

been my goot friend and I no understand her.' Mine friends, I almost died."

Here he paused. The silence seemed dewey, tensely solemn.

"That ain't all, mine friends," he resumed. "No—as Minna's cries come to me, they seem like something else—the moaning of women for fathers, husbands, sons, gone off in this awful war between my old country and mine own America which is raised up to save the world."

If there is such a thing as silent applause, great billows of it rolled from audience to platform and back again with tremendous sweep. Oceans of it surged and heaved in our pounding hearts. But old Stoltz, having drawn a deep breath, continued:

"Just then, Herr Doctor come in—it was getting light now—and give me a

little bundle so carefully in mine arms. Look!' he say. Mine Gott! It was just like Fred when he was borned. 'Gott,' I cries, 'you is too goot to Stoltz!'"

"And Minna?" I says, so soon as I could speak.

"She'll live," says Herr Doctor. I grab his hand and kiss it, but he pull it away. He didn't know! So I don't blame him none.

"Mine friends, I kneel there by Minna all day and thank Gott that he open mine eyes and give me such joy and spare mine dear girl. I look at her and say: 'Minna, you is the noble-est woman alive, and Stoltz is American just like you.' She give mine hand little squeeze. Then I got up and goes out to the yard. The sun was going down, and I cries: 'May you never come up on a beaten America. She is hope of the world, and Gott give me more than I deserve when he brought

me here.' Then I hear a singing of 'America,' and I come with all mine might."

He sat down in a chair pushed onto the platform by more than willing hands, and swabbed perspiration from his brow with his red bandanna handkerchief. When the uproar had subsided, father began his speech anew.

"My own America!" he cried, with a fervor that made me start. "You have heard her acclaimed by one who was born an alien, but came to a showdown with his conscience. What a nation! And what a destiny is her's!" Thus began the greatest speech of his life—every word extemporaneous. And many a time afterward, Mason and I talked it over—discussed him and Stoltz—when we were buddies over in France. For father dedicated me to the service in that speech.

## TWO LESSONS IN ADULT EDUCATION AND CITIZENSHIP

(Continued from Page Nine)

contributed in the building up of our American Republic.

The countries of northern and western Europe have contributed 85.2% of our present white population. Under the law of 1921, they received only 56.33% of our annual immigration.

Under the New Law they will receive 84.11% of our annual immigration.

The countries of southern and eastern Europe have furnished only 14.62% of our present white population. Under the law of 1921 they were given 44.64% of our annual immigration. According to the new law, they will receive 14.88% of our annual immigration.

Many people oppose this measure as they oppose any measure to restrict immigration. Under this law we will find the problem of Americanization an easier one, since it allows more of those people who have helped to build America.

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### THE BROWN EVENING SCHOOL

Hartford, Connecticut

Advanced Class

M. E. WATSON, Teacher

The Constitution of the United States

AIMS: To make the class members realize that the firmness of our country's government is due to the character of its founders and the fine qualities of the first citizens of the United States.

METHOD: To lecture—following an outline, to summarize, and to test by means of questions on the important points.

OUTLINE: (Written on blackboard)

- I. The Thirteen Original States.
- II. The Government under the Articles of Confederation.

- A. Confederation—a body to advise the states but unable to enforce its recommendations.

- B. Confederation absolutely without power to raise money.

#### III. Period from 1781-1788.

- A. Law-abiding character of the American people.
- B. Efforts of Washington, Hamilton, and Madison.

#### IV. The Constitutional Convention (1787).

- A. Place.
- B. Number of delegates.
  1. Noted men—Washington, Hamilton, Madison, Franklin, Roger Sherman (of Connecticut).
- C. The "Connecticut Compromise."

#### V. Ratifying the Constitution.

#### VI. Rejoicing (1788).

7:00-7:10 Greetings — Review from blackboard.

7:10-7:30 Conversation on current events of Hartford and personal conversation.

#### 7:30-7:50 ORAL REVIEW

1. What were the great weaknesses of the Articles of the Confederation?
2. For how long a time were the American people practically without a form of government?
3. What was remarkable about the conduct of the people during this period?
4. When did the Constitutional Convention meet?
5. Where did it meet?
6. Name three important delegates.
7. What was the "Connecticut Compromise?"
8. How many states were needed for the ratification of the Constitution?
9. When did the Constitution become the supreme law of the United States?

#### 7:50-8:20 READING.

Mace's "History of the United States" pages 198-213.

The Struggle for a Permanent

Union.

The Constitutional Convention.

The People Endorse the Constitution.

#### 8:20-8:30 SPELLING WORDS.

|                |               |
|----------------|---------------|
| original       | recommend     |
| Connecticut    | enforce       |
| thirteen       | measures      |
| articles       | government    |
| confederation  | raise         |
| weak           | convention    |
| constitutional | constitution  |
| Philadelphia   | ratify        |
| Roger Sherman  | ratified      |
| delegate       | fundamental   |
| merely         | United States |

#### 8:30-9:00 DICTATION.

1. Connecticut was one of the thirteen original states.
2. The American people lived under the Articles of Confederation from 1781 to 1788.
3. The Articles of Confederation were weak. The government could merely recommend measures—not enforce them. It had no power to raise money.
4. The Constitutional Convention was held in Philadelphia in 1787. Roger Sherman was a Connecticut delegate.
5. The Constitution was ratified in 1788.
6. The Constitution is the fundamental law of the United States.

NOTE: This lesson would be one in the middle of a series beginning with the character of the Pilgrims and the "Mayflower Compact." The great aim of the evening school work is to reveal the truth that our country will continue to be great as long as its people have great qualities.

This lesson would be an introduction to a careful study of the Constitution extending over ten or twelve lessons.

Illustrative material — Pictures of old Philadelphia, all men mentioned, Signing Declaration of Independence, Old State House in Boston, Faneuil Hall, Independence Hall, Wall Street.