

L 4.51

Spuch + Dramatics

67/14
C

FINAL REPORT
Speech and Dramatics

JB.50

OFFERINGS

Fundamentals of speech, one class 1942-1943.

Dramatics, one class, 1942-1943, one class, 1943-1944.

Speech Adjustment, one, class, 1943-1944.

Dramatics and stage craft, summers 1943-1944.

Since most of our students were bi-lingual the need for speech work especially enunciation was so great that much emphasis was placed upon speech activities in all English classes. During the year 1944-1945 speech and dramatics was not taught, as separate classes was a part of the core program in every grade under the English Social Studies teachers. If the core program had not existed, it would have been necessary to have required speech classes of all students.

OBJECTIVES

The stated objectives for speech and dramatics for the year 1942-1943 were:

1. To develop poise and an awareness of social situations within the students.
2. To use speech as a tool for further personality growth of the student in ways other than those mentioned.
3. To use speech for a tool for problem solving rather than as a means for "winning" contests.
4. To enrich the background of the student by furthering his awareness and appreciation of current speech and drama.
5. To develop further speech skills.
6. To develop creative ability in dramatics and in speech composition.

However, after becoming acquainted with our student body we reduced our objectives to two:

1. To teach students correct pronunciation and enunciation.
2. To develop poise and the ability to speak loudly and clearly enough to be understood in the class room.

Every teacher was conscious of the speech needs and every opportunity was utilized to have students speak. In math classes, for example, after a problem had been placed upon the black board, students were asked to give an oral explanation. Those people who spoke on assembly programs were especially trained for it. Constant effort was made to raise the standards of spoken English.

PLAN OF WORK

The plan of work was characterized by two things:

1. Much of the work was individual. This was especially true in the speech adjustment classes. These classes were kept as small as possible because each student had a different problem and each person had to have individual attention. Speech adjustment classes were composed of:
 - a. Students with speech defects
 - b. Kibei students
 - c. Students recommended by teachers because of their small vocabulary, and poor pronunciation.

Individual work was also important in the dramatics and stagecraft classes. Some students worked on costuming, others made model theaters and others did stagecraft almost exclusively. Many attractive note books of the theater were made by these students.

2. Every opportunity was taken to tie the work of the speech classes into community and school life. At one time for example, the entire center's food supply was jeopardized by the lack of farm laborers. Members of the speech classes addressed other school groups and some community groups in an effort to alleviate this situation. Methods of giving campaign speeches, conducting homeroom meetings and parliamentary procedure were taught. The other work of these classes was much like that to be found in other schools. Panel discussions, debates, radio speaking, sales talks, pageants were part of the work. Of course, the method of voice production was taught.

TIME ALLOTMENTS

The above mentioned classes met without exception one period daily. Most of the work on plays was done outside of the school day.

ACTIVITIES

1. Thespiamachians--This was an organization of 39 members who had as their purpose the production of one act plays and

the study of the theater. It was organized under Mr. Robert Dierlam in April of 1943. This group produced several one act plays for an evening performance and for assemblies. They also had several social activities.

2. The Amache Forum--Each member of the speech class, 1942-1943, was automatically a member of the Amache Forum. Their activities included, presenting a radio play for assembly, social activities, debates discussions and talks to other groups.
3. Plays produced:
 - a. March, 1943--Ladies of the Jury
 - b. April 4, 5, 1944--Growing Pains
 - c. July 13, 14, 1944--The Rivals
 - d. April 13, 14, 1945--Spring Fever
 - e. Several one act plays
4. Pageants produced:
 - a. June 30, 1943--Dedication of new High School building.
 - b. May 18, 1944--Commencement, "New Pioneers for America."
 - c. June 5, 1945--Commencement, "It All Depends On Me."
5. Assembly programs:
 - a. Short plays and skits
 - b. Radio plays.

EVALUTATION

Because of the peculiar situation noted above the need for speech work was never greater than at Amache. The need was not completely met. Unless English Social Studies teachers were especially interested in speech and trained in it, it was slighted. Students were very reticent to speak and much preferred to do any amount of written work. Because it was an effort to get students to even recite audibly, speech work was often neglected. The enthusiasm gained through meeting with other school groups in special festivals or in even exchanging assembly programs was lacking. Although from time to time we formulated rather, elaborate

plans to carry on our own speech contests, these did not materialize because of lack of interest on the part of the teachers. The few extroverted students were given many opportunities to speak before the student body. The offerings in speech and dramatics were not as many as should have been made. Interest during the first year was rather high in these fields but it was not maintained, chiefly because of lack of trained, interested personnel. Some work was attempted in the community during the year of 1942-1943, with a little theater group. Interest was high for a time but with the relocation of those interested people the movement soon died. We have never had adequate and complete stage equipment. The flats were make-shift. Even with the poor stage equipment, some rather nice stage effects were produced. The philosophy that this work belonged primarily in the core classes was good but the actual practice left much to be desired.

TEXT BOOKS USED

1. The Stage and the School--Ommanney
2. Modern One-Act Plays--Cohen
3. The Theatre--Cheney
4. American Speech--Hedde-Brigance
5. Speech Arts--Craig
6. Flying the Printways--Hovius, Carol
7. Simple Letters for Foreign Born Adults--Elkers, Sarah, and Schwarz
8. Improve your Accent--Read, Inez
9. The Voice, How to Use It--Barrows, Sarah T., and Pierce, Anne

Recommendations for Course Offerings

Upper Level of Secondary School

English Department

Recommendations

1. No comment is being made upon core required's in the tenth and the eleventh grades, since the organization of these courses is still under discussion.

2. I recommend that all seniors be required to take either Business English or Functional Grammar Review (English 12) unless they receive a score of at least 11.5 on Question 5, Language, of the Progressive Achievement Test, form B, which is to be given to them in the near future. This course should give a semester's credit and should be offered both semesters. It should be taught during the same period as 11th and 12th grade General Math.

3. It is my belief that all tenth and eleventh grade students who rank in the lowest quintile group of their classes on reading comprehension (Progressive Achievement Test Results) should be placed in two different core sections, one for each grade, so that the classroom situation for both the students and the teacher will be easier.

4. Throughout the tenth and the eleventh grades it will be necessary to have at least four and perhaps five sections of core required subject. These two low reading groups should be scheduled at the same time that other tenth and other eleventh grade groups are in session in order to avoid student scheduling problems. The low reading group sections should also avoid time conflicts with Agriculture and Homemaking sections.

Descriptions for Prospectus Electives in the English Department

Speech - one year

Conducting meetings, participating in discussions, speech work and personality development--these are some of the activities of this class. The Amache Forum group is an activity sponsored by this class. Voice records of each student will be made.

Dramatics - one year

Much time will be spent on actual dramatic production problems. Work will include acting, make-up, stage lighting, scene design, construction, and painting, play direction, and problems in pantomime and voice. The production staffs for school plays will be organized within this class.

English Literature

This course is for seniors who want to elect an advanced literature course. The chronological development of English literature from the Anglo Saxons to the present will be surveyed. Emphasis will be placed upon modern contributions.

Written work will be based upon the literary works studies.

Journalism (Miss Goodson is writing a summary of this course)

Functional Review Grammar

This is a one semester course for graduating seniors. Students who rank below their grade norm on their Achievement tests will be required to take either this course or Business English. Other seniors interested in improving their English may elect this course.

Fundamentals of American Speech - one semester

This course is for those people who want to learn to do a better job of speaking American English. There will be much drill upon pronunciation, with special emphasis on differences between the sounds used in the Japanese and American languages.

SPEECH

Not much has been accomplished in the texts, SPEECH, by Hedde Brigrance, and SPEECH ARTS, by Craig, due to the late arrival of these books. However, the introductory chapters in SPEECH have been read, also the chapter on SPEECH COMPOSITION. Each person in the class has participated in a panel discussion, and a symposium. The subjects were of their own choosing, and

12/1/42 ✓

in most cases were related to the position of the Neisei in the Center, their problems, with suggested solutions. Each person has also held an imaginary interview with some other person in the class, and each one has given a get-acquainted talk, a talk to inform, a talk to interest, and salesmanship talk.

Dec - March 1943

QUARTERLY REPORT

Dramatics

Texts used: The Stage and The School by Ommanney

More One-Act Plays by Cohen

The Theatre by Sheldon Cheney

The first unit essayed during this period was an extensive four weeks piece of work on this history of the theater. A number of oral reports were made. The Italian Commedia dell'arte, after being studied, was tried in class. Students actors presented Christopher Morley's Good Theatre as a contrast between the Elizabethan and present-day theater.

Cowl Takao, as a project, made a cardboard model of the Fortune Theater to aid in visualization of the Shakespearean stage.

Students chose a modern playwright or actor for long oral reports.

At various times reports on Theatre Arts Monthly and Thespian articles of current interest were heard.

The one-act play Poor Maddalena by Louise Saunders was next used as a model of review study for the structure of a play. The class reads and discussed this piece very thoroughly to understand about thorough script study.

At various times voice and pantomimic drills previously given were practiced.

During the last part of this term the general problem of characterization was introduced and studied.

Since the class members are mostly girls, an intensive study of Maxwell Anderson's Elizabeth the Queen was undertaken, and each girl presented a short scene for this play after she had studied the character of Elizabeth. Bodily action and line interpretation were stressed.

Boys presented Kipling's Tommy Atkin's as a dialect problem.

The moving pictures and radio were discussed as a later adjacent to the unit on the history of the theater, and the Federal Theater Project was treated. Many of the students had seen productions of the Los Angeles Federal Theater and had interesting reports to give.

SPEECH

Parliamentary procedure has been studied this quarter, but the work is not completed as yet. How to make a motion, how to amend a motion, and how to put the question to vote were practiced in detail.

Types of speeches were studied and given, such as "Introductions to Speakers", "Speeches of Welcome and Response, " "Speeches of Presentation and Acceptance," etc.

The material in the Test--American Speech by Hedde-Brigance on "Radio-Speaking", "Parliamentary Procedure", and "Types of Speeches" was studied and discussed. Much work was done on vocabulary building, as the need is very great here.

Talks designed to convince an audience, and talks commenting on the news were given.

The project for the quarter was an assembly program on the Life of Lincoln written and produced by the members of the class. Much research was necessary, before the program could be written. Since the nature of the program was a radio broadcast, the correct use of sound effects, the use of the microphone, etc., could be taught.

Dec - March 1943

QUARTERLY REPORT

Dramatics

Texts used: The Stage and The School by Ommanney
More One-Act Plays by Cohen
The Theatre by Sheldon Cheney

The first unit essayed during this period was an extensive four weeks piece of work on this history of the theater. A number of oral reports were made. The Italian Commedia dell'arte, after being studied, was tried in class. Students actors presented Christopher Morley's Good Theatre as a contrast between the Elizabethan and present-day theater.

Cowl Takao, as a project, made a cardboard model of the Fortune Theater to aid in visualization of the Shakespearean stage.

Students chose a modern playwright or actor for long oral reports.

At various times reports on Theatre Arts Monthly and Thespian articles of current interest were heard.

The one-act play Poor Maddalena by Louise Saunders was next used as a model of review study for the structure of a play. The class reads and discussed this piece very thoroughly to understand about thorough script study.

At various times voice and pantomimic drills previously given were practiced.

During the last part of this term the general problem of characterization was introduced and studied.

Since the class members are mostly girls, an intensive study of Maxwell Anderson's Elizabeth the Queen was undertaken, and each girl presented a short scene for this play after she had studied the character of Elizabeth. Bodily action and line interpretation were stressed.

Boys presented Kipling's Tommy Atkin's as a dialect problem.

The moving pictures and radio were discussed as a later adjacent to the unit on the history of the theater, and the Federal Theater Project was treated. Many of the students had seen productions of the Los Angeles Federal Theater and had interesting reports to give.

QUARTERLY REPORT
June 25, 1943

Special English
Period II

This class began the second semester with an enrollment of 25 pupils. At the present time only seventeen students now attend. Five of the boys have left the center for outside work on farms. Two of the girls dropped on my advice to enroll in a night school beginning English class. One of the boys transferred to the Manzanar Relocation Center to be with his parents. The various English difficulties which students in this class have may be summarized as follows:

1. Two of the students, a brother and sister, have a trilingual background: Spanish (Mexican), English and Japanese.
2. Nine of the students are Kibei with poor English reading, writing, and pronunciation abilities.
3. Two boys who attended Northern California racially segregated oriental grammar schools are deficient in English pronunciation.
4. Four of the students have abnormally low reading speed and comprehension records, coupled with low I.Q. and a poor academic record in standard English courses which they have previously taken.

The English achievement grade level for this class ranges from one Kibei boy with fourth grade English ability (he is a graduating

12th grader!) to a boy who is an above-normal student in English excepting his pronunciation in the 19th grade.

Text: Hovious, Carol: Flying the Printways, D. C. Heath, 1938.

References: Elkus, Sarah, and Schwarz, Babette: Simple Letters for Foreign Born Adults, Charles Scribners' Sons, 1933.

Read, Inez: Improve Your Accent, Macmillan, 1941.

Barrows, Sarah T, and Pierce, Anne: The Voice: How to Use It, Expression Company, 1933

Units of work are grouped around those suggested by Miss Hovious as being satisfactory in improving all of the English skills, particularly reading. The semester's work began with an extended consideration of why we should try to become better readers; various methods of achieving better concentration were discussed and practised. Finding Main Ideas, Finding Details, Emphasizing Important Words, and Improving Phrasing were specific reading skills which were treated.

Activities in connection with the broad general units mentioned above were compositions on hobbies, free reading on easy materials found in the library, (some of these students had never before checked out a library book), panel discussion groups on Japanese-American participation in the war effort, on the farm program, and on recreational facilities at Amache, student-conducted, student-constructed objective tests, the keeping of a word-clue file of roots, suffixes and prefixes, and at the present time members of the class are busy writing biographical sketches of famous people in their chosen fields of work. These sketches will later be incorporated into a class scrapbook in charge of an editor and art editor they have selected.

Specific pronunciation errors drilled upon are: poorly made th, l, r; final tl, dl, zl, and lz consonantal combinations; final silent and voiced ed; and substitution of r for l, and vice versa.

Specific drill was given on the use of the article, upon the singular person and the plural people, this-these, that-those, good-well, and upon the principal parts of the verb to marry; all of these are typical of those made by Japanese-Americans.

Recommendations: Another year there should be at least two remedial English sections. In the fall, before school starts, the Junior High General Education faculty should make recommendations to us of those students whom they consider deficient in reading. This group would take the place of a regular English 10 class. Kibei students and those others who have a language handicap should be placed in another section. Small as the class was that I taught this year, the diversity of deficient English cases made group activity almost an impossibility; there was no common level.

Homeroom: This class was my particular advisory group. Although at times the natural reticence of the Japanese and their poor English background proved an almost unsurmountable barrier between us, I have grown to be rather fond of these students and to know them quite well, I think. Trained as the Kibei have been in a purely authoritarian educational system, most groups decisions and communal activities have had to come very gradually from them. Tak Kawashima was president of the class and homeroom representative. He was probably least satisfactory of all student council members, because he would not attend many council meetings. Tak

has a tremendous amount of difficulty in understanding English spoken rapidly, and he is quite sensitive about this handicap. Another year one of the students who is more familiar with American schools should perform this function. Osamu Kayokata, as vice president, had similar difficulties. Saburo Kawamura, the secretary, was by and large a very satisfactory officer. Saburo is the best student in the class, and the students respect him; they elected him to be editor of their scrapbook. He was quite difficult to become acquainted with, and I'm sure had his class mates known him earlier that he would have been elected president.

QUARTERLY REPORT
June 25, 1943

Dramatics
Period VI

This class is, of course, my pride and joy. I've never before had a class of this type who accomplished a greater amount of work in a semester. There are at present 18 students.

Texts: Ommanney: The Stage and The School, Harpers, 1939.

Cohe: More One-Act Plays, Harcourt Brace, 1927.

References: Knapp: Lighting the Stage, Walter H. Baker, 1933.

Barton: Historic Costume for the Stage, Walter H. Baker
1938.

Selden & Sellman: Stage Scenery and Lighting,
F. S. Crofts, 1940.

The following units of work were undertaken this semester: Characterization, Acting on the Stage and on the Air, Fundamentals of Play Production, including play direction, stage make-up, stage settings, and costuming.

All girls learned and presented a cutting from Maxwell Anderson's Elizabeth The Queen as a study in characterization. Many small acting exercises were performed and judged by the students. Class members participated in acting assignments in Ladies of the Jury, the all-school play. Others handled crew assignments to learn about technical stage production.

During the unit on direction many reports and round-table discussions were held on methods of play direction. The students then elected four girls, Shizuka Fukuda, Joy Takeyama, Jane Kuge

and Cowl Takao, to act as directors. These girls spent hours reading suitable one-act plays and then chose the following for classroom production: The Purple Door Knob, Walter Pritchard Eaton; Happy Journey, Thornton Wilder; Gratitude by George Milton Savage, and A Marriage Proposal by Anton Tchekhov.

These four directors then collectively selected members of the class for the parts in the different plays. The climax of this month's activity was two productions in Terry Hall to which members of other English classes meeting during the sixth period were invited. After the plays were presented with properties, make-up, and costuming on a make-shift stages, the guest classes contributed criticisms during a discussion period. Every member of the class either acted in one of the plays or served as director.

Recently, during the unit on costuming, the girls have been doing library research on details of period costuming and giving reports. We have done much practical study of dyeing, use of make-shift materials, and costume design and color on the stage.

At the present time the class is working on stage designs for plays of their own choice. Each girls designs an interior setting and an exterior setting, complete with sketches, elevations, and floor plans.

At the close of the term each girls will have a scrapbook containing pictures and materials gathered for various projects during the year. Such a scrapbook is an invaluable aid to anyone who works with amateur dramatics, and many of these girls will do so when they have finished school.

Recommendations:

In the new building we shall need the following items, which I have been asking for quite some time.

1. A portable classroom stage.
2. A cabinet with a lock for stage make-up.
3. A closet for storing lighting materials, costumes, properties, tools, and paint.
4. Storage space for scenery which will not be too distant from the stage.

It is my hope that next year I may teach a class in stagecraft, primarily for boys. This would offer a full year's credit and would consist of practical carpentry, painting, light construction, and stage designing. There was a demand for this sort of course this year; at least fifteen fellows would have taken it had it been offered.

Next year I hope there is time in my schedule for extra-curricular dramatics rehearsals; I want to produce at least four long plays next year.

Speech

June 43

This class meets the fourth period, and has an enrollment of eighteen. The class sponsored the contest for Commencement speakers, organizing it, drawing up the rules, getting the judges, etc. The subject was "What America Means to Me". Seventeen entered the contest. Two were chosen to give the Commencement talks.

In connection with the urgent appeals for farm labor, this class presented talks on the farm labor situation. They have given various other talks on many topics. Radio speech was studied in detail. Much attention was given to vocabulary building.

Student Council

Lewis

There are thirty two members on the student council. It meets each Wednesday after school. They have written a student body constitution, which was adopted by the student body. The point system of awards was another large project. This group is sponsoring the All-School Dance which is to be held on June 25. The assemblies have been under the direction of the student council. They coordinated all school activities, chose the annual staff, etc.

Student Body Representative

Charles Tanioka was chosen by the second period class as the student body representative; he was faithful in attendance. However, it was very difficult for him to present the materials to the class, and to lead a satisfactory discussion. It is merely a lack of experience, I think. Our classroom discussions were not as effective as they should have been.

Girl Reserves

Eighteen girls are in the Silverines, the chapter of the Girl Reserves which I sponsor. Because of the lack of time, I had to give up some of my responsibilities here, and at the present time Miss Kate Watanabe is helping as a co-sponsor. The girls have had several social events, made Easter baskets for the patients at the hospital, are planning to attend work camp at Vineland, and have cooperated with other groups in Y.W.C.A. activities.

Amache Forum

The forum, numbering eighteen, is composed largely of members of the speech class. They have carried on speech activities, had two social events, and have bought their forum pins.

June 1943

ACTIVITIES

Thespamachians

On April 19 of this year 39 students - 10 sophomores, 9 juniors, and 17 seniors organized a senior high school dramatic club. The following officers were elected:

President:	Shizuka Fukuda
Vice President:	Cowl Takao
Secretary:	Yoshiko Sato
Treasurer:	William Ikegami
Program Chairman:	Jane Kuge

The president immediately set about appointing a constitution committee, who drew up a constitution which was later accepted by the Student Council. The name the club accepted was Thespamachians.

To date the club has met six times. They have sponsored two socials at the Y.W.C.A. Hospitality House, one a mixed dancing party and one a scavenger hunt in honor of the graduating senior members. At one of the club meetings members presented a one act play; various dramatic games and readings have occupied the attention of the club at other meetings.

Biz Fukuda is the dramatics club Student Council representative; she is an excellent person for this job.

Another year it is my hope that there will be an activity period at some time during the school year for meetings of clubs of this type.

This club has no dues. Assessments are made for social events.

Financial Report

Assets: Assessment collected on 5/21/43. \$5.10

Expenses:

Paper plates	.80
Napkins	.10
Pickles	1.10
Peanuts	.25
Crackers	1.28
Lemons	.45
Kool-Aid	1.27
Total	\$5.25

The extra 15 cents was donated.

This group also acted as sponsor for the all school play,
Ladies of the Jury, which was described at an earlier meeting.

Ladies of the Jury

Financial Report

Receipts:

15 cents ticket	99.31	
5 cents matinee tickets	34.69	
	<hr/>	
Total		134.00

Expenses:

Lamar Laundry (dry cleaning)	11.52	
Miscellaneous small props.	1.66	
Meat for properties	1.06	
Mr. Dierlam - picnic and movies for cast	10.00	
Cold cream	1.00	
Kleenex	1.00	
Miscellaneous minor expenses	4.21	
Scenery (paint)	1.15	
Royalty	60.00	
Fed. Amusement Tax	9.94	
Mailing Cost	.13	
Money order	.11	
	<hr/>	
Total		101.78
Scripts purchased for <u>Our Town</u>		8.00
Balance		21.28

June 1943

CONSTITUTION OF THE DRAMATIC'S CLUB

ARTICLE I - NAME AND OBJECT

Section 1.

The name of this organization shall be the Thespamachians of Amache High School.

Section 2.

The purpose of this club shall be to give its members practical experience in the interpreting and producing of our-standing plays, to promote interest in the dramatic activities of the school, to develop the creative talent of the students of the school, and to promote an enthusiasm for the drama in all its phases.

ARTICLE II - MEMBERSHIP

Section 1.

Any student of the Amache High School in good standing, who has successfully met the dramatic tryouts conducted by the Dramatics Club, is eligible for membership, provided that there are less than fifty, (50) members.

Section 2.

No dues. Assessments on special occasions shall be determined by either president or treasurer.

Section 3.

Membership is limited to undergraduates only. It is recommended that P.G.'s, if interested in dramatics, join the Amache Little Theater.

Section 4.

Vacancies which occur after the tryouts have been held shall be filled from the waiting list.

ARTICLE III - OFFICERS

Section 1.

The officers of this organization shall be: President, Vice-President, Secretary, Treasurer, and Program Chairman.

Section 2.

The undergraduate members are eligible to hold office in accordance with the extra curricular regulations of Amache High School.

Section 3.

The officers shall be elected by ballot at the last business meeting of each semester.

ARTICLE IV - MANAGEMENT

Section 1.

The control and management of affairs and funds shall be vested in an executive board consisting of the officers, the chairman of the standing committees, and the faculty advisor, except in the case of a large disbursement, which must be approved by the whole club.

ARTICLE V - VOTING

Section 1.

All members of the dramatics club shall be entitled to vote.

Section 2.

There shall be no absentee voting.

ARTICLE VI - MEETINGS

Section 1.

The meetings of the Thespiamachians shall be held twice a month.

Section 2.

Special meetings may be called by the president at a time and place designated by him.

ARTICLE VII - AMENDMENTS

Section 1.

This constitution may be amended at any meeting of the organization by a unanimous vote of those present, provided two-thirds of the members are in attendance.

BY-LAWS

ARTICLE I - DUTIES OF OFFICERS

Section 1.

The president shall preside at all meetings; appoint the standing committees; call special meetings; shall, with the approval of the faculty advisor, sign all warrants in the name of or-

ganization; shall represent the club at the student council meetings; shall vote only in case of tie and perform such other duties as usually devolve upon the president of such an organization.

Section 2.

The vice-president shall, in the absence of the president, perform all the duties of that office. In addition to this he shall have charge of all standing committees, and be chairman of the publicity committee.

Section 3.

The secretary shall keep the minutes of the club in permanent form. She shall notify the officers and committees of their appointments, and shall obtain from the chairman of the standing committees a written report of their semester work. In addition she shall be in charge of correspondence and take attendance at each meeting.

Section 4.

The treasurer shall receive all funds and deposit them in the name of the organization with the school treasurer, and shall pay out money only on the orders of the president and faculty advisor. He shall keep accurate records of funds of the Thespamachians.

Section 5.

The program chairman shall take charge of meetings during the absence of the president and the vice-president, and plan at the beginning of the semester a tentative program for the semester, taking in different phases of dramatics.

ARTICLE II - STANDING COMMITTEES

Section 1.

The standing committees shall be: Program, Publicity, Costuming, Staging (a. Designing b. construction c. shifting) Lighting and Sound, Casting, and Social.

ARTICLE III - VACANCIES OF OFFICERS

In event of the vacancy of office of president, the vice-president shall take his place and a new vice-president shall be elected. Other office vacancies shall be filled by election.

ARTICLE IV - RULES FOR MEMBERSHIP

Three consecutive absences from regular meetings without excuses acceptable to the faculty advisor, or conduct unworthy of a student of Amache High School shall justify the exclusion of a

member from the organization after a sufficient warning has been given.

ARTICLE V - AMENDMENTS

Section 1.

The by-laws of this constitution may be amended at any meeting by a unanimous vote of those present, provided 2/3's of the members are in attendance.

OBJECTIVES FOR THE SPEECH
AND DRAMATICS PROGRAM

1942-3

1. To develop poise and an awareness of social situations within the student.
2. To use speech as a tool for further personality growth of the student in ways other than those mentioned.
3. To use speech for a tool for problem solving rather than as a means for "winning" contests.
4. To enrich the background of the student by furthering his awareness and appreciation of current speech and drama.
5. To develop further speech skills
6. To develop creative ability in dramatics and in speech composition.

Dramatics Class

Second Semester

work units to be studied.

Some of this material, especially that part which is concerned with lighting and scenery construction, will be largely dependent on what physical materials will be available in our new situation.

Texts: Annanney's The Stage and the School.

Cohan's Nine One Act Plays

References:

Knapp: Lighting the Stage

Strenkowsky: The Art of Make-up.

Bricker: Our Theatre Today

Barton: Historic Costume for the Stage

Selden and Sellman: Stage Scenery and Lighting

White: Let's Broadcast

Hamilton: So You're Writing a Play

Hughes: The Story of the Theatre

Second Semester

Unit One - Acting on the Stage

Unit Two - Stage Make-up.

If Materials are available,

Unit Three - Acting on the Air.

Unit ~~Four~~ - ~~Play Production~~ and
Stage Costuming
with Miss Hague.

Unit Five. Platform Readings
of Plays.

Unit Six - Stage Settings

Design - T. Akamoto

Construction -

Unit Seven - Living the Drama
with Shakespeare

Unit Eight - Stage Lighting

Unit Nine - Play production
and direction,

Required projects second semester -

1. Crew work on school productions
2. Reports on three short plays
and three long plays.
3. A directorial plan for a one

act play.

4. A scrapbook containing:

1. Stage terms
2. Play reviews
3. Make-up pictures
4. Stage design pictures.
5. Costume pictures.
6. Stage designs -
Elevations and floor plans for
 1. Interior
 2. Exterior.
7. Miscellaneous - programs, etc.

5. Either directing or acting in a one-act play.

In the dramatics class, one group has been reading plays and another has been studying elementary stage development. For the next two weeks we plan to rehearse a one-act play, to stage it and to complete some of the work necessary to put it on the stage.

D. F. Drummond

11-1-43

Dramatics Class

1942-3

POSSIBLE WORK UNITS FOR SECOND SEMESTER

SPEECH 1

It is impossible to follow these units through in consecutive order, as in most cases, the units cannot be completed at one time. For example: VII Studying and Observing Good Speeches must be done whenever the speeches are presented. No. VI Program Planning and Presenting is done whenever the opportunity presents itself. Some of these units have been presented, but need to be constantly emphasized such as numbers 1 and 11.

I Communications through

A. Voice

1. Physiology of the voice
2. Correct usage of the voice

B. Body

1. Gesture
2. Facial expressions

11 Tools for communication

- A. Vocabulary
- B. Correct usage
- C. Thinking
- D. Correct pronunciation
- E. Reading

111 Original speaking

- A. Speech composition

1. Choosing the subject
2. Developing the speech
3. Considering the audience
4. Selecting the purpose
5. Selecting the proposition
6. Outlining the speech
7. Making the speech vivid

B. Extemporaneous speeches

C. Debate

D. Types of speeches

1. Welcome
2. Introductions
3. Announcements
4. Presenting a gift
5. Nomination
6. Eulogy
7. After dinner speeches

E. Discussion

IV Interpretation of written material

A. Choose suitable material to interpret

1. Poems
2. Prose
3. Place

B. Reading the material with meaning

V Parliamentary practice

- A. Conducting meetings
- B. Writing constitutions
- C. Making secretaries and treasuries reports
- D. Proper form of motions, debate on the floor, etc.

VI Program planning and presenting

A. Assembly programs

B. Open forums and panel discussions

C. Programs for speech occasions

VII Studying and observing good speeches

VIII Practice in community situations

A. Open forums

B. Campaign speeches

IX Service to the school

A. Speeches for special occasions

B. Conducting elections

X Speeches with visual aids

A. Illustrations, maps, charts, graphs, etc.

B. Descriptions of motion pictures

XI Radio speech

A. Evaluation of radio programs

B. Techniques of radio speaking

Feb. 29, 1944

Mr. George

Stagecraft-

The class in Stagecraft has prepared forms for the sets to be made for the stage.

They have matched the lumber necessary for this project & have all in readiness to finish as soon as the materials requisitioned arrive.

Fae Stillinger
October 1, 1943

SPEECH

1. Each student has given 3 or 4 talks.
2. With 19 in the class, there is time for only 2 or 3 talks per pupil per week.
3. All are called upon to give constructive criticism and comments.
4. Talks of their own choice have been given and Current Events was used as source material for one speech.
5. There is need for individual help and drill in English pronunciation.
6. We have read in Speech by Hedde and Brigrance
7. I have asked each pupil to express his desire as to the kind of speech activity in class.

October 4-15, 1943

1. Each class member has read references in American Speech and other speech books, and Current Events.
2. Each member has completed the following assignments:
 - (a) Open forum
 - (b) 4 talks
 - (c) illustrated talk
 - (d) Drill in pronunciation
 - (e) Read and corrected 36 sentences for English correctness
 - (f) Submitted topics
 - (g) Given constructive criticism to each speaker
 - (h) Class discussion (general)
 - (i) Conversation
3. We have made use of the outline in organizing material, but much more work is needed in organization.
4. The girls are very timid in class and require encouragement.
5. I would like more text books of one kind, since there are only 6 for 16 students.

October 4-15, 1943

1. We shall continue to give "talks." The teacher and class members will give constructive criticism and suggestions.

2. We shall read relative to our assignment references in Speech by Hedde and Brigance and other speech texts.
3. Topics will be chosen from pupils' own experiences, and from material available in the library.
4. We are trying to have the student feel "at home" in every speech activity.
5. Nearly every student needs much drill and practice in correct pronunciation of which could be given him in Speech Adjustment.

Class examples: dŭ for the
dis for this
dēn for then
and many others

October 18-27, 1943

Speech Activities

Illustrated talk at the board
Talk from Current Events
Parliamentary Procedure
Oral reading

1. We shall continue "talk" assignments and begin on formal debate since the class members are eager to debate.
2. We shall read selections for pronunciation.
3. Nearly every student needs much drill in pronunciation. I believe much could be accomplished by self-help and self-determination. Words such as the, this, etc. are substituted for dŭ and dis, etc.
4. We shall try to remove the and-ah, well-ah and other voiced pauses.
5. Our class members are beginning to feel more at home and we can use more advanced assignments. The girls are slow to talk. References will be read.
6. We shall make use of library material.
7. We need practice in organizing our material.
8. We have 6 copies of American Speech by Hedde and Brigance so we shall have to "take turns" at reading or studying references. (There are 16 in the class.)

November 1-12, 1943

We have studied chapters on gestures, voice and speech preparation. Each class member has participated in several speech activities including parliamentary procedure, newspaper stories, forums, and individual talks. Constructive criticism is given, and suggestions are made for improvement.

1. We shall study chapters on gestures, voice, and preparation of a speech in American Speech and other references.
2. Each class member will continue to participate in speech activities.
3. I hope it will be possible to make a recording of voices.
4. Library material will be used for source and reference material.

November 15-26, 1943

We shall continue to read our text and participate in speech activities. We shall try to choose timely subjects, and those which have and will have a particular interest to each member.

We hope we may make a recording of our voices.

Our objective is individual improvement in speech making, and correction in speech habits.

I wish we had a text for each class member.

Fae Stillinger
October 1, 1943

SPEECH ADJUSTMENT

1. Diagnostic reading and drill on sounds needed by each student.
2. Each has a different and individual problem which we are trying to correct.
3. We have read selections in Flying the Printways.
4. We have drilled much on the word lists and sentences in Improve Your Accent.
5. I have shown "how" and "where" the sounds are made and have analyzed each using the vowel and diphthong chart.
6. More time is needed for individual help and I hope all students help themselves by much reading and pronunciation aloud.

October 4-15, 1943

SPEECH ADJUSTMENT

There are seven(7) in this class. Each has a particular difficulty or problem. We read aloud and find each individual problem. Then we work individually and try to correct the incorrect pronunciation.

We have found l, r, th, and in are difficult for all, and we have drilled much on exercises containing these "sounds". Each class member has made a list of words and adds to his list everyday. Initial l (as lend), final l, initial r, th and words with in sound have been analyzed and pronounced repeatedly.

I encourage the class to read aloud outside of class.

The final consonant is omitted habitually. We have read sentences on pages 1-6 and the drills accompanying sentences in Improve Your Accent. We have read pp. 36-64 in Flying the Printways.

SPEECH ADJUSTMENT

Lesson Plans

October 4-15, 1943

1. Continue diagnostic reading
 - a. Student reads "naturally"
 - b. Teacher detects faulty pronunciation.
2. Continue use and explanation of "sound chart". (vowel and diphthong chart)
 - a. Teacher will analyze formation of difficult sounds and will show how these sounds are made. Then we shall "fit" them into words.
3. Continue individual drill on the students own "problem" pronunciation.

4. I have found need for much drill in words having initial l, initial r, final r, and th, final combination of fr, etc.

Texts: Improve Your Accent and Flying the Printways

October 18-27, 1943

1. Our assignments included the following activities:

(a) Oral reading of: Extra Amache It
Printways
Improve Your Accent

(b) Drill in pronunciation of difficult words

(c) Drill in reading sentences

(d) Practice in correct formation of sounds

1. We shall continue drill and practice in pronunciation of our individual "problems" making use of our diagram of Classification of speech sounds.
2. Our assignments will be based upon the need of each individual class member.
3. Flying the Printways and Improve Your Accent will be used. Pupils may bring a reading selection of their own choice. If they are not too timid, I may call for a short oral composition.
4. We shall work hard every morning.
5. Our individual word list will be used.
6. Board drill will be necessary.

November 1-12, 1943

We have read orally, and have tried to work out procedures which will help each member improve and correct his individual problems and incorrect pronunciation.

Analysis of speech sounds and drill in pronunciation may effect desired results.

1. We shall continue to analyze the individual problems of each class member, and provide exercises, practice, and activity for each.
2. The following material will be used:

Flying the Printways
Improve Your Accent
Dictionary
Word lists

Sentence Sheets
"Classification of Speech Sounds"
Library material
English correctness sentences

November 15-26, 1943

We shall continue to help each individual student.

In addition to our above described activity, we shall try a few assignments in oral themes. I say "try", for some may not reason. They seem "afraid" to talk.

SPEECH ADJUSTMENT

First Period--This was wholly a speech activity class.

We followed practically the same procedure as that of last semester which I have explained in detail. It was necessary to individualize the course in order to help each student with his specific problems.

All but two class members were Kibei, and each presented different problems.

It was nearly impossible to carry on group activity, with the exception of occasional pronunciation drill where all would directly benefit.

Following the analysis of his problem with the pupil I provided exercises and drills.

In addition to individual help and drill, the class participated in the following activities:

1. Oral reports
2. Reading poetry (to class)
3. Reading prose (to class)
4. Giving explanations
5. Giving talks
6. Discussing topics of interest
7. Reading and giving current events
8. Giving news reports

Material Used:

1. Improve Your Accent by Reade
2. Flying the Printway by Hovious
3. Prose and Poetry of Today by Sucas-Ansorge
4. Masterpieces (poems)

5. American Writers by Cross, Smith, Stauffer, Collette
6. Classification of speech sounds
7. Dictionary
8. Newspapers
9. Reader's Digest
10. Own choice of material