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C

ELEMENTARY SCHOOLS
Tule Lake Center
Newell, California

Period of _____

To the parents:

This report is intended to show your child's progress in school, therefore, give it your careful attention. Our goal is the development of the children into wholesome and useful members of society. We ask each child to do his best. We attach great importance to effort and improvement, to manners and conduct. We invite you to visit the schools.

Kenneth M. Harkness
Superintendent of Schools

ACADEMIC

ARTS

PERSONAL

SOCIAL

Days absent _____
Days present _____
Times tardy _____

Teacher _____

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REPORT TO PARENTS

READING

- _____ 1. Work is satisfactory
- _____ 2. Work is showing improvement
- _____ 3. Unsatisfactory
- _____ 4. Reads well orally
- _____ 5. Reads with understanding
- _____ 6. Parent please consult with the teacher
- _____ 7.

SPELLING

- _____ 1. Number of words studied _____
- _____ 2. Average number of words spelled correctly by each pupil _____
- _____ 3. Number of words spelled correctly by child _____

NUMBERS

- _____ 1. Work is satisfactory
- _____ 2. Work is unsatisfactory
- _____ 3.

LANGUAGE ARTS

- _____ 1. Clear oral expression
- _____ 2. Uses good speech
- _____ 3. Writes legibly and neatly
- _____ 4. Art work is original and neat
- _____ 5.

HABITS

- _____ 1. Does not disturb others
- _____ 2. Is learning to work with others
- _____ 3. Plays well with others
- _____ 4. Is learning to follow directions
- _____ 5. Uses time wisely

Days absent _____
Days present _____
Times tardy _____

REMARKS _____

Teacher _____

SUGGESTIVE MATERIAL

WHAT THE SCHOOLS SHOULD TEACH IN WARTIME

When the role of the elementary school is considered in the light of the above analysis, it appears that the instruction at that level should seek to accomplish at least the following results during the elementary-school years¹:

1. Lay a sound foundation of skills and habits of accuracy in reading, spelling, writing, and arithmetic.
2. Maintain the greatest possible amount of security, courage, and self-confidence. Avoid undue excitement, pathological hatreds and fears, and hysteria. Keep discussion of the war in bounds. Keep informed regarding the home and family problems of each child so that the child whose mother works in a war industry or the child who has relatives in posts of danger may always be treated with understanding.
3. Promote good health. Teach the proper choice of food to secure good nutrition in wartime diets. Stress the prevention, isolation, and proper treatment of contagious diseases. Cooperate in all community efforts to improve housing, sanitation, and recreation, and to provide for necessary child-care centers.
4. Provide many opportunities for community service, both of a wartime and peacetime nature. Participate in the salvage, Red Cross, war savings, victory garden, and other federal programs. Guide these experiences so that maximum learning in terms of a participating democratic citizenship will result. The habits, attitudes, and information that elementary-school children acquire by engaging in war service activities are more important than the income from the sale of stamps or the collection of salvage.
5. Expand and improve the teaching of cultural and physical geography. The end in view is to develop an accurate knowledge of the earth as the home of man, of the principal resources of soil and culture in the various regions of the globe, and of the inter-dependence and relationships of peoples and nations. Show the key position held by the people of the United States and stress

¹The special problems of the elementary school in connection with the care and education of the young children of mothers who are gainfully employed are recognized later in connection with the war industries training program.

their share of the responsibility for world order, justice, and security.

6. Emphasize the ideals of freedom and equality for which we are fighting. Teach the history of these ideals in this country and elsewhere. Develop the clearest possible understanding of these ideals and the deepest possible loyalty to them.

7. Enrich the artistic, literary, and musical experiences of the children and the community, partly in order to provide a release for wartime emotions and partly as a tool for self-realization in childhood and adult life.

The above items cannot be arranged in any order of relative importance; all are essential.

CONVERSION OF THE SECONDARY SCHOOL

In the secondary schools, every young person must be regarded as a reservist in preparation for the armed forces or for the war industries. These young people are almost at the point of assuming full adult responsibilities. Young men are subject to selective service at age eighteen.

Many demands are being made on the schools from many sources in connection with the education of this group. Teachers are asked to teach more things in less time. They are asked to overhaul their programs of instruction and to teach wartime skills to people who, in other years, might have been regarded as incapable of learning them. Some of these demands of the war agencies are based on a careful study of the specific needs of the nation. Other demands are of an extremely general type.

If educators should attempt to respond to all the calls made upon them for assistance, they would be able to satisfy none of them. It is the obligation of teachers and school administrators to see the educational program as a whole and to make the most effective use of a certain limited period of time in the education of youth. In order to do so, they need to evaluate the various demands that are made, to determine some order of priority for the various services which they are asked to render, and (the most difficult task of all) to discontinue certain prewar educational services in order to meet the new situation.

To expect that the secondary-school program can be retained substantially as it was, with superficial additions here and there to acknowledge the fact that the United States is engaged in a war of survival, is to avoid reality. The policy that nothing in the prewar program can be discontinued and that all the war activities of the school must be regarded primarily as extras is both inefficient and impractical. This viewpoint has its parallel in the

attitude of some Americans -- that we can wage and win a major war without giving up the comforts, and many of the things we thought were the necessities, of life. The war must profoundly modify the entire program of secondary education. It is not enough to show that a particular prewar program activity has value in the total war effort. The question which every activity in the secondary school must face is: Does this activity have a greater wartime value than any other which can possibly be provided or devised? The needs of the present day cannot possibly be met merely by tacking on additional courses, as one adds a careless postscript to a message that is already complete as it stands.

The program for education in wartime, as presented in these pages, is not, in some respects, a program that we would favor in peace. It will require us to dispense with many cherished and valuable educational activities, just as, for example, we have given up the possibility of new automobiles for the duration. Nevertheless, there are compensating gains. If it is a good thing to teach nutrition in wartime, it is a good thing to teach nutrition in peacetime. So it is with reference to the teaching of thrift, good habits of saving and spending, personal hygiene, public health, first aid, safety, habits of industry, vocational skills, civic loyalty, and community service. If the war brings about a more generous recognition of the value of such education, it will not be wholly detrimental to secondary education in this country.

This war, like a giant earthquake, is testing the strength of all social institutions, including the public schools. The shock has revealed many weak timbers and many unnoticed points of poor construction in our educational program and policy. These weaknesses have to be patched up quickly in order to meet the imperious demands of war, but some of the repairs should make the building more serviceable even after the earthquake has subsided.





TULE LAKE PROJECT
NEWELL, CALIFORNIA

SUGGESTED FREE PERIOD ACTIVITIES
for
ELEMENTARY GRADES

The following pages are explanations of various activities which may be used in free periods. They are all activities which have been used by experienced teachers.

Martin P. Gunderson

Part I. General Activities that Non-Readers or Readers Can Do Independently.

A. Activities and Games Involving No Expense

1. Planned free or dramatic play for children too immature for reading or work centers.
 - a) Teacher may guide children in making a simple outline (orally) for play.
 - b) Teacher may suggest story or topic for children to use.
2. Puppet Play
 - a) Child draws simple figures on tagboard -- colors and cuts out figure. A stick or piece of tagboard is fastened to the back of the figure.
 - b) A table or small screen (behind which children can operate their puppets) serves as a stage.
 - c) Children hold the sticks and move various characters across table or screen.
 - d) Scenery may also be made if the children want it.
3. Picture reading for immature youngsters
4. Individual picture booklets
 - a) Encourage children to find pictures suitable for a Family Book.
 - 1) Mother Book
 - 2) Father Book
 - 3) Baby Book

Cover the activities of each member within the family unit.
 - b) The above could be guided to stimulate an interest in making a Home Book.
 - c) Other books that could grow out of the above type of activity:
 - 1) Health Book
 - 2) Nature Book
 - 3) Pet Book
 - d) Picture Dictionary - familiar objects
5. Easel Painting -- coloring
 - a) Children love to express themselves in color. Have one corner of the classroom fitted with the necessary materials:

- 1) Kalsomine in a variety of colors is a favorite medium to use.
- 2) Colored chalk is another favorite medium and may be used in a number of different ways.
 - a) Colored chalk may be used on large sheets of paper (butcher) quite in the ordinary manner.
 - b) Colored chalk may be used on **wet paper** in which **case** the colors are ever so much brighter. (Problem of chalk dust is largely eliminated if the chalk is used thus)
 - c) Colored chalk may be dipped in water and then used on the paper.
 - d) A fourth method of using colored chalk is to use it as mentioned above in "a" and then to have the child dip two fingers into water and go over the entire picture - this gives some interesting effects and is more or less like finger painting
 - e) Use of large hexagonal crayons on easel or wall board.

6. Clay Work

- a) Clay is much used by children as a means of expression in connection with their own vital experiences.
- b) Clay may be used to excellent advantage in modeling objects, animals for a farm project, dishes for a house, etc., and in many other ways for an activity.

7. Illustrating stories or poems told by the teacher.

8. Working on unit activity

9. Group Work -- matching exercises

- a) Words and pictures
- b) Numbers and objects
- c) Take a large piece of tagboard -- at the top print or write "Pets" and below put pictures of different pets with the words telling what they are underneath. In an envelope one could have strips of heavy paper with the names of animals; match to the correct pictures.
- d) Other ideas to work out on the same plan as in "c" would be:
 - 1) Things we eat
 - 2) Things we wear
 - 3) Farm animals
 - 4) Toys
 - 5) Our family

Colored pictures are preferable and you should have as attractive pictures as possible.

10. Domino Games
 - a) Children recognize likenesses and differences
 - b) Recognition of groups of numbers as a whole without first resorting to the "crutch" of counting.
11. Matching Sentences
12. Matching Shapes
 - a) Montessori material is excellent for the child who has difficulty in manipulating objects, etc.
 - b) This type of material is fine for training the child in sharpness of perception, too.
13. Library Table
 - a) Invite interest in the library table through short introductory talk; general attractiveness of corner itself.
 - b) Change materials: picture books, story books, newspapers (made by the children) and children's magazine (Playmate, Child Life, etc.) often to maintain keen interest and delight.
14. Construction Work
 - a) Useful activities can be included under this heading for self-expression along creative lines.
 - b) Types of activities arranged for may be definitely correlated with the unit of activity or with the art work or some other portion of the regular work.
15. Play House
 - a) A corner of the classroom devoted to a play house serves many purposes, such as socializing the young child.
 - b) And developing the child into an integrated personality by setting standards or a positive method in which child may develop good attitudes of behavior, etc.
16. Color Work
 - a) Teaching colors
 - 1) Matching colors only
 - 2) Sorting colored shapes
 - 3) Sorting colored sticks, blocks, etc.
 - 4) A variation of "3" would be to sort the sticks, blocks, etc., according to size, length, and weight after the children had learned the colors and the color names.

- b) Matching flash cards with the printed form to the colors.

17. Blocks

- a) Blocks may be used in making various designs or pictures; remember to keep these designs very simple.
- b) Blocks may be practically any size desired from one inch to four inches or even larger.
- c) Cubes may be used and have the added advantage of adapting themselves to color (one side might be blue, one red, one white, and so on) This exercise is also good for distinguishing likenesses and differences.

18. Puzzles -- Animals or Characters

- a) Make a large illustration of a pig or doll or something else on thin plywood. Cut into different sections.
- b) One side of the wood is painted, and the other side of the wood is covered with cloth. Color animals or characters in bright attractive colors. Good for building up motor control, manipulation, and sharpness of perception.

19. Triple Tiddleywinks -- Number Game

- a) Fasten three boxes of varying sizes and heights one inside another. Number each box: 5, 10, 15.
- b) Small pieces of tagboard cut into the shapes of fish who have fine wire (small hairpins will do) loops for **fins**. A bent pin on a string catches in the fin.
- c) Children may use this as a number game or just for the development of motor skill in catching the fish. One could adapt color work to this very nicely.

20. Box Nine Pins

- a) Five to nine small druggist boxes (or for that matter any small boxes of uniform size) are set up in a large, shallow box cover.
- b) A large marble is used like a ball to knock down the boxes. The players may keep their scores by counting the number knocked down in any one player's turn.
- c) A variation of a number game or rather, something to take its place, would be to write simple directions and **enclose** them in the different boxes. Then the children (those who could read) would follow out the directions.

21. Happy Squirrel's Game

- a) The squirrel and the chipmunk are racing to see which one will get the most nuts -- buttons laid on a picture of a tree drawn on a large box lid.
- b) The counter, made from the top of a small round box with a hand in the middle that will spin, tells (in numbers) how many nuts each play may take in turn. This is simple for non-readers.
- c) This could also be adapted to a color study, and each color could be numbered. Then, according to the color indicated and the score for each color, another number game could be made up.

22. Box Lotto

- a) Two halves of a shallow box are blocked off into twenty squares each. Mixed numbers are drawn or pasted (use small, old calendar pads) in each square.
- b) Make duplicate numbers to match those in small squares. Turn all numbers face down. The reader picks up one and calls off the number. The player who has the number called puts a colored square over that particular number. The one who gets all his numbers covered first wins.
- c) This game lends itself well to adaptation for deaf children. If one is giving words in lip-reading, (the printed or manuscript forms could be written on the box tops in the squares) the children could watch the teacher's lips and if they had the word they could then cover it over with the colored square.

23. Picture Puzzle Games

- a) Children of any age can make jigsaw puzzles from attractive magazine pictures pasted on tagboard. Pictures from the pages of an old nursery rhyme book may also be used.
- b) Some of these puzzles could have just a line of reading across the bottom which could be read when the puzzle was completed--others could just be pictures.

24. Jackstraws--Number Game

- a) Colored sticks may be used or just plain twigs from a nearby tree.
- b) Children count number of twigs they can move from the pile without disturbing any of the others.

26. The Game of Remember

- a) Let the non-readers cut small pictures of familiar objects from old magazines. After the children have a good collection, each of two or three players takes turns at setting up a display--five articles displayed upon a table.

- b) The other players look closely at the pictures and when the displayer takes them away one player (who has been called on) attempts to name the articles from memory. Or he may draw pictures of them. If he misses, another player is called upon, and the game progresses.

B. Activities and Games Involving Slight Expense

1. Electrical Number or Word Board

- a) Board is electrically wired on the back side--in the central portion of the board and coming through to the right or front side of the board is a small electric light. The board is ruled off into squares about four inches by four inches. One side of the board is the question board; the other side is the answer side. This board is made on the series plan, and has two contacts from the battery--one to be used on a rivet on the question side, and the other to be used on rivet on the answer side. If the correct response is made and the child touches his contact to rivet on the answer side that is in turn on the same series as the contact touching the rivet on the question side, the electric light lights.
- b) Board is excellent for number work
- c) Variations of the board for deaf children:
- 1) Have picture of a house on one side of board, and in manuscript writing have the word on the other side. When the light lights the child will know he is correct.
 - 2) To see if the child can associate the right word with the number of objects--have pictures of three balls, dogs, or rabbits on answer side and number or written response of phrase on the other. Also good for use with deaf children.

2. Lincoln Logs

3. The Murray-Way Pocket Board Charts

- a) Excellent for use with non-readers or readers. Very good for children who have trouble in attacking words in reading.
- b) Also excellent and very adaptable again for the deaf child. This is particularly true of the child who is learning different vowels or consonants or combinations of both. The teacher can use this in a variety of ways for speech and lipreading with the small deaf children.

Part II. Specific Activities for Non-Readers to be Supervised by Teacher

- A. Non-reading games to develop general visual abilities--for a child just learning to read

1. Place several small familiar objects on a table, cover with a cloth or paper. Remove cover exposing objects for a few seconds. Replace cover and ask child to name as many objects as he can remember. Gradually increase the number of objects exposed.
 2. Place several objects under the cover on the table. Expose for a few seconds. Have child close eyes while one object is removed. Rearrange the remaining objects. Expose again while the child tries to recall which object is gone.
 3. Expose a simple pattern for a few seconds. Remove and have child draw from memory.
 4. Expose a picture containing a number of items. Remove and have the children tell as many things as they can remember having seen in the picture.
 5. Describe some object and have the child guess what it is. "I am thinking of something little and white with long ears and a short tail and pink eyes", etc. Have the child try to visualize while the object is being described. Describe the clothes and appearance of some person until the child can recognize who is being described.
- B. Non-reading games to develop general auditory abilities, for a child just learning to read
1. Have the child listen to jingles and nursery rhymes, especially those which emphasize a particular sound, as Bye-Baby-Bunting, Hickory-Dickory-Dock, etc. Choral speaking of rhymes or poems may be very helpful.
 2. Tap on the desk several times. The child listens, counts mentally, and then tells the number of taps. Vary by tapping slowly, quickly, and in irregular rhythm. This requires careful attention to auditory stimuli.
 3. Tell a simple story of two or three sentences. Have the child retell the story as accurately as possible.
 4. Make a chart containing pictures of objects beginning with the same sound. Have the children point to each picture, naming it and listening for the beginning or initial sound.
 5. Give oral directions involving two commissions; then three then four or five. "Put a pencil on the table, hop around the desk (teacher's), and then stand by the door."
 6. Listen for words beginning with the same sound. Let the child try to suggest other words beginning with that same initial sound. Give a number of words beginning with the same sound and then give one beginning with a different sound, as man, money, mother, milk, many, sled. See if the child can find the "different" word. Do the same with rhyming words.

C. Non-reading games to develop motor abilities--for children just learning to read

1. Give opportunity for rhythmical work with music, skipping, hopping, or dancing.
2. Provide handwork, drawing, constructive work, carpentering, etc.
3. Trace around a form, circle, square, or picture of some animal, trying to keep on the line.
4. Permit the child to use his preferred hand. If he happens to be ambidextrous help him to make a choice and develop a preference after determining by experiment the hand most frequently used and the one having the best control.
5. Cut out forms, paper dolls, pictures, etc., trying to cut on the line.
6. Fit objects together, simple jigsaw puzzles, peg board, nested cubes, etc.
7. Trace name with pencil or crayon, using carbon paper, Lif and see how accurate the tracing is. Try again until carbon name is like the original. Then copy name without tracing.

D. Non-reading games to develop articulation

1. Refer the child to speech correction teacher and cooperate with her in special exercises and suggestions for improving the child's speech.
2. Help each child with the particular sounds that he cannot say. Show him the position of the lips and tongue for the sounds he has difficulty with. Have him listen to the sound in jingles and rhymes. Try to say the sound in easy words, having only the sound to be learned and a vowel, as "cow", "key", etc.
3. Say a word as slowly as possible, then say it again as quickly as possible. The slow performance will help the child prepare for blending sounds in phonetics. The slow and then fast performance will aid in control and flexibility.
4. Give confidence to the stammering child by use of choral speaking exercises.
5. Imitate sounds, such as: an airplane, a train, an auto, a clock, a dog, etc.
6. Repeat rhymes and jingles.
7. Play games requiring different types of voice: baby with a tiny voice, mother with a medium voice, father with a deep voice, etc.

E. Non-reading games for developing language ability

1. Show an interesting picture, and encourage the child to talk about it. Help the child to increase the length of his sentences describing the picture
2. A timid child may respond and talk more freely with another child than with an older person. Allow such a child to talk about a picture, a toy, or explain something to a classmate. The two children may talk freely at a table alone.
3. Encourage the children to talk about their interests, pets, toys, animals, etc.
4. Seek out unfamiliar words in a story. Explain what they mean to the children and encourage the children to use these words in sentences.
5. Read an interesting story to the children. Discuss the story with them, and then allow each child in turn to tell of similar experiences.
6. Encourage the children to explain something: how a game is played, how something is made, how to go to a nearby store or post office, where to catch a street car, etc.
7. Help the child to build one sentence from two short sentences. Later on as this ability develops, the length of the one sentence may be increased.

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Unit 1
7th History

TEST--OUR HERITAGE FROM EARLY MAN

SEVENTH GRADE HISTORY

Directions: Each of the following sentences have three or more words or phrases, only one of which is correct. Write the letter of the correct answer on the space in front of the statements.

- _____ 1. The usage of metal in prehistoric times first took place in the:
a. Old Stone Age b. Iron Age c. Bronze Age
- _____ 2. We know how prehistoric man lived by the:
a. remains we find b. folklore handed down c. maps found
- _____ 3. The greatest achievement made in early medicine was that of the:
a. Phoenicians b. Babylonians c. Greeks
- _____ 4. The best sailors of the ancient world were the:
a. Hebrews b. Athenians c. Phoenicians
- _____ 5. The Latin language was given to us by the:
a. Romans b. Greeks c. Egyptians
- _____ 6. The first surveying and use of geometry was begun in the land of the:
a. Nile River b. Tigris-Euphrates c. Po River
- _____ 7. Our alphabet was given its start by the:
a. Phoenicians b. Romans c. Greeks
- _____ 8. The greatest contribution made to the legal system of the world was that of the:
a. Egyptians b. Babylonians c. Romans
- _____ 9. The Spartans were very much interested in:
a. medicine b. government c. war
- _____ 10. The ancient civilizations of the world developed around the:
a. Indian Ocean b. Black Sea c. Mediterranean Sea
- _____ 11. The idea of self government was originated by the:
a. Greeks b. Romans c. Turks
- _____ 12. The glory that belongs to ancient Greece is shown by the many:
a. legends b. ruins c. ships

Score _____

Directions: Place a check in front of each statement that is true.

- _____ 1. The Greeks were the people who settled on the shores of the Aegean Sea.
- _____ 2. The Romans conquered the Egyptians and learned much from the Egyptian slaves.
- _____ 3. The Phoenicians became sailors because they lived close to the sea.
- _____ 4. Great civilizations seem to have developed at points where there was sufficient water.
- _____ 5. The Egyptians became sailors because of the shipping done on the Nile River.

PERIODIC CHART OF THE ATOMS

THE ATOMS GROUPED ACCORDING TO THE NUMBER OF OUTER ELECTRONS

| PERIODS | 0 | I | II | III | IV | V | VI | VII | VIII | | | | |
|---------|---|---------------------|--------------------|----------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--|--|
| 1 | | 1 H 1.0080 | | | | | | | 2 He 4.003 | | | | |
| 2 | | 3 Li 6.940 | 4 Be 9.02 | 5 B 10.82 | 6 C 12.010 | 7 N 14.008 | 8 O 16.0000 | 9 F 19.00 | 10 Ne 20.183 | | | | |
| 3 | | 11 Na 22.997 | 12 Mg 24.32 | 13 Al 26.97 | 14 Si 28.06 | 15 P 30.98 | 16 S 32.06 | 17 Cl 35.457 | 18 Ar 39.944 | | | | |
| 4 | | 19 K 39.098 | 20 Ca 40.08 | 21 Sc 45.10 | 22 Ti 47.90 | 23 V 50.95 | 24 Cr 52.01 | 25 Mn 54.93 | 26 Fe 55.85 | 27 Co 58.94 | 28 Ni 58.69 | | |
| 4 | | 29 Cu 63.57 | 30 Zn 65.38 | 31 Ga 69.73 | 32 Ge 72.60 | 33 As 74.91 | 34 Se 78.96 | 35 Br 79.916 | 36 Kr 83.7 | | | | |
| 5 | | 37 Rb 85.48 | 38 Sr 87.63 | 39 Y 88.92 | 40 Zr 91.22 | 41 Nb 92.91 | 42 Mo 95.95 | 43 Tc 98.906 | 44 Ru 101.7 | 45 Rh 102.91 | 46 Pd 106.7 | | |
| 5 | | 47 Ag 107.880 | 48 Cd 112.41 | 49 In 114.76 | 50 Sn 118.70 | 51 Sb 121.76 | 52 Te 127.61 | 53 I 126.92 | 54 Xe 131.3 | | | | |
| 6 | | 55 Cs 132.91 | 56 Ba 137.36 | 57-71 RARE EARTHS | 72 Hf 178.6 | 73 Ta 180.88 | 74 W 183.92 | 75 Re 186.31 | 76 Os 190.2 | 77 Ir 193.1 | 78 Pt 195.23 | | |
| 6 | | 79 Au 197.2 | 80 Hg 200.61 | 81 Tl 204.39 | 82 Pb 207.31 | 83 Bi 209.00 | 84 Po 210.0 | 85 At 221. | 86 Rn 223. | | | | |
| 7 | | 87 Fr 224 | 88 Ra 226.05 | 89 Ac 227.0 | 90 Th 232.12 | 91 Pa 231. | 92 U 238.07 | | | | | | |
| | | | 57 La 138.92 | 58 Ce 140.13 | 59 Pr 140.92 | 60 Nd 144.27 | 61 Pm 146 | 62 Sm 150.43 | 63 Eu 152.0 | 64 Gd 156.9 | | | |
| | | | 65 Tb 159.2 | 66 Dy 162.46 | 67 Ho 163.5 | 68 Er 167.2 | 69 Tm 169.4 | 70 Yb 173.04 | 71 Lu 174.99 | | | | |

Name: _____

Period: July 3rd to Aug. 25th

Dear Parent:

During the summer session your child has experienced a variety of activities which we hope will contribute to making him a well-rounded individual. During the period August 25 to September 10 the children will have a vacation. The fall term of school will open September 11. You are invited to visit the school at any time and confer with the teacher on your child's progress.

M. Harkness

Your child's classwork has centered around a study of:

Your child has engaged in the following activities:

| | Satisfactory | Is Capable of Better Work | Is Improving |
|-----------------------------------|--------------|---------------------------|--------------|
| Reads with interest | | | |
| Shares information with his group | | | |
| Uses numbers with understanding | | | |
| Enters group activities willingly | | | |
| Uses judgment in his conduct | | | |

Teacher's Name _____

| | Always | Sometimes | Seldom |
|-----------------------------------|--------|-----------|--------|
| I am courteous | | | |
| I am helpful | | | |
| I respect other's opinions | | | |
| I am a good sport | | | |
| I am a good listener | | | |
| I care for school property | | | |
| I try to do my best | | | |
| I think for myself | | | |
| I finish what I start & keep busy | | | |
| I am neat and orderly | | | |

Child's Name

| | Always | Sometimes | Seldom |
|---|--------|-----------|--------|
| Is courteous | | | |
| Respects other's opinions | | | |
| Is a good sport | | | |
| Is a good listener | | | |
| Cares for school property | | | |
| Tries to do his or her best | | | |
| Thinks for himself or herself | | | |
| Finishes what he or she starts and keeps busy | | | |
| Is neat and orderly | | | |

Child's Name

TULE LAKE PROJECT
ELEMENTARY SCHOOLS

TENTATIVE
COURSE OF STUDY
IN
WRITING AND PENMANSHIP

Kindergarten through 6th grade

COURSE OF STUDY

IN

HANDWRITING

Kindergarten through 6th grade

MAJOR OBJECTIVES:

1. To develop within the child a desire to write legibly and rapidly.
2. To develop sufficient skill to enable pupils to write easily, legibly and rapidly enough to meet present needs and social requirements.
3. To equip the child with methods of work so that he will attack his writing problems intelligently.
4. To diagnose writing difficulties.
5. To aid the child to recognize and make use of his peculiar individual learning capacities.
6. To provide experience which will tend to develop in the child more power to direct his own practice and more ability to judge whether or not he is succeeding in that practice.
7. To provide the means for each individual to progress at his best rate.
8. To develop an appreciation of the relationship between correct body adjustment and an efficient writing production.
9. To secure acceptable and customary arrangement and form for written work. (margins, spacing, etc.)
10. To develop a social urge to use the skill attained in all writing situations.
11. To train pupils to be able at the end of the sixth grade to write quality 60 or better on the Ayres Scale, and at a rate of 70 letters per minute or better.

TIME ALLOTTED

Kindergarten (See page 4 of outline)

Grades 1, 2, and 3 - 10 to 15 minutes daily.

Grades 4, 5, and 6 - 15 to 20 minutes daily.

(one short period per day is better than a long period every other day)

USE OF INK:

The use of pen and ink should be delayed until some real situation calls for it. This will perhaps come in the third grade. The formal use of pen and ink could well be placed in the high third. The use of FOUNTAIN PENS by the pupils is NOT OBJECTIBLE.

LEFT HANDED CHILDREN:

1. If the children come to school left-handed, we are to discourage any change to right-handedness and we are to encourage them to become more left-handed.
2. No reproach nor disfavor of any sort shall be attached to left-handedness.
3. Left-handed children have the same claim to attention, help, and encouragement as right-handed children.
4. Left-handed children are judged and graded by the same standard of achievement in quality and rate of handwriting as children using right hands.
5. Left-handed writers require some adjustments, as:
 - a) Position of paper--opposite from right handed writers, lower right corner of the paper pointing to the center of the body.
 - b) Position of pen and pencil--blunt end pointing over the left shoulder.
 - c) Direction of down strokes--toward the left elbow.
 - d) Ink-bottle placement--left side of the desk. If the child has already formed other habits of position, no change is advised unless the child is willing.
6. The writing period should be a time of pleasurable activity for left-handed children as well as for right-handed ones--an activity which brings pride in achievement and joy in the work.

Position of Paper: As already indicated, the paper should always be placed so that the lower edge is at right angles to the arm being used. It is the special duty of the first-grade teacher to see that the paper is correctly placed.

Grip of Pencil or Pen: The writing implement must, from the first be grasped at least an inch from the point, and an inch and a half is better. The usual right-hand grip prevents the pupil from seeing what he writes.

Slant of the Script: Any slant between vertical and forty-five degrees to the left of the base line is entirely satisfactory. The degree of slant desirable for any given child depends on the

precise angle of his paper, the exact distance of his fingers from the point of the pen, and the size and the shape of his hand.

STANDARDS IN WRITING

| GRADE | RATING AS TO QUALITY | | | SPEED |
|-------|----------------------|-----------|---------|-------|
| | Ayres | Thorndike | Freeman | |
| III | 39 | 9.3 | 12.5 | 44 |
| IV | 46 | 10.2 | 14.5 | 51 |
| V | 50 | 11.0 | 16.0 | 60 |
| VI | 57 | 11.9 | 18.0 | 65 |
| VII | 62 | 12.7 | 20.0 | 68 |
| VIII | 66 | 13.5 | 21.0 | 73 |

Read the table thus: Children in the third grade should write 44 letters per minute of a quality 39 on the Ayres Scale, 9.3 on the Thorndike Scale, and 12.5 on the Freeman Scale.

KINDERGARTEN

The widest range in writing ability will be found in the kindergarten. No formal instruction of any kind should be used. As writing situations develop, individual instruction in manuscript writing may be given to meet the need. (See pages 8 to 13)

LOW AND HIGH FIRST GRADE

(See pages 5 to 10)

LOW SECOND GRADE

(See pages 5 to 10)

HIGH SECOND GRADE

Pupils who are making their own change from Manuscript to Cursive writing should be allowed to do so. The last six week period of this grade should be a gradual transition period from the manuscript to the cursive form of writing. (See pages 5 to 10)

LOW THIRD GRADE

The change from manuscript to cursive writing should be completed during the first eight (8) weeks. The State Manual for writing in the Third Grade should be the Guide. (see pages 5 to 11)

HIGH THIRD GRADE

If the teacher feels that her group would profit and there are sufficient occasions for the use of pen and ink; she may use them in her class. Either fountain pen or pen and ink may be used.

Use State Writing Guide, Grade 3.

MAINTAIN THE STANDARD FOR YOUR GRADE.

Reduce to normal the size of his cursive writing.

By the end of the third grade, children should be learning to analyze their own handwriting in terms of relaxation, position, movement, neatness, arrangement, uniform slant, uniform spacing.
(See pages 5 to 11)

GRADE FOUR

Use State Book for Handwriting Grade 4. Work for the proper standard for your grade.

Every written lesson is a lesson in handwriting.

Work with pen and ink should be given.

By the end of the fourth grade, children should be growing in their ability to analyze their own handwriting in terms of relaxation, position, movement, neatness, arrangement, uniform slant, uniform spacing, size, alignment and letter formation.

GRADE FIVE & SIX

1. Use State Text
2. Maintain Standard for Grade
3. Every written lesson is a writing lesson.
4. Create a desire to be a good writer.
5. Develop the ability to evaluate his own work.

The procedure described may take two days, the first for discussion and choosing, for developing the idea of trying it out on the board. The second day the teacher may have copies ready on the board and the children may practice and choose those who are to write it on paper. These children may do so at the "work period" or whenever there is free time for those children--possibly while the other children practice some writing for another need.

As the children become more experienced in writing, letter formation becomes easier, chalk flows more smoothly and the child can copy the whole of a short word by taking a good look rather than by looking at and making each letter separately. Eventually blackboard practice becomes unnecessary, and the child may write directly from copy on his picture or other paper that which he needs to write. When this is advisable depends upon the mental ability, amount of experience and the muscular control of children as individuals. In this case writing itself becomes the practice and the more needs the child fulfills by writing the more practice he acquires. At this stage all children may want to send answers to invitations. In order that they may be somewhat individual, all of the suggestions may be kept in view and each child may choose and write the one which he thinks he prefers to send.

Occasionally during the last part of the first year, a few children will begin to express brief ideas independently in writing by asking for only those words which they cannot spell. During the second year many children reach this stage of development, and during the third year all except the slower-learning children should do so. It is better in the first grade to give a copy of the requested work, naming the letters as you make them for the child. During the second year, follow this procedure employing what phonics the child may have acquired to help him become aware of how to spell words phonetically; and during the third year continue this procedure. In the late second and third years these words form suitable material for spelling study.

SOME ESSENTIALS TO KEEP IN MIND

Children should always be made aware:

That the purpose of writing is to express an idea, not to perfect a skill.

That it is courteous to write so that it may be easily read: thus the standard becomes, "can you read this easily?" and not "is this the way you want it?"

That writing for small children should be large, whether on the board or on paper.

That the names of letters should be used naturally so that the child may learn them as he proceeds, but without need to drill on them.

That practice which is necessary in order to achieve legible, neat writing is worth doing, but practice just for practice sake is not.

That standards should be in proportion to the child's ability to achieve and that writing deserves approval in proportion to the extent to which a child has lived up to his capacity or has made progress.

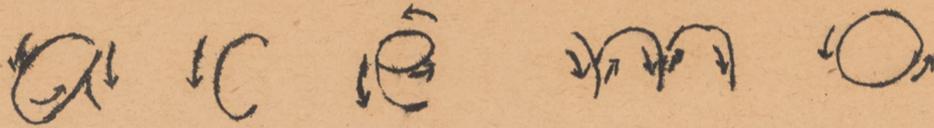
And that, above all, in addition to teaching writing we are developing ATTITUDES, and that many people "hate to write letters" because they had penmanship at school.

Fulfilling the need, and, if necessary, the approval of the teacher of the group, is sufficient reward for any child so that giving of grades, stickers, stars, etc., on writing is unnecessary motivation;

in fact, HARMFUL MOTIVATION, because it establishes the idea of working for rewards rather than for worth-while constructive ends such as those which will be met in life.

It seems advisable in the use of "a" and "g" to use the form resembling cursive writing rather than the form resembling print.

It is important that children should use that movement in forming the letters which most nearly follow that in cursive, for instance:



SPACING IS IMPORTANT

Having letters too far apart makes reading slow, as much cannot be visualized in one eye sweep.

Having letters too close together makes it difficult for the child to analyze and to form a clear work picture.

Spaces between words should be about that occupied by one letter.

Spaces between lines should be sufficient that the stems and tails of letters do not cause confusion.

Example:

a dog

a little boy

In chart stories prepared by the teacher for children who read it is well to keep in mind that density of line is as important in making it easily read at a distance as is large size. Likewise the child will be more successful in his early paper work if he uses a crayon or heavy lead pencil because he can secure the density which he desires without undue pressure or retracing. Large thin writing seems to be displeasing to children, and consequently they have a tendency to retrace it to make "it show" as they often say.

MATERIALS AND SIZE

When writing on the blackboard it seems advisable to make small letters a half and tall letters a whole space. If this is difficult for any child, he should be encouraged to make small letters a whole space and tall letters two spaces. Blackboard lines should be 3 inches wide.

The very first writing by those children who are selected to write on paper to represent the group may be done on unprinted news folded to spaces corresponding in size to that on the blackboard.

When more skill is acquired and writing on paper is done by part or all of the group, one and one-half inch rulings the long way of the

paper, small letters to be a half space (three fourths inch) and tall letters a full space high. It is suggested that you have your principal get some of this mimeographed on $8\frac{1}{2}$ x 13 paper.

A small amount will be needed, since practice will be on the board largely and only that which is to be "sent" need be on paper. Beginner's pencils should be used for first-grade paper work. These should be used only in the first grade.

HOW AND WHEN SHOULD CHANGE TO CURSIVE WRITING BE MADE?

The principles involved may be summarized as follows:

1. There is little difficulty in changing to cursive writing if the change is made before writing habits become too firmly established.
2. Manuscript writing loses its value if the change is made before a child gains enough control of muscles to produce it with ease and speed.
3. It is best to take into account the individual abilities of the children as far as possible.

Freeman and others suggest that the change be made during the latter part of the second year. It is safe to say that if a child begins to add connecting strokes it is wise to help him to do it correctly at whatever grade level above the first, and that by the end of third year all children should have made the transfer and should have used the new form long enough to feel fairly proficient before the close of school. Unusual cases of muscular incoordination, visual difficulty or mental deficiency might of course be exceptions to any of these procedures.

It is quite possible to recognize a child's readiness by observing such things as his adding the up stroke to the tail on "g" connecting the "a" to letters before and after it, letting his pencil "drag" between letters instead of lifting it, and letting the cross stroke on "e" fall down to the cursive position. These things are not carelessness, but indications that the child has reached a stage in which it would be easy for him to follow through from letter to letter rather than to make each as an entirely separate unit.

In making the transfer it is well that the child be given help in "seeing" the correct forms of letters which are different in the cursive form, as R, S, V, also a few letters illustrated will help the child see how manuscript letters "turn into" cursive letters as:

f g h d p z

Children are stimulated by trying to figure the idea out more than by being told or shown.

The idea may also be carried out with capital letters as:

B C H L S W

When a child once "sees" these developments, he should be encouraged to make the cursive form directly, not to make the manuscript and then change it to cursive. If the child undertakes a piece of writing in cursive form he should be helped to use the cursive form in that article consistently, although he may use manuscript for another article in the early stages of the transfer.

The problem of SLANT is apparent. Many schools encourage individuality, assuming that writing may be vertical or of forward slant. In other situations, children are taught to slant the cursive writing although the manuscript is vertical, and some children slant both forms.

SHOULD CHILDREN WHO HAVE LEARNED CURSIVE WRITING BE CHANGED TO MANUSCRIPT?

The commonly given answer is "no". However, there are many exceptions. The handicapped child is often helped by making the change. The article by Harriet Tompkins: "How Manuscript Writing Helped Tom" in CHILDHOOD EDUCATION for November, 1936, gives an excellent example of this. Many children wish to use manuscript for charts, posters, etc. and it may be learned for these purposes.

If an older group, say an advanced first grade, is working with a low-first grade and their writing experiences have been relatively limited, the change might be entirely appropriate.

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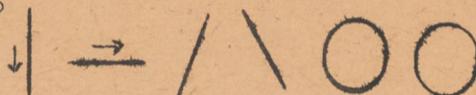
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DIGEST OF COURSE OF STUDY. San Leandro School Dist. page 5

DIGEST OF COURSE OF STUDY. San Leandro School Dist. page 7

PENMANSHIP

I. Position for manuscript writing



- A. Paper parallel with the edge of the desk.
 B. Pencil held the same way as for cursive writing (use a soft pencil or a broad pointed pen). Children in primary grades should use pencils.

II. Manuscript writing consists of the following strokes:

III. Letter groups for small letters:

- | | |
|-------------------------|----------------------|
| (1) i, l, t, f, j | (4) e, c, r, s |
| (2) o, a, d, b, g, q, p | (5) k, v, w, x, y, z |
| (3) n, m, h, u | |

The letters made with the straight down strokes and straight across strokes are easiest to make.

Letter groups for capital letters:

- | | |
|-------------------------|-------------------------------|
| (1) I, L, T, E, F, H, J | (3) D, B, P, R, U |
| (2) O, Q, C, G | (4) A, M, N, K, V, W, X, Y, Z |

IV. Transition to Cursive from Manuscript Writing

- A. Place paper on desk in correct position for cursive writing.
- B. Make slanted strokes. 
- C. Write the manuscript letters using slanted strokes b, d, i, l, p, etc. or put words on the blackboard with slanted strokes.
- Ea. Add an over-curve stroke to: a, c, d, q, m, n, o, g, v, y, z
 Add the under-curve to: j, i, p, t, u, w
 Add the upward strokes to: l, b, f, k, h, g, j, y, q, p
 Add swing strokes to: o, v, w, b
 Teach the cursive forms for: b, r, s, z, e
- Eb. In place of Ea may be substituted simple words showing strokes connected. Example: at, in, on, etc.
- F. The best time to make the transition from manuscript to cursive seems to be at the beginning of the school year in September.

MANUSCRIPT LETTER FORMS

One Inch For First Grade Size

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

ABCDEFGHI

JKLMNOPQ

RSTUVWXYZ

80.247

Tri-State High School
January 29, 1943
Administrative Bulletin No. 23

TO: All Teachers

FROM: Floyd Wilder
AGW

TESTING
PROGRAM

SUBJECT: Testing Program

Our tests have finally arrived and a testing program will begin Monday morning 1st period under the direction of Miss May Sato of the Tri-State High School Research Division. We will use the following procedure throughout the testing program which will run four to six weeks.

Procedure for 7th and 8th grades:

1. The 7th and 8th grade teachers will receive 2 days notice of their testing appointment in the form of a Class Summary form #EF-10.15214 which will be delivered personally by a messenger from the research division. You should sign this on the upper right-hand corner after "Received by", and keep the duplicate copy for the appointment for the administration of the test.
2. You should plan with the core room students to have them all together in a group at least one-half hour before your testing appointment. This means that you will have to notify the elective teachers that these students will not be in their classes that day, so that they do not mark them absent during the time that they are being tested. From this point on, your procedure will be the same as for the 9th to 12th grades.

Procedure for 9th to 12th grade home room advisers:

1. During second period Monday morning, have every student write out his program, including all study periods and accounting for all time between 1st and 8th period.
2. The home room adviser will receive 2 days notice with the class summary evaluation form #EF-10.15214 which will be delivered personally by a messenger from the research division. You should sign this on the upper right-hand corner after "Received by" and keep the duplicate copy for the appointment for the administration of the test.
3. The subject teacher will mark the students out of classes for testing "absent" as usual, and the attendance office will keep the home room list of the group being tested before them during the testing program, and stamp "testing" across all "Absence Reports" received for those students who will be tested, and return same to the subject teacher, so that she can correct her records so as not to count them absent during the two periods of the day when they are tested.
4. The home room adviser will not be responsible for notifying the subject teacher.
5. Each home room adviser will be responsible for getting her group together during the period preceding the testing appointment. This can be done by arranging with your students to meet with you outside of your own home room, and you will be responsible for keeping them in a group; otherwise, our Ghesse Committee will be challenging these students.

6. You will be responsible for filling out "Passes" from the subject teacher to you for the period preceding the testing appointment during the day that your home room group is to be tested; otherwise, we will have a great deal of confusion on the grounds.
7. If the student were reported absent in your second period, or rumored absent during the testing period, send a messenger to the front office to check to see if he is out of school.
8. You should check your roll immediately. In order to get all of your students together, have 2 or 3 students designated as messengers and use your student's program to find where the missing student is and have him taken from class.
9. After every member of your group is accounted for and his name is checked as present on your class summary sheet, you should keep your group together and take them QUIETLY to the library at 908 for the duration of that period since the weather is extreme.
10. The home room adviser will be responsible for their students during the period preceding the testing period, and will be responsible for taking them into the testing room at 6617 D and have them seated quietly and ready for the test. She should leave the library 5 minutes before change of classes, and Miss Sato will dismiss the group being tested immediately when the bugle blows; so the new group can enter the testing room without the confusion of change of classes.
11. Students should have 2 well-sharpened pencils in their possession for the test.
12. As soon as the home room adviser has her students quietly seated, her responsibility for the testing ends when she turns over the duplicate class summary to the research assistant who is helping Miss Sato with the administration of the test. You will receive this same copy with the results completely filled in within a few days after the test is given.

(We will go into details later on the use of these test results.)

TO: All Teachers
FROM: Floyd Wilder
AGW
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Procedure for 9th to 12th grade home room advisers:

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12. As soon as the home room adviser has her students quietly seated, her responsibility for the testing ends when she turns over the duplicate class summary to the research assistant who is helping Miss Sato with the administration of the test. You will receive this same copy with the results completely filled in within a few days after the test is given.

(We will go into details later on the use of these test results.)

Tri-State High School
January 25, 1943
Administrative Bulletin No. 22

TO: All Teachers
FROM: Floyd Wilder AGW
SUBJECT: New Guidance Program

**GUIDANCE
PROGRAM**

A. There have been many suggestions given in the last few weeks in regard to attendance; so we felt that rather than working out a complete guidance program and handing it to you, we would start our guidance program now and expand as we have need of it. Although attendance is not considered as a guidance activity, it is closely associated with it, and is our biggest problem at the present time. Our guidance program as it develops will include the following functions:

Associated Activities
Control of Attendance
Discipline
Social Problems

Guidance Activities
Direction of Special Home Room
Guidance
Guidance Concerning Quality of Work
Curriculum Guidance
Vocational Guidance
Placement
Follow-up

- B. We will begin the following program on attendance Monday morning:
1. Each second period teacher will become the permanent home room adviser for her group of 40 students. She should become thoroughly familiar with everyone of her 40 students, and we feel that the attendance is a **good focal point** from which to begin.
 2. Later, cumulative records will be filled in by both student and home room adviser, and any problem involving discipline, health, social, or mental problems will be referred by the subject teacher to the home room adviser.
- C. Beginning Monday morning, a new procedure will be instituted in regard to absences.
1. The Attendance Secretary will place in your box before 4:30 p.m. Monday evening all of the duplicate "Absence Reports" issued during that day.
 2. Students, after having every teacher from whose class he was absent sign his "Re-admission Pass" will return it to the home room adviser Tuesday morning, second period. She will place it with the duplicate, and Tuesday evening, turn the signed "Re-admission Pass" into the attendance office via her mail box, alphabetically filed in a packet. (Please announce this to the students Monday morning at the beginning of the second period; otherwise, he may never bring you the signed "Re-admission Pass" Tuesday morning.)
 3. Within the week, the Attendance Secretary will turn over to each home room adviser, last quarter's attendance card with this quarter's attendance record posted up to date, and you can continue from that point, using last quarter's attendance card for your home room attendance record. In the meantime, we suggest that you keep the duplicate copy of the "Re-admission Pass" which was not signed by each teacher as your record. After receiving his attendance card, the duplicate "Re-admission Passes" can be destroyed unless you wish to keep it for your follow-up procedure.

| <u>HOME ROOM ADVISER</u> | <u>H.R.</u> | <u>HOME ROOM ADVISER</u> | <u>H.R.</u> |
|--------------------------|-------------|--------------------------|-------------|
| LaRoque, Desper, Kubo | 17A | Topping, Sakiyama | 7212C |
| Erickson, Cook, Arima, | | Starmer, Johnston, | |
| Ium | 901 | Fujimoto, Uyeda | 6708 |

2. We are asking each home room adviser to turn in to us Monday evening, Jan. 25, 1943, a list of all home room students alphabetized in the following manner:

| | |
|-------------------------------------|---|
| Home Room Adviser (Last Name First) | Room Number |
| Assistant (If Any) | Girls Boys |
| | (Alphabetical list; last name first) |

F. Counsellors: Counsellors have been tentatively appointed to handle the more complete guidance problems.

1. They are as follows:

| <u>BOY'S</u> | | | | <u>GIRL'S</u> | | | |
|-------------------|--------------|-------------|--------------|-------------------|--------------|-------------|--------------|
| <u>COUNSELLOR</u> | <u>GRADE</u> | <u>TIME</u> | <u>PLACE</u> | <u>COUNSELLOR</u> | <u>GRADE</u> | <u>TIME</u> | <u>PLACE</u> |
| Cook | 10 | 1st Per. | 11A | Hartwig | 12 | 8th Per. | 1C |
| Starmer | 12 | 1st " | 3A | Nicholson | 7-8 | 8th " | 6B |
| Johnson | 9 | 8th " | 6A | Barbul | 10 | 8th " | 1B |
| Chock | 11 | 8th " | 11C | Desper | 9 | 8th " | 2A |
| McDaniel | 7-8 | 8th " | 1A | Rooder | 11 | 1st " | 18A |

2. Counsellors will be free for counsel service either 1st or 8th period, but never during periods 2 to 7 inclusive. (The reason here is that students will soon use the excuse of being out for counselling problems when the need does not exist, and they should only be referred to the counsellor by the home room teacher after she has made every attempt to solve the student's problem herself. Temporarily, since the guidance program is for attendance only, there should be very few cases referred to the counsellor, as each teacher will try at least 3 times to solve the attendance problem.)
3. The counsellor should refuse to accept any student regardless of whether he has a "Pass" properly filled out or not, unless the home room teacher has submitted her record of conferences with the student which should involve 3 conferences at least, as the counsellor would soon become over-loaded and would become ineffective.
4. Each counsellor, in turn, will only send to the Dean of Girls or Boys problems after they have attempted to solve them at least 3 times. The counsellor's work may involve parent conferences here at school or at the student's home through interpreters. We hope to supply the counsellors with clerical assistance from our commercial department, as well as interpreters from our senior classes.
5. The above plans are tentative, and proper guidance forms and more complete procedures will be worked out before we can go into the more complex guidance functions of the school. Anyone having any ideas on attendance or guidance should feel free to submit them to the office of the Assistant Principal at any time during the formulation of our guidance program.

4. The home room adviser will then have the responsibility for preventing and eliminating all "unexcused" absences. "Unexcused" absences refer to all absences other than those of sickness, which absences will be checked by a home or visiting nurse in each block beginning the following week.

D. We would like to suggest the following follow-up procedure on attendance:

1. Every student is allowed one "cut" per subject, excluding study halls. For example: A student carrying 7 subjects will be allowed 7 "cuts".
2. As soon as he over-draws his "cuts", or even before, if you have the time to do so, upon receipt of any "unexcused" absence, each home room adviser should have a personal interview with the student concerned to find out the cause of it, and attempt to eliminate the cause. This may involve a great number of things, and the home room adviser may even have to call in the parents in regard to the absence problem.
3. She should keep accurate records of all conferences and correspondence, as she must submit those to her counsellor when she turns the problem over to him if she is not successful after 3 attempts.
4. The counsellors will have office hours either during the 1st or 8th period, and will be free to counsel students in regard to attendance, providing the proper forms are filled out, and, providing the home room adviser has tried to solve the problem 3 times first.

E. We realize that the above-mentioned ratio of home room advisers to students is larger than 40; so we have assigned extra teachers in study halls and in second period classes where the enrollment is much over 40 students.

1. The following is the list of all the home room advisers recommended to date with their home rooms. They should see Mrs. Jaderquist about adjustment of their teaching load.

| <u>HOME ROOM ADVISER</u> | <u>H.R.</u> | <u>HOME ROOM ADVISER</u> | <u>H.R.</u> |
|--------------------------|-------------|--------------------------|-------------|
| Roudabush | 1A | Janos | 2B |
| Pearson | 4A | Ishimoto | 5C |
| Momoi | 7A | Sodorman | 8B |
| Gunderson & Jinguji | 11A | Burum | 12B |
| Brocco (Mr.), Yasui | 13C | Manji | 16C |
| Noji | 18D | McDaniel | 7101C |
| Kawada, Suzuki | 7212D | Dickinson | 1B |
| Poltier | 2C | Yarrow & Mori | 4BC |
| Johnson | 6A | Van Buskirk | 7B |
| Phillips | 8C | Ritter & Despor | 11B |
| Rooder & Hayashi | 12C | Katayama | 14A |
| Norman | 18A | Driscoll | 18E |
| Schaaf | 7.008 | Cheek | 7111C |
| Cook | 1C | Breece (Mrs.) | 3B |
| Velasquez | 5A | Wells | 6B |
| Carter | 7C | Daley | 9A |
| Smoyer | 11C | Barbul | 13A |
| Sakuma | 14B | Kervin | 16A |
| Hartt & Burns | 18B | Yoshida | 7101A |
| Clark | 11A | Ferguson | 2A |
| Kuroiwa | 3C | McKay | 5B |
| Nicholson | 6C | Fisher | 8A |
| Furukawa | 9B | Koga | 12A |
| Billigheier | 13B | Maruyama & Hartwig | 16B |

Tri-State High School
January 25, 1943
Administrative Bulletin No. 22

TO: All Teachers
FROM: Floyd Wilder AGW
SUBJECT: New Guidance Program

GUIDANCE
PROGRAM

A. There have been many suggestions given in the last few weeks in regard to attendance; so we felt that rather than working out a complete guidance program and handing it to you, we would start our guidance program now and expand as we have need of it. Although attendance is not considered as a guidance activity, it is closely associated with it, and is our biggest problem at the present time. Our guidance program as it develops will include the following functions:

- Associated Activities
- Control of Attendance
- Discipline
- Social Problems

- Guidance Activities
- Direction of Special Home Room
- Guidance
- Guidance Concerning Quality of Work
- Curriculum Guidance
- Vocational Guidance
- Placement
- Follow-up

B. We will begin the following program on attendance Monday morning:

1. Each second period teacher will become the permanent home room adviser for her group of 40 students. She should become thoroughly familiar with everyone of her 40 students, and we feel that the attendance is a good focal point from which to begin.
2. Later, cumulative records will be filled in by both student and home room adviser, and any problem involving discipline, health, social, or mental problems will be referred by the subject teacher to the home room adviser.

C. Beginning Monday morning, a new procedure will be instituted in regard to absences.

1. The Attendance Secretary will place in your box before 4:30 p.m. Monday evening all of the duplicate "Absence Reports" issued during that day.
2. Students, after having every teacher from whose class he was absent sign his "Re-admission Pass" will return it to the home room adviser Tuesday morning, second period. She will place it with the duplicate, and Tuesday evening, turn the signed "Re-admission Pass" into the attendance office via her mail box, alphabetically filed in a packet. (Please announce this to the students Monday morning at the beginning of the second period; otherwise, he may never bring you the signed "Re-admission Pass" Tuesday morning.)
3. Within the week, the Attendance Secretary will turn over to each home room adviser, last quarter's attendance card with this quarter's attendance record posted up to date, and you can continue from that point, using last quarter's attendance card for your home room attendance record. In the meantime, we suggest that you keep the duplicate copy of the "Re-admission Pass" which was not signed by each teacher as your record. After receiving his attendance card, the duplicate "Re-admission Passes" can be destroyed unless you wish to keep it for your follow-up procedure.

4. The home room adviser will then have the responsibility for preventing and eliminating all "unexcused" absences. "Unexcused" absences refer to all absences other than those of sickness, which absences will be checked by a home or visiting nurse in each block beginning the following week.

D. We would like to suggest the following follow-up procedure on attendance:

1. Every student is allowed one "cut" per subject, excluding study halls. For example: A student carrying 7 subjects will be allowed 7 "cuts".
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3. She should keep accurate records of all conferences and correspondence, as she must submit those to her counsellor when she turns the problem over to him if she is not successful after 3 attempts.
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1. The following is the list of all the home room advisers recommended to date with their home rooms. They should see Mrs. Jaderquist about adjustment of their teaching load.

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| Brocco (Mr.), Yasui | 13C | Manji | 16C |
| Noji | 18D | McDaniel | 7101C |
| Kawada, Suzuki | 7212D | Dickinson | 1B |
| Peltier | 2C | Yarrow & Mori | 4BC |
| Johnson | 6A | Van Buskirk | 7B |
| Phillips | 8C | Ritter & Dospor | 11B |
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| Norman | 18A | Driscoll | 18E |
| Schaaf | 7008 | Cheek | 7111C |
| Cook | 1C | Breece (Mrs.) | 3B |
| Velasquez | 5A | Wells | 6B |
| Carter | 7C | Daley | 9A |
| Smoyer | 11C | Barbul | 13A |
| Sakuma | 14B | Kervin | 16A |
| Hartt & Burns | 18B | Yoshida | 7101A |
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| <u>HOME ROOM ADVISER</u> | <u>H.R.</u> | <u>HOME ROOM ADVISER</u> | <u>H.R.</u> |
|-------------------------------|-------------|---------------------------------------|-------------|
| LaRoque, Desper, Kubo | 17A | Topping, Sakiyama | 7212C |
| Erickson, Cook, Arima, Ium | 901 | Starmer, Johnston, Fujimoto, Uyeda | 6708 |

2. We are asking each home room adviser to turn in to us Monday evening, Jan. 25, 1943, a list of all home room students alphabetized in the following manner:

Home Room Adviser (Last Name First) Room Number
Assistant (If any) Girls Boys
(Alphabetical list;
last name first)

- F. Counsellors: Counsellors have been tentatively appointed to handle the more complete guidance problems.

1. They are as follows:

| <u>BOY'S</u> | | | | <u>GIRL'S</u> | | | |
|-------------------|--------------|-------------|--------------|-------------------|--------------|-------------|--------------|
| <u>COUNSELLOR</u> | <u>GRADE</u> | <u>TIME</u> | <u>PLACE</u> | <u>COUNSELLOR</u> | <u>GRADE</u> | <u>TIME</u> | <u>PLACE</u> |
| Cook | 10 | 1st Per. | 11A | Hartwig | 12 | 8th Per. | 1C |
| Starmer | 12 | 1st " | 3A | Nicholson | 7-8 | 8th " | 6B |
| Johnson | 9 | 8th " | 6A | Barbul | 10 | 8th " | 1B |
| Check | 11 | 8th " | 11C | Desper | 9 | 8th " | 2A |
| McDaniel | 7-8 | 8th " | 1A | Roecker | 11 | 1st " | 18A |

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5. The above plans are tentative, and proper guidance forms and more complete procedures will be worked out before we can go into the more complex guidance functions of the school. Anyone having any ideas on attendance or guidance should feel free to submit them to the office of the Assistant Principal at any time during the formulation of our guidance program.

P.O.D. and English IV: Test on required reading

TONY KYTES, THE ARCHDEACON

- _____ 1. Tony often changed his mind as to which girl he wanted to marry.
- _____ 2. All the girls disliked Tony and tried to avoid him.
- _____ 3. The coming together of the three girls in the wagon was the result of a direct plan on Tony's part.
- _____ 4. This story illustrates the part which chance and coincidence play in a person's life.
- _____ 5. This story is told by a native in Wessex dialect.
- _____ 6. Tony was engaged to (a)Unity (b)Milly (c)Peggy (d)Hannah.
- _____ 7. Hannah saw the other girls in the wagon (a)when she heard a squeak and peeked under the cover (b)when Tony accidentally pulled off the cover (c) when the girls jumped out after Tony left (d) when the wagon tipped over and they rolled out.
- _____ 8. Tony married Milly in the end because (a)he loved her best (b)his father liked her (c)he thought he should keep his word (d)the other girls refused him.

THE LAGOON

- _____ 9. Arsat and his wife had eloped because the Ruler was unwilling to let them marry.
- _____ 10. Arsat and the white man were good friends.
- _____ 11. Arsat and his wife lived in the center of a native village.
- _____ 12. At the end of the story the white man brought peace and comfort to Arsat.
- _____ 13. Arsat decided to leave his home and go out into the world to help others.
- _____ 14. This is a story of (a)Malayans (b)East Indians (c)American Indians (d) South Africans.
- _____ 15. Arsat was in despair because his wife (a)had deserted him for another man (b)was slowly dying (c)had been lost in the forest (d)had been drowned in the lagoon.
- _____ 16. His conscience troubled him because he had been (a)unkind to his wife (b)killed the white Tuan (c)upset the prau full of people (d) let his brother be killed without helping him.

HOW GAVIN BIRSE PUT IT TO MAG LOWNIE

- _____ 17. This story is an excellent example of Irish dialect.
- _____ 18. Gavin thought it important to have a witness to his conversation with Mag.
- _____ 19. Tammias was impressed with his own sense of humor.
- _____ 20. What happened when Gavin "put it to Mag" is told by Gavin.
- _____ 21. Mag showed that she was an emotional, temperamental girl.
- _____ 22. Gavin went to see Mag to ask her (a)to marry him (b)to lend him money (c)to excuse him from marrying her (d)to borrow money.
- _____ 23. The person he took with him was (a)Tammias (b)Hendry (c)Leeby
- _____ 24. The outcome was that (a) Mag agreed to Gavin's request (b)Refused his request (c)said she needed time to think it over.

MISS YOUGHAL'S "SAIS"

- _____ 25. Strickland had had considerable experience with disguises before he tried being a "sais."
- _____ 26. Miss Youghal had no idea who her "sais" was.
- _____ 27. His identity was finally discovered by the General.
- _____ 28. The General was angry that a trick had been played on him.
- _____ 29. Mr. Youghal changed his mind about Strickland.
- _____ 30. A "sais" is (a)an errand boy (b)a fakir (c)a bridegroom (d)a groom to take care of horses.
- _____ 31. Strickland disguised himself as a "sais" in order to (a)be near his sweetheart (b)discover a murderer (c)find out the General's secret plans (d)see whether he could fool the natives.
- _____ 32. The outcome of his disguise was (a)imprisonment (b)death (c)his reward by the government (d)his marriage.

MR. BRISHER'S TREASURE

- _____ 33. The dialect in which Mr. Brisher speaks is (a)London Cockney (b)Irish (c)Yorkshire (d)Scotch.
- _____ 34. Mr. Brisher discovered his treasure while (a) making a rock garden (b)digging a sewer (c)building a house (d)shoveling snow.
- _____ 35. His treasure turned out to be (a)the girl he married (b)a well of clear water (c)a box of rare jewels (d)a trunk of counterfeit money.

MR. BRISHER'S TREASURE

- _____ 36. Mr. Brisher told the story to the writer while drinking in a taproom.
- _____ 37. Mr. Brisher said his appearance had greatly improved since his youth.
- _____ 38. He greatly admired the father of the girl to whom he had been engaged.
- _____ 39. Mr. Brisher lost all his respect and admiration for Jane.
- _____ 40. The treasure added greatly to his happiness all the rest of his life.

THE SILENT BROTHERS

- _____ 41. Maggie made the brothers write to each other on the slate.
- _____ 42. Annie wanted to marry whichever brother received the money by his sister's will.
- _____ 43. She conveyed a message to the brothers by means of white roses on her hat.
- _____ 44. Throughout the story the brothers suspected Liversage of double-crossing them.
- _____ 45. The end of the story shows the brothers shaking hands and determining to give up their foolish feud.
- _____ 46. The brothers did not speak to each other because (a) they were deaf and dumb (b) they had quarreled over a girl (c) they had quarreled over money (d) each disapproved of the other's moral character.
- _____ 47. Their sister's will left her fortune (a) all to John (b) all to Robert (c) to whichever would marry Annie (d) to whichever would speak to the other first.
- _____ 48. In the end Annie married (a) John (b) Robert (c) Liversage (d) no one.

UNCLE FRED FLITS BY

- _____ 49. Uncle Fred wanted to revisit one of the homes of his boyhood.
- _____ 50. Pongo and Uncle Fred were invited to tea by Mr. and Mrs. Roddis.
- _____ 51. The parrot kept Pongo from looking at Julia as much as he would have liked.
- _____ 52. Lord Ickenham made up stories that reflected on the character of Connie and Claude's relatives.
- _____ 53. Uncle Fred told Mr. Roddis that Connie and Claude were eel jelliers.
- _____ 54. Pongo dreaded to have Uncle Fred come to town because (a) he was so dull he bored Pongo to death (b) he always tried to borrow money (c) he was so lively he got Pongo into trouble (d) he always wanted Pongo to go to a funeral with him.
- _____ 55. The outcome of the escapade of the afternoon was that (a) Pongo had to send for Aunt Jane to take Uncle Fred home (b) the pink young man turned out to be Lord Ickenham (c) Julia and Wilberforce could get married (d) Cousin Alf had to learn to jelly eels.

MARY

- _____ 56. Mary was generally more successful in her school work than Kass.
- _____ 57. Mary was thin and sickly, while Kass was plump and healthy.
- _____ 58. Mary felt bad because she realized she did not deserve the prize.
- _____ 59. Kass's relatives thought she was jealous because Mary won the prize.
- _____ 60. The story is told in the first person by Kass.
- _____ 61. The prize in the contest was (a) a book of poetry (b) a jack in the box (c) a doll (d) a yellow china frog.
- _____ 62. Mary received the prize because (a) she recited better than Kass (b) she didn't cheat (c) Kass asked to have her prize given to Mary (d) the teacher was partial to Mary
- _____ 63. Afterward Kass (a) was happy because of what she had done (b) regretted what she had done (c) told Mary what she had done (d) told her mother what she had done.

RIDERS TO THE SEA

- _____ 64. Synge was born on the Aran Islands and never traveled outside Great Britain.
- _____ 65. Synge was advised by W.B. Yeats to write about the Aran Islands.
- _____ 66. The Aran Islands are in the Irish Sea between England and Ireland.
- _____ 67. Synge's plays received practically no recognition before his untimely death.
- _____ 68. The stage setting of Riders to the Sea is a high cliff.

RIDERS TO THE SEA

Name _____

- _____ 69. Nora and Cathleen concealed from their mother the bundle the priest had given them.
- _____ 70. Bartley was the last son of Maurya left at home.
- _____ 71. Maurya urged Bartley to go to Connemara.
- _____ 72. Maurya fooled Bartley to give him his lunch.
- _____ 73. Nora and Cathleen tried to keep Maurya from following Bartley.
- _____ 74. Maurya was overjoyed when she saw Michael again.
- _____ 75. When Maurya saw Michael, he was dressed in fine clothes and new shoes.
- _____ 76. Bartley's body was brought back by a group of neighbors.
- _____ 77. The coffin that had been intended for Michael was used for Bartley.
- _____ 78. Nora decided that her mother had been fonder of Michael than of Bartley.
- _____ 79. Maurya had (a) three (b) four (c) five (d) six sons.
- _____ 80. The sisters believed that the drowned body was that of Michael because of (a) his watch (b) the material of his shirt (c) the stitches in his handknit socks (d) a lock of his hair.
- _____ 81. The apparition seen by Maurya was (a) one of her dead sons on the gray pony (b) all her sons riding horseback along the road (c) a phantom ship on the waves (d) her husband riding in a coffin
- _____ 82. Bartley was killed by (a) having his boat capsize (b) having a cramp while swimming (c) being washed overboard in a storm (d) being knocked off the cliff into the sea.
- _____ 83. When Maurya found that Bartley was really dead she (a) became hysterical (b) became calmer than before (c) threw herself into the sea (d) stabbed herself to death.

| Author | Setting | Story | Author | Setting |
|--------|---------|---|---------------|--------------------------|
| _____ | _____ | 1. Miss Youghal's "Sais" | A. Barrie | a. Bursley, England |
| _____ | _____ | 2. The Silent Brothers | B. Bennett | b. India |
| _____ | _____ | 3. Mary | C. Conrad | c. Ireland |
| _____ | _____ | 4. Uncle Fred Flits By | D. Galsworthy | d. London and Colchester |
| _____ | _____ | 5. How Gavin Birse put it to Mag Lownie | E. Hardy | e. Malay Peninsula |
| _____ | _____ | 6. Tony Kytes, the Archdeceiver | F. Jacobs | f. Mitching Hill, London |
| _____ | _____ | 7. Mr. Brisher's Treasure | G. Kipling | g. New Zealand |
| _____ | _____ | 8. The Lagoon | H. Mansfield | h. Scotland |
| | | | I. Maugham | i. South Africa |
| | | | J. Wells | j. Wales |
| | | | K. Wodehouse | k. Wessex |
| | | | L. Woolf | |

Using the list of authors given above, write in the name of the author to whom each phrase applies.

- _____ 1. Famous for his prophecies of the future of society.
- _____ 2. Penname of a short story writer who died in the midst of a promising literary career.
- _____ 3. Founder of the "Kailyard" school of fiction.
- _____ 4. Creator of Psmith, Jeeves and other humorous persons.
- _____ 5. Chronicler of the five pottery towns of Staffordshire.
- _____ 6. A foreigner who became a naturalized Englishman.
- _____ 7. A poet and writer who showed country people as playthings of fate.
- _____ 8. A poet and writer who pictures two races thrown together in an Oriental country.
- _____ 9. Knighted by the king for his literary ability.
- _____ 10. Famous for his pictures of the sea and for his psychological studies of sailors and men who live a simple but hard life.

Pupil's Score _____

Paper graded by _____

NEW BOOKS

The following is an annotated list of new books recently added to the library. They will be on display Saturday morning, March 4, until 10:30 am, after which time they may be checked out. There will be a five cent (5¢) charge per week for the titles starred. These cannot be renewed unless there is no waiting list. After the initial week, the usual one cent per day charged for overdue books will be charged.

NON-FICTION

1. 150 Brickner, Richard - Is Germany incurable?
What eats at the core of Germany is disease of the spirit. In order to cure it, we must understand it. Is Germany incurable is a lucid and brilliant contribution to that understanding.
2. 170 Fosdick, Harry E. - On being a real person
The book starts with a discussion of how a person can and must learn to accept himself as he is. An appraisal of personal strength and weakness leads to an understanding of what one may do to improve his methods of getting along with himself and of
3. 172.4 Prefaces to Peace
A symposium consisting of the following: One world, Willkie; Problems of lasting peace, Hoover; Price of free world victory, Wallace; Blueprint for peace, Welles.
4. 290 Laurer, Herrymon - The Old Fellow
The Old Fellow was a contemporary of Confucius, but he is also the contemporary of all free peoples, and the bulwark of the Chinese in their six years of resistance to Japan. Based on the life and work of Lao-tzu.
5. 301 Mead, Margaret - And keep your powder dry *
Dr. Mead, one of our most distinguished anthropologists, explores the American character and asks not who are Americans but what are Americans, and how we got that way.
6. 301.5 Buck, Pearl - What America means to me
In this book are the most notable speeches and writings of Pearl Buck's since the spring of 1942. She is always and steadily holding before us the traditional American ideal, human equality and freedom for all.
7. 301.5 Carlson, John R. (pseud) - Under cover *
Subversive activities in America.
8. 301.5 Chase, Allan - Falange *
Axis secret agents in America. For over a decade the Germans have been spreading their ideas and influence among Latin Americans and other Spanish speaking peoples through the Falange organizations.
9. 325 Ottley, Roi - New world a-coming *
Not merely a study of problems, but a forceful interpretation of the state of mind of the Harlem negro and by implication, of the negro race throughout the country.
10. 327 Quintanilla, Luis - A Latin American speaks
A former member of the Mexican Embassy in Washington views all America, North, South, and Central, as a unit.
11. 331.8 Collins, Henry H. - America's poor refugees
Four million citizens on the march. Much of the material is taken from the reports of the Tolson Committee which investigated the problem of the migratory worker.
12. 331.8 McWilliams, Carey - Ill fares the land
Migrants and migratory labor in the United States. "This is a book that should be read even in the midst of war to help us to plan how to take the best advantage of the peace we intend to win.
13. 339 Heil, Edward W. - Consumer training
Protecting your interests as a consumer.
14. 355 Flikke, Julia - Nurses in action
The story of the Army nurse corps.
15. 629.1 Cooke, David C. - War wings

16. 630 Damon, Bertha - A Sense of humus *
Concerning the pleasures of living in the country. "Getting what you go after is success; but liking it while you are getting it is happiness." Excellent for reading aloud.
17. 745 Holme, C.G. - Lettering of today
This book illustrates every form of drawn lettering as distinct from type.
18. 784 Carmer, Carl - Songs of the Rivers of America
From the days when voyageurs sang to the swing of their dripping paddles to these war hours when stevedores empty the piled wharves to the steady beat of work-songs, the story of our valley life has been told in words-with-music.
19. 820.8 Fadiman, Clifton - The Three readers
Selected stories, essays, poems, novels in prose and verse that Fadiman, Sinclair Lewis, and Carl Van Doren have read and enjoyed and would like you to become acquainted with.
20. 820.9 Wilson, Edmund, ed. - Shock of recognition
An anthology of essays, letters, satires and poems that evaluate outstanding American writers since the 1840's. Through the introduction to each selection the editor traces a century's development in American literary criticism.
21. 827 Anstey, F. - Humor and fantasy
A collection of humorous stories. These stories of Anstey were selected by Hugh Walpole for the Book Society of England.
22. 908 Flewelling, Ralph T. - Survival of Western culture
The author searches for the thread which gives continuity to Occidental culture and this thread he discovers in the perpetual struggles for personal freedom.
23. 917.3 Beals, Carleton - American earth
American earth is the story of our land from the days of the first settlers down to the Colorado dust-bowl and Oklahoma immigrants to California.
24. 917.3 Jennison, Keith - The Maine idea
Maine in photographs.
25. 917.3 Williamsburg, Virginia in photographs.
Colonial Williamsburg.
26. 917.5 - 917.9 Federal Writers' Project
The whole series of state books (guides) with following exceptions - Illinois, Louisiana, New Mexico, Oklahoma, Mississippi, North Dakota, South Dakota.
27. 917.5 - 917.9 Rivers of America Series (All those printed to date:
The Sacramento, Julian Dana; The James, Blair Niles; Suwanee River, Cecile Matschat; The Kaw, Floyd Streeter; The Allegheny, Frederick Way; The Delaware, Harry Wildes; Twin River, Harry Wildes; The Humboldt, Dale Morgan; The Wabash, William Wilson; The Charles, Arthur Tourtelot; The Sangamon, Edgar L. Mast; The Chicago, Harry Hansen; The Illinois, James Gray; Upper Mississippi, Walter Havighurst; Powder River, Struthers Burt; St. Lawrence, Henry Boston; Brandywine, Henry S. Canby; The Hudson, Carl Carmer; Lower Mississippi, Hodding Carter; Kentucky, Thomas Clark; Kennebec, Robert Coffin; Arkansas, Clyde B. Davis; Wisconsin, August Derleth.
28. 917.98 Colby, Merle - Alaska (Federal Writers' Project)
29. 920 Bear, Luther Standing - My people the Sioux
A story written by a blanket Indian, the first son of a Sioux - Chief Standing Bear.
30. 921 Hahn, Emily - The Soong sisters
The story of the Soong sisters is the story of modern China. Madame Chiang-Kai-shek, Madame Sun Yat-sen, and Madame Kung.
31. 921 Ickes, Harold L. - Autobiography of a curmudgeon
A political career that has included many fights against corruption, regardless of party lines, in Chicago and later in national politics, is bluntly told.
32. 921 Nehru, Jawaharlal - Toward freedom

33. 921 Pierson, Louise R. - Roughly speaking *
The autobiography of a high-spirited uninhibited American woman who was born with a silver spoon in her mouth and when she lost it, came up not only fighting but cheering.
34. 921 Seagrave, Gordon S. - Burma surgeon *
Coming from a family that had contributed missionaries to Burma for three generations, Dr. Seagrave began work as a medical missionary in northern Burma 20 years ago. Almost half the book is an account of the retreat with Stilwell when Seagrave and his nurses gave instant attention to soldiers and refugees.
35. 921 Todorov, Kosta - Balkan firebrand
The autobiography of a rebel, soldier, and statesman.
36. 940.53 Agar, Herbert - A Time for greatness *
History demands of America an especial greatness at this moment. Says Joseph Henry Jackson "...this is a book of the utmost importance, the most valuable examination of America and Americans, their war and democracy, yet published."
37. 940.53 Brown, Francis - The War in maps (Reference shelf)
An atlas of New York Times maps. A running story of the world as it was on the eve of war, is presented with maps illustrating campaigns, etc.
38. 940.53 Grafton, Samuel - An American diary *
A pungent history of the course of the war, political maneuvers, and the vagaries of public opinion, clipped from the author's syndicated column in the New York Post during the past four years.
39. 940.53 Hynd, Alan - Passport to treason *
This summary of the known facts about recent Nazi espionage and sabotage in this country brings into one narrative the fragmentary scattered material that appeared in newspaper reports.
40. 940.53 Ingersoll, Capt. Ralph - Battle is the pay-off *
Through basic training to the battlefield that is the pay-off for all that goes before. Scene - a few square miles of Tunisian mountains. Before becoming a soldier, Ralph Ingersoll was a brilliant journalist on the paper PM.
41. 940.53 Lawson, Ted W. - Thirty seconds over Tokyo
First-hand account of the Doolittle raid over Tokyo.
42. 940.53 Lesueur, Lawrence - Twelve months that changed the world*
A C.B.S. correspondent pictures wartime Russia from October 1941 to October 1942. Political commentary is limited to brief reports on the reaction of the civilians and officials he met to the course of the war from the siege of Moscow to the siege of Stalingrad.
43. 940.53 Lin, Yutang - Between tears and laughter
This Chinese philosopher examines the conduct and purpose of the war and the progress of postwar planning. He offers no plan but appeals for a consideration of human, not economic, rights and for a basis of moral values in international affairs.
44. 940.53 St. John, Robert - From the land of silent people *
Complete, uncensored report of the tragic campaign in Yugoslavia, Greece and Crete.
45. 940.53 Swing, Raymond G - Preview of history *
An essay entitled Realities of a power peace, urging realism rather than wishful thinking in peace planning, precedes selections of the radio commentator's broadcasts and speeches dating from December 8, 1941 - May 10, 1943.
46. 940.53 Whitaker, John T. - We cannot escape history *
A noted foreign correspondent here throws into bold relief the lessons we must learn from today's history if we are to attain more than mere military victory.
47. 940.53 White, William L. - Queens die proudly
This is the story of a Flying Fortress crew in the tremendous air campaign that saved the day for the United Nations in the Southwest Pacific.

48. 940.53 Williams, Wythe & Narvig, W. - Secret sources *
In his radio broadcasts and his newspaper, Wythe Williams revealed inside information about Germany before it was known to news agencies. This is the story of his relations with the second author, a European who had agents in Germany some of whom were members of Hitler's household.
49. 973 Debo, Angie - Tulsa: from creek town to oil capital
A historian relates the vicissitudes of the Indian tribes who occupied the Oklahoma region in which Tulsa is located, and then tells of the meteoric growth of that city, engineered by men who found wealth in the oil wells.
50. 973.3 Miller, John C. - Origins of the American Revolution
A scholarly analysis of the struggle which separated the 13 colonies from England, including the causes and attitude on both sides of the Atlantic.

FICTION

51. Allen, Hervey - Forest and the fort *
This is the first book of a long romantic North American novel. It begins during the French and Indian wars and part one is set in the forests of Pennsylvania and westward. The entire story will appear in six books, the whole entitled "The Disinherited." Volume two, Bedford village, is on order.
52. Beals, Carleton - Dawn over the Amazon *
Colorful and dramatic novel about South America.
53. Bekessey, Jean (Hans Habe, pseud) - Katherine *
The story of a woman's long, ruthless campaign to establish her daughter in a respectable, socially secure position. The dissoluteness of France at the outbreak of war is the background for the climax of the story.
54. Gather, Willa - O Pioneers
A story of Swedes, Bohemians, and French winning the almost untamable Nebraska prairie land in the face of difficulties and experience.
55. Fairbank, Janet A. - The bright land
Born in New Hampshire in the days when Andrew Jackson was President, the heroine of this story plays her part in the great American crisis, the Civil War and years of Reconstruction.
56. Fuller, Iola - The Shining trail *
Full, action-filled, sympathetic novel of the Black Hawk War. Based throughout on history - America in growth.
57. Furman, Lucy - The Quare woman
The tale of a settlement school among the mountaineers of Kentucky.
58. Goodman, Jack, ed. - Fireside book of dog stories
An anthology containing several short novels and over 30 stories.
59. Guy, Earl - Heaven is a sunswept hill
A story of those farming people who live on the rich floodlands of the Lower Mississippi and to whom, during the spring when sodden downpours swell the torrential freshets of melting snow, Heaven does indeed seem to be a sunswept hill.
60. Hsiung, Shih-i - The Bridge of heaven *
The background of the novel is China in the last years of the Manchú dynasty, from 1879 to the establishment of the Republic in 1912.
61. Perry, George S. - Hold autumn in your hand *
How Sam Tucker chose the hard way of independence rather than the easy way of the sandhills. Working the land on a shoestring brings out all the ingenuity and opportunism in Sam.

MYSTERIES

62. Bailey, Hilda - What night will bring *
When a large advertising agency finds that its best ideas for campaigns are being stolen, the obvious conclusion is that some member of its staff is selling the information to rival concerns.

83. Coxo, George H. - Murder for two *
Miss Taylor was not only a newspaper woman but a crusading columnist as well and her murder was a threat to her profession.
84. Daly, Elizabeth - Evidence of things seen *
Clara knew something was wrong the first time she saw the old woman in the sunbonnet.
85. Disney, Dorothy - Crimson Friday *
Veronica is a harpist with a past. To conceal it, she envelops herself in an atmosphere of eccentricity.
86. Grafton, C. W. - Rat began to gnaw the rope *
This is the winner of the third Mary Roberts Rhinehart mystery novel prize contest.
87. Greene, Graham - The ministry of fear
"His 'entertainments' as he calls his novels of spies and gangsters are the best now being written... His book has the rare quality of seeming not so much to have been written as to have been dreamed from beginning to end." - M. Cowley in New Republic
88. Hardt, Michael - A stranger and afraid *
A World War II spy story - gripping as a Commando's hand on an enemy throat.
89. Lauferty, Lillian - The hungry house *
For three hundred years, once in every generation, a Mattheus Holden died by violence. An Inner Sanctum mystery.
90. L Long, Manning - Vicious circle *
Liz Farrott had never met her husband's relatives until the peremptory summons to a family Christmas came.
91. Roughhead, William - The murderer's companion *
Says the author "I am a teller of tales, and the tales which I tell are true although they are regrettably bloody." London Times - "He is the most interesting writer on the subject and the wittiest." Six short stories.

CHILDREN'S BOOKS

92. 398 Seredy, Kate - The White stag
The epic story of the migration of the Huns and Magyars from Asia to Europe. Written in beautiful rhythmic prose with details that make it all a breath-taking pageant.
93. 917.3 Hark, Ann - The Story of the Pennsylvania Dutch
With colored plates, lithographs and marginal drawings, this book tells the story of the Pennsylvania Dutch - backgrounds, beginnings in American way of life, and contributions to American life, with some explanation of the different sects among the Plain People.
94. Bailey, Bernadine - The Youngest WAAC
The period of basic training in the WAACs and how Terry got mixed up with the F.B.I.
95. Brier, Howard M. - Swing shift
Eighteen-year-old Dave Marsahll, working the swing shift in a Seattle shipyard, helps uncover a plot for sabotage and round up a gang of enemy agents.
96. Brink, Carol R. - Caddie Woodlawn
The six Woodlawn children, of which Caddie is one of the liveliest and their adventuresome life on the Wisconsin frontier.
97. Gates, Doris - Blue willow
To Janey Larkin, the blue willow plate was the most beautiful thing in her life, a symbol of the home she could only dimly remember and the time when the family would once again be able to make roots for itself in one community.
98. Gray, Elizabeth - Adam of the road
A story of 13th century England about a minstrel boy who loses both his father and his dog and who sets out along the great highways to find them.

99. Grey, Katherine - Rolling wheels
A story of covered wagon days, plodding out of Indiana to California.
100. Grey, Katherine - Hills of gold
A sequel to Rolling wheels. What happened when the cry of "Gold" went up at Sutter's Fort.
101. Lynch, Patricia - Fiddler's quest
Ethne and her violin went to Dublin to live with the Widow Rafferty and the five young Raffertys while her father went to America. A delightful story done in Irish brogue.
102. Lynn, Margaret - Land of promise
A story of the exciting days in Kansas before the Civil War when the admission of each new state to the union fanned the fire of pro- and anti-abolition.
103. McSwigan, Marie - Five on a merry-go-round
How a family, looking for work in Alabama, copes with the housing situation. A charming story.
104. Means, Florence C. - A Candle in the mist
A girl's faith in her foster brother is like a candle in the mist to him. Story takes place in pioneer days in Wisconsin and Minnesota.
105. Robinson, Gertrude - Peter Snow, surgeon
The year was 1660, and Peter had arrived off the New England coast, a stowaway. How Peter attended Harvard under the sponsorship of John Eliot and later rebelled, a true son of his surgeon father, and joined the famous Dr. John Clark in his work as a surgeon.
106. Ross, M. I. - Morgan's fourth son
A story of young people in rural America today. Setting is Michigan.
107. Vaka, Demetra - Delarah
Two small girls in the everyday life of old world Greece and Turkey.

Direction: Place heavy vertical marks through the letters of all the correct answers on the separate answer sheet.

1. When heat is applied to a substance (a) it usually expands (b) it usually contracts (c) the molecules tend to move slowly (d) the molecules become farther apart (e) it gains energy.
2. When heat is taken away from a substance (a) it is cooled (b) it becomes warmer (c) the molecules get closer together (d) it always contracts (e) it may expand.
3. The scales we find on thermometers are (a) air (b) metallic (c) mercury (d) alcohol (e) water.
4. Some of the kinds of thermometers are (a) centi grade (b) fahrenheit (c) air (d) mercury (e) alcohol.
5. Principles of Science (a) is a statement that tells what happens under certain conditions (b) is the same as theory (c) is something that could be explained but cannot be proved (d) were discovered by experiments (e) is built upon facts.
6. Concrete sidewalks are built in small blocks, and some fibrous materials are placed between them. This is because (a) to allow for expansion of concrete (b) it's easier to pour concrete that way (c) if the block is too big it will be too heavy to carry (d) it looks better (e) to keep the concrete from bulging up when it expands in summer time.
7. 40°C . is equal to (a) boiling point of water sometimes (b) 104°F . (c) 40°F . (d) 4°F . (e) is room temperature.
8. 240° (a) could be boiling point of water (b) is equal to 115.55°C . (c) is equal to 432°C (d) is equal to 464°C . (e) is equal to 101°C
9. The boiling point of water is (a) about 96°C here at Tale Lake (b) about 205°F . here at Tale Lake (c) 212°F . at Sea level (d) higher at greater elevation (e) never changed if the place you boil do not change.
10. Freezing point of water (a) is always the same (b) becomes lower than 0°C . if you add salt. (c) is 32°F (d) is same as its melting point (e) at sea level is 100°C lower than its boiling point at sea level.
11. Evaporation (a) is same as vaporization (b) is almost opposite of condensation (c) takes place only at boiling point (d) may take place at any temperature (e) takes away heat.
12. Evaporation (a) is slower at lower temperatures than high temperature (b) is a cooling process so it supplies heat (c) is a cooling process so it takes up heat. (d) is hastened at higher temperatures (e) occurs at surface only.
13. Distilled water (a) is pure water. (b) could be used for drinking. (c) is made by boiling solutions of water and allowing the steam to condense back again (d) can not be used for drinking (e) is used in storage batteries.
14. Water is boiling in an open pan (a) the temperature of the boiling will keep on rising if you keep on heating (b) the temperature remains the same until all the water is changed into steam (c) the temperature will rise higher and if you put a cover on the pan let the steam escape around the edges of the pan (d) heat is being taken away (e) bigger the flame higher the temperature.

- 2-
15. Some clothes are being dried outside on the clothes line. (a) they will dry faster when there is a breeze (b) they never dry when the weather is very cold (c) dry faster when temperature is higher (d) dry alone when the day is warmer (e) dry faster during the day than night.
 16. During the winter, when the weather is very cold, the inside of window pane is wet. (a) This is because air condenses on the window pane (b) The window pane is cold so it cools the air in contact with it and thus some of the water vapor condenses. (c) This is because warm air holds less water vapor than cold air (d) This is because cold air holds less water vapor than warm air.
 17. Steam is (a) a gas (b) water that turned into gas (c) visible (d) that white cloud that you see at the mouth of kettle with boiling water (e) invisible

Name _____

Date _____
Class _____

I. Where did Silas meet William Dane?

II. What was Silas doing in the deacon's bedroom?

III. What measure's did the members of the church take for finding out the truth in regard to Marner's guilt?

IV. Why did Godfrey have to have money?

V. What thoughts about Marner came to Dunstan as he set off on Wildfire?

VI. What was his purpose in entering Marner's cottage?

VII. What did Marner do when he discovered his loss in his solitary dwelling?

Date _____

"Ulysses and the Cyclops"

Directions: Write • if the statement is true; o if the statement is false.

1. The Havell version of the Odyssey has emphasis on the story rather than the style completion.
2. Ulysses is modest in speaking of himself and of his home.
3. The first eleven lines of Ulysses's answer show that he is irritating.
4. He does not remain with the goddess Calypso or with Circe because he desires to reach his much loved home.
5. The adventure among the Ciconians proves that ancient warfare was unexciting.
6. Ulysses's conduct of the campaign among the Ciconians shows that as a leader he was undaunted by difficulties.
7. He was forced to land among the Lotus-eaters because the land was famous for its flowers.
8. The exploring party that Ulysses sent forth were enchanted by the food.
9. In Ulysses's opinion the Cyclops were notable as a people for being solitary and lawless.
10. Polyphemus kept himself busy as a builder of ships.
11. To get fresh water Ulysses went with one ship to the mainland.
12. Some of the wine that had been given him at Tamarus, Ulysses now took with him because he feared he would run into trouble.
13. On visiting the giant's cave he refused to follow the advice of his companions because he was too eager to prove the owner's hospitality.
14. The actions of Polyphemus before he caught sight of the Greeks impress us with his mighty strength.
15. The main point that Ulysses made in answering the giant's question was that the giant ought to protect them as strangers.
16. His first plan to murder the Cyclops the Cyclops in his sleep was abandoned because of the fear of failure.
17. In offering the wine the next night Ulysses asked Polyphemus to send them all home.
18. After blinding Polyphemus, Ulysses and his companions escaped death by Ulysses's shrewdness in giving the name "Everyman".
19. The most exciting part of the escape of the Greeks came when the giant talked to his favorite ram.
20. At the end of this adventure the prospects for the future are protection from Jupiter.

COMPLETION

21. Calypso allained Odysseus to build a _____.
22. Ino gave Odysseus a _____ which aided him in swimming.
23. A plant which when eaten caused one to forget all cares was the _____.
24. The Cyclops's manner of devouring the Greeks was compared to _____.
25. This story has for its background the war between the _____ and the _____ in Asia Minor.
26. The Odysseus is believed to be the work of the Greek minstrel _____.
27. Menelaus called upon the Greek warriors to help him recover _____.
28. Ulysses represents the Greek ideal of _____.

29. Odysseus son's name was _____
30. Odysseus wife's name was _____

III. Describe one scene

IV. Write a good sentence about each of the following names:
Neptune, Athene, Odysseus, Laertes, Zeus, Telemachus

*make folder for
Choral Reading*

REFRAIN

OH, I WANT TO GO TO TIMBUKTOO.

SNOWFLAKES

Solo: Oh, I want to go to Timbuktoo,
Refr: Woola woola woola,woola way;
Solo: Where the girls are black, and the boys are too,
Refr: Woola woola woola woola way.
Solo: It's there you see the chimpanzee
Swinging from the branch of a great big tree,
It's there you hear the big baboon
Singing in the night the monkey tune
Refr: Woola woola way
Woola woola way,
Woola woola woola woola way.
- Paul Edmonds

Solo: Feathery flakes of snow come down,
Refr: Swirling, twirling, drifting
Solo: Until they cover all the town.
Refr: Swirling, twirling, drifting.
Solo: People hurry to and fro,
Refr: Riding, sliding, skipping,
Solo: Through the silver-powdered
snow,
Refr: Riding, sliding, skipping.
- Louise Abney

2nd. stanza:

Same: 2 lines

Solo: Where everything is strange and new,
Refr: Woola woola woola woola way
Solo: Where people live in huts of clay
And never do a thing the livelong day
Except to wait till the big baboon
Brightens up the night with the monkey tune--
Same- three lines refrain.

AUTUMN MOOD

- Solo, with refrain

Solo: A golden leaf is falling to the ground ...
Refr: Hush ... hush...
Solo: With just the ~~slightest~~ faintest whisper of a sound...
Refr: Brush.... Brush....
Solo: Leaves, and leaves, are swirling in a shower...
Refr: Still.... still....
All: A golden rain is falling on the hill.
-- Louise Abney

THE GREY BILLY- GOAT

- Line- a- child, with refrain, or solo with refrain.

Solo: Grandmother had a little grey Billy-goat,
Refr: Dinkums, dunkums, little grey Billy-goat.
Solo: Granny was fond of her little grey Billy-goat,
Refr: Dinkums, dunkums, little grey Billy-goat
Solo: Little grey Billy-goat thought he's go a-walking,
Refr: Dinkums, dunkums, little grey Billy-goat.
Solo: Big grey wolves came staking, a-stalking,
Refr: Dinkums, dunkums, little grey Billy-goat.
Solo: All that was found was his hoofs and his horns,
Refr: Dinkums, dunkums, little grey Billy-goat.
Solo: Granmother sits by the stove and mourns,
Refr: Dinkums, dunkums, little grey Billy-goat.
- Russian folk song

WHAT DOES THE BEE DO?

- I: What does the bee do?
 II: Bring home honey.
 I: What does father do?
 II: Bring home money.
 I: What does mother do?
 II: Lay out the money.
 I: What does baby do?
 II: Eat up the honey.
 -Christina Rossetti

THE NORTH WIND DOTH BLOW.

- I: The North Wind doth blow
 And we shall have snow
 Solo: And what will Cock Robin do then,
 poor thing?
 II: He'll sit in a barn
 And keep himself warm
 And hide his head under his wing,
 poor thing.
 - Nursery rhyme.

WHO HAS SEEN THE WIND?

- I: Who has seen the wind?
 II: Neither I nor you;
 All: But when the leaves hang ~~shaking~~
 trembling,
 The wind is passing through.
 I: Who has seen the wind?
 II: Neither You nor I;
 All: But when the trees bow down their heads,
 The wind is passing by.
 -Christina Rossetti

A GOBLIN LIVES IN OUR HOUSE
(for Halloween)

- All: A goblin lives in our house,
 in our house, in our house
 A goblin lives in our house
 all the year round.
 I: He bumps
 II: And he jumps
 I: And he thumps
 II: And he stumps,
 I: He knocks
 II: And he rocks
 I: And he rattles at the locks.
 All: A goblin lives in our house
 in our house, in our house
 A goblin lives in our house
 all the year round.
 -- From the Franch

LITTLE MOUSIE BROWN

- I: He climbed up the candle-stick,
 II: The little mousie brown,
 I: To steal and eat the tallow,
 II: And he couldn't get down.
 I: He called for his grandma,
 II: But his grandma was in town,
 All: So he dpubled up into a wheel
 And rolled himself down.
 -Mother Goose

LITTLE ROBIN REDBREAST

- Solo: Little Robin Redbreast
 Sat upon a tree:
 I: Up went pussy-cat,
 II: Down went he;
 I: Down came pussy-cat,
 II: Away Robin ran!
 All: Said little Robin Redbreast,
 Solo: Catch me if you can!
 - Mother Goose

RAIN MOODS

- I: (Gaily with a skipping rate)
 Rain in the city comes dancing
 Down the street--
 Gaily skipping, clicking
 Her little silver feet.
 II: (Softly, with a slower rate)
 Rain in the mountains comes
 Quietly, instead--
 Spreading silver cobwebs
 On fir and balsam bed.
 -Louise Abney

MISTY MOIST MORNING

- All: One misty moist morning
 When cloudy was the weather,
 I chanced to meet an old man
 Clothed all in leather.
 Clothed all in leather
 With cap beneath his chin:
 I: How do you do?
 II: And how do you do?
 II: And how do you do again?
 -Mother Goose

THERE WAS A CROOKED MAN

~~XXXXXXXXXXXXXcrookedXXXXX~~
 (1) There was a crooked man
 (2) And he went a crooked mile
 (3) He found a crooked sixpence
 Beside a crooked stile
 (4) He bought a crooked ~~manxxx~~ cat
 (5) That caught a crooked mouse
 All: And they all lived together
 In a little crooked house.
 - Mother Goose

OVER IN THE MEADOW

All: Over in the meadow
 In the sand, in the sun,
 Lived an old mother Toad
 And her little toadie one:
~~(1) "Wink" (All) said the mother~~
 (1) "Wink" (All) said the mother
 (2) "I wink" (All) said the one
 So she winked and she blinked
 in the sand, in the sun.

All: Over in the meadow,
 Where the stream runs blue,
 Lived an old mother fish
 And her little fishes two.
 (1) "Swim" ~~saxdxkka~~(All) said the mother
 (3&4) "I swim" (All) said the two,
 So they swam and they leaped
 Where the stream runs blue.

All: Over in the meadow
 In a hole in a tree,
 Lived a mother bluebird
 And her little birdies three
 (1) "Sing" (All) said the mother
 (5&6) "We sing" (All) said the three,
 So they sang and were glad
 In the hole in the tree.
 etc., cumulative for the 12.
 9 more stanzas in poem.
 - Olive A. Wadsworth

The Chickens

I: Said the first little chicken,
 II: With a queer little squirm,
 (1) "I wish I could find
 A fat little worm."
 I: Said the next little chicken
 II: With an odd little shrug,
 (2) "I wish I could find
 A fat little slug."

etc., etc., for rest
 of stanzas.

THE NORTH WIND

All: Whoo-oo-oo
 The North Wind blew
 (1) It rattled the windows-
 (2) It swept down the flue
 (3) The great trees groaned
 As the North Wind moaned--

Refr: Whoo-oo-oo!
HANNIBAL CROSSED THE ALPS

All: Hannibal crossed the Alps!
 Hannibal crossed the Alps!
 (1) With his black men
 (2) His brown men
 (3) His country-men
 (4) His town-men
 (5) With his Gauls, and his Spaniards
 His horses and elephants

All: Hannibal crossed the Alps
 Hannibal crossed the Alps
 (6) For his bowmen
 (7) His spear-men
 (8) His front men
 (9) His rear men
 (10) His Gauls and his Spaniards
 His horses and elephants
 Wanted the Roman scalps;
 All: And that's why Hannibal, Hannibal, Hannibal
 Hannibal crossed the Alps!
 -Eleanor Farjeon

RAIN IN THE NIGHT

All: Raining, raining,
 All night long;
 Sometimes loud, sometimes soft,
 Just like a song.
 (1) There'll be rivers in the gutters
 And lakes along the street.
 (2) It will make our lazy kitty
 Wash his little feet.
 (3) The roses will wear diamonds
 Like kings and queens at court;
 (4) But the pansies all get muddy
 Because they are so short.
 (5) I'll sail my boat tomorrow
 In wonderful new places,
 But first I'll take my watering pot
 And wash the pansies' faces.
 - Amelia - Joesphine Burr

Repeat first stanza- all.

A CHRISTMAS FOLK SONG

All: The little Jesus came to town;
 I: The wind blew up II: the wind blew down;
 All: Out in the street the wind was bold;
 Now who would house Him from the cold?

All: Then opened wide the stable door,
 Fair were the rushes on the floor;
 The ox put forth a horned head:
 (1) "Come, little Lord, here make Thy bed."

All: Up rose the sheep were folded near;
 (2&3) "Thou Lamb of God, come, enter here."
 All: He entered there to rush and reed,
 Who was the Lamb of God indeed.

All: The little Jesus came to town;
 With ox and sheep He laid Him down;
 I: Peace to the byre II: peace to the fold,
 All: For that they houses Him from the cold.
 - Lizette Woodworth Reese

THE MYSTERIOUS CAT

(In unison, demonstrating crescendo and minuendo)

I saw a proud mysterious cat,
 I saw a proud mysterious cat
 Too proud to catch a mouse or rat--
 Mew, mew, mew.

But catnip she would eat, and purr,
 But catnip she would eat, and purr.
 And goldfish she did much prefer--
 Mew, mew, mew.

I saw a cat--'twas but a dream,
 I saw a cat,--'twas but a dream,
 Who scorned the slave that brought her cream--
 Mew, mew, mew.

Unless the slave were dressed in style
 Unless the slave were dressed in style
 And knelt before her all the while--
 Mew, mew, mew.

Did you ever hear of a thing like that?
 Did you ever hear of a thing like that?
 Did you ever hear of a thing like that?
 Oh, what a proud mysterious cat,
 Oh, what a proud mysterious cat,
 Oh, what a proud mysterious cat.
 Mew...mew...mew.

-Vachel Lindsay

THE PIRATE DON DURK OF ~~HOWDEE~~
 (in unison) DOWDEE.

Ho, for the pirate Don Durk of Howdee
 He was as wicked as wicked could be,
 But oh, he was perfectly gorgeous to
 see!

The pirate Don Durk of Dowdee.

His conscience, of course was as black
 black as a bat,
 But he had a floppity plume on his black
 hat
 And when he went walking, it jiggled-
 like that!

The plume of the Pirate of Dowdee.

His coat it was crimson and cut with
 a slash,
 And often as ever he twirled his black
 mustache
 Deep down in the ocean, the mermaids
 went splash,
 Because of Don Durk of Dowdee.

Moreover, he had a purple tatoo,
 And stuck in his belt where he
 buckled it through
 Were a dagger, a dirk, and a
 squizzamaroo,
 For fierce was the Pirate of Dowdee!

Oh, he had a cutlass that swung at his
 thigh
 And he had a parrot called
 Pepperkin Pye,
 And a zigzaggy scar at the end of his
 eye
 Had Pirate Don Durk of Dowdee.

His conscience, of course was as crooked
 as a squash,
 But both of his boots made a slickery black
 slish,
 And he went through the world with a
 wonderful swash,
 Did Pirate Don Durk of Dowdee?
 -A. A. Milne

WINTER TEACHERS'
CONFERENCE AND WORKSHOP

Elementary Division

OPENING SESSION
Jan 19/42
Saturday 10 A.M.
Hospital Auditorium

Dr. Cary: Remarks and Discussion of Relocation and Education

Dr. Leighton: Mental Hygiene for Teachers

-- MONDAY --

| Time | Grades 1 and 2 | Grades 3 and 4 | Grades 5 and 6 |
|---------------|--|---------------------------------------|--|
| 9:30 - 10:30 | Dr. Cary - Democratic Objectives Social Hall | | Mrs. Balderson - Art - Room 30-C |
| 10:30 - 11:30 | Miss Breeze - Administration Camp I Room 31-B | | " " " |
| 11:30 - 12:30 | " " " | | Miss Manning - Library 12-14-A Techniques |
| 1:30 - 2:30 | Mrs. Balderson - Art - Room 30-C | | Dr. Cary - Democratic Objectives Social Hall |
| 2:30 - 3:30 | Mrs. Balderson -Art- Room 30-C | Miss Ataloe -Weaving- Room 31-B | Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall |
| 3:30 - 4:30 | Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall | | |

-- TUESDAY --

| Time | Grades 1 and 2 | Grades 3 and 4 | Grades 5 and 6 |
|---------------|--|---|--|
| 9:30 - 10:30 | Mr. Anderson - Desert Vegetation and Life - - - Social Hall | | |
| 10:30 - 11:30 | Mrs. Balderson -Art- Room 30-C | Miss Lawton -Woodwork- Blk. 28-13-B | Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall |
| 11:30 - 12:30 | " " | " " | |
| 1:30 - 2:30 | Miss Lawton - Pottery - Blk. 28-13-B | | Mrs. Balderson - Art - Room 30-C |
| 2:30 - 3:30 | Miss Lawton -Pottery- Blk. 28-13-B | Miss Jean Miss Breeze Miss Morrison -Curriculum Social Hall | Miss Ataloe -Weaving- Room 31-B |
| 3:30 - 4:30 | Miss Jean Miss Breeze Miss Morrison -Curriculum- Social Hall | | " " |