

COMPARISON OF SOCIAL  
CHARACTERISTICS OF NATIONALITIES  
IN THE SALINA SCHOOL DISTRICT,  
DEARBORN, MICHIGAN

THESIS FOR THE DEGREE OF M. A.

Lyle E. Hotchkiss

1934

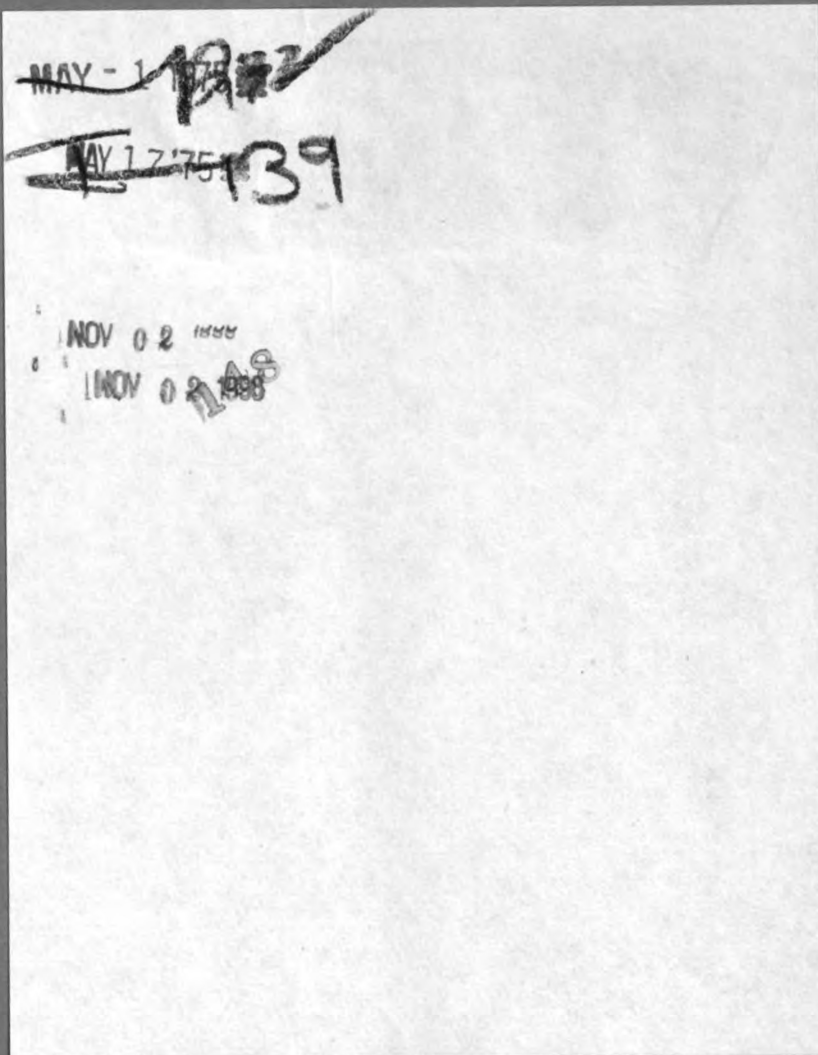


THESIS

Dearborn, Mich. - Foreign population



Sociology



COMPARISON OF SOCIAL CHARACTERISTICS OF  
NATIONALITIES IN THE SALINA SCHOOL DISTRICT,  
DEARBORN, MICHIGAN

By

Lyle E. Hotchkiss

A Thesis Submitted to the Graduate Faculty  
in Partial Fulfillment for the Degree of

MASTER OF ARTS

Department of Sociology

Approved

  
Head of Major Department

  
Dean of Graduate School

THESIS

## ACKNOWLEDGMENT

I am grateful to the instructors of the Salina and Roulo Schools for their assistance in collecting the information necessary for this thesis.

I am particularly pleased to acknowledge the helpful counsel and assistance given by Dr. Eben Mumford, Dr. C. R. Hoffer and Dr. J. F. Thaden of the Department of Sociology at Michigan State College, under whose direction this thesis was written.

LYLE E. HOTCHKISS

## TABLE OF CONTENTS

Chapter I. INTRODUCTION.....	1
Purpose of the Study - Description of the Salina-Roulo Area - Scope and Method - A Neglected Field of Study.	
Chapter II. HISTORICAL BACKGROUND OF THE AREA....	12
Early Days in Dearborn - Henry Ford and Dearborn's Growth.	
Chapter III. NATIONALITY HISTORY.....	45
School Problems in Foreign Readjustment - Dearborn's Foreign Population - The Armenians - The Hungarians - The Polish - The Roumanians - The Russians - The Syrians.	
Chapter IV. SOCIAL AND ECONOMIC STATUS OF THE FAMILIES.....	72
Mobility of Families - Types of Homes and Ownership - Automobile Ownership - Occupation of Father.	
Chapter V. NATIONALITY AND EDUCATION. ....	89
The Testing Program - Intelligence Tests and Letter Ratings - Achievement Tests.	
Chapter VI. OTHER COMMUNITY RELATIONSHIPS.....	113
Religious Affiliations - Americanization of the Foreign Born - Adult Education in the Fordson Schools - Nationality and Leisure Time - Newspapers and Magazines in the Home - Music and Leisure - Movies and Leisure - School and Leisure Time.]	
Chapter VII. SUMMARY AND CONCLUSIONS.....	143
Bibliography .....	152

## MAPS AND DIAGRAMS

Map 1.	.City of Dearborn	5
Map 2.	Residential and Industrial Development of Fordson School District	42
Map 3.	Residential Saturation of Salina-Roulo District	43
Map 4.	Nationality Spot Map of Salina-Roulo District	114
Diagram 1.	June Enrollment of the Salina and Roulo Schools from 1923 to 1931 Inclusive	40
Diagram 2.	Percentage of the Total Number of Children Belonging to Each Nationality	77
Diagram 3.	Educational Profile Chart New Stanford Achievement Test	101
Diagram 4.	Percentage Distribution of Students Accelerated and Retarded for Each Nationality Having Ten or More Cases	110

## TABLES

Table 1.	Foreign Born White People Residing in Dearborn in 1930, Listed by Country of Birth	35
Table II.	Membership for the Salina and Roulo Schools in June of Each Year, Showing Percent of Increase or Decrease over the Preceding Year	38
Table III.	Dearborn Population by Age, Color, Nativity and Sex 1930	50
Table IV.	Number of Children in the Families of Each Nationality	75
Table V.	Mobility of Students in Salina-Roulo District for the Past Nine Years Showing the Percentage of Those Enrolled Who Transferred During the Year	79
Table VI.	Number and Percentage of Each Nationality Owning and Renting Their Homes in the Salina-Roulo District	82

Table VII.	Number and Percentage of Automobile Ownership in Each Group	85
Table VIII.	Occupational Distribution by Nationalities	87
Table IX.	Classification of the Students in Each Nationality Group According to Letter Ratings Determined by the Detroit Intelligence Test	95
Table X.	Intelligence Ratings of Pupils of Each Nationality Having Ten or More Children Arranged by Number and Percentage Below Norm and Above Norm.	99
Table XI.	Number and Percentage of the Students Accelerated Grouped According to Months of Acceleration	103
Table XII.	Number and Percentage of the Students Retarded Grouped According to Months of Retardation	106
Table XIII.	Achievement Record of American, Hungarian, Roumanian and Russian Students as Shown by the New Stanford Achievement Tests	108
Table XIV.	Church Membership of the Families of Each Nationality in the Salina-Roulo Area	117
Table XV.	Distribution of Naturalization Papers Granted by Nationalities for Three Years Two Months in Dearborn, Michigan	126
Table XVI.	Number and Percentage of Fathers Who Have Obtained Naturalization Papers	128
Table XVII.	Number and Percentage of Mothers Who Have Obtained Naturalization Papers	130
Table XVIII.	Distribution of Newspapers Taken in Homes of Students of Salina-Roulo District	133
Table XIX.	Magazines Taken in the Home	137
Table XX.	Kinds of Musical Instruments in the Home by Nationalities	139
Table XXI.	The Number of Times Each Group Attend the Movies During One Year	141

700 HCS, H N I T H S  
S H L I N H S C H O O L





ROULO SCHOOL

## CHAPTER I

### INTRODUCTION

The immigration of people from foreign countries to the United States and the desire of these people to improve their standard of living by moving from one locality to another have brought stupendous problems to our country. In the understanding and solving of these problems the school as well as other institutions of the community must do its part. These problems may be classified into two groups, the physical and the human environment. It is a comparatively simple problem for people to adjust themselves to a new physical environment such as climate, topography, and elevation, but the adjustment to a new human environment is much more complex and in some respects more important. In this problem of adjustment to a new human environment it is indispensable for the immigrant first to remove the language barrier. The men must at least speak and understand the new language in order to gain employment, but many never learn to read and write the language intelligently. The foreigner must also adjust himself to a new political and economic system. New customs, traditions, ideals, standards and beliefs must be adopted by him before he can expect to be admitted to the community as an equal. The compulsory school laws in Michigan compel the children between the ages of seven and sixteen inclusive to attend school. Therefore, the foreign

children soon learn to speak, read and write the new language. The women, particularly the mothers, however, do not find it necessary to use the language of their adopted country and many never become able to carry on an intelligent conversation in English, and only a very small percentage learn to read and write.

Although the foreign men learn to speak the new language they often fail to adopt the national characteristics, customs and manners of the American community. So while the second generation will learn the new ways the home environment remains unchanged and continues to play a major part in the development of the children of that generation. It is not until the third generation that the new national customs, characteristics and manners are generally accepted in the standards of living. This situation is very well illustrated in the Salina-Roulo school districts in Dearborn, Michigan, (to be discussed later) as there are thirty-two distinct nationalities represented in the two schools, of whom 80.77 per cent are of foreign parentage.<sup>(1)</sup>

The problem of the Americanization of the immigrant and his children is a cooperative problem of all agencies in the community, but the un-American attitude of some native born residents makes the problem more difficult. The church assumes some responsibility, but only reaches a small percentage of the people. The limited number of American born people living in this community and their unwillingness to associate with

---

(1) In this survey all children whose parents were born in the United States were considered as Americans.

the foreign born, have thrown the burden of Americanization upon the public schools. This is especially true in the territory just described.

#### Purpose of the Study.

The specific purpose of this thesis is to assist the teachers in becoming acquainted with the nationality and family history, home environment, customs and characteristics of the foreign parents residing in the Salina-Roulo district. With this knowledge they can do more in the Americanization process than remove the language barrier usually believed to be the part assigned to the public schools. Cognizance must be taken of the fact that it is the duty of our public schools to make good American citizens of the boys and girls of all nationalities who come under our guidance. With this challenge in mind this study was undertaken.

#### Description of the Salina-Roulo Area.

The Salina-Roulo district, is located in the southeast corner of the City of Dearborn, and is a part of the Fordson School system. The cities of Dearborn, Fordson and a part of Dearborn Township were amalgamated in 1929 and given the name of Dearborn. The city now has a total area of thirty-two square miles and a population of 50,358 people. There are still five distinct school systems but that of Fordson comprises over seven-tenths of the total population. The Salina-Roulo district, within what was the Fordson area, is a territory covering one and one half square miles, and has a population of approximately 7,000 inhabitants. In reality

it is a city in itself, as it is separated from other residential sections of Dearborn by more than one mile of vacant or industrial property. The exact location in relation to the rest of the city and the city of Detroit is shown on Map I on the next page. It will be noticed upon referring to this map that the territory is separated from Detroit on the east by property formerly used as brick yards; on the south by a Detroit City park and Woodmere Cemetery. The extensive grounds of the Ford Motor Rouge Plant lie directly west, while on the north is vacant property owned by brick manufacturers, which will eventually be used for the making of brick.

#### Scope and Method.

The comparison of Nationalities in this study has been confined to the families of pupils who were enrolled in grades four to nine inclusive. The fourth grade was set as the lower limit because it was believed to be exceedingly difficult to obtain all the information necessary for the study from the members of the lower grades. Even if home calls were made, many of the parents would be unable to understand English and these children would have to act as interpreters. The answers obtained in this manner would probably be unreliable.

A great many of the parents of this district insist upon their children leaving school as soon as they have passed the compulsory school age, which is seventeen in Michigan. For this reason children beyond the ninth grade



CITY OF DEARBORN  
WAYNE COUNTY MICHIGAN.

PUBLISHED BY  
DEPARTMENT PUBLIC WORKS & ENGINEERING  
DIVISION OF ENGINEERING  
EDITION JAN. 1932  
COPYRIGHT 1930 CITY OF DEARBORN

DEARBORN TOWNSHIP SCHOOL DISTRICT.  
EAST OF THIS LINE IS THE FORDSON SCHOOL DISTRICT.  
SALINA - ROULD SCHOOL DISTRICT SURVEYED IN THIS STUDY.  
WEST OF THIS LINE IS THE DEARBORN SCHOOL DISTRICT.  
FORD MOTOR COMPANY - ROUGE PLANT.

- 1-FORD MOTOR CO. - EXPERIMENTAL LABORATORIES.
- 2-FORD MOTOR CO. - AIRPORT.
- 3-HENRY FORD'S GREENWICH VILLAGE.
- 4-HENRY FORD'S BIRTHPLACE.
- 5-HENRY FORD'S RESIDENCE.

ALL PROPERTY NOT SUBDIVIDED BELONGS TO  
THE HENRY FORD FARMS.





were not included in the study. The students are permitted to enroll in the kindergarten at four and one half years of age, which makes it possible, even for the very slow student to complete the Junior high school before reaching the age of seventeen.

In obtaining the information for this report the historical, statistical and case study methods were used. It has also been the privilege of the writer to have been connected with the two schools in this section for the past ten years as principal. In this length of time the territory has grown from an American farming area to a city of many nationalities. The historical method was used to obtain the information necessary for the first two chapters. The statistical and case study methods were used largely in preparing the balance of this study. In the second chapter is given a short history of the growth of the city of Dearborn. As a history of the city has never been published the material for this chapter was obtained from various sources. Histories of Detroit and Wayne County furnished some of the material, a list of which will be given in the bibliography. The Burton Historical Collection and Mr. Henry Ford's Library at Greenwich Village proved to be valuable aids. The balance of the material was obtained from original documents and in conversation with the older residents. The information in respect to the history of the nationalities was obtained from studies made of individual nations and by conver-

sation with the parents of the students, many of whom have lived in this country only a short time.

A part of the data were secured by the use of a schedule which was filled out by the pupils and parents under the supervision of their teachers. A great deal of care was taken in making up the questions used in the schedule in order to secure the desired information. A total of 655 individual schedules were obtained from students in the six grades, which represented a total of 429 families.

The schedule used was as follows:

#### FAMILY

1. Name \_\_\_\_\_ 2. Street \_\_\_\_\_ 3. Number \_\_\_\_\_
4. Sex \_\_\_\_\_ 5. Age: Years \_\_\_\_\_ Months \_\_\_\_\_ 6. Grade \_\_\_\_\_
7. Where were you born? City \_\_\_\_\_ State \_\_\_\_\_ Country \_\_\_\_\_
8. Father born in - City \_\_\_\_\_ State \_\_\_\_\_ Country \_\_\_\_\_
9. Mother born in - City \_\_\_\_\_ State \_\_\_\_\_ Country \_\_\_\_\_
10. Fathers mother born in - State \_\_\_\_\_ Country \_\_\_\_\_
11. Fathers father born in - State \_\_\_\_\_ Country \_\_\_\_\_
12. Mothers mother born in - State \_\_\_\_\_ Country \_\_\_\_\_
13. Mothers father born in - State \_\_\_\_\_ Country \_\_\_\_\_
14. How long has your father been in the United States? \_\_\_\_\_
15. How long has your mother been in the United States? \_\_\_\_\_
16. If your father was not born in the United States has he his second papers? \_\_\_\_\_ Your Mother? \_\_\_\_\_
17. How many brothers have you? \_\_\_\_\_ Sisters? \_\_\_\_\_
18. Are you the oldest, second, third, or where do you come \_\_\_\_\_
19. What places have you lived in besides Dearborn \_\_\_\_\_
20. Is your father living? \_\_\_\_\_ Your mother? \_\_\_\_\_
21. Does your family own their home? \_\_\_\_\_ Rent \_\_\_\_\_

#### LANGUAGE

22. What language does your father speak at home? \_\_\_\_\_
23. What language does your mother speak at home? \_\_\_\_\_
24. What language besides English can you speak? \_\_\_\_\_
25. What language besides English can you understand? \_\_\_\_\_
26. Can your father read an English newspaper? \_\_\_\_\_ Mother \_\_\_\_\_

#### EDUCATION

27. Letter rating \_\_\_\_\_ 28. M.A. \_\_\_\_\_ 29. C.A. \_\_\_\_\_
30. What schools besides Salina or Roulo have you attended? \_\_\_\_\_
31. Do you expect to finish high school? \_\_\_\_\_

32. Do you expect to go to college? \_\_\_\_\_

READING

33. Do you take the Detroit News? \_\_\_\_\_ Detroit Times? \_\_\_\_\_  
Detroit Free Press? \_\_\_\_\_ Detroit Daily? \_\_\_\_\_  
Dearborn Star? \_\_\_\_\_ Dearborn Independent? \_\_\_\_\_

34. Name all other newspapers you take in the home \_\_\_\_\_

35. Name all the magazines which are read each month in the home \_\_\_\_\_

ECONOMIC LIFE OR OCCUPATION.

36. If your father is living what is his occupation or business \_\_\_\_\_

37. If your mother helps support the family what is her occupation? \_\_\_\_\_

-38. Do you work to earn money? \_\_\_\_\_

-39. What do you do? \_\_\_\_\_ How much do you earn each week? \_\_\_\_\_

-40. Do you help support the family? \_\_\_\_\_

41. Do you spend this money on yourself, save it, or give it to your parents? \_\_\_\_\_

42. Give the name of the occupation you intend to follow through life \_\_\_\_\_

RELIGION

-43. What church does your father belong to - if any? \_\_\_\_\_  
Mother \_\_\_\_\_

44. Name the church you attend for church or Sunday School \_\_\_\_\_

ART.

-45. Do you own a radio in your home? \_\_\_\_\_ Piano? \_\_\_\_\_

46. Name other musical instruments in the home \_\_\_\_\_

RECREATIONAL.

47. How many times do you attend the movies each year? \_\_\_\_\_

48. Do your parents own an automobile? \_\_\_\_\_

49. Name the three games you like best to play \_\_\_\_\_

SUMMER VACATION.

50. Do you intend to go to summer school this year? \_\_\_\_\_

51. How will you spend your summer vacation? At home \_\_\_\_\_  
In camp \_\_\_\_\_ Visiting \_\_\_\_\_ Working \_\_\_\_\_ Travel \_\_\_\_\_

An examination of the schedule will reveal two important points; first, that the greater part of the questions can be answered by one word; second, a number of cross check questions were used to secure accurate information on important points. To secure the nationality of each student there

were questions requesting the birth place of the child, parents, and grandparents. This was again checked by the language spoken in the home. Another cross check will be found in the newspapers taken in the home. A large percentage of the foreign nationalities take at least one newspaper printed in their native language. The nationality was again checked by the school records, which give the birthplace of both parents as well as that of the child. Questions which could not be answered by the student were sent home with a request that an answer be returned. In many cases a home call was made to secure the necessary information. In some instances two or more students in the same family would fill out questionnaires. In recording the information on work sheets all members of a family were grouped together. Where conflicting answers were received they were carefully checked by the school records, and home calls were made, if warranted.

With the limited number of cases in some of the nationalities it is realized that it would be unfair to these countries to draw definite conclusions in respect to the people as a whole. In some of the larger groups we feel the number of cases represented are large enough that the conclusions and generalizations pertaining to them may have a rather general application. However, in all cases they will have significant value for the instructors who come in

contact with the children of these families in their daily work at the Salina and Roulo schools.

A Neglected Field of Study.

The comparison of nationalities in given localities is practically a virgin field. Numerous studies of individual nationalities have been made, such as Malcom's *The Armenians in America* <sup>(1)</sup> and Clark's *Our Italian Fellow Citizens*. <sup>(2)</sup> These and many others will be found in the bibliography. But each of these studies deals with only one nationality, or with two or more closely related nationalities.

A very limited number of studies have been carried on in relation to nationality and school progress but again they have not considered fully the historical background of the immigrants including family, economic, educational and religious factors. Dr. Jordan, in her book *Nationality and School Progress*, <sup>(3)</sup> compares the progress of 2544 students of twenty four nationalities in the twin cities of Minneapolis and St. Paul. The students under consideration in Dr. Jordan's study were largely natives of the northern European countries, Norway, Sweden and Germany. She agrees with other authors that the foreign student is handicapped in school because of language difficulty, but believes with the disappearance of this difficulty among the descendants of these children other marked differences will also disappear. Perhaps one

---

(1) Malcom, M. Varton. *The Armenians in America*.

(2) Clark, F. E. *Our Italian Fellow Citizens*.....

(3) Jordan, Riverda Harding. *Nationality and School Progress*.

reason why this field is so limited is that the ordinary American school seldom has more than two or three nationalities with which to work. It is only in the larger industrial cities such as New York, Boston, Cleveland, Chicago, and Detroit that we find schools whose enrollment is largely made up of many foreign nationalities. This perhaps accounts for the limited amount of material relative to this subject. However, it is evident that many educators realize the importance of studying the historical, social, educational, economic and religious background of the students whom they are called upon to direct.

## CHAPTER II

### HISTORICAL BACKGROUND OF THE AREA

The Salina-Roulo district is located on the River Rouge one mile from where it empties into the Detroit river. It is also less than four miles south and west of the spot selected by Cadillac for the site of Fort Ponchartrain, later named Detroit. The history of this community is so closely interwoven with that of the history of Detroit and Wayne County it is impossible to separate them. It is therefore advisable, in order to give a clear and comprehensive view of this district, to include a short history of this territory from the first French settlement until the present time.

Almost a century before Cadillac established Fort Pontchartrain on the site of the present city of Detroit, and over two centuries before the village of Dearbornville was founded, white men had had some contact with the wonderful land of the lakes, later called the State of Michigan. This contact was made by such energetic and romantic Jesuit characters as Joliet, Marquette, LaSalle, Dollier, Galinee, and Mennepin, who wished to spread the religious faith to the American Indians. These characters were soon followed by others interested in adventure, conquest, and wealth.

Samuel Champlain was one of the earliest known explorers in the Great Lakes Region. He was a native of France and was educated for the priesthood, but instead

of serving the church he became a navigator in the French Navy and turned his attention to exploration. At the age of twenty-five he was commissioned by the French king to establish a settlement in the country discovered by Cartier, and on July 3, 1608, founded the City of Quebec, the third permanent settlement in America. The French Colonial records state that he passed through the strait (the Detroit River) in 1611 or 1612, going as far north as Lake Huron.

The country west of Quebec and southward to the Ohio, west to what is now the State of Minnesota, and north including all land drained into Lakes Superior and Huron was known to the Indians and French as Michilimackinac, derived from the Indian words Michi, "great" and Mackinac, "turtle"; also translated by others as "the place of giant fairies" or "fairy spirits".

Quebec soon became the trading center for the Indians. They would bring their packs of fur 500 miles or more to trade for a few urgent necessities, such as blankets, knives, hatchets, kettles, as well as brandy, distilled from the wines which were a product of the vineyards of France.

Requests for more and more furs began to come from France. The supply of beavers was limited in that country and since the mode of dress had turned to beaver fur hats for both men and women there was a great increase in the demand. As a result a trading post and mission was established in 1670 by Father Marquette in the center of the

Indian country at the location now known as St. Ignace.

This was followed by a settlement at St. Joseph.

The fashion in hats spread from France to England, so the English traders set up a post on the Hudson River where Albany now stands and called it Fort Orange. English traders began coming up Lake Erie to the Detroit River to buy beaver skins. The English liquor, distilled from molasses and called rum, was much cheaper than the French brandy. The English traders could therefore afford to give twice as much liquor in trade for skins. As a result the fur trade at Mackinaw suddenly began to fall off, the Indians making the longer journey to the Detroit River. This condition was reported by the French traders to their government and Count Pontchartrain, Minister of Marine in the cabinet of Louis XIV, ordered Governor Frontenac of New France to establish a strong military post on the Detroit River to prevent the English traders from coming up the lake to buy furs from the Indians.

The commandant of the French fort of Mackinac was called to Montreal to fit out an expedition to establish the new military post. His full name was Antoine Laumet de la Mothe Cadillac, better known as Cadillac. There were fifty soldiers and fifty hardy Canadians in Cadillac's party as they paddled up the "river of the Straits", inspecting the shore line for the best place to establish the new military post.

the site selected was on the north side of the river where a bluff ended rather abruptly at its western end in a round topped hill around the base of which poured the waters of a small river, about twenty five feet wide and ten feet deep, later known as the Savoyard River. After rounding the hill at some distance above its mouth, it ran parallel to the Detroit River, thus protecting the location of the new fort from three sides.

The expedition landed and began the construction of the fort on July 23, 1701. The fifty expert woodsmen began work at once, cutting down trees with which to erect a church, houses, and to inclose the grounds with a log palisade. The logs for the church were set on end side by side and inserted four feet deep in the ground. The walls of St. Anne's Church were raised in place on that first day, and mass was celebrated within them on the green sod next morning. By September first, the site of the first settlement was enclosed. The enclosure had an area of less than one acre. Using the present names of streets Fort Ponchartrain was located between Jefferson Avenue and Woodbridge Street, occupying the western half of the block between Griswold and Shelby Streets. The total area cleared between the rivers was less than thirty seven acres and during the next century expanded to less than one square mile. Cadillac named the location Fort Pontchartrain in honor of the French Minister of Marine who had sent him to found the new settlement in the wilds of Michigan territory, at the present site of the City of Detroit.

At the close of the Seven Years War Montreal was turned over to the English by Governor Vandervil, on September 8th, 1760. General Amherst, the English commander, at once ordered Major Robert Rogers, known as "The Ranger", to take possession of Detroit, Michelmackinac, and the entire Northwest, and to administer the oath of allegiance to the inhabitants. Major Roberts found Detroit a town of 2000 inhabitants, but upon the surrender of the city by the French, all except about 600 inhabitants moved into Canada.

From the day the English garrison moved into Detroit, Pontiac, one of the greatest Indian chiefs, began a plot to drive the white people from the west forever. By the power of his oratory and leadership he gained the cooperation of all the Indian tribes in the Northwest Territory. Pontiac distributed the different Indian nations in such a way that all English settlements would be attacked at the same time. He personally was to lead the attack upon Detroit. The plan was disclosed to Major Gladwin, in command at Detroit. On May 7, 1763, the attack was made, but ended in failure, and after 153 days of siege the great chief sued for peace. The Indians had successfully taken all the other posts in Michigan and had murdered nearly all the settlers. In July 1766, Pontiac announced his abandonment of the French cause and gave his allegiance to the British. Three years later, while dazed with liquor at an Indian feast, Pontiac was followed into the forest by a Kaskaska Indian and killed.

In 1774, this region of Michigan was placed under the Quebec Act, which superseded the English Common Law. This

act was very offensive to the residents and was one of the provocations later mentioned in the Declaration of Independence, stating that "the free system of English laws has been abolished in a neighboring province, establishing therein an arbitrary government so as to render it an example and a fit instrument for introducing the same absolute rule in these colonies". The act was passed in the face of protests, for the British home ministry was unable to see that colonists had any rights which the home government was bound to respect.

In spite of the unfavorable conditions settlers straggled into the West and soon there was a solid phalanx of farms extending for many miles along the river front, the shore of Lake St. Clair, and down the shore of Lake Erie. Log cabins began to give way to frame houses. The newer log houses were laid up in the fashion commonly seen, log upon log, instead of logs standing upright with one end buried in the ground, as the early French settlers had built them.

The years of the American Revolution were grim and terrible years for the Detroit territory. Hamilton, the commandant, organized war parties of Indians, supplied them with guns, and offered a bounty of five dollars each for every scalp taken from American settlers, regardless of age or sex. The Indians were also placed under the leadership of white men who were more inhuman than themselves. Some of these men were renegades who had abandoned civilized life and had been adopted into Indian tribes, as were the Girty brothers - Simon, James, and George.

In 1777 a second fort was built on higher ground back of the original fort. The new one was called Fort Lernoult. The same year nine vessels for the defense of Detroit were built in a shipyard on the River Rouge, which is the first case on record of land which is now a part of the City of Dearborn being used. This work continued at this location for several years.

Following the American Revolution Detroit and the State of Michigan were incorporated by law with the Province of Canada and thus came under the jurisdiction of British law and Canadian courts. This situation existed for a period of eight years, from 1788 to 1796. Thus it will be seen that during this time Detroit existed under two distinct and opposing governments. The Ordinance of 1787 enacted by the Congress of the United States extended American jurisdiction over the town and territory, while British-Canadian authority was imposed by the Canada Act.

The Michigan territory was peaceably turned over to the United States by the Jay Treaty and the act ratified by Congress on June 24th, 1795. Fort Lernoult was turned over by the British commandant Colonel Richard England on July 11, 1796 to Colonel John Frances Hamtramck, who had been with General Anthony Wayne during the campaign against the British and Indians at the battle of Fallen Timbers. He commanded General Wayne's left wing. Colonel Hamtramck died in Detroit April 11, 1803. The population before the

surrender was a little more than 2,200, which included 178 negro and Indian slaves, but in a few months it dwindled to about 500. It was not until the renewed immigration from the East had been in progress for several years that the population again reached the former number.

A strong wind was blowing up the river on the morning of June 11, 1805 when a fire was noticed in the barn of the village baker, John Harvey, and in less than two hours every house in the village but one was totally destroyed. The French farmers up and down the river assisted in the care of the homeless families. Many became discouraged and moved into Canada.

Governor Hull and Chief Justice Woodward saw the necessity of quick action if the Canadian cities were not to become the more important. They immediately started on a trip to Washington where they gained permission from Congress to lay out a new city. A lot was to be given to each person over seventeen years old who had owned or inhabited a house at the time of the fire. The question of titles to land outside of Detroit was settled shortly afterward, the people securing quit claim deeds to the land they occupied. They were thus encouraged to make lasting improvements. In 1805 the population of Detroit numbered only 551 persons, and five years later the total census of the Michigan territory numbered but 4762.

Wayne County was established August 15, 1796, by the proclamation of Winthrop Sargent, secretary and acting governor of the Northwest Territory. The county at this time included a large tract of land across northwestern Ohio (about

one-fifth of the state}; a strip across the northern part of Indiana; all the lower peninsula of Michigan; about three-fourths of the Upper Penninsula, and all of that part of Wisconsin drained into Lake Michigan - nearly seventy five thousand square miles. Emigration to this section was slow because of the report that the climate was unhealthful. In 1804, Dwight, ex-president of Yale University, reported in his travels that the situation of Detroit was "unhealthful - not from the waters of the lakes but from the marshes which line its borders".

The Indians who roamed through the forests of Michigan were exceptionally friendly to the British. As early as 1807 Governor Hull wrote to the Secretary of War and informed him that the British had been having conferences with the Indians. The Indians were notified that there would soon be another war between the colonists and Great Britian requested them to take up the hatchet against the Americans. The Indians were to support the cause of Great Britian in the case of war, as they were in reality pensioners of the British. In 1808, in a communication to Congress, Hull again pointed out the exposed condition of the settlement and suggested the building of armed vessels on the lakes to protect communication to the territory. Again in 1811, for the third time, he told the Secretary of War that the Canadian forces outnumbered the Americans twenty to one and again mentioned the need of an armed force on Lake Erie. Governor Hull went to Washington to explain the situation at Detroit to the government. In response, 1200 troops were recruited in Ohio and placed at the

command of General Hull. Lewis Cass of Marietta, Ohio, was made colonel of the third Regiment. Before they reached Detroit war was declared. The American force now at Detroit numbered 2200 soldiers and 43 cannon.

The American soldiers and officers wished to cross into Canada and attack the British forces at Fort Malden, which guarded the entrance to the Detroit River. The fort was protected by only 500 men, but Governor Hull objected. A British force of 800 men crossed to the American side and landed in Springwells on August 15, 1812 and on the next day marched to Detroit, where Governor Hull surrendered without firing a shot. The Michigan territory was returned to the Americans after the great victory by Oliver Hazard Perry on Lake Erie, September 10, 1813. The American forces under Colonel Johnston arrived in Detroit September 30, 1813, but found the fort vacated by the British. After the War of 1812, Lewis Cass was appointed governor of Michigan territory and served from 1813 to 1831. He used his great energies to promote the settlement of Michigan.

An indirect result of the War of 1812 was the unfavorable report widely circulated about Michigan lands. In 1815 Edward Tiffin, surveyor general for the Northwest, reported to the National Government that "there would not be more than one acre out of a hundred, if there would be one out of a thousand that would, in any case, admit of cultivation"; furthermore he said, "the intermediate space between the swamps

and lakes, which is probably nearly one-half of the country, is with a very few exceptions, a poor barren, sandy land, on which scarcely any vegetation grows, except very small scrubby oaks". The purpose of the survey upon which this report was based was to promote the early disposition of the Michigan bounty lands authorized by Congress for compensation to the soldiers of the war.

As a result of the Tiffin report President Madison recommended to Congress that "since lands in Michigan were covered with swamps and lakes or were otherwise so unfit for cultivation that only a small proportion could be applied to the intended grants, other lands should be designated to take the place of Michigan's proportion of the military bounty lands;" accordingly, three-fourths of that amount was ordered surveyed in the rival state of Illinois. The Government's disfavor toward Michigan lands doubtless became widely known, as the newspapers of the day emphasized the activities of Congress, and many eastern people were then specially anxious to know about the West. School geographies, published at this time, contained maps with the words "Interminable Swamp" across the interior of Michigan.

In 1818 a party of Detroit citizens decided to find out for themselves the kind of land adjacent to Detroit on the North. With an Indian guide they followed a road that had been made as far North as the present Grand Boulevard and from there penetrated the woods to the neighborhood of the

present city of Pontiac. Upon their return they gave glowing accounts of the valuable land they had explored, which electrified the hearts of the Americans in Detroit and utterly astonished the French.

Cass warmly criticized the Tiffin report, writing to the Government that the lands of Michigan had been "grossly misrepresented." Upon his motion new surveys were begun in the vicinity of Detroit in 1816 and public sales were opened for the surveyed portion in 1818. In 1819 national aid was secured for an extended examination of the soil, minerals, and Indian conditions over a route of some five thousand square miles through the interior. This investigation, which was accomplished in 1820, gave to men intimately connected with the government of the Territory and influential with the National Government a first hand knowledge of the region and impressed upon them more firmly a lesson of the War of 1812, the need of a national military road between Detroit and Chicago.

Several noteworthy events within the next few years encouraged settlers to move to the Lake region. The news reports advised people looking for homesteads to locate here. The first steamship, Walk-in the Water, made its first trip to Detroit in the year 1818. Eight years later there were six steamboats on the lakes, all engaged in the passenger and packet trades. The land laws were changed by Congress in 1820, making it easier for the settlers to take up homesteads

in the West. Perhaps the greatest event that stimulated the settlement of the Northwest Territory was the opening of the Erie Canal in 1825. It was now possible for people to go entirely by water from New York City to the present site of Chicago.

### Early Days in Dearborn

The War of 1812 showed the necessity of building roads and establishing means of communication between the frontier towns. In 1821 a treaty was established with the allied tribes of the Chippewas, Ottawas, and Potawatomis, whereby the government acquired the right to construct and use a road through the Indian country from both Detroit and Fort Wayne to Chicago. By an act of April 30, 1824 Congress authorized President Monroe to have made such surveys and plans of routes of roads and canals as he might deem of national importance from either a commercial or a military point of view, or needful for transporting the mails. The sum of \$30,000 was set aside for this work, one third of which was used on the road from Detroit to Chicago.

The actual survey was begun from Detroit in 1825. The engineer in charge soon found it necessary to follow the ancient Indian trails as they avoided the worst marshes and sought out the best fording places. From the settlers' viewpoint this was highly desirable as the road traversed the most promising farming land. Accordingly, the first home sites purchased from the government adjoined the new road. The survey

was not completed through western Michigan until 1832, but a semi-weekly stage had been running out of Detroit through Dearborn, which was the first stop west of Detroit, to Ypsilanti and Tecumseh as early as 1830.

From Detroit the Chicago Road passed westward along the bank of the Detroit River to the River Rouge, and along the north shore until it reached Michigan Avenue, which is now in the City of Dearborn, where it crossed the river at the site of the present bridge and followed the southern branch westward to Ypsilanti. Here, it turned to the southwest, passing through the village of Saline and on to the crossing of River Raisin at Clinton, near the border of Lenawee County.

When James Cissne, the first settler in Dearborn, came here in 1795, little did he realize that as the years moved by, Dearborn was destined to become one of the most widely known communities in the world. After the Chicago Road was surveyed, Conrad Ten Eyck, who had served as County Treasurer from November 26, 1817 to October 17, 1825, established the Ten Eyck Tavern at the location now used as the entrance to the Henry Ford estate on Michigan Avenue. This tavern was doing a flourishing business as early as 1826. According to authentic reports, a party of Detroit people came to the tavern one day, and after their dinner, Conrad Ten Eyck, better known as "Old Coon", informed them that they had just been served wolf steak. One of the travelers suggested that they were then "Wolverines", a nickname which is now applied to all people in Michigan. Titus Dort moved westward from

the state of Vermont in 1824 and established the first brick yard in Detroit. In 1829, he moved to Dearborn, and later furnished the brick for the Dearborn Arsenal.

Dearborn township originally formed a part of the township of Bucklin, which was created April 12, 1827. For a short time it was called Pekin. On March 9, 1833 the township of Pekin was divided and the new township of Dearborn was established. The following year the name was again changed to Bucklin, but finally, in 1836, it was renamed Dearborn and has retained that name until the present day.

Dearborn township received its name in honor of Henry Dearborn, a distinguished American general, who served throughout the Revolutionary War and the War of 1812.

It became the policy of the War Department in the early eighteen hundreds to locate garrisons and arsenals for the storage of arms and ammunition at strategic points slightly in the rear of important frontier posts. Detroit, with Fort Ponchartrain, Fort Shelby and later Fort Wayne, and with famous Fort Gratiot not far north, was one of the most important of all the frontier posts. This is evidenced by the significant fact that Detroit and its surrounding territory, including Dearborn, has been contended for and fought over no less than five different times and has existed under five different flags.

In 1820 it was thought wise to build an arsenal back of Fort Wayne, and Detroit Arsenal was located at Dearborn. The

cornerstone was laid under the direction of Colonel Joshua Howard, on July 30, 1833. The arsenal consisted of eleven brick buildings, erected about a central square having 360 feet on a side. These buildings were connected by a continuous wall of heavy masonry twelve feet high. The arsenal was occupied by the government until August 15, 1875. The land was then divided into city lots and sold to the residents of Dearborn.

Dearborn was listed in 1875 as a village of 500 inhabitants. The principal manufacturing establishment was the extensive chemical laboratory of Dr. S. P. Duffield. There was a saw mill, a brick yard, five general stores, and four churches,- Episcopal, Catholic, Methodist, and Lutheran. The presence in Dearborn for forty years of the arsenal, with its soldiers and artisans, and the officers, with their families, gave the life of the little town a sort of official aspect, and relieved the early days of Dearborn of dreariness and that sense of remoteness characteristic of many pioneer settlements. "Here came the young officers from Fort Wayne, on horseback often, with wives or sweethearts, on pleasure bent, and some of these gallant fellows were destined for great deeds later. General U.S. Grant, America's greatest military hero, was a captain in the Fourth Infantry stationed at Fort Wayne in 1838, and doubtless often visited Dearborn in the early days". "During the Civil War the Arsenal was utilized as a recruiting and training station, and sometimes a regiment or a battery, or both

were in training there. I well remember a visit there of General William T. Sherman and members of his staff, about the close of the war period. They came to my father's house, where General Ord, Department Commander, was stopping, had refreshments and spent the evening." (1)

The first railroad train, burning wood, arrived in Dearborn in 1838 and caused more than a little excitement. William Cremer, a young man who lived at Ten Eyck's made up his mind to race the iron steed with his sorrel, white faced pony. He was mounted and waiting when the train arrived opposite Ten Eyck's tavern, and it is well recorded that he easily beat the iron horse to the depot. Those who witnessed the race had little faith in the steam engine. For many years Dearborn residents furnished wood to the Michigan Central Railroad for their locomotives.

The Village of Dearborn was first incorporated April 5, 1838, but the act of incorporation was repealed on May 11, 1846. The community, therefore, continued as a part of the township until March 24, 1893, when a new charter was obtained. This second charter remained in operation until April 18, 1916, when a new charter which provided for a commission form of government was granted.

#### Henry Ford and Dearborn's Growth

The village grew very slowly for the next few years. The

---

(1) Haigh, Henry A. Early Days in Dearborn.

United States Census gave the population in 1900 as 844 persons; in 1910 as 911; in 1920 as 2470, and in 1930 as 50,358. The remarkable growth of the city in the past ten years is directly related to the growth of the Ford Motor industries.

Henry Ford, sometimes called the Motor Genius, was born on a farm in the township of Dearborn, July 30, 1863. At the age of forty he was successful in manufacturing the first automobiles in the city of Detroit. As his business grew in size he transferred his plant to the City of Highland Park, just north of Detroit. In 1915 he was ready to begin the production of a farm tractor and selected a site in his home city of Dearborn for his plant. The result was apparent in the census of 1920, as Dearborn had more than doubled in population in the past decade, then numbering 2,470 persons. Mr. Ford then decided that the site he owned at Highland Park was too small for the expansion necessary for the growth of his motor car organization and began to purchase a new site for a factory near Dearborn in the township of Springwells.

The new site is an ideal location for this huge industry as it is on the banks of the Rouge River, less than two miles from where the river empties into the Detroit river and at the intersection of two railroads - the Michigan Central and Pere Marquette. By dredging the River Rouge lake vessels can now bring iron ore from Northern Michigan, and coal from Ohio or Pennsylvania right to the doors of the plant, while the manufactured products can be shipped by boat or rail to all parts

of the United States. Mr. Ford also saw the possibilities offered, if the St. Lawrence waterway project was completed, of shipping direct to every country in the world. The new location is also within one and one half miles of the farm where Mr. Ford was born and reared and within one half mile of the place where he attended a one room country school. This fact may have influenced him to some extent in the selection of the new location. In acquiring this new site, Mr. Ford allowed for expansion as he purchased the property on both sides of the river to the north boundary line of the village of Dearborn, a distance of approximately four miles.

When the World War was declared Mr. Ford was called upon to manufacture light, speedy boats, called the Eagle boats, with which to outfight and outmaneuver the submarines. He immediately saw the advantage of the new location for the building of a shipyard and in less than five months two immense buildings were completed, the machinery installed, and the first Eagle boat was ready for launching. In four months forty-three of these fast submarine chasers had been built, in a single month, eighteen, and a world's record for ship building was established.

After peace was declared Mr. Ford altered the large buildings used for the construction of ships, added new equipment, and moved his tractor plant from Dearborn to the Rouge plant, which was then in the village limits of Springwells, now a part of the greater city of Dearborn. He constructed new

electric furnaces, power plants, foundries, glass plants, coke ovens, rolling mills, and two large electrically operated ore boats to ply upon the Great Lakes. He also purchased forests and iron mines in northern Michigan, and coal mines in Kentucky and West Virginia. He arranged to control the transportation from his mines by buying the Detroit, Toledo and Ironton Railroad, which ran from the Ohio River north to the River Rouge plant. Gradually, as new units were completed departments were disbanded at the Highland Park plant and moved to the River Rouge. The final transfer was made in the fall of 1930. The determination of Mr. Ford to undertake further experiments in 1924 was caused by the desire to perfect an all-metal monoplane which would be safe and dependable. Land was set aside in Dearborn for an airport, a hangar and factory were built, and the construction of experimental planes for the carrying of Ford parts and mail was begun. Later the sale of planes was inaugurated.

Another project that influenced the growth of the Village of Dearborn and in which Mr. Ford became interested, was that of providing suitable homes for his employees. In the spring of 1918 he organized the Dearborn Realty and Construction Company and that year built ninety-two homes. The following year over two hundred homes were constructed. These houses were built on lots 50x135 feet. Each house was two stories high, of Old English design and of frame and brick veneer construction. There were only six different floor plans but there

were twenty-four exterior plans. They were so distributed throughout the subdivision and placed on the lots at varying depths so that a casual observer did not realize there were any two homes built after the same plan. The homes were modern and of the best material and workmanship. Each back yard was fenced, lawns sodded and two large elm trees planted in front of each lot. The homes were sold at cost to the executives and office employees of the Ford Motor Company. Only the most desirable families were permitted to purchase these homes. Mr. Ford realized that a contented local home owner made a more desirable employee than one who was in no way connected with the community other than receiving remuneration for his eight hours of labor. This community has always been one of the most desirable and progressive found in the City of Dearborn.

Another possible reason why Mr. Ford may have selected the site on the River Rouge for the home of his industries is that the surrounding territory provided suitable sites for the homes of his employees; at least the rapid growth of the Ford Motor industries has changed the classification of the population of the surrounding territory. In 1910 the land now included in the City of Dearborn was in two sections. The East portion was in the township of Springwells and the West portion was in the township of Dearborn. The census for that year gave the population of Springwells township as 2341, while Dearborn township had a population of 911. There was very little change in the number of residents of Springwells township in the next

ten years as the census for 1920 gives the number of residents as 2643. However, the Ford Tractor plant had been established in Dearborn township, which more than doubled the population of that section as 2470 persons were recorded in the census for that year. This census included the population of the village of Dearborn, which had been incorporated in 1893.

The population of Dearborn village did not increase to any appreciable extent until after the Ford Motor Company located its tractor plant here. This industry was responsible for many families building homes in this locality and the increase in population made it possible to incorporate under a city charter February 15, 1927. Springwells township had been reduced in size by annexations to Detroit and other cities in the metropolitan area until it covered only eight square miles. This territory was incorporated into the village of Springwells in December 1919 and four years later, December 27, 1923 it was incorporated as a city. The name of the city was changed to Fordson December 23, 1925.

The Ford Motor Industries became interested about this time in combining the cities of Fordson, Dearborn, and the remainder of Dearborn township into one city. The amalgamation was accomplished June 12, 1928 and Dearborn was voted to be the name by which it was to be known. The City of Dearborn now has an area of twenty-four and one-half square miles - the area at the present time including the major part of the Ford Motor Company properties.

The United States census for 1930 gives the population of Dearborn as 50,358. This is an increase of 45,245 inhabitants in the last decade. Table I on page 35 gives the foreign born white people and native white of foreign or mixed parentage residing in Dearborn in 1930, listed in numerical order. People of thirty-one nationalities are listed with a total foreign population of 29,617, which is 58.8 percent of the total population of Dearborn. Of this number 13,395 were of foreign birth and 16,222 were native while of foreign or mixed parentage. An attempt was made to obtain the same information for 1920 but as Dearborn was not incorporated as a city until 1928 the data were tabulated by townships and included in the totals for Wayne County. However, the population bulletin on Michigan for 1930 states that there were 410 foreign born whites in Dearborn in 1920. This number had increased to 13,395 in 1930.

The Salina-Roulo district adjoins the property of the Ford Motor Company on the East as shown on Map I, page 5. Every section of the district is within a radius of one-half mile of the center of this great industrial plant. The Ford Motor Company owns the vacant property adjacent to their industrial site on the other three sides, which leaves the Salina-Roulo district the only residential section within a short walking distance of the place where over 100,000 men are employed when the plant is working at its full capacity. The location has influenced many foreign nationalities to

TABLE I

Foreign Born White People and Native White of  
Foreign or Mixed Parentage residing in Dearborn in 1930. (a)

Country	: Foreign Birth :	Native White of : Foreign or Mixed Parentage :	Total : Foreign :	Percentage: Total Pop- : ulation :
Poland	: 1922	: 3335	: 5257	: 10.4
Canada Other (b)	: 2369	: 2159	: 4528	: 9.0
Germany	: 992	: 3134	: 4126	: 8.2
England	: 862	: 940	: 1802	: 3.6
Italy	: 754	: 760	: 1514	: 3.0
Roumania	: 928	: 494	: 1422	: 2.8
Russia	: 631	: 512	: 1143	: 2.2
Scotland	: 737	: 392	: 1129	: 2.2
Irish Free State	: 272	: 629	: 901	: 1.8
Jugoslavia	: 442	: 315	: 757	: 1.5
Czechoslovakia	: 340	: 378	: 718	: 1.4
Hungary	: 330	: 355	: 685	: 1.4
Canada French	: 354	: 326	: 680	: 1.4
Austria	: 269	: 403	: 672	: 1.3
Sweden	: 218	: 295	: 513	: 1.2
Greece	: 297	: 161	: 458	: .9
Lithuania	: 175	: 206	: 381	: .7
Palestine & Syria	: 139	: 143	: 282	: .6
Spain	: 201	: 64	: 265	: .5
Turkey	: 184	: 58	: 242	: .5
France	: 77	: 141	: 218	: .4
Finland	: 83	: 134	: 217	: .4
Norway	: 69	: 134	: 203	: .4
Belgium	: 82	: 97	: 179	: .4
Armenia	: 102	: 76	: 178	: .4
Northern Ireland	: 63	: 112	: 175	: .3
Denmark	: 80	: 80	: 160	: .3
Netherlands	: 58	: 96	: 154	: .3
Switzerland	: 54	: 76	: 130	: .3
Wales	: 44	: 62	: 106	: .2
Bulgaria	: 42	: 19	: 61	: .1
All Others	: 136	: 225	: 361	: .7
	13395	16222	29617	58.8

(a) "Fifteenth Census of the United States." 1930

Population Bulletin of Michigan. Table 18, P 45. Table 19  
P 48.

(b) All Canadians other than the French Canadians.

locate here. These people were nearly all of the peasant class in Europe, living in rural villages and working small farms near the towns. They were accustomed to walking to and from their work and this desire still influences them in the selection of a home near their place of employment. The Ford system of manufacturing makes the common laborer as valuable to the company as the highly skilled. The men employed here work on one thing only. It may be the tightening of a single nut, the removing of a certain unit from a conveyor, or the operating of a given machine which is automatic and only requires someone to start and stop the machine and change the unit as one part is completed. A person with no manufacturing experience can become highly efficient at such labor after the first two or three days. Skilled mechanics become dissatisfied with these simple mechanical operations and quit their work. The common laborer is entirely satisfied as long as he receives his pay envelope on time, and is therefore of more value to the company at such labor than the highly skilled mechanic. The common laborer is also contented to be placed on disagreeable work which a skilled workman would not consent to do. These are some of the reasons why the Ford Motor Company hires such a large percentage of foreign born laborers. The Ford scale of wages attracts the common laborer as it is usually higher than can be obtained for the same type of work elsewhere. These factors have all had their influence on the rapidity of growth and the type of people settling in the Salina-Roulo community.

The construction of a building for the manufacture of Eagle boats for the United States Government, from 1917 to 1919, did not have any marked influence on the development of the Salina-Roulo residential district. This work required skilled laborers who were American born citizens and this community was considered by them as undesirable territory for home sites. Immediately after Henry Ford began changing the type of manufacturing from government material to automobiles and tractors and began hiring common laborers and foreign born help, families began to move into this district. The rapidity of growth of the Salina-Roulo district is shown in Table II on the next page, which gives the membership for each school on June first during the past eight years, and the percent of increase or decrease over the preceding year. Previous to 1922 this section had two district schools of two rooms each, controlled by separate Boards of Education. In 1922 all the schools of Springwells township were combined and a Superintendent of Schools employed to direct their activities. The following year a new sixteen room school was built on the site of the old Salina school. At its dedication one of the school board members stated that the school was large enough to meet the needs of the district for the next twenty years. However, little did he realize how rapid would be the growth of the Ford Motor Company and that the population would grow accordingly. In three years it was necessary to build a twenty room school to take the place of the Roulo school and two years later thirty-six rooms were added to the Salina School. Upon referring to Table II it is noticeable

**TABLE II MEMBERSHIP FOR THE SALINA AND ROULO SCHOOLS  
IN JUNE OF EACH YEAR, SHOWING PERCENT OF IN-  
CREASE OR DECREASE OVER THE PRECEDING YEAR.**

School Year	June Membership		Total Membership	Percentage of Gain or Loss Each Yr.
	Roulo	Salina		
1922-1923	: 69	: 266	: 335	:
1923-1924	: 70	: 448	: 518	: 54.6
1924-1925	: 70	: 645	: 715	: 38.0
1925-1926	: 335	: 546	: 881	: 23.2
1926-1927	: 323	: 610	: 933	: 5.9
1927-1928	: 311	: 894	: 1205	: 29.1
1928-1929	: 299	: 1004	: 1303	: 8.1
1929-1930	: 289	: 1015	: 1304	: .0
1930-1931	: 303	: 951	: 1254	: 3.8
1931-1932	: 360	: 995	: 1355	: 8.0
1932-1933	: 306	: 990	: 1296	: 4.3

that the Roulo school does not show any growth for the first two years. The Roulo school was still a two room school until 1925 and during this period it could only accommodate approximately seventy pupils. A kindergarten and first grade were maintained in this building and the other grades were transferred to the Salina school. The territory near the Roulo school was the first section to show a marked increase in population, but as the area is limited to an area two blocks wide and three blocks long, surrounded by land owned by brick manufacturers and still being held for that purpose, the Roulo school had its highest enrollment in June 1926. Since that time the enrollment has been nearly constant. The total membership for both school zones gives a better picture of the actual growth of this community, as shown in Diagram 1 on the next page. The total annual enrollment of both school districts was taken as a basis for this diagram. The diagram shows a constant increase in the school membership from 1923 to 1926. There was only a slight increase for the next year, but in 1928 there was an increase of nearly three hundred pupils, the largest increase for any one year during the history of the schools. The enrollment for 1930 remained constant and there was a slight loss for the school year of 1932. The deviation in growth from year to year of the population of this district is governed by the activity of the Ford Motor Company. The period of depression which has effected the prices of farm produce has caused many families to leave the farms and seek

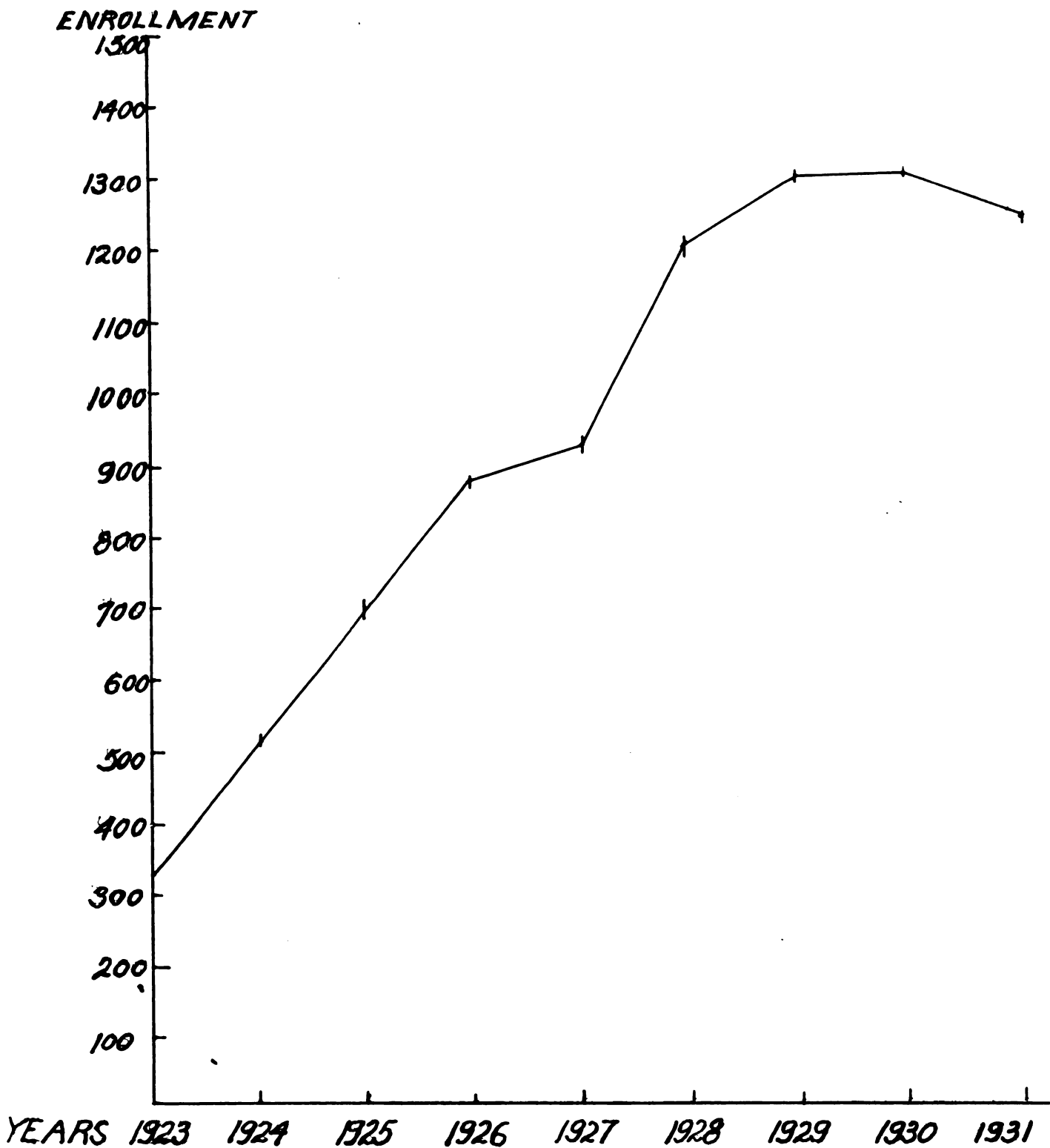


Diagram 1. June Enrollment of the Salina and Roulo Schools from 1923 to 1931 Inclusive.

jobs in the Ford factories until economic conditions are stabilized. These families establish temporary residence in the community. As long as they have work they remain in the district, but as soon as the Ford Motor Company closes its plant they move back to their farms, where the cost of living is not so high. As soon as the plant begins operations again they move back. For this reason Diagram I could be used to show the progress and growth of the Ford Motor Company as well as that of the schools.

The location of the Roulo school and the area from which it draws its pupils is shown on Map II. The location of the school is designated by the number 14. This school now has a kindergarten and the first six grades. Their graduates are transferred to a Junior High School consisting of the seventh, eighth and ninth grades, held at the Salina school, the location of which is marked by number 13 on the map. A further inspection of this map reveals the fact that only a limited amount of the Salina area has been used as yet for business or residential purposes. This map also shows that neighborhood stores have been constructed in nearly every block in the district. Many of these stores were built on the fronts of houses and extend to the sidewalk line.

An actual count of the vacant and improved property was made by the Fordson Bureau of Research and Statistics for the purpose of determining the location of future school buildings. This information is given in Map III on page 43. The Roulo

# INDEX

## Schools

1. Robert Oakman
2. St. Alphonsus
3. John C. McDonald
4. Fred E. Maples
5. Atonement Lutheran
6. Harvey H. Lowery
7. Thayer
8. William Ford
9. Fordson High
10. Alfred Woodworth
11. St. Barbara
12. Miller
13. Salina
14. Roulo





## Churches

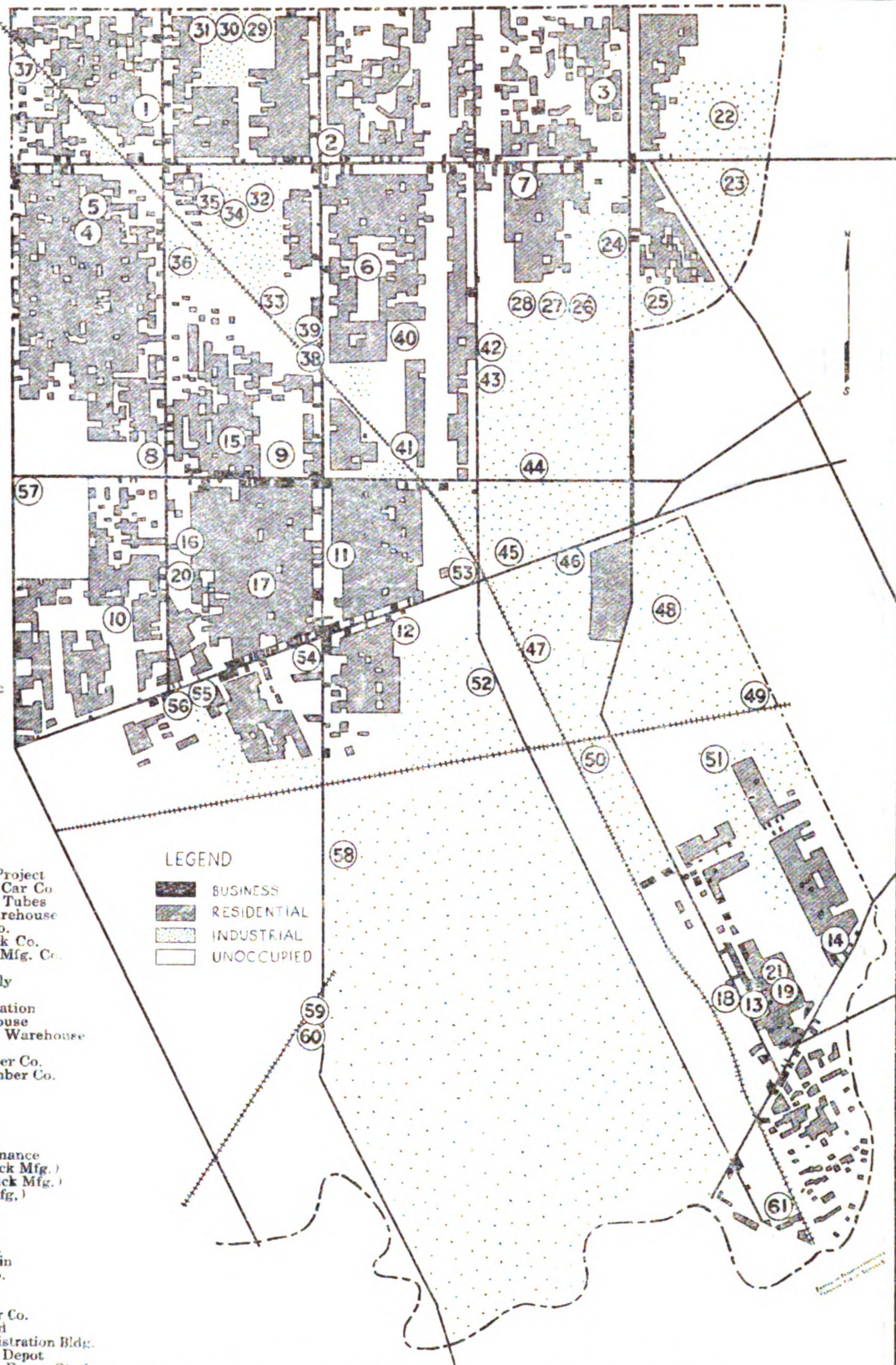
2. St. Alphonsus Catholic
5. Evangelical Lutheran
11. St. Barbara's Catholic
15. First Baptist
16. St. Clements Catholic
17. Mt. Olivet Community
18. Roumanian Baptist
19. Biserica Rom. Gr. Catholic
20. St. Bartholomew's Episcopal Mission
21. St. Peter's Roumanian

## Industries

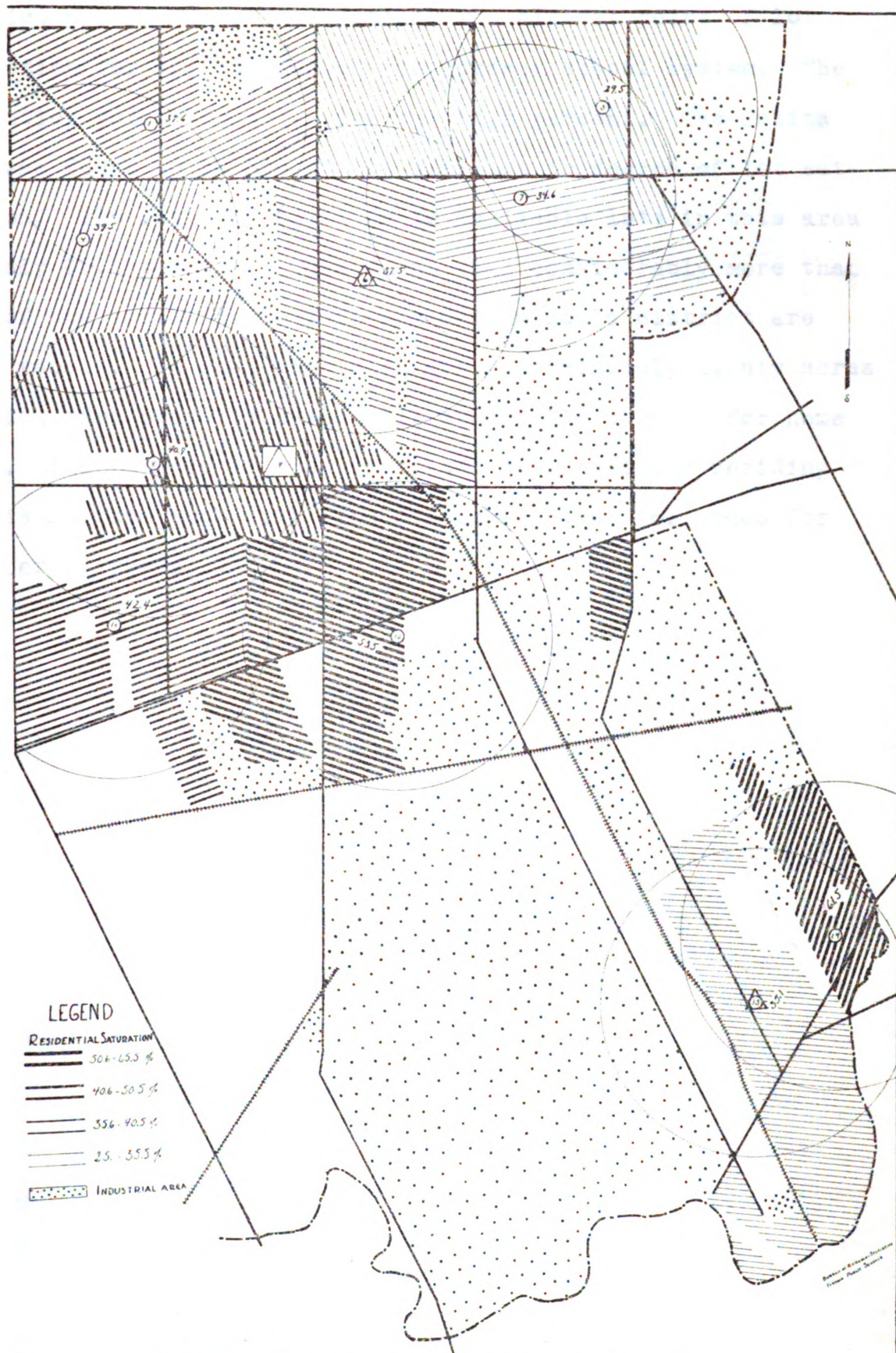
22. Detroit Water Board Project
23. Graham-Faige Motor Car Co.
24. Detroit Seamless Steel Tubes
25. Michigan Terminal Warehouse
26. Universals Products Co.
27. Rochester Sand & Brick Co.
28. Peter Smith Heater & Mfg. Co.
29. Bopps Steel Corp.
30. Mahaffy Fuel and Supply
31. Tireman Lumber Co.
32. Detroit Edison Sub-Station
33. Detroit Edison Warehouse
34. Peoples Outfitting Co. Warehouse
35. Scranton Lumber Co.
36. Ternes Coal and Lumber Co.
37. Fulton and Strand Lumber Co.
38. Dearborn Oil Co.
39. Ternes Supply
40. Public Works
41. Detroit Motorbus Co.
42. Chapman Lumber Co.
43. Michigan Road Maintenance
44. John S. Haggerty (Brick Mfg.)
45. John S. Haggerty (Brick Mfg.)
46. Porath Bros. (Brick Mfg.)
47. Jacob Daniel Brick Co.
48. Clippert Brick Co.
49. Clippert Brick Co.
51. J. A. Mercier Brick Co.
52. Mercier Bryan & Larkin
53. Hamtramck Lumber Co.
54. Municipal Buildings
55. Dixie Fuel & Supply
56. Lowery - Webb Lumber Co.
57. Henry Ford Homestead
58. Ford Motor Co. Administration Bldg.
59. Detroit & Ironton R.R. Depot
60. Detroit & Ironton R.R. Power Station
61. Dearborn Sewage Disposal Plant

## LEGEND

-  BUSINESS
-  RESIDENTIAL
-  INDUSTRIAL
-  UNOCCUPIED



Map No. 2--Residential and Industrial Development of Fordson School District.



Map No. 3--Residential Saturation of  
Salina-Roulo District

district was found to have reached the highest point of lot saturation for any section of the Fordson school system. The saturation point for this area was 61.5 percent. The Salina area was found to be one of the smallest in degree of lot saturation. The ratio of built up to available lots in this area was only 35.1 percent. This means that considerably more than half of the available lots in the Salina Koulo district are still vacant. In addition there are approximately eighty acres of brick yard property which will eventually be used for home sites. The friends of the thirty-two nationalities residing in this neighborhood will find available sites for homes for a number of years.

### CHAPTER III

#### NATIONALITY HISTORY

Certain important reasons cause people to leave their homes and migrate to a new country. Man naturally becomes attached to the community in which he is born and reared. His family connections, friends, familiar customs, business associates, religious attachments and environment, all unite to make the home ties very strong. It is not logical to expect that any person entirely satisfied with his accustomed environment would make the effort necessary to break his home ties and adjust himself to a new community. Religious and political causes have played, and still function as important factors in immigration. However, the desire to improve his economic condition is usually the factor which causes the immigrant to leave his native land. Usually the so called causes of immigration can be classed under one of the two following reasons; first, the desire to better one's social or physical environment, or second, compulsion. One of these forces must have been present to cause so many foreign born families to leave their home countries and migrate to the United States and eventually settle in the Salina-Roulo district. It will assist the teachers who are helping the children of these families to adjust themselves to their new environment if they understand something of the Nationalities' historical background. For that reason a short history of

some of the larger foreign groups is given in this chapter. The two principal sources of information were first, books and magazine articles, which are acknowledged in the bibliography, and second, by personal interviews with people living in the Salina-Roulo district, who were born and educated in their native countries. Unusual statements and dates were checked with historical data.

A few general characteristics may be mentioned that are common to all groups. When foreign families arrive in this country they usually locate in a community where the environment differs as little as possible from that with which they were familiar in their native country. Naturally this would be in a community composed largely of their own relatives, friends or nationality. For example, if they came from localities where it was necessary for large groups to live in one house they adopt the same plan in this country. Building codes, however, require the foreigner to live in American type homes.

#### School Problems in Foreign Readjustment.

The first readjustment the foreigner makes upon his arrival in this country is in his manner of dress. The foreign customs are discarded as soon as possible and American clothing substituted. A change of foods, method of preparing and serving is seldom made until the children learn the new methods in school and try them at home. When the Salina school cafeteria was first opened it was believed advisable

to hire one of the Roumanian women as an assistant as we had such a large percentage of Roumanian students enrolled. The students very soon made a complaint saying, "Why do we have to have a Roumanian cook? We get Roumanian food at home and we want American cooking while in school."

Foreign children and parents are more appreciative of the things done for them by the school than the majority of the Americans. The children are more easily disciplined and can be given more liberties. There is seldom any negative comment from the homes in respect to method of discipline. If any comment is made it is usually that the school does not make the students work as much as they should, or that the teacher should be more severe in disciplining the child. In these respects the parents are influenced by their own family and school customs. They formerly had been accustomed to having their children attend schools where the instructors were men who ruled the school with an iron hand. Foreign children in the Salina-Roulo community prefer going to school to staying at home. They are disappointed when school is dismissed for the summer vacation and are anxious for the fall term to commence. If summer school is held it is necessary to limit the students who may attend to those who have failed in some of their school work. If this is not done there would be a majority of the school population registering for attendance. One of the reasons for this unusual situation is the fact that the school environment is

more desirable to the child than the home. The parents of these children make very little or no provision for their entertainment at home and too they prefer to have the children attend school rather than stay at home or play in the streets.

One of the customs with which the schools had to contend and which still causes a great deal of annoyance is the foreign holidays. Six years ago nearly every nationality wished to celebrate their national holidays as well as those in America. When the church holidays were included there were pupils of one or more nationalities absent from school once or twice each week. The parents would ask the teachers to excuse their children from school, even though the fathers had to work and no entertainment, church services or work had been arranged for them. By using different public relation methods such as communications, parent teacher organizations, school paper and the press, the greater number of these requests have been eliminated. The new families moving into the community comprise the most of those who now wish to have their children excused for foreign National Holidays.

Another problem in connection with the foreign population which the school has been attempting to solve, but without as much success as the one on National Holidays, is that of educating the older students to appreciate the handicaps under which their parents have worked and to respect them. It was noticed when communications were sent to the parents, by the pupils that

the foreign parents of the Junior High students were not responding. Upon investigation it was found the older children were ashamed of the foreign dress, manners and broken speech of their parents and were using their efforts to keep the parents from attending meetings at the school. This sensitive feeling which the older children have in regard to the foreign customs still used by their parents has caused many parents to realize the necessity for them to make a greater effort to adopt the American customs and speech. The following letter, which is typical of many received from foreign parents is here copied verbatim.

Mr. Harvey H. Lowrey,  
Supt. of Fordson Schools,  
Dearborn, Michigan.

Dear Mr. Lowrey:

My wife and I learned from other people that we had a chance to learn, read, write and other most important things by going to the Night School. We tried it and are both much surprised how wonderful Dearborns Night School is. We have two boys 10 and 11 in the fifth grade both speak and spell good and we parents are allmost ashamed that we couldnt go ahead. Your Night School will give us a chance for this. I can get my citizenship papers and my wife use your wonderful library. Kindly to all you for this and be sure all this many people have passed this school will be thankful forever.

Yours truly,

Holland Mintz.

The school has attempted to discourage this attitude of superiority of the students toward their parents. Some progress has been made but it has been a difficult problem to solve.

TABLE III DEARBORN POPULATION BY AGE, COLOR, NATIVITY and SEX 1930 (a)

AGE	POPULATION		: NATIVE WHITE		: FOREIGN BORN		: NEGRO	
	: TOTAL	: MALE	: FEMALE	: MALE	: FEMALE	: MALE	: FEMALE	: MALE : FEMALE
Under 5	: 5774	: 2922	: 2852	: 2861	: 2796	: 47	: 32	: 1 : 3
5 ----- 9	: 5754	: 2850	: 2904	: 2657	: 2694	: 178	: 196	: 1 : 1
10 --- 14	: 4545	: 2293	: 2252	: 2081	: 2067	: 205	: 181	: 0 : 0
15 --- 19	: 3558	: 1796	: 1762	: 1527	: 1514	: 261	: 236	: 0 : 5
20 --- 24	: 4481	: 2263	: 2218	: 1785	: 1768	: 437	: 436	: 0 : 3
25 --- 29	: 5505	: 2962	: 2543	: 2015	: 1851	: 875	: 678	: 1 : 5
30 --- 34	: 5588	: 2993	: 2295	: 1737	: 1460	: 1200	: 826	: 1 : 3
35 --- 44	: 8839	: 5441	: 3398	: 2512	: 1924	: 2818	: 1462	: 4 : 3
45 --- 54	: 3948	: 2400	: 1548	: 1052	: 872	: 1337	: 668	: 4 : 6
55 --- 64	: 1670	: 907	: 763	: 464	: 402	: 443	: 359	: 0 : 0
65 --- 74	: 720	: 327	: 393	: 183	: 213	: 143	: 180	: 1 : 0
75 over	: 240	: 110	: 130	: 54	: 55	: 56	: 74	: 0 : 1
Unknown	: 36	: 15	: 21	: 10	: 19	: 5	: 2	: 0 : 0
Total	50,358	: 27279	: 23079	: 18938	: 17635	: 8065	: 5330	: 13 : 30

(a) Fifteenth Census of the United States: 1930. Population Bulletin of Michigan, Table XII P.21.

**Dearborn's Foreign Population.**

Dearborn is not only a young city in years of incorporation, but a young city in the age of its inhabitants. In the majority of cases it is the younger people who were dissatisfied with their former environment and have the energy and initiative to break away from home ties and adjust themselves to new surroundings. There are over twenty-five percent more people in the city between the ages of 25 and 34 than there are between the ages of 35 to 44. The foreign born men usually come to this country before they are married, or if married they leave their families in their native country until they establish a home for them in the new world. There are over 33 1/3 percent more foreign born men than women in the city of Dearborn.

## THE ARMENIANS.

The history of the Armenian people is one of the most interesting and tragic of all our nationalities. These people formerly lived in two sections of Europe, - in northeastern Turkey and in southeastern Russia. For a period of over five hundred years they have lived under the government of other nationalities, although they have successfully maintained their own schools, customs and religion. The majority of the Armenians lived in territory governed by Turkey. They paid taxes to the Turkish Empire, furnished soldiers for the Turkish army, but were given very little in the way of education or protection in return.

During the World War the Armenian people favored the Allies, although Turkey joined the Central Powers. The Armenians in Turkey were required to join the Turkish army. Their property was requisitioned for military purposes and groups were sent to the front, where they were mowed down by the French and English troops. It was finally decided by the Turkish government to settle the Armenian question for all time. A date was set by the Turkish government when the Armenians were to be done away with. It was decided that this task would be easier and involve less risk if the able bodied men were divided up into small groups and shot by the Turkish soldiers. This plan was carried out, but not until the Turks had derived all possible benefit from their subjects. Groups of from 50 to 250 men were placed at work on government railroads and other public works. They were kept at this labor

until no further work was to be found and were then asked to meet at a public gathering on a given day, a short distance outside of the town. Here they were put to death by Turkish soldiers.

"In less than one year this deed had been accomplished. The Armenians in Turkey to the number of approximately a million people, old and young, rich and poor, of both sexes, had been collectively drowned, burned, bayoneted, starved, or otherwise tortured to death - all who had not been killed were driven on foot to the burning Arabian desert to starve or die of thirst." <sup>(1)</sup> Some were fortunate enough to escape by crossing into Russia and joining the Armenian-Russian army. The majority of the 160,000 regular Armenian troops who served in the Russian army were natives of Russia, but besides these 20,000 more joined as volunteers, many of whom came from Turkey. In cases where Turkish troops invaded Armenian villages in Russia the Armenians received the same treatment that had been accorded their countrymen in Turkey. Such tragedies have made a lasting impression upon the parents and children of the Armenian people in the Salina-Roulo district. Shortly after the massacre one of the Armenian citizens brought his mother and brother from Russia to his home in Dearborn. The boy was ten years of age when he entered the special English class for foreigners at the Salina school. He was small for his

---

(1) Papazian, B.S. The Tragedy of Armenia. 1918.

age, undernourished and very nervous. He would be happy one minute and the next he would be weeping. The reason given for his emotional disturbance was always the same "I was thinking of my home in Russia." When he had learned to speak English he told of witnessing the Turkish invasion of his native Armenian town. He had seen old men and women with their hands and feet cut off, hundreds killed outright and babies killed and carried down the streets on the bayonets of the Turkish soldiers. Time will never entirely erase from the minds of the Armenian people the impression made by such atrocities.

The idea of coming to the United States originated with the American missionaries working among the Armenian people. In the year 1894, 3,000 Armenians resided in the United States, the majority of whom were here to gain an education, to learn a trade, or to engage in commerce - all intending to return to their own country. The Armenian immigration began in earnest immediately after the massacres of 1894. The immigration records show that from 1895 to 1917 inclusive, 70,980 Armenians entered the United States, and only 8,329 returned. The 1930 census shows that there are 58,037 Armenian people in the United States, of whom 32,166 were foreign born.

The Armenian church, which is attended by many of the Armenians in the Salina-Roulo district, was founded by Saint Gregory, and has remained independent in spite of overtures from both the Roman and Greek Catholic churches. The religion was founded by an Armenian for the Armenians and so represents

not only a distinct religion, but the religion of a distinct people. The ordinary parish priests are called Derders, and are permitted to marry, but only once. Nearly the entire sermon in their church is conducted in music, and for this reason it is often called the Armenian Evangelical (Protestant) Church, correctly named the Gregorian Church.

The Armenians in the Salina district are thrifty. They wish to become citizens and property owners. They settle in groups and assist each other in building homes, working for the most part without remuneration.

## THE HUNGARIANS

### General Characteristics.

The Hungarians are a highly emotional people. For this reason they have a wealth of material in their native country in art, music and literature. They are lovers of music and dancing and enjoy interpreting different moods and emotions in folk dances. Seldom is a Hungarian family found in which one or more members cannot play some musical instrument. The native costumes also emphasize the emotionalism of these people as the materials are highly colorful, embroidered and ornamented. They are also noted for their beautiful weaving and needlework, and enjoy highly decorative walls and carved furniture. The Hungarian language is entirely different from any other tongue. For this reason a person of another nationality seldom can converse in or understand the language unless a special study of it has been made.

Approximately two thirds of the Hungarians are Roman Catholics. There are a few Greek Catholics, a few Baptists and a large percentage of the remainder are Calvinists.

### Causes of Immigration from Hungary.

The desire of the Hungarian people to become land owners is perhaps the greatest reason for the immigration of its citizens to the United States. The Hungarian people naturally have a love of land ownership and are not satisfied unless they at least own their home. It is difficult to do this in their native country because of the social and economic conditions.

Hungary is largely an agricultural country, especially since the large manufacturing centers and mines were given to other countries after the World War. There are three classes of society - the land owner aristocrats, the land owner peasants and the peasants who do not own land. The burden and responsibility of the country falls upon the first two groups. As Hungary is overpopulated it is impossible for all its citizens to own farms. This fact makes it difficult for a peasant to change his position in society. The dissatisfaction arising from this situation has caused many of its citizens to emigrate to countries where it is possible for them to own land. The status of the non-land owning peasant was very low in Hungary. Often this class of society was not permitted to vote, which caused a great deal of unrest, and many left to seek new homes. Many of the Hungarian immigrants who came to the United States before the World War gave enforced military training as their reason for leaving their native country.

Hungary is well equipped with schools of higher learning and many are graduated each year to take their place in society. The percentage of professional and educated men has been growing rapidly for a number of years until it is impossible for all to obtain suitable employment. This economic situation has caused many of them to emigrate to the new world. A large percentage of the immigrants from Hungary since the World War has been from this group.

### Hungarians in the Salina-Roulo District.

The largest Hungarian district in the City of Dearborn is in the Salina-Roulo district. Homes have been purchased by twenty five of the forty families studied in this survey. These people take a great deal of pride in keeping their homes and grounds in excellent condition. Each family raises as many vegetables and fruits as their limited amount of land will permit. Many of them get additional ground to cultivate if possible. They raise grapes and made their own wine, which they keep in the home for the use of their immediate family. Some of the largest families in the community are among the Hungarian families. The average number of children in each family as shown by Table IV page 75 is 4.3, which is one of the highest of the nationalities studied. The Hungarian people do not like to be subjects of charity. They look upon charity as a disgrace and will use every honorable method of earning a living before submitting to help from welfare organizations.

The Hungarians are interested in the welfare of the community and take pride in their power to vote and aid in civic improvements.

The men of this nationality are strict disciplinarians in ruling over their wives and children, often causing the older children to leave home and shift for themselves at an early age. This can be explained to some extent by the early impression made on their emotions and the lack of freedom during their early life. The three stages of existence, birth,

weddings and deaths, are events which call for striking demonstrations. The Hungarians send their children to the public schools and do not maintain a separate school for the teaching of their native language. Those of the Roman Catholic faith attend one of the nearest American churches. There is one Hungarian Roman Catholic Church in Detroit, but it is seldom attended by the people of this community.

## THE POLISH

Polish immigration to the United States dates as far back as the first half of the seventeenth century, when the Zborowski family came to this country and settled near Hackensack, New Jersey. Other Poles soon followed, but it was not until the unsuccessful insurrection of 1830-31 that many were led to seek refuge in this country. The same condition occurred again in 1848 and in 1863. Following the Franco-Prussian War, Polish immigration to the United States began on a much larger scale. Beginning with the inhabitants of Prussian Poland, emigration gradually spread to include people from Upper Silesia, Poznanian and West Prussia, so that during the years between 1882 and 1895, in Poznanian and in West Prussia, the normal population was actually reduced by 41,000! Immigration from Poland to the United States reached its greatest peak just before the World War. From 1901 to 1910 the number of Polish immigrants was 873,669. The record for any one year was set in 1912-13 when 174,365 Poles entered this country. The Fifteenth Census of the United States gave the total Polish population as 3,342,198, of whom 1,268,583 were foreign born. In the city of Dearborn there are more Polish families than any other foreign nationality, but not a great number have settled in the Salina-Roulo community. It is evident from the distribution of families and pupils according to country of birth, in Table IV, that there were twenty-four families with forty-five children represented in

this study.

The general causes of Polish emigration as given by Joseph Okolowicz and Professor L. Cass, authorities on Polish history, are as follows: "(1) overpopulation of Polish agricultural villages; (2) primitive agricultural methods and small landholdings; (3) insufficient industrial development; (4) low wages; (5) excessive taxation; (6) alcoholism and petty litigations; (7) land hunger; (8) immigration propaganda by steamship lines; and (9) news of friends who had been successful in the United States." (1)

#### The Polish in the Salina-Roulo District.

The Poles, unlike the Roumanians, came to this country with the expectation of making permanent homes here. This characteristic has been followed out in the Salina-Roulo neighborhood as over ninety-two percent of the Polish families studied had purchased their homes. Any sacrifice will be made in order to accomplish this desire. Many live in the basement of their home and rent the upper floors, while others take roomers and boarders to increase the family income. Automobiles and radios are considered by the Polish a luxury and not to be indulged in until there is no further danger of losing their property. The Polish are very industrious, usually working at common labor. They are more interested in the economic status of the family than they are in education. Very few of the Polish children complete the Senior High School, the majority quitting as soon as they reach the age of sixteen.

---

(1) Fox, Paul. The Poles in America. P 58.

Many Polish parents misrepresent the age of their children by at least one year when they reach the age of fifteen, even going before a notary and furnishing an affidavit if necessary. These measures are resorted to more often during normal times than in times of depression as the children then can gain employment. The money earned is collected by the parents, or the children are required to turn it over to the parents at once. This attitude is followed as long as the boys and girls can be forced to deliver their wages, usually until they establish homes of their own.

The Polish are inclined to segregate in certain localities. In the Salina-Roulo schools the children all attend the public schools, although a Polish Catholic school is maintained in Dearborn. They do not even provide a special school for the teaching of the Polish language or religion as many of the other nationalities are accustomed to doing. The Polish people in this district all belong to the Roman Catholic church and attend regularly each Sunday.

## THE ROUMANIANS

### Customs of the Homeland.

The majority of the Roumanians who came to Dearborn formerly lived in the section of Europe which was governed by Austria Hungary. The greater number of them were farmers living in small villages in the river valleys renting or working as laborers small farms ranging in size from one to ten acres. These farms situated as they were in the valleys were very fertile. Because of the uneven topography of the land grapes were their chief crop. Wine was made from the grapes and traded for wheat and other necessities.

There were two kinds of schools, those supported by the Hungarian government and those supported by the Roumanian people. School was held five and one-half days each week. The half day on Saturday was devoted to the teaching of religion. If the school was supported by the people themselves they could devote four days to the teaching of the Roumanian language and one day to the Hungarian language. When the school was supported by the government four days had to be spent in teaching Hungarian and but one might be devoted to instruction in Roumanian.

### Reasons for Immigration.

One of the better educated Roumanian parents gave the following reasons why the Roumanians came to America.

"It is the ambition of every Roumanian laborer to eventually save enough money to enable him to purchase his own farm. This was very difficult to accomplish, however, since the amount of money even the most diligent could make in a year would but cover his living expenses. In our native village one of my friends, more adventurous than the rest, had made the trip to the United States,

and after staying here less than three years had returned to Roumania and purchased a farm with the money he had saved. To save in one or two years an amount which in our country would take the better part of a lifetime was looked upon by us as a remarkable achievement." He said, "I knew if this friend of mine, who was lots dumber than I, could save one thousand dollars in two years, I could save lots more, so I came to the United States in 1906 with a number of other men from neighboring localities. We left our families at home fully intending to return to Roumania as soon as we had saved enough money to purchase our homes, but very few of us ever went back."

#### Roumanians in the United States.

Roumanians have been entering the United States since the year 1881. They have come from all parts of Roumania, including the provinces formerly owned by Austria Hungary, Russia, and Turkey. Of the 149,826 Roumanians entering this country between the years 1899 and 1928, 10 percent came from Roumania; 83.4 percent from Austria Hungary and 6.6 percent from Russia, Turkey, Bulgaria, Greece and other countries. (From 1908 to 1928 68,965 Roumanians returned to their native homes).

In the year 1930 there were approximately 293,453 Roumanians in the United States, of whom 146,393 were foreign born, eighty-nine percent of these were laborers, while but four percent followed any profession. Thirty-five percent of the Roumanian immigrants over fourteen years of age could neither read nor write at the time of their entrance to this country. In the past ten years this figure has decreased until in 1930 there were only 3.5 percent who could neither read nor write.

The Roumanians first settled in Philadelphia. In 1909

about fifty came to Detroit and obtained work at the American Car and Foundry Company, settling on the east side of Detroit. Others came and obtained work in the Cadillac Automobile Company. A number were hired by the Ford Motor Company in Highland Park and a settlement began there. Later some of them were transferred to the Rouge Plant in Dearborn and as it was their custom to reside within walking distance of their work a small settlement has been established in the Salina School District. At the present time there are over 30,000 Roumanians in the metropolitan area of Detroit.

The Roumanian nationality ranks third in the number of foreign born white people residing in Dearborn, but in the number of students enrolled at the Salina and Roulo schools it ranks first, surpassing even the enrollment of the children of American parents.

In the Salina-Roulo district the Roumanians have purchased their own homes, built two churches, a Greek Orthodox and a Roman Catholic church. Approximately two-thirds of the Roumanians are adherents to the Greek Orthodox faith, a few are Baptists, and the balance are Roman Catholic. The two religions differ very little in most respects. The Greek Orthodox minister may marry, and rear children, and members of the faith may seek divorces, while these privileges are denied the Roman Catholics. The Roumanians have also built a community hall where parties, weddings and funeral services are held. A branch of the Roumanian National Society called

"Cassia Rumania" holds its meetings here. Another group centered here is their organization for civic improvement called the "Roumanian American Society", which now has a membership of over five hundred, all entitled to vote.

The Roumanians have very generally given up their distinctive forms of dress, shortened their christening and wedding festivities, and omitted the observance of their Saints' days.

There seems to be very little criminality, delinquency, or pauperism among these people. They seldom intermarry with Americans although frequently with immigrants from countries near their old homeland. A large percentage of the men have obtained their citizenship papers and take an active part in civic affairs. The children all attend the public schools, though this instruction is supplemented in parochial schools of their own, established mainly for religious teaching and for preserving among the second generation a knowledge of the mother tongue.

## THE RUSSIANS

The first Russian migration to America began a number of years before the United Colonists declared their independence from Great Britain. As early as 1747 a group of Russians established a trading center with the natives of Alaska at Kodiok Island. A profitable fur trade developed and some of the natives were won over to the Russian Orthodox faith. Later, thousands of the natives were baptized by a special mission of monks which had been sent out for the purpose of converting them.

Groups sent out from Alaska explored the California coast and established a farming colony there with schools and churches, about the year 1812. Owing to trouble with Spain, the colony was abandoned and the colonists returned to Alaska and Russia. After the purchase of Alaska, many of the Russians returned to their native country, while others migrated from Alaska to California. As a result of their influence the Russian Church in America was removed to San Francisco in 1872, and an important Russian colony has always remained in California.

The larger portion of the immigrants from Russia to the United States in the latter part of the nineteenth century were Jews and Poles, with but a small percentage of Russians. From the beginning of the twentieth century there was a steady increase of Russians until the peak was reached in 1913, when 57,926 Russians entered the country. The war curtailed

immigration, and since that time this country has been **losing** more than she has gained. The 1930 United States census gives the Russian foreign born population, including Latvia and Esthonia, which countries were included in the census of Russia in 1920, as 1,177,847; while the 1920 census reported a total of 1,400,489 foreign born Russians, a net decrease of 222,642 persons for the last decade.

Russian families were among the first of the foreign nationalities to move into the Salina-Roulo district and establish permanent residences. Many purchased lots and constructed their homes. The Russians as a group usually do not become large homeowners. However, in this community over eighty percent have purchased their homes. Russian women are generally not considered to be very good housekeepers. There are a few families who follow this national characteristic, but the greater number of the women in this district are very good housekeepers. Some of the homes are among the most desirable found in the community. Nearly all of the men work at the Ford Motor Company at common labor. They are desirable employees as they are physically strong and willing to work at the heavier and more unpleasant tasks, such as unloading steel, loading heavy castings and foundry work. The Russian children in this community all attend the public school while in session. During the summer vacation they often establish a school in some vacant building in the neighborhood where the children are taught to **read** and write their native language. Although the Russian

students in the Salina-Roulo district rate above the standard norm in intelligence, very few of the parents are inclined to send their children through high school. When the boys reach the age of thirteen their parents attempt to have them entered as apprentices in the Ford Trade School. However, very few of the boys have secured admittance within the past two years. The graduates of the Ford Trade School are transferred to production jobs in the factory, but as the plant has not been running full time lately the school has been obliged to keep the graduates in their department, which prohibited them from enrolling new boys. The Russian pupils have been staying in the public schools until they were seventeen. They then leave school and attempt to secure some kind of employment.

The Russian families in the Salina-Roulo neighborhood are thrifty, have a desirable home environment and the children are good students. These people are a valuable addition to the community.

## THE SYRIANS

The Syrian people, like the Armenians, had for many years prior to the World War been subjects of the Turkish Empire. However, since they held the same religious belief as their Turkish masters - the teachings of Mohammed - and were treated as equals, they were better satisfied with the Turkish government than with the French Mandate which was established in 1924. Nevertheless, a regulation which forced all young Syrian men into a period of three years' service in the Turkish army was an important factor in a widespread emigration to foreign countries. It is estimated that 90 percent of this Syrian emigration found a haven in the United States. The 1930 census gives the number of Syrian people in the United States as 148,022, of whom 63,362 were born in foreign countries. There are 139 Syrians in the city of Dearborn, all of whom live in the Salina-Roulo neighborhood.

In their native land the majority of the Syrian people were farmers, living in villages and working nearby farms. They derived their revenue chiefly from raising dates, grapes, wheat and horses.

The Syrians, like many of the other foreign born people in the Salina-Roulo district, are inclined not to associate with other nationalities. They have their own social and political organizations, which are open only to people of their nationality or a few others upon invitation. While they desire to become citizens and participate in the city and national

government, they are still interested in their native land and are inclined to donate more money for schools and relief work in Syria than they can comfortably afford.

The Arabic speaking people in this locality have organized an Arabic Progressive Association for pleasure and for philanthropic purposes. Syrian speakers at meetings of this organization have stated that people of their nationality never ask for or receive charity from city welfare organizations, but instead are cared for by their own countrymen. However, one Syrian family was located who were receiving help from the Dearborn city welfare. When inquiries were made it was found they were very much concerned lest others of their nationality become acquainted with the fact. In this instance the family was reluctant to request aid from their friends.

The Syrians send their children to the public schools but provide an instructor to teach them to read and write in their native language after the public school hours, usually from four to six o'clock. The Syrian children have the highest intelligence of any group studied in this survey. The parents are industrious and make very desirable citizens.

## CHAPTER IV

## SOCIAL AND ECONOMIC STATUS OF THE FAMILIES.

The family is the first social group to which the infant is exposed and is considered by psychologists and sociologists to be the most important. It is now generally recognized that before a child is five years old his major characteristics are usually developed. It remains then for the public school to develop further or direct these characteristics to the best of its ability. The task becomes more complicated if there are several nationalities with their different modes of speech, habits, attitudes and desires as in the Salina-Roulo district. Numerous definitions of the term family may be found. It may be defined as a group of persons consisting of the parents and their children. Others give the term family to all personalities living in a household, including servants. Burgess says "The family is more than a legal formulation. Functionally considered, it is 'a unity of interacting personalities.'" (1) In this study the term family will be used to include only the mother, father and children.

The tables are arranged alphabetically by countries. If more than one nationality originated from a given country they are listed separately under that country. Four nationalities are classified as Russians;- the Armenians, Jews, Russians and Ukranians. Many of the Armenians originally lived in Turkey,

---

(1) Burgess, E. W. The Family as a Unity of Interacting Personalities. Vol. VIII, P. 5.

but were persecuted and driven from Turkey into Russia. From there many came to the United States. The two families of Jews also came from Russia.

Three classifications are used for the United States; first, those who have always lived in Michigan; second, those who have lived in the northeastern states and north central states; third, those who lived south of the Ohio river. Over ninety percent of those classified as Southern came to Dearborn from five of the states, Kentucky, Tennessee, West Virginia, Virginia and Oklahoma. Natives of nearly every state in the union are represented in the population of the Salina-Roulo section. Native born families of Michigan were considered as a separate group, to determine, if possible, whether or not the advantage of living in this state is conducive to better educational, vocational, economic or esthetic conditions. The country of birth of the mother and father has been used as the basis for classifying the families. If the mother and father were born in different countries they have been placed in the last group designated as Mixed.

There are thirty-two nationalities represented in the enrollment of the Salina and Roulo schools, although only twenty-seven were represented in grades four to nine used in this study. The number of families and pupils of each nationality are shown in Table IV. Where the number of families and pupils reporting in a given nationality is at least one percent of the total, the percentages are also given.

A total of 655 student schedules were obtained, representing 429 families. Families with parents born in the United States lead the list with ninety, closely followed by the Roumanians with eighty-five. However, if the number of pupils reporting for the two nationalities are compared it will show by the number of case reports or students enrolled in the grades four to nine inclusive, that the Roumanians had 132 children in these grades, while the ninety families of the United States had only 126 children. Anyone drawing hasty conclusions from these figures would naturally believe that the Roumanians had the larger families, but such is not the case as shown in Table IV "Number of Children in the Families of Different Nationalities." The families migrating from Russia constitute the next largest group, closely followed by those from Hungary. The people from Yugoslavia, Italy and Arabia are also well represented in this district. At the other extreme but one family was found enrolled in grades four to nine inclusive, from Albania, Canada, China, Scotland and Sweden.

The Fifteenth Census of the United States shows that the average size of each family in the state of Michigan is 3.37 and for the City of Dearborn the average size of each family is 3.65. How these figures compare with the number of children in the families of each nationality in the Salina-Roulo district is shown in Table IV. The nationalities are arranged according to the average number of children for each family. The twenty-

Table IV.      NUMBER OF CHILDREN IN THE FAMILIES  
OF EACH NATIONALITY.

Nationality	: Number of:	Number of:	Average Number
	: Families :	Children :	of Children
Canadian	: 1	: 7	:
English	: 4	: 26	:
Italian	: 21	: 109	: 5.2
Jews (Russian)	: 2	: 10	:
Croatian	: 15	: 72	: 4.8
German	: 8	: 36	: 4.5
Polish	: 24	: 108	: 4.5
American	: 90	: 393	: 4.4
Southern States	: 44	: 200	: 4.5
Northern States	: 46	: 193	: 4.2
Hungarian	: 40	: 173	: 4.3
Austrian	: 4	: 17	:
Serbian	: 8	: 33	: 4.1
Arabian	: 17	: 70	: 4.1
Lithuanian	: 3	: 12	:
Scotch	: 1	: 4	:
Ukranian	: 9	: 35	: 3.9
Russian	: 27	: 103	: 3.8
Spanish	: 4	: 15	:
Roumanian	: 85	: 317	: 3.7
Mexican	: 10	: 36	: 3.6
Portuguese	: 2	: 7	:
Armenian	: 9	: 30	: 3.3
Bulgarian	: 4	: 13	:
Czechoslovakian	: 4	: 13	:
Mixed	: 24	: 76	: 3.2
Belgians	: 2	: 6	:
Albanians	: 1	: 3	:
Chinese	: 1	: 3	:
Greeks	: 8	: 23	: 2.9
Swedish	: 1	: 1	:
Total	: 429	: 1751	: 4.1

one Italian families with 109 children give an average for each family of 5.19 children. This average is closely followed by the Croatians with 4.8 children. The German, Polish, American, Hungarian, Austrian, Serbian and Arabians each have higher averages in number of children in the family than the total average for the Salina-Roulo district, which is 4.08. The Greeks with an average of 2.9 children per family have the lowest average of the entire list.

Diagram 2 gives a graphic presentation of the percentage of children of each nationality in relation to the total studied in this survey. The Roumanian, United States and Russian children comprise 51.3 percent of the total. Hungary, Poland, Yugoslavia, Italy and Mexico are also well represented.

Mobility of Families.

The fact that the largest automobile industry in the world is located in Dearborn influences the mobility of the families in this district. Large numbers migrate to Dearborn from farms and other cities with the object of obtaining employment in order to pay for their property back home, and to return there as soon as possible. As the homes in the Salina-Roulo district rent for less than other places in Dearborn, many establish temporary residence there and their children attend our schools. When working conditions are normal very few families at any one time leave the city, but as soon as the **Ford Motor Company** begins laying off men the families having only temporary residence return to their former homes. This condition affects greatly the percentage of turnover in the Salina and Roulo schools.

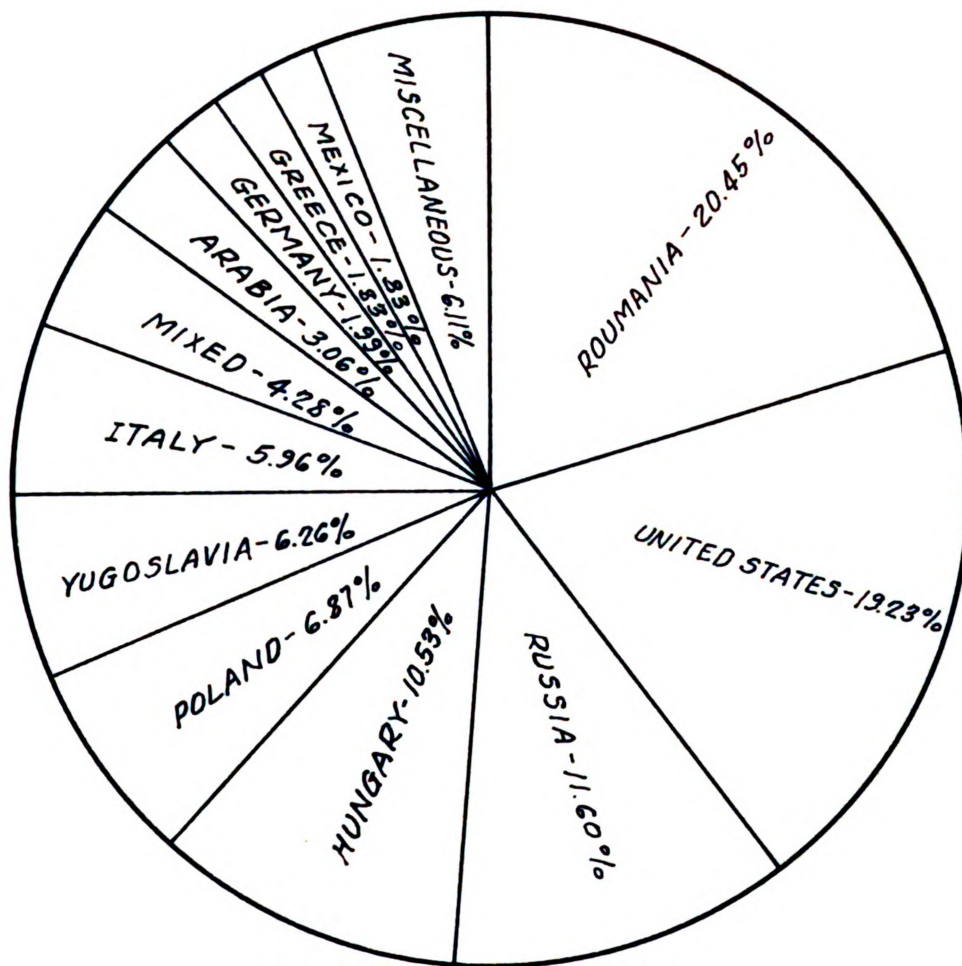


Diagram 2.- Percentage of the Total Number of Children  
Belonging to Each Nationality

American families who desire to establish a permanent residence in Dearborn by purchasing their own homes, very seldom buy property in this section on account of the large foreign element and transient families that have caused the property to decrease in value instead of increase.

The mobility of Salina and Roulo students for the past nine years is shown in Table V. The first column gives the school year in question. The column headed "June Membership" shows the number of students in school on the last day of the school year. The yearly enrollment is the number of students who attended school sometime during the year. The difference between the June membership and yearly enrollment is termed the "turnover" and the percentage of turnover is given in the last column. The percentage of turnover for the nine years varies from 17.4 percent in the school year 1924-1925 to 27.0 percent in the preceding year 1923-1924. This table also shows the growth of the schools as shown by the June membership. From a total of 335 students enrolled in June 1923, there was a rapid growth until June 1929 when 1303 pupils were enrolled. For the past two years there has been a slight loss in membership due to the inactivity of the automobile industry.

#### Types of Homes and Ownership.

The homes in the Salina-Roulo district are of three types. The greater number are small one story frame homes of

Table V.      MOBILITY OF STUDENTS IN CALINA-ROULO DISTRICT  
FOR THE PAST NINE YEARS, SHOWING THE PERCENTAGE OF THOSE  
ENROLLED WHO TRANSFERRED DURING THE YEAR.

School Year	:	June	:	Yearly	:	Yearly	:	Percentage
	:	Membership	:	Enrollment	:	Turnover	:	of Turnover
1922-1923	:	335	:	433	:	98	:	22.6
1923-1924	:	518	:	710	:	192	:	27.0
1924-1925	:	715	:	866	:	151	:	17.4
1925-1926	:	881	:	1206	:	325	:	26.9
1926-1927	:	933	:	1238	:	305	:	24.6
1927-1928	:	1205	:	1580	:	375	:	23.7
1928-1929	:	1303	:	1696	:	393	:	25.1
1929-1930	:	1304	:	1728	:	424	:	24.5
1930-1931	:	1254	:	1684	:	430	:	25.5
1931-1932	:	1355	:	1658	:	303	:	17.9
1932-1933	:	1296	:	1707	:	411	:	24.0

five rooms, many without basements or furnaces. In many cases a lot was purchased on contract and a temporary residence built on the rear of the lot. **After** the lot was paid and a deed obtained the small homes were moved to the front of the lot and remodeled or a new home was constructed in front of the temporary one. The majority of these homes were constructed by the owner with the assistance of his immediate family and friends, who donated their services after regular working hours. The results obtained show some novel ideas in architectural design.

The second type of home found in this locality is the two or four family flats. This type of building is usually constructed by real estate companies and later sold to families on contract. These homes are much better designed than the first class described, but are usually built as an investment and so are constructed as cheaply as possible. They are generally built of frame or brick veneer with cement block basements and chimneys, hot air heat, pine floors and woodwork.

The third type of home found in this district is of much better construction. This is the large apartment house. These buildings are of brick construction with all **conveniences**. The size of each apartment is usually from two to four rooms and when new **these are** rented to small families. As the buildings grow older it is harder to obtain desirable tenants and so larger and more undesirable families are permitted to rent the apartments.

It is evident, with twenty-seven nationalities represented in a community, some nationalities would be inclined to purchase homes and establish permanent residence, while others would only desire temporary residence. The number and percentage of each nationality owning and renting their homes in this locality is shown in Table VI. The Arabian nationality is the first with more than seven families for which a percentage of ownership is shown. If this column is followed through it is evident that there are seventeen Arabian families in this study, seven of whom own or are buying their homes. This equals 41.1 percent of all the Arabian families considered in this study. It is obvious that the Hungarians have established themselves permanently in this locality as twenty-five of the forty Hungarian families have purchased their residences, which is 62.5 percent of the total. The record is, however, held by the Polish families as we find twenty-two of the twenty-four families, or 92.6 percent are buying their homes. It is evident that other reasons besides size of family keeps people from purchasing their homes as Table IV page 75 shows that the Polish have the third largest families of those found in this district, or an average of 4.5 children per family. Other nationalities which are inclined to own homes are the Russians, of whom twenty of the twenty-seven families, or 74.1 percent have purchased homes. Fifty-one or 60 percent of the eighty-five Roumanian families own homes. At the other extreme we find only one of the ten Mexican families has purchased a home.

**Table VI** NUMBER AND PERCENTAGE OF EACH NATIONALITY  
OWNING AND RENTING THEIR HOMES IN THE SALINA-ROULO DISTRICT.

Nation	:Total	:Owning Homes:	:Renting Homes
	:Families:	Number: Pct.:	Number : Pct.
Albania	: 1	: 1 :	: 0 :
Arabia	: 17	: 7 : 41 :	: 10 : 58
Austria	: 4	: 2 :	: 2 :
Belgium	: 2	: 0 :	: 2 :
Bulgaria	: 4	: 4 :	: 0 :
Canada	: 1	: 0 :	: 1 :
China	: 1	: 0 :	: 1 :
Czechoslovakia	: 4	: 2 :	: 2 :
England	: 4	: 0 :	: 4 :
German	: 8	: 6 : 75 :	: 2 : 25
Greece	: 8	: 3 : 37 :	: 5 : 62
Hungary	: 40	: 25 : 62 :	: 15 : 37
Italy	: 21	: 7 : 33 :	: 14 : 66
Lithuania	: 3	: 2 :	: 1 :
Mexico	: 10	: 1 : 10 :	: 9 : 90
Poland	: 24	: 22 : 92 :	: 2 : 7
Portugal	: 2	: 0 :	: 2 :
Roumania	: 85	: 51 : 60 :	: 34 : 40
Russia	:	:	:
a. Armenians	: 9	: 7 : 77 :	: 2 : 22
b. Jews	: 2	: 1 :	: 1 :
c. Russians	: 27	: 20 : 74 :	: 7 : 25
d. Ukranian	: 9	: 7 : 77 :	: 2 : 22
Scotland	: 1	: 0 :	: 1 :
Spain	: 4	: 1 :	: 3 :
Sweden	: 1	: 1 :	: 0 :
United States	:	:	:
a. Michigan	: 12	: 5 : 41 :	: 7 : 58
b. Northern States	: 34	: 6 : 17 :	: 28 : 82
c. Southern States	: 44	: 2 : 4 :	: 42 : 95
Yugoslavia	:	:	:
a. Croatians	: 15	: 8 : 53 :	: 7 : 46
b. Serbians	: 8	: 7 : 87 :	: 1 : 12
Mixed Nationalities	: 24	: 4 : 16 :	: 20 : 83
Total	: 429	: 202 :	: 227
Percentage	:	: 47 :	: 52

If each of the three subdivisions made of the native born families of the United States is examined as much variation in the percentage of home owners occurs as among the foreign groups. Of the forty-four families who originally came here from the Southern section of the United States only two, or 4.5 percent have purchased homes. Only six homes, or 17 percent have been purchased by the thirty-four families locating here from other Northern states outside of Michigan. Five of the twelve families whose parents were born and reared in this state have purchased homes. This gives a percentage of 41.6.

The table also shows two hundred two of the four hundred twenty-nine families studied, owned or were buying their homes, which makes 47.06 percent of the residences of this district occupied by owners.

#### Automobile Ownership.

With the Salina-Roulo community being located adjacent to the largest automobile factory in the world, and the larger number of the wage earners working in this industry, it would naturally be expected that such factors would have an influence on the number of automobiles owned in the community. The scale of wages paid by the Ford Motor Company is generally recognized to be sufficient to enable the laborer to purchase and maintain certain luxuries. Pressure has been applied at different times which made it advisable, against the employees better judgment, for them to purchase cars. This policy was not sponsored by the officials of the automobile industry, but

by certain minor executives who had some influence with regard to workmen retaining their positions, and who expected to receive personal remuneration from some outside source. The number and percentage of families of each nationality who own automobiles is given in Table VII. In comparing this table with the one on home ownership it is evident the total automobiles owned were only four more than the total homes owned. However, when a comparison is made of each nationality separately it is obvious in many instances that the nationalities who are large home owners do not have as high a percentage in car ownership. Table VI on page 82 shows that of the twenty-seven Russian families 74.1 percent owned their homes while 55.6 percent owned automobiles. Twenty-two of the twenty-four Polish families owned their own homes and only thirteen of the twenty-four owned automobiles. The same is true with the Roumanians as twenty percent fewer own cars than own their homes. This fact is also true of other nationalities.

At the other extreme the families born and reared in the United States evidently prefer automobiles to homes. A Comparison of the two tables show that of the forty-four families born in the Southern states only two owned homes while nineteen were automobile owners. Of the thirty-four born in the Northern states, not including the state of Michigan, six owned homes and nineteen owned automobiles. Of the twelve families born and reared in Michigan five owned their homes and seven owned automobiles.

Table VII NUMBER AND PERCENTAGE OF AUTOMOBILE OWNERSHIP IN EACH GROUP.

Group :	Nation	:	Number of :	Automobile Ownership:
:	:	:	Families :	Number : Percent :
1	:Albany	:	1	: 1 :
2	:Arabia	:	17	: 10 : 58
3	:Austria	:	4	: 3 :
4	:Belgium	:	2	: 0 :
5	:Bulgaria	:	4	: 2 :
6	:Canada	:	1	: 1 :
7	:China	:	1	: 0 :
8	:Czechoslovakia	:	4	: 1 :
9	:England	:	4	: 1 :
10	:Germany	:	8	: 4 : 50
11	:Greece	:	8	: 2 : 25
12	:Hungary	:	40	: 26 : 65
13	:Italy	:	21	: 7 : 33
14	:Lithuania	:	3	: 0 :
15	:Mexico	:	10	: 3 : 30
16	:Poland	:	24	: 13 : 54
17	:Portugal	:	2	: 0 :
18	:Roumania	:	85	: 38 : 40
19	:Russia	:	:	: :
	: a. Armenians	:	9	: 5 : 55
	: b. Jews	:	2	: 1 :
	: c. Ukranians	:	9	: 2 : 22
	: d. Russians	:	27	: 15 : 55
20	:Scotland	:	1	: 1 :
21	:Spain	:	4	: 3 :
22	:Sweden	:	1	: 1 :
23	:United States	:	:	: :
	: a. Michigan	:	12	: 7 : 58
	: b. Northern States:	:	34	: 19 : 55
	: c. Southern States:	:	44	: 19 : 43
24	:Yugoslavia	:	:	: :
	: a. Croatsians	:	15	: 7 : 46
	: b. Serbians	:	8	: 3 : 37
25	:Mixed Nationalities:	:	24	: 11 : 45
	: Median	:	429	: 206 : 48

From this comparison it is evident that the salaries received by the laborers in the Salina-Roulo district are not large enough to permit them, in many instances, to own their home and also an automobile.

Occupation of Father.

Very few families move into the Salina and Roulo district before the men in the family have secured work. In this community there are only two industries which hire outside labor, the Ford Motor Company and the Mercier Brick Company. The Mercier Brick Company does not have more than twenty-five employees, so that the people depend directly or indirectly upon the Ford Motor Company for their support. The employment agents of the Ford Motor Company have been instructed to give residents of Dearborn preference, if possible, when hiring employees. This is accomplished by close cooperation between the employment department and the Dearborn Welfare. It is necessary to be a resident of Dearborn for one year in order to obtain financial help or aid in obtaining work from the Welfare Department. A strict investigation is made by the Welfare to determine the place of residence before aid is given. The Ford Motor Company was responsible for the City of Dearborn withdrawing from the Detroit Community Fund organization and sponsoring their own community work.

The information in regard to the occupation was obtained from 387 of the fathers. The results are shown in Table VIII on the next page. There were only ten fathers not working at the

Table VIII. OCCUPATIONAL DISTRIBUTION BY NATIONALITIES.

Nation	:No.of :Persons:	:Non Skilled Labor: :Fords*:	:Others:	:Skilled: :Labor:	:Mer- :chants:	:Pro- :fess-:	:Not :Work- :ional:
Albania	: 1	: 1	:	:	:	:	:
Arabia	: 17	: 13	: 1	:	: 2	:	: 1
Austria	: 4	: 3	: 1	:	:	:	:
Belgium	: 1	: 1	:	:	:	:	:
Bulgaria	: 4	:	:	:	: 3	:	: 1
Canada	: 1	:	: 1	:	:	:	:
China	: 1	:	:	:	: 1	:	:
Czechoslovakia	: 4	: 4	:	:	:	:	:
England	: 4	: 2	: 1	: farmer	: 1	:	:
Germany	: 6	: 3	: 1	: 1	: 1	:	:
Greece	: 8	: 4	:	: 1	: 3	:	:
Hungary	: 40	: 28	: 4	: 3	: 2	:	: 3
Italy	: 10	: 10	:	:	:	:	:
Lithuania	: 3	: 3	:	:	:	:	:
Mexico	: 8	: 6	: 2	:	:	:	:
Poland	: 24	: 21	: 2	:	:	:	: 1
Portugal	: 2	: 2	:	:	:	:	:
Roumania	: 73	: 50	: 5	: 2	: 12	:	: 4
Russia	:	:	:	:	:	:	:
a. Armenians	: 9	: 5	:	:	: 4	:	:
b. Jews	: 2	:	:	: 1	: 1	:	:
c. Russians	: 27	: 20	: 3	:	: 4	:	:
d. Ukranians	: 8	: 7	:	:	: 1	:	:
Scotland	: 1	: 1	:	:	:	:	:
Spain	: 4	: 4	:	:	:	:	:
Sweden	: 1	: 1	:	:	:	:	:
United States	:	:	:	:	:	:	:
a. Michigan	: 11	: 6	: 4	:	: 1	:	:
b. Northern*	: 32	: 25	: 2	: 1	: 2	: 2	:
c. Southern*	: 40	: 34	: 3	: 2	: 1	:	:
Yugoslavia	:	:	:	:	:	:	:
a. Croatian	: 9	: 9	:	:	:	:	:
b. Serbian	: 8	: 6	: 1	: 1	:	:	:
Mixed	: 24	: 14	: 4	: 4	: 2	:	:
Total	: 387	: 283	: 35	: 14	: 42	: 2	: 10

United States

\* (b) Northern States

\* (c) Southern States

\* Ford Motor Company

time of the survey. The non-skilled laborers were divided into two groups, those employed at the Ford Motor Company and those employed at all other places. It was found that 82.1 percent of the fathers were working as non-skilled laborers. Only fourteen were found to be working at skilled trades. Forty-two of the fathers were merchants and two came under the professional subdivision, both of whom were teachers at the Salina School. Their children attended the Salina school though the families did not live in the Salina-Roulo neighborhood. The Roumanian nationality showed the greatest number of merchants. This could be accounted for by the fact that the Roumanians have the largest foreign representation in this neighborhood. Of the four Bulgarian fathers three were merchants and one was not working. There were three Greek merchants and one skilled laborer among the eight families studied.

## CHAPTER V

### NATIONALITY AND EDUCATION

If it were possible for the readers to visit the Salina school any morning during the school year, they would see the children of thirty two distinct nationalities mingling with one another as they hurried along the street on their way to school. At the first glance they might possibly be mistaken for any group of American children under similar circumstances as the American dress has been adopted. However, upon a closer inspection the spectator might think he had become lost, perhaps transported far across the sea to Asia, or Europe, for they see Asiatics and Europeans of many nationalities all coming together for one common cause - education. The process of assimilation has taken place as far as the pupils and the school environments are concerned for each child has been accepted by the school group on an equal basis. **But** the home environment and cultural background are not so uniform and these differences appear to modify performances at school. This is indicated by an analysis of the testing program which will be discussed in this chapter.

#### The Testing Program

The Fordson school system, of which the Salina-Roulo district is a part, is fortunate in having a Bureau of Research and Adjustment which deals with "educational accounting." By the term "educational accounting", is meant the establishing, by means of reliable tests, intelligence ratings and

educational achievement records, attained from time to time and the proper recording of these abilities and their growth.

It is now recognized that individuals differ in abilities, aptitudes and other traits with which education is concerned. This fact is important educationally and it is desirable to adapt instructional material and procedure to these differences. But, such adaptations depend on our ability to measure the differences existing in any given group or groups.

In the Salina and Roulou schools intelligence tests are given regularly by the Bureau of Research and Adjustment at the close of each semester to all groups graduating to the grades IB, 4B, 7B, 10B and all new entries received from other schools who have not had an intelligence rating. Other individuals may be included in this group by request of the teachers and principal. In this manner every pupil receives the benefit of a check test at intervals not exceeding three years. If a child receives an "E" rating the group intelligence test is followed by an individual "Binet" test as a further check of his ability. Students are grouped in grades by three standards, the intelligence rating and educational ability shown by tests, and supplemented by the teachers' observations. There are two reasons why the testing program should be of greater value in this community than in many others; first, because of the large number of foreign groups, each with their own national customs and characteristics differing in many respects to all other nationalities; second, the large

percentage of turnover of students which brings to this neighborhood children from all parts of the world without the necessary credentials for classification.

Educational growth is measured carefully and accurately in several subjects at the beginning of each semester. The results are diagnosed and corrective methods applied during that semester so as to adjust the student, if possible, to the desired standard.

The fact that the conclusions reached, after a thorough and complete statistical analysis has been made of the results of these tests, often vary widely from popular opinion as to what has been accomplished, is in itself strong evidence of the **need** for such services in our schools. Once obtained, however, these conclusions and measures of actual achievement are of inestimable value to principals, teachers, supervisors, etc. They show in definite and unmistakable terms what teachers and textbooks are accomplishing, how much actual progress is being made from time to time, how many children are improperly adjusted in their school work and the probable nature of the maladjustment. They aid in locating weak spots in the courses of study and the curriculum and provide the only means upon which improvement in teaching methods may be predicted.

It is from these testing records that the statistics for this chapter were obtained. Over 57,000 tests were given during one semester of school. To give some idea of the extent of

the testing program the number of tests given to each grade is listed herewith.

GRADE	NUMBER OF TESTS GIVEN
1	3349
2	8463
3	5677
4	5011
5	5722
6	4433
7	7025
8	5782
9	5210
10	1708
11	1294
12	948
Industrial Preparatory	1010
Special	1551
Post Graduates	24
Total	57,205

The tests are distributed according to subject, name of test used and number of students receiving each test as follows:

Subject and Name of Test	Number of Students
<b>Reading</b>	
Gates Primary	8478
Gates Silent	326
Thorndike-McCall	5910
Stanford Achievement	3474
<b>Arithmetic</b>	
Compass Survey	4556
Woody-McCall	3896
Stanford Achievement	3474
Sones-Harry Achievement	993
<b>Spelling</b>	
Ayres	305
Iowa	8063
Stanford	1737
<b>Handwriting</b>	3559
<b>Language &amp; Literature</b>	
Stanford Achievement	3474
Sones-Harry	993
<b>Social Studies</b>	
Stanford Achievement	3474
Sones-Harry Achievement	993
Posey-VanWagener Geography	421
Stevenson-Ridgeley Geography	349
<b>Health Education</b>	
Stanford Achievement	1737
<b>Natural Science</b>	
Sones-Harry Achievement	993
<b>Total</b>	<b>57 ,205</b>

### Intelligence Tests and Letter Ratings

The letter ratings determined by the "Detroit Intelligence Tests" were obtained from the students permanent record card for five hundred eighty-four of the students under consideration.

The norms for these tests have been obtained by administering the tests to thousands of students and analyzing the results. "A" stands for the students who show superior ability; "B" for those better than average; "C" for the average student; "D" for the student who is slightly inferior to the average, and "E" for the inferior student. If these five hundred eighty-four children rated according to the norm established by the tests, approximately five to ten per cent of the students would have "A" or superior ability; fifteen to twenty percent would have "B" or better than average ability; forty to fifty percent would have "C~~/~~, C or C-" or average ability; fifteen to twenty percent would have "D" or below average ability, and five to ten percent would have inferior ability. However, it is evident from the percentage distribution of ratings in Table IX that such is not the case in the Salina-Roulo district. It is true that 52 students or 8.9 percent have "A" ratings, but at the other extreme there is an unusual number of inferior ratings, 65 students or 11.1 percent. The same fact is outstanding on examining the "B" and "D" columns. Sixty-two students, or 10.6 percent have "B" ratings and 71 students, or 12.2 percent have "D" ratings. There is a total of 334 students, or 57.2 percent who have "C" ratings but of these 103 students or 17.6 percent have "C-" ratings, while only 89 students, or 15.3 percent have "C~~/~~" ratings. The average intelligence rating for the total number of students studied is "C-", or slightly less than the

Table IX. CLASSIFICATION OF THE STUDENTS IN EACH  
NATIONALITY GROUP ACCORDING TO LETTER RATINGS  
DETERMINED BY THE DETROIT INTELLIGENCE TEST.

Nation	: A	: B	: C/	: C	: C-	: D	: E	: Total
Albania	:	:	:	:	:	:	:	:
Arabia	: 3	: 3	: 5	: 2	: 1	:	: 4	: 18
Austria	: 2	: 2	:	: 2	:	:	:	: 6
Belgium	:	:	:	:	: 1	:	:	: 1
Bulgaria	:	:	: 1	: 2	:	:	: 1	: 4
Canada	:	:	:	: 1	: 1	: 1	:	: 3
China	:	:	:	: 1	:	:	:	: 1
Czechoslovakia	: 1	:	: 2	:	:	: 1	:	: 4
England	:	:	:	: 2	: 1	:	: 3	: 6
Germany	: 1	: 1	: 1	: 3	: 2	: 3	: 1	: 12
Greece	: 1	: 1	: 1	: 2	: 3	: 2	: 1	: 11
Hungary	: 8	: 5	: 10	: 22	: 11	: 5	: 3	: 64
Italy	: 1	: 4	: 2	: 4	: 2	: 5	: 7	: 25
Lithuania	:	:	:	: 1	:	:	: 1	: 2
Mexico	:	: 1	:	: 2	: 1	: 4	: 3	: 11
Poland	: 2	: 4	: 7	: 11	: 5	: 6	: 6	: 41
Portugal	:	:	: 1	:	: 1	:	: 1	: 3
Roumania	: 12	: 14	: 20	: 30	: 26	: 18	: 8	: 128
Russia	:	:	:	:	:	:	:	:
a.Armenia	: 1	:	: 3	: 3	: 1	: 4	:	: 12
b.Jews	: 2	:	:	:	:	:	:	: 2
c.Russia	: 3	: 3	: 13	: 11	: 8	: 4	: 1	: 43
d.Ukranian	: 1	: 2	: 4	: 1	: 5	: 1	:	: 14
Scotland	:	:	:	:	: 1	:	:	: 1
Spain	:	: 1	: 1	: 2	:	:	:	: 4
Sweden	: 1	:	:	:	:	:	:	: 1
United States	:	:	:	:	:	:	:	:
a.Michigan	:	: 1	: 2	: 1	: 9	: 1	: 3	: 17
b.Northern States	: 6	: 7	: 4	: 9	: 4	: 2	: 2	: 34
c.Southern States	: 4	: 8	: 7	: 12	: 8	: 5	: 11	: 55
Yugoslavia	:	:	:	:	:	:	:	:
a. Croatian	: 1	: 1	: 1	: 9	: 6	: 5	: 4	: 27
b. Serbian	: 1	: 1	: 1	: 4	: 3	:	:	: 10
Mixed	: 1	: 3	: 3	: 5	: 3	: 4	: 5	: 24
Total	52	62	89	142	103	71	65	584
Percent	8.9	10.6	15.3	24.3	17.6	12.2	11.1	100.

Norm established by the test.

Intelligence tests are supposed to measure native ability but it has been found in recent studies that the present intelligence tests are influenced to some extent by the environment.<sup>(1)</sup> If the environment has an influence upon intelligence, it is evident that it would be a factor to be considered in the Salina-Roulo district, where so many nationalities with their different ideals and modes of living have their influence. It has also been proven in several instances in the Salina school that the inability to understand the English language is a factor which must be considered in attempting to obtain intelligence ratings. As an example: Mary S. a girl of twelve years of age and her mother came to Dearborn from Roumania and Mary at once enrolled in the Salina school. She did not understand a word of English and was placed in a room which had been organized to assist older pupils who were unable to speak or understand English to learn the new language. Mary did not master the English language as quickly as a number of her foreign friends. After two years in this room she was placed in the sixth grade. The beginning of the second semester she was given a Detroit Intelligence test and received a score of seventy-four. She was recommended for a special Binet test, which was given by the testing Supervisor with approximately the same score as was shown in the first test.

---

(1) Nature and Nurture Part I. The Twenty-Seventh Yearbook of the National Society for the Study of Education. Chapter IX, Pages 103-217.

The Supervisor was asked if Mary understood English well enough to receive a fair rating and she replied that English did not enter into the test. Mary was placed in a special room for older girls whose intelligence quotients were below eighty. Half of the time was devoted to fundamentals and the balance to special subjects such as basket weaving, sewing, cooking, music and art. The homemaking subjects were taught by the Junior High School home economics teachers. They soon observed that Mary could follow directions and perform better work than the remainder of the group. This was reported to the principal of the school. The following year the Bureau of Research and Statistics gave Mary another intelligence test. This test seemed to show that she was where she belonged and that it would be a waste of time and material to give another test. Mary developed so rapidly during the semester that upon the request of her instructors she was placed in the first half of the seventh grade. Her work here was so far superior to her group that at the end of that semester she was double promoted to the 8-B grade. When the intelligence tests were given for that semester Mary was one of those included and this time received a rating of C/. She graduated from Junior High School, enrolled in the commercial department in Senior High and graduated from there with a B rating. Other cases similar to Mary S. have been observed in the Salina school when intelligence tests have been given to students before they were well enough acquainted with the English language to understand what was required of them.

If the students from each country are considered separately in Table X the divergencies from the norm established by the tests appear more striking. In order to facilitate the reading of this table the information has been rearranged for all nationalities having ten or more children represented.

Table X gives the number and percentage of each group who are below norm, at norm or above norm for their age and grade. For example: If the statistics for Arabia are examined it is obvious that five or twenty-eight percent of the eighteen pupils in this group were below norm; two or eleven percent at norm and eleven or sixty-one percent were above norm. Five other nationalities show larger percentages above than below norm. They are the Austrians, the children of parents born in the Northern states of the United States, the Russians, the Hungarians and the Ukrainians. The Serbians average was at norm, while all other countries showed a larger percentage of students below than above norm, ranging from the Roumanians with only five percent difference between them and the Mexicans, who had sixty-four percent more in the lower group than in the upper group. The three groups which ranked the lowest according to the intelligence tests were the Mexicans, the Croatians and the students who were born of Michigan parents. Of the 546 students listed in Table X there were 131 who had intelligence ratings at norm; 189 others rated above norm and 226 who rated below norm. There were thirty-seven more pupils who had low intelligence ratings than had high ratings, which only amounted to 6.7 percent.

Table X. INTELLIGENCE RATINGS OF PUPILS OF EACH NATIONALITY HAVING TEN OR MORE CHILDREN ARRANGED BY NUMBER AND PERCENTAGE BELOW NORM, NORM AND ABOVE NORM.

Nation	:Total		:Below Norm		:Norm		:Above Norm							
	:No. of		:No.		:Pct.		:No.							
	:Pupils:		:		:		:							
Arabia	:	18	:	5	:	28	:	2	:	11	:	11	:	61
Germany	:	12	:	6	:	50	:	3	:	25	:	3	:	25
Greece	:	11	:	6	:	55	:	2	:	18	:	3	:	27
Hungary	:	64	:	19	:	30	:	22	:	34	:	23	:	36
Italy	:	25	:	14	:	56	:	4	:	16	:	7	:	28
Mexico	:	11	:	8	:	73	:	2	:	18	:	1	:	9
Poland	:	41	:	17	:	41	:	11	:	27	:	13	:	32
Roumania	:	128	:	52	:	41	:	30	:	23	:	46	:	36
Russia	:	:	:	:	:	:	:	:	:	:	:	:	:	:
a. Armenia	:	12	:	5	:	42	:	3	:	25	:	4	:	33
b. Russia	:	43	:	13	:	30	:	11	:	26	:	19	:	44
c. Ukrania	:	14	:	6	:	43	:	1	:	7	:	7	:	50
United States	:	:	:	:	:	:	:	:	:	:	:	:	:	:
a. Michigan	:	17	:	13	:	76	:	1	:	6	:	3	:	18
b. Northern States	:	34	:	8	:	24	:	9	:	26	:	17	:	50
c. Southern States	:	55	:	24	:	44	:	12	:	21	:	19	:	35
Yugoslavia	:	:	:	:	:	:	:	:	:	:	:	:	:	:
a. Croatian	:	27	:	15	:	56	:	9	:	33	:	3	:	11
b. Serbian	:	10	:	3	:	30	:	4	:	40	:	3	:	30
Mixed	:	24	:	12	:	50	:	5	:	21	:	7	:	29
Total		546		226		41		131		24		189		35

### Achievement Tests

**Achievement** tests are another device used to assist the teachers in becoming better acquainted with their students. Strength and weaknesses in subject material are readily shown if the **tests** are carefully analyzed. The teacher, after discovering where the weaknesses occur, may adopt remedial measures to correct the difficulty. Tests are given for various purposes such as, grade placement, ability groupings, growth in educational achievement of individuals and groups, comparison between rooms, schools and cities, and to test teaching methods as well as teachers. The Fordson school system is not particularly interested in how the students compare with state or national norms, but in the educational growth of the students from year to year and the reaction to the social environment of the school and community. The information is also used to assist in ability groupings. As important as these reasons may be it would still be **considered** a waste of time, material and money if the tests were not used for diagnostic purposes. The New Stanford Achievement test is usually administered by the home room teacher under the direction of the testing supervisor. It tests the following abilities; Reading, Paragraph Meaning and Word Meaning, Dictation, Language Usage, Literature, History and Civics, Geography, Physiology and Hygiene, Arithmetic Reasoning and Arithmetic Computation. The score of each individual test when recorded on the profile chart, together with the total score, chronological age and school grade gives a graphic view of the

# New Stanford Achievement Test

By TRUMAN L. KELLEY, GILES M. RUCH, and LEWIS M. TERMAN

## ADVANCED EXAMINATION: FORM V

### FOR GRADES 4-9

Name..... John Adams ..... Grade..... 6B ..... Boy or girl.. Boy.....  
 Age... 12 ..... When is your next birthday? ..... June ..... How old will you be then? 13 .....  
 Name of school Salina ..... Date.. October 15, 1933. ....

TEST	SCORE	AGE EQUIVA- LENT	GRADE EQUIVA- LENT
1. Paragraph Meaning	70	11.6	5.7
2. Word Meaning	64	11.0	5.1
Total (Average) Reading <sup>134</sup>	67	11.3	5.4
3. Dictation	78	11.4	5.5
4. Language Usage	61	9.9	4.8
5. Literature	65	11.1	5.2
6. History and Civics	80	12.6	6.7
7. Geography	75	11.1	6.1
8. Physiology and Hygiene	68	11.4	5.5
9. Arithmetic Reasoning	75	11.1	6.1
10. Arithmetic Computation	85	13.1	7.4
Total (Average) Arithmetic <sup>160</sup>	80	12.6	6.7
Total (Average) Score	72.1	11.8	5.8

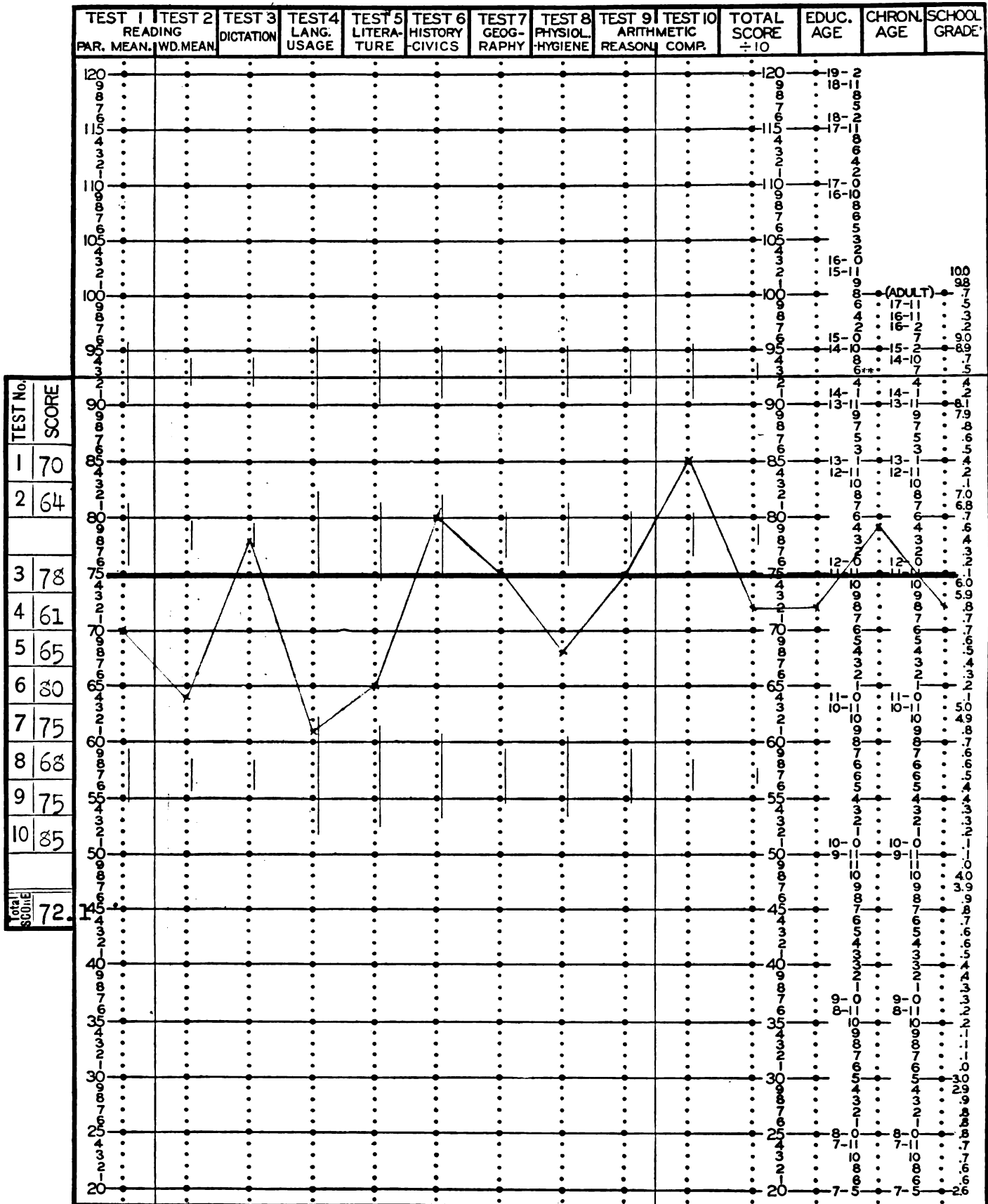
First record in this table the scores for Tests 1 to 10. Then find the Total Score. Then insert the scores for Total Reading and Total Arithmetic in the boxes to the left of the column headed "Score." For accuracy and convenience in recording the scores in the table in the left-hand margin of page 2, fold the page on the heavy line at the left of the profile chart and copy the scores from the above table (being careful to omit the Total Reading and Total Arithmetic).

over

TO THE EXAMINER. *Do not administer this test without first reading carefully the Directions for Administering.*

Diagram 3.

EDUCATIONAL PROFILE CHART: NEW STANFORD ACHIEVEMENT TEST, ADVANCED EXAMINATION



\* Grade defined as in Table 1 of the *Directions for Administering*. \*\* Educational Ages above this point are extrapolated values. See *Guide for Interpreting* for explanation of vertical lines.

**This Profile Chart is the table of norms for the Advanced Examination.**

student's ability in subject material. The graph not only shows the grade in which the child is enrolled but where he should be in each individual subject and where he grades at the present time. The total score when analyzed gives the student's present educational age. If the educational age is greater than the chronological age the student is said to be accelerated. If the chronological age is greater the child is said to be retarded.

Diagram IV is a copy of a sixth grade boy's record for the test which was given one month after he entered the sixth grade. His score of 70 in paragraph meaning, if followed across the page to the last column, gives him a school grade in that subject of 5.7 or four months below his grade. He is still lower in word meaning, receiving a score of 64, which gives him a grade of 5.1 or exactly one year retarded in this subject. He does better in spelling and is two months above his grade. This chart will give the teacher the following facts at a glance; this boy is below grade in reading, especially word meaning, language usage, literature and hygiene; he is up to grade, or a little above, in all other subjects; he does exceptionally well in history and arithmetic composition; he was twelve years four months old at the time of the test but his educational age at the present time is only eleven years eight months.

Five hundred eighty-seven student records such as the one described in the preceding paragraph were examined in order to obtain the number and percent of each nationality accelerated or retarded in their school work. The information is grouped according to nationality and months of acceleration in Table VI..

Table XI. NUMBER AND PERCENTAGE OF THE STUDENTS ACCELERATED GROUPED ACCORDING TO MONTHS OF ACCELERATION.

Nation	Total: :Cases:	No. :Acc.:	Normal: :Cases:	Mos. Accelerated :1-12:	13-24:	25-36:	36+:	Av. Mo. Acc. :Acc.:	Pct. :Acc.:
Albania	1	1					1	42	100
Arabia	18	13		6	4	3		15.7	72.4
Austria	6	6		2	1	2	1	19.3	100
Belgium	1	0							
Bulgaria	4	1		1				8	25
Canada	3	0							0
China	1	0							0
Czechoslovakia	4	3		1	1	1		20	75
England	6	0	1						0
Germany	12	4		2	1	1		16.5	33.3
Greece	9	5		3	1	1		13.8	55.6
Hungary	64	32	4	17	7	3	5	16.5	50
Italy	25	8	2	3	3	2		17.5	32
Lithuania	1	1		1				2	100
Mexico	11	3	1		1	1	1	31	33.3
Poland	41	16	1	8	3	3	2	15.5	39
Portugal	3	1		1				4	33.3
Roumania	129	55	9	21	17	12	5	19.1	42.6
Russia									
a. Armenia	12	5	2	4		1		11.8	41.6
b. Jews	2	2					2	46	100
c. Russia	43	24	1	16	2	4	2	15	55.8
d. Ukrania	14	9		4	3	1	1	16	64.3
Scotland	1	0							0
Spain	4	3	1	2		1		14.6	75
Sweden	1	1				1		26	100
United States									
a. Michigan	20	5		3	1	1		13	25
b. Northern States	34	20	1	8	4	6	2	20.2	58.8
c. Southern States	56	20	2	8	6	4	2	17.7	35.7
Yugoslavia									
a. Croatian	27	9	1	7	1	1		7.9	33.3
b. Serbian	10	7		5	0	2		11.9	70
Mixed	24	8		3	5			14.2	33.3
Total	587	262	26	126	61	51	24	18.8	49.05

Mos.--Months

36+ -- More than

Av. Mos. Acc.-- Average Months Acceleration

Pct. Acc.-- Percent Accelerated

It is obvious from an examination of the second nation listed that there were eighteen students of Arabian parents, thirteen of whom were accelerated. There were no normal cases as all of the thirteen cases were more than one month accelerated. Six of the students were accelerated one to twelve months; four from thirteen to twenty-four months; three from twenty-five to thirty-six months and none over thirty-six months. The average number of months the thirteen cases were accelerated was 15.7. Of the total number of cases 72.4 percent were normal or accelerated. There were only six Austrian students but all were accelerated in their school work. The average months of acceleration for the group was 19.3 months, or an average of nearly two years. There were twelve children of German parentage and only four were in the select class. Exactly half of the Hungarian children were accelerated, but four more were in the normal class, which gave them a percentage of 56.3 who were normal or above. Only three of the ~~eleven~~ Mexican children were accelerated, but they were exceptionally talented in school as their average acceleration of 31 months will show. Sixteen of the forty-one Polish children were accelerated but the average of 15.5 months of acceleration was rather low. Approximately fifty percent of the Roumanians were normal or accelerated. The four groups from Russia were among the highest in percentage of accelerated students. The Armenians had a percentage of 58.2 normal or accelerated; the two Russian Jew students were nearly four years accelerated; the Russians had

58.2 percent of their group in the select class, while the Ukrainians had 64.3 percent who were normal or accelerated. Only one of the three groups of children from American born parents compares favorable with some of the better groups from foreign countries. The children born of parents from the Northern states had 58.8 who were normal or accelerated; the Southern states dropped to 35.7 percent; while the children of Michigan born parents were still lower with only five of the twenty meeting the standard set by the achievement tests, or 25 percent. A total of 262 pupils were found to be accelerated one month or more, with 26 others who rated exactly normal for their age and grade. The average acceleration for the entire group was 18.8 months. Table XII gives the same information for the students who were found to be retarded. Only eleven more students were retarded than were normal or accelerated, but the number of months of retardation is much greater than the number of months of acceleration. One hundred eighteen were retarded from 13 to 24 months; fifty-six were retarded from 25 to 36 months and forty-eight were retarded more than thirty-six months. The students retarded more than two years are usually placed in special remedial classes. Those retarded more than one year receive remedial work in mathematics and reading. The tests of those retarded from one to twelve months are examined by the teacher and remedial work given to cover weaknesses found.

A comparison of the tables on acceleration and retardation shows that less than one percent more of the pupils of the

Table XII. NUMBER AND PERCENTAGE OF THE STUDENTS RETARDED GROUPED ACCORDING TO MONTHS OF RETARDATION.

Nation	:Total:No.Re-:Months Retarded						More: Than:	Av. No. Re.	Pct. Re.
	:Cases:	tarded:	1-12:	13-24:	25-36:	36:			
Albania	1	0							0
Arabia	18	5	1		3	1	36.4		27.6
Austria	6	0							
Belgium	1	1		1			13		100
Bulgaria	4	3	2			1	18.3		75
Canada	3	3	2	1			15		100
China	1	1	1				2		100
Czechoslovakia	4	1		1			15		25
England	6	5	1	1	1	2	39.4		83.3
Germany	12	8	4		3	1	18.6		66.7
Greece	9	4	1	1	1	1	18.7		44.4
Hungary	64	28	15	6	4	3	16.6		43.7
Italy	25	15	2	5	6	2	29.4		60
Lithuania	1	0							0
Mexico	11	7	1	2		4	28.1		63.6
Poland	41	24	8	5	10	1	20.7		58.5
Portugal	3	2			2		24.5		66.7
Roumania	129	65	33	20	7	5	16.2		50.4
Russia									
a. Armenia	12	5	1	2	1	1	25.8		41.7
b. Jews	2	0							0
c. Russia	43	18	9	5	3	1	15.7		41.8
d. Ukrainians	14	5	4	1			8.8		35.7
Scotland	1	1	1				6		100
Spain	4	0							
Sweden	1	0							
United States									
a. Michigan	20	15	6	6	1	2	20.6		75
b. Northern States	34	13	8	3	2		12.4		38.2
c. Southern States	56	34	11	9	7	7	21.7		60.7
Yugoslavia									
a. Croatian	27	17	3	2	3	9	18		63
b. Serbian	10	3		3			16.3		30
Mixed	24	16	4	3	2	7	21.7		66.7
Total	587	299	118	77	56	48	19.4		50.95

Av.No.Re.--Average months retarded  
Pct.Re.--Percent retarded

Salina-Roulo district are retarded in their school work than are found to be normal or accelerated, if we use the Standard Achievement Tests as a standard of measure. However, the number of months of retardation from normal is somewhat greater than the number of months of acceleration. Of the 288 students found to be at or above norm, 126 were accelerated one year or less, while only 118 of the 299 students who were below norm were found to be less than one year retarded; 77 others were retarded one to two years while 61 were found to be accelerated that amount; 56 were retarded from two to three years while 51 were found in this division above norm; 48 were retarded more than three years and exactly fifty percent less or 24 were found to be accelerated that amount. The average months of retardation for the 299 pupils below norm was found to be 19.4, while the average months of acceleration for the 288 students at norm or above was exactly six months less or 18.8.

A further comparison was made of the achievement record of the pupils of the four largest groups found in this community, the Hungarians, Roumanians, Russians and the children of native parents of the United States. The students listed in previous charts under Michigan were included with the other Northern states as the number was too small to compare separately. The information in Table XIII is grouped according to the number and percent of students found to be accelerated, normal and retarded by countries. The two groups from the United States

Table XIII. ACHIEVEMENT RECORD OF AMERICAN, HUNGARIAN,  
ROUMANIAN AND RUSSIAN STUDENTS AS SHOWN BY THE NEW  
STANFORD ACHIEVEMENT TESTS

Nation	:Total:		Accelerated		: Normal		: Retarded	
	:Cases:	Number:	Percent:	Number:	Percent:	Number:	Percent	
<hr/>								
United States								
Northern States	: 61 :	6	: .098 :	36	: .59 :	19	: .312	
Southern States	: 85 :	1	: .015 :	36	: .554 :	28	: .431	
Total	: 146 :	7	: .056 :	72	: .571 :	47	: .375	
<hr/>								
Hungary	: 69 :	4	: .058 :	50	: .725 :	15	: .217	
Roumania	: 134 :	10	: .074 :	89	: .664 :	35	: .262	
Russia	: 76 :	4	: .052 :	54	: .711 :	18	: .237	
Total	<hr/> 279	32	<hr/> .060	337	<hr/> .635	162	<hr/> .305	

are given separately and also as one group. The data of this table shows that the Roumanian nationality leads the other four countries in the percentage of exceptional or accelerated students, but it also has a larger percentage of retarded pupils than any other nationality except the United States. Another outstanding fact is that the students born of Hungarian, Roumanian and Russian parents as a group excel the children of the American parents found in this locality. If the two groups of students of American parents are compared it is evident that the children of Northern born parents rank much higher in achievement than those of Southern born parents. This condition may be attributed to the fact that the pupils of the Northern States have better educational facilities than those from the Southern states. If a further study could be made of each family it would undoubtedly be found that the home environment of the Northern families as a group is much superior to those who originally came from the Southern states and now reside in this community. At least this is the impression formed by the writer in ten years of association with both groups in this community.

A percentage distribution diagram of students accelerated and retarded for each nationality having ten or more cases represented is shown on page 110. The proportion of students of each nationality found to be above or below norm is shown at a glance, also a comparison of the educational ability of the children of the different nationalities found in the Salina-Roulo community may be made. The following nationalities show

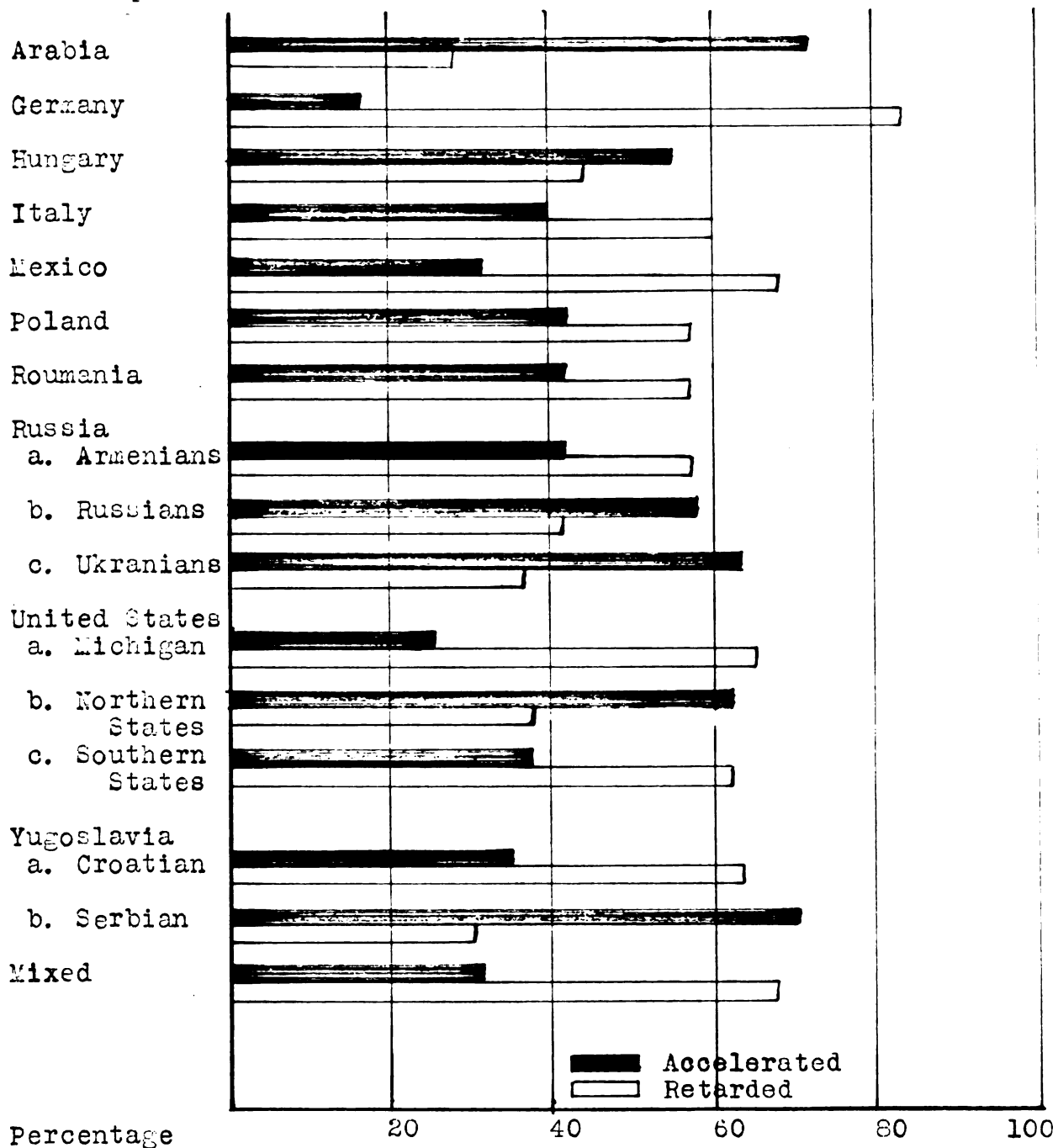


Diagram No. 4. Percentage Distribution of Students Accelerated and Retarded for each Nationality Having Ten or More Cases.

a greater number of students accelerated than retarded; Arabians, Hungarians, Russians, Ukranians, Serbians and the pupils of parents born in the Northern states of the United States, outside of Michigan.

There are two outstanding facts which should be gained from this chapter. First, there is a remarkably close coordination between the intelligence ratings of the pupils studied and their achievement ability in school work, as shown by their age and grade placement. The average intelligence rating for all students was a C- or slightly less than the norm established by the test. It was also found that the achievement of this group of students was slightly less than the average established by the Stanford Achievement Tests. Second, while there are differences shown in the intelligence ratings and scholastic achievement of one nationality over that of others which may be caused by numerous factors, there is a greater range between the highest and lowest student within each nationality group than can be found between any two different nationalities.

The students in this survey were given an opportunity to express their preference as to the occupation or profession they wished to follow. Of the 439 students who reported only approximately fifty had previously taken guidance courses. The number selecting each profession or occupation in order of preference follows:

DESIRED OCCUPATIONS OR PROFESSIONS LISTED BY  
439 STUDENTS.

Occupation	: Number:	Occupation	: Number
Teacher	91	Lawyer	4
Stenographer	72	Merchant	4
Aviator	46	Printer	4
Mechanical Engineer	26	Carpenter	3
Laborer	21	Housewife	3
Actress	19	Astronomer	2
Mechanic	15	Author	2
Nurse	9	Dressmaker	2
Electrical Engineer	9	Librarian	2
Auto Mechanic	8	Soldier	2
Musician	8	Missionary	2
Sailor	8	Architect	1
Clerk	7	Ball Player	1
Cowboy	7	Brakeman	1
Doctor	7	Broker	1
Toolmaker	7	Cartoonist	1
Draftsman	6	Dyemaker	1
Boxer	5	Electrician	1
Chemist	5	Journalist	1
Machinist	5	Mail Clerk	1
Railroad Engineer	5	Maid	1
Bookkeeper	4	Naturalist	1
Farmer	4	Peddler	1
Shoemaker	1	Telephone Operator	1
		Undertaker	1

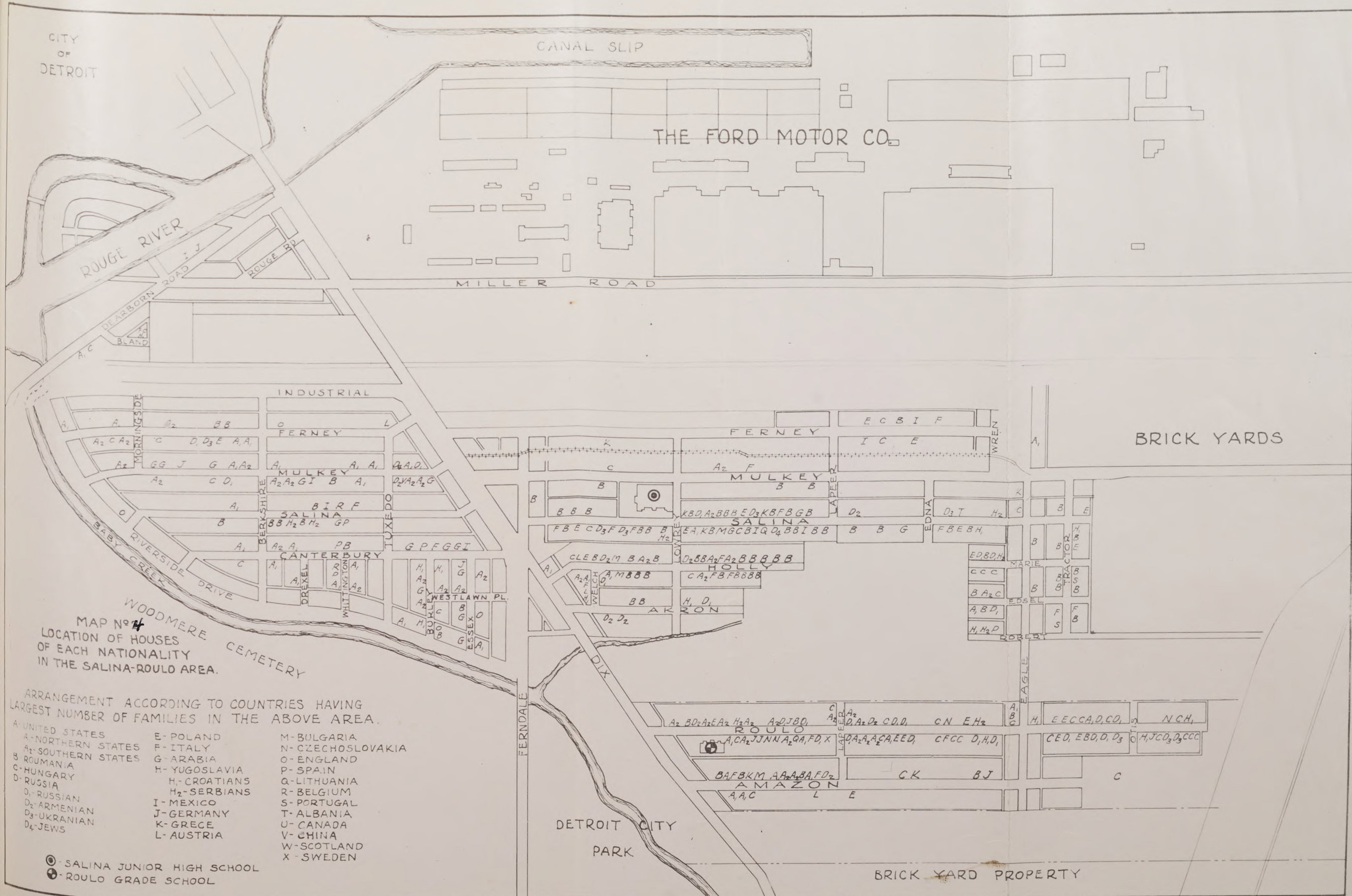
## CHAPTER VI

### OTHER COMMUNITY RELATIONSHIPS.

Foreign nationalities have a tendency to segregate in certain areas of a city. It is one of the necessary steps in the assimilation process of the new prospective citizens. They need the assistance of their relatives and countrymen in adapting themselves to the new environment. This situation is evident to some extent in certain areas of the Salina-Roulo district. While this district is only approximately one-half square mile in area, it is noticeable that a particular nationality group usually locates on certain streets. This general condition is shown on the nationality spot map on page 114. The Roumanians are inclined to locate on Salina, Holly and Tractor streets north of Dix avenue. The Armenians near Lowrey street, on Salina and Holly streets. The Russians, Hungarians and American Southern born families are in the Roulo street neighborhood; while the Northern born American families and Arabians reside in the district south of Dix Avenue. The homes of the other nationalities are distributed throughout the community.

While the Roumanian families predominate in the block north of Lowrey on Holly street, the spot map also shows two American families, one Armenian, three Italian and one Hungarian family, besides several other families of unknown nationality who did not have children in this survey.

With a neighborhood condition such as this it would be





reasonable to expect at least some association on the part of the families of different nationalities. However, such communication is very limited as far as the adults are concerned. The children may visit back and forth but the adults confine their social and business activities to members of their nationality. If a visit were made to an Armenian restaurant or coffee shop the visitor would find only Armenians present. Foreign born people in this community prefer dealing either with their own nationality or native Americans. They will never patronize any place of business owned by natives of other foreign nations unless absolutely necessary. As a result of the lack of neighborhood life and communal activity among the adults there are frequent misunderstandings and neighborhood quarrels, many of which are settled in court.

#### Religious Affiliations.

There are three churches in the Salina-Roulo district. A Greek Catholic and a Greek Orthodox church were built and maintained by the Roumanians. The third church is a temporary building maintained by one of the Detroit Baptist churches. It is used primarily for a Sunday School. A number of nationalities send their children to this Sunday School, including a number of children of Roman Catholic faith. This is the only church that holds a Sunday School in this district. The limited number of families of some foreign nationalities in this community makes it impossible for them to maintain a church in Dearborn. Therefore, the greater number of the foreign born

people who wish to attend a church where their native language is spoken must go into Detroit for church services. The Armenians have only one church in the metropolitan area of Detroit, that is the Gregorian church in Highland Park. The church memberships of each nationality in this study are given in Table XIV on page 117. Ninety-eight reported they did not attend any church. A number of these families stated that their native church was too far away from their homes for them to attend. The Arabians were the only nationality in this district to report that a majority of the families did not have membership in any church. The Hungarian, Italian, Mexican, Polish and the Croatians families usually are of the Roman Catholic faith. The Roumanians were equally divided between the Greek Catholic and Greek Orthodox churches. Of the ninety American families fifty seven hold membership in Protestant churches; six in the Roman Catholic churches and twenty-seven did not belong to any church.

It is evident from the results of this report that not all of the missionary work should be carried on in foreign countries. Here, in the Salina-Roulo neighborhood a valuable contribution to society could be made by organizations interested in missionary work.

#### Americanization of the Foreign Born

Americanization is a term that has been used so loosely to denote different types of activities that it has ceased to have any particular significance. Americanization societies and movements of different kinds are found in nearly every

Table XIV. CHURCH MEMBERSHIP OF THE FAMILIES OF EACH  
NATIONALITY IN THE SALINA-ROULO AREA

Nation	:Number :Families:	:Protes- :tant	:Roman: :Cath- :olic	:Greek: :Cath- :olic	:Greek: :Ortho- :dox	Others	:None
Albania	: 1	: 1	: 2 (Syrian)	:	:	:	:
Arabia	: 17	: 1	: 1	:	:	: Mohammedan	2: 11
Austria	: 4	: 1	: 3	:	:	:	:
Belgium	: 2	:	: 1	:	:	: (Orthodox	: 1
Bulgaria	: 4	:	:	:	:	: Bulgarian	3: 1
Canada	: 1	: 1	:	:	:	:	:
China	: 1	:	:	:	:	:	: 1
Czechoslovakia	: 4	:	: 1	:	:	: Slovak Catholic	1: 1
	:	:	:	:	:	: Slovak Lutheran	2: 1
England	: 4	: 3	:	:	:	:	: 1
Germany	: 8	: 5	: 2	:	:	: Bulgarian Orthodox	2: 1
Greece	: 8	:	:	:	: 6	:	:
Hungary	: 40	: 10	: 27	:	:	:	: 3
Italy	: 21	:	: 13	:	:	:	: 8
Lithuania	: 3	: 1	: 13	:	:	:	: 2
Mexico	: 10	: 1	: 9	:	:	:	:
Poland	: 24	:	: 24	:	:	:	:
Portugal	: 2	:	: 1	:	:	:	: 1
Roumania	: 85	: 11	: 5	: 30	: 29	:	: 10
Russia	:	:	:	:	:	:	:
a. Armenia	: 9	:	:	:	:	: Gregorian	4: 5
b. Jews	: 2	:	:	:	:	: Jewish	1: 1
c. Russia	: 27	: 1	: 7	: 5	: 2	: Ukrainian	7: 12
d. Ukrania	: 9	:	: 1	: 1	:	: Cath.	:
Scotland	: 1	: 1	:	:	:	:	:
Spain	: 4	:	:	:	:	:	: 4
Sweden	: 1	: 1	:	:	:	:	:
United States	:	:	:	:	:	:	:
a. Michigan	: 12	: 6	: 1	:	:	:	: 5
b. Northern States	: 34	: 23	: 3	:	:	:	: 8
c. Southern States	: 44	: 28	: 2	:	:	:	: 14
Yugoslavia	:	:	:	:	:	:	:
a. Croatian	: 15	: 2	: 11	:	:	: Serbian	22: 2
b. Serbian	: 8	: 1	: 1	:	: 2	: Mohammedan	2: 2
Mixed	: 24	: 10	: 7	:	:	:	: 5
Total	429	107	123	36	39		26 98

community where foreign born reside, although it is exceedingly hard to identify some of them by the general use of the term. In its broader sense the definition of Americanization should include the process of making better American citizens of the boys and girls, and the native born adults as well as the foreign born. However, in this thesis the term will be limited to include only the foreign born immigrant.

An important agency which has given a great deal of assistance in the Americanization process in Dearborn is the adult education classes. The need for the help of this agency is shown by the report of the "Fifteenth United States Census" (1) on citizenship in Dearborn which is as follows:

Citizenship	: Males	: Females
Twenty-one years old over	: 17,078	: 12,925
Native white	: 9,535	: 8,241
Native Parentage	: 5,917	: 4,752
Foreign or Mixed Parentage	: 3,618	: 3,489
Foreign Born White	: 7,314	: 4,626
Naturalized	: 3,035	: 1,683
First Papers	: 2,637	: 396
Alien	: 1,562	: 2,448
Unknown	: 80	: 99
Negro	: 11	: 21
Other Races	: 218	: 37

It is evident from the above figures that there are 7222 persons, or 24 percent of the adult population of Dearborn who have not obtained their citizenship papers. The majority of

---

(1) Fifteenth Census of the United States 1930. Michigan Population Bulletin, Table 15, P 37.

these will need some assistance before they will be able to pass the naturalization examination. There were 3,035 foreign born male adults, or 42 percent who had received their second papers and also 36 percent of the foreign born women. A majority of the women would not now be citizens had they not automatically received citizenship papers with their husbands, previous to the passing of the Cable Act, Sept. 22, 1922. Many of these women cannot read or write in English, but they are entitled to a vote in this country. On an election day they come to the polls with their husbands, carrying a marked instruction ballot and cast their vote the same as other citizens.

The Cable Act placed the citizenship of women on the same basis as that of men. This makes it necessary for them to learn to read, write and pass an oral examination before obtaining their citizenship. Very few of the women in this neighborhood care to make this effort, and many will never learn to even understand the English language.

#### Adult Education in the Fordson Schools

It was previously explained in Chapter I that the Salina-Roulo district is a part of the Fordson School district, although it is separated by an industrial area from the remainder of the system. The first adult education classes in Dearborn were organized in the Salina-Roulo district at the Salina school five years ago but later it was necessary to open another unit at the Fordson High School. As the adult education records for these two groups have been kept as a single unit

it will be necessary to discuss the adult education classes as a Fordson unit rather than a Salina-Roulo unit.

The supervisor of Adult Education in the Fordson school system, Mr. G. G. Soukhodol, obtained from the original records of the "Fifteenth United States Census" the names, addresses and nationality of 3262 residents of that district who had not obtained their citizenship papers. This list was valuable as a mailing list advertising adult education classes in the Fordson schools. The number of each nationality not being fully naturalized follows:

Country	Number	Country	Number
Poland	703	Spain	35
Canada	445	Turkey	24
Italy	213	Sweden	16
Scotland	198	Finland	16
Roumania	188	Denmark	15
England	166	Belgium	14
Austria	157	Switzerland	8
Russia, including	172	France	8
Ukraine		Portugal	8
Hungary	136	Bulgaria	6
Yugo-Slavia and		Norway	7
Montenegro	111	Wales	6
Germany	126	Holland	5
Czecho-Slovakia		Arabia	5
including Bohemia	75	Australia	5
Mexico	68	India	4
Lithuania	62	West Indies	3
Greece	57	Malta	3
Armenia	50	United States	3
Ireland	42	Albania	1
		China	1

The first adult education classes in Fordson were established primarily to assist the foreign born to read and write and to become acquainted well enough with the government of the city, state and nation to obtain citizenship

papers. Both day and evening classes were established which permitted the adults working on three shifts at the industrial plants to attend. Men working afternoons or midnight shifts attended school in the morning, those working days attended the evening classes. There is no tuition for people enrolling in the citizenship groups. Other departments of adult education have been added by request until the following courses are offered. Americanization, Commercial, Industrial, Academic, Arts and Crafts, Homemaking, Music, Continuation and Health Education. The enrollment for the September term of 1931 by departments was as follows:

<u>Courses Offered</u>	<u>Pupils Enrolled</u>
Americanization	597
Commercial	186
Industrial	181
Academic	76
Arts and Crafts	22
Homemaking	22
Continuation	13
Health Education	290
Total	<u>1369</u>

The Salina school was selected as the most logical location for adult Americanization classes as it was the center of the largest foreign population. School opened in October 1927 with an enrollment of 104 pupils in citizenship work. The next year the enrollment increased to 136 students, but declined slightly in 1929. However, in 1930 there was an 81 percent increase over the preceding year and in 1931 there was a 135 percent increase. This increased demand is accountable to the change in policy of the Ford Motor Company employment department.

While the Ford Motor Company plant was working at full capacity everyone had a position and was making a good living wage. The people were contented with their economic and social environment and did not care to make the effort necessary to gain their naturalization papers, many permitting their first papers to expire. However, this condition did not last. When a decrease in business came it was necessary to dismiss men from every department and the order was sent out to dismiss first the workmen who were not citizens. This order was carried out which made it nearly impossible for a non-citizen to secure employment. Many were without work. Then they saw the necessity of obtaining their citizenship papers as soon as possible. Therefore, the adult education classes nearly doubled for the September term, 1930-31 and this enrollment increased 135 percent for the school term beginning September 1931.

Why do people desire to attend adult education classes? This question was asked of all students enrolled in these classes in Fordson for the September term. The ten chief reasons cited by the students and the number giving each reason follows:

Reason	Number
1. To understand and speak better English	156
2. To become citizens	55
3. Vocational advancement	52
4. Personal Interest	34
5. Vocational preparation	30
6. Hobby	23
7. High School credit.	17
8. Cultural	17
9. Prepare for other work	15
10. Aid in daily work	12

Many of those seeking citizenship recognition gave number one as their reason for attending classes. It is also evident that there are not many enrolled who are contemplating using this method of changing their type of employment.

The occupation of the adult education students who were gainfully employed was requested and the results were as follows:

MEN

<u>Occupation</u>	<u>Number</u>	<u>Occupation</u>	<u>Number</u>
Laborer	130	Coal Business	2
Machinist	42	Glass Worker	2
Clerk	39	Teacher	2
Toolmaker	31	Steel Worker	2
Mechanic	21	Experimental	2
Electrician	18	Construction	2
Office Work	18	Printer	2
Die Maker	15	Brick Layer	2
City Work	12	Garage Work	2
Draftsman	10	Steamfitter	2
Truck Driver	10	Artist	2
Inspector	8	Hospital Attendant	2
Repairman	8	Milkman	2
Ford Trade Student	8	Postal Clerk	2
Sheet Metal	8	Paper Boy	1
Engineer	7	Grocery Store	1
Bank Clerk	7	Truck Dispatching	1
Pattern Maker	6	Polisher	1
Carpenter	6	Cost Manager	1
Woodworker	5	Building Superintendent	1
Painter	5	Chrome Plater	1
Student	5	Road Patrol	1
Millwright	5	U. S. Weather Bureau	1
Airport	4	Advertising	1
Store	4	Bookkeeper	1
Salesman	4	Butcher	1
Radio Engineer	4	Restaurant Owner	1
Welder	4	Layout Work	1
Trimmer	3	Shoemaker	1
Shop Superintendent	3	Roller Mill	1
Tool Grinder	3	Railroad Conductor	1
Landscaper	3	Packer	1
Foreman	3	Secretary	1
Tool Clerk	2	Barber	1
Stock Checker	2	Dentist	1
Florist	2	Photographer	1
Mechanical Engineer	2		

WOMEN

Housewife	298	Librarian	3
Clerical	52	Checker	2
Teacher	38	Telephone Operator	2
Stenographer	27	Cosmetician	2
Bookkeeper	10	Cafeteria	1
Nurse	10	Studio	1
Saleslady	10	Floorlady	1
Housework	8	Telegraph Operator	1
Janitress	8	Painting	1
Secretary	7	Inspector	1
Clerk	4	Typist	1
Student	4	Hospital Attendant	1
Waitress	4	Organist	1
Machine Operator	4	City	1
Technician	3	Supervisor	1
Beauty Operator	3		

The number of students from each country taking advantage of the adult education work was next secured. The results were as follows:

<u>Fordson High School District</u>		<u>Salina-Roulo District.</u>
United States	672	57
Russia	65	4
Poland	64	11
Canada	52	3
Germany	36	
Italy	30	17
England	19	
Austria	9	7
Sweden	9	
Denmark	7	
Hungary	7	13
Lithuania	6	
Roumania	6	26
Ukraine	6	2
Czech	4	1
Greece	4	6
Switzerland	4	
Bulgaria	4	8
Finland	2	
Holland	2	
Mexico	2	11
Turkey	2	8
Armenia	1	5

Belgium	1	1
Bohemia	1	
Brazil	1	2
France	1	1
Galicia	1	
Ireland	1	
Malta	1	
Newfoundland	1	
S. Wales	1	
Serbia	1	1
Spanish Honduras	1	
Yugo-Slavia	3	11
Spain		5
Croatia		4
Cuba		4
Portugal		5
Syria		3
Arabia		10
Macedonia		2
India		2
Albania		2
Palestine		1
Porto-Rico		1
Assyrian		1
Phillipine Islands		1
Totals	1027	236

The large number of those giving the United States as their birth place is influenced to some extent by the fact that there is a large enrollment of boys and girls of foreign born parents in the health education department.

How well the Americanization classes are meeting the demand of the foreigner in his quest for citizenship is shown partly by the number who have gained their naturalization papers since 1927. The result of this tabulation is given in Table XV on the next page. The countries are arranged according to the number securing citizenship papers.

Citizenship, to the foreign born who have received their naturalization papers, is considered as a serious obligation.

Table XV. DISTRIBUTION OF NATURALIZATION PAPERS GRANTED  
BY NATIONALITIES FOR THREE YEARS TWO MONTHS IN DEARBORN, MICHIGAN

Nation	: 1927		: 1928		: 1929		: Jan. 1930		: Feb.		: Total	
	: Men:	: Wom.	: Men:	: Wom.	: Men:	: Wom.	: Men:	: Wom.	: Men:	: Wom.	: Men:	: Wom.
Poland	: 11:	2	: 32:	5	: 21:	2	: 2:	0	: 66:	9		
Italy	: 5:	0	: 27:	1	: 27:	0	: 3:	0	: 62:	1		
Canada	: 2:	1	: 27:	2	: 17:	1	: 1:	0	: 47:	4		
England	: 4:	1	: 9:	2	: 18:	4	:	:	: 31:	7		
Roumania	: 3:	1	: 22:	3	: 4:	1	: 1:	0	: 30:	5		
Scotland	: 4:	0	: 8:	2	: 9:	5	: 1:	1	: 22:	8		
Czechoslovakia	: 4:	0	: 7:	1	: 13:	1	:	:	: 24:	2		
Russia	:	:	: 16:	0	: 9:	1	:	:	: 25:	1		
Yugoslavia	: 3:	0	: 12:	3	: 5:	0	: 1:	0	: 21:	3		
Germany	: 2:	0	: 7:	3	: 7:	0	:	:	: 16:	3		
Turkey	: 0:	1	: 9:	1	: 2:	2	:	:	: 11:	4		
Greece	: 6:	0	: 4:	0	: 3:	0	: 1:	0	: 14:	0		
Hungary	: 2:	0	: 2:	3	: 5:	1	:	:	: 9:	4		
Ireland	: 1:	0	: 4:	1	: 4:	0	:	:	: 9:	1		
Sweden	:	:	: 0:	1	: 7:	0	: 1:	0	: 8:	1		
Austria	:	:	: 4:	1	: 2:	0	:	:	: 6:	1		
Belgium	:	:	: 3:	0	: 1:	1	:	:	: 4:	1		
Denmark	:	:	: 0:	1	: 2:	1	:	:	: 2:	2		
Syria	:	:	: 2:	0	:	:	:	0	: 4:	0		
Netherlands	: 1:	0	:	:	: 2:	0	:	:	: 3:	0		
Spain	:	:	:	:	: 3:	0	:	:	: 3:	0		
Switzerland	:	:	:	:	: 2:	1	:	:	: 2:	1		
Holland	:	:	: 1:	0	: 1:	0	:	:	: 2:	0		
Lithuania	:	:	:	:	: 1:	0	: 1:	0	: 2:	0		
Norway	:	:	: 1:	0	: 1:	0	:	:	: 2:	0		
Bulgaria	: 1:	0	:	:	:	:	:	:	: 1:	0		
Danzig City	:	:	:	:	: 1:	0	:	:	: 1:	0		
Finland	:	:	:	:	: 1:	0	:	:	: 1:	0		
India	:	:	: 1:	0	:	:	:	:	: 1:	0		
Servia	: 1:	0	:	:	:	:	:	:	: 1:	0		
Total	50	6	198	30	170	21	12	1	430	58		

This attitude has been stressed by their instructors and made a part of their oath of allegiance to the United States. The privilege to vote on an election day is considered as a duty that must be performed by the naturalized citizen and on that day very few neglect the opportunity to cast their ballot. A larger percentage of the registered voters cast their ballot in the Salina-Roulo district than is found in any of the other sections of Dearborn. Each nationality also organizes their own American Citizens' Club and invites the candidates running for office to speak at their meetings. Usually the vote of the group is influenced by one or two of its members, who are politically inclined.

A separate survey was made of the number and percent of the foreign born parents living only in the Salina-Roulo district, who had obtained their naturalization papers and **also** the number of years they had lived in the United States. The citizenship standing of the fathers is given in Table XVI on page 128. All fathers who have lived less than ten years in this country are found in the first column. The second column gives the number of these fathers who are citizens. The same information for those living in this country more than ten years and less than twenty years is found in the next column. The percentages of those securing naturalization papers is given for each nationality having ten or more fathers represented in the last column. It was also found that 42.8 percent of all the foreign born fathers had become naturalized since arriving in this country.

Table XVI. NUMBER AND PERCENTAGE OF FATHERS WHO HAVE OBTAINED NATURALIZATION PAPERS (GROUPED ACCORDING TO THE NUMBER OF YEARS THEY HAVE LIVED IN THE U.S.)

Nation	:1 to 10:	11 to 20:	21 to 30:	Over 30 :	Total Cases:	Per-
	No. Nat.:	No. Nat.:	No. Nat.:	No. Nat. :	No. Nat. :	cent
Albania	: 1 0 :	:	:	:	: 1 0 :	:
Arabia	:	: 6 0 :	: 8 2 :	: 2 2 :	: 16 4 :	: 25
Austria	:	: 3 0 :	: 1 0 :	:	: 4 0 :	:
Belgium	: 1 1 :	:	:	:	: 1 1 :	:
Bulgaria	: 2 2 :	: 1 1 :	: 1 1 :	:	: 4 4 :	:
Canada	: 1 0 :	:	:	:	: 1 0 :	:
China	:	:	:	: 1 0 :	: 1 0 :	:
Czechoslovakia	:	: 4 2 :	:	:	: 4 2 :	:
England	: 1 0 :	: 1 1 :	: 1 1 :	: 1 1 :	: 4 3 :	:
Germany	: 1 0 :	: 2 0 :	: 4 3 :	:	: 7 4 :	:
Greece	: 1 1 :	: 4 2 :	: 1 0 :	: 1 1 :	: 7 4 :	:
Hungary	: 4 1 :	: 16 6 :	: 16 10 :	: 1 0 :	: 37 17 :	: 45.9
Italy	: 4 1 :	: 10 4 :	: 6 1 :	: 1 1 :	: 21 7 :	: 33.3
Lithuania	:	: 3 1 :	:	:	: 3 1 :	:
Mexico	: 3 0 :	: 3 0 :	: 2 0 :	:	: 8 0 :	:
Poland	: 1 1 :	: 14 7 :	: 5 2 :	:	: 20 10 :	: 50
Portugal	: 1 0 :	:	: 1 0 :	:	: 2 0 :	:
Roumania	: 6 3 :	: 34 15 :	: 37 20 :	: 2 1 :	: 79 39 :	:
Russia	:	:	:	:	:	:
a.Armenia	: 1 0 :	: 7 2 :	: 1 0 :	:	: 9 2 :	:
b.Jews	:	: 1 1 :	: 1 1 :	:	: 2 2 :	:
c.Russia	: 2 0 :	: 14 6 :	: 11 2 :	:	: 27 8 :	: 29.6
d.Ukrania	: 2 0 :	: 3 2 :	: 2 1 :	:	: 8 3 :	:
Scotland	: 1 0 :	:	:	:	: 1 0 :	:
Spain	: 2 0 :	: 2 0 :	:	:	: 4 0 :	:
Sweden	:	:	: 1 1 :	:	: 1 1 :	:
Yugoslavia	:	:	:	:	:	:
a.Croatian	: 1 0 :	: 4 0 :	: 8 4 :	: 1 0 :	: 14 4 :	: 28.5
b.Serbian	:	: 2 1 :	: 5 2 :	:	: 7 3 :	:
Mixed	: 1 0 :	: 7 6 :	: 3 2 :	: 4 3 :	: 15 11 :	: 73.3
Total	36 10	142 58	114 54	14 9	306 131	42.8

The number and percent of the mothers who have received their naturalization papers is given in Table XVII on the next page. Of the fifty-three mothers who have been in this country less than ten years only one has obtained her naturalization papers. Twenty-six of the 164 mothers who had been here from ten to twenty years had obtained second papers. The greater portion of the mothers who are citizens were naturalized by virtue of their husbands naturalization previous to the passing of the Cable Act September 22, 1922. Only eighteen percent of the mothers were found to be citizens.

Table XVII. NUMBER AND PERCENTAGE OF MOTHERS WHO HAVE  
OBTAINED NATURALIZATION PAPERS. (GROUPED  
ACCORDING TO THE NUMBER OF YEARS THEY HAVE  
LIVED IN THE U. S.)

Nation	:1 to 10:	11 to 20:	21 to 30:	Over 30:	Total Cases:	Percent
	:No. Nat.:	No. Nat.:	No. Nat.:	No. Nat.:	No. Nat.	:
Albania	:	1	0	:	1	0
Arabia	:	7	1	4 1	2 2	13 4
Austria	: 2 0	: 1 0	: 1 0	:	: 4 0	:
Belgium	: 1 0	: 1 0	:	:	: 2 0	:
Bulgaria	: 4 0	:	:	:	: 4 0	:
Canada	: 1 0	:	:	:	: 1 0	:
China	:	:	1 0	:	: 1 0	:
Czecho-	:	:	:	:	:	:
slovakia	:	4 1	:	:	: 4 1	:
England	: 1 0	: 1 1	: 1 1	: 1 1	: 4 3	:
Germany	: 1 0	: 1 0	: 4 2	:	: 6 2	:
Greece	: 2 0	: 3 0	: 1 1	:	: 6 1	:
Hungary	: 5 1	: 22 2	: 9 3	: 1 0	: 37 6	: 16.2
Italy	: 7 0	: 11 3	:	: 2 1	: 20 4	: 25
Lithuania	: 1 0	: 2 0	:	:	: 3 0	:
Mexico	: 4 0	: 2 1	: 1 0	:	: 7 1	:
Poland	: 1 0	: 14 3	: 5 0	:	: 20 3	: 15
Portugal	: 1 0	:	: 1 0	:	: 2 0	:
Roumania	: 7 0	: 57 8	: 13 4	: 1 0	: 78 12	: 15.4
Russia	:	:	:	:	:	:
a.Armenia	: 4 0	: 2 0	: 2 0	:	: 8 0	:
b.Jews	:	: 1 1	: 1 1	:	: 2 2	:
c.Russians	: 4 0	: 15 1	: 7 1	:	: 26 2	: 7.7
d.Ukrainians	: 2 0	: 5 2	: 1 1	:	: 8 3	:
Scotland	: 1 0	:	:	:	: 1 0	:
Spanish	: 2 0	: 2 0	:	:	: 4 0	:
Sweden	:	:	:	: 1 1	: 1 1	:
Yugoslavia	:	:	:	:	:	:
a.Croatian	:	: 5 0	: 3 1	:	: 8 1	:
b.Serbian	: 1 0	: 5 0	: 1 0	:	: 7 0	:
Mixed	: 1 0	: 2 2	: 3 1	: 4 3	: 10 6	: 60
Totals	53 1	164 26	59 17	12 8	288 52	18%

### Nationality and Leisure Time

One of the most important problems with which the residents of the Salina-Roulo district have to contend is how to use their leisure time. The majority of the men work at the Ford Motor Company eight hours each day, and from two to five days each week. This situation leaves many hours each week to be used for other purposes. Every home owner can spend a good many hours in the upkeep of his property. Nearly all families raise their own vegetables, where land is available, and thus take care of a considerable amount of the leisure time. The automobile helps a few families to while away some of their leisure time, but less than one-half of the families own cars. Also, it is seldom that a foreign born family in this neighborhood uses its automobile for pleasure. This is not the situation with their American born children, if they are fortunate enough to get the use of this conveyance. A girl or woman is seldom seen driving the family automobile in this community. Outdoor games are the ones usually chosen by the children of the community. The small children are interested in running games, playing house and school. The group from six to nine years of age are interested in play ground equipment, jacks and skipping the rope. The boys and girls of Junior and Senior high school age are interested in all kinds of American outdoor games. Baseball and basket ball are preferred, closely followed by swimming. The adult men never participate in outdoor games but enjoy watching others play. The evenings find every coffee shop,

restaurant and pool room filled with men talking, smoking and playing cards. Card games seem to be universally played by all nationalities. The women of the community never participate in games but they enjoy dancing. Dancing seems to be the one amusement that all nationalities enjoy. Each nationality has its own folk dances and music, which differs from other countries. The Roumanians and Hungarians hold scheduled parties where all members of the families attend.

#### Newspapers and Magazines in the Home

A survey was made of the type and kinds of newspapers and magazines read in the homes of each nationality. Four leading Detroit daily papers were listed, the Detroit News, Detroit Free Press, Detroit Times and the Detroit Daily. The two Dearborn weeklies, the Dearborn Independent and Dearborn Press, were included. The students were also asked if their parents subscribed for a paper of their nationality. The result of this inquiry is given in Table XVIII on page 183. Of the 429 families listed only 37 did not take some kind of a newspaper. The Detroit Times leads the list with 228 papers, The Detroit News was second with 135, closely followed by the Detroit Free Press with 122, and the Detroit Daily with 114. Only 88 Dearborn papers were delivered to the group surveyed. It was also found, after deducting the English speaking families from the total of 429 families in the survey, that 60 percent of the foreign born families subscribed for a newspaper printed in their native language. Many of the parents could not read the English printed

Table XVIII. DISTRIBUTION OF NEWSPAPERS TAKEN IN HOMES  
OF STUDENTS OF SALINA-ROULO DISTRICT.

Nation	No. of Families	Det.: News	Free Press	Det.: Times	Det.: Daily	Indep- endent	Press	Na- tive	None
Albania	1	:	:	:	:	:	:	1	0
Arabia	17	4	5	11	13	4	1	3	2
Austria	4	:	1	2	4	2	:	2	0
Belgium	2	1	1	:	1	:	:	:	0
Bulgaria	4	2	:	2	1	1	:	3	0
Canada	1	1	:	1	1	:	:	:	0
China	1	1	:	:	1	:	:	1	0
Czechoslov- akia	4	1	:	2	:	:	:	4	1
England	4	1	3	3	2	1	1	:	0
Germany	8	5	2	5	2	3	:	1	0
Greece	8	2	4	6	5	2	:	7	0
Hungary	40	5	12	20	7	3	1	24	2
Italy	21	8	4	10	7	:	:	12	2
Lithuania	3	2	2	3	:	:	:	2	0
Mexico	10	2	2	4	3	1	:	8	3
Poland	24	8	7	16	9	6	2	17	0
Portugal	2	1	:	:	:	:	:	:	1
Roumania	85	27	25	49	22	22	9	59	6
Russia	:	:	:	:	:	:	:	:	:
a. Armenian	9	3	3	5	1	1	:	4	0
b. Russians	27	7	5	10	5	3	:	19	3
c. Jews	2	:	1	1	:	:	:	:	1
d. Ukranian	9	2	1	4	3	1	1	6	1
Scotland	1	1	1	:	:	:	:	:	0
Spain	4	:	1	3	1	1	:	3	0
Sweden	1	:	:	1	:	:	:	:	1
United States	:	:	:	:	:	:	:	:	:
a. Michigan	12	12	7	4	7	2	1	2	2
b. Northern States	54	14	8	21	8	7	4	:	2
c. Southern States	44	11	16	22	8	0	0	:	5
Yugoslavia	:	:	:	:	:	:	:	:	:
a. Croation	15	5	3	3	2	0	0	8	1
b. Serbian	8	4	3	3	4	4	1	2	3
Mixed	24	11	8	14	3	3	0	:	1
Total:	429	135	122	228	114	66	22	186	37

papers themselves but the children were all far enough advanced in their education to interpret the news to them. The Detroit Times was preferred for two reasons. It publishes more photographs, which are enjoyed by those who cannot read and its style of construction appeals to the people of this locality.

A list of the magazines and the number sold each month was obtained from each of the news stands in the community. These were classified under the following heads; Literary, Technical, Home and Garden, College and Humor, and Fiction. A total list of the magazines sold follows:

Magazines Sold by News Stands in the Salina-Roulo District,  
Classified According to Type, Giving Number Sold Each Month.

1. Literary		3. Home and Garden	
Golden Book	1	A. General Monthly	
		American	12
2. Technical		Cosmopolitan	9
A. Aviation		Delineator	3
Airplane News	1	McCall	5
Aviation Mechanics	2	National Farm Jour- nal	3
National Glider	1	Physical Culture	5
B. Radio and Television		Fictorial Review	9
Official Radio Log	6	Woman's Home Compan- ion	1
Radio Call Book	6		
Radio Craft	2	B. General Weekly	
Radio Gossip	1	Collier's	40
Radio Log & Lore	4	Liberty	188
Radio News	3	Literary Digest	48
Short Wave Craft	4	Saturday Evening Post	96
Television News	2		
C. General		4. College and Humorous	
Modern Mechanics	9	College Humor	5
Popular Mechanics	15	College Life	3
Popular Science	10	College Stories	7
Public Utility	1		
Science & Invention	1		

## College and Humorous (cont'd)

Film Fun	4
Funny Stories	3
It	1
Jim Jam Jems	3
Whiz Bang	5

## 5. Fiction

## A. Adventure

Ace High	5
Action Stories	2
Adventure	18
Air Trails	1
Airplane Stories	1
All Fiction	3
All Star Detective Stories	1

Amateur Detective  
Stories 1

Argosy	24
Astounding	2
Battle	3
Battle Aces	5
Best Detective	2
Black Mask	2
Blue Book	3
Chain Lightning	2
Classic	2
Complete Sky Novel	1
Complete Stories	11
Cowboy Stories	6
Detective Adven- ture	1
Detective Book	4
Detective Novels	4
Detective Story	32
Detective Weekly	24
Dragnet	6
Far East Adventure	3
Far West Adventure	1
Five Novels	4
Flying Aces	1
Gang	7
Gangland Stories	9
Gangster	15
Gang World	3
Ghost	5
Golden West	1
Good Literature	1

Gun Moll	5
High Spot	1
Lariat	1
Man Stories	1
Master Detective	8
Murder Stories	7
Northwest Stories	2
Outlaws of the West	14
Popular Fiction	4
Prison Stories	9
Ranch Romances	6
Racketeer Stories	7
Real Detective	7
Riders of the Range	4
Scotland Yard	3
Shadow	2
Short Stories	5
Sky Rider	2
Speakeasy Stories	8
Triple X Western	3
True Detective	32
Two Gun Stories	2
War Birds	1
War Stories	2
West	2
Weird Tales	5
West Rangers	1
Western Adventures	8
Western Novel	1
Western Story Maga- zine	28
Western Trails	2
Wild West Weekly	48
Zoom	4

## B.

Love Stories	
All Story Love Story	4
Amazing Stories	1
Breezy Stories	4
Cupid's Diary	7
Dream World	11
Hollywood Nights	4
Hollywood Romances	5
I Confess	5
Lively Stories	1
Love Story	120
Love Romances	3
Pep Stories	3
Real Love Magazine	6
Red Book	8

B. Love Stories (cont'd)	
Secrets	2
Sweetheart Stories	12
True Confessions	6
True Experiences	13
True Romances	30
True Story	85
Western Love Stories	10
Westland Love Magazine	3
Young Future	3
C. Motion Picture	
Motion Picture	5
Movie Classic	3
Moving Picture Stories	3
Photoplay	12
Picture Play	10
Screen Book	4
Screenland	3
Screen Play	6
Screen Romances	4
Silver Screen	3
The Dance	1

D. Sport	
Baseball	4
Tight Stories	5
Hunting and Fishing	3
Outdoor Life and Recreation	5
Ring	2
Sport	4
Sportsman	7
Top Notch	2

The same general classification was used in tabulating the magazines read in the homes by the parents and children. The results are given in Table XIX on page 137. The **fiction** magazines lead the list with a total of 297. Of this number 190 were of the love story or movie story type and 107 of the adventurous type. The Home Magazines ranked next in number with 193. There were 38 Technical and 18 College and Humorous with only one in the Literary group. A careful study of the reading material reveals that a great number of leisure hours are devoted to reading magazines, many of which are questionable in character. We must remember the majority of the magazines taken into the home are taken there by the child. Over one third of the better class Home magazines were taken in the English speaking homes.

Table XIX. MAGAZINES TAKEN IN THE HOME ARRANGED BY  
NATIONALITY AND TYPE OF READING MATERIAL.

Nation	:Total :Families:	:Lit- :erary:	:Tech- :nical:	:Home :Magazines:	:College: :&Humor:	Fiction	
						:Adven- :ture	: Love & : Movie
Albania	: 1	:	:	: 1	:	:	:
Arabia	: 17	:	: 1	: 6	:	: 6	: 9
Austria	: 4	:	: 1	: 4	: 1	: 2	: 2
Belgium	: 2	:	:	:	:	:	: 1
Bulgaria	: 4	:	: 2	: 1	:	:	: 2
Canada	: 1	:	:	:	:	:	: 1
China	: 1	:	:	: 1	:	:	: 1
Czecho- slovakia	: 4	:	:	: 3	:	:	:
England	: 4	:	: 1	: 2	:	:	:
Germany	: 8	:	: 1	: 5	:	: 2	: 6
Greece	: 8	:	: 1	: 9	:	:	: 5
Hungary	: 40	:	: 2	: 11	:	: 26	: 18
Italy	: 21	:	: 2	: 8	:	: 1	: 8
Lithuania	: 3	:	:	: 2	:	: 1	:
Mexico	: 10	:	: 2	: 1	: 1	: 5	: 5
Poland	: 24	:	: 1	: 6	: 1	: 12	: 14
Portugal	: 2	:	:	:	:	:	:
Roumania	: 85	:	:	: 47	:	: 11	: 31
Russia	:	:	:	:	:	:	:
a.Armenia	: 9	:	: 1	: 1	: 1	: 2	:
b.Jews	: 2	: 1	: 3	: 3	: 1	:	:
c.Russia	: 27	:	: 1	: 14	: 1	: 13	:
d.Ukrania	: 9	:	: 1	:	:	:	:
Scotland	: 1	:	:	: 1	:	:	:
Spain	: 4	:	:	: 1	:	:	:
Sweden	: 1	:	:	: 2	:	:	:
United States	:	:	:	:	:	:	:
a.Michigan	: 12	:	: 1	: 9	:	: 1	: 7
b.Northern States	: 34	:	: 3	: 22	: 2	: 4	: 10
c.Southern States	: 44	:	:	: 19	: 1	: 10	: 28
Yugoslavia	:	:	:	:	:	:	:
a.Croatian	: 15	:	: 1	: 4	: 1	: 5	: 2
b.Serbian	: 8	:	: 2	: 3	: 1	: 4	: 3
Mixed	: 24	:	: 1	: 7	: 2	: 2	: 16
Total	429	1	38	193	18	107	190

### Music and Leisure

It has been noticeable in school work for a number of years that the foreign born child usually excels in music and rhythmic work such as marching, dancing and physical exercises to music. The parents attending school entertainments have expressed themselves as preferring programs made up largely of students drilling and dancing in costumes. The Salina Junior High school has an enrollment of three hundred-fifty students, of whom one hundred nineteen take instrumental music. Forty-six of these young people are in the school band. Forty-two others take piano lessons in school while others study under outside music instructors. The kinds of musical instruments in the homes of each nationality are given in Table XX on page 139. Only 68 of the 429 families under consideration did not have some kind of musical instrument. The victrola leads the list with 196. Nearly all of the victrolas were purchased before the radio became so universally used, and economic conditions were much better than they have been for the past five years. More than one third of the 155 radios found in the homes were owned by the English speaking people. This condition may be attributed to the fact that the foreign nationalities do not understand the English language well enough to appreciate the speaking programs. Radio programs in foreign tongues were not introduced until recently. Economic conditions have been such for the past number of years that only necessities could be purchased and paid for

Table XX. KINDS OF MUSICAL INSTRUMENTS IN THE HOME  
BY NATIONALITIES

Nation	:Number of: :Families :	Piano:	Radio :	Victrola:	Band:	None
Albanian	: 1	:	:	: 1	:	: 0
Arabia	: 17	:	: 2	: 12	: 2	: 6
Austria	: 4	: 2	: 2	: 2	: 1	: 0
Belgium	: 2	:	: 1	:	:	: 1
Bulgaria	: 4	:	: 1	: 2	: 1	: 1
Canada	: 1	:	: 1	:	: 1	: 0
China	: 1	:	:	: 1	:	: 0
Czechoslovakia	: 4	: 1	: 1	: 3	:	: 0
England	: 4	: 2	: 3	:	:	:
Germany	: 8	:	: 5	: 4	: 3	: 0
Greece	: 8	: 1	:	: 6	: 3	: 0
Hungary	: 40	: 8	: 17	: 21	: 13	: 3
Italy	: 21	: 5	: 3	: 12	: 2	: 5
Lithuania	: 3	:	: 1	: 1	: 1	: 0
Mexico	: 10	:	:	: 3	: 1	: 6
Poland	: 24	: 7	: 8	: 8	: 10	: 3
Portugal	: 2	:	:	: 1	: 1	: 0
Roumanian	: 85	: 15	: 26	: 32	: 29	: 14
Russia	:	:	:	:	:	:
a. Armenian	: 9	:	: 2	: 5	: 2	: 2
b. Jews	: 2	:	: 2	:	:	:
c. Russian	: 27	: 7	: 7	: 16	: 16	: 4
d. Ukranian	: 9	: 3	: 2	: 5	: 2	: 1
Scotland	: 1	:	: 1	:	: 1	:
Spanish	: 4	:	: 1	: 4	: 1	:
Sweden	: 1	: 1	: 1	:	:	:
United States	:	:	:	:	:	:
a. Michigan	: 12	: 6	: 7	: 4	: 3	: 2
b. Northern States:	: 34	: 13	: 28	: 5	: 5	: 3
c. Southern States:	: 44	: 1	: 13	: 22	: 13	: 7
Yugoslavia	:	:	:	:	:	:
a. Croatian	: 15	: 2	: 7	: 7	: 5	: 2
b. Serbian	: 8	:	: 2	: 6	: 3	: 1
Mixed	: 24	: 2	: 11	: 12	: 5	: 6
Total	: 429	: 76	: 155	: 196	: 125	: 68

by the majority of people residing in this community. It is also noticeable that the nationalities who own the larger percent of their homes are the ones who have the fewest radios. The family income is not sufficient to purchase all the conveniences of this modern age. In many of the homes there were several band instruments but in the tabulation of the information we were only interested in the number of homes that had certain types of instruments. One hundred twenty five families had some kind of band instrument in the home. There were but 76 pianos owned by the families under consideration. A number of the larger nationality groups did not own any pianos.

#### Movies and Leisure

There is only one small moving picture house in the Salina-Roulo community, although a few minutes ride on the street cars will take one to any of the larger moving picture houses in Detroit. It was realized that this form of entertainment was indulged in by many of the Salina-Roulo students, but the extent of this practice was not recognized until this survey was completed. There was one group who reported they attended a picture show every night in the year. The tabulated results are given in Table XXI on page 141. The countries are listed alphabetically giving the number of children from whom this information was obtained, the number of times they attended and the mean number of times each year the students visited this type of entertainment. Only 41 students did not attend the movies at all; there were 94 who only attended 1 to 12 times,

Table XXI. THE NUMBER OF TIMES EACH GROUP  
ATTEND THE MOVIES DURING ONE YEAR.

Nation	:No. of: Number of times each year							
	Cases	None	1-12	13-52	53-99	100 or more	Mean	
Albania	: 1	:	:	:	:	1	:	104
Arabia	: 18	:	: 1	: 6	: 2	: 9	:	81.5
Austria	: 5	:	: 1	: 1	: 1	: 2	:	57.8
Belgium	: 2	:	:	: 2	:	:	:	52
Bulgaria	: 4	:	: 1	: 1	: 1	: 1	:	67
Canada	: 3	:	:	:	: 2	: 1	:	81.7
China	: 1	:	:	: 1	:	:	:	52
Czechoslovakia	: 4	:	: 2	: 1	:	: 1	:	35.7
England	: 4	:	:	: 3	:	: 1	:	67
Germany	: 12	: 1	: 2	: 4	: 3	: 2	:	55.7
Greece	: 12	:	: 1	: 10	:	: 1	:	44.1
Hungary	: 64	: 4	: 10	: 35	: 7	: 8	:	43.4
Italy	: 38	: 1	: 11	: 12	: 4	: 10	:	59.4
Lithuania	: 3	:	:	: 2	: 1	:	:	66.3
Mexico	: 11	: 1	:	: 5	: 2	: 3	:	60.5
Poland	: 43	: 1	: 11	: 25	: 2	: 4	:	39.7
Portugal	: 2	:	:	: 2	:	:	:	52
Roumania	: 131	: 12	: 11	: 71	: 9	: 28	:	57.2
Russia	:	:	:	:	:	:	:	
a.Armenians	: 12	:	:	: 9	:	: 3	:	63
b.Jews	: 2	:	:	:	:	:	:	
c.Russians	: 40	:	: 3	:	: 2	:	:	62.5
d.Ukrainians	: 14	: 1	: 5	: 5	: 6	: 10	:	65.3
Scotland	: 1	:	:	: 1	: 2	: 1	:	38.1
Spain	: 4	: 1	:	: 2	:	:	:	52
Sweden	: 1	:	: 1	:	:	:	:	36.7
United States	:	:	:	:	:	:	:	10
a.Michigan	: 19	: 2	: 5	: 8	: 3	: 1	:	37.4
b.Northern States	: 35	: 5	: 5	: 13	: 1	: 11	:	65.6
c.Southern States	: 60	: 10	: 17	: 23	: 3	: 7	:	43.4
Yugoslavia	:	:	:	:	:	:	:	
a.Croatian	: 27	: 1	: 2	: 19	: 3	: 2	:	50.3
b.Serbian	: 12	:	: 2	: 6	: 1	: 3	:	73
Mixed	: 21	: 1	: 3	: 9	: 4	: 4	:	58.7
Total	: 606	: 41	: 94	: 297	: 60	: 114	:	53.5

297 who reported they attended the movies 13 to 52 times, sixty who attended 53 to 99 times and there were 114 who attended more than 100 such entertainments in the course of one year. The median number of times the 606 students visited the movies was 53.6 or slightly more than once each week.

### School and Leisure Time

In the previous chapter the night school and adult education classes were discussed. These activities permit many of the adults to use their leisure time for educational purposes, which is a wonderful opportunity for them.

The school also sponsors a Parent Teacher Association, Mother's Club and other community activities. However, these organizations do not meet with a great deal of success. The foreign born parents are reluctant to take part in this type of activity. If a special program is advertised as a part of a Parent Teachers' meeting very few will come. If we fail to mention the organization's name the auditorium will be packed. The foreign parents enjoy having their children take part in any school activities and often are so interested in pointing out their sons and daughters to their friends and neighbors that others in their immediate vicinity are unable to hear the program. All foreign nationalities are proud of the American schools and will assist whenever possible in its activities if they are not called upon to take an active part.

## CHAPTER VII

### SUMMARY AND CONCLUSIONS

As mentioned in Chapter I the location of the Salina-Roulo district near the Ford Industries, its industrial boundaries which separate it from the City of Detroit and the balance of the city of Dearborn and its type of constituency makes it a unique district for a nationality study. The history of this locality shows that its proximity to the City of Detroit and the Ford Motor Company Rouge plant has changed the physical environment to such an extent that it has influenced the type of people who have located homes here. The social environment of the district has been influenced by old world customs, traditions, ideals, standards and beliefs brought to this country by the immigrants from thirty-two nations.

The study of the families of each nationality reveals that although they may have different languages, customs, religions and ideals, that one or more of three factors are usually given as the reason for breaking the ties of their birth, and establishing a residence in a new country. They are the desire to improve their economic status, religious toleration, and political persecution. The school is one of the most active agencies in assisting the foreign born to adjust themselves to the new environment. However, it takes at least three generations before the standards of living of the new country are fully accepted. Although the families of the different nationalities are not segregated into definite

neighborhoods within the district and neighbors may originate from different countries, the tendency is not to associate with anyone but those of the same nationality. It is very seldom that there is a marriage of people of different nationalities.

Many of the homes of the foreign born are built by the owner with the assistance of a group of friends without any thought of remuneration, except that when they wish to build the group will in turn contribute their services in the same manner.

This study also shows that it is the young men and women who are dissatisfied with their home environment and have the energy and initiative to leave the nation of their birth and establish residence in a new country. The fifteenth census of the United States shows that there are  $33\frac{1}{3}$  percent more foreign born men than women in the city of Dearborn. The greater number of the men came to this country before their marriage. The majority of the others leave their families in Europe until they have established residence, secured work and saved enough money to send for them. In many cases twelve to fifteen years elapse before the wives and children arrive in this country.

With the exception of the public schools, the organizations which contribute to the Americanization of the foreign born are limited to one nationality, such as the "Roumanian American Citizenship Club", the "Greek Orthodox Church" and the "Italian Citizen' Club."

The children of thirty-two nationalities were enrolled in the Salina and Koulo schools, although only twenty-seven of them were represented in grades four to nine inclusive, used in this study. It is shown in this chapter that there was an average of 4.08 children for each family studied. The term "family" has been limited in this study to include only the mother, father and children, as explained in Chapter IV. The Italian, Croatian, German, Polish, American, Hungarian, Austrian, Serbian and Arabian families in order given had more children than the average for each family. The number of children in the Greek families was the lowest, with an average of 2.87.

The size of family does not influence the economic status of the foreign born to any great extent. It is shown that many of the nationalities with the largest families also rank among the highest in home ownership. There is, however, a reverse correlation found between those nationalities which have a high proportion of home ownership and the nationalities which have a high percentage of automobile ownership. This situation shows the family budget is not large enough to meet the payments on a home and also provide for the luxury of an automobile. Of the seventeen nationalities having the largest number of families represented in this district, the Polish people were found to rank first in home ownership and seventh in automobile ownership; the Serbians were second in home ownership and thirteenth in car ownership; the Armenians were third in

home ownership and fifth in car ownership, and the Ukrainians were fourth in home ownership and seventeenth in automobile ownership. The Hungarians ranked first in ownership of automobiles and seventh in homes; the Arabians second in automobiles and eleventh in home ownership.

In this study the native born families were classified in three groups for comparative purposes. Those who were born and reared in Michigan, those born in the other Northern states, with the exception of Michigan and those born in the Southern states. It is quite evident that the people living here who were born in the Southern states are not inclined to become home owners as they ranked the lowest of all nationalities in home ownership; they also ranked eleventh in automobile ownership. The families classified in the Northern states ranked fourteenth in home ownership but were fourth in automobile ownership. The families in the Michigan classification were tenth in home ownership but were third in automobile ownership.

How much the people of this community depend upon the Ford Motor Company is shown in Table IX, "Occupational Distribution by Nationalities". Over seventy percent of the fathers work for the Ford industries. The greater portion of the others derive their income indirectly from the same source. Therefore, the progress of this community depends primarily upon the progress of the Ford Motor Company. When the Ford industries are working to capacity the community flourishes, everyone has money and they are willing to spend it. As soon as the Ford

plant finds it necessary to close, the people of this community are the first to feel the effect.

Intelligence and achievement tests were used extensively in the Salina and Roulo schools for classifying and diagnosing purposes. While the intelligence tests showed there were variations of intelligence between children of different nationalities, the range of difference between the high and low in each nationality group was greater than between the average intelligence of any two groups. There was a greater variation in intelligence between the three American groups than between any of the different nationalities. The students listed under the Northern states ranked highest in intelligence, and those born in Michigan ranked the lowest of the seventeen groups for which the percentages are given. Students born in the Southern states of the United States ranked tenth in intelligence. Of the foreign nationalities the students from Arabia ranked first, followed by Hungary, Russia, Serbia, Poland and Roumania in order named. The children from Mexico ranked the lowest in intelligence rating of the foreign groups, followed by the Croatians from Yugoslavia, Italy, Greece and Germany.

A close correlation was found between the intelligence tests and the achievement tests given this same group of children. Out of the seventeen largest groups seven were found to have fifty percent or more of their children at the national norm or accelerated from one month to three years above the national norm set for their ages. The children from Arabia ranked the highest with 72.4 percent, followed closely by the

Serbiens from Yugoslavia, the Ukrainians from Russia, Greece and Hungary. The children from Greece were the only ones who were not included in the seven highest ratings in the intelligence tests. A still closer correlation between achievement scores and intelligence ratings was found in the six lowest groups. Each group had 66-2/3 percent or more of their students below the national norm in achievement, all of whom were included in the six lowest groups in intelligence rating. The students born and reared in Michigan ranked the lowest of all groups in intelligence ratings and also ranked last in the percentage of those found to be accelerated when given the achievement tests. This close correlation would lead us to believe that schools are justified in using intelligence tests as one means of classifying students. Also, that the intelligence of a student is not affected by nationality. Children of the same age and intelligence rating, but of different nationalities given the same environment and the same opportunities, should progress at the same rate. The home and neighborhood environment plays an important part in the development of a child.

Foreigners establishing homes have a tendency to locate in areas where the people of their nationality constitute a majority of those living in the neighborhood. They need the assistance of their countrymen in adapting themselves to the new environment. This condition exists to some extent in the Salina-Roulo district, although there are no defined boundaries.

People of different nationalities may live in the same house, or next door neighbors, the children may play together, but there will be very little communication between the adults. Foreign people prefer associating and dealing with others of their own nationality or native Americans.

The Roumanians are the only nationality of the twenty-seven represented in this study that have churches in this community. A few of the others attend and help to maintain native churches in other cities of the metropolitan area. There is a splendid opportunity for some religious organization to do some valuable missionary work in this community.

The adult day and evening classes are performing a valuable part in the Americanization of the foreign born. The 1930 United States census report shows that twenty-four percent of the adult population of Dearborn had not obtained their citizenship papers. Many of the women received their naturalization papers automatically when their husbands passed their examinations. This was previous to the passing of the Cable Act, September 22, 1922. Many of these women cannot read or write English and yet are entitled to a vote. The depression has made it almost impossible for a person of foreign birth to obtain work without citizenship papers. This fact has stimulated many to enter citizenship classes.

The Americanization program has not taught the foreign born in this community how to use their leisure time to advantage. The boys and girls are interested in sports, but the

older people are not. Many of the men frequent coffee houses and card rooms. Dancing is enjoyed by some groups, but not excessively indulged in by adults. The magazines that are read in the homes are largely of the light fiction class such as love stories and western stories. However, nearly every family subscribes for their native newspaper. Movies are greatly frequented by many adults, and especially by children of school age. The foreign people in this neighborhood are very fond of music and over eighty-six percent of the homes have some kind of musical instrument.

The economic conditions in the past year have influenced a further change in the nationality of the inhabitants living in the Salina-Roulo district. Over two thousand families were forced to accept Dearborn welfare aid due to their inability to secure work. All industries in the metropolitan area of Detroit have been obliged to reduce the number of employees, many factories closing entirely. The Ford Motor Company reduced the number of employees to less than one-half of those employed when conditions were normal. The majority of those who were fortunate enough to remain worked only two or three days a week. The single men and men of foreign birth who had not secured their citizenship papers were the first to lose their positions. When the general layoff came personalities were not taken into consideration. A number of departments such as the glass plant and steel mills closed entirely.

Many families from the South returned to their homes. A large number of families moved to vacant farms; others moved into smaller quarters or in with relatives or friends. These conditions left a number of vacant residences. Rents for some time had been much lower in the Salina-Roulo district than in other sections of the city so the Dearborn welfare leased two of the largest apartment houses and a number of single homes and moved indigent families from the better residential sections of the city into these places. These families were nearly all native Americans. Therefore, at the present time there are more children of native American parents attending the Salina and Roulo schools than there have been for a number of years.

The foreign people in the Salina-Roulo district are at the present time very much handicapped by their inability to thoroughly master the English language; also by their not understanding American methods, customs and ideals. As soon as their children and grand-children have adjusted themselves to their new environment no apologies will have to be made for their nationalities. The children have an intelligence background upon which to build which compares favorably, and in many instances exceeds, the average intelligence of the native American. Our duty as Americans is to assist them in making this transitional period as short as possible.

## BIBLIOGRAPHY

- Antin, Mary.  
The Promised Land. Boston: Houghton, Mifflin Company, 1912.  
 373 pp.
- Aslon, Kevork.  
Armenia and the Armenians from the Earliest Times Until the  
 Great War. New York: The MacMillan Company, 1920. 138 pp.
- Ayres, Leonard P.  
Laggards in Our Schools. Russell Sage Foundation Publi-  
 cations, 1909.
- Ayres, L. P. and Judd C. H.  
A Survey of the Cleveland Schools. Volume entitled "Measur-  
 ing the Work of the Public Schools". Cleveland Foundation  
 Survey Committee, 1916.
- Bercovici, Konrad.  
Around the World in New York. New York: The Century Company,  
 1924. 416 pp.
- Bercovici, Konrad.  
On New Shores. New York: The Century Company, 1925. 302 pp.
- Blois, John T.  
Gazeteer of State of Michigan. Detroit: 1838.
- Bogardus, Emory S.  
Essentials of Americanization. Los Angeles: Jesse Ray  
 Miller University of Southern California Press, 1923. 442 pp.
- Bogardus, Emory S.  
Immigration and Race Attitudes. Chicago: D. C. Heath and  
 Company, 1928. 268 pp.
- Boody, Bertha M.  
A Psychological Study of Immigrant Children at Ellis Island.  
 Baltimore: The Williams and Williams Company, 1926. 163 pp.
- Breckinridge, Sophonisba P.  
Marriage and the Civic Rights of Women. Chicago: University  
 of Chicago Press, 1931. 158 pp.
- Brewer, Daniel Chauncey.  
The Conquest of New England by the Immigrant. New York:  
 G. P. Putnam's Sons, 1926. 369 pp.

- Brunner, Edmund de S.  
Immigrant Farmers and Their Children. Garden City, New York:  
 Doubleday, Doran and Company, Inc., 1929. 277 pp.
- Burion Von Rajecz, Stephan.  
Austria in Dissolution. London: E. Benn, Ltd., 1925. 455 pp.
- Capek, Thomas.  
The Cechs in America. New York: Houghton, Mifflin Company,  
 1920. 284 pp.
- Carpenter, Niles.  
Relative Population Densities and Immigration Policy of the  
 United States. Buffalo: University of Buffalo, 1925. 25 pp.
- Clark, F. E.  
Old Homes of New Americans. Boston: Houghton Mifflin Company,  
 1913. 265 pp.
- Clark, F. E.  
Our Italian Fellow Citizens in Their Old Homes. Boston:  
 Maynard & Company, 1919. 217 pp.
- Commons, John R.  
Races and Immigrants in America. New York: The Macmillan  
 Company, 1927. 242 pp.
- Cooley, Charles Horton.  
Human Nature and the Social Order. New York: Charles  
 Scribner's Sons, 1922. 460 pp.
- Cooley, Charles Horton.  
Social Organization. New York: Charles Scribner's Sons,  
 1912. 426 pp.
- Crawford, Ruth.  
The Immigrant in St. Louis. St. Louis School of Social  
 Economy, 1916. 108 pp.
- Croce, Benedetto.  
A History of Italy, 1871-1915. Clarendon Press, 1929. 333 pp.
- Cross, Earl Bennett.  
The Hebrew Family. Chicago: University of Chicago Press, 1927.  
 217 pp.
- Davis, James John.  
Selective Immigration. St. Paul, Minn: Scott-Mitchell  
 Publishing Company, 1925. 227 pp.

Davis, Jerome.

The Russian Immigrant. New York: The MacMillan Company,  
1922. 219 pp.

Dawson, Carl A. and Gettys, Warner E.

An Introduction to Sociology. New York: The Ronald Press,  
1929. 866 pp.

Dillon, E. J.

Russia Today and Yesterday. Garden City, New York: Doubleday,  
Doran & Company, Inc., 1930. 325 pp.

Drachsler, Julius.

Democracy and Assimilation. New York: The MacMillan Company,  
1920. 275 pp.

Dyboski, Roman.

Outlines of Polish History. London: G. Allan & Unwin, Ltd.,  
1925. 282 pp.

Fairchild, Henry Pratt.

Immigrant Backgrounds. New York: John Wiley & Sons, Inc.,  
1927. 269 pp.

The Melting Pot Mistake. Boston: Little, Brown & Company,  
1926. 266 pp.

Immigration. New York: MacMillan Co., 1919. 455 pp.

Immigration. New York: The MacMillan Company, 1926. 520pp.

Farmer, Silas.

History of Detroit and Wayne County and Early Michigan.  
Detroit: 1890.

Faust, Albert Bernhardt.

The German Element in the United States. New York: The  
Steuben Society of America, 1927. 730 pp.

Foerster, Robert F.

The Italian Emigration of Our Times. London: Harvard Univer-  
sity Press, 1919. 556 pp.

Fox, Paul.

The Poles in America. New York: George H. Doran Company,  
1922. 143 pp.

Galitzi, Christine Arghi.

A Study of Assimilation Among the Roumanians in the United  
States. New York: Columbia University Press, 1929. 232 pp.

Garis, Roy L.

Immigrant Restrictions. New York: The MacMillan Company,  
1927. 376 pp.

Gavit, John Palmer.

Americans by Choice. New York: Harper and Brother's Publishers, 1922. 449 pp.

Gibbons, H. A.

The Blackest Page of Modern History; Events in Armenia in 1915. New York: G. P. Putnam's Sons, 1916. 71 pp.

Glaise - Horstenan, Edmund Von.

Collapse of the Austro Hungarian Empire. Dutton, 1930. 347 pp.

Gordon, Mrs. Winifred.

Roumania Yesterday and Today. Lane, 1918. 270 pp.

Grace, Alonzo G.

Immigration and Community Americanization. Minneapolis: Acme Printing and Publishing Company, 1921. 94 pp.

Grant, Madison and Davison, Charles Stewart.

The Founders of the Republic on Immigration Naturalization and Aliens. New York: Charles Scribner's Sons, 1928. 92 pp.

Grose, Howard Benjamin.

Aliens or Americans? New York: Young Peoples Missionary Movement, 1906. 337 pp.

The Incoming Millions. Chicago: F. H. Revell Company, 1906. 212 pp.

Hall, Prescott F.

Immigration. New York: Henry Holt & Company, 1906. 393 pp.

Hansen, E. R. B.

Poland's Westward Trend. London: G. Allen & Unwin, Ltd., 1928. 92 pp.

Haskin, Frederic J.

The Immigrant an Asset and a Liability. Chicago: Fleming H. Revell Company, 1913. 251 pp.

Hindus, M. G.

Humanity Uprooted. New York: J. Cope & H. Smith, 1929. 369 pp.

Horvath, Eugene.

History of Hungary. Budapest: Magyar Kulingyi, Tarsasag, 1931. 64 pp.

Hourwich, Isaac Aaronovich.

Immigration and Labor. The Economic Aspects of European Immigration to the United States. New York: G. P. Putnam's Sons, 1922. 574 pp.

- Howe, Sonia E.  
A Thousand Years of Russian History. London: Williams & Norgate, 1915. 432 pp.
- Hubbard, Bela.  
Memorials of a Half Century in Michigan and the Lake Region. New York and London: C. P. Putnam's Sons, 1888. 581 pp.
- Iorga, Joseph.  
A History of Roumania. Land, People, Civilization. London: T. F. Unwin, Ltd., 1925. 277 pp.
- Jenks, Jeremiah Whipple.  
The Immigration Problem. A Study of American Immigration Conditions and Needs. 6th ed. New York: Funk & Wagnalls Company, 1926. 717 pp.
- Jerome, Harry.  
Migration and Business Cycles. New York: National Bureau of Economic Research.
- Johnson, Stanley C.  
Emigration from the United Kingdom to North America. New York: E. P. Dutton and Company, 1913. 387 pp.
- Jordan, Riverda Harding.  
Nationality and School Progress. Bloomington, Illinois: Public School Publishing Company, 1921. 105 pp.
- Kellor, Frances Alice.  
The Federal Administration and the Alien. New York: George H. Doran Company, 1921. 80 pp.  
Immigration and the Future. New York: George H. Doran Company, 1920. 276 pp.
- Kirkpatrick, Clifford.  
Intelligence and Immigration. Baltimore: The Williams & Williams Company, 1926. 123 pp.
- Kroeber, A. L.  
Anthropology. New York: Harcourt, Brace & Company, 1923. 523 pp.
- Lewis, Edward Rieman.  
America, Nation or Confusion. New York: Harper & Brothers 1928. 408 pp.
- MacLeon, Annie Marion.  
Modern Immigration. Philadelphia: J. S. Lippincott Company, 1925. 393 pp.
- Malcom, M. Vartan.  
The Armenians in America. Chicago: The Pilgrim Press, 1919. 142 pp.

- Marinoni, Antonio.  
Italy Yesterday and Today. New York: The Macmillan Company,  
 1931. 315 pp.
- McClure, Archibald.  
Leadership of the New America. New York: George H. Doran  
 Company, 1916. 314 pp.
- Mullan, Eugene H.  
Mentality of the Arriving Immigrant. Washington Government  
 Printing Office, 1917. 132 pp.
- National Bureau of Economic Research.  
International Migrations. Volume 1, New York: National  
 Bureau of Economic Research, Inc., 1929. 1112 pp.
- National Society for the Study of Education.  
"The Influence of Environment on the Intelligence, School  
 Achievement and Conduct of Foster Children."  
The Twenty-Seventh Year Book, Part 1. Nature and Nurture.  
 Bloomington, Illinois: Public School Publishing Company,  
 1928. 103-217 pp.
- Nowlin, Wm.  
The Dark Covered House. Detroit: 1876. 250 pp.
- Orth, Samuel Peter.  
Our Foreigners. A Chronical of Americans in the Making.  
 New Haven: Yale University Press, 1920. 255 pp.
- Palmer, Vivien M.  
Field Studies in Sociology. Chicago: The University of  
 Chicago Press, 1928. 281 pp.
- Panunzio, Constantine.  
Immigrant Crossroads. New York: The MacMillan Company,  
 1921. 329 pp.
- Papazian, Bertha S.  
The Tragedy of Armenia. Boston: The Pilgrim Press, 1918.  
 164 pp.
- Park, Robert E.  
The Immigrant Press and its Control. New York: Harper &  
 Brothers Company, 1923. 485 pp.
- Ravage, M. E.  
An American in the Making. New York: Harper & Brothers,  
 1917. 265 p.

Roberts, Kenneth L.

Why Europe Leaves Home. Bobbs Merrill Company, 1922. 356 pp.

Roberts, Peter.

Immigrant Races in North America. New York: The Young Men's Christian Association Press, 1910. 109 pp.

The New Immigration. New York: MacMillan Company, 1912. 385 pp.

Ross, E. A.

Standing Room Only. New York: Century Company, 1927. 368 pp.

Ross, Robert and Catlin, Geo. B.

Landmarks of Wayne County and Detroit. Detroit: 1898.

Safford, Victor.

Immigration Problems. New York: Dodd, Mead & Company, 1925. 280 pp.

Schiaro, G. E.

The Italians in Chicago. Chicago: Italian American Publishing Company, 1928. 233 pp.

Schrader, Frederick Franklin.

The Germans in the Making of America. Boston: The Stratford Company, 1924. 274 pp.

Sedgwick, H. D.

A Short History of Italy. New York: Houghton Mifflin & Company, 1905. 443 pp.

Stamer, William.

The Gentlemen Emigrant. London: Tinsley Brothers, 1874.

Steiner, Edward A.

On the Trail of the Immigrant. Chicago: Fleming H. Revell Company, 1906. 375 pp.

The Immigrant Tide, Its Ebb and Flow. Chicago: Fleming H. Revell Company, 1909. 370 pp.

Stella, Antonio.

Some Aspects of Italian Immigration to the United States. New York: G. P. Putnam's Sons. 1924. 124 pp.

Stephenson, George Malcolm.

A History of American Immigration, 1820-1924. Boston: Ginn and Company, 1926. 302 pp.

Stoddard, Theodore Lothrop.

Reforging America. New York: Charles Scribner's Sons, 1927. 389 pp.

Stowell, Jay S.

The Near Side of the Mexican Question. New York: George H. Doran Company, 1921. 123 pp.

Teleki, Pal, Count.

The Evolution of Hungary. New York: The MacMillan Company. 1923. 312 pp.

Thomas, W. I. and Zhaniecki, Florian.

The Polish in Europe and America. 5 Vol. Chicago: The University of Chicago Press, 1918-1920.

Toynbee, H. J.

Armenian Atrocities; The Murder of a Nation. London: Sir J. Curston & Sons Ltd., 1915. 117 pp.

Treadway, Walter Lewis.

Mental Hygiene With Special Reference to the Migration of People. Washington Government Printing Office, 1925. 190 pp.

Tuttle, Charles R.

General History of State of Michigan. Detroit: R.D.S.Tyler & Company, 1873. 735 pp.

Vaughan, H. M.

Studies in the Italian Renaissance. London: Methuen & Company, Ltd., 1930. 264 pp.

Warne, Julian Frank.

The Tide of Immigration. New York: D. Appleton and Company, 1916. 368 pp.

Whitton, F. E.

History of Poland from the Earliest Times to the Present Day. Scribner, 1918. 502 pp.

Willcox, Walter F.

International Migrations. New York: National Bureau of Economic Research, Inc. 1929.

Williams, W. L.

Armenia, Past and Present. London: R. L. King and Son, Ltd., 1916. 211 pp.



ROOM USE ONLY

Aug 31 '48

Jan 28 '50

Jul 16 '53

ROOM USE ONLY



MICHIGAN STATE UNIV. LIBRARIES



31293010914673