

L4.44

3 of 6

9th Grade

67/64
C

9th
Miss Anderson

23.60

Dec. 1-15

Three days of this time was taken for the testing program. Two days were used for Current Events as usual.

Previous work on number of verbs showed a need for an understanding of ~~it~~ verb time. Eighth grade books were used for exercises and reference. Principal parts of verbs are not given in ninth grade texts. Work was planned so that pupils would apply their memory work of the principal parts.

Dec. 15-30

We continued our work on grammar, beginning to use our work books. We took up the double negative in the 9-5 class and in 9-1 and 9-2 an exercise requiring use of the past participle. There were too many errors made and I decided to change work for awhile. It is not good for a child to work too long at something in which he is unsuccessful.

With the idea of planning entertainment for a ninth grade party, we worked on individual and group pantomime in 9-1 and 9-2. The 9-5's planned and put out a class newspaper.

During my absence, substitute teachers had pupils read a number of stories. Evidently there was no discussion or activity centered around this reading. Adding a couple stories to this list, I directed the pupils attention toward story telling.

The Gift of the Magi-- interesting characters
Specter Bridegroom- importance of not giving away ideas
which break suspense
Baker's Blue Jay Yarn--- Use of first person, vocabulary
Baron Munchausen --- Importance of details
Retrieved Reformation -- vocabulary, surprise element,
character.

Last assignment made was story telling to 9-1 and 9-2, pantomimes to 9-5's. They seem to have had very little practice in this type of oral work.

Nov. 15 -

Anderson

General Education Report Nov. 30

In preparation for participation in the Coop store, each section selected officers. There was better cooperation shown in conducting a business meeting than in our first study of parliamentary procedure.

The study of elections in national politics led to questions about political parties. After looking through all texts available it was decided to write for further information about the two major parties. This brought up the question of how to write a business letter. There were so many that said they didn't know how that we dropped our work on political parties to take up a complete study of the business letter. Skeletons of business letters were using slant ~~style~~-a- style and block style. Next an order letter was written since the letter of inquiry seemed too difficult. After the order letter had been corrected, the pupils wrote letters of inquiry to committee heads of Republican and Democratic parties within the state.

While waiting for replies, exercises to correct most frequent errors in letters assigned. Most frequent errors were made in use of prepositions and in number of verb.

Following the 9-5's trip to town, they decided to write thank you letters to those who had been most responsible for their good time. They wrote these as business letters.

Ruth Anderson

General Ed Report 11/1 to Nov. 14, 1942 Anderson

The work on parliamentary procedure showed the pupils did not apply their mathematics to problem of deciding simple majority, plurality, and $\frac{2}{3}$ majority vote. Their mathematics teacher agreed to give them some drill to help them.

In our study of reading, the pupils did not seem able to apply their math to figuring their reading rates, so again this was referred to their math class.

Interest pupils showed in elections of Nov. 3, suggested beginning a study of government by studying how elections were carried on. The pupils were interested in knowing whether parliamentary procedure was used in government. The material to be covered seemed difficult, so we went back to study "Organizing Thoughts" in Progress in reading. We have worked on "Sentence Outline" & "Topic Outline", using the material ^{on elections} in "Civics in American Life".

Ruth Anderson

Miss Anderson
Oct,

General Education Report

Much of the time the first week was spent in orientating the pupils about the school and the subjects they were to take, particularly to acquaint them with the nature of this course in General Education.

Excercises in writing and reading were given to give me an idea as to their backgrounds in oral and written work.

Information about the community itself was discussed. A map of the school block was made by the pupils. This unit was left unfinished because it was resulting in too much teacher activity. A return to it will be made when it seems more likely for children to supply information and there is more information available on Colorado, which since a study of the state will be a likely follow-up.

Parliamentary procedure was then introduced as a device to teach them how to plan for themsleves. Only a few of them had heard of it. Their interest in student government made this a need.

Ruth Anderson

November 2, 1942

General Education
9-1,9-3 classes.
June 1 to 30, 1943.

Amache Jr. Hi School.

E. Stewart

L3,60

The first aim of this period was a review of the grammar and spelling work that we had already covered.

The second aim was a review of the general forms of American government

The third aim was to complete our work on the study of the latin American countries.

The fourth aim was to complete our work in General Language at least as far as the Spanish unit.

The fifth aim was to give a series of inclusive tests covering the material studied thus far this semester.

We achieved all of the above goals by Thursday, the 17th, and in addition completed our work in oral expression. We also studied the last issues of the Current events magazines, and completed brief, general tests over the current events studied this semester.

One gratifying result of this semester's work was shown in the oral reading tests; some degree of expression was shown by each student, and most of them read with a 50% improvement or better. A number had learned to read very well indeed.

Twenty-nine students, from both classes, came voluntarily for daily assistance with individual grammar and speech troubles in addition, in some cases, to the regular "remedial" classes required of them. The majority of these showed 60% improvement, or better, during the last six week period.

ACTIVITY: Newspaper.

The ten members of the morning staff, and the twenty-five members of the afternoon staff, put out two issues of the "Mysic", one on June 15, and the other on June 23. Both were well received, and were creditably done.

All classes were represented on the staff, but the morning group; ~~four~~ from 7-1, ~~four~~ from 9-4, one from 9-1 and one from 8-1, did most of the work, for reasons we could not determine.

Grades 9-1,9-3.
E. Stewart.

GENERAL EDUCATION

May 15,-June 1, 1943
Room 2-E.

We continue our study of current events, using the same methods as we used the first part of this month. Both interest and retention seem improved.

We continue our study of the Spanish Americas; the children studying maps and drawing pictures of the lands and their people, while I read aloud to them from various books and pamphlets of which we have only one copy each. Mrs. Bender spoke to the 9-1 class on the subject of her trip to Mexico. She showed them several articles she purchased there. Miss Beaver has promised to speak to the 9-3 class next week. She will also speak on Mexico.

We began our general language study, basing it on the Adventures In Language text. I read and discuss with the class the contents of the book, dramatizing the subject matter where possible. Individual projects and reports are assigned to the students. They seem to enjoy the work very much, and we have the liveliest lessons of any subject so far studied, with more spontaneous student participation.

We continue the practice of reading aloud, and of memorizing for improvement in oral delivery. We have used the preamble to the Declaration of Independence as one of our prose selections.

We continue the work in grammar; the subjects of these two weeks being parts of speech and sentence structure. Sometimes we use the "English in Action" work books and, since these do not provide sufficient practice, I also have ditto sheets made, covering the points on which these students need the most drill.

The remedial classes (those dropping art) are working with the "English in Action" texts; the work at present being sentence structure and paragraph building.

The newspaper is coming on. I am making the students do all the work, and am endeavoring to make them feel that they are working for a "real newspaper". I tell them about the activities in a large newspaper office, and try to give them some idea of the atmosphere to be found there. I point out the advantages of various types of newspaper work as a possible career for those students who expect to go into journalism. We use the pamphlets recently published by the New York Times, and Unit XV, page 236-258, of English in Action, Book III - the Newspaper and Magazine, as texts. I stress the fact, through discussion and example, that training in newswriting is valuable as training in any kind of writing. The importance of the time element in finishing their assignments is stressed.

The maps and other projects are nearing completion.

The tea for mothers, given Saturday, May 22, was not attended by any mothers.

General Education
Estewart, Grades 9, - 93.
May 1-15, 1943

We are using a different method of studying current events papers; teacher briefly discusses the main topics and students discuss detailed material for themselves. "Single word answer" and "true-false" tests are being used.

Students' maps of the war theaters, with flags to indicate troop movements, stimulate students to bring in latest news received via newspapers and radio.

Grammar tests, and subsequent individual remedial work, plus learning to spell, and use correctly in sentences, twenty new words each week, is being continued.

We began our project on the study of Latin America. Student study of individual atlases and wall maps, while I read about each country aloud, is proving interesting.

2- (Stewart - May 1-15, 1943)

Students draw scenes characteristic of the country studied and mount them on the wall for the benefit of the class.

Oral work this period was the study of correct delivery of prose, both memorized and read aloud.

Class study, and oral quiz and discussion, of the booklet, "Inventive America" proved interesting and inspiring.

Class study of the booklet, "21 Ways to Make Friends by Telephone", was helpful.

Interest in outside reading has improved and increased markedly.

We continue with our pictorial presentation and study of the progress of civilization.

The attitudes and conduct of both classes has improved; that of 9₃ more than that of 9₁.

Mrs. Stewart

4/12/43.

PARLIAMENTARY PROCEDURE

A. The Proper Order of Business:

1. Call to order.
2. Reading of minutes of previous meeting.
3. Report of treasurer.
4. Reports of standing committees.
5. Reports of special committees.
6. Old business.
7. New business.
8. Program.
9. Adjournment

B. Things for the President or Chairman to Remember:

1. To rise when stating a motion, when putting the motion to a vote, when declaring the results, and when speaking on a question of order.
2. To speak of himself as "the Chair" and never as "I" when he is presiding, and never to make, second, or discuss a motion while presiding.
3. To keep order. To decide points of order promptly. To keep the debate on the motion or subject under discussion. At any time the president may: (1) Call the meeting to order with a tap of the gavel. (2) Declare a person out of order by saying: "Your motion is out of order. There is a motion before the house." -- "The motion was not seconded." -- "Mr. ---has the floor." -- "Please keep to the subject we are discussing." --Etc.
4. To recognize members quickly and in the order of their rising, if possible.
5. To state the motions so that all know for what they are voting, to call for both affirmative and negative votes, and to announce the results.
6. To vote only when the vote is by ballot, or in case of a tie.

C. Things for Other Members to Remember:

1. Members should address the president as "Mr. President" or "Madam President."
2. No one should make a motion or address the group until he has obtained the floor.
3. One should not rise while another member has the floor. When two or more people rise about the same time, the one who addresses the president first is entitled to the floor.
4. When a question is once before the house it must be adopted or rejected by a vote, or be disposed of in some other way, before any other subject can be introduced.
5. At any time the individual who thinks that things are not being done in proper order may rise and, after being recognized, say, "I rise to a point of order." Then the president should say, "Please state your point of order." The member might reply, "The motion was out of order because there is a motion before the house." The president must decide and announce whether or not the correction is to be allowed by declaring, "The point of order is well taken. The Chair stands corrected (or the member is out of order)."

III. The model meeting which is outlined below may be dramatized. Before this dramatization is presented, it should be rehearsed until it is absolutely correct as to procedure and terminology.

MODEL MEETING

President: This meeting will please come to order. The Secretary will read the minutes of the last meeting. You have heard the minutes. Are there any additions or corrections?
The minutes are approved as read (or as corrected).
The Secretary will read the announcements.
We will listen to the Treasurer's report.
You have heard the report. Are there any additions or corrections?
The Treasurer's report is accepted as read (or as corrected).
Are there any reports from any committees?
Thecommittee's report is accepted.
Is there any old or unfinished business?
Is there any other old business?
Is there any new business?
Is there any other new business?
The chair now turns the meeting over to for the day's program.
The meeting is adjourned.

*Introduction of Business:

Mr. White (rising): Mr. President,

President: Mr. White.

Mr. White: I move that.....

Mr. Black (rising): Mr. President,

President: Mr. Black.

Mr. Black: I second the motion.

President (rising): It is moved and seconded that Is there any further discussion?

Are you ready for the question? (Reply: "Question")

It is moved and seconded that

All in favor of the motion

(a) say "Aye"

(b) rise

(c) raise the right hand

All those opposed

(a) say "No"

(b) rise

(c) raise the right hand

The motion is

(a) carried

(b) lost

(c) in doubt. Please vote again.

Name _____

Class _____

ENGLISH TEST
INCORRECT SENTENCES

1. The Pilot papers were restacked to make two piles.
2. I anticipate to go to Lamar.
3. Bacteria increases very rapid.
4. I oblige you to go to the store.
5. He anticipated for the hot season to come soon.
6. He have purchased of war bonds.
7. He were required to take Mathematics and English.
8. The boys from the 9th grade class anticipated for the program.
9. He examine one of my teeth yesterday.
10. I have reduce eight pounds last year.
11. He obliged to keep me.
12. The boy will anticipate on Scout Field Day.
13. The selling of hats have increased ten per cent.
14. She will anticipate in the Easter Parade.
15. She was anticipating for the trip next week.
16. We will oblige to the farmer for letting us cross his land.

Name _____

Score _____

INCORRECT SENTENCES

1. Her nine cats was different colors; seven was black gray and the other were spotted.
2. The drawings did by the students was pretty.
3. The boy try to call her into she can't hear him.
4. He ask me to fix his pictures, as they was hanged crooked.
5. Unless the govt. do something they will be coals strikes.
6. Tcm done what the coach told him an learn to run good.
7. John is more taller than me.
8. He learned me to play tennis good.
9. We seen seven little one in the nest.
10. Fifty boys from the Lamar was in the train.

Name _____

Class _____

INCORRECT SENTENCES

1. He administered the old man.
2. It is inalienable for my parent to take my cloths.
3. She turn away graciously from him.
4. She desired for a piano.
5. That city is magnificent city.
6. He desire to stay at home.
7. The shoes he bought was very expensive.
8. I am absolutely right that she went away.
9. I desire to go show.
10. Gracious me, but that a nice book.
11. They was a magnificent person.
12. I was desire to go to bed.
13. Because the John was lost he was forlorn.
14. The doctor better examine my eye.
15. He remain in my office.
16. He desire a new car.
17. Since his mother went away he was forlorn.
18. The king have a magnificent palace.
19. He is an gracious person.
20. He remain their for two hours.

9-1, 9-3, 9-5.

Mr. Stewart.

General Education.

April 15-30, 1943

We began to improve our practice of parliamentary procedure. Using a mimeographed copy of a sample routine, the students held practice meetings. This seems to be helpful, also, in encouraging them to express their individuality as they derive a good deal of amusement from it.

More and more the classes are entering into spontaneous discussions of topics of present day interest. This is allowed as long as discussions are constructive, well conducted, and do not interfere with class work.

2/ (Stewart - 4/15-30/43)

The children are responding well to the outside reading assignments, and the book reports have been very well done.

I continue to read aloud to them, both poetry and prose, and they are beginning to respond with lively discussions afterward.

They have memorized prose selections to be delivered before the class. There is a marked improvement in oral work generally resulting from this work with its attendant constructive criticism in which the class often takes part.

There appears to be considerable "carry over" from the work with sentence structure.

The students are showing tendency to self-correction of errors in everyday conversation as an outgrowth of my constant "on the spot" correction of their speech.

Those coming for individual help in English are improving rapidly.

Several maps and mottoes have been completed.

grades 9-1, 9-3, 9-5.

April 1-15, 1943

E. Stewart.

We have tried a new method of studying current events: after giving the papers to the students I read the main topics aloud to them, "scanning" most, and explaining the main points in each item. This requires about 30 minutes.

The students must then read the items in detail to themselves, as well as the balance of the less important items. The tests show that this method has, so far, resulted in about 50% more retention and comprehension.

We began our outside reading; the first book report being due April 21. I feel that quantity is more important to them than quality, just now, as it will increase the fluency of their English. The written report required is as short as possible to avoid making it irksome.

There have been many lively, impromptu discussions of national, international and racial problems.

Some vocational guidance was begun and will be continued.

2/ Stewart 1-15, April.

We are beginning a study of poetry. I read it aloud, explaining when necessary. The children memorize short, attractive selections and deliver them for training in pronunciation, diction and poise.

Occasionally I discuss the use and value of poetry. They have tried their hands at writing some. The results leave much to be desired but have increased their desire to study it further.

We continued our work with the correction of errors in sentence structure and spelling.

General Education

March 15-31, 1943.

9-1, 9-3, 9-5

E. Stewart.

We have changed our method of studying current events somewhat: ⁽¹⁾ use only two papers, list the chief items on the tract at the beginning of the study period. ⁽²⁾ Quiz questions are specific, rather than "thought" questions. ⁽³⁾ Teacher gives a résumé of the subjects after a general discussion. Some improvement is noted. We have tried to increase our sense of responsibility with regard to school property, leaving our things about, and returning borrowed articles.

In oral work we have stressed variety of expression and variation in vocal expression.

Shorter word lists, with sample sentences as well as definitions, have been given with better results than the former method.

The children have enjoyed the correcting of faulty sentences selected

from their papers and duplicated.
There has not been time enough
to judge the carry-over value of this,
but from the lively discussions it
evokes, I think it will be considerable.
I am helping students with
special work in English, before school
and at noon.

E. Stewart.

Feb. 1-15-1943.

General Education:

General aims for this period:

1. To improve individual diction.
2. To emphasize use of new words (spelling lesson) in everyday work.
3. To increase knowledge of, and interest in, current events; with generalization and analysis.
4. To increase appreciation of present living conditions;
 - a. By allowing discussion and clarifying views where necessary.
 - b. By giving more time for projects.

Poetry selections were read to the students, words fully explained. Students copied and memorized the selections; later reciting them before the class. Errors were pointed out in a constructive & encouraging way as possible and one or two points given each student to write down and watch in his daily speech. This seemed to be much appreciated.

7/1-15/1943. Stewart.

at the second recitation period improvement was almost always present, & students were much gratified when this was pointed out and recorded.

Students were praised whenever a "spelling lesson" word was incorporated in either written or oral work. This seemed to please them very much.

Topics related to the current events news were assigned to individual students; personal preference being given first consideration. Results were excellent.

Study questions were placed on board to guide students in reading current events papers. It helped them to read in context and also urged them to complete the entire paper, rather than to dally through one item.

Essay type quiz, given the following day showed the definite help these questions had been.

3

Students seemed quite disgruntled over conditions in general, their grades and educational future in particular. There was much muttering. Indirect questioning encouraged frank discussion which revealed, of course, that several minor complaints were all that bothered them. These, though not within our power to correct, were improved by being shown in a better light.

Students worked on their projects with a will. Civic improvement is the aim of all four projects now under way.

28.

F. Stewart

Work Covered January 18-29, 1943

Civics: Text - "Civics In American Life"
Ch. II - The Community.

Current Events -

"Junior Review" - "Current Events" "Weekly Reader".

Class discussion of "Junior Scholastic"

Interest developed in Russia and Australia.

Read & class, & discussed, selections from "Life".

Reading: Selections from "Broadening Horizons" & "Forward".

Stress: pronunciation, definition of words, comprehension.

Sentence structure and spelling.

Words taken from reading and civics text lessons.

Civics: Program Feb. 1-12, 1943

A-B groups: "Civics in American Life" Chapt. III - IV.
Home, School and Church.

C group: "Growth of Democracy" text. From beginning.

Current Events:

A-B groups: Junior Review - Junior Scholastic.

C. group: Junior Review - Weekly Reader.

all groups: Read to them, selections from "Life" & "Time"
for training in audition.

Direct silent-reading - for comprehension.
Library assignments.

Reading:

A-B groups: Selections from "Forward"
Study of vocabulary for spelling & definition.

C. Exercises in spelling and sentence structure
based on 5th & 6th grade readers or "Growth of Democracy"
Memorization of poetry from "Forward".

Writing: One-half period, twice weekly, of formal
penmanship drill for B and C groups.

Projects

Jan. 18-29 - Began reproduction of entire center. Built to scale $\frac{1}{1000}$
Plan model of single block.

Feb 1-12 -

- I. Begin work on model of single block, with suggested improvements
- II. Complete model of center.
- III. Improvement of school room.
- IV. Handbook of Student Ethics.

Mr. George

L3.60

June 1 to June 15, 1943

General Education classes 9-2 9-4

These classes have been studying and completing the unit on Latin. The work through this study has covered the first two declensions (i.e. the Feminine endings in a and the masculine endings in us); the first conjugation of verbs. We have ended the study here as far as the grammar is concerned. The vocabularies by and large have been concerned with words having English derivatives. This has been followed up with an attempt to develop a carry over into the English of the grammatical forms as well as the words themselves.

The classes have had English review quizzes which have been self-checking in order to determine their knowledge of the parts of speech, sentences, grammatical forms, and punctuation. These quizzes were the final examination and mastery tests of the English workbooks accompanying the Tresslar English Book, Book three.

In the Social Studies the children have worked on the Proposal for Freedom series, hearing speeches by Madam Chiang Kai-Shek, Wendell Wilkie, and parts of speeches by Roosevelt and others. They have taken notes on this material and with an outline of the comparative values of Democracy and Totalitarianism taken from Social Studies and the American Way of Life have created a paper on the effect of Relocation upon them in the light of Democracy and their living. The general appearance of this material looks very interesting and I shall have more definite results from this later.

Music, General

The general music classes have all finished their music quizzes or rather questionnaires and have continued to sing material as well as listen to music with rhythms that have a specific meaning. For instance, they have listened to cowboy music, dance music both old and new. They have heard and sung lullabys, work songs, and game songs.

Speech, Remedial

The speech classes have worked on special sounds including the th, w, wh, ch and sh, rhythmic alliterational sounds in numbers such as 3333. They have done reading material learning the rhythmic cadence of the English language. We have made a brief attempt to study some poetry to emphasize this study.

Mr. George

May 1 to May 15th

9-4 General Education 9-2

The classes have continued with their work on the Spanish American unit. The study covered a number of pamphlets on South America and some outside material which the children had brought in on some of the South American heroes. They have also continued with their study of Latin working on the grammar of the language, covering specifically the nominative and the accusative cases. We have done some work on the construction of Latin sentences using the simple material at hand. Furthermore there has been a less specific but an equally important goal in mind in connecting these two cases with those similar in English. In every possible way I have tried to make the carry-over between the two languages self-evident.

Wednesdays have been used for discussions of current topics which have involved such matters as the food shortages in the country and the construction of pre-fabricated houses. Because the Jr. Scholastic has emphasized so strongly South America and its importance to the U.S., we have made this the most formal part of our study in these magazines. There has been some effort to identify isolated facts contained in these magazines with other and larger problems through the tests provided, etc.

One could say that the classes are making considerable improvement in their reading and comprehension through a greater acquaintance with factual information from many outside sources.

Due to the changing schedules the work has had to be reorganized to fit in with the periods, and we have had to make many changes in the scheduling of the use of materials.

Robt. George

Report for April 1 to April 15, 1943

General Education 9-2

This group has worked on Personal pronouns through this period learning the cases and their uses. They have also started a weekly quiz covering the important parts of the news review work in the school magazines. There will have to be some instruction on reading techniques in this matter as well as a development of greater interest in the news itself.

The project on South America has also gotten under way at last with geographical study. This project will last only through another two or three week period and seems to be leading into the General Language study as I had hoped it would.

General Education 9-4

The work in this group has gone much faster covering the grammar study and we have had more time to develop the South American study on ways of living in South America as well as the study of its governments. Especially important have been various articles on the general nature of South America. There have also been the news quizzes over this period.

Science 9-3

The class is now ready to discuss generally some of the problems of behavior among individuals as well as in the entire animal kingdom. They are very much interested in the psychology of much of man's behavior and we shall continue to give them work along this line for a time. The coming period will be especially concerned with study of the types of experimentation on this subject.

GENERAL SCIENCE UNIT REPORT
April 15th to May 1
Robert George

9-3

The 9-3 Science class is completing the unit on behavior. They have some understanding of animal as well as plant behavior. However, I feel their work has been extremely slow, but that with added emphasis on the experimental stages to follow they will gain a greater interest as well as a more thorough knowledge on this unit of behavior.

We have discussed such matters as human behavior under an emotional strain, human reflexes, condition reflexes, natural reactions which occur without thinking such as the hand swing, walking attitudes, etc. As far as animal behavior is concerned, we have watched the dogs around the camp, especially the dog with the broken leg to observe its reactions. We have observed various other animals here.

The trip which half of the class took to the hospital was quite satisfactory, and the children observed the obstretic ward as well as the sick wards, etc., in the hospital. They were given a thorough review on the ex-ray machine and observed the reactions of the body through the fluoroscope.

GENERAL EDUCATION UNIT REPORT
April 15th to May 1st
Robert George

9-4 and 9-2

During the last period the General Education program has become more definite as we got to daily activity and less general with regard to activities undertaken. We have used Monday and Tuesday for English grammar and grammar review completing finally the section on pronouns and the cases of these pronouns. This was emphasized specifically as being helpful on the general language unit which has been started more completely during this period. The class is divided into groups going further in English grammar and in groups returning to complete the unit on pronouns.

On Wednesdays, we are doing Social Studies concerning particularly current events as contained in the regular magazines which are handed out. It has seemed advisable to make an effort to prepare these children for quizzes on these materials.

On Thursdays, we have started our general language unite covering work on Latin especially. The type of work we are doing in this class give us background knowledge of Latin words and English as well as a working knowledge of Latin itself. The grammar which we are studying is closely related to the type of work we were doing with pronouns in the English language.

Fridays, we are devoting to study of literature with special emphasis on the form which is used on particular types of writing. We are attempting to build this into a unit on speech as soon as we have covered the background material and as soon as we are able to get into the new building.

I have made an attempt to discuss with the children the particular importance of a firm command of English with regard to living in American communities wherever they may be relocated. We have talked over the effect of speaking Japanese in public.

Whose?

B. George

Report March 15 to April 1, 1943

General Education

The major work for this period has included preparation for the South American study project. The interruptions for the ~~seven~~ eight period schedule have rather slowed down the work. We have continued with the briefing and outlining. Working with special emphasis on the construction of sentences, the children have developed several types of study outlines. I also gave them an outline form which with library study they developed into a completed article on the subject of democracy and especially the elections which a democracy uses. These outlines were checked in class with each student and necessary corrections were made then. We have allowed free reading, during this period, of books which the children obtained from the library.

It is interesting to note how the two groups are beginning to separate in their interests and future reports will concern each group. The 9-2 group is much slower in their grammar ability, but rather more advanced in their understanding of group planning. They seem to know more about the requirements for individual study, but do require more attention in preparing the finished product.

During the coming weeks we will study the South American project more thoroughly and also considerable review and added study of personal pronouns.

9-3 Science.

The science class has studied more deeply into behavior in animals. I have suggested that we complete the reading as soon as possible and proceed with experimentation along these lines. There is considerable need to develop more consistent study habits in many of the group and we are working on this especially at present. There have been a number of oral quizzes over the various parts of the Unit and we have had interesting discussions leading from this.

Mr. George

Whose?

Report March 1, 1943 to March 15, 1943

General Education. 9-2 9-4

Because of the similarity of the work and the need to organize teaching skills along the same line, the General Education work was along the same lines. Both classes worked on the skill subjects of outlining and briefing. They spent considerable time briefing articles from the book "Working for Democracy". They also did some work from the book "Living with Others". This outlining and briefing was then carried into an original article-writing project when they used their notes for writing articles on democracy and social living. Later in the year we will return to this type of work in our social studies project on South America and use the skills in writing talks and articles on the subject. Considerable work was done on preparing the way for the study unit on South America.

The children have also used the library at intervals studying the subject of the workings of democracy. In the future with very specific problems at hand they will use the library more in working especially on their study projects.

The work in literature has centered mainly around the use of humor in writing.

The grammar work concerned the use of certain forms of punctuation, especially the comma.

George

Feb. 15 to Feb. 28

Report on the 9-2 and 9-4 General Education Classes

The class work was started in these classes on Wednesday Feb. 24 . The work for the other classes was concluded on the previous report. The classes have planned to work on individual study projects as follows: Each individual is to select a topic for study which he wishes to use. They are to develop it along lines which will eventually lead to research and information collecting. They then will develop techniques of writing, etc.

The class in general is to start a project on South America stressing the learning skills of outlining, note-taking and briefing. The whole project study period will also stress reading techniques.

Henry

Feb. 1 to Feb 15

Report on 9-3 General Education

The main portion of this period was spent in discussing methods of evaluation; however, the extra periods were spent in evaluating grammar quizzes which the students had taken. Considerable time which the students had as free time was spent in working individually doing research work for study projects. The self-evaluation work was to be for the report cards and consisted in carefully thinking over their accomplishments during the past period of work. The latter part of the period was spent in the self-evaluation, and since careful explanation was given as to the markings it did not seem necessary to add comments on the report cards.

Report on the 9-5 General Education

The class spent most of its time also working on self-evaluation as did the 9-3 class. The work here could not be as specific for the group as above because there was so little of a general class nature that I knew about them. However the evaluations seemed to be quite satisfactory to the children.

Jan. 15 - thru 31, 1943 George

Report for the period ending Feb. 1, 1943

9-3 General Education Class

This class has worked on a self-evaluation program through the past weeks, especially in the field of written and spoken English. We have prepared the groundwork for individual study projects; however, before this work is continued, there is a certain amount of work that can be accomplished by the whole class in the English field. The self-evaluation program has worked out very well and has added an emphasis to the type of thinking which leads children to develop an all around critical attitude toward the work which they do and which is quite new to the entire group. In evaluating the papers with the children I have stressed the importance of care and precision as well as the need for careful listening. As time progresses this seems more and more important with this group. The coming weeks will bring more progress in this self-evaluation as well as the self-study projects.

9-5 General Education.

This class has been getting organized to the new routine of doing things. They have established for themselves group as well as individual weekly schedules. This with more careful planning and construction should lead to some more stabilized group planning work. The individual study projects in this group have been more or less pushed into the background by this other work. They have also done considerable work in their English handbooks.

Jan. / at thru 15 George

Report for the period ending Jan. 15

93 General Education

This group has continued with its study of social backgrounds of America --- such problems as the Delinquency problem. Toward the end of the period they began to evaluate their own work. Under separate heading, a report of the preparation of the program for Hartman, detail of that has been given. They have started on ways and means of continued critical evaluation of their work. They started this program of evaluation by writing themes concerning their work at school. In the future they will be shown how to make more specific corrections in their work as well as the means of evaluating it. Special remedial emphasis will be placed on the construction of theme material. They are also planning for work on individual study projects.

94 General Education

The major work of this group was the publication of a newspaper for the Lamar teachers. This newspaper was put out with the intention of giving information concerning the school. We have done no preplanning as the class was changed to Mrs. Stewart.

95 General Education

The work done with this group has been stop-gap stuff of general discussions. The future work will include largely remedial work in spelling, writing, and English composition.

Dec. 15-31 George

Report for the period ending Jan. 1

93 The work included stories concerning Christmas and the decoration of the room in the Christmas spirit. They were concerned with the painting of the windows, which was largely carried out during the afternoon with the reading choir. The group also modeled excellent figures for the Creche. Further work was done in review of the workbooks. We have returned to concluding the social review work, etc.

94. The major part of the time in this class was absorbed in work on the Reading Choir. During these meetings the children finished the coloring of the windows, and the modeling of the figures for the Creche. As in the other group they showed excellent spirit and cooperation. However as in the 93 class they showed a definite lack of originality and creativeness. They all need much training in this field.

94 Science. This period was given over entirely to Christmas program work. During the past week we have studied the uses of electricity in an attempt to gather together the loose ends for the conclusion of this work in the next two weeks.

With both groups one should mention that a definite spirit of cooperativeness and understanding has arisen from the type of work which has been carried on. As far as I am concerned, this is quite as important as the definitely studied material which could have been otherwise prepared for them.

George

Dec. 1-15 Gery

Report on the General Education Classes for the ^{period} ~~week~~ ending December 15.

93 These classes were considerably disrupted during the latter part of the period for work on the Christmas program. However individual work was carried on in the English workbook. The major interest here was on the parts of the sentence. The social science end of the work was allowed to go in order to work on the Christmas program.

94. This class worked on the Reading Choir work for the Christmas forming the backbone of the group. This was more or less a superimposed task and they took it very well. Extra time was spent in Individual work on the the English workbooks.

94 Science. Te class continued to work on the Electricity problems which had been assigned and did some review on the problems of light. The work was only sporadic because of many interruptions.

R. L. Gery

December 1

George
Nov 15 to Nov 30

The General Education Classes

9-3

This class has split up in the last two weeks into various sections for study work as follows: One large group motivated by the article in the Pioneer has started a study of the Juvenile Crime problem with especial emphasis on those problems in which the camp will deal. It has been necessary for the first part to arrange to study the whole problem thoroughly from every angle. We have had several general study periods. A second section has been working on the general problems of lighting effectively in the camp. They have reviewed carefully the problems of electricity, etc. A third section has been working the problems of public health in the camp. This has involved some physiology, etc.

Remedial work has involved note taking, reading instruction, and arrangement of study materials.

Furthermore, from this group we have obtained an ushers committee.

George Murekami arranged and conducted the safety program. He also wrote and had printed a letter to the whole school about fire protection.

9-4

This class has worked on some study programs, but without the same vigor as the other section. They have more recently volunteered to take over the problem of work for the newspaper, editing sport, radio and movie news. They have shown some interest in preparing for other activities.

The group conducted a social dancing party for themselves and laid plans for the instructors equipment, etc. With a little guidance this may become a most interesting and developing activity. They have also arranged for practice periods during the week.

9-4 Science

The class has continued studying light and have added to it a study of electricity. This class has been more or less formal and will need further changes to develop their thinking and reasoning.

R.L. George

Nov. 1 to Nov. 15

Report on the work in General Education

R.L. George

9-3 Continued general English review in order to place remedial work. There is some need for it, but not as much as in the other section. It can be estimated that under pressure the children become less efficient in verbal tests. They have completed for their own use on the Horn-Ashbaugh sentence lists all of the work there. It might also be mentioned that the children in all groups are quite capable in the highly specific work, but general thinking has them confused. Further objectives will be to get them more completely competent in handling material for their own advantage.

9-4 Continued the English review here with less good result. There is a discipline problem which must be met in order to get more significant results. They have been allowed at their leisure to finish the Horn-Ashbaugh sentence lists and have done a good job. They need to be pushed directly toward an obvious goal. Similar work and objectives have been followed as above,

9-4 Science We have continued work on the section on light. Specific questions receive specific answers, but answers which require thought beyond the answers in the book are beyond their comprehension. We plan to review this section and then to connect it with the chapter on electricity.

8-3 Science This class was turned over to Mr. Sakai during this period, but they seem to have grasped the fundamentals of the work.

George to Walther

October

The classes in both General Education and Science have been conducted along lines of general thinking for all the fields which are included.

Special emphasis has been laid on ~~the~~ finding out the study habits and where possible the grade levels of all of the students in these classes.

Science classes have been introduced to topical studies of the region and have selected the materials which they wish to study at once. Germs and germ carried diseases for the 8th grade. Lighting and its improvement for the 9th.

General Education Report
June 1 to June 29

3.60

95 class:

Caradell J. Chair

Each member handed in an original illustration to coincide with a story, poem or book which he had read. This was for the purpose of drawing their attention to illustrations found preceding stories in a magazine or within a book. The fact that they are to depict some part of the story was brought out.

The ^{oral} recitations on the Preamble were completed, also the book reports and a term theme. The theme was to include all parts of English grammar, such as: Capitalization, punctuation, paragraphs, margins and good use of expressive words.

The work books were turned in after having been completed. They were used for self-exercises not to be graded. We wrote and studied spelling words taken from the Course of Study book. If the meanings were unknown we looked them up on someone in the class and gave them.

The class gave Namiko a farewell party which was held in the 9 L recreation hall. They played darts, board & catch; some danced and before serving refreshments they all sang several songs, Namiko accompanying.

95 class:

Our social studies unit is based on the Latin American countries. For supplementary material we study the Current Events Magazine and the book "Our World Today".

We have invited Mrs. Bender in to speak to us about her travels in Mexico, which will instill more interest about the people, customs and beauty of Mexico.

Each pupil has recited a part of the Declaration of Independence and has received a grade according to the pronunciation, enunciation and expression placed upon each word of the paragraph.

For our silent and oral reading we used the book "Highways". The first story read was Jack London's "Glitter of Gold and Gem." A report was given on Jack London's life, bringing out the fact that his stories are based on actual experiences. His style of writing made his story difficult to understand until we had read further into the story.

Instead of spelling words we had a word matching exercise which brought about the use of the dictionary.

Latin American Music is very interesting. We have sung such songs as "Carmela", "Pielito Lindo" and

(over)

"La Cucaracha" We listened to two records which gave us a better idea of the South American rhythm used for their modern national dances - for example the 'samba'.

95 class

Miss Crain

For our grammar lessons we've used some dittoed copies of grammar drills. These have been corrected and we've talked about the mistakes and hope to correct them. The students have asked for work in Conversational English in order to learn to speak English correctly. Justing Yang - "Call us on our mistakes - even embarrass us a few times - and then we'll remember."

We brought in the Atlases for map study and had some most interesting discussions from this study on South America. For diversion we turned to the U.S. Map and heard about the evacuation trips from wherever felt like speaking. They enjoy looking and studying the maps, which will be an aid to our social study.

In music we listened to South American records featuring Eric Madriguera's orchestra. The South American rhythm is complicated but

711
95 class continued

interesting to hear. Several tapped out a rhythm they heard from the records.

For word study we looked up the pronunciation as well as the use of 10 words taken from a Readers Digest supplement.

From the last Junior Scholastic, pages 8 and 9, we wrote the answers to the 70 test questions which gave us a good general review.

Mrs. Bender came for another half hour to finish her talk on her travels in Mexico.

Glee Club Report

Unit I - Patriotic American Music

Unit II - Hawaiian Music -
using Ukeleles

Unit III - Spring and Summer Music

Come to the Fair
Kerry Dance
etc.

9th
J3.61

General Education
Report: September 8--October 1
Catharine Ludy

Both 9¹ and 9² General Education classes began the year with a pupil--teacher discussion of the work done last year, what needs there are now which were not set ^{led} last year, and what could be done this year to make the year a valuable one. The class agreed that there were certain needs such as, better reading, larger speaking vocabulary, better spelling, oral expression, etc., which needed a good deal of drill and ^{practical} ~~partial~~ work. It was suggested also that there should be a greater effort made to keep informed about the things going on in the world, that there should be time spent getting acquainted with different parts of the country, and that some knowledge should be gained of the organization and functions of the government.

Before organizing the class into a club, a short study of parliamentary procedure was made. Making motions, presiding at meeting, addressing the chair, appointing committees, electing officers were topics studied in "English in Action", Book Three by Tressler (page 159-164), and "Come to Order!" by Emma Wines. Emphasis was placed on the fact that the purpose of parliamentary procedure is to facilitate, and make fair the conduct of a meeting. The presiding officer's responsibility lies in handling the meeting in such a way that his own wishes are kept in the background, that the right of everyone to speak is permitted, that discussions are limited fairly, and that voting is done properly. As a result of the week spent on this review, the classes conducted well-organized elections.

"Civics in American Life" by Edmonson and Dondineau is the chief reference book for work done on the Unit "The Community and Civic Life." Chapter two, "Our Community Life" was discussed. Each member of the class prepared an information talk on some Amache community activity. These talks were written up as a special guide book for those coming into class either from Tule Lake now or later on from other places.

Activities growing from these units:

Spelling: Words missed on the written essays. Words studied in new speller "Goals in Spelling."

Reading: Current Events magazine. Reference books on topics discussed.

Same Plans for new work:

Chapter five "Our Freedom to Choose and Occupation Civics in American Life. (page 55-72)

Library research on vocations. See library file.

Oral talks on chosen occupations after several days have been spent reading bulletins.

Speakers on occupational opportunities to be ^{asked to talk with the group} used, if possible.

9th

General Education
Report: October 1--October 15
Catharine Ludy

The work during the two weeks has been built around the topic "Freedom to Choose an Occupation in a Democracy". The work was a continuation of the work begun in civics. The introductory discussion was based on chapter five Civics in American Life, by Edmonson and Dondineau. The teacher gave the class several talks reviewing material gathered from numerous occupational monographs. She stressed the importance of knowing something about the many different types of occupations, the value of considering some in detail, and the importance of learning about oneself before deciding upon a career.

Each member of the class was given time to read material in the library on different careers. Some good library experience was gained by using the vocational file of bulletins and books. Mr. Easton talked with the group on finding material in the library, and Miss Ludy discussed the taking of notes and outlining material. Each pupil prepared both a written essay and an oral talk based on the library study.

Other activities engaged in during the two weeks:

1. Spelling: Words missed on the written papers. Weekly assignment of words in "Goals in Spelling."
2. Reading and discussion: Current Events magazine were studied, Library bulletins were read, and pages 621--672 in Forward by Pooley and Walcott, were read. These stories of man's special work correlated well with the career unit: "Building the Bridge for Him," "Parachute War on Forest Fires," "A Continent at Stake," "They're Called Future Farmers," "The Age of Ingenuity," "Little People and Big Words."
3. Social: Each group had a party at Hospitality House for the new members from Tule Lake.

Plans for New Work:

Study of nouns. Emphasis on the formation of plurals. Tressler English in Action Book Three. A list of noun errors has been collected during the oral talks.

A study of cooperative stores ^{is to be made} in connection with consumer week.

9th

General Education
Report: October 15--November 1
Catharine Ludy

An examination of errors made on written papers and an oral talk showed a definite lack in the knowledge of the correct use of plural and possessive nouns. A pupil-teacher discussion of this preceded a few days of detailed study of nouns. The main objective was to learn the correct forms, to learn some of the important rules which aid in the correct spelling, and to give practice in the use of these forms until their use became habitual. The diagnostic tests, drill exercises, and the mastery tests given in Junior English in Action, Book Three, by Tressler, formed the foundation for the class work; For those needing additional work duplicated drills were used. Drill work on the board proved especially valuable. Opportunity was given for several oral talks. An improvement in the correct use of nouns was noticeable.

In cooperation with the plans of the school co-op store, two days were spent in studying and discussing the co-operative movement. A talk on the movement as one growing out of the Industrial Revolution, some the points of historical beginning and extent of its growth today prefaced a class study. Each member of the class read books, and pamphlets, and reviewed for the class his findings on some topic of his own choosing. Some of the talks were very excellent.

Other activities engaged in during the ten days:

1. Spelling: Emphasis was placed on the spelling of plural and possessive nouns, as well as the weekly assignment of words in "Goals in Spelling."
2. Reading and discussion: The Current Events magazine was read and discussed. Books and pamphlets on Co-ops were studied. Stories were read in Rewards, Herzberg, Paine, works pp. 1--68.

Plans for New Work:

Continuance^{tion} of the study of civics with emphasis on our American way of governing ourselves.

9th

General Education
Report: November 1--November 15
Catharine Ludy

"Our American way of governing ourselves" has been the basis for a study in civics during the two weeks. Reading chapter Six in Civics in American Life, by Edmonson and Dandeneau proved of value in answering some of the questions given for class discussion. Copies of the New York Times were examined to emphasize the importance of the use of the newspaper as a source of information in the study of civic issues. Each class member made a list of the articles telling something that related to democracy, our form of government, or to the need of changes in present laws. Emphasis was placed on such problems as the following would indicate: What is our way of living together? What is our inheritance from our forefathers, What are the different kinds of governments in the world today? What are the advantages of a democracy? What are the responsibilities of individuals in our democracy?

In cooperation with Education Week, the civics class studied Chapter Twenth-one in the Edmonson and Dandeneau book, "Providing Education Through the Schools." After the panel discussion on post-war planning given at the assembly, the members of the class chose topics for library reading and study and wrote a paper on the findings. Such topics as the following were examined: Education for the Air Age, Education for Lasting Peace, Why prepare to Relocate soon? Health for Better Living, Need for Better Understanding of other Races., etc.

OTHER ACTIVITIES ENGAGED IN:

1. Spelling: Emphasis was placed on learning unfamiliar words found in the study of civics, and the weekly assignment of words in "Goals in Spelling."
2. Reading and discussions: Articles in the Current Events, Scholastic, and New York Times dealing with civic problems were discussed. Individual reading was done in library on chosen topics. Fiction reading in Forward on "Understanding Others," pages 490--551, and in Broadening Horizons the section "The art of Living," pages 440--470.
3. Assembly and Movie meetings: Post War panel discussed and theme for week. Red Cross discussed and drive introduced. Relocation assembly basis for theme. Relocation films and "Washington" discussed in civics class. Before Armistice Day, class reviewed patriotic songs, pledge, and American's Creed.

Plans for New Work:

Continue the study of civics with emphasis on our national government, and its constitution, the organization and work of congress.

General Education
Report: November 15--December 1
Catharine Ludy

Some time was spent reviewing early American History in order to better understand the differences of opinion that had to be dealt with in order that the Constitution might be framed. Emphasis was placed on the idea that freedom, and independence of the United States, which had been secured on the battlefield of the American Revolution, could be preserved only if the young nation were able to establish a strong government. The new republic was seriously threatened before a satisfactory plan of government could be found. Men laid aside their differences, and agreed upon a form of government that could deal successfully with both internal and foreign problems.

Two chapters in Civics in American Life page 155--188, "Our National Government" provided the class with information on important provisions of the Federal Constitution, and the relation between the powers of the Federal and State government.

The class discussed some of the problems being considered by Congress at the present time.

OTHER ACTIVITIES ENGAGED IN:

1. Reading: Articles in Current Events, Scholastic and the American Observer were read and discussed. Emphasis was placed on articles dealing with problems being discussed by Congress at the present time.
2. Spelling: Emphasis was placed on learning unfamiliar words found in the study of civics, and the weekly assignment of words in "Goals in Spelling."
3. Memory work: The preamble to the Constitution was discussed and learned.

PLANS FOR NEW WORK:

Continue the study of civics with emphasis on the organization, and work of Congress, the President and the executive branch, and our system of federal courts.

The 9th section will spend some time working out individual projects. Each person has chosen a problem facing the American people at the present time.

OUR NATIONAL GOVERNMENT AND ITS CONSTITUTION

Write the correct word or words in each blank.

12. In the United States we live under three governments: (1) _____
(2) _____ (3) _____
13. The United States has a _____ form of government.
14. The Constitution of the United States was adopted in the year _____.
- 15-16. We the _____ of the _____ in order to form a more perfect
establish _____ insure _____ tranquility, provide for the
common _____ promote the general _____ and secure
the _____ of _____ to _____ and our posterity do
Constitution for the _____ of America.
17. Our present system of National Government began to function in the year _____.
18. Our National Government, because it is a federation of states, is sometimes
called the _____.
19. During the Revolutionary War and for a few years following the war, the
thirteen colonies were loosely bound together by the _____.
- 20-21. The form of government under which the colonies operated before the Constitution
was adopted lacked two essential parts of government. These were _____
and _____.
22. The form of government in which the people rule through their selected repre-
sentatives is called a _____.
- 23-24. Five of many problems which the framers of the Constitution considered of
national importance were:
(1) _____
(2) _____
(3) _____
(4) _____
(5) _____
- 25-26. Under the Constitution all government activities fall under one or another of
three principal divisions, as follows:
(1) _____
(2) _____
(3) _____
27. The Constitution of the United States may be amended whenever Congress decides
by a _____ vote to do it.
28. After Congress has voted to amend the Constitution, the measure becomes a part
of the Constitution if _____ of the states vote favorably for it.
The Constitution has _____ amendments.
29. The first ten amendments are called the _____.
- 30-31. Some of the more recent amendments to the Constitution deal with:
(1) _____
(2) _____
(3) _____
- 32-33. The success of the government in any democratic group depends upon two things:
(1) _____
(2) _____

General Education
December 1--December 15
Catharine Ludy

The study of civics begun earlier has been continued during the two weeks. In order to better understand the organizations and the work of the Executive, Legislative, and Judicial divisions of the government each one was studied in detail. Three chapters in the book Civics in American Life by Edmonson and Dondineau were studied as a background for class discussions: "Organization and Work of Congress" page 189, "The President and Executive Branch" page 205 and "Our System of Federal Courts" page 228. Newspaper articles telling of the work being done at the present time by the three branches were collected and discussed. Oral talks on current problems showed a definite improvement in oral speaking and the organization of material. The 9 class spent several periods working in the library on the special papers being written on some problem facing the world today. Three check up tests on the reading done showed the need for more careful reading.

OTHER ACTIVITIES ENGAGED IN:

1. Reading: Articles in Current Events, Scholastic and daily newspapers, dealing with work of Congress at the present time. The Current Events test for the Semester was used both as a test and the basis for a class discussion.
2. Spelling: The weekly assigned works were studied, and a general review test of words learned during the six weeks period were drilled on. Prefixes, Suffixes and word roots were emphasized.

PLANS FOR NEW WORK:

The oral reading of Dickens "A Christmas Carol" will be used as an example of a long story. A class program is planned giving each group a chance to have some part in reading a favorite poem or story appropriate to the Christmas season. A Christmas party is planned for the day before vacation.

General Education
December 15--December 23
Catharine Ludy

Dickens "A Christmas Carol" was read orally and discussed in class as an example of a long story. In addition to this selection, each person in class prepared either a Christmas poem or story to share with the other members of the class. The longer items were read, but the short poems were memorized. The importance of careful preparation was emphasized. Each class was divided into small cooperative practice groups. Before presenting the selection before the whole class, each one was helped by his group to pronounce the words correctly and read more smoothly.

O Henry's story "The Gift of the Magi" and Aldens' "Why the Chimes Rang" were read to the class by the teacher.

Class parties were enjoyed by the groups the day before vacation. Committees planned the games, the playing of records, and dancing. The classes enjoyed the pop-corn balls the girls made in the Homemaking class. The boys made the room decorations.

9

General Education
Report: Semester Summary
January 15, 1944
Catharine Ludy

During the semester review period, January 3 to January 15, an over-all picture of the work studied during the semester has been made. Emphasis has been placed on how to reivev large blocks of work.

The following outline indicates in general, the work done during the semester. For the procedure used in studying the material please see the detailed plans in file in the high school office. Whenever possible units of several weeks length were organized around the topics studied in civics with a general correlation of English activities, ~~with~~ social study material. There has been an attempt to have one written essay and one oral report each week on the topic being studied.

CIVICS

A Text Material

1. Civics in American Government, Edmonson and Dondineau, 2. The Rise of Our Free Nation, McGuire and Portwood, 3. Current Events and Scholastic magazines, 4. Row Peterson Company pamphlets
 - a. The Rights We Defend, Williams
 - b. Ways of Dictatorship, Williams
 - c. Looking Ahead, Andrews
 - d. Youth Under Dictators, Brown
 - e. Our Federal Government, Brodinsky
 - f. Primer of Economics, Chase

B Subject Matter Outline

Unit I

1. Why we study civics
- II. Our Community Life, Camp government and activities
Note: The culminating activity was a series of information talks on points of interest at Amache for the benefit of the Tule Lake members.
- III. Our School Life Serves Democracy
- IV. Our Homes and Churches Safeguard Democracy
- V. Our Freedoms to Choose an Occupation
Note: Several weeks were spent studying occupations. Library experience was an important phase of the study. Special individual reports were made on different occupations.
- VI. Our American Way of Governing Ourselves

Unit II

1. How Our Federal Government is Organized and Its Constitution
- II. The Organization and the work of Congress
- III. The President and the Executive Branch
- IV. Our Systems of Federal Courts
- V. Our Government and Foreign Relations

GRAMMAR AND ENGLISH ACTIVITIES

A Text Material

Junior English in Action, Tressler

How to Speak and Write, McKee, Peet and Nardin

B Subject Matter Outline

The English activity has been functional and has been introduced only as there has been an immediate need. There are many English fundamentals which will be studied and drilled on later in the course. The following outline indicates in general the items covered.

- I. Plans for conducting meetings
1. Tressler Page 91-107 Note: Needed for class organizing
- II. Writing Letters--Tressler Page 164-199 Note: Needed when writing to sick classmates.
- III. Correct use of nouns. Special emphasis on the formation of plurals and possessive forms. Tressler Page 120-203 Note: Oral and written talks indicated the need for this.
- IV. Punctuation page 296-309 Note: Written essays showed need.
- V. Outlining Note: Needed as Civics study aid.

SPELLING

A Text Material

Goals in Spelling

These four goals were emphasized:

1. To pronounce each word carefully
2. To spell each word correctly
3. To learn the meaning of each new word
4. To learn to use each word correctly.

Twenty new words were studied in the speller each week in addition to words missed on paper.

READING

In addition to text book assignments, weekly current events, oral reading period, and library assignments there has been some story reading instruction. The following literature books have been used:

Rewards Herzberg, Paine, Words

Forward Pooley Walcott

Highways Barnes, Bessey, Gambill, Green etc.

CULMINATING ACTIVITIES

In addition to a long written test covering the civics work done during the semester, each pupil chose a problem which is facing the American people at the present time, and made a study of it. These reports were made in the form of written notebooks; and as a final class activity, oral talks were given based on the material collected in the notebooks.

I

What are the four spelling goals one should keep in mind when learning new words?

II

Define the words prefix, root, and suffix. From the parts listed below make five words. Explain the meaning of each word.

Prefix: per, in, ex, de, un, in, de, ef

Root: form, mitt, script, cept, cert

Suffix: *qu*n, ed, ing, *ive*, *al*, ency, ed, *ion*

III

Define the following words. Give the part of speech of each word, and use it correctly in a sentence.

1. efficient
2. unanimous
3. benefits
4. talent
5. chiefly

IV

List to be pronounced to the class.

- | | |
|-------------------|--------------------|
| 1. auditor | 14. announce |
| 2. collateral | 15. corresponding |
| 3. ridiculous | 16. definition |
| 4. receiver | 17. freshman |
| 5. manufactured | 18. directions |
| 6. authorized | 19. notices |
| 7. executive | 20. curiosity |
| 8. recommendation | 21. establishment |
| 9. evidence | 22. science |
| 10. committee | 23. mechanical |
| 11. senate | 24. disappointment |
| 12. scholarship | 25. chorus |
| 13. professional | |

Answer each of the following questions correctly by writing YES or NO in the blanks.

1. Civics is a study of government and the civic institutions which make it work effectively.
2. All citizens should understand their obligations as well as their rights and responsibilities.
3. The cooperation of classmates in the school is not as important as it is for your parents to practice cooperation in the community.
4. Citizenship cannot be practiced until one has become an adult.
5. The study of civics should give us a better understanding of the ideals and purposes of community life.
6. Can you live without help from help from others.
7. Is working together for the common good one form of cooperation.
8. Do boys and girls help to influence their communities.
9. Is it a mark of good citizenship to help make the community the best possible place to live in.
10. Are racial differences harmful to the community.
11. Could we have government if all the people refused to cooperate.
12. The school is a make-believe community where pupils occasionally cooperate with their classmates.
13. To be without prejudice means to accept all statements without discussion.
14. Good manners are a mark of an educated man.
15. Helping to keep the school building neat and orderly is an example of good school citizenship.
16. Adopting one code of manners for the school and another for the home is good citizenship.
17. Helping to spread gossip about others helps us to be good citizens.
18. Did religion play an unimportant part in the early settlement of America.
19. Does the government have the right to command citizens to follow one form of religious test.
20. May the government require that a candidate for public office take some religious test.
21. Does the student whose parents are poor have freedom in selecting his occupation.
22. Is digging a ditch an honorable task.
23. Do skilled workers ever remain idle for long period of time.
24. Does the United States Census Report indicate where vocational opportunities may be found.
25. Is health as important a factor as wages in the selection of an occupation.
26. Are there as many jobs available to youth today as there were approximately fifty years ago.
27. Government for the people originated with democracy.
28. The Declaration of Independence does not specifically state that all men are created equal.
29. Individuals who are indifferent toward government shift their responsibility to the shoulders of their neighbors.
30. The first aim of communism is to destroy our representatives form of government.
31. Every American citizen must insist that democratic institutions are kept free from dishonest and corrupt leaders.
32. One of the best ways to encourage the continuance of democracy is through such educational agencies as free schools, free speech and freedom of the press.
33. The ways in which governmental affairs are carried on depends on the care with which the voters choose their representatives.
34. A man who runs for office deserves all the criticism he gets.
35. The Senate acts as a check on the work of the House of Representatives.
36. Members of the House of Representatives must be at least thirty years of age.

37. One third of the Senators are elected every two years.
38. There is a Constitutional requirement that a Congressman must be resident of the district that elects him.
39. Bills on taxation in the House are generally referred to the Ways and Means Committee.
40. Does the kind of President we have in the United States matter to other countries.
41. Are women eligible to become President of the United States.
42. Does each of the major political parties in the United States nominate a candidate for the Presidency.
44. Does the Senate have anything to say about Presidential appointees.
45. Can the President take personal command of the Army and Navy in time of war.
46. Does the Constitution state the qualifications of members of the President's Cabinet.
47. Has the work of the Bureau of Standards tended to become less important with the invention of more accurate machinery?
48. Does the United States government help business through surveys and reports.
49. Are reports and surveys made by the government available to persons other than business men.
50. Does the Constitution grant to Congress the power to determine the standard of weights and measures.
51. Are the Federal courts set up to interpret primarily the laws passed for state and city government.
52. Does a jury listen to all cases that are before the Supreme Court.
53. Does the Chief Justice receive his appointment from the President.
54. If a jury disagrees is the accused person free.
55. Are jury trials the most economical way of conducting trials.
56. Does the Constitution try to prevent the holding of persons in jail for a long time before their trial.
57. Is a person accused of a crime to be considered guilty until he is proven innocent.
58. Since the number of miles across the ocean has not changed in the last 150 years, America is just as isolated from foreign countries as it was in the days of Washington.
59. The location of natural resources is not an important factor causing world conflicts.
60. It would help the cause of international peace if each country thought of all other countries as its neighbors.
61. The United States is a member of the League of Nations.
62. The United States "Good Neighbor Policy" is directed primarily toward Canada and Mexico.
63. The schools of each country should encourage a genuine desire for peace among its peoples.
64. There can be no effective cooperation among nations during time of war.
65. The Monroe Doctrine was designed to protect the Western Hemisphere against European nations.

11

Write from memory one of the following:

"Americans' Creed"

"Preamble to the Constitution"

Page Three

III

Name three problems which the members of the Constitutional Convention had to settle before the Constitution was accepted?
Discuss one problem in detail.

IV

What reasons are given in the Preamble for establishing a Constitution.
What are the three branches of government as provided in the Constitution? Discuss one in detail.

V

Name three problems which Congress is discussing in its present session. Discuss one carefully basing your facts on your reading in papers, magazines, class discussions and your radio programs.

9

General Education
Report: January 15-February 29/44
Catharine Ludy

The main objectives emphasized during the six week's period have been to improve oral and written sentences, to enrich speaking, writing, and reading vocabularies by learning new words, and to avoid common errors in word usage.

The general procedure has been to determine what needs there are as found on the oral and written work. Careful study and drill has then been based on the units in Tresslers', Junior English in Action, Book III pp. 267-340.

Sentences and sentence fragments were studied. Original sentences were written and examined and the special needs were drilled on. Sentences were analyzed. A detailed study has been made of the subject and predicates with special drill on the agreement of subjects and verbs. The parts of speech and the work of each in the sentence has helped in correcting word errors.

In addition to study and grammar drills many opportunities were given for applying the work. The group wrote sentences answering questions after reading Highways pp. 304-308. Sentences were written using the new words learned in the weekly spelling assignments. Paragraph opportunities were given by writing summaries of articles read in current magazines and newspapers. One short story was written based on introductory paragraphs which each pupil finished according to his own imaginary tendencies. Both extemporaneous and well prepared oral reports have been given frequently. Oral book reviews, current events reports, and one longer research report, stimulated by seeing the movie "Highlights of Our Presidents" have all given speaking opportunities. Each pupil was responsible for the telling of the main events occurring during a president's terms. A good deal of reading in history books was necessary in preparing this talk.

Plans for new work:

The remaining part of the quarter will be spent on word study. The material for the relocation notebook will be completed and assembled.

The first few weeks in the new quarter will be spent on learning to make better speeches. The following outline will probably be followed: Problems in Speaking, Preparing Speeches, and Common Types of Speeches, etc.

General Education

Report: March 1--March 24/44

Catharine Ludy

The grammar unit begun earlier in the quarter has been continued during this period. Much of the time has been spent on both oral and written drills. Sections six and seven (pp. 341-387) in Tressler Junior English in Action Book III have been studied carefully. Additional drill has been given for those needing special work. The emphasis has been placed on verb study with a good deal of practice on verb and subject agreement.

Several days were spent reviewing the work done during the quarter. A rather comprehensive grammar examination was given.

Other activities engaged in:

1. Spelling

The words studied in the weekly assignments in Goals in Spelling were used as a part of the grammar drill. Special attention was given to word meanings.

2. Reading and Research

The "Current Events" and "Scholastic" Magazines have been read and discussed each week.

Each pupil has done considerable reading in the library on facts about states of his own choosing. The 9-2 class wrote interesting articles on their findings. Some were original and showed a good understanding of some area in the United States. A number of the class became enthusiastic about chances for relocating in one of these areas.

Plans for new work

Plans for oral work have been made. Some time will be spent on learning to make good speeches, studying the problems in speaking, practicing different types of speeches.

9

General Education
Report: Semester Summary
May 15, 1944
Catharine Ludy

The following outline indicates in general the work done during the semester. The monthly reports give procedure details. Whenever possible units of several weeks length have been organized.

Civics

A Text Material

1. Civics in American Life, Edmonson and Dondineau, pp 243-421
2. Current Events Magazine
3. Scholastic Magazine

B Subject Matter Outline

Unit IV American Democracy Its Meaning and Its Obligation for the Citizen

1. Becoming a citizen of the United States.
2. The Government and its laws.
3. How Government is paid for.
4. Political parties and elections.
- v5. How public opinion works in civic life.

Grammar and English Activities

A Text Material

1. Junior English in Action, Tressler
2. How to Speak and Write, Mc Kee, Peet, and Nardin
3. Roberts Rules of Order

B Subject Matter Outline

In addition to making the English activity as functional as possible and giving special attention to grammar in all written and oral work, it seemed best to spend a few weeks on grammar drills and punctuation. The following outline indicates the items studied:

1. Sentence Sense
 - a--Phrase, Subordinate clause, and sentence p. 407
 - b--Sentence Fragments p. 408
 - c--Run-on Sentence p 413
2. Parts of Speech
 - a--Predicate verb p 269
 - b--Simple subject p 272
 - c--Simple sentence with compound subject and predicate p 277
 - d--Noun p 280
 - e--Pronoun p 281
 - f--Verb p 283
 - g--Recognizing and using adjectives p 289
 - h--Pronouns and adjectives p 286
 - i--Recognizing and using adverbs p 286
 - j--Recognizing and using prepositions p 288
 - k--Conjunctions p 291
 - l--Interjection p 292
 - m--Using a word as different parts of speech p 292

3. Punctuation pp 296-324

4. aCorrect Word Usage

a--Correct pronouns p 324-339

b--Correct verbs -- pp 341-371

c--Correct adjectives, adverbs and preposition pp 373-383

Spelling

A Text Material

Goals in Spelling

English in Action pp 430-436, 451-460

Emphasis has been placed on word meaning and vocabulary building. Special drill has been given to lists of "spelling demons."

Reading

In addition to text book assignments weekly current events, oral reading, and library assignments there have been definite reading assignments made in the following collections of literature:

Rewards, Herzberg, Paine, Words

Forward, Pooley, Walcott

Highways, Barnes, Bessey, Gambill

Oral English

A General discussion of the problems involved:

1. Problems in speaking
2. Preparing speeches
3. Kinds of speeches

B Practice and Experience

1. Group work on clear enunciation and correct pronunciation of words. Choral reading was found effective.

2. Individual talks

- a. Each pupil made a study of different kinds, read examples, listened to radio oral talks.

- b. Each pupil had the experience of giving orally the following talks:

1. Impromptu
2. Sales talks
3. Information talks
 - a. Current Events
 - b. States
 - c. Hobby

4. Radio talks
 - a. An announcement
 - b. Sales talk

Note: Some time was spent getting familiar with the public address system.

5. Book Review
6. Jokes and Humorous Stories.

Culminating Activity

Throughout the semester each pupil spent time outside of class gathering information on some state he was interested in learning more about. Special booklets and oral reports were given on the findings. A class jigsaw map was made by each person making according to scale a map of his state. The final map was built on the class wall.

Definiencies

Deficiencies in the pupils achievement which should be given more attention another year.

1. Reading skills
2. Vocabulary
3. Literary background
4. Sentence sense

Margaret L. Hopcraft

General Education
9-3 and 9-4
October 15, 1943

L3.62

The first two weeks of October have been spent on a unit on the Library. Each member of the class has turned in the results of his study and practice in the library and has taken a written test.

The individual projects were due on the 15th, but several were unfinished and will be in Monday. At that time, the Room Committees will place them on exhibition in the room. Anyone interested is invited to step in and see them. A few are rather original and some show interest and careful work. On the whole, the unit appeared to be of value to most of the pupils.

Drill work for this period --spelling, formation of plurals, and the use of capitals.

Next week, we plan to have a short unit on Co-operatives, as suggested by Miss Beaver. This will consist, probably, of a teacher's lecture and short reports by members of the class from selected material.

We have discovered a reticence on the part of many pupils to offer remarks voluntarily to the class. Hence, we have planned a short unit on Conversation to help overcome this difficulty.

We plan to study written conversation in literature and to write samples of interesting conversations, also, which will give practice in English skills and technique.

Margaret L. Hopcraft
November 1, 1943

General Education

During the period from October 15 through October 27 we worked out a short unit on Co-operatives--some classreading, general discussion, and special reports.

Feeling the need of more ease in talking, we decided upon a unit in Conversation, which we are now completing. We discussed the needs of being able to talk with people--social needs, school needs, and business needs. (One student's comment was, "What would the Fuller Brush man do if he couldn't talk well?")

We practiced introducing persons, telephone conversations, and social conversation in groups and before the class. We are now having short talks before the class on subjects of interest to individual members. A few pupils have preferred to give informative reports instead.

We expect to continue to stress oral English for the next two weeks, evaluating the talks given and stressing 2 chief objectives--(1) improving the quality of the voice, and (2) gaining ease in talking before a group.

For English skills and techniques, we studied and applied the rules for written conversation. We found examples of good dialogue in stories and wrote original dialogues. For extra work some members studied dialogue in plays and wrote short examples.

For the next week, I plan to use a study-habit questionnaire and afterwards work out a unit in Civics with the group. This will be directed study and we will try to improve our study habits as needed.

General Education - 9³, 9⁴
November 15, 1943

Margaret L. Hopcraft

The chief objective for this period was to develop ease and fluency in talking with a group. We had previously discovered social, school, and business needs for improving our conversation, so we used this period in finding suitable and interesting subjects to talk about, and in participating in group and class discussions.

The topics selected for special study for Education Week were: Post War Education and Education Through the Public Schools. Current Events, The Scholastic, The Reader's Digest, the assembly panel discussion, and special articles, and a unit in our Civics textbook provided the material for the discussions which concluded the study. I made a notation of the pupils who took part in the final discussion (led by a student) and found that all but two girls, who are very shy, took part, some responding as many as six or seven times.

We also discussed the writing of conversation, found good examples in books and readers, and learned how to write simple conversations naturally. We found it necessary to learn a few rules for the punctuation, capitalization, and paragraphing of quotations.

An extra activity which grew out of our "Conversation unit" was a class party planned by one of the groups. The committees planned things for all to do, and every member of the group took part in the games and competitive activities which were well organized.

Other activities included a discussion of the film showing the cities of Baltimore and Washington, vocabulary study, and daily work in spelling.

We are continuing our study of American Institutions in our Democracy, taking the "American Newspaper" as the next unit.

10-10-43
Oct-1-43

General Education Classes 9³, 9⁴

The first two weeks we spent in getting acquainted--the children writing about themselves, their experiences, plans, etc.

We had individual tests for reading ability, language or speech defects, discussed current events, community life at Amache, and worked out a short unit as an introduction to the study of civics.

For the next two weeks we have planned and are now working on a Library unit. The attached plan of activities was worked out by the classes and supplemented with suggestions supplied by teacher.

We have decided for the present to spend 2 periods on our unit activity and use the third one for the development of skills and drill in needed fundamentals. For that purpose, we are making use of the 8th grade spelling books, adding words that arise in other activities. Construction of sentences--the formation of plurals, and the need of using connectives-- are being taken care of at this time.

One group--9⁴--has decided to give a welcoming party on Monday, October 4, for the five new members from Tule Lake.

Margaret L. Hopcraft

LIBRARY UNIT

A. Questions to answer:

1. Books are like people. Can you explain this?
2. How should a new book be opened?
3. What are "dogs' ears"?
4. Should we write, underline, or make notes in books?
5. What are some good book marks?
6. What are some of the uses of books? Of magazines? Of newspapers?
7. What are "hieroglyphics"? What is a "scroll"?
8. How does Japanese writing differ from American printing?
9. Who invented the first printing press? Where? When?
10. How were books written before the invention of the printing press?
11. Who had the first printing press in America?
12. What kinds of material are used in making book covers?
13. What and where are the following:
 - a. Title page
 - b. Copyright page
 - c. Table of contents
 - d. Preface
 - e. Bibliography
 - f. Index
14. What does the word "library" mean?
15. What is the "Dewey decimal" system of arranging and marking books?
16. How are fiction books arranged?
17. What three types of cards are in the card catalog?
18. What are "best sellers"? Are they always the best books of year? Give reasons for your answer.
19. Where was the first public library in America?
20. Of what special interest is the Congressional Library?
21. What special help is the school library to high school pupils?
22. Are you interested in library work as a vocation? If so, where can information be obtained as to preparation necessary, opportunities for employment, salaries, etc.?
23. Do we have any stories about librarians?
24. Are you familiar with the system used at Amache for checking out books?
25. Do you now know where to look for fiction books, the reference books, magazines? Can you use the card catalog? Can you find a book if you do not know the title? If you do not know the author?

B. Activities for all members of the class

1. Make a set of 10 rules for the proper use of books.
2. Make a set of 5 rules for the proper use of the library.
3. Make a list of all the printed material you see in one day.
4. Learn something about the manuscript writing of Middle Age.
5. Learn something about the early printing press.
6. Learn the parts of a book.
7. Learn the arrangement of our school library.
8. Learn the main classes of the Dewey Decimal system.
9. Find 4 fiction books and make author cards for them.
10. Find 4 non-fiction books and make title cards for them.
11. Find 4 books on some interesting subject or hobby and make subject cards for them.
12. Make a list of the general reference books in our library.

C. Individual activities--as many as you choose

1. Make a poster illustrating the proper use of books.
2. Make a poster for the classroom illustrating the proper use of the library.
3. Write an essay or give a report on early writing. Look up the writings of the Egyptians, Assyrians, Phoenicians, etc.
4. Make a clay tablet.
5. Make a scroll.
6. Find out how deaf and dumb people talk and show the class.
7. Give a report on books for the blind.
8. Make a block print on soft wood or thick linoleum if it can be obtained.
9. Make a copy of a Middle Ages manuscript.
10. Make a list of the magazines in our school library--name, where published, cost, type of stories or articles.
11. Make an attractive book jacket for a favorite book.
12. Make a collection of pictures of libraries to show the class.
13. Read and report on a few essays about books, as Francis Bacon's essay "On Studies."
14. Give a report on the Congressional Library.
15. Look up the Copyright laws of the U. S. and give a report to the class.
16. Give a report on the printing press.
17. Each state is assigned a certain decimal number according to the section of the U. S. in which it is. Make a list of all the states showing the number assigned to each.
18. Design a book mark for the class to make.
19. Make a bibliography of all the books you can find in the library on a special subject or hobby.
20. Write an essay on a subject connected with this unit.

Magaret L. Hopcraft
General Education 9-3, 9-4
December 1-15, 1943

After completing and discussing our Newspaper Unit (in the series of American Institutions), the 9-3 group decided not to undertake any specific unit until after the Christmas vacation, but to concentrate on phases of General Education in which they needed further study.

The 9-4 group felt that they needed more time to complete their individual social science units and are to have the Christmas vacation in which to finish them, since we are not using much class time for these projects. When they are completed, each pupil is to present orally a report of his unit to the class.

Our Current Events test showed a lack of knowledge of many names and places in the news. Hence, we have been doing some work in Global Geography, reading maps, locating countries, cities, islands, etc. Specific objectives; to become more familiar with names and locations of places of interest in the world at war. Our study so far has included map study (air maps, as the Polar Projection), a bird's eye view of Alaska and its influence today, and the islands of the Pacific. We plan to glance at the Balkans next.

All our work this period has emphasized oral English, in class discussions, grammar reviews, map study, etc. We are also reading aloud in both sections Dickens's "Christmas Carol," striving for better pronunciation, enunciation, and expression. We started choral reading but have not progressed very far with it as yet.

We continue our daily work with spelling and are now reviewing the words of the second quarter. Special attention these two weeks on derivatives, roots, prefixes, and suffixes. We have also completed a general review of verbs and have had a couple of tests (attached) with practically no failures.

The special classes in English Grammar have now covered pages 341-382 in Tressler's Junior English in Action and are reviewing the use of prepositions and conjunctions.

Surveys and Tests:

Study habit Questionnaire. Summary of answers to individual questions attached. We discussed some of the needs and ways of improving study habits, as for example, making outlines, what to read carefully and what to scan, etc.

Current Events Test:

Section 9-4
Highest score---82
Lowest score----35
Class median----58

Section 9-3
Highest score---79
Lowest score----15
Class median----47

Since we did not have all the issues of Current Events to read, it would probably not be expedient to compare results with other groups. This test showed that we needed to increase our knowledge of places in the news. Hence our study of Global Geography.

Other activities:-Plans for a class party by 9-4.
Weekly class meetings. Committees selected to decorate the room for Christmas.

Work for next period:-We plan to continue our oral reading, our study of Global Geography, and to make some maps, locating places in the news of today. Extra words for spelling lists taken from study of geography and current events. Oral discussion wherever indicated. Study of parts of speech in special classes.

9-3 and 9-4

Margaret L. Hopcraft
General Education
January 15, 1944

SEMESTER REPORT

Our over-all objective this year is to make a study of the democratic way of life, the United States government, and its institutions, so that we may be better able to understand what democracy is and what it means to us as individuals, as American citizens, and as citizens of the world.

We have centered our work for the first semester around American institutions,--the home, the church, the school, the library, the newspaper, etc. We have read and discussed Current Events--local, national, and international--in their relation to our daily lives. We have tried to exemplify the democratic way of life, working together as a class, individually, and in groups.

The work of the next quarter is to be centered around our government with an intensive study of the Constitution.

Special units studied this semester have been: American Libraries, American Newspapers, and a unit on Conversation. The 9-4 group developed individual units, ranging from Relocation to special studies of the smaller, less-known European states.

Special work covered during first semester

Spelling:

Daily lessons in spelling, meaning, use of words.
First 14 units in Goals in Spelling.

Written English and Grammar:

Study and review of capitalization, punctuation, possessive case, plurals. Study of parts of speech, with emphasis on nouns and verbs. Agreement of verb with subject, correct use of difficult verbs. Drill and tests.

Sentence and paragraph construction.

Study of the Precis, its value and use. Each member of the group wrote a precis of a magazine article selected from a late issue.

Junior English in Action, Book III, pp. 267-387, and pp. 209-215.

Oral English:

Developed through a unit on Conversation. Informal and impromptu talks in order to gain confidence and ease. Class discussions led by members of the group. Extemporaneous speeches and oral reports. Oral book reviews.

Each pupil who worked on an individual unit explained it to the class and answered questions about it.

Reading:

Both groups read Dickens's Christmas Carol aloud.

Read a unit on Mystery stories for enjoyment and to increase interest in reading. Also read units on "Men Against the Sea" and "Struggle for the Land" in connection with social studies.

Social Studies:

Weekly reading and discussion of current events. Map study, learning new words, names, places, persons, in the news. Individual units on special foreign states.

Relocation: General discussions. A number of students have made special studies of states or sections of the country that are being considered by their families for relocation.

Civics:

We have covered the first seven chapters in the text, Civics in American Life. Now studying local and state governments.

Other activities:

Class meetings. One group has undertaken the making of a constitution. Both groups have held class parties at Hospitality House; one group had a very successful New Year's party during the Christmas vacation, games and dances (with written invitations and programs).

Margaret L. Hopcraft
General Education
9³, 9⁴

Report from Jan. 17 to Feb. 29, 1944

Work for this period has centered around our government. Our objectives have been to gain a working knowledge of the various types of government with which a citizen of the United States is concerned--local, state, and national--so that we may better realize our duties and responsibilities as well as the rights and privileges of the democracy in which we live. Emphasis, of course, is on life in a normal American community as it will be when the students will leave the center.

We have made a somewhat comprehensive study of town, municipal, and state governments and an intensive study, not yet completed, of the national government and the U.S. Constitution. Each pupil is also doing some individual research project in Civics in which he is interested.

We have done considerable reading, answered questions on the text, gathered information and statistics, discussed several debatable questions, taken a series of tests on factual knowledge, and have developed a vocabulary based upon our study of government.

Ground covered in the text, CIVICS IN AMERICAN LIFE, by Edmonson and Dondineau, -- Chapters VII-XIV, pages 95-242.

In connection with our study of Civics, we ordered moving pictures, "Our National Government" and "March of the Presidents", which were discussed and used as theme for written composition.

A unit of letter writing was completed--friendly letters were written, criticized, and sent. Some pupils sought help in writing letters to relatives and friends overseas.

Spelling -- Units 16-21 in our spelling workbooks as well as the spelling of the civics vocabulary worked out together. Oral reading of Current Events and from the Civics texts.

Activities:

The 9⁴ group prepared and adopted a written constitution. Both groups have been studying some Parliamentary Law in order to conduct class meetings better, and to understand terms used.

Cont'd -- Report from Jan. 17 to Feb. 29, 1944

The 9³ group held a Valentine practice dance--which grew out of short discussions of Etiquette with the boys. This was quite successful as many of the girls, who had never before been on a dance floor, took part in the dancing.

The 9⁴ group held an evening party on February 19, which was exceptionally well-planned and organized. They held a "scavenger hunt", a "scrambled words" contest using words pertaining to camp life, "truth and consequences", and gave a prize for the person who told the best story or joke. All members present took part and enjoyed the games very much.

Margaret L. Hopcraft
General Education
9-3 and 9-4

Report to March 17, 1944

We finished our study of United States government this quarter, and both groups took a standard test on the U.S. Constitution and a comprehensive test, covering the various fields in Civics that we had studied. We spent some time on U. S. Foreign Relations and policies and studied a film on the Monroe Doctrine in this connection.

We also completed a Civics vocabulary, which included new terms and ~~words~~ other words that our study of civics had imbued with new meaning.

Each member of the group did an individual project in Civics, that was turned in and discussed at the close of the quarter. There was a wide range of projects that included a study of a township, a plan for a proposed small city, special studies of Washington, of the House, the Senate, the President's Cabinet, the problem of Juvenile Delinquency, studies of the Presidents (we had viewed a moving picture containing glimpses of the last 8 occupants of the White House), and clippings from newspapers and magazines illustrating terms we had learned in our study.

Both groups did remarkably well in the standard test on the Constitution, the 9-4 group having a median of a college freshman class and the 9-3 group, that of an 11th grade. On the compre-

hensive test, I suggested that they might add what (if anything) they had gained through this study. I quote a few remarks:

" . . . Before we took this unit I came upon many Civics terms that I couldn't understand. Now I understand many of them . . . "

" . . . I have been telling all I know about Civics to my father and other friends. . . "

" . . . I have learned in Civics how our government is run under a republican form of government, . . . and how the Constitution is amended and why it is necessary to be amended, and last but an important one how to become a good citizen." . . "

" . . . I have learned many things I didn't know about. I always thought the president was elected by direct vote of the people. Now I know what the Bill of Rights are. Now when I read newspapers I understand when they talk about municipalities, treason, the Ways and Means Committee, etc."

"Now I am understanding little by little about our government and many laws. . . "

" . . . I'm glad we studied it too because some of the terms that we learned in Civics you see all the time and if we didn't study it I never would have understood what they meant. The day we learned what indictment was, after school I was looking at a comic and it had the word indict in it. If we didn't study it in Civics I wouldn't have even known how to pronounce it because I never look for a dictionary when I'm looking at a comic."

" . . . Even though Civics was mostly learning facts it was sort of interesting because you start talking about why they put this and that in the Constitution, and even when we're playing we sort of talk Civics telling each other they weren't supposed to be citizens because they are illiterate and so forth."

" . . . When I read the newspapers I can understand what things mean more than I used to . . . "

"At the beginning of this year I had a very vague idea of Civics. . . . The study of local, state, and national governments, has helped me in reading articles about our government. If I had read those articles 9 weeks ago, I couldn't have made head or tails of them."

" . . . I have gained a lot of knowledge which I hope to store for further education. I have enjoyed it so much that I wouldn't mind if we had another quarter of it."

" . . . When I move out I think Civics will come in handy. . . . I do not want to be embarrassed by not knowing about our government. . . ."

" . . . I have started to read newspapers, Time magazine, and other articles concerned with war and legislation and to listen to news over the radio."

" . . . The meaning of our Constitution is very difficult to understand, but by reading over and over again and studying the parts, I finally learned almost what every article meant. . . ."

" . . . When I read about Congress and Committees now, I am more interested and I can understand more."

" . . . Now I know my duties as a citizen of the U. S. and I also know my rights. . . . I know now that every person is created equal but it does not refer to us now but someday it will."

" . . . Through all the grumbles and gripes I make about Civics, I can truthfully say I have gained, not good grades, I'm sure, but I have learned enough to give me a general idea of how our country is run and what it is based on."

In addition to our study of Civics, we have had daily lessons in spelling, talks on current events, and class discussions on topics arising from our study of government. Other activities included several studies of films in connection with the Federal Government and our Foreign Relations (Monroe Doctrine and Walt Disney's trip to Latin America).

We ended the quarter with an all-freshman party the evening of March 17th, which was well-attended and well planned by the various committees of all the freshman groups.

Margaret L. Hopcraft
English and Social Studies
Groups 9-3 and 9-4

Report for Period March 20-April 18, 1944

At the beginning of the quarter, both groups voted to do individual projects outside of school time. The main objectives were:

1. To decide upon something that would be of interest enough to carry through to a successful conclusion.
2. To develop initiative and originality. (If any informative material was to be used, it was to be re-organized or rewritten in the pupil's own way.)

Handiwork--murals, wooden or crotcheted articles for the room--were voted as acceptable projects as well as research problems in literature, geography, history, etc. These individual projects are to be turned in by the 5th of May.

Class work this quarter has been centered around English. After discussing literature in general, we developed a unit on "Poetry." Types of poems, rhythm, rhyme, folklore, etc. were discussed. Various poems were read by the groups orally, by individuals, in unison, and as choral readings. A little scansion was attempted to get the "feel" of the rhythm. Each member of the class selected a poem to read and interpret to the group. With the study of this unit the groups enjoyed the fine records of "I Hear America Calling." Several members became interested in making collections of poetry.

Because many of these ninth grade pupils expect to study some foreign language soon, and since all felt the need of a better understanding of English grammar, we have been taking a rather formal, intensive study of sentences, phrases, and parts of speech. For this review we have been using "dittoed" practice pages and tests. We have had considerable practice also in the writing of sentences using correct prepositions, verb forms, etc.

Spelling:--We are reviewing the spelling lists of our workbook in spelling. We have been increasing our vocabulary by learning new terms in literature and in our study of current events. We found a number of lists of words frequently misspelled and are working on them. One such excellent list we used was in a late issue of the "Scholastic."

Social Studies: We have been having weekly readings, discussions, and tests of Current Events.

Because the members of these groups will have a greater choice of electives next year and many are undecided what field they want to enter, we felt that a study of vocations might be of value at this time. We have just started this unit with general discussions. Later each member of the group will select some line of work in which he is interested and make a study of it to present to the rest of the class in an oral report.

Margaret L. Hopcraft
General Education
9-3, 9-4

SEMESTER REPORT

January 17 - May 19, 1944

Our work for the first half of the semester centered around a study of Civics and the U.S. government. The second half of the semester we emphasized English skills and techniques.

CIVICS: Our objective in the study of Civics was to gain a working knowledge of the various types of government with which a citizen of the United States is concerned, local, state, and national--so that we may better realize our duties and responsibilities as well as the rights and privileges of the democracy in which we live.

The text used was Civics in American Life by Edmonson and Dondineau. Chapters covered were VII through XX, pp. 93-350.

Each pupil kept a Civics notebook, which included a special study of some phase of government in which he was especially interested. We also developed a working vocabulary in Civics.

CURRENT EVENTS were read and discussed weekly. We found that our study of the Federal Government, foreign relations, etc., aided greatly in our understanding.

Social Studies also included special studies of states of localities in which members of the group were interested for relocation purposes. We undertook a unit on Vocations, using the reference material from the library for our study. After a general discussion, each member of the group selected an occupation in which he was interested. He made an outline for his study, collected facts and data, and gave a talk on the results of his research over the public address system. The class president introduced the speakers and gained considerable experience in extemporaneous speaking.

English:

We did some work in formal grammar the last quarter, which included:-

1. Parts of speech and the uses of words in sentences.
2. Verbals
Participles, gerunds, infinitives.
3. Simple, compound, complex sentences.
4. Special study of clauses
Noun, adjective, adverb.
5. Comparison of adjectives and adverbs.
6. Pronouns.
Personal, relative, demonstrative, indefinite.
Use of pronouns in the sentence.
7. Cases of nouns and pronouns.
8. Tenses of verbs.
9. Drill in the proper use of words and correction of common errors.

Each pupil was given a set of dittoed language work-book papers and worked at his own speed.

We also had practice in punctuation, capitalization, the writing of quotations, the use of the possessive case, etc.

Text used was Tressler's Junior English in Action, Book III, pages 267-460.

Spelling and vocabulary building:

We finished our spelling workbooks--Goals in Spelling, Grade VIII, and reviewed several additional spelling lists. We added new words from our study of Current Events and our Civics vocabulary lists.

Written English:

We took a short unit on letter writing, reviewing the forms of both social and business letters. We wrote letters to members of the group who had gone outside or relocated.

We practiced writing sentences to develop sentence sense. Agreement of verb with subject was emphasized.

Several members of the group did some very fine creative writing. Two girls wrote an original one-act play about some Nisei students who had relocated in the East. Several made studies of authors whose works they enjoyed reading; some wrote book reviews; a few attempted original verse.

Oral English:

Discussion of Current Events.

Several informal debates on Civics questions.

Informative talks on Vocation, using the public address system.

Reading and Literature:

We developed a short unit on Poetry. Our objective was to gain a better understanding of and create a liking for this form of literature. We read a number of poems together and discussed rhythm and rhyme. We found and read various types of poems. Each member of the group read a poem of his own choice to the class and discussed it briefly. A few were interested in making collections of poems. Several attempted some original verse.

Other reading activities included selections from the regular ninth grade readers and library books in connection with our various units. For example, as we studied the making of the Constitution, we read a number of orations and speeches of that period. We read a number of selections from library pamphlets on the subject of Foreign Relations.

We listened to musical records--"I Hear America Calling".

We studied and reviewed a number of films in connection with our study of Civics and Government. These included:-

"Our National Government"

"Incidents from the Lives of the Presidents"

"Washington's Life and Times"

Class Activities:

Group Parties.

St. Patrick's Day party -- entire freshman class.

Freshman party for the eighth Graders.

A class picnic was planned but postponed until after the close of school.

Deficiencies noted:

Achievement tests showed up noticeable deficiencies in vocabulary and reading comprehension. Many words that pupils did not know the meaning of we had taken for granted that they understood. In spelling--weekly word lists very well done, but written work showed up misuse and misspelling of simple words. In oral English, enunciation poor--particularly the endings of words. Poor sentence construction.