

## **LESSON #6: Education (elementary - senior high grade levels)**

**Lesson Objectives:** Students will be able to understand:

1. Respectful ways to ask people, from other countries and cultures, questions about that country or culture.
2. Some of the difficulties of starting school not speaking English.
3. That different countries speak and write their own language.
4. That immigrants often know little or no English when coming to the United States.

**Procedure:** Students will view Chapter Four of the documentary *Good Neighbors: A History of Chinese People in Lewiston, Idaho (1860s - 1970s)*.

The teacher or a student will read George Eng's graduation speech (included below).

### **Activities:**

1. Individually or in small groups students will closely examine the photograph of George Eng in the first grade, then make a list of similarities and differences between the students and the classroom in the photo and their current classroom and students.
2. In small groups students discuss some methods to help a non-English speaker in her or his first months of school. They might also discuss any personal experience they have had not speaking the local language.
3. Read articles about the Lewiston High School Graduation of 1933 in *Lewiston Morning Tribune*:

*LMT* 05/17/33 p.10 "AWARD OF DIPLOMAS"

*LMT* 05/18/33 p. 2

Both of these articles are at the same URL listed below, with the 05/17/33 article appearing right before the 05/18/33 front page.

<https://news.google.com/newspapers?nid=BtfE7wd9KvMC&dat=19330518&printsec=frontpage&hl=en>

4. Write a graduation speech focused on Lewiston's connection to a current global issue.

### **Resources:**

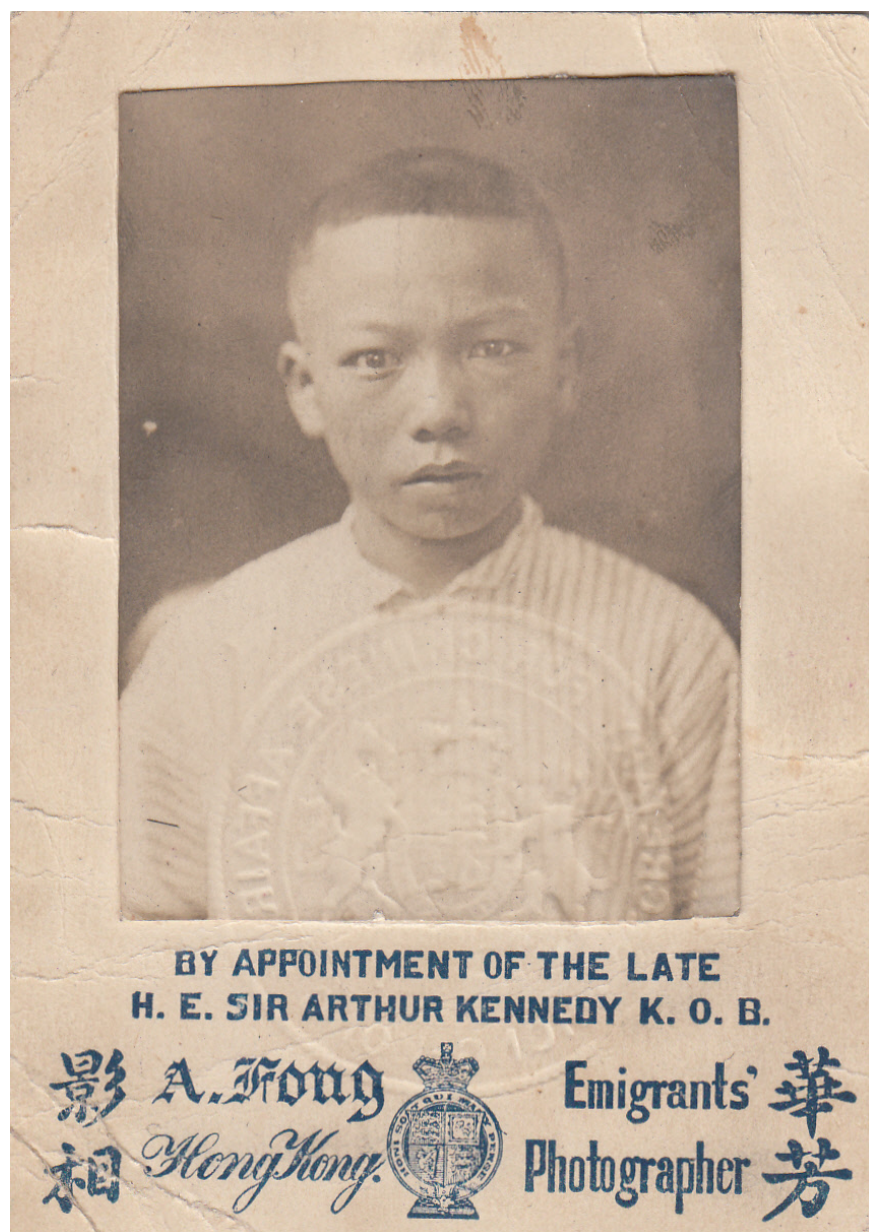
Documentary film: *Good Neighbors: A History of Chinese People in Lewiston, Idaho (1860s - 1970s)*.

*Lewiston Morning Tribune* articles available through Google News Archives

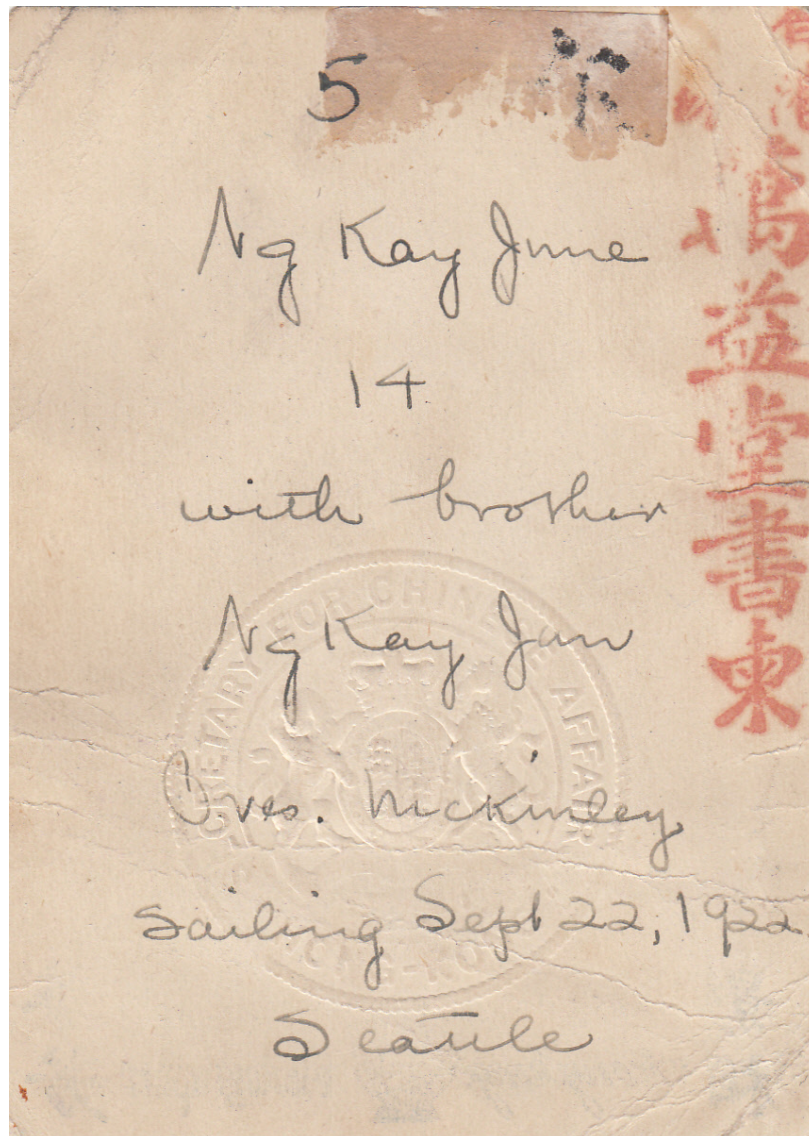
Photographs of George Eng (included below)

George Eng's graduation speech (included below)

Immigration Photo of George Eng



The back of George Eng's immigration photo, showing  
 he sailed on the USS President McKinley;  
 Ng Kay June is his Chinese name.



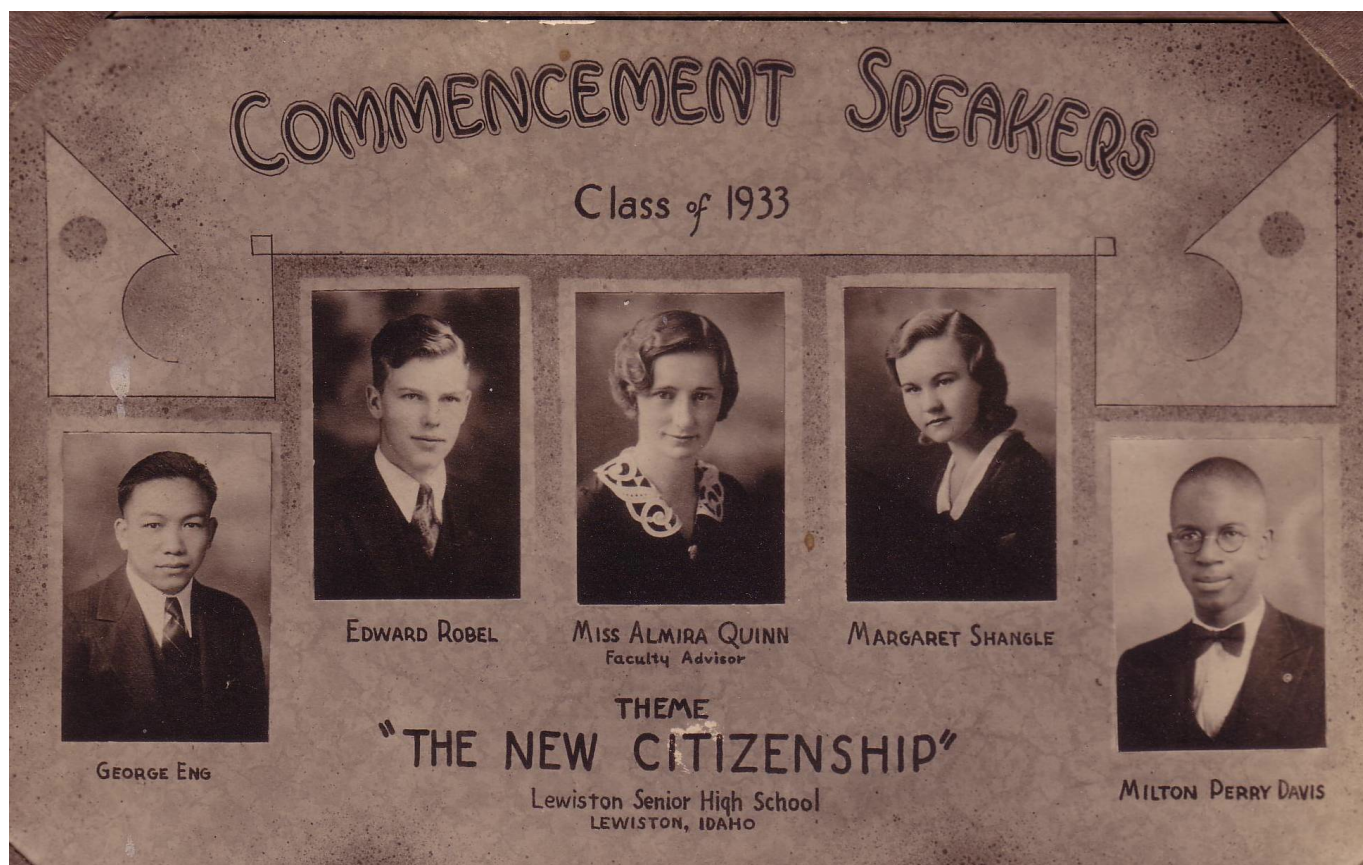


George Eng (in black bowtie) in Whitman Elementary School classroom  
in Lewiston, Idaho





Lewiston High School, 1933 Graduation  
(George Eng on bottom left)





## George Eng's Graduation Speech (3 pages)

Commencement Address, The New Citizen in  
an Interdependent World  
delivered by George Eng, Lewiston (Idaho)  
Senior High School, May 17, 1933

The New Citizen in an  
Interdependent World.

Friends of the Lewiston high school and fellow classmates: I am deeply grateful for this honor of being permitted to speak to you on this significant occasion, and I wish to thank my fellow classmates at this time for the privilege which they have given me. For the last three years we have been working a playing together with one common purpose in mind. Tonight our graduation means the termination of this joint activity. Our interests from time to time stretch out in various directions. Altho many contacts between members of our class will occur from time to time, yet, never again will this group be acting as a unit. As we go out into the world, may the memories of our high school years together enrich and strengthen our lives!

And into what kind of world are we going? As we thoughtfully study this question, one striking fact presents itself repeatedly to the mind of the new citizen: namely, that this new world is a world of interdependent governments and peoples. It is impossible for the new citizen to understand and serve his home, his community, and his nation without realizing that these units in which he lives are definitely related to similar units of various nations thruout the world. This realization cannot take place until the new citizen studies and understands, not only the problems face his own nation, but the difficulties that confront other peoples--difficulties that should concern us because of the relationship between all peoples of all nations. As an international student seeking education in a foreign country, I am deeply impressed again and again with the absolute necessity of understanding and sympathy between races and nationalities.

What are the problems which the new citizen should study in order to develop the international attitude of understanding and sympathy? The obvious problem, of course, centers around the present economic condition, evidences of which we see on every hand.

The typical citizen of today, faced with the burden of decreased wage and low valuation of property, while wrestling with these gigantic problems, thinks of his difficulties as personal ones. His problems would become clearer and their solutions would be more easily visualized if he realized that these identical problems are facing other individuals thruout the world today. That is, the American farmer would perhaps be less bitter about his delinquent taxes and low prices if he clearly realized that his fellow citizens in other agricultural countries are suffering from similar difficulties.

The new citizen studies the questions of tariff, war debts, and money standards not entirely from a personal or even a national point of view. He sees clearly that his burdens are of international significance. He comprehends that in the main the conditions which brought his troubles are the same that brought similar troubles to people everywhere. As soon as he realizes this, the new citizen is well on his way to recovery. For he will know that since he and his fellow citizens thruout the world have



Commencement Address, By Geo. Eng,  
5/17/33, Sheet II

been brought to the same conditions by the same causes that a normal situation will be reached only by means of working ~~and~~ co-operating with the people of other countries.

Closely related to this economic condition is the question of world peace. No longer can we view foreign countries at war with each other and assume a self-satisfied and disinterested attitude and remark: "Let them fight it out; let's keep out of it". The fact is we can't keep out of it. The new citizen realizes that when trouble looms on a foreign horizon he is definitely and vitally concerned, and that this foreign trouble may soon become a national and personal one.

The new citizen must concern himself with the Manchurian situation in the Far East, with Russia and her startling ideas of political government and social life, with militaristic tendencies in Europe developing today, and with the ever-present question of disarmament.

The history of the Manchurian trouble is familiar to most people. The new citizen must concern himself with this situation even tho it is across the Pacific, for he will remember that it was just such an attempt on the part of a strong country to dominate other peoples that brought about the greatest war in history. The new citizen knows that this Far Eastern situation really involves more nations than China and Japan. He knows that it definitely concerns his own country. As a result he studies this foreign situation more eagerly and thoughtfully.

Recently one of our leading senators said, "Peace in Europe and economic stability of the world are impossible as long as soviet power is treated as an outlaw." The ~~is~~ What attitude will the new citizen take toward such a remark? The present government of Russia has been in existence now for thirteen years. Is it true this government with all its faults <sup>has done more for the people of Russia in ten years than the rule of the Czar</sup> in two hundred years? It is contended that Russia is anti-religious. But is our religion of that feeble sort that we dare not meet face to face those who have said in their hearts "There is no God"? During the French revolution there was a time when religion was disowned, property destroyed and great fundamental principles of ordered society rejected. But the French people came back. Will Russia come back as the French people did? The new citizen must answer these questions before he endorses or rejects the Russian policy.

The thinking individual of today is deeply concerned with <sup>the</sup> other closely related international facts. He is aware that militaristic tendencies are rapidly developing in Europe and that the question of disarmament is still a paramount one. The international critics are predicting that Europe will be aflame with war within two years. Yet world expenditures on all arms is now 5 billion dollars annually, an increase of about 70% over that previous to the great war. We stand today with nearly 5 billion, five hundred thousand men actively ~~unders~~arms and 20 million more in reserves. This vast armament continues to be not only a burden upon economic recuperation of the world but of even more consequence the constant threats and fears which arise from it are ~~a~~ serious contributionsto all forms of instability, whether social, political, or economic. We must realize the situa-



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tion and must exert every effort of which we are capable to work with our fellow-internationals to prevent this predicted catastrophe from becoming a reality.

And so we come back to our original statement: that the peoples of the world will not be able to work together for world peace until they understand each other's problems.

There are differences of color in the human races, and differences of language and custom, but the loves and hates, the passions and desires, and the capacity for sorrow and joy are the same.

President Roosevelt in his memorable address on March 4th said: "In the field of world policy I would dedicate this nation to the policy of the good neighbor--the neighbor who resolutely respects himself and, because he does so, respects the rights of others--the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors." He continues: "If I read the temper of our people correctly, we now realize, as we have never realized before, our interdependence on each other; that we cannot merely take, but we must give as well".

Thus the new citizen of today meets the challenge! What will his answer be? May he not hesitate! May he understand fully the significance of the challenge and flinging aside selfishness and greed, may he dedicate himself thoughtfully and reverently to the "policy of the good neighbor".

I thank you.

Alyse Cadez, who prepared this curriculum, grew up in the rural West, in an area much like the Lewis/Clark Valley. She says, "I know the importance of recognizing the many different people and cultures that make up a community. Working on this project brought back this importance." Alyse has a B.S. in Conservation Education from the University of Colorado/Boulder and a K-8 teaching certificate from Mesa State College. For 31 years she worked as an education specialist for the National Park Service, ending at Nez Perce National Historical Park.