

ethical principles and rules of professional conduct.

"I pledge myself to neglect no opportunity to teach the children committed to my care loyalty to Nation and State, honor to the Flag, obedience to law and government, respect for public servants entrusted for the time being with the functions of government, faith in government by the people, fealty to the civic principles of freedom, equal rights and human

brotherhood, and the duty of every citizen to render service for the common welfare.

"I shall endeavor to exemplify in my own life and conduct in and out of school the social virtues of fairness, kindness and service as ideals of good citizenship.

"I affirm, in recognition of my official obligation, that, though as a citizen I have the right of personal opinion, as a teacher of the public's children

I have no right, either in school hours or in the presence of my pupils out of school hours, to express opinions that conflict with honor to country, loyalty to American ideals, and obedience to and respect for the laws of Nation and State.

"In all this I pledge my sacred honor and subscribe to a solemn oath that I will faithfully perform to the best of my ability all the duties of the office of teacher in the public schools."

Famous American Immigrants

By LEONARD S. KENWORTHY

Friends' Select School

Philadelphia

THE history of the United States has been the story of great tidal waves of Immigration, rolling onto the eastern seaboard, surging over the Appalachians into the Mississippi Valley, and overflowing into the western regions until the waves of the Atlantic migrations joined those of the Pacific migrations.

This is real drama, comparable in color, force and intensity to the migrations of the Goths, Huns, Saracens, Turks, and Tartars. To make it vivid and colorful to students is a real opportunity for teachers of American history and sociology.

Andre Siegfried has suggested in his book *America Comes of Age* that perhaps the best way to dramatize the social evolution wrought by immigration would be to write a novel entitled the History of a House, locating it in New York or Philadelphia, and letting it tell the story of the families it had sheltered, their foreign languages, strange customs, family ceremonies, and the intimate dramas involved in their transplanting from the Old World.

He suggests that such a project would be a fantastic procession, with the Irish in the 1840's; the Germans in the '50's; the Italians in the '80's; the Austrians, Russians, Poles, and Syrians in the 1900's; and the negroes in the 1920's. Such a plan could be carried out profitably in almost any town in the country on a somewhat smaller scale.

Still another way to interest and impress students with these immigration movements is to study the racial and national composition of the class itself, branching out into a survey of the local community conducted by the students themselves. In the case of a limited amount of time, resources or initiative the local census figures may be used to advantage.

In this way students may be led to realize that they, like Sinclair Lewis' typical pure bred Anglo-Saxon American, Martin Arrowsmith, are a union of German, French, Scotch, Irish, perhaps a little Spanish, conceivably a little of the strains lumped together as Jewish and a great deal of English, which

is in itself a combination of Primitive Britain, Celt, Phoenician, Roman, German, Dane and Swede.

Either of these methods may be supplemented to advantage by the actual presentation of programs in which national costumes are worn, national customs are depicted, national music sung and played, and national dances performed.

But each of these projects might easily fail to show the diversity of nationalities represented in the United States or the contributions of outstanding individuals and groups to our national life. For that reason, another plan suggests itself, namely, the study of famous American immigrants and their contributions to America. These can be studied by the nations they represent or if one does not wish to draw comparisons between countries, they may be taken up by the fields in which they have engaged.

•

Beginning with the days of Alexander Hamilton and Albert Gallatin, and continuing down to the time of Walter Damrosch

and Felix Frankfurter, the list of outstanding "Americans by adoption" is imposing both in character and numbers.

The study might well begin with the Revolutionary War period, where it has been shown that "eight of the men most prominent in the history of New York represented eight non-English nationalities: Schuyler, of Dutch descent; Herkimer, whose parents were pure-blooded Germans from the Rhine Palatinate; John Jay, of French stock; Livingston, Scotch; Clinton, Irish; Morris, Welsh; Baron Steuben, Prussian, and Hoffman, Swedish." Likewise, it is interesting as well as important to realize that of the "fifty-six signers of the Declaration of Independence, eighteen were of non-English stock, and of these, eight were born outside the colonies."¹

From then on, the part played by famous American immigrants has been great. One wonders what the financial history of the nation would have been without the early sagacious guidance of the native of the West Indies, Alexander Hamilton, and the Swiss-born Albert Gallatin, or how long civil service reform might have been postponed but for the persistence of the German immigrant, Carl Schurz. So enthusiastic was one historian over the talents of the Canadian-American, Franklin K. Lane, that he wrote that "he might well have been the Democratic nominee for the Presidency in 1920 had not his Canadian birth disqualified him."² Two other prominent cabinet officers in recent administrations have been adopted Americans, William B. Wilson, the native of Scotland, who served as Secretary of Labor under Wilson; and the Irish iron puddler, James J. Davis,

who held the same post under Hoover. Furthermore, Morris Hillquit, the intellectual godfather of American socialism, was an immigrant of Russian birth.

The field of journalism has attracted a large number of famous immigrants, including such men as Jacob Riis, Franklin Lane and Carl Schurz, who used this profession as an entering wedge to other work. Conspicuous among those who have devoted their lives to this profession are the Dutch pioneer in women's publications, Edward Bok; the Hungarian editor of the New York World and founder of the Columbia school of journalism, Joseph Pulitzer; the Irish founder of syndicates, Samuel Sidney McClure; the Scotch editor of the New York Herald, James Gordon Bennett; and the German inventor of the linotype, Ottmar Mergenthaler.

In music an imposing list of immigrants can be assembled, ranging from the German-American Theodore Thomas, director of musical festivals and operas; to the English-American, Percy Aldridge Grainger, composer; and from the Swedish-American Emil Seashore, college educator and music appreciation leader; through the Russian-American violinists, Heifetz and Zimbalist; to the German-American Walter Damrosch, popular radio conductor and educator.

In another branch of the fine arts, sculpturing, Augustine St. Gaudens, an Irish immigrant, and Karl Bitter, an Austrian by birth, are particularly outstanding.

The contribution of foreign-born citizens to the field of natural history centres around the Swiss paleontologist and ichthyologist, Louis Agassiz; the Scotch botanist, John Muir;

the Danish plant explorer, Niels Ebbeson Hansen; and the ornithologist, John James Audubon, who was born in America, but whose father was a sailor in the French imperial navy and whose mother was of Spanish descent.

In the realm of science, Alexander Graham Bell, the English-American inventor of the telephone, and Emile Berliner, the German-American who improved this means of communication, should be ranked alongside of Michael Pupin, the Serbian-American electrician; Nikola Tesla, the Austrian-American electrical wizard; and Charles Steinmetz, the German-American inventor and scientist. Nor should a list of this kind omit John Ericsson, the Swedish-American inventor of the Monitor; John Philip Holland, the Irish-American who improved upon the efforts of Bushnell and Fulton in making submarines; and George Washington Goethals, whose parents were Dutch immigrants, who named their first child born in this country after the father of their newly adopted nation.

In business, the French-American merchant, mariner and philanthropist, Stephen Girard; the famous Irish-American merchant, A. T. Stewart; the noted Scotch-American steel magnate and philanthropist, Andrew Carnegie; and the Canadian-American railroad empire builder, James J. Hill.

Labor, meanwhile, is represented by Samuel Gompers, the English-American son of Dutch-Jewish parents; and by James J. Davis.

Contributors to the humanities have included scores of men and women, including Nathan Straus, of German birth, who is often referred to as the savior of babies; Anna Shaw, of English birth, who was a leader in the woman's suffrage

1. Schlessinger, A. M. "New Viewpoints in American History."

2. Muzzey, D. S. "History of the American People."

movement; Jacob Riis, the Dane, who was a pioneer in exposing tenement house conditions; Michael Anagnos, the Greek, who was head of the Perkins Institution for the Blind for many years; Edward Steiner, the Hungarian, who contributed so much through his work in sociology; Hidejo Noguchi, the Japanese, who will be remembered as a real martyr to scientific discovery; and Rabbi Stephen Wise, the Austrian, liberal leader of American Jews.

In addition to the names already mentioned in other categories, the names of the Polish linguist, Michael Heilprin, and the Italian schoolmaster, Angelo Patri, should be mentioned as naturalized Americans who have added greatly to American scholarship.

Fortunately, the material for such a study of Famous Ameri-

can Immigrants is extensive and interesting, as the bibliography on Foreign Born Citizens, compiled by the Carnegie Library in Pittsburgh, and the Brief Reading List on Immigration, published by the Woman's Press in New York City, both testify.

One rich field in this study is the field of novels dealing with immigrants. Among the more interesting of these are Willa Cather's *O Pioneers* and *My Antonia*, which portray the life of Bohemian and Swedish immigrants in Nebraska; and O. E. Roelvaag's *Giants in the Earth*, *Peter Victorious* and *Their Father's God*, stories of three generations of Norwegians in the Middle West.

Autobiography gives students another interesting approach to this subject through introduction to such works as Mary Antin's

Promised Land, the story of a Russian immigrant; Michael Pupin's *From Immigrant to Inventor*, the life of a Serbian; Pascal D'Angelo's *A Son of Italy*, the autobiography of the "pick and shovel poet"; Edward Bok's *Autobiography of a Dutch Boy Fifty Years After*; and John Muir's *The Story of My Boyhood and Youth*.

Three collections of short biographies are especially recommended for use with students: Annie E. S. Beard's *Our Foreign-Born Citizens*; Joseph Husband's *Americans by Adoption*; and Mary Hazleton Wade's *Pilgrims of Today*.

There are scores of biographies to round out any study of immigrants, including the interesting account of Pulitzer by Walter A. Ireland, the life of Girard by McMaster, and Church's life of Ericsson.

Points in Preventive Psychiatry

By FREDERICK L. PATRY, M. D.

State Department of Education, Albany, New York

EIGHT centuries ago a wise man spoke thus: "Anticipate charity by preventing poverty." Like Maimonides (born in Cordova, Spain, March 30, 1135) of old, speaking in the language of a present-day social philosopher, mental hygiene or preventive psychiatry aims to anticipate a healthy, happy, efficient and socialized personality by preventing the causes of emotional and social maladjustments. Indeed our aim is not only to prevent behavior and personality difficulties but to capitalize each person's constructive potentialities and to fan into being positive latent capabilities waiting to be activated.

In order that teachers and school administrators may be made more *child conscious* and

less curriculum-minded, except in so far as it actually contributes to serving pupil needs in the here and now, the following guide-posts are erected. It is hoped that these may effectively sensitize teachers in particular, but also others who make themselves partly responsible for personality development in the direction of social maturity.

1. Behavior is an expression of the child in his efforts to gain satisfaction or pleasure, to fulfill some wish, longing, desire, need, ambition, or to square himself with respect to some conscious or unconscious impulse, complex, or conflict. Misbehavior and personality deviations are merely symptoms to be interpreted.

2. Ways of reacting to

specific situations are largely determined by past experiences woven into the personality in the form of habit patterns of attitude, overt performance, and choice and decision. To understand each child we must have a knowledge of his life history in terms of telling experiences and how he reacted to them.

3. Although the home sets the initial pattern of pupil habit by virtue of the example of parents and siblings (brothers and sisters), the school is virtually an extension of the family prototypes in the form of teachers (parent substitutes) and other children. These two institutions should become harmoniously unified in order to gain a sympathetic and intelligent understanding of pertinent