

Two Lessons in Adult Education and Citizenship Training

FROM THE following two model lessons, prepared by two trained adult teachers in the State of Connecticut, not only the teacher but the layman will obtain a fair intelligence of the methods used and the sort of material selected and arranged in lesson form for prospective citizens. Such lessons are pure gold, and anybody familiar with the problems involved in training of adults and the difficulties generally encountered to make the study hour interesting, with the object of retaining the adult student, will appreciate the comprehensive scope of the lesson and the purpose of selecting material from subject matters in which the student has a natural interest.

The study of the new immigration act gives an excellent opportunity for analysis and discussion of the law from every angle and whether the student agrees or not he will become familiar with the American viewpoint as expressed in the law. The treatment of the subject matter is most excellently subdivided, providing for an orderly study and review. Such lessons contain the very drawing power that makes the school attractive, with a certainty of an increasing rather than a decreasing attendance.

The lesson dealing with the Constitution makes the study of this subject anything but dry and tiring. There is plenty of action and color injected into this lesson and it is safe to conjecture that the untrained adult student will obtain as much practical intelligence of the Constitution in one such study period as many a college trained student, pursuing a different method of study, will derive from many study periods in a higher institution of learning.

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THE LINCOLN EVENING SCHOOL

Bridgeport, Connecticut

Advanced Class

ELIZABETH FORESTELLE, Teacher
New Immigration Restriction Law

AIM: To create among the foreign-born the correct attitude toward "Restriction of Immigration."

PRESENTATION:

1. Introduction through use of newspaper clipping or any phase of immigration.
2. Discussion on present restriction.
3. Principles of New Law as the theme.
4. Explanation of difficult parts.
5. Class read sections in answer to teacher's questions.
6. Class read theme as a whole.
7. Teacher underscore words presenting difficulties as basis for spelling.
8. Blanks for pupils to fill in or questions on content of theme for

class to answer, to test knowledge of theme.

9. Spelling — written.
10. History period.
Review for correlation—history of Colonization.

PROGRAM AND TIME ALLOTMENT

- 7:00 - 7:20 Conversation and introduction.
7:20 - 7:40 Explanation of theme.
7:40 - 8:00 Oral reading.
8:00 - 8:05 Relaxation period.
8:05 - 8:25 Blanks and questions.
8:25 - 8:40 Written spelling.
8:40 - 9:00 History period.

PRESENTATION IN FULL

I. CONVERSATION.

Advanced class reads current events. Use any item on immigration for introduction of lesson on "Restricted Immigration."

Through discussion review the industrial and social conditions of Europe following World War. Reach conclusion that many immigrants were turning to America as a means of escape from such conditions.

Next review the industrial depression of our country, natural to a period after a war, or a reconstruction period.

Stress need for "Restriction of Immigration" to protect the United States, the alien here, as well as the many waiting to enter.

Class is familiar with 3% law. They will sum up its weaknesses as:

- a It tends to separate families for long period of time.
- b Encourages men to neglect responsibility to family.
- c Tends to keep poorer character and exclude conscientious and desirous immigrant.
- d Unfair proportion among countries.

NOTE: (Class in general has experienced these defects and realizes them better than the majority of Americans)

11. PRESENTATION OF THEME

New Restriction Law on Immigration.

- a Have theme on board.
- b Teacher read theme as a whole.
- c Question class as to meaning of difficult passages and words.
- d Teacher explains parts not in experience of class.
- e Underscore all difficult or new words as basis for spelling lesson.
- f Class read sections in answer to teacher's question.
Aim: to test knowledge of class on content of theme.

III. ORAL READING

Different members read theme aloud.

- a Aim: to test pronunciation,

and expression as well as their understanding of theme.

IV. BLANKS TO FILL OUT

- a Aim: to determine class interpretation of words as well as knowledge of content.

NOTE: Be sure words are used in connection with theme, but have sentences expressed differently or our aim will be lost.

NOTE: With advanced class I alternate answering of written questions with blanks. It gives variety as well as a chance for self expression.

V. SPELLING.

Take words in content first to determine meaning.

Write words in a list on board. Obtain original sentences from class.

Stress division into syllables and any peculiarity of spelling that makes word difficult.

Have class write words from dictation.

Correct in class.

VI. HISTORY PERIOD.

- a Aim: To substantiate the statement in theme.

"We aim to treat all nationalities in proportion as they have contributed in the building of our American Republic."

- b Review period of Colonization on following outline.

- 1 Different Countries which contributed most to Colonization.
- 2 Sections of our country in which they settled.
- 3 Difficulties in way of clearing wilderness and building of colonies.

NOTE: This conclusion should explain the principle of the New Immigration Restriction Law, in allowing northern and western Europeans a larger proportion of immigration than southern and eastern because the former, as proven in history contributed more to building of America.

THEME: "NATIONAL ORIGINS"

New Immigration Restriction Law

The new "National Origins" rule will change our present method of restriction of immigration. Although this rule will be permanent after 1927, the total number of people to be admitted, may be changed by a vote of Congress.

While the total number of immigrants may be changed the proportion in which people of different countries may come, cannot be changed.

This law aims to consider: first, the rights and protection of the interest of the United States; and second, to give fair treatment to people of other nations. To do this, the law says that different nationalities may send immigrants in proportion to what they have previously

(Continued on Page Forty-nine)