



26 – We get an interpretation of Teddy Roosevelt’s Americanization Day speech, but it totally leaves out his parts about preserving immigrant culture. This becomes a bit of a backbone to the argument and a bit of a straw man.

29 – Horace Kallen was a Jewish professor of philosophy. He coined the phrase “cultural pluralism.” He used the orchestra metaphor.

30 - How Kallen’s “democracy of nationalities” would operate was never clear. Neither Kallen nor Bourne described the political structures that would ensure this set up did not produce “Balkanization.”

31 -32 Dewey promoted this pluralistic vision too.

33 – The amalgamationists were melting pot folks like Zangwill.

36 – Zadie Smith! Immigrants have much more to fear than Nationalists. Smith said so.

41- He uses the phrase “red scare” unreflectively. Communism killed at least 50 million. But the fear of it is not of the “red menace” but the red scare.

43 – 44 The history of restriction.

45 – Coolidge said “America must be kept American.”

46 – Conclusion: All who were not restrictionists were in the same boat.

## **CHAPTER TWO: Americanization and the Public Schools, 1890 – 1930 ::: Page # 48**

48 – The battle was between assimilationists and cultural pluralists. Historians since the 1970s have said 1890 – 1920 was dominated by assimilationists.

49 – The efforts most lasting effect was ending German Bilingual education.

52 – Americanization curriculum in Detroit, Cleveland and Chicago stressed the western literary tradition, with a strong emphasis on Anglo-Lit and History). [He thinks this is something new, it is what we’ve always done. It is Culturism 101.

53 – He complains, again, that the books used American heroes. It denigrates other cultures. Our nation has been better than primitive cultures. Progress! The future!! The legitimate point is that the curriculum content was for children, not adults.

57 – One book they complain of is Charles and Mary Beard’s Economic history! It wasn’t good on immigrants, but did mention two Polish heroes.

The goal in elementary school was to unite the country and culture, “but this success did not come without a price.” Waaaaaaaaaaaa

58 – Jane Addams and Grace Abbot said we have to say that Italian history is as wonderful as ours, to make children appreciate their parents. [As with parent unification, liberals would throw out the nation to prevent any hurt feelings.]

59 – The Germans used their growing power to create German programs. But, only 19,000 took them at their peak.

60-Meyer v. Nebraska killed a law which said teaching would happen in no other language but English.

61 – Pledge of Allegiance written in early 1890s gets required in part to Americanize.

62 – Interesting to note, civics is NOT service learning.

---Towards more pluralism--

63 – Why is “traditional” in quotes?  
64 – Nearly 18% of WWI military were immigrants.  
66 – Books banned in NYC because too Anglo-philic.  
68 – Kuscusko day in Detroit – If there is no ethnic holiday, it is racism. If there is one, it is cultural pluralism!  
72 – Drop out rate may have been due to child-like nature of curriculum  
74 – The drop out couldn’t be the immigrants’ fault. They did sign up.  
75 – The NAC and adult school.  
76 – Detroit Board of Commerce and English First Detroit English programs.  
Raymond Cole is getting the credit for rolling out the Detroit program.  
80 – YMCA’s Robert’s program goes from local to general.  
81 – Ford’s home visit to see if your home was American.  
84 – US Chamber of Commerce and NAC with no Kellor credit.  
- - Failure of the Americanization campaign - -  
During the war the Americanization campaign dropped. Unemployment too.  
87 - The War sparked the need for Americanization defeated it as well.  
89 – Busy factories had no room for classes.  
The failure emboldens restrictionists.  
--postwar - -  
We see great naturalization and so more Americanization needed.  
95 – Activists sought to reinvigorate Addams and Dewey’s ideas as an alternative to highly assimilationist civic nationalism – [So civic nationalism is too demanding as well? Can there be no acknowledgement of American history?]  
This curriculum ignored the diverse background of those who had helped create America [so will we teach of the Filipino Founding Fathers?] In ignoring their background, we lost an opportunity to put them in the story of America.  
96 – Roberts reminded his audience that democracy came from the Old world and that it “is not an American-born product.” Downgrading America. [we are agreed then that it is a western product?]  
97 – They all come from wonderful lands too.  
98 – In the post war era, more respect for immigrants in curriculum.  
99 – He is cheering for a triumphal cultural pluralism narrative, what he calls “patriotic pluralism.”

### **CHAPTER THREE: Americanization and the Foreign Language Press, 1890 – 1930 :::PAGE # 101**

101 – Whereas schools ignored or denigrated cultural pluralism, the outside world showed wonderful vibrance. [there are no traditional characteristics he has a problem with, if the traditional is so wonderful, why do people come to America? ]  
102 – Americas foreign language papers helping Americanization.  
104 – Patriotic pluralism is like cultural pluralism, but it also includes a “degree of emotional attachment” for the United states and its democratic ideals. Kallen’s classic work is Culture and Democracy in the US. It does not include emotional attachment to the US as it is too vague.

- language issues -

It is puzzling that immigrant papers so often liked the Anglo-centric curriculum.

Because they had come from oppressive nations.

Why did folks fight for their national languages, which were oppressed monarchs, not fight for them here?

106 - The papers' position? English in schools, native language at home.

108 - People denounced dual language quoting Bismark, who was also against it.

109 - German politicians stopped other ethnic groups from getting dual language programs. [culturist power plays, these are expected].

Czech papers taunted the Germans as the only anti-american hyphens.

110 - In terms of dual language he calls Ella Flag Young's implementation "the great breakthrough." [Let's be a bit objective here]

111 - Polish leaders wanted Polish elective, but the kids didn't want it.

112 - 114 Catholic churches, were they to be parochial or American? Pressure to be American grew during WWI.

116 - The people were disenchanted with this model. [It is surprising then that historians cheer for it in the name of 'the ethnic people' so often. We also get sooooo much about what is good for the immigrants. What is good for America never enters the discussion].

117 - He is telling us that the leaders wanted it after we learn that it was largely not popular and kids didn't go to such schools. They want cultural touchstones for their kids, but cannot find it in WWGWD. They did create some weekend programs.

- Reading themselves into American History -

120 - They read what was called "race pride" into history. The example given was Columbus by the Italians - others saw themselves on this boat. JM writes "Whether they were historically accurate or historically imaginative, these stories represented efforts by immigrants to revise American history in ways that legitimized their presence in the US." [ So JM doesn't care if history is falsified or not?! Really?]

122 - Washington's attack on monarchy was appealing.

127 - They discussed their compatriots' place in the Civil War.

129 - This was a multicultural project. But, as Zimmerman notes, this did not challenge the triumphal narrative.

-American citizens proud of their cultural heritage -

130 - Since the founding of the US, immigrants who wanted to be citizens had to take an oath renouncing allegiance to any foreign power. [this is a problem?]

131 - Many came from imperial areas of Europe without a homeland.

133 - People are proud to be in a nation that allows them to honor their "national" heritage. The patriotic ideal celebrated is freedom of religion.

134 - Polish people should get papers to help the Polish cause and exert influence on the American political system to this end.

136 – Many Americanized via the military. With restrictionists rising, many now saw the golden door closing, so naturalizations went up.

138 – Asking people to renounce their foreign allegiance would be like asking a groom to forsake his mother upon marriage. Not quite. And yet, this is a source of conflict in many cultures.

141 – He refuses to consider that conflict between home nation and US identity could exist.

141 – Studies that say European immigrants didn't assimilate.

- Restriction and the Struggle for Civic Nationalism –

142 – 143 – All people that want immigration restriction are evil racists. There can be no nuanced culturist position.

144 – Since they don't discriminate, immigrants are more American than Nativists.

145 – We get the noble folks fighting for the US and their homeland. [What of those whose homeland was hostile?]

146 – Red scare again.

147 – Italians want to know why they are not okay, when Germans – US's enemy in WWI – were ok. [Italy isn't axis in WWI?]

148 – Write “in Praise of 1924”] Tell of Stephan Thernstrom and page 141 studies that say assimilation didn't happen. Much of this book would support via showing that assimilation happened after 1924 act.

149 – Ironically, some papers (Polish) were for equality here but thought discrimination against minorities fine back at home.

150 – Some were ethnic nationalists in regards to Asians, but civic in regards to themselves. [So civic nationalism means no discrimination, and that becomes the meaning of America. Individualism and posterity, republicanism, go out the window, “do what thou wilt” takes over.]

152 – Once in a while minorities supported African – Americans.

156 – The editors were sophisticated and told of ideals of this country that unite us and that their cultural pride was worthy, promoting a new, more inclusive view of the US.

157 – These trends came to anthropology and educational psychology [?] later. But while the press did this to their people, Kellor did it publically, facing America. Also here it says the acceptance was later, post Kellor and these newspapers. Kellor was earlier.

## **CHAPTER FOUR: “The have never been – they are not now – half-hearted Americans”: Americanization Education, 1930 – 1955 :::**

### **PAGE # 158**

158 – Many questions about identity and being American.

159 – In 1930 about 12 percent of the US population, approximately 14 million people, were foreign – born. Another 26 had at least one foreign born parent. The Depression made us worried about unity and thus the 1930s and 1940s became among the most important periods in the history of Americanization.

160 – Boas, Covello and others pushed ethnic pluralism, “immigrant community leaders.”

Versailles gave 60 million a nation of their own, but turned another 25 million into minorities.

161 – Italy, Hungary, Poland, and Spain had dictators by 1930s, civic nationalism seemed to be waning. Adamic called restrictionists “fascists.”

162 – 163, Hoover told Fiorello to go back home. Hitler liked the 1924 Act in Mein Kampf.

164 – [Mirel, by implication, ridicules people who note negative stats about immigrants. He cannot believe cultural diversity is real. He is no culturist.]

165 – The American Legion wants Americans hired first on public works and relief projects.

In 1936 someone says Americanization is a mask used to vote, and get relief, it is not sincere.

166 – ZOE! American are still largely culturist.

167 – The Alien Registration Act made it unlawful to “knowingly or willfully advocate, abet, advise, or teach the duty, necessity, desirability, or propriety of overthrowing or destroying any government in the US by force or violence.” It also required alien residents to register with the Feds and be fingerprinted. YES. The internment of Japanese during WWII was “undemocratic.” [would they have won a vote against it? I doubt it.] This act defined people by the color of their skin! [no it was culturism and the only people that focus so much on the immutability of skin are the multiculturalists]

168 – He is giving the foreign papers more weight than education.

169 – FDR says immigrants speak the Universal language of “human aspirations.” [economic man]. He said they made America “safer.” [he gets praise for this, but it is while interring Japs, so . . . .] “they have never been – they are not now – half-hearted Americans.” [again] This is astounding as it is the most cultural pluralism ever from a US leader.

171 – The WPA supported many adult ed and Americanization programs. This as major corporations increasingly banned noncitizens from employment and congress passed new legislation banning aliens from relief programs – while making naturalization easier to attain.

173 – FDR’s national Citizenship Education Program would support national Americanization. By 1942, the program supported 6,000 teachers working with 650,000 students.

175 – Addams and Dewey advocated such ideals [Kellor enacted].

176 – These programs want to preserve cultural heritage. [but how many are first generation by this time].

178 – This trend was fueled by a need to contrast us with NAZI Germany. [It is interesting that while we were all being united under the banner of multicultural democracy, we relocated Japanese].

179 – Between WWI and WWII we changed to cultural pluralism, wherein we appreciated contributions – [such as pizza? .] [For whom? From 1941 to 1950, 1,035,000 people immigrated to the U.S., including 226,000 from Germany, 139,000

from the UK, 171,000 from Canada, 60,000 from Mexico and 57,000 from Italy. Immigration patterns of the 1930s were dominated by the Great Depression, which hit the U.S. hard and lasted over ten years there. In the final prosperous year, 1929, there were 279,678 immigrants recorded,[23] but in 1933, only 23,068 came to the U.S. The average immigration from 1931 – 1940 was 6,900 a year. – Mirel says, page 215, that between 1936 and 1940, 308,000 new immigrants came to the US. ]

181 – ARA fed adult education and naturalization.

181 – Ford said being an American was better. [Partially due to this fact, he is hated and reviled to this day]

181 – He says that WWI curriculum was pro-Anglo, but not Kellor's.

182 – The WPA translated the papers that this book relies on.

182 – These programs, pluralist or not, seek to mold citizenship ideals for national security. He portrays them as part of a triumphal march towards multiculturalism.

183 – Congress made the third Sunday in May “I am an American Day.”

184 – This was different than WWI because of the level of financial support given and the Alien Registration Act helped by pushing people towards naturalization.

185 – FDR make speeches about “the mingling of races dedicated to common ideals which creates and recreates our vitality.” [He says this is great evidence of our civil nationalism, when it was in retreat elsewhere. Japanese and Blacks, excluded]

186 – Between 1915 and 1924, 1,462,000 people naturalized. Between 1935 and 1944 2,320,000.

- foreign language press and the rise of ethnic nationalism, 1930 – 1942 –

186 - In the 1930s and 1940s, foreign language papers were the most important adult education agencies, though there were fewer. (237 in NCC in 1940).

189 – There is no American art of American music, we were historically a cosmopolitan country. [So our nation is really nothing but a neutral space?]

190 – In 1938 the foreigners continued to read their people back into US history

191 – The late 1930s question was how to have so much pride in the homeland, when it was a brutal racist dictatorship? [So the we are Americans bit has borders.]

192 – Two kinds of responses: 1) still said they loved democracy and denounced home nations' actions, 2) they supported democracy, but also rationalized and supported the actions of dictatorial regimes back home.

195 – In Cleveland they mostly did not support minority persecution back home.

197 – But many papers supported the Nazi efforts, though some still rejected their anti-semitism. They were against Nazism “for the most part.”

200 – One Polish paper applauded Poland's banning of Jews from the military.

202 – Scholars estimate that between 60 and 90 percent of all Italian language papers were pro-Fascist.

203 – The Italian government paid many of these papers to print the pro-fascist opinions.

205 – Nazi's “hope to encourage Americans to think in terms of their differences of racial origin rather than their heritage of a common democratic tradition.” [sounds like multiculturalism to me!]

207 – Working in WW II defense plants Americanized folks. [No attrition and 1924]

- Americanization Revised: Intercultural Education, 1930 – 1955 –

208 – In 1933 Louis Adamic, a Slovenian immigrant toured industrial sites to meet second generation immigrants; the “most influential supporter of an important educational movement devoted to reenvisioning American history and culture along patriotic pluralist lines.”

209 – he found workers between this nation and their parents’. He decided teaching people “their own heritage.” [This is in 1933, already, 9 years after 1924, people are midway Americanized and teaching them of their home is nostalgia].

210 – Rachael Davis Dubois created the Bureau of Intercultural Education; “preserving distinctions.”

211 – She worked with African – Americans.

212 – Book summary: Unlike WW I, educators now pushed for cultural pluralism, rejecting Nazi ideology. FDR supported this in the WPA [and Japanese relocation and turning back of the Jews – which he will not touch as it means FDR is not a hero]. 3<sup>rd</sup>, Boas and other immigrant intellectuals pushed to mainstream ideas foreign papers had been pushing for years.

215 – Between 1936 and 1940 over 308,000 immigrants came to the US.

217 – By 1947, intercultural education was operating in 18 school systems across the nation – largely in high schools. He has no idea how many 1<sup>st</sup> and 2<sup>nd</sup> generation immigrants were in these programs.

219 – Jewish teacher writes the immigrants section and says minority problems have been a problem since the early day of the republic.

221 – This intercultural education examined “inequalities which now exist” between various racial, religious, and national groups – “inequalities of opportunity for employment, education, housing, recreation, health, and civil rights.”

222 – 223 – By the late 1940s intercultural education was again on the wane. By 1955 it was defunct. Why? “red-baiting” of leftists and liberal educators.” [note that this is loaded language.] The McCarran – Walters Act which reaffirmed the 1924 act.

223 – 224 – The USSR did not taunt us with Nazi ethnic strife, so no need to counter. And, progressive ed wanted relevant content, not content, as in intercultural.

225 – “But rather than lament the fate of this promising reform effort . . .” [he doesn’t see how his triumphal narrative compromises his objectivity.] It was a “major breakthrough.”

He notes how many intercultural leaders were immigrants.

226 – Normal Drachler – in 1966 – increased black administrators and worked with Richard Henry a “militant black leader” to ban books that were not intercultural.

227 – He profiles an immigrant, proud of America, but imagines all the multicultural things she might have found to sustain her heritage at home, she knew a Slovenian had dined with FDR.

229 – In the 1940s all immigrant papers in Cleveland were pro-American and anti-their hostile homeland in the US. [I guess the 1937 Italian papers reformed].

229 – They noted that racism in the US was like that in Nazi Germany. The desire to Americanize was “Anglo-Saxon cultural hegemony” to which they would not acquiesce. [So acting American is Nazi Anglo-Saxon racism].



230 – Whiteness studies, one of the first things you learn in America is to hate blacks. True. Yet, while the schools implicitly and explicitly taught white ethnic nationalism [where? What??] many Americanization efforts in K-12 and adult ed taught civic nationalism that “challenged the racism in this country.” [If you’re not a multiculturalist, you’re a racist Anglo. Culturism is overlooked as is any possibility of diversity].

231 – Foreign newspaper’s efforts challenged “white ethnic nationalism.”

231 – A counter narrative educators tells us that identifying as “white” did not necessarily mean endorsing “white supremacy.” The wonderful foreign paper editors show this in their cultural pluralism.

232 – We all had to wonder what kinds of nation we wanted racist like the south or culturally plural.

## **CONCLUSION :::: PAGE # 233**

233 – Not until the 1960s was it permissible for immigrants to adhere to their cultural heritage. But, there had been moments that challenged this white hegemony.

234 – Where some historians lump Americanizers with racists, he disagrees. Restrictionists were racist, others believed in immigrants could be good Americans.

235 – Different types of Americanization vied with each other.

235 – Educators who promoted assimilation were trying to help. They were not wrong in that – just narrow. [Very generous. That statement is a highlight of the book].

236 – Foreign language papers supported the Americanization goals of learning English, becoming knowledgeable about American history, and to understand and embrace American democratic ideals and values.

237 – The Bill of Rights made the US a place where you could keep your heritage. Proud, they read their people back into US history. In the 1930s and 1940s there were demands for a more culturally sensitive approach. That bore fruit during WW II.

239 – Considered broadly, the Americanization of immigrants from 1890 to WW II “was a triumph of American education broadly conceived.”

240 – Now we face new restrictionists. But remember we feared Eastern and Southern immigrants. And, they became great Americans.

But this Americanization did not occur by happenstance. This Americanization can from efforts of Americanizers and immigrants themselves.

“Teaching immigrants and their children the things we hold in common is as vital for preserving diversity as it is for ensuring unity. [last sentence].