorized to be appropriated for the use of the States and Territories, subject to the provisions of this Act, for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $2,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $3,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $3,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $4,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $4,500,000, and annually thereafter the sum of $5,000,000. A State or Territory shall, subject to the provisions of this Act, receive an allotment annually from said sums in the proportion which the total number of resident persons, ten years of age and over, unable to speak the English language in such State or Territory bears to the total number of resident persons, ten years of age and over, unable to speak the English language in the United States and its territories, according to the last preceding United States census; Provided, that at least thirty-three and one-third per centum of moneys allotted under this Act for the payment of the salaries of teachers,
supervisors, and directors of immigrant education shall be expended in the payment of the salaries of teachers and supervisors of classes established by public school authorities and maintained under the control of such authorities, in cooperation with corporations, firms, and individual employers, for resident persons of foreign birth in places where such persons are employed.
Sec. 3. That for the purpose of cooperating with the States and Territories in preparing teachers, supervisors, and directors of immigrant education, there is hereby appropriated for the use of the States and Territories for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $500,000, and annually thereafter the sum of $750,000. A State or Territory shall, subject to the provisions of this Act, receive an allotment annually from said sums in the proportion which the total number of resident persons, ten years of age and over, unable to speak the English language in such State or Territory bears to the total number of resident persons, ten years of age and over, unable to speak the English language in the United States and its Territories, according to the last preceding United States census.
Sec. 4. That for the purpose of cooperating with the States and Territories in paying the salaries of teachers, supervisors, and directors of immigrant education, there is hereby appropriated for the use of the States and Territories, in addition to the sums herein-before appropriated in Section two, to provide for the education of immigrant aliens arriving and admitted annually into the United States and its Territories, for the fiscal year following the fiscal year in which two hundred and fifty thousand immigrant aliens are admitted into the United States and its Territories, the sum of $1,000,000; and annually thereafter, until the end of the fiscal year in which there shall be admitted into the United States and its Territories five hundred thousand immigrant aliens, the sum of $1,500,000, and annually thereafter the sum of $2,000,000. A State or Territory shall, subject to the provisions of this Act, receive an allotment annually from said sums in the proportion which the number of admitted immigrant aliens destined to such State or Territory in the fiscal year next preceding the fiscal year for which the allotment is to be made, bears to the total number of immigrant aliens admitted to the United States and its Territories in the said preceding fiscal year.
Sec. 5. That in order to secure the benefits of the appropriation provided for in Sections two, three and four of this Act, any State or Territory shall, through the legislative authority thereof, accept the provisions of this Act, shall designate the Treasurer of such State or Territory to act as custodian of all moneys allotted to it under the provisions of this Act, and shall, for the purposes of this Act, designate the State or Territorial board or department of education and empower such board or department with full authority to cooperate, as herein provided, with the United States Bureau of Education in the Department of the Interior in the administration of the provisions of this Act.

In any State or Territory the legislature of which does not meet in nineteen hundred and nineteen, if the Governor of that State or Territory, so far as he is authorized to do so, shall accept the provisions of this Act and shall designate and authorize the State or Territorial board or department of education to act in cooperation with the United States Bureau of Education in the Department of the Interior, the said Bureau shall recognize such local board for the purposes of this Act until the legislature of such State or Territory meets in due course and has
been in session sixty days.

Any State or Territory may accept the benefits of any one or more of the respective funds herein appropriated, and it may defer the acceptance of the benefits of any one or more of such funds, and shall be required to meet only the conditions relative to the fund or funds the benefits of which it has accepted; Provided, that after June thirtieth, nineteen hundred and twenty, no State or Territory shall receive any appropriation for the salaries of teachers, supervisors, or directors of immigrant education, until it shall have taken advantage of the amount appropriated for the training of teachers, supervisors, and directors of immigrant education, as provided for in this Act.
Sec. 6. That in order to secure the benefits of the appropriation for any purpose specified in this Act the State or Territorial board or department of education shall prepare plans showing the manner in which it is proposed that the appropriation shall be used; the kind of schools and equipment; courses of study, methods of instruction, qualifications of teachers, supervisors, and directors of immigrant education, and plans for the training of teachers, supervisors, and directors. Such plans shall be submitted by the State or Territorial board or department of education to the United States Commissioner of Education for his approval. The State or Territorial board or department of education shall make an annual report to the United States Commissioner of Education on or before September first of each year on the work done in the State or Territory and the receipts and expenditures of money under the provisions of this Act for the fiscal year ending June thirtieth next preceding.
In order to formulate some general principles of organization for the State or Territorial Board of Education, it is necessary to analyze the purposes of education and to determine the best way of carrying them out.

The purposes of education are generally stated as the preparation of individuals for useful and happy lives.

To achieve these purposes, the school system must provide opportunities for the development of the individual in all phases of his growth, whether intellectual, moral, or physical.

The curriculum of the school system should be organized around the purposes of education and should provide for the development of the various phases of the individual's growth.

The school system should be organized in such a way as to provide for the fullest possible participation of the community in its educational activities and to make the most effective use of the available resources.

The school system should be administered in such a way as to secure the most efficient use of its personnel and to provide for the fullest possible development of the individual.

The school system should be subject to the control and supervision of the State or Territorial Board of Education, which should be composed of representatives of the various interests concerned.

The Board should have the power to make all necessary rules and regulations for the administration of the school system, and should have the power to review and approve all appointments to the teaching force.
Sec. 7. That the United States Commissioner of Education shall, under the direction of the Secretary of the Interior, carry out the provisions of this Act. It shall be the duty of the Commissioner of Education to cooperate with the several States and Territories, and in furtherance of such cooperation, to make, or cause to have made investigations, studies, and reports, with particular reference to their use in aiding the States and Territories in the establishment of schools and classes for the education of resident persons of foreign birth and in giving instruction in English, civics, United States history, and such other subjects as shall fit resident persons of foreign birth, to become citizens of the United States. Such investigations, studies, and reports shall cover the constitutional and legislative enactments of the several States and Territories bearing directly or indirectly upon the education of resident persons of foreign birth; the organization and administration of facilities for their education; the content and methods of instruction; the extent and possibilities of education in places where resident persons of foreign birth are employed or in their homes or in other places where they reside. Such investigations, studies, and reports may be made in cooperation with any Federal, State, or Territorial department of education, labor, commerce, or agriculture, as may be deemed advisable
and under such terms and conditions as may be mutually agreed upon. The Commissioner of Education shall, on the basis of such investigations, studies, and reports, establish minimum standards in the education of resident persons of foreign birth in order to facilitate their education by the States and Territories availing themselves of the benefits of this Act.
The Comptroller of Corporations of the Commonwealth of Massachusetts hereby doth certify, that the population of the Commonwealth of Massachusetts on January 1st, 1920, was

...
Sec. 8. That there is hereby appropriated to the United States Bureau of Education in the Department of the Interior the sum of $250,000 annually, to be available from and after the passage of this Act, for the purpose of making or cooperating in making the investigations, studies, and reports provided for in Section seven of this Act, and for the purpose of paying the salaries of the officers and assistants, and such other office and incidental expenses as the Commissioner of Education may deem necessary to the execution and administration of this Act, including the cost of printing, personal services in the District of Columbia and elsewhere, and the necessary traveling expenses of employes.
The United States Board of Education for the Department
of the Interior and the Office of Education, to be
appropriated from time to time as necessary to
meet the expenses of work on cooperation in
agriculture, such work as may be required to
be done in any of the States or Territories of the
United States, or in any other part of the
public schools and colleges in any other part of
the world, and in any other part of the
public schools and colleges in any other part of
the world.
Sec. 9. That the appropriation for the salaries of teachers, supervisors, or directors of immigrant education shall be devoted exclusively to the payment of the salaries of such teachers, supervisors, or directors having the minimum qualifications set up for the State or Territory by the State or Territorial board or department of education with the approval of the United States Commissioner of Education. The money expended under the provisions of this Act, in cooperation with the States and Territories, for the salaries of teachers, supervisors or directors of immigrant education, shall be conditioned that for each dollar of Federal money expended for such salaries the State or Territory, or local communities in such State or Territory, or both, shall expend an equal amount for such salaries; and that the appropriation for the training of teachers of immigrant education as herein provided shall be conditioned that such money shall be expended for maintenance of such training and that for each dollar of Federal money so expended for maintenance, the State or Territory, or local communities in such State or Territory, or both, shall expend an equal amount for the maintenance of such training.

That further in order to receive the benefits of the appropriation for the salaries of teachers, super-
visors, or directors of immigrant education, the board
or department of education of any State or Territory
shall provide in its plan for immigrant education that
such education shall be under public supervision or
control; that the controlling purposes of such education
shall be to equip resident persons of foreign birth with
an understanding of, and facility in the use of the
English language and to fit them for life and citizenship
in the United States; that such education shall be less
than college grade and be designed to meet the needs of
such persons over sixteen years of age; that the State
or Territory, or local communities of such State or
Territory, or both, shall provide the necessary plant
and equipment determined upon by the State or Territorial
board, with the approval of the United States Commissioner
of Education, as the minimum requirement for such education
in schools and classes in the State or Territory; that the
amount expended for the maintenance of such education in
any school or class receiving the benefits of such appro-
priation shall be not less annually than the amount fixed
by the State, or Territorial board or department of
education, with the approval of the United States Commissioner
of Education, as the minimum for such schools or classes
in the State; that such schools shall provide for directed
or supervised training in the English language, civics,
United States history and such other subjects as will fit the immigrant for life and citizenship in this country, for at least six months per year, three days per week, and one and one-half hours per day; that the teachers, supervisors, and directors of immigrant education shall have at least the minimum qualifications determined for the State or Territory by its board or department of education, with the approval of the United States Commissioner of Education: Provided, That for cities and towns having a foreign-born population of less than two thousand five hundred, according to the last preceding United States census, the State or Territorial board or department of education may, with the approval of the United States Commissioner of Education, modify the conditions as to the length of courses and hours of instruction per week for schools and classes in order to meet the particular needs of such cities and towns.
Sec. 10. That in order for any State or Territory to receive the benefits of the appropriation in this Act for the training of teachers, supervisors, and directors of immigrant education, the board or department of education of such State or Territory shall provide in its plan for such training that the same shall be carried out under the supervision of such board or department of education; that such training shall be given in schools or classes under public supervision or control; and that the State or Territorial board or department of education shall, with the approval of the United States Commissioner of Education, establish minimum requirements for the training and for the qualifications of such teachers, supervisors and directors.
Sec. 11. That the United States Commissioner of Education shall annually ascertain whether the several States and Territories are using or are prepared to use the money received by them in accordance with the provisions of this Act. On or before the first day of July of each year, the United States Commissioner of Education shall certify to the Secretary of the Interior, who shall in turn certify to the Secretary of the Treasury, each State or Territory which has accepted the provisions of this Act and complied therewith, certifying the amounts which each State or Territory is entitled to receive under the provisions of this Act. Upon such certifications, the Secretary of the Treasury shall pay to the Treasurer of the State or Territory for the purposes of this Act, the moneys to which it is entitled under the provisions of this Act. The moneys so received by the treasurer for any State or Territory shall be paid out on the requisition of the State or Territorial board or department of education, as reimbursement for expenditures already incurred, to such schools as are approved by such board or department of education and are entitled to receive such moneys under the provisions of this Act.
Sec. 12. That whenever any portion of the fund annually allotted to any State or Territory has not been expended for the purpose provided for in this Act, a sum equal to such portion shall be deducted by the United States Commissioner of Education from the next succeeding annual allotment from such fund to such State or Territory; that the Commissioner may withhold the allotment of moneys to any State or Territory whenever it shall be determined that moneys previously allotted are not being expended for the purposes and under the conditions of this Act. If any allotment is withheld from any State or Territory, the board or department of education of such State or Territory may appeal to the Congress of the United States and if the Congress shall not direct such sum to be paid, it shall be covered into the Treasury.
Sec. 13. That if any portion of the moneys received by the Treasurer of any State, Territory, county or municipality, under this Act for any given purpose named in this Act shall by any action or contingency be diminished or lost, it shall be replaced by such State or Territory, and until such replacement no subsequent appropriation for such education shall be paid to such State or Territory. No portion of any moneys appropriated under this Act for the benefit of the States and Territories shall be applied directly or indirectly to the purchase, erection, preservation, or repair of any building, buildings, or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college.
Sec. 14. That if, in any fiscal year, a State or Territory shall, before the first day of October of such year, fail or neglect to avail itself of the benefits of the appropriations under this Act for the salaries of teachers, supervisors, and directors of immigrant education, the United States Commissioner of Education shall, subject to the provisions of this Act and with the written approval and consent of the State or Territorial superintendent or commissioner of education, make cooperative agreements with county, city, or other public school authorities for the establishment and maintenance of schools and classes for the education of resident persons of foreign birth over sixteen years of age, and shall apportion, upon such basis as may be equitable and reasonable, to such counties or municipalities as may make such cooperative agreements, such amounts or portions thereof for the payment of the salaries of teachers, supervisors, and directors of immigrant education as would otherwise have been apportioned under the provisions of this Act to the State or Territory in which such counties or municipalities are located: Provided, That for every dollar of Federal money so allotted the county or municipality shall apply an equal amount to the payment of the salaries of teachers, supervisors, and directors of immigrant education. Any sum allotted under the pro-
visions of this Section shall be paid to the
Treasurer of any county or municipality entering
into a cooperative agreement, as herein provided,
subject to the terms and conditions under which
allotments are paid to States and Territories.
Sec. 15. That the United States Commissioner of Education shall make an annual report to the Congress on or before December first of the administration of this Act for the fiscal year ending June thirtieth last preceding, and shall include in such report the reports made by the State and Territorial boards and departments of education on the administration of this Act by each State or Territory and the expenditure of the money allotted to each State or Territory.