

Americanization and Immigrant Education

Mrs. Helen Horvath's Dual Role in the Americanization and Identity Maintenance of Hungarian Immigrants in Cleveland: A Unique Model

Introduction¹

This study focuses on the life and activity of Mrs. Helen Horvath's connection with the Americanization program that transformed millions of immigrants and their life. Although she was recognized by her contemporaries and registered by information sources, neither the Hungarian, nor the American immigration history did serious research on her role in the social history of Cleveland, and even on a wider scale on her educational method as a successful working model of Americanization for the benefit of the immigrants and Americans as well.



Mrs. Helen Horvath
(1872–1943)

Who Was Mrs. Helen Horvath?

She was a well-known personality of the Hungarian community in Cleveland in the first four decades of the 20th century. She was a devoted educator, an open-minded social activist, and a great organizer. As an English teacher she provided helping hand for immigrants while integrating into American society, but she believed that the immigrants must not forget the value of their original culture. She was such a central figure of the Hungarian community of Cleveland that even István Eszterhás, writer and journalist of Cleveland, immortalized her figure and activity in his documentary novel of the Hungarian immigrant community of the city titled *Amerikai magyar regény*.² She arrived from Szeged as a Hungarian immigrant in the United States in 1897. She was a young woman following her husband, Ferenc Horváth, who had started business in Cleveland. She was born as Ilona Zalaváry in 1872. On arrival she was one of the thousands of immigrants who faced the same experiences, but she was among those few who gave a special and unique response: an educational program for adult immigrants.³

1 A short version of this paper was presented at HAAS 10, May 30–31, 2014, Budapest.

2 István Eszterhás, *Amerikai magyar regény* (Cleveland: Eszterhás I., c1989), 614–646.

3 The biographical information on Mrs. Helen Horvath is based on the following sources: "Horvath, Mrs. Helen," in *Encyclopedia of Cleveland History* (Bloomington: Indiana University Press and CWRU, c1987), <https://case.edu/ech/articles/h/horvath-helen/>, accessed August 29, 2017; "Horváth Ferencné, szül. Zalaváry Ilona," in Kálmán Káldor, ed., *Magyar Amerika írásban és képen: amerikai magyar úttörők és vezető férfiak arcképes életrajza, magyar*

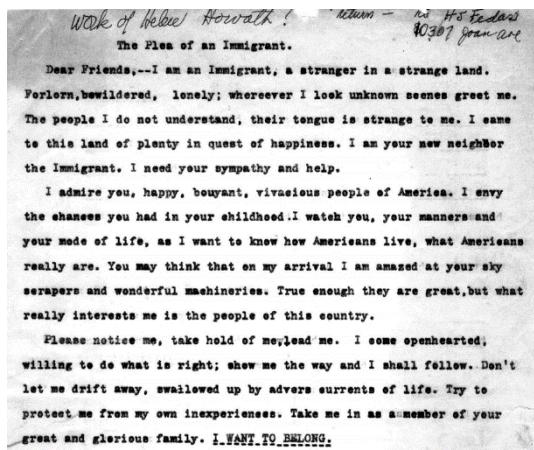
Aspects of Americanization

Although the Americanization of immigrants is a well-known area of American Studies, to understand the value of Mrs. Helen Horvath's choices and role in connection with Americanization, let us have a short overview of some aspects of the Americanization programs of her time.

The Americanization of immigrants meant changing home and culture, breaking borders of all fields of life; it was a painful, demanding, though often liberating process, full of challenges, but many times with severe consequences. The task was to convince the newcomers of all these changes and at the same time save their integrity. How? That was the question. This had been debated for decades since the problems of immigration were recognized by the American society. By the end of the 19th century it seemed it needed some control. The Federal Government kept the flow of immigration under control by rules, statistics, reports, and later restriction laws. The integration and acculturation of the foreigners, however, was a different issue. It was recognized that the assimilation of the newcomers did not proceed as it was expected to during the 19th century. To deal with the problem hundreds of civil organizations, leagues, associations, committees were born to represent the different views concerning assimilation. John

Higham's *Strangers in the Land*, one of the best books in the field, offers a broad overview about them.⁴

Because of the growing worries of the society by the 1910s, and especially in the times of the two World Wars, different movements emerged. There were two main types: (1) On the one hand, conservative programs expected the Federal Government to force Americanization by introducing patriotic education, rules and laws of Americanization. (2) On the other hand, democratic, tolerant groups had an entirely different approach. They did not force the immigrant to change. They rather



Mrs. Helen Horvath, "The Plea of an Immigrant"

egyházak, egyletek, közintézmények története és működése 1 (St. Louis, Hungarian Publ. Co., 1937), 47; Papp, Susan M.: *Hungarian Americans and Their Communities of Cleveland*, in *Ethnic Heritage Studies* (Cleveland: Cleveland State University, 1981), 214–218; Becker, Thea Gallo, *Legendary Local of Cleveland* (Mount Pleasant, NC: Arcadia Publishing, 2012.), 34, <https://goo.gl/eMFjuA>, accessed July 4, 2017; "Mrs. Helen Horvath" [Obituary] in *Cleveland Plain Dealer* (July 17, 1943).

⁴ John Higham, *Strangers in the Land: Patterns of American Nativism: 1860–1925* (New York, Athenaeum, 1973).

wanted to serve the immigrant's needs⁵ and to help them to integrate by getting acquainted with the American way of life, and they wanted to assist their mutual understanding.⁶

In most theories, the education got special attention among the many Americanization factors of the immigrant's daily activities in the workplace, the neighborhood, the American institutions, the streets, the press, social events, etc. A good selection of studies on the history and contents of these educational programs was published in a volume by Oscar Handlin and others, as edited by Bernard J. Weiss, under the title *American Education and the European Immigrant*.⁷

The formal education was considered the best means to Americanize the immigrants from the early 1900s. At that time the ethnic culture did not represent value, moreover, during the war years the cultural diversity was considered dangerous to national security. In this period the public schools strived to erase all the features of ethnic culture, such as the ethnic name, language, costumes, habits, i.e., all the formal signs of dissimilarity, however, not much attention was paid to convincing and assisting the immigrant to follow these changes with sympathy and understanding.⁸

The adult immigrant education was started by the public schools during the First World War. Evening courses for English language and citizenship were organized in great numbers by the schools. The Bureau of Naturalization tried to convince as many school authorities of voluntary cooperation as they could. Besides the public schools, hundreds of additional Americanization programs were also sponsored by communities, unions, businesses, the industry, religious, civic and other organizations. Although the statistics are not complete, they give an idea about the measures of this crusade. For example, during the 1921 fiscal year, 154,384 immigrants registered for these courses in 3,526 cities and towns in 6,171 classes. Altogether, in the period between 1914 and 1925, they estimated the number of registrations at 1 million. In spite of the high statistical data the researchers question the results and success of this system of adult education of immigrants. Already the contemporaries had their critics because of the content and the methods. For example, the number of registrations was high, but a high proportion quit the courses; the methods for children were not adjusted to grown-ups; the knowledge conveyed did not match the immigrants' needs, and many of the teachers were untrained. Critics also missed the federal coordinating center of all these educational programs. Among many others two agencies, the National Americanization Committee and the Bureau of Naturalization made attempts to take the central role at the national level, but finally no federal law was accepted to support this centralization and

5 Ilona Kovács, *Az amerikai közkönyvtárak magyar gyűjteményeinek szerepe az asszimiláció és az identitás megőrzésének kettős folyamatában: 1890–1940* (Budapest: OSZK, 1997).

6 Higham, 234–263; John Daniels, *Via the Neighborhood* (New York, London: Harper, 1920).

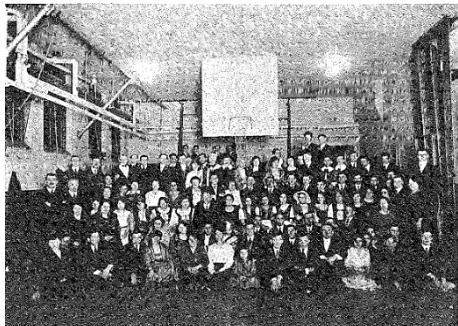
7 Bernard J. Weiss, ed., *American Education and the European Immigrant: 1840–1940* (Urbana, Chicago, London: Univ. of Illinois Press, 1982).

8 Higham, Strangers, 235; Yolan Varga, *Children of Ellis Island* (New Brunswick, NJ: I.H. Printing, c1988), 142–145.

to force Americanization. In fact Americanization was organized at the state level and by local organizations.⁹ "By 1921 more than thirty states had Americanization laws, as did hundreds of cities and towns."¹⁰ They represented different types and had different standards.

Americanization in Ohio State and in the City of Cleveland

What was it like in Ohio State and in Cleveland where Mrs. Helen Horvath was active? At the state level one of the first was Ohio, and among the cities, Cleveland as an industrial



*Mrs. Helen Horvath's
Hungarian Students in 1910*

center to face the task of Americanization because of its rapidly changing population. Among the US cities, the second largest Hungarian community lived in Cleveland.¹¹ The Americanization Committee of Ohio was created following the time of anti-immigrant hysteria during the First World War. Their goal was "to promote American values and the teaching of the English language to immigrants who wanted to become American citizens."¹²

The Committee was prepared to deal with problems. Their information publication had the subtitle "Constructive Program for Communities Having a Foreign Problem."¹³ They were friendly toward the immigrant, but openly expressed their expectations while explaining what Americanization was:

Americanization is the bringing together of the old and new America. It is the interpretation of America to the foreign born and the interpretation of the foreign-born to America. [...] We Americans honestly welcome you to the opportunities that a free land can offer. [...] I want to make you feel at home here with us, I shall give you the chance to learn our language, I shall give you the opportunity becoming an American citizen, I shall assist you to know a wider group than your own nationality. [...] Let us understand each other. Let us get together.

9 McClymer, "The Americanization Movement and the Education of the Foreign-born Adult 1911–25," in Weiss, 99–106.

10 McClymer, "The Americanization," 98.

11 Julianna Puskás, *Kivándorló magyarok az Egyesült Államokban: 1880–1940* (Budapest: Akadémiai, 1982), 494–495; Julianna Puskás "The Magyars in Cleveland: 1880–1930" in *Identity, Conflict and Cooperation*, ed. by David C. Hammack et al. (Cleveland, OH: The Western Reserve Historical Society, 2002), 135–184.

12 Ohio History Central. On-line database, <https://goo.gl/Hw8iKW>, accessed July 4, 2017.

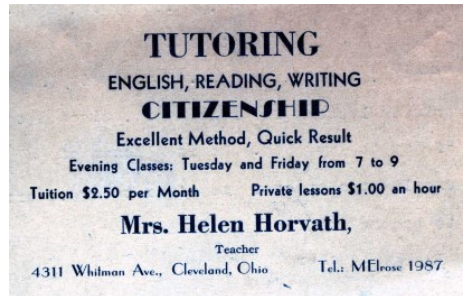
13 *Americanization in Ohio: A Constructive Program for Communities Having a Foreign Problem* (Columbus, OH: Americanization Committee of Ohio, 1920).

In exchange, the committee expected willingness to participate on the part of the immigrant.¹⁴ To accomplish this cooperation, Americans were also expected to make efforts. The committee suggested “every city of Ohio” apply their recommendations “in a practical program of Americanization.”¹⁵ They gave detailed recommendations for the task and listed and explained how the specific institutions and organizations of Ohio could contribute to successful Americanization. The list of the organizations included almost all types of agencies from the Board of Education, Chamber of Commerce, industries, social, civic, patriotic organizations, libraries, churches, the teachers of the day schools, to Americans, and immigrants themselves.¹⁶

In Cleveland, at the city level the first organization which provided some solution to the problems of immigration was founded as early as in 1911 under the name of the *Immigration League*. In 1912, the *City Immigration Bureau* began its work. The formation of the *Cleveland Americanization Committee* evolving from these earlier organizations took place in 1917, soon after the USA declared war upon Germany.¹⁷ Of course the goal of *Americanization in Cleveland* was assimilation of the immigrant as well, but their definition of Americanization showed more interest and empathy toward the immigrant values. “We feel that the best type of Americanization is a fair recognition that every ‘foreigner’ who comes to us brings something which can make America a richer and a better place. If we wish him to respect us we must respect him. [...] Hence the beginning of Americanization is a recognition by Americans of the value of the newcomer.”¹⁸



Mrs. Helen Horvath with one of the many classes she led for Hungarians, 1919



Advertisement of Mrs. Helen Horvath's citizenship class

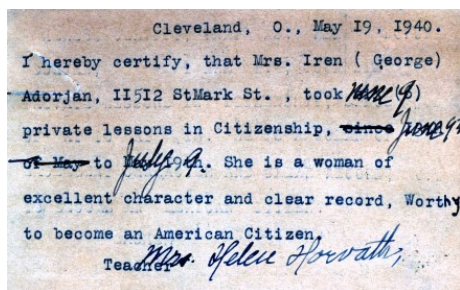
14 *Americanization in Ohio*, 7.

15 *Americanization in Ohio*, 9.

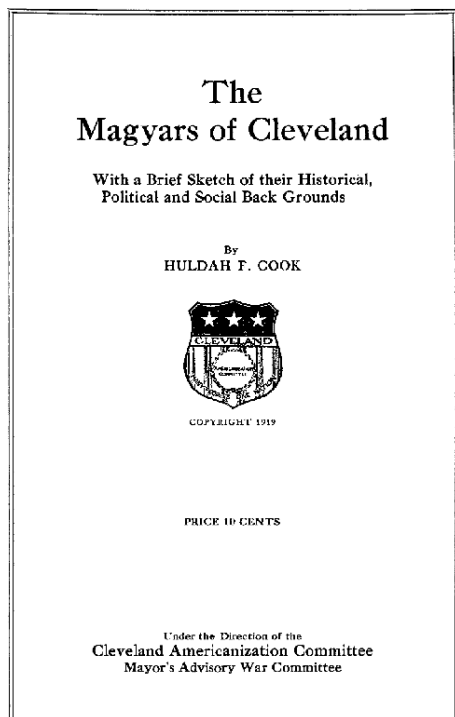
16 *Americanization in Ohio*, 3.

17 *Americanization in Cleveland: An Account of the Work which Has Been Done in Cleveland to Develop and Maintain a City Morale* (Cleveland, OH: Cleveland Americanization Committee of the Mayor's War Board, [1944]).

18 *Americanization in Cleveland*, 3.



*Certificate of Mrs. Helen Horvath's
citizenship class*



*Frontispiece of The Magyars of Cleveland
by Huldah F. Cook*

It seems the Committee took this program seriously and made a survey on the ethnic groups residing in Cleveland, among them on Hungarians as well, and these studies were published in a series of pamphlets.¹⁹ The committee, however, had a definite opinion about the participation and the leadership of immigrants in the work of Americanization: "while the Committee is convinced that the most useful workers in Americanization are to be found among foreign born people, the most valuable leaders in the work are native born Americans."²⁰

They tried to reach out and find all who did not speak English and were not citizens. They estimated at least 150,000 people in Cleveland, who spoke no English. Their number could come not only from the group of first generation adults, but even from second generation children as well because there were quite many ethnic parochial schools in Cleveland, among them Hungarians. According to Zoltán Fejős's research, these schools educated hundreds of children in the first decades of the 20th century. Even though these schools had to teach English, and according to the law certain proportion of the classes were held in English, the children grew up without satisfactory knowledge of the English language.²¹

19 Huldah F. Cook, *The Magyars of Cleveland with a Brief Sketch of Their Historical, Political and Social Back Grounds* (Cleveland, OH: Cleveland Americanization Committee, 1919).

20 *Americanization in Cleveland*, 4.

21 Zoltán Fejős, "Az anyanyelvi oktatástól az etnikus kultúra átörökítéséig: magyar iskolaügy Amerikában 1890 és 1940 között," in *Magyarságtudomány* (Budapest: Magyarságtudományi Intézet, 1990–91), 7–39.

Mrs. Helen Horvath's Role in the Immigrant Education and Americanization Program of Cleveland: The Teacher and Her Method or Philosophy

Mrs. Helen Horvath was about 25 when she arrived in Cleveland, young but mature and talented enough to recognize both the disadvantages and the challenges of the immigrant life. At the very beginning of her life in Cleveland, like many other immigrants, she suffered humiliation because of her accent. As the *Encyclopedia of Cleveland History* summarizes, "she was politicized by an incident in a store where a clerk mocked her accent."²²



Mrs. Helen Horvath with her students, Cleveland Plain Dealer (June 30, 1929)

This incident determined all her future. Even 33 years later, she called back memories of her painful experiences as her main motivation for her future plans. A manuscript of hers survived entitled "Immigrants' Plea." It is a true statement of her ideals on the mutual relationship of immigrants and Americans, expecting responsibility on both sides in combating intolerance of established Americans toward the newcomers. She fought not by creating new conflicts and deepening the gap between old and new Americans, but by offering solutions by means of education.

To avoid new humiliations she invested four years of studies in learning proper English. Besides correct English, she gained self-confidence as well. She felt an urge to share all these experiences with other Hungarians. While looking for language schools, she experienced that almost no evening schools existed for grown-up immigrants. To fill the gap she established one. As early as 1901 she opened her private English language

²² "Horvath, Mrs. Helen" in *Encyclopedia of Cleveland History*, <https://case.edu/ech/articles/h/horvath-helen/>, accessed August 29, 2017.

school in the Merrell Hall²³ first for Hungarians, then for immigrants in general. Note the foundation date comparing to the initiation of the Americanization program in Cleveland in 1911 or by Ohio State in 1917. Her school was a forerunner of the state and city Americanization programs. Susan Papp, the chronicler of the history of the Cleveland Hungarian community, states that 1901 was a “landmark year in the history of adult education in Cleveland.”²⁴ The school was popular and successful.



*Mrs. Helen Horvath's
citizenship class with her students of a
play 1925*



*Mrs. Helen Horvath and the citizenship
class in front of the Carnegie Library
ready for a city tour*

What was the clue to her success? She was a pioneer not only in establishing the program, but she was also a pioneer with her approach, with her methods, with her broad interpretation of education over formal education. We know little about her teaching methods, about the material and the way she presented it in the classroom, but we know more about her talent in sharing and initiating motivation. Mrs. Helen Horvath's plus was her philosophy, which generated motivation. It seems from the sources that she made genuine effort to uplift the humiliated immigrant to become a confident partner of Americans and to enable them to take advantage of the opportunities offered by America. There is an important sentence in her manuscript that expresses her philosophy, a sentence on the immigrant's expectations: “I WANT TO BELONG.” She knew the English language has a key role in this. She proved it with her own life. She presented this philosophy publicly many times and probably in the classroom to her pupils as well to motivate them, and it worked.

Learning through experience also formed part of her method. Besides language, she felt important to learn about the country and its culture as well. She arranged educational tours for her students to the capital, Washington, D.C., and later to California, Colorado, Arizona and Alaska.²⁵ In the White House the groups were welcomed by the

²³ “Foreign born to do library honor: Program to show gratitude to West Branch for services,” in *Cleveland Plain Dealer* CPS (March 24, 1935).

²⁴ Papp, *Hungarian Americans*, 215.

²⁵ “Foreign born” (March 24, 1935).

First Ladies, by Mrs. Hoover, Mrs. Coolidge and Mrs. Roosevelt. She gave the following title to her English language courses: "Speak United States." And she named the travel program "See United States." As a result of her success, she was invited by universities to share her method of teaching adult immigrants. In 1917–1919, she taught in the program of the New York Summer University.

Cooperation

For more than a decade, however, her work was a lone effort. After thirteen years, in 1914, the Cleveland Board of Education recognized her successful activity in immigrant education. They invited her with her adult education program to join the city system and to open more schools. She became the member of the newly formed Cleveland Americanization Committee.²⁶ However, according to the Committee's policy she did not get the leading role as ethnic educator but became the member of the General Committee. The cooperation had started that way.

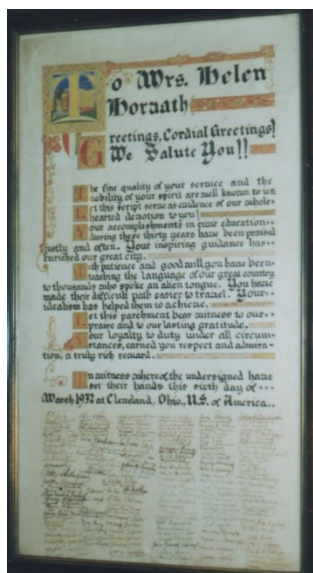
Her participation in the work of the Committee must have been an important source of information and of experience for Americans. At the same time this recognition must have meant an important response from the American society to her and motivated her to working on further common activities. Probably as the result of this cooperation she began citizenship courses and the so-called "mothers' class"²⁷ as well, because she believed the mother was the key figure in the assimilation of the family by adjusting the food and other details of the household. She introduced English lessons during the day for women to prevent their isolation. She applied again the method of teaching through experience as they performed plays on American holidays and everyday life with the students of the citizenship courses. She organized walking tours in Cleveland and explained the functions of the cultural and government buildings on the site for women.

The cooperation with the committee was based on the similarity of their concept about the relationship of the immigrants and Americans. The Committee's attempt for mutual understanding of the two matched Mrs. Helen Horvath's ideas. István Eszterhás in his documentary novel of Cleveland refers to Mrs. Helen Horvath's well-known philosophy of this mutuality when he quotes her saying: "It is not enough if we love America, it is equally important that Americans would love us."²⁸ She invested a lot of work in this program.

26 *Report of the Cleveland Americanization Committee of the Mayor's Advisory War Board, July 1917–July 1918* (Cleveland, 1918), 10, <https://goo.gl/NZbsfG>, accessed August 29, 2017.

27 CPL Archive. Carnegie West Branch Annual Report 1918; Elizabeth F. Copland: *A History of Carnegie West Branch of the Cleveland Public Library*, for the degree [...] of Master of Library Science (Cleveland, OH: Western Reserve University, School of Library Science, 1954), 20–22.

28 Eszterhás, *Amerikai*, 614. This idea returns repeatedly among the characters of the novel.



The 30th Anniversary of Mrs. Helen Horvath's school, 1931

She also worked a lot on presenting Hungarian culture to Americans partly with the help of the Hungarian community, and partly on the request of the city. Her views about the issue got more impetus and better chances when in the late 20s and 30s – with the new trends of Americanization –, the idea of pluralism initiated the program of intercultural education.²⁹ Good examples of these possibilities were the series of cultural programs called Hungarian Forum and concerts of Hungarian music with the Cleveland Symphony Orchestra in the series of Nations' Nights, and other events organized by her.³⁰

Over the years, however, she remained faithful to her very strong Hungarian identity. She joined several Hungarian organizations, participated in their work and programs. She served as a highly devoted activist of the Hungarian community.³¹ She had a key role in developing a large, about 9,000-volume Hungarian book collection by 1930 in the Carnegie West Branch Library of the Cleveland Public Library located in the Hungarian district. This building was opened in 1910 and became the site of her English and citizenship courses and Hungarian exhibitions, and many other Hungarian events organized by Mrs. Helen Horvath.³²

29 Nicholas V. Montalto, "Intercultural education movement, 1924–1941: the growth of tolerance as a form of intolerance," in Weiss, 142–160.

30 "Present portrait of Mrs. Horvath: pupils honor instructor of English classes at library," in *Cleveland Plain Dealer* (April 26, 1935); "Italian Band park tonight. Gordon Program to open Nationality Series," in *Cleveland Plain Dealer* (07.07.1928)

31 Rebecca Barrett, "Carnegie West Branch. P. 3. Providing a century of service to Ohio City," in *Ohio City Argus* (Fall 2011): 4.

32 "Hungarian clubs praise cultural work of library," *Cleveland Plain Dealer* (November 12, 1937); Kovács, 197. With other Hungarian intellectuals Mrs. Helen Horvath urged and helped the



Carnegie West Branch Library Cleveland, 1910 the site of Mrs. Helen Horvath's activity

She built good contacts with Hungary as well. She played an important role in the relief program arranged for the benefit of Hungary. This was the time when the interest of Hungary turned toward Hungarians living abroad, scattered in the world,³³ and the World Congress of Hungarians and the World Organization of Hungarian Women, the "Pro Hungaria" was organized. Helen Horvath was among the founders for the Chapter of "Pro Hungaria" in Cleveland.³⁴ As its president she arranged countless Hungarian cultural programs and events in Hungarian and in English as well. She organized trips to Hungary for groups of American-Hungarians. Even 50 years later, her niece was enchanted to recall memories of those trips and the beauties of Hungary in an interview given to me in 1995.³⁵

Honors

Her valuable activity was honored many times by both Hungary and America as in various ways. In 1925, as the acknowledgement of her professional achievements in the area of adult education her teacher's position was confirmed by the city as lifelong government employment. The anniversaries of her school were celebrated by both Hungarians and Americans. For her role in the Hungarian relief program she got the Red Cross

librarians to develop the Hungarian collection in the Carnegie West Branch Library of the Cleveland Public Library. Hungarians appreciated this service: the circulation of these books was about 30,000 that time. The Carnegie West Branch was built and opened on May 23, 1910. There was a separate area of the library, the so-called Hungarian alcove for the collection, which existed until the 80s, until there was demand for it. Later it was withdrawn to the central Foreign Language Division of the Cleveland Public Library.

33 Dezső Halácsy, *A világ magyarságáért* (Budapest, 1944). The World Congress of Hungarians (Magyarok Világkongresszusa) was established in Budapest in 1929, and the "Pro Hungaria" World Organization of Hungarian Women for the Hungarians Abroad ("Pro Hungaria" Nők Világszövetsége a külföldi magyarságért) in 1928.

34 Halácsy, 243–246.

35 Interview with Mrs. Helen Fedas by Ilona Kovács, in 1995.

award from Hungary in 1929. However, the most beautiful appreciation she had ever received was the honor of the people. In 1935, the students of her 33-year-long career donated her portrait as a gift to the Carnegie West Branch Library to acknowledge the service and “hospitality the library extended to their classes.” The unveiling of the picture³⁶ took place in the auditorium of the library in the presence of 600 people. As it was published in the Cleveland press even the city and the Hungarian Embassy sent their messages, so this celebration became a great cultural event and a reunion of her students.³⁷ During her career she had about 8,000 students in her schools or courses that also welcomed other immigrants from all over the city.

Conclusions Represented by a Portrait

The picture had its own history. Probably around the 1980s, at the time of the withdrawal of the Hungarian collection to the central Foreign Language Department, the portrait had disappeared from the library along with Mrs. Helen Horvath from the memory of the changing population of the district. By chance, in 1995, I could locate it in a private home while making an interview with an old lady, Mrs. Helen Fedas, one time a children librarian of Hungarian origin. Just before I visited her, I learnt that she was Mrs. Helen Horvath's niece. To my surprise, upon entering her home I had faced the painting lost to the public for the first time in my life.³⁸ I was thrilled. Then I lost track of it again, but in the spring of 2014, with the help of modern telecommunication I found it in the Cleveland Hungarian Heritage Museum.³⁹

The painting is important even for us because through visual art it adds to the facts by preserving symbols that bespeak Mrs. Helen Horvath's emotions and thoughts. The Red Cross Award on her left chest talks about her devotion to Hungary. The book in brown leather binding in her hands gained meaning for me only recently, after reading again István Eszterhás documentary novel. He mentions Mrs. Helen Horvath's passion of collecting and saving Hungarian American poetry in her brown book. It must have been so well-known that it was immortalized in this picture even by the painter. It is

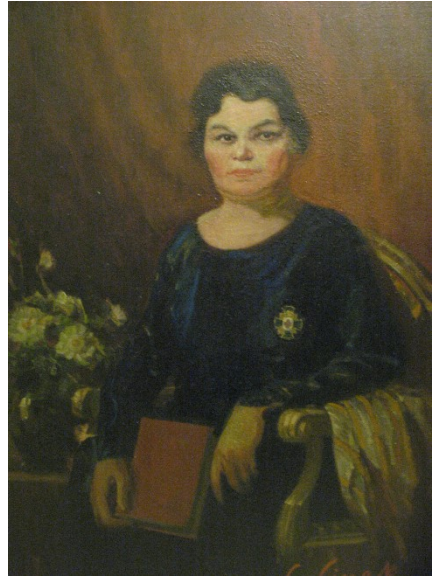
36 The portrait was painted by Louis Linek, a Hungarian immigrant artist from Szeged (Linek Lajos, Gyöngy 1859–Cleveland, 1941); *Kieselbach aukciók*, <https://goo.gl/PmvgC1>, accessed July 4, 2017; *Magyar életrajzi lexikon. Arcanum kézikönyvtár*, <https://goo.gl/ZgMvUN>, accessed July 4, 2017; *Országos Széchényi Könyvtár. Digitális Képtárház (DKA) – National Széchényi Library Digital Picture Archive*, <https://goo.gl/PRxmwV>, accessed July 4, 2017.

37 “Foreign born” (March 24, 1935); “Present portrait” (April 26, 1935).

38 The painting was preserved by her family, by Mrs. Helen Fedas, Helen Horvath's niece, her adopted daughter. Mrs. Fedas was a children librarian employed by the Cleveland Public Library. She also preserved Helen Horvath's documents, photos and memorabilia. Around the 1990s the Helen Horvath's bequest was donated along with the portrait to the Cleveland Hungarian Heritage Museum. They preserved the bequest carefully but it has not been processed yet. However, the generous staff provides services for research purposes.

39 Many thanks to Pamela J. Eyerdam (Cleveland Public Library), to Magdolna Mészáros and Mihály Bodor (Cleveland Hungarian Heritage Museum) for their cooperation and assistance in providing the necessary information sources for this research, and to Andrew Lázár for the photo of Helen Horvath's portrait by Louis Linek.

important because it represents her recognition of the new value born through Hungarian–American poetry, the overall value of ethnic culture and ethnic identity. Her life represented and proved these values to the community.



Left: Mrs. Helen Horvath in 1929. Right: Mrs. Helen Horvath's portrait by Louis Linek.

You are cordially invited to attend the unveiling of the portrait of
Mrs. Helen Horvath
Teacher of Adult Education
Painted by Louis Linek, noted Hungarian Artist
at Carnegie West Branch Library
Fullon Rd. and Bridge Ave.
Thursday, April 25th, 1935 at 8 P. M.
The portrait is a gift to Carnegie West Branch Library from Mrs. Horvath's
present and former pupils, and the Hungarians of Cleveland as a
token of appreciation of the hospitality the library has shown
them the last 20 years

Invitation to the unveiling of Louis Linek's portrait of Mrs. Helen Horvath

The complexity of the ethnic (Hungarian) and American relationship during the process of Americanization is expressed well by the history of the painting. The picture honoring the Hungarian Mrs. Helen Horvath, was donated by Hungarian immigrants to the American institute, the library for its generosity in helping the work of the Hungarian teacher by providing space for her Americanization courses and for her service to Hungarians. The whole situation represents Mrs. Helen Horvath's dual role in Americanization and in the maintenance of ethnic identity. She was a devoted envoy of this duality based on mutual understanding.

Picture Credits

The reproductions of most archival documents, the painting, and photos were provided by the Cleveland Hungarian Heritage Museum from its collection from Mrs. Helen Horvath's bequest. Mrs. Helen Horvath's photo along with her biography was published by Kálmán Káldor in the volume *Magyar Amerika* he edited (St. Louis: Hungarian Publishing Company, 1937). Reproductions of publications and articles from periodicals were located in the digital sources of the Cleveland Public Library.