

the election of officers for the ensuing year followed. The new regent is Mrs. Young. After business refreshments were served.

The meeting on December 5th was held at the home of Mrs. Blossom.

An interesting but brief sketch of pre-revolutionary times entitled "the Crisis" was read by Mrs. Wurster. This was supplemented by "Paul Revere's Ride" given by Miss Nicol. Then came elaborate refreshments.

So the year passed by. What have we gathered from the colonial history studied? We have learned the criterion—the standard of excellence of our forefathers.

And the great reward of our ancestors' striving has come to us. "The might, power, majesty and dominion" of this great republic, which we, their children, by right thinking and right doing may possess—*forever*.—MRS. MAMIE E. HUGGINS MILLER, *Historian*.

Norwalk Chapter (Norwalk, Connecticut) held its February meeting with Mrs. Charles Quintard, vice-regent in the chair. Delegates were chosen to the Continental Congress to meet in Washington in April.

Miss Emeline Johnson, accompanied by Mrs. Chester Selleck, gave two vocal solos, which delighted the audience.

Mrs. A. J. Donley, secretary of the state Patriotic Education Committee of Connecticut, Daughters of the American Revolution, addressed the chapter, presenting the work for foreign citizens.

Mrs. Donley has been investigating the question in New York during the past year through the public schools, the library and the social settlements. After relating some of the picturesque incidents of her work Mrs. Donley read a paper, extracts from which we print below.

The time has gone by when Americans were all descended from English-speaking ancestors. We used to believe that all other nationalities were immigrants and aliens, even if they lived in America long enough to become voters. In those days we had not begun to see the flood of population which was presently to come from the continent of Europe, speaking a dozen languages (not to mention

dialects), until, last year for the first time the number exceeded 1,000,000 foreign immigrants received at the port of New York. Already New York alone had the equivalent of several foreign cities among her population, and the prosperity of these continually attracts others of their countrymen. Of course a large proportion of the immigrants who land in New York are distributed all over the United States, wherever there is a demand for labor, particularly in manufacturing states; but one-third of the 1,125,000 who came last year remained in New York state, Pennsylvania took nearly 200,000, and so on, Connecticut ranking sixth in order with an addition of 33,027 immigrants. Think of it! A whole cityful of people added to Connecticut last year.

As I said before, the great mass of foreigners go to the manufacturing cities for work, and it is in the city they can be studied to the best advantage. Naturally the newcomer finds his first home with people who can understand his language, for he can not speak much English for a year or more, if he learns it only in the daily life at his work. Here is where the great opportunity is open for social work which will introduce the foreigner to our country's standards of living and his own relations to the life of the American community.

Our schools are admirably meeting the question of educating the children. In six months the foreign child can read and speak English and learn the significance of the American flag. If you wish to be assured of this, visit a New York school in the foreign quarter, at morning assembly, and hear them recite and sing and salute the flag. When you see their bright faces, yet so different in feature and expression from your own, all turned towards the flag as it is held by the standard bearer, the reverent gesture of respect as it is passed, and the hundreds of little Bohemians, Hungarians or Italians march out, your heart is thrilled with deep emotion, as if they represented a host which shall rule and populate our land to-morrow.

And as for the adult foreigner, we should give him a neighborly hand. One of the district superintendents in New York who has done much social work among the foreigners by adapting the methods of the schools to the conditions, places great hope in industrial training. The schools of to-morrow are going to teach trades as well as the three R's of the grammar school. She says the school training of foreigners is the most satisfactory, well-rewarded work she had ever done.

The schools influence the parents, too, in the matters of health and the management of children. Cruel discipline is softened, among the under races. Almost all the law the adult immigrant knows he learns from his children. When he learns to read he soon absorbs American ideas, wholesome and unwholesome, from newspapers. All the foreigners have papers published in their own languages. Your Con-

necticut committee on patriotic education expects to have some articles on American history and government translated for these foreign papers and afterward published in pamphlet form. We are working on this project now.

When adult foreigners come to public libraries they ask for books about United States history in their own language. They would eagerly read any books describing America, but there are only a few to be had. We have got to get them written and published. We should also have evening classes to teach English. The evening schools require other instruction also, but many foreigners are well educated in their own language. English is all they wish to study. Do they care for books and lectures if we provide them? The Passaic library says "Yes" emphatically and is thronged with foreigners who borrow books, attend classes and hold club meetings in the library. Their gifts to the library show their gratitude for its help. New York has foreign books in all its circulating branches, according to the nationalities it serves. The New York board of education gives fine lectures in foreign languages as well as English.

Rebecca' Parke Chapter (Galesburg, Illinois).—Enjoyed a period of great activity during 1907, and the present year bids fair to equal, if not to surpass it in energy and prosperity.

In order to train the young in patriotic thought, large storm serge flags were offered to the colleges, Knox and Lombard, to the high school, to the East Main Street church, and to the free kindergarten, on condition that ninety per cent. of their members should be able to recite both the national anthem and the national hymn. Four of these flags have been presented. The chapter ladies also earned a similar flag offered to them by the regent on the same terms. By this means, fully two thousand people have become versed in the inspiring passages of these two great national airs.

Prizes for essays on patriotic subjects have been offered to the freshmen classes of the colleges, and to the two higher classes of the high school. In the latter fourteen very excellent essays were submitted. By vote of the judges, Floyd Bates was awarded the first prize, and Leo Elston the second. Two other essays (one by a daughter of one of our ex-regents), received honorable mention. These were written by Martha Latimer and Helen Edgerton.

Earnestly has the chapter started in to obtain means to build