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English-Social Studies Department

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C

J 3.50

An Abstract Report of the English Social Studies Department

A resume' of the English Social Studies committee portrays that the various meetings held were of discussion type assemblies, for the purpose of stimulating co-operation and profound professional thought and activity in a coherent chronological correlation.

In the various English Social Studies meetings, the group accomplished the following:

1. Ordered tests for English Social Studies Skills for the Junior High School
2. Ordered aptitude tests, Form A for the Senior High School
3. Ordered maps for Literature and World History
4. Compiled a list of objectives
5. Organized courses of studies for each grade level
6. Constructed a plan for the correlation of music, art, and the use of the library in the classrooms.

The activities sponsored by the English Social Studies group were the following:

1. Assembly program of the Gay Nineties
2. Miniature "town meetings" sponsored in the Senior High School classes for the Junior High classes to observe
3. Town Meeting assembly with Mr. Pettigrew as moderator

In the various meetings of the English Social Studies department many suggestions were offered and discussed by the members, such as:

1. Student council co-operation with Eng. Soc. Studies classes
2. Grade requirements
3. Plan card
4. Use of test and survey data
5. Use of pupil-teacher conference report
6. Use of Inter-American News Letter
7. Utilization of material from the council against Intolerance
8. Guidance and co-operation in the accumulative record data
9. School publications
10. Parent-teacher-student classroom meetings
11. Methods of producing a well organized and pedagogical parent-teacher-student meeting in the classrooms

To all teachers in the English Social Studies department, these educational meetings have served as a desirable asset through which has resulted wide professional growth.

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TEST ON COMMUNITY GOVERNMENT AND RELIGION
Covering the first five chapters in "Civics in American
Life," Crane's "Planning Cities for Today and Tomorrow,"
Akers' "City Government," and Williams' "Religious Liberty"--Row Peterson pamphlets

1. What are the values for you in studying civics?
2. Give one example of good school citizenship and one of poor school citizenship.
3. What is a community?
4. Why are laws necessary? (School)
5. Does education have any effect on I. Q., on actions and ideas? Give an example.
6. What are the four basic community institutions?
7. Would Amache be different if there were no churches here? What effect would this have?
8. Only a few ~~of the~~ cotton pickers have been put on the market, and a few more are added each year. Why ~~of the~~ aren't many more of these new machines put on the market immediately?
9. (Answer this if you read "Religious Liberty") Name several (3) individuals or groups of people who have fought for religious liberty and tell how each one did.
10. (For those who read "City Government") a. Draw a rough sketch of a cloverleaf intersection. ~~Why/for~~ b. Is the government doing anything about poor housing? c. Describe one form of local government.
11. ("Planning Cities") a. Washington, D. C., is a planned city. What advantages does it have over other cities for this reason?
b. What is "blight" whether applied to cities or to plants?
c. What effect do playgrounds have on crime and street accidents?

CORRELATED READING FOR PROJECTS

September-October, 1944

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Sam Takechi--New York

~~Margaret Masuoka--New York~~ *Hawaii Peck* "Roundabout America" ref.shelf

"Swiss Family Manhattan" FM864sw "How wonderful was that first day on the airship..."

"Hetty Green, the Witch of Wall Street," Sparkes FS

Woodward "Through many windows" W8997t

Bond "With the men who do things" ships FB711

Meigs "The covered Wagon" FM4833w *Lewis "Babbitt"*

Young "Little old New York" Y7551

Tom Kashiara--New York

Henry Kuwatani--~~Northwestern small cities~~ *San Francisco*

"The Pony riders in Montana" FP2944

Monroe "Singing in the rain" Oregon FM753

Sperry "Wagons Westward" Kit Carson, Johnny Starbuck,

Leroux and the Indians FS751w

Jaeger "The great Grand Canyon adventure" 917.91j

Amy Ishimoto--~~Seattle~~ *Minneapolis*

See above *Fred Waters Program Minnesota*

Plowhead "Lucretia Ann on the Oregon Trail" FP7327

Federal Writers Program, American Guide Series, Oregon Trail

Roy Mayeda--South American city compared to N.A. city and Amache

Stribling "Red Sand" Venezuela FS

Rodell "South American Primer" 918R

Goetz "Neighbors to the south" 918G

Carpenter "Our South American neighbors" 910.7c

Hudson "Green Mansions"

Goetz "Half your hemisphere" 980g

918 South American handbook

Amy Kamikawa--Cleveland

"Anderson "Winesburg, Ohio" FA549w

Federal writers program, American Guide Series--Ohio

Eugene Moritani--~~Dayton~~ *Rio - see above*

~~See above~~

Arthur Takemura--~~Detroit~~ *See below Philadelphia*

Marilyn Sano--DeWitt or Detroit

Henderson "Little journeys in America" 917.3h

Rathborne "Campmate in Michigan" R234c

Lewis "Dodsworth"

Federal Writers Program, American Guide Series, Michigan

Sam Ito--Chicago

Whitlock "The Gold brick" FW

Austin "Jackson Street" FA935

Henderson "Little journeys in America" 917.3h

Sandburg "Chicago" (See collection of modern literature)

Addams "Twenty years at Hull House" "Second 20 years at Hull House"

See Readers Digest

Mary Yoshida--~~Life of Jesus~~ Nursing - Sue Barton series
 Minoru Ogino--~~Religion~~ Chicago - see above
 Asa Yonemura--~~Religion~~ NYC Washington
 Edward Nakano--~~Christianity~~ Rio de Janeiro - see above
 Tsuyako Watanabe--~~Religion~~ Time
 Connelly "Green pastures"
 "Christ in concrete"
 John Fox "Little Shepherd of Kingdom Come"
 Douglas "Green Light" "The Robe"
 Levin "Citizens" L
 Hueston "The people of this town"
 "Across the ages"
 "The man nobody knows"
 Asch "Nazarene" "Apostle"
 Baker "Seed and the soil"

Raymond Kado, ~~John~~ Amache
 John Yoshida--~~Amache~~ San Francisco National Parks
 Mas--Map of Amache
 "The Moved Outers"
 "Amache"
 Radio broadcasts
 "Outcasts"
 Pamphlets in the office on relocation
 "Building America"

Pat Suzuki--Buddhism
 May Kubo--Buddhism
 June Sakiyama--Buddhism
 "Japan" 952H
 Smithsonian pamphlet on Japan
 "Daughter of the Samurai"
 Bonsels "An Indian journey"
 Rhys-Davids "Buddhist India" 954 D28
 "Japanese Lady in Europe" 915.1
 Nehru

Sue Hashimoto--Des Moines
 "The rim of the prairie" FA3652
 Hamlin Garland
 Federal Writers Program, American guide series, Iowa
 Nostitz "The countess from Iowa" 92 F 363
 Ina Kimura--Salt Lake City
 Mormons
 Doyle "A study in scarlet"
 Peck "Roundabout America" reference shelf 917.3

3.

Johnny - SF
Dan Mizukami--Los Angeles
Bobby Matsunaga--Los Angeles
Richards "Our California home"
Fairbanks "Geography of California" 917.94F
Young "Days of '49 in California" FY
Larsen "Landlubber" FL38271
Large "Little stories of a big country"
Rand McNally "San Francisco and Oakland" 917.94R
Henderson "Little journeys in America" 917.3h
White "Gold" FW Panama, Indians, west coast
Federal Writers Project, American Guide Series--California
Peck - Roundabout America

Johnny Nakabe--National parks
Gunji Shiro--National parks (Allen "Dynamo farm" FA425d)
(John Yoshida)--(Mesa Verde)
Nusbaum "Deric with the Indians" 917.8 N44de "Deric in
Mesa Verde"
Jaeger "The great Grand Canyon adventure" 917.91J
Albright "Oh, Ranger" 917.3

Chiz Okuno--Race
Allen "Dollar a share" journalism, coops, football
The Negro and ~~postwar~~ the war--OWI pamphlet
Autobiography of Booker T. Washington
"13 against the odds"
Johnson "Autobiography of an ex-colored man"
Heyward "Mamba's daughters"

Phillip--F.B.I.
F.B.I.
"Inside the F.B.I."-Floherty 364
"The boys' book of great detective stories" FH4125
Lisle "Hobnails and heather" 914.2
Boyle "Sherlock Holmes"

Mariko Shimada (and Margaret Masuoka)--Puppets
Tony Sarg's book of puppets
Puppets--fun to make, easy to use
Marionettes
"Consumer Consumed"
Catalogs in the office and a book I'm ordering
Puppets in "Experiences in speaking" room 34

Junichi One--Milwaukee
Wescott's short stories
Federal Writers Project, American Guide Series, Wisconsin

Doris Toyama--Hawaii
"Islands of the Pacific" and pamphlets
"Hawaii"

4.

Masako Wada-- New York City
Mrs. Stegner's pamphlets--
see Page 1

Robert Fuchigami-- Transportation
Building America

Pat Mori-- St. Louis

Yoshiko Tamai-- Alaska

Kiyoshi Hasegawa air planes
629.13 - aviation Research Associates
"How Planes Fly"
"Parts of Planes"
Winter
"War Planes of all nations"
629.13D Dunn "Wings for America"

Tom Griffith - transportation
see above

Jerry Race

SUPPLEMENTARY READINGS
ENGLISH-SOCIAL STUDIES 9⁴

- Peck "Roundabout America"*
 Sullivan "Our Times" 973.9 to 1925
 Fisher "The Brimming Cup" F or C --small town
 Cather "My Antonia" Nebraska
 Gatti "Here is Africa" 916 G263
 Library of modern wonder books "Growth of cities"
 Fortune magazines
 Peck "Young Americans from many lands" Easy reading FP366
 Robinson "Sarah and her dog Dakin" FR663
 Stratton "When Washington Danced" FS911
~~S/p~~ Tunis "All American" football
 Walden "Igloo" dog with Byrd at North and South Poles W
 Dunn "Wings for America" flying 629.13D
 Bacheller "Great moments in the life of Washington" 973.41b
 Fergusson "Rio Grande" --New Mexico 978.9f
 Clemens "Connecticut Yankee" FC6257c
 Alcott "Old Fashioned Girl" A355o
 "Little Women" A355li
 Allen "Dollar a Share" journalism, football A425
 Silvers "The Red-headed Halfback"
 Vanderbilt "Reno" FV228r
 Wells "The Affair of Flower Acres"
 Westcott "David Harum" W5243
 Wharton "Ethan Frome" New England W5535e
 Young ~~"Elizabeth"~~ "Mr. and Mrs. Pennington" Y713m
 Young "William" family in England Y71w
 Today's Children T6338t
 Lensler "A-going to the Westward" Virginia FL5735a
 Lewis "Babbitt" New York towns L676b
 Stowe "Uncle Tom's Cabin" S892
 Means "Whispering Girl" Hopi country FM4833w
 Norris "The world is like that" SF
 Langdon "Everyday things in American life 1607-1776, 1776-1876"
 Tregasky "Guadalcanal Diary"
 Peck "Roundabout America" Reference shelf
 Church "The Aeneid for boys and girls" 873 V81a
 Stewart "Aunt Polly's story of mankind" 817S
 Harris "Canadian ways" 917.1 H3144c
 Abbe "Around the world in eleven years" written by children
 Tappan "When knights were bold" 940.1 T
 Ilin "New Russia's Primer" 947 I294
 Brooks "The story of the Iliad" 883 H74i
 Tappan "In the days of Queen Elizabeth" BIL4t
 Hall "Buried Cities"
 Morris "Digging in the Southwest"
 Daingerfield "Mrs. Haney" FD
 De la Roche "Jalna" FD339j
 Dickens "David Copperfield"
 Dodge "Hans Brinker"
 Federova "The Family" FF294
 Ferber "Cimarron" FF "Show Boat" F346sh "So Big" F346so
 Garis "Buddy on the farm" FG
Saroyan "The human Comedy" FS

Rawlings "The Yearling"
 Hay "Pip" H412p
 Hilton "Goodbye, Mr. Chips" FH 6565g.
 Habberton "Helen's Babies"
 Hill "Marigold" FH646m
 Irving "Legend of Sleepy Hollow" FI512r
 Jesse "Act of God" FJ
 Kent "Mrs. Appleyard's Year"
 Kelly "Three sides of Agiochook" K759 Indians
 Lewis "Main Street" FL
 "Work of Art" FL
 "The Man who knew Coolidge" FF676
 Lane "Let the hurricane roar" L2663
 LaFarge "Laughing boy" Navajo Indians FL159
 Lincoln "The postmaster" FL
 Lawrence "A good home with nice people" FL4214go
 Longstreet "Decade 1929-39" FL
 Sackville West "Family history" FS
 Spyri "Heidi" S7725h
 Garth "Eastward in Eden" Boston FG2444
 Morris "His daughter" FM876h "Do you believe in dual personalities?"
 McBride "Here's Martha Deane"
 McCarter "Home land" Small towns in the southwest
 Oemler "A woman named Smith" FO
 Partridge "Country lawyer" P25c
 Plummer "Mrs. Peter Willoughby" FP735c
 Porter "The Harvester" FP
 Seltzer "The Gentleman from Virginia" FS
 Twain "Tom Sawyer" "Huck Finn" T969 C969
 Torrey "My outrageous cousin" FT
 Wharton "Certain people" W5535c
 Austen "Pride and prejudice" FA933p
 Aldrich "Lantern in her hand" A3651
 Bolitho "My shadow as I pass" B689m
 Bianco "Other people's houses" B5784
 Benson "People are fascinating" B4643p
 Benson "Junior Miss" FB
 Barrie "The Little Minister" P2751
 Billinger "Fatherland" --Hitler) B588
 Buck "A house divided" B557ho
 "Sons" "Patriot," "The Good Earth" 9224
 Brown "The father" B8776
 Cather "My Antonia" C3633m "O Pioneers" C3633o
 "The Professor's house" C3633p

America - Newspaper excerpts - Hopcraft (3)

ENGLISH AND SOCIAL STUDIES OBJECTIVES

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I. Development of Communications Skills (English)

- a. To help pupils to acquire ease and fluency in speaking
 1. In ordinary conversation needs
 2. In group meetings (parliamentary procedure)
 3. In discussions or debates
 4. In giving reports, book reviews, etc., before a group
- b. To train pupils to use acceptable standard in both oral and written English
 1. To recognize and avoid flagrant errors in grammar
 2. To spell correctly the words of his own written vocabulary
 3. To pronounce correctly and enunciate clearly the words of his speaking vocabulary
 4. To use the generally accepted standards of capitalisation, punctuation, etc.
- c. To assist pupils to increase their vocabulary through word study

II. History and Geography (Social Studies) and Civics

- a. To furnish knowledge of the past so that pupils may interpret better the present and plan and adjust for the future
- b. To give pupils knowledge of present-day problems (through study of Current Events, Radio News, etc.) so that they may have a true picture of the world in which we live
- c. To prepare pupils to promote a wiser and better cooperation between individuals, groups, nations, and races
- d. To train pupils to evaluate social, political, and economic forces
- e. To present a true picture of America and its institutions, so that pupils may better understand their rights and privileges and perform their obligations better
- f. To give opportunity to practice the principles of democracy
To teach the difference between liberty and license

III. Reading and Literature

- a. To give training in different types of reading according to individual needs (comprehension, speed, etc.)
- b. To provide opportunity for study of our American heritage in folklore and the various types of literature

- c. To present studies of other cultures, past and present, through a knowledge of their literature
- d. To provide opportunities for reading for recreation, for appreciation, for aesthetic values

IV. Music and Art

- a. To integrate study of American and all other cultures with art, music, architecture
- b. To present programs of artistic nature for cultural or spiritual value

V. Guidance

- a. To evaluate pupil's needs in terms of his potentialities, and to assist him in developing them to the highest degree
- b. To increase the pupil's sense of security here
- c. To assist pupils in meeting their needs when they leave the center
- d. To help pupil to achieve personal sense of values in his present environment and to adjust to present situation
- e. To assist pupils in making wise choices
- f. To develop leadership (give opportunities for)

VI. Social Activities

- a. To give pupils opportunities for social contacts that will enable them
 - 1. To get along with others
 - 2. To develop responsibilities
 - 3. To learn and practice acceptable behavior procedures
 - 4. To gain a sense of ease and security in social gatherings

SUMMARY FOR ENGLISH SOCIAL STUDIES IN THE 7TH GRADE

The general area of subject matter in which the planning for seventh grade English social studies is projected may be called, "The Contribution of Other Lands and Other Times."

We propose to plan cooperatively in this wide area the development of some of these questions.

1. How does it happen that our life is comfortable and safe?
2. How have large numbers of people learned to get along together?
3. What is the world we live in?
4. How did man learn to use the world?
5. What can we do to understand what "early civilization" were like?
6. How do civilizations spread?
7. What are the stories of other national groups?

1. Central Europe
2. Britain
3. Scandinavia
4. India, China, Japan
5. Pacific Islands
6. France
7. Italy
8. Russia
9. Germany

8. What are big difference in these stories which helped make the people different?

9. How do people in these countries live?
10. What do they read and study?
11. What music and are do they listen to, look at, and make.
12. What kind of schools do they have?
13. What do they eat, wear, build and make?
14. How have these people influenced us?

Through our study of these questions we expect to develop the following skills.

- a. The ability: to read a map
- b. " " to spell the words we use.
- c. " " to read and understand simple poetry and literary prose
- d. " " to read for information at our level
- e. " " to read to solve problems.
- f. " " to express ourselves without embarrassment before small groups
- g. " " to speak, write, and recognize complete sentences

- h. The ability to capitalize and use periods and abbreviations.
- i. " " to write acceptable w/o script.
- j. " " to distinguish nouns and verbs.
- k. " " to make simple pen and ink drawings.
- l. " " to care for books, pencils, desks, etc.
- m. " " to write simple friendly letters.
- n. " " to find simple references in the library.
- o. " " to use a dictionary for word meaning and pronunciation.
- p. " " to read simple newspaper items.

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SUMMARY OF WORK FOR ENGLISH - SOCIAL STUDIES
IN THE EIGHTH GRADE

The following units of work set forth the general outline from which specific plans are developed, adapted, and applied. This outline is not fixed or rigid. Much is to be omitted or changed.

- I. Orientation Unit
 - A. Class
 - B. Room
 - C. Building
 - D. Community
- II. What it Means to be an American
 - A. Study of American qualities
 - B. Study of American people
 - C. Study of American heroes.
- III. Sources of American Civilization
 - A. Economic
 - B. Social
 - C. Religious
- IV. Colonial Life - Development of Democratic Ideas
 - A. Making a new nation
 - B. The Frontier
 - C. Westward movement
- V. Development of Neighborly Ideas.
 - A. North American neighbors
 - B. Central American neighbors
 - C. South American neighbors
- VI. Development of World Ideas
 - A. We become world conscious
 - B. Current Events

Through the above plan we stress:

- I. Communication Skills
 - A. Oral
 - B. Written
 - C. Reading Skills
- II. Appreciations
 - A. Literature
 - B. Art
 - C. Music
- III. Guidance
 - A. Identifying Personal Problems
 - B. Relating and adapting subject matter to individuals
 - C. Providing opportunity for group organization and group action.

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NINTH GRADE ENGLISH-SOCIAL STUDIES

The following is a list of units, some of which have been used before, and from which ninth grade students and teachers will probably choose this year.

- Orientation units (studied concurrently and correlated with regular units)
 - School plant
 - Participation in group activity
 - a. Leadership
 - b. Followership
 - Use of the library
 - Etiquette
 - Conscious cooperative pupil-teacher planning
 - Wise use of time and money
 - Plan for senior high curriculum
- The individual in the community
 - School
 - Religious groups
 - Other social groups
- The individual in the state and nation
 - Political participation (privileges and responsibilities)
 - Social participation
 - Economic participation
- The individual in the world
 - Public opinion
 - Industrial activities
 - Vocational guidance and labor problems
 - Minority and majority problems
- Activities to be continued throughout the year
 - Current events
 - Communication skills
 - Correct usage
 - Art
 - Music

English and Social Studies for Tenth Grade

L329

I. GENERAL OBJECTIVES FOR WORLD HISTORY

- A. To furnish basic knowledge of world civilizations
- B. To provide a better understanding of the physical, economic, social, and political features that have caused the rise and fall of peoples and of nations
- C. To challenge pupils to investigate data, to recognize bias and prejudice, to draw logical conclusions, to study history in a scientific manner
- D. To give pupils a knowledge of historically important persons, events, movements, etc., so that they may understand references which they meet in reading or hear over the radio, and also for purpose of general culture
- E. To help pupils that a knowledge of the past may be of help in the solving of present day problems
- F. To help pupils to realize the heritage we owe to those who have lived before us
- G. To enable pupils to recognize the present-day world interdependence, so that they will strive to help promote a more effective racial, religious, social, and economic world co-operation
- H. To help each pupil to understand more fully the rights, privileges, and duties of citizenship, so that he may live a fuller life and be a better citizen of his school, his community, his country, and the world as it is now and as we hope it will become

II. UNITS OF STUDY IN WORLD HISTORY

- A. Primitive man -- Prehistoric days
 - 1. Early man's contribution to progress
 - 2. A concept of the vastness of time passed
- B. Ancient civilization of the Near and Far East
 - Egypt, the Tigris-Euphrates Valley--India--China
- C. "The Glory that was Greece"
 - The beginnings of democracy
 - Greek philosophy, art, literature, etc., which influence us today
- D. "The Grandeur that was Rome"
 - The rise and fall of the Roman Republic and the Roman Empire
 - Roman contributions to western civilization

E. The Transition Period--the Middle Ages

1. The advance of Teutonic tribes
2. The progress of Christianity and the influence of the Church
3. The spread of Mohammedanism
4. The institution of Feudalism--its merits and defects
5. The Renaissance movement

F. The development of European nations

1. Discoveries--explorations--colonization
2. Trade and commerce expansion
3. Growth of industry
4. The Reformation
The worth of the individual increases

G. Revolution -- Political, Social, Industrial

1. Colonial expansion--conflicts
2. The Industrial Revolution -- its significance
3. The French Revolution -- its principles of "liberty, equality, and fraternity"
4. The American Revolution
5. The advance of Democracy

H. The emergence of modern nations on both hemispheres

1. The rise of Nationalism
2. Revolts--annexations--unification of Italy, Germany, Russia, etc.
3. Influence of Technology--science, invention
4. Development of liberal movements

I. The World War (I)

1. Causes that brought it about
Alliance, rivalries, militarism, nationalism, etc.
2. The struggle
3. The results

J. The Interim

1. Disarmament, unrest, depression
2. Failure of the League of Nations
3. Rise of Fascism, Bolshivism, Communism, Nazism

K. World War II

1. Causes that led up to war
2. The conflict
3. Present day problems
4. Post-war planning

III. GENERAL OBJECTIVES

- A. To develop the pupils' ability to express themselves in clear, concise, correct English--both oral and written
- B. To give opportunity for leadership and participation in group discussion
- C. To develop the habit of reading thoughtfully and understandingly
- D. To introduce to pupils some of the world's great literature
- E. To give practice in the use of reference material--dictionary, world almanac, atlas, magazines, etc.
- F. To furnish opportunities for the practice of parliamentary procedure
- G. To give practice and drill in English skills and techniques as needed

IV. TEACHING DEVICES -- ENGLISH

- A. Weekly discussion of Current Events
- B. Class meetings
- C. Oral and written reports based on World History units
- D. Study of World Literature--selections correlated with World History units
- E. Vocabulary and word building -- based on World history units and general reading
- F. Oral reading--individual and in unison--choral reading
- G. Drill in Basic Skills--as need arises
 - 1. Agreement of verb with subject
 - 2. Plurals
 - 3. Punctuation, capitalization, use of apostrophe, etc.
 - 4. Individual spelling lists
 - 5. Study of words commonly misused
 - 6. Development of sentence sense

The above are covered in workbook used this term--those listed are some of the needs of these particular groups--needs, which we are trying to emphasize

L329

SUGGESTED UNITS FOR 11th GRADE
ENGLISH SOCIAL STUDIES CURRICULUM

Social Studies Skills

Orientation to the English and Social Studies Curriculum

From the Old World to the New

The Beginnings of the American People and Institutions

The English and Colonial Period in Song and Story

The Revolutionary War

The Revolutionary and Pioneer Period in Song and Story

How Our Country Established a National Government

Our Government--Its Nature, Structure, and Functions

Development of American Nationalism and Democracy

The Young Republic in Song and Story

How Our Nation was Enlarged

The Slavery Controversy

The Nation Divided in Song and Story

The Emergence of Industrial America

The Nation's Literature Turns from Romanticism to Realism

The United States and Foreign Affairs Including World War II

Social and Cultural Forces in American Life

The Reign of Realism in Prose and Poetry

Continuing Activities

Current Events

Communication Skills

Social Activities

Guidance

American Art, Music, Drama, Architecture, and Customs

12th English and Social Studies

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Suggested units of study to be studied as interest and time permit.

I. Orientation

- A. School
- B. Subject matter of the Course.
- C. Class business and home room activities.
- D. Guidance

- 1. School and personal history record.
- 2. Getting acquainted
- 3. Personal problems, troubles, grievances.
- 4. General behavior and attitudes.
- 5. Activities (clubs, committees, sports, etc.)

II. Leadership and followership

III. Understanding yourself and others

- A. Human nature--drives and emotions.
- B. Inborn equipment for life.
- C. Environment
- D. Culture
- E. Growth of institutions.
- F. Growing up--social maturity.
- G. Methods of making adjustments
- H. Personality
- I. Differences between people - races.
- J. Characteristics of a likable person.
- *K. Autobiography
- L. Personal analysis
- M. Personal character rating

IV. Occupational Study

- A. Mental, mechanical, social abilities.
- B. Aptitude tests.
- C. How to study an occupation.
- D. Study of trends in occupation.
- E. Individual interest study reports to class.
- F. Getting and keeping a job.
- G. Morale and ethics.

V. College study

- A. Individual studies and reports.

VI. Getting along with others.

- A. Courtesies, etiquette, manners
Home, school, public, in company.
- B. Marriage and the family.
- C. Housing
- D. Cities in transition.
- E. Leisure time
- F. Religion

VII. Straight thinking and influences

- A. Mental stock
- B. Propaganda
- C. Attitudes
- D. Public opinion

VIII. Basic Principles of Economics

- A. Land, Labor Capital, Management.
- B. Capitalism
- C. Private enterprise
- D. Types of business ownerships
- E. Labor Unions
- F. Democracy
- G. Other forms of Government

IX. Finances

- A. Social Security
- B. Banking
- C. Savings
- D. Taxes
- E. Insurance
- F. Budgeting
- G. Rationing

X. Relocation

- A. Persons and organizations aiding us.
- B. Government policies
- C. Geography
- D. Opportunities in different regions of U. S.
- E. General problems
- F. Personal interviews and assistance with problems (Guidance).

XI. Current history and problems.

- A. International, national, local.

XII. Skills and Activities

- A. Reading
 - Books, Newspapers, pamphlets, current papers.
- B. Vocabulary study
- C. Letter writing
- D. Note books
- E. Oral reports
- F. Stories, poems, editorials, and news for school paper "It".
- G. Help on Annual
- H. Special written reports.
- I. Committee work for school, class, and club activities.
- J. Assisting with assemblies and community activities.
- *K. Outside speakers.
 - 1. Evacuee visitors to center.
 - 2. W. R. A. Relocation visitors from Regional Offices.
 - 3. Local W. R. A. personnel.
 - 4. Student Relocation Council
 - 5. "Y" visitors (Y.M.C.A.-Y.W.C.A.)

References:

Personal Problems and Morale -----Geisel
Our Changing Social Order -----Gaven, Gray, Grove
Races of Mankind
Everyday Problems of Am. Democracy -----Greenan & Meredith
Problems of Am. Democracy -----Kidger

THE JUNIOR CLASS OF 1944-45

The organization of the Junior Class of 1944-45 began on October 17, 1944 at which time a nominating committee composed of a representative from each Junior English-Social Studies Class met to plan the election of Junior Class officers. Each representative received nominations from their respective General Education class. Those nominated were:

President: Tomio Jofuku
Masashi Itano
Eiichi Yoshino

Vice President: Yas Mayeda
Harry Fujihara
James Naruse
Nathan Osajima
Don Takahama
Satoshi Saneto
Eddie Kubota

Secretary: Cookie Takano
Mey Miura
Joyce Ikezaki
Toshiko Sakamoto

Treasurer: Justine Sekiyama
Louise Sasano
Elsie Nakagawa
Henry Okubo

Masashi Itano was elected President; Harry Fujihara, Vice President, Cookie Takano, Secretary; and Justine Sekiyama, Treasurer. The other officers were the Student Council Representatives. They were Harry Fujihara-11¹, Clarence Ichikawa-11², Roy Hatamiya-11³, Tomio Jofuku-11⁴, and Eddie Kubota-11⁵.

On October 24, the Junior Class spent the entire day working on the center farm. All the pay went to the Junior Class Fund for the financing of various activities.

On January 26, the Junior Class sponsored an all school dance with "An Hour Never Passes" as the theme. The admission was free and refreshments were sold at cost. The following were in charge:

General Chairman	Masashi Itano
General Arrangements	Rumi Tonai
Refreshments	Joyce Ikezaki
Decorations	Eddie Kubota
Entertainment	Cookie Takano
Publicity	Grace Yatabe & Fumi Sotomura

On March 17 a very successful Junior Class Party was held at Terry Hall. It was a stag, and stagetts affair with bidssold at five cent per person. Miss Grace Lewis and Miss Roxend Everetts acted as chaperons.

Committee chairmen were:

General Chairman	Harry Fujihara
General Arrangements	Tomio Jofuku
	Roy Hatamiya
	Mary Oda and Elsie Nakagawa
	Frank Goi

The main event of the year, the Junior-Senior Prom was held on May 4. It was strictly for Junior and Senior couples. The committee chairmen appointed were:

General Chairman	Masashi Itano
General Arrangements	Ben Morikawa
	Elsie Nakagawa
	Roy Hatamiya
	James Sugihara and Geo. Takahashi
	Tomio Jofuku
	Mary Oda & Cookie Takano

Though the attendance was comparatively small, the Prom was a great success.

The Junior-Senior Prom concluded the list of Junior Class activities and the class fund still had a balance left. It was decided to donate five dollars to the Senior Class to help them on their banquet and ten dollars for the publication of the last edition of the IE. The rest was divided among the five General Education classes.

In the field of sports the Juniors were no push over. The Junior Class basketball team lost only two games. Both at the hands of the Seniors. Members of the team were: Osamu Hamatani, Frank Goi, Shoge Kimura, Nathan Osajima, Takatoshi Uyesugi, George Nagai, Yas Mayeda, Shiro Kawamura, Bob Nitahara, and Paul Sugimoto. The team was ably managed by Ben Morikawa.

To conclude the school year, sixteen Juniors acted as arch bearers at the commencement on June 5. They were: Satsuki Hayashi, Joyce Ikezaki, Aiko Kasai, Shiz Menda, Amy Miyano, Mary Oda, Shiz Terada, Grace Yatabe, Harry Fujihara, Terumi Furuya, Frank Goi, Roy Hatamiya, Shoge Kimura, Nath an Osajima, James Shoji, and Tom Sugamura. The procession was led by Cookie Takano and Masashi Itano.

Thus ended the successful year of the Junior Class of 1944-45. The success was due to the great untiring efforts of our sponsor Mr. Melvin P. McGovern, and all those who so willingly cooperated in all the activities.

*Miss
Everetts*

Final Report of the Junior Class Activities

The Junior class, with a membership of 166 students, activity role was organized in the school year of 1942-43 with the guidance of Miss Muriel Beck and Mr. Fred Arimoto who served as class sponsors. The Juniors elected as their officers; Min Takata, President; Emiko Kuzuhara, Vice President; Sandie Saito, Secretary; and Momoyo Kinoshita, Treasurer. During the second semester, Richard de Queirroz and Frances Sasano became President and Vice President of the class when Min Takata and Emiko Kuzuhara resigned to become student body officers. The juniors chose blue and white to be their class colors. The juniors began their promising year with the successful "Get Acquainted Hop", which was held in Terry hall in early December. This was followed by the equally successful Junior-Senior Prom on February 19th. which was sponsored solely by the juniors honoring the mid-term graduates. Another big day for the juniors and seniors was the second Junior-Senior Prom sponsored by the juniors honoring the spring graduates of 1943. Thus the juniors came to the end of their first triumphant school year in Amache.

In the school year of 1943-44 the Junior class, with a membership of 184 students, was organized by the guidance of Miss Roxene Everetts and Mr. Melvin McGovern who served as class sponsors. In October, they elected as their officers; Yas Hirano, President; Boots Sotomura, Vice President; Edna Anamoto, Secretary; and Joy Takeyama, Treasurer. On December 18, the successful "Junior Jump" was held in Terry hall. During the second semester Shigeko Mae Sakamoto was elected Secretary to replace Edna Anamoto and George Hinoki was elected Vice President to replace Boots Sotomura. The outstanding event of the year came in the second semester-the Junior-Senior Prom held May 6, 1944. This was sponsored by the juniors to honor the graduating class of 1944; the theme was of a deep sea scene with beautiful Asano Kasai reigning as Queen of the Nymphs; the lovely attendants were Jean Yamasaki and Sadayo Washino. In May, the juniors presented a pageant as a part of commencement exercises, making the commencement program a memorable occasion. Sixteen members of the Junior class acted as Arch Bearers for the graduating seniors-the graduating procession was led by Yas Hirano, President and Asano Kasai, Queen. Thus closed the junior activities for the second year which set a precedent for the ensuing junior class for the 1945 activities.

McGovern

REPORT OF MEETING OF ENGLISH-SOCIAL STUDIES TEACHERS
September 1, 2:00--3:45, Room 20

Those present;

Miss Groves, Mrs. Loesch, Miss Beery, Miss Walls, Miss Hopcraft, Mr. Colvin, Miss Everetts, Mr. McGovern, Mrs. Stegner, Miss Ludy, Mr. Easton, Mr. Jackson

Minutes:

1. Mr. Jackson talked with the group concerning correlation between music and English-social studies classes. He is compiling an index of all records available on the project according to subject. Through cooperative planning we can coordinate music activities with current projects such as Christmas programs or studies of foreign lands. Mrs. Hopcraft suggested having assemblies occasionally primarily for the purpose of group singing.
2. Mr. Colvin discussed cooperation of the Art Department with the English-social studies classes, including loaning of pictures, lectures on old masters, or other phases of art to correlate with unit studies, as well as use of materials belonging to the Art Department.
3. Mr. Easton suggested presenting the possibility to the students of formulating a debate club cooperating with the Adult Education Department. After discussion, the group decided that a discussion group for senior high school students would be of greater value than a formal debate club. Many controversial subjects could be discussed in round tables, panels, and debates. It was suggested that visitors from both outside and inside the project be asked to participate.
4. Grade requirements were discussed, with emphasis on oral composition.
5. The attention of the group was recalled to the plan for editing a magazine sometime during the year.

ENGLISH SOCIAL STUDIES MEETING

September 30 - 9:30-11:45

Those Present:

Miss Walls, Miss Suzuki, Miss Everetts, Miss Lindsey, Miss Beery, Mrs. Hopcraft, Mr. Jackson, Mr. McGovern, Mrs. Stegner.

MINUTES

I. Appointments were made to committees as follows:

- A. Report Cards -- Mrs. Hopcraft.
- B. Teacher's Meetings -- Miss Beery.
- C. Philosophy -- Miss Lindsey
- D. Teacher's Handbook -- Miss Everetts

II. Discussions:

- A. We discussed the ordering of tests for English-Social Studies Skills.

The Jr. High teachers wish to order "Iowa Every-Pupil Tests Of Basic Skills," Advanced Barrery-Grades 5-9, from N-Test B.

The 8th grade teachers request 150 copies.

"	7th	"	"	"
"	9th	"	"	"

The Sr. High Teachers would like to use these tests first but would not write on them as the tests are really below their grade level. The tests could become a part of the Jr. Hi. permanent records.

- B. We discussed the need of more maps. English Social Studies teachers desire some periodical maps for use in the study of World History.
- C. An assembly program to be sponsored by the English Social Studies Department was planned for October 20th. A program to consist of songs, dance, etc. Depicting various early periods in American History.

Chairmen Appointed:

Miss Everetts -- Dance Chairman.
Mr. Jackson -- Song.
Mrs. Hopcraft -- Script Writer.

- III. Miss Lewis announced progress on the Student Council. She also told us that the accumulative record duplicates would be sent to each home room teacher.

IV. ENGLISH MEETING CALLED BY MISS EVERETTS

- A. Reminder on Social Study Magazine.
- B. Work on Philosophy Objectives.
- C. Letter writing to students out of camp.

D. One method for vocabulary improvement developed from a unit on "Ships" in an English Workbook. Nautical words were studied and later used in the creative writing of poems, stories and letters. The teacher then read a story about the sea and ships which the students said they would not have understood so well before the vocabulary study.

E. Objective for good English
Cultural as well as Educational

Reasons for learning correct English.

F. "It" Suggestions

1. Student mail Box in library.
2. News flash broadcast in hall or on front steps occasionally.

G. Annual

Interest questionnaire to be sent to students.

ENGLISH - SOCIAL STUDIES MEETING

October 14, 1944 - Saturday, 8:30 A. M.

Those attending:

Misses - Beery, Everetts, Lewis, Lindsay, and Walls

Mesdames - Hopcraft, Seevers, and Stegner

Messers - Mc Govern and Jackson

Miss Lewis ^{ugh} brot up the question as to whether or not a vocational inventory test should be given. In the discussion which followed, the consensus of opinion seemed to be that there is need for such a test, but that it should be given to high school pupils earlier than in the twelfth grade. The reason for this is that unless the test is given before the child is ready to leave school, no adequate follow-up can be made which will justify the time spent in giving the test.

Whatever tests we use, the object should be to be able to get a real picture of the complete child.

We also discussed the progress desirable in establishing I. Qs. and in getting an accurate picture of the child's mentality.

We discussed the giving of aptitude and, or interest tests, and also the giving of mechanical aptitude tests. Again all seemed to agree that such tests should be given, but no definite decision was reached as to the level where such tests should be administered.

A decision was reached that we use the Detroit General Aptitude Test, Form A. This is a revision of the old Minnesota test, and was conceded by all to be the best known test for the purpose.

English - Social Studies Meeting, Contd.
Oct. 14, 1944..

Announcements were made as follows:

1. Monday and Tuesday of National Education Week will be used for working on the report cards. The children will not be present at school.
2. Teachers taking part in the teachers' assembly next Friday to meet in the music room for practise immediately after this meeting.

Adjournment

ENGLISH--SOCIAL STUDIES MEETING

The meeting was called to order by Mr. McGovern on November 11, 1944 at 10:30 a. m.

Those present were---Mrs. Hopcraft, Miss Lindsey, Mrs. Stegner, Mrs. Seevers, Miss Everetts, Miss Walls, Mr. McGovern, and Miss Beery.

Mr. McGovern brought the tests that had come. They were to be used in Social Skills, Language, Reading, and Language. While they were for Junior High levels, some of the teachers thought that they would like to use them in their Senior High classes. The answer sheets were going to have to be duplicated.

It was announced that Mr. Walther had ordered material from the Council Against Intolerance which could be used in Social Studies classes. The Council's address was given to the teachers in case that they were interested in obtaining a map and magazine from them. Also, notice was called to the Inter-American News Letter. Some were interested in writing for it to use in their classes.

Miss Walls mentioned the school magazine and the fact that her staff could do nothing about printing until material was collected. It was discussed and decided that teachers should watch for pieces of work every day rather than have work written especially for the magazine. Printing will be done the first of next semester.

Mr. Jackson sent a message to let the teachers know that he is still available and is anxious to do his part in helping to complete units of work.

Time was running short. We decided that we should get together soon and write up the objectives for the Course of Study.

English Social Studies Meeting
December 2, 1944 - 10:45 A. M.

Those Attending:

Misses- Doner, Walls, Beery, Everetts, Lewis
Mesdames- Hopcraft, Stegner, Seevers, Feague, Hinman
Messers- Jackson, Mc Govern, Drummond, Walther

The meeting was called to order by Mr. Mc Govern.
Mr. H. K. Walther discussed the use of test and
survey data. Urged all teachers to make maximum use
of this material.

Miss Grace Lewis explained the "Plan Card" and
asked for suggestions in the way of additions or cor-
rections.

She then explained the ^{use} ~~wise~~ of the Pupil-Teacher
Conference report.

Mr. Mc Govern announced that at the next meeting
we would discuss objectives for the English-Social
Science Division.

English-Social Studies Meeting
February 17, 1945 - 8:30 A. M.
Room 20

Those Attending:

Misses- Everetts, Beery, Lindsay
Mesdames- Hopcraft, Stegner, Jeffers, Seevers
Messers- Mc Govern, Jackson, Easton, Walther, Drummond.

The meeting was called to order by Mr. Mc Govern.
Mr. H. K. Walther explained and suggested ways and means to hold a classroom parent-teacher-student meeting.

The following suggestions were made by various member of the department;

1. Meetings be held Saturday afternoons or early evenings.
2. Have students organize a program.
3. Display samples of student work.
4. Send invitations in English and Japanese.
5. Use translator. Miss Lindsay would be willing to act in the capacity.
6. Invite Dr. ~~Garrison~~, Mr. Don. Drummond, Mr. Herbert K. Walther, and Miss Grace Lewis.
7. Finance by collecting five cents from each pupil or use class funds.
8. Play "Orientals All" from Americans All, Immigrants All.
9. Study the Elementary School list of topics ^{Covered} ~~concerned~~ by Dr. Dumas. This list included army deferment, dress, speech, courtesy, student folders, relocation, habits to be developed, schools on the "outside".

Mr. Melvin P. Mc Govern discussed the Junior Town Meeting Assembly which is to be held in each English Social Studies class. The question to be discussed should come from the students.

It was agreed that each class would nominate students for the final tryouts.

August 1, 1944

BULLETIN
ENGLISH SOCIAL STUDIES TEACHERS

The following items are suggestive of the topics we have discussed at our last meeting:

1. Mr. McGovern will act as English-Social Studies chairman. He will call meetings soon at which time the placement of books and materials will be discussed. Miss Everetts will act as sub-chairman for English and Language. (Jr. High.)

2. Following are the assignments for the coming year:

7 ¹ and 7 ²	Miss Groves (class sponsor)
7 ³ and 7 ⁴	Mrs. Loesch
8 ¹ and 8 ²	Miss Beery (class sponsor)
8 ³ and 8 ⁴	(to be announced)
9 ¹ and 9 ²	Mr. Anderson (class sponsor)
9 ³ and 9 ⁴	Miss Walls
10 ¹ , 10 ² , 10 ³	Mrs. Hopcraft (class sponsor)
10 ⁴ , 11 ¹ , 11 ²	Miss Everetts
11 ³ , 11 ⁴ , 11 ⁵	Mr. McGovern (class sponsor)
12 ¹ , 12 ² , 12 ³ , 12 ⁴ , 12 ⁵	Mrs. Stegner (class sponsor, an assistant sponsor for this class will be announced later.)

(The section numbers are being used only for convenience sake.)

3. After several meetings, I hope that English-Social Studies teachers will prepare a general statement, or frame of reference within which they plan to orient all of the work during the coming year.
4. Teachers in each grade will please prepare a minimum number of source units and teaching units which will provide a minimum skeleton of work for that grade. These should be turned in by August 20.
5. Requisition of fall texts, work books etc.
6. Inventory of wall maps, etc. and globes - to Easton.
7. Grade placement of texts and materials.
8. Revised text lists.
9. Homeroom lists.
10. Each teacher should read and summarize last year's English-Social Studies reports; a final summary by grades should then be made.
11. Each English-Social Studies class should consider possibility of doing at least one formal short stage production each semester.
12. Murals on classroom walls.

13. Please schedule outside speakers, etc. through the office.
14. Save interesting notebooks, art products, scrap books, themes, etc., for the annual exhibit of the education section.
15. The cumulative folders are the responsibility of each English-Social Studies teacher. Please study them. We will have a meeting soon discussing their use.
16. Student handbooks will be ready for distribution during the first week of school.
17. Study our program of studies so that you can give the maximum educational guidance to pupils in the fall.
18. The results of the standardized tests which were given in spring will be given to you soon---see Miss Lewis.
19. Each teacher is responsible for the educational, vocational, personal, and social guidance of each pupil.
20. Remember that your groups are the Socio-political units of the school. The quality of our school spirit and the general attitude of pupils and the degree of their intelligent participation in the management of their own activities will depend largely on the attitudes developed in your classes.
21. Does your homeroom guidance program include an occasional homeroom program and social function?
22. Each section should elect one representative and an alternate to the student council and one representative and an alternate to the assembly council.
23. Each section should elect or appoint one reporter to the school paper and annual staff.
24. Be sure to give time weekly for student reports by the representatives elected by your room to various councils.
25. At the beginning of each semester, shall we do a unit on "Leadership" before we elect new class officers?
26. Please use the "Report to Parents" sheets as frequently as your situation and contacts with individuals warrant. Sometimes a note could be sent to all the parents of one section upon the successful conclusion by all the members of the class of a unit of work.
27. After you have checked each child's report cards, make a list of those who should be interviewed by the advisor. A careful perusal of these reports will give you an excellent reason for an effective personal interview with each pupil.

28. Would it be possible to arrange more outside contacts of a social nature for our pupils?
29. Couldn't our youngsters do more letter writing, to local personnel, to outside newspapers, public officials, etc.? If properly guided, this experience might be worthwhile.
30. Might it be advisable to use old copies of our "Current Events" magazines for scrap books?
31. Some creative work should be done by each pupil in terms of his interest and his level of ability, both in fields of writing and the arts. All of the arts should be included wherever possible in a unit of work.
32. Each teacher should sponsor at least one meeting per semester to which parents may be invited.
33. The following factors are taken into consideration in the reclassification of the ninth grade people:
 - A. The Kuhlmann-Anderson Test
 - B. The Orleans Prognosis Test
 - C. The Progressive Achievement Test
 - D. Past Achievement
 - E. Interest in Mathematics, Business Mathematics, or Algebra
 - F. Vocational Interest
34. The following units and topics should be considered:
 - a. Better use of visual aids and radio.
 - b. Improved report cards.
 - c. Units on orientation and understanding ones community.
 - d. Use of the Current Events magazine and the printed monthly tests which we receive, and their distribution.
 - e. Improved written work.
 - f. Emphasis on language skills.
 - h. Emphasis on reading skills.
 - i. A greater understanding on the part of pupils of social studies skills.
 - j. Emphasis on the ability to conduct or to participate in a formal meeting.
 - k. Personal-Social guidance
 - (1) Getting along with people
 - (2) Leisure time and recreation
 - (3) Plans for marriage and family
 - (4) Acquiring and maintaining health
 - (5) Religion
 - (6) Family relationships
 - (7) Morals
 - (8) Psychology
 - m. Wartime economic problems such as prices, rent control and rationing.

- n. Getting an attitude of community helpfulness
- o. The study of the American regions through history, literature, art and music.
- p. Intercultural education
 - (1) Employment
 - (2) Racial prejudice
 - (3) Rumors
 - (4) Organizations aiding relocation
 - (5) Social and economic aspects
- q. Important values in Japanese culture together with fundamental values in American culture and a harmonization of the two.
- r. Propaganda analysis
- s. 10th grade teachers under the chairmanship of Mrs. Hopcraft, will please prepare some units in the field of "general language."
- t. Senior and junior sponsors will please examine the two textbooks we have and work out some units in the field of "psychology."
- u. Last year's 12th grade teachers should revise and add to the relocation unit, and study the new handbook.
- v. The "Pledge of Allegiance" should be learned by each pupil. (Also the first verse of the national anthem.)

The government

LIST OF TOPICS DEVELOPED BY ENGLISH COMMITTEE IN SPRING 1944

23.27

1. Statement of Purpose - Objective.
2. Basic word lists.
duplicate
- 2b. Words with same meanings etc. list.
3. Primary word list.
4. Good creative writing.
5. Reduce written and notebook work make drill more purposeful.
6. Techniques of teaching pupils to teach basic word list to parents, etc.
7. Speech "defect" problems.
8. Development of ordinary conversational skills;
informal
reports
telephone
question, answer, recitations, etc.
9. Activities
 1. Assemblies
panel
patriotic days - etc.
flag salute
announcements
 2. Practice in Parliamentary Procedure
 3. Reading
 4. Lecture Reading
 5. Oratory - speech
 6. After dinner type
 7. Oral spelling
 8. Short - original plays, etc.
 9. Debate
 10. Extemporaneous speaking

AMACHE SECONDARY SCHOOLS

AMACHE, COLORADO

TO: All Junior and Senior English Social Studies Teachers

FROM: Melvin P. McGovern

SUBJECT:

Distribution of The American Observer, Current Events,
and My Weekly Reader

Senior High

American Observer 11th and 12th

Wednesday and Thursday Miss Everetts
Wednesday and Thursday Mrs. Stegaur
Friday Mr. McGovern

Current Events 10th

Monday and Tuesday Mrs. Hopercraft
Thursday and Friday. Mr. Jackson

Junior High

Current Events 9th

Wednesday. Mrs. Seovers
Thursday. Mrs. Feague
Friday. Miss Walls

My Weekly Reader 7th and 8th

Monday. Mrs. Jeffers
Tuesday Mrs. Feague
Thursday. Miss Beery
Friday. Miss Lindsey