

L4.42

English literature

67/14
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AMACHE SECONDARY SCHOOLS

FINAL REPORT

WORLD LITERATURE

J3.50

Until the organization of English-Social Studies classes, World Literature was taught as a separate subject in the 10th grade. This was a survey course of the literary offerings of other nations, various types of literature, with emphasis on modern writing. Texts used included:

Adventures in Modern Literature by Stauffer and Cunningham
American Writers by Cross, Smith, Stauffer and Collette
English Writers " " " "
Literature and Life, Book II by Miles, Stratton, and Pooley
Prose and Poetry of Today: Regional America by Lucas
The Yearling by Marjorie Rawlings
The Tale of Two Cities by Dickens
Scholastic Magazine

Units of work included a study of

The scientific article
The biography
The Essay
Poetry
The novel
The drama (stage, movie scenario, radio play)

Examples of each of the above types were read and discussed. Comparisons were made between American literary types and those of other nations. Individual reading of many world classics, reports, discussions, and some original compositions were included in the course.

AMACHE SECONDARY SCHOOLS

FINAL REPORT

WORLD HISTORY

World History or World Development was offered as a separate course before the organization of the English-Social Studies classes. It was open to all senior high students for one period daily. One unit of credit for the year.

Text books used were: Across the Ages by Capen; Current magazines; Man's Great Adventure by Pahlow.

Classes followed the texts rather closely in a chronological study of world history. Individual projects and discussion of current events supplemented the class assignments.

FINAL REPORT

PITMAN SHORTHAND

I. AIMS:

- A. Personal use
- B. Social--preparation for taking positions as secretary of organizations
- C. Vocational--background preparation for the securing of a job upon relocation; and preparation for continued work in the business field
- D. Professional--the use of shorthand as a tool to better and higher positions

II. OFFERING

- A. 1 year of this shorthand in 1944-45 school year
- B. Transcription twice a week
- C. Dictation from the beginning at speeds ranging from 40 through 100 wpm
- D. Theory instruction of principles of shorthand, to enable student to form his own outlines when instruction is absent

III. PLAN OF WORK

- A. Theory instruction
- B. Oral reading--individually and by group
- C. Transcription practice twice a week at 8:00 a.m.
- D. Drill over various forms of shorthand, brief forms, and contractions
- E. Various forms of letters
- F. Train student to be able to assume responsibility of group and self
- G. Teach consciousness of accuracy and responsibility for own work

IV. TIME ALLOTMENTS

- A. 1 period of 60 minutes 5 days a week
- B. 2 periods of 30 minutes each a week--for transcription

V. STANDARDS

- A. Complete the Pitman shorthand Manual
- B. Teach theory and application of the shorthand
- C. Knowledge of short forms, contractions, and phrasing
- D. Dictation takes at a minimum of 60 words per minute; other takes at 70, 80, and 90 w.p.m. Be able to transcribe this.

VI. ACCOMPLISHMENTS

Number IV above

FINAL REPORT

BUSINESS LAW

I. AIMS:

- A. To give the students a working knowledge of the common procedures of law necessary for everyday use in the business office
- B. For personal use, so as to protect the student against common technicalities in their relations with the public
- C. To inform the student as to the nature of relations with future employers and society as a whole in order that the student might participate more intelligently in the commercial activities of his community

II. OFFERING

- A. 1 semester of Business Law the fall of 1942
- B. In addition to the above a unit was covered in the course, BACKGROUNDS FOR BUSINESS, given the first and second semesters of the school year 1943-44

III. PLAN OF WORK

- A. In the straight law course, the following points of law were covered:
 - 1. Contracts
 - 2. Agreements
 - 3. Relations of employer and employee
 - 4. Principal and agent
 - 5. Negotiable instruments
 - 6. Insurance
 - 7. Property
 - 8. Responsibilities of buyer and seller
- B. In the Backgrounds for Business course, the above 8 points were more briefly considered and studied. One unit the first and one unit the second semester.

IV. TIME ALLOTMENTS

- A. One course of one semester 1942 on straight Business Law
- B. One year of the course Backgrounds for Business in which Business Law was taught

V. ACCOMPLISHMENTS

The students acquired a good knowledge of the points in Business Law which they should be cognizant of. They became aware of the fact that the individual had certain obligations and rights in society, and could, therefore, participate more intelligently in the various activities of their communities.

FINAL REPORT

BUSINESS MATHEMATICS

I. AIMS:

- A. Give the students a good working knowledge of the fundamentals of arithmetic
- B. Teach students how arithmetical processes are carried on in various ways in business houses
- C. To give them a good background for later social use in their own various communities
- D. Teach the students to use it for personal use such as budgets, old age benefits, records, etc.

II. OFFERING

- A. 1 semester of Business Mathematics the fall of 1942
- B. In addition to the above, it was incorporated in a course called BACKGROUNDS FOR BUSINESS, given in the school year 1943-44

III. PLAN OF WORK

- A. In the straight Business Mathematics course, the following processes involved were taught.
 - 1. Addition, Subtraction, Multiplication, Division
 - 2. Fractions, Decimals, Percentage
 - 3. Payrolls
 - 4. Banking services
 - 5. Budgets, Savings, Personal Finance
 - 6. Taxes
 - 7. Organization of Business finance
 - 8. Weights and Measures
 - 9. Public Utilities
- B. In the BACKGROUNDS FOR BUSINESS course, the above mentioned points were taught, with more emphasis on personal uses such as budgets, records, old age benefits, unemployment tax, and the four fundamentals

IV. TIME ALLOTMENTS

- A. 1 semester of Business Math. 5 hours a week, fall of 1942
- B. Incorporated in Backgrounds for Business a year course of one hour a day

V. ACCOMPLISHMENTS

- A. The four fundamental processes were taught
- B. In addition, a good working knowledge of the 9 points mentioned in Number III was thoroughly acquired.

FINAL REPORT

BUSINESS ENGLISH

I. AIMS:

- A. Teach vocabulary of business
- B. Teach spelling of words frequently misspelled, in addition to others frequently used in business
- C. Give a good grammatical foundation for use in business offices
- D. Teach use of English as a tool for advancement in the business and professional world
- E. Teach good letter writing in order that the student might be able to compose his own letters
- F. Social implication and usage of English

II. OFFERING:

- A. Taught as a separate course in two hour classes the fall of 1942 There was a big enough demand for the subject which warranted the two classes
- B. In the spring of 1943 it was taught in one class only as a separate course
- C. In the school year 1943-44 Business English was taught as a unit in the BACKGROUNDS FOR BUSINESS course, also in OFFICE PRACTICE 1944-45

III. PLAN OF WORK

The following points of English were emphasized in the course:

1. Vocabulary (particularly indicated in this school)
2. Punctuation
3. Capitalization
4. Syllabication and word division
5. Sentence construction
6. Grammar
7. Speech
8. Writing of various kinds of business letters
9. Social letter writing
10. The writing of letters of application

IV. TIME ALLOTMENTS

- A. One hour a day course when taught as a separate subject
- B. Taught as a unit of work in BACKGROUNDS FOR BUSINESS AND OFFICE PRACTICE

V. ACCOMPLISHMENTS

- A. A good usage of grammar was acquired
- B. The students were enabled to write good letters of various types such as: credit, adjustment, order, personal, social.
- C. Spelling and syllabication was learned

Stock on hand at the beginning of the year	199.91
Total Stock purchased	
Total Cash sales	

FINAL REPORT

OFFICE PRACTICE

I. AIMS

- A. To enable the student to acquire economically fruitful skills and techniques in the fields of typing, stenography, and related vocations.
- B. To develop in the student certain character and personal traits, and to foster business-like habits which will enable the student to secure and to keep a position.
- C. To acquaint the students with a clear understanding of business customs, terminology, and procedures for intelligent participation in community activities.
- D. To make available, so far as is practicable, work experience in the various business activities found in the community.
- E. To hold up goals of efficiency and skill necessary to meet standards demanded by employers.

II. OFFERING

- A. Given as a year course each year of the school's existence
- B. A two hour course, with one period for typing and duplication
- C. One class two years, and two classes the fall semester of 1944. One class the Spring of 1945
- D. Shorthand I and Typing I were prerequisites in order that advanced shorthand and typing might be taught

III. PLAN OF WORK

- A. In the years 1942-43 and 1943-44, the following subjects were covered:
 1. Business English
 2. Office procedures and relations
 3. Shorthand dictation and transcription
 4. Typing and the related factors
 5. Handling of office mail
 6. Filing
 7. Preparation for work in offices on the project
 8. Stencil cutting
- B. In addition to the above, the students received assignments as student stenographers to the teachers in school, and were later assigned to offices on the project when their class work was completed
- C. Movies were shown on typing, shorthand, and office machines
- D. The use of the Hectograph and Adding Machine was taught
- E. The following things were emphasized:
 1. Personality traits
 2. Use of business directories and references as good sources
 3. Care of office equipment and supplies
 4. Hectograph and Stencil typing (no mimeograph was available for running off copies the first two years)
 5. How to find and keep a job
 6. Office etiquette
 7. The development of language as a necessary tool of business

FINAL REPORT
OFFICE PRACTICE

- F. In 1944-45 school year, the following things were added:
1. Business Math
 2. Use of the Mimeograph machine
 3. Use of the Mimeoscope
 4. The students were taught to assume the responsibility of the class room in order that they might develop the habit of going ahead on their own initiative
 5. The students were taught how to dictate letters and articles

IV. TIME ALLOTMENTS

- A. Two periods a day five times a week
- B. A year course, given each school year

V. STANDARDS

- A. At outset it was necessary for entrance to be able to take a minimum of 50 words per minute in Shorthand
- B. It was necessary for the students to have had one year of typing before entrance in the course
- C. The students were to have completed assigned work from the typing book, and reached a minimum of 45 words per minute, preferably 50 or more at the completion
- D. The student must be able to take a minimum of 80 words per minute and transcribe it back at the rate of 30 words per minute at the completion of the course. Many did 90 and 100 words per minute
- E. Know the material in the office practice text, and complete a notebook on business and professional vocabulary (This the 1944-45 year)

VI. ACCOMPLISHMENTS

- A. The placement of all the students in offices on the project or in offices in the school
- B. Relocation to jobs in cities as a result of their training
- C. A good knowledge of typing, shorthand, and related business subjects
- D. The development of responsibility for the job and business-like habits
- E. Development of efficiency and desirable character traits
- F. A good knowledge of the related business subjects covered in the course
- G. The ability to operate efficiently duplicating machines

FINAL REPORT

A duplication room was set up in the fall of 1944. In it there was a hand mimeograph machine, and two hectograph gelatin roll duplicators. It was made available to the Office Practice class and others who wished to have a knowledge of the processes of duplication. Any student who expressed a desire to learn how to operate the machines was given the proper instruction.

The Office Practice class took care of the greater part of the hectograph duplication the first semester of the year. The second semester the main office set up a system to take care of that. At first the stencilling and mimeographing was completed by the Vocational Guidance office girls, but the second semester it, too, was transferred to the main office.

A great deal of duplication work was done for the teachers of the Junior and Senior High School. Also a great deal of educational material was run off.

Types of material run off were:

Drill work, tests, instructional material, educational bulletins, daily bulletins, informational material, various programs, the two school papers, report cards, notices to parents, promotional certificates, and miscellany.

Some weeks as many as 10,000 copies were run off the mimeograph machine. Two copies of everything duplicated were filed in the main office.

AMACHE SECONDARY SCHOOL
ART AND MUSIC IN ENGLISH-SOCIAL STUDIES
FINAL REPORT

AIMS

- A. To increase interest, understanding and appreciation of music and art through participation in activities providing aesthetic experiences.
- B. To increase the student's knowledge and understanding of music and art through hearing, observing and learning to appreciate works of proven merit and of contemporary interest.
- C. To use the universality of art and music to further the development of that spirit.
- D. To provide an opportunity for the outlet of emotion and the expression of personality.
- E. To stimulate the growth of creativity in the study of art and music.

OFFERING

ART

Junior High English-Social Studies classes met one period each week with the art teacher to participate in a program in which art was correlated with the work being carried on in the English Social Studies classes. Some of the media used were; crayola, stencil, spatter, cut-out, water color, block printing, sand paper technique, potato print, yarn novelty, feather novelty etc.

MUSIC

The music teacher met with English-Social Studies classes according to a prearranged schedule with English-Social teachers. Most of the Junior High classes devoted one period per week to music appreciation. Most of the Senior High English-Social Studies classes also made extensive use of a music program correlated with their work. Greatest use was made of the phonograph and a considerable variety of records, both musical and educational that were available. Also used extensively was the public address system for radio skits. Song sheets and song books were also used.

PLAN OF WORK

ART

The art teacher visited each English-Social Studies class one period each week. Children were given to opportunity to work with or observe the type of art that correlated with the work of that particular class. During holiday seasons such as Thanksgiving and Christmas participated in activities that were in keeping with these seasons. In general the idea of these classes was to give the child the greatest opportunity possible for self expression.

MUSIC

The phonograph was used extensively in these classes. In the study of History and Geography it was used to correlate music that belonged to a given historical period or to various areas, nationalities, or peoples. The method of presentation was usually a short explanation by the teacher prior to the listening period which was followed by class discussion. The same procedure was also used to present poetry and drama to Literature classes.

Considerable use was made of the public address system and phonograph combined. Radio-type skits were prepared and presented by students under the supervision of the music teacher.

In some classes songs were sung by the students in conjunction with certain units such as Negro music or cowboy songs in the study of American History.

During the course of the year students were also given a knowledge of various forms of music; they learned something of the lives of outstanding composers; they learned to recognize by sight and sound the various instruments of the orchestra; and to understand some of the more common music terminology. Some English-Social Studies teachers required students to keep notebooks; however, students received no grade for either the music or art course.

EVALUATION

The presentation of a correlated music and art program with the English-Social Studies program helped to give the students a fuller and more rounded concept of the units studies. The program also enabled the students to better appreciate that art and music are part of , and not apart from, everyday living.

Mr. McGovern

SUGGESTED PLANS FOR THE SENIOR HIGH SCHOOL
ENGLISH DEPARTMENT
Granada War Relocation Authority

23.29
1942

Submitted by Grace G. Lewis

In trying to decide the needs to be met by the English Course in this particular school, I decided from what I now know of the Japanese, and of this situation, that the following objectives should be kept in mind.

1. The students should be acquainted with the function, value, and legitimate use of speech in a democracy.
2. They should know the literature of a democracy. This should include everything in our literature that would foster in them a feeling of Americanism. (I don't mean that I would teach it as a project in Americanism. I mean that I would teach them the literature that would make them see and understand and feel about our country as good Americans do. I believe that a great deal can be done with Walt Whitman, Emerson, Patrick Henry, and also with Mark Twain and Herman Melville to help students feel what it means to be a part of this country.)
3. They should have an appreciation of, and an ability to intelligently criticize radio, plays, and movies.
4. An ability to create by expressing their thoughts in the best possible manner, both orally and in written form, should be taught.
5. The tools of the English language, without which the above cannot be accomplished, must be mastered. These tools are reading, spelling, and grammar.
6. In terms of future occupations:
Most of the boys will farm, while most of the girls will be housewives.
Some will go to college. A few will have business careers.

Much of the work suggested here would of necessity be correlated especially with the Social Studies. For example, the Speech work might consist largely of panels, forums, debates, etc., on problems discussed in a Modern History or an Orientation class.

I am suggesting a minimum of books. I would like, of course, to have a large number of reference books, and supplementary texts for each course.

I would require two and a half years of English in the Senior High. A description of the courses follows on the next page.

REQUIRED COURSES

SOPHOMORE ENGLISH

1 year

This course would consist of three parts, the emphasis depending upon the need. I have usually found it necessary to stress No. 1, however.

The course would consist of:

1. The tools of English

- A. Grammar, spelling, etc. I would suggest the workbook, "Essentials in English", Book 1, Smith McAnulty--McCormick-Mathers, also enough copies for reference "The Little Grammar", Cross--Little, Brown and Co. "Daily Drills for Better English", Webster--World Book Co. would accomplish the same thing.
- B. Reading, the work done in reading would be of remedial nature and would depend entirely upon need. If there is a definite reading deficiency shown through reading tests, or any other way, I would suggest putting those students in a special English section, where the emphasis would be on reading. I have found the material in the "Reader's Digest" to be of great value.

2. Speech

Basic fundamentals, giving of reports, conducting business meeting, interview, etc., would be given. No book would be required.

3. Literature

"Good Reading for High Schools". I would take selections from both American Writers and Achievement of this Series. Cross, Smith, and Stauffer, Ginn and Co.

WORLD LITERATURE

1 semester

Junior year

A really good book for the basic text is "Adventures in Modern Literature", Stauffer and Cunningham; Harcourt, Brace and Co.

SENIOR ENGLISH

1 semester

12th grade

If sufficient demand these divisions would be desirable:

1. College Preparatory English

The Workbook "College Placement English", published in Marietta, Ga., is especially good as it is a compilation of college entrance examinations.

2. Business English

"Business English" with accompanying workbook, Ross--Southwestern Pub. Co.

3. Review English. Emphasis would be on grammar, spelling, and daily English needs for those planning neither a career, or college. "Essentials in English", Book 2, McCormick Mathers.

The other half year could be elected from the following courses according to interest:

1. Fundamentals of Speech
"Speech" Hedde-Brigance, Lippincott
This course is of practical nature, and is a course I'd like to sell to everyone. It is a course in integrating the speech personality in such a way as to get along with others in every sphere of life in a friendly, cooperative manner.
2. Contemporary Literature
Magazine section, "New York Times" and "New York Herald"
"Saturday Review of Literature", and all books and book reviews possible.
3. Shakespeare or a course in English Literature
"Good Reading for High Schools" English Writers,
Cross, Smith and Stauffer Ginn and Co.
4. Journalism
As wide a selection of newspapers as possible.

ENGLISH 12 and LITERATURE

I. Aims

- A. Develop creative thinking ability
- B. Foster an appreciation of and evaluate many types of literature
- C. Improve use of written language
- D. More thoroughly and intensely search for an understanding of the emotions and thoughts of human beings and the world they live in.

II. Offering--The first year emphasis in English 12 was placed on language usage primarily. After that time literature and language usage were studied concurrently.

III. Time allotments--English 12 was either a semester or year course, one period daily

IV. Accomplishments

- A. Students gained a knowledge and understanding of a wide selection of literature
 - B. Perceptive powers were sharpened
 - C. Creative writing ability developed through/ by correlating the teaching of language usage and literature
 - D. The desire to read independently was stimulated
 - E. Understanding of the present through ideas recorded in the past was developed
 - F. Independent application and evaluation of ideas in literature was encouraged
- Nell

Dec - March 1943

QUARTERLY REPORT

World Literature

L3.72

Texts used: Adventures in Modern Literature by Stauffer and
Cunningham

Scholastic Magazine

Units in English, Book Three by Lyons and Carnahan

During the first nine weeks' period a type study of the short story had been started; this work continued throughout the first two weeks of this period. The different classes dramatized for class production Chekhov's Difficult People. When this unit or work was completed, a thorough oral review, with a class-elected chairman and secretary was completed, and an objective test given.

One of the classes then read Marjorie Kinnan Rawlings' The Yearling. Daily vocabulary drill and quizzes characterized the study of this novel. Students all completed self-chosen projects on some phase of the novel, such as trees, insects, flowers, pencil sketches or water colors of the characters and scenes or scrapbooks. These projects, all displayed and discussed in class, aided in appreciation of Mrs. Rawlings' regional Florida stories.

All of the classes begin a unit on the article in today's literature.

At the beginning the article was discussed as a literary form; magazines and periodicals such as Harpers', Life, The Atlantic Monthly, Newsweek, The Saturday Review of Literature, The Herald-Tribune Book Review, The New York Times Book Review, The Nation, The New Republic, and Time were reported upon and discussed.

When the article Vocabulary and Success was read, a spirited discussion on the importance of vocabulary took place.

The Fun of Handling Materials was used to introduce the study of outlining, since it is rather difficult reading for low-group students.

Student wrote summaries of The New Civilization to learn about precis and summary writing and to understand this article more completely.

In one class the article On The Assembly Line led to a three day forum discussion on labor unions. Most of the students were very anti-labor in their point of view because of various personal experiences in California, but they soon saw that there are two sides to the labor question.

It was with the article Government Cow, however, that I feel the most satisfactory teaching results took place. In one class a discussion of bureaucratic inefficiency led to a critical examination of the W.R.A. The outline of the W.R.A. organization in each camp in the Stanford Proposed Curriculum Procedures was used as a starting point.

Students elected to interview representatives of the various divisions and sections of the Granada Relocation Center. This was prefaced by a unit on the technique of interviewing. After the students had gathered their information by interviewing, the class studied the technique of the oral report. This, of course, was followed by reports to the class on the results of their interviews.

Another class elected to follow a study of Government Cow with panel discussions on various problems of the Nisei Japanese-Americans. It was at this time that the Colorado newspapers were so vitriolic in their criticism of the proposed Amache school buildings. I endeavored always to lead the study from the Japanese-Americans to the general question of racial minorities in the United States. With the limited reading materials at their disposal, students did an excellent job of securing informational evidence for these discussions.

Throughout the study of the article vocabulary lists and drills were a part of the daily work.

ENGLISH 12 and LITERATURE

June 6, 1945

Rosalind Walls

At the end of April a comprehensive examinations was given covering the works of Milton, Keats, Shelley, Wordsworth, Bacon, and minor authors (see copy attached). During May we continued language usage study, particularly sentence and paragraph strength. A test was given over Benet's "John Brown's Body" which was read orally in class. Coleridge, Browning, Arnold and other Victorian authors were studied. We read several New Yorker stories and discussed modern prose styles. Perceptive senses were sharpened through exercises for sight and hearing, as well as pointing out sense imagery in literature, particularly Keats' "Eve of St. Agnes." "Living Words" was helpful supplementary material.

English literature test
April 30, 1945

(Questions were given the day before the test) Choice of four:

1. Trace the attitude of various authors and periods toward beauty. Give specific examples.
2. Is every poem a lyric? What are the characteristics of a lyric? Are the Psalms lyrics?
3. Do you think Bacon's essays would be better written in poetry? Why are they considered literature?
4. Show by specific illustrations (as many as possible) how Milton's life affected his work.
5. What do the Bible and "Paradise Lost" have in common?
6. Point out several parallel passages in "L'Allegro" and "Il Penseroso" and explain their meaning.
7. What effect do language, meter, rhythm, and imagery have on the theme of a poem? Give instances showing how they affect the theme, perhaps contrasting two poems.
8. What are the characteristics of romanticism? Point these out in any one poem of the Romantic Age.
9. Drawing your conclusions and proof from "The Deserted Village," what do you think Goldsmith's attitude toward progress was? How did world events of the period affect Goldsmith's thinking?
10. How did extensive travel affect the romantic writers?
11. What is the essence of Wordsworth's philosophy? Explain it in your own words, drawing proof from his works.
12. Compare Shelley's and Keats' attitudes toward time.
13. What is Keats' philosophy of life? Prove with quotations from his works.
14. With what author or period does your philosophy of life most nearly correspond?
15. What values do you get from free reading in class?
16. Define archaism, pastoral poetry, pantheism, imagery. Mention author where each may be found.

Everyone was required to answer the last three questions, which were not given the previous day.

"JOHN BROWN'S BODY"

1. Benet's point of emphasis in the poem is the (1) injustice of slavery, (2) economic rivalry, (3) race prejudice, (4) sectional jealousy, (5) the struggle of individuals in a crisis.
2. The creed of Southern womanhood is presented best through the character of (1) Mary Lou Wingate, (2) Aunt Bess, (3) Lucy Weatherby, (4) Sally Dupre.
3. The social conditions of the pre-war South are most vividly seen in the character of (1) Clay Wingate, (2) General Lee, (3) Gudge, (4) Gurly Eatten.
4. Lincoln is most effectively portrayed (1) in action, (2) in conversation, (3) in meditation.
5. The silent mystery of Lee is best portrayed (1) in action, (2) appearance, (3) thoughts, (4) the opinions of his subordinates.
6. Name the persons suggested by any three of the following: (1) "A slow thought-chewing Clydesdale horse of a man." (2) "Butter-ball legs with a butter-ball body." (3) "The little man with the sharp rat-like eyes." (4) The Keceys (5) Phaeton.
7. Mary Lou Wingate guided her conduct according to the philosophy that a wife should (1) work hard and let her husband know that she works hard so that he will value her, (2) Help her husband by taking exactly half of the responsibilities and doing half of the work, (3) take most of the burden of the family and the plantation if necessary, (4) live as beautiful and leisurely a life as possible.
8. Sophy went with Luke because (1) she loved him, (2) she was tired of working in the hotel, (3) she was timid and hardly knew what to do.
9. Clay Wingate married Sally because (1) he saw that Lucy had been merely a flirt, (2) the long war made him long for a peaceful quiet home life, (3) the war had destroyed the barrier that held them apart.
10. The Union forces won because (1) they had the right on their side, (2) they had better generals than the Confederates, (3) they had more money, men, and equipment and the support of England to carry them through, (4) they had more men, money and equipment, and a leader better suited to lead the struggle.
11. Which character seems most vivid to you? Why? Write a sentence or more expanding your answer. Be specific.
12. Point out as many comparisons as you can between the Civil War as shown in "John Brown's Body" and World War II.

13. "Out of his body grows revolving steel,
Out of his body grows the spinning wheel
Made up of wheels, the new, mechanic birth,
No longer bound by toil
To the unsparring soil
Or the old furrow-line,
The great, metallic beast
Expanding West and East
His heart a spinning coil,
His juices burning oil,
His body serpentine."

What is it that may be said to have risen from John Brown's body?
Answer fully with several carefully considered sentences.

14. From what group of people might a modern counterpart of Spade come as a
result of this war?

Over-All Test--English Literature and
English 12, December, 1944
Miss Walls
(Open book examination) (Two hours)

1. What is literature? You may need two or more definitions. Give several specific examples.
2. What type of literature do you enjoy most and why? If you enjoy none, give good reasons.
3. List as many differences as you can between "The Shell" by James Stephens and "Prayers of Steel" by Carl Sandburg.
4. Give the meaning of the following and find at least one example of each in "The Highwayman:" metaphor, simile, onomatopoeia.
5. Why did Neville and Payne include the 23rd psalm in the same book with "Oh, Bury Me not on the Lone Prairie"?
6. What is the difference between prose and poetry?
7. John Brown died in the first book of "John Brown's Body." Why did Benet call his book that?
8. Why did Benet preface his book with the story of the slaves in the stinking hold of the boat being brought over from Africa?
9. What is irony, or satire? Give examples of your own, or refer to something we have read ("On Drawing")
10. Which one of the war poems do you like best? Why? Give specific reasons. Try to analyze your reactions to the poem.
11. Of what value is Lamb's simplification of Shakespeare? Can you think of any simplifications or popularizations in music? Do you think this is good or bad?
12. What makes Shakespeare live as a great writer still after 350 years?

1. Write five sentences using or omitting the article correctly with (a) a common singular noun, (b) the name of an ocean, (c) an adjective in the superlative degree, (d) a common plural noun, (e) the name of a place.
2. Write a short friendly letter to your brother or sister asking if he or she will be home for Christmas. If you don't have a brother or sister, use your imagination for a name. Make the form for the front of the envelope also.
3. Supply the correct words (Label each pronoun nominative, objective, possessive)
 - a. Neither of the trees (shade, shades) the house.
 - b. Everybody (furnish, furnishes) (their, his) own lunch.
 - c. At five o'clock all the guests had arrived except Dan and (her, she).
 - d. They say that the lunch is to be carried by you and (I, me).
 - e. Each of the dancers held (her, their) hat in (her, their) left hand.
 - f. Captain Blood, with several of his fellow slaves, (make, makes) (his, their) escape from Port Royal in a pirate ship.
 - g. It was (her, she) who telephoned you last night.
4. a. What is an expletive? b. What kind of sentence ends with a rising inflection?
5. Look over your papers to be sure every sentence ends with a period, and that you have used all punctuation marks correctly.

World Development

Previous to the time the World Development students came to me, they had been using the textbook, Man's Great Adventure, by Pahloe. We began using Across the Ages, by Capen.

During the first week, the students reviewed their past work, and I attempted to help them make the transition in the textbooks.

Since that time, we have completed six units. These units included: "The Dim Past," "The Populated Earth," "Organized Group Control," "Man's Basic Needs," "Rural Community Living," and "Urban Living."

The material was presented in different ways. Individual study, class lectures, term papers, and projects were among the devices used.

REPORT OF WORK ACCOMPLISHED
First Quarter 1942-43
October 12---December 18

English Department

Grace G. Lewis

ENGLISH 12

The texts used in this course are of the workbook type. In COLLEGE PLACEMENT, six of the tests were finished, checked, and discussed. In the other workbook, ESSENTIALS IN ENGLISH BOOK II, a McCormic-Mather publication the first twenty lessons were completed. Three tests have been given. Approximately 500 spelling words have been studied. Each person has been required to give one oral composition, and to write three compositions. One of these compositions was a letter, one a theme with an outline, and one had to do with the development of a satisfactory paragraph.

Dec - March 1943

QUARTERLY REPORT

World Literature

Texts used: Adventures in Modern Literature by Stauffer and Cunningham

Scholastic Magazine

Units in English, Book Three by Lyons and Carnahan

During the first nine weeks' period a type study of the short story had been started; this work continued throughout the first two weeks of this period. The different classes dramatized for class production Chekhov's Difficult People. When this unit or work was completed, a thorough oral review, with a class-elected chairman and secretary was completed, and an objective test given.

One of the classes then read Marjorie Kinnan Rawlings' The Yearling. Daily vocabulary drill and quizzes characterized the study of this novel. Students all completed self-chosen projects on some phase of the novel, such as trees, insects, flowers, pencil sketches or water colors of the characters and scenes or scrapbooks. These projects, all displayed and discussed in class, aided in appreciation of Mrs. Rawlings' regional Florida stories.

All of the classes begin a unit on the article in today's literature.

At the beginning the article was discussed as a literary form; magazines and periodicals such as Harpers', Life, The Atlantic Monthly, Newsweek, The Saturday Review of Literature, The Herald-Tribune Book Review, The New York Times Book Review, The Nation, The New Republic, and Time were reported upon and discussed.

When the article Vocabulary and Success was read, a spirited discussion on the importance of vocabulary took place.

The Fun of Handling Materials was used to introduce the study of outlining, since it is rather difficult reading for low-group students.

Student wrote summaries of The New Civilization to learn about precis and summary writing and to understand this article more completely.

In one class the article On The Assembly Line led to a three day forum discussion on labor unions. Most of the students were very anti-labor in their point of view because of various personal experiences in California, but they soon saw that there are two sides to the labor question.

It was with the article Government Cow, however, that I feel the most satisfactory teaching results took place. In one class a discussion of bureaucratic inefficiency led to a critical examination of the W.R.A. The outline of the W.R.A. organization in each camp in the Stanford Proposed Curriculum Procedures was used as a starting point.

Students elected to interview representatives of the various divisions and sections of the Granada Relocation Center. This was prefaced by a unit on the technique of interviewing. After the students had gathered their information by interviewing, the class studied the technique of the oral report. This, of course, was followed by reports to the class on the results of their interviews.

Another class elected to follow a study of Government Cow with panel discussions on various problems of the Nisei Japanese-Americans. It was at this time that the Colorado newspapers were so vitriolic in their criticism of the proposed Amache school buildings. I endeavored always to lead the study from the Japanese-Americans to the general question of racial minorities in the United States. With the limited reading materials at their disposal, students did an excellent job of securing informational evidence for these discussions.

Throughout the study of the article vocabulary lists and drills were a part of the daily work.

Sept-Dec. 1942

Grace Good

QUARTERLY REPORT--DECEMBER 11

The English 10 classes have completed lessons 1 thru 15 in the Essentials in English workbook by Smith and McAnulty. These lessons include sentence recognition, basal parts, classes of verbs, word study, paragraph development, parts of speech and prepositional phrases. In addition the classes have had practice in group conversations and short talks and in short compositions.

ENGLISH X

This course is to be a combination of grammar and literature. For the literature part, we have completed two lessons in the SCHOLASTIC MAGAZINE, three in ACHIEVEMENT, and two in LITERATURE AND LIFE BOOK I. Other miscellaneous selections have been read. The test for the grammar part of this course, is a workbook, ESSENTIALS IN ENGLISH BOOK I. Ten lessons have been completed. Each person has given an oral report, and written two compositions. Two tests have been given. Approximately 150 spelling words have been studied.

12/15/42
Lewis

English 10

During these three months, the Sophomore English classes have completed three grammar units. The work was taken from the workbook, Essentials In English, by Smith and McAnulty.

Lessons ten to twenty include the parts of speech, prepositional phrases, oral and written compositions, compound elements, diagraming, and spelling.

Lessons twenty to thirty were merely reviewed orally, because some of the students had done them previously and some had not. These lessons covered punctuation, appositives, and oral composition.

The group of lessons, thirty to forty, included the conjugation of verbs, both regular and irregular, and one lesson in written composition.

One literature unit has been taught during quarter. This unit was on the short stories included in the sophomore literature text, Achievement, by Cross, Smith, Stauffer, and Collette. Each of the five stories was of a different type, and one other example of each of these types was read aloud by the teacher. Thus, the unit was over ten short stories.

The last unit to be taught was a unit on spelling, vocabulary, prefixes, and suffixes, ^{di}deacritical marking, and the use of the dictionary.

Written and oral compositions were assigned at various intervals.

JOURNALISM
June 6, 1945
Rosalind Walls

- I. The IT was published by-weekly as usual. A special senior edition came out May 21. The final edition was printed by the Lamar Register at a cost of approximately \$30.00. This gave the journalism students an opportunity to work with printing terms and devices rather than mimeograph. In order to more fully understand the process, the class visited the Register office May 22.
- II. The final test covered the remainder of the text, "Journalism for High Schools," daily work, technical terms, and Dale's "How to Read ~~and~~ a Newspaper." (See attached copy.)

Journalism
6-4-45
TEST

1. Outline the process of securing and publishing news---complete.
2. What is your opinion of playing up sensational crime stories in headlines?
3. What are the important elements of a news story?
4. What are the purposes of the IT?
5. Name several professions for which journalistic training and experience is helpful.
6. Which U. S. newspaper do you like best? Give several reasons why, or several fields in which the newspaper you chose excels.
7. What are some functions of newspapers which are gaining importance?
8. Give examples of various types of headlines, and name them.
9. What are the five most important headline events this year, in your opinion?
10. List and define at least five technical journalistic terms.
11. What are several differences and similarities of mimeographing and printing a school paper?
12. What part does advertising play in journalism? Can it be eliminated? Does the same apply to radio and television?
13. If you were the editor of a large daily, where would you send reporters?
14. What is the difference between a news story and a feature?
15. Between now and tomorrow take a poll of at least ten persons: List in order the three items you liked best in the IT.

Dec - March 1943

REPORT OF WORK ACCOMPLISHED

Robert Dierlam

English 10

Three sections

Texts used: Essentials in English, Book One,
Smith and McAnulty--Published by McCormick-
Mather. Workbook.

Tressler's English in Action, Book Two, Revised
Heath.

Various English texts and etiquette books for a
unit on conversation.

I experienced tremendous difficulty at the beginning in
teaching--pupil planning and discussion; my students seemed
to feel that I was an intelligence officer of the F. B. I.
detailed to observe them; in other words, response from them
was not forthcoming.

Because of this condition, I began, after having the
students write brief autobiographies, with a functional
grammar unit on parts of the sentence, which we finished.

Observation of the students' work revealed certain
common spelling and pronunciation errors, which were drilled
upon.

The first truly socialized unit was one on conversation,
conducted in small groups.

An article on the evacuees' migration in Scholastic was
read and discussed, and one section decided to write letters
to the magazine.

Drills on plurals and singulars and their use, and on
frequently-used spelling words were given.

The first period section, which I taught until the last
week of the quarter, recently spent several days on a
Favorite short story unit; during which the discussion group
was used as a basis for inter-communication. All sections
wrote several paragraphs about camp life.

World Literature

Three sections

Texts used: Stauffer and Cunningham: Adventures in Modern Literature.
 Cross, Smith, Stauffer, and Collette: American Writers
 Cross, Smith, Stauffer, and Collette: English Writers
Webster's Upper School Dictionary
Literature and Life, Book Two
Scholastic Magazine

The work this nine weeks has consisted largely of a type study of the short story.

During the first few weeks the regionalism of the American short story was emphasized. William Saroyan, a Californian was stressed.

Free reading during this period consisted of American and English short stories.

Written exercises consisted largely of various paragraphs based on the literary content of the course. Autobiographical themes were assigned at the beginning of the term.

Lately, a more detailed study of the literature of the Scandinavian countries and Germany has been attempted.

Little stress is placed upon subject matter content; appreciation and the development of personality attitudes has been my chief objective.

Oral work on short stories has been required, in an effort to encourage student participation.

DRAMATICS

Texts: The Stage and the School, K. A. Ommanney.
More One-Act Plays, H. L. Cohen.
The Voice: How to Use It, Borrows and Pierce.

A unit on pantomime to develop bodily poise and to attempt to train imagination was first essayed.

Various voice exercises, and much practice in the phrasing and interpreting of poetry and prose was given.

Material on stage terminology, the structure of a play, seeing the play, the history of the theater, and the types of the drama was dictated, since no text arrived until the end of the seventh week.

Christopher Morley's Rehearsal was cast and rehearsed outside of class time and was performed on four different occasions, giving experience in stage technique and acting.

At the request of the class, the dramatic's group has undertaken the presentation of tableaux for the Christmas program. All art, staging, costuming, lighting, and properties work is being done by this class.

I am very fond of this class, because I feel that we've accomplished a considerable amount of work in this group.

WORLD LITERATURE

Second Period Class

From one of the supplementary texts, Prose and Poetry, by Lucas and Anson, the section on "The Deep South" was studied. (Pages 181-260) This was in preparation for the novel "The Yearling" by Marjorie Kinnan Rawlings. Other stories of Mrs. Rawlings were read from the Saturday Evening Post, and the Atlantic Monthly. Much attention was given to vocabulary building during the reading of the novel, with vocabulary tests almost a daily occurrence. Each student was required to do a large project based on the novel; some wrote about the animal life of this region, illustrating their booklets; some wrote about the plant life in the same manner. The types of people in the deep South, the foods commonly used by them, the education of these people, also formed interesting topics.

The work on the short story in Adventures in Modern Literature was completed, and a test given over the entire section.

Under the heading "The Article" in the same text the students read, "On the Assembly Line" by Richard, "The People of Moronia", by Wembridge, and "Government Cow" by Louis Towley.

WORLD LITERATURE

Third Period Class

The students in this class also finished the section on "The Short Story" in Adventures in Modern Literature and had a test on the entire section.

2/19/43

~~18~~

FEB. 11-29

9² Arithmetic Class

Text: Mathematics & Life

Work Completed:

- I. Review of common percentage problems.
- II. Review of Statements.
- III. Working for a Commission.
- IV. Insurance
- V. Installment Buying
This has required a good deal of study and will be reviewed quite regularly until simple problems can be figured with ease.
- VI. A number of self-testing drills and review problems of all types have been given.

Work to be Done:

- PP. 197--258--"The Financial World"
Problems in financing and organizing business, stock exchanges, bank loans, and checking accounts.

Registered Mail
Money Orders
Promissory Notes
Mortgages

9-2 Mathematics

February to May 19
Katharine Stegner

Text- Mathematic and Life

This class was taught by five different teachers throughout the year.

Summary of last 4 months work beginning on page 148:

A. 1. Discounts

Successive discounts

2. Statements
 3. Margin, overhead, and profit
 4. Profit, loss, turnover
 5. Commission
 6. Positive and negative numbers
 7. Insurance
 8. Instalment buying
 9. Bank statements--checking accounts
 10. Interest, compound, 6%- 30 day
 11. Postal savings, bonds
 12. Life insurance
 13. Meter reading
 14. Denominate numbers
 15. Areas and volumes
 16. Room measurements
- Walls, ceiling, openings
Volumes and surface

B.

Review and drill on the fundamentals

1. Fractions
2. Percentage problems of all types
3. Decimals with special emphases on those used in long division
4. Mixed numbers

C.

We worked a good many problems requiring thought and reasoning and the use of various fundamentals. About two thirds of the class rated well above or standard in the achievement test. One third fell slightly below to far below. These students as a whole were low in all of their achievements. The class was large and quite unevenly divided according to ability. Many changes in teachers probably did not help. As a whole the slow people tried to do their work and many were very anxious to attend summer school to get extra help. Lack of ambition and a poor background was present in some instances.

WORLD DEVELOPMENT

Quarterly Report
Period Ending June 25, 1943
Instructor, Louise Goodson

- A. First period class enrollment, 40.
Third period class enrollment, 38.
- B. The subject matter covered in this quarter included high-lights from the nineteenth and twentieth centuries. Much emphasis was placed on the period ushering in the nineteenth century, which treated the American and French Revolutions.
- C. The discussions centered around feudalism giving away to capitalism, democracy, and science. But with these ideas came a devisive force, nationalism, which partitioned men into rival and often hostile groups, a fact which brought four years of devartating war, followed by twenty years of almost as devastating "peace".
- D. The last unit under discussion stressed the forces which brought about the second World War, and the plans which are being advanced for a world wide permanent peace.
- E. Several interesting projects were worked out by the history classes including artistic hand printed plaques of "The American's Creed", "The Declaration of Independence", "The Magna Charta", "The Bill of Rights", etc.
- F. My suggestions for next year would include a recommendation that one instructor handle the World Development classes rather than several teachers. This would help take care of the scarcity of text books, which has been one outstanding problem in the department.

World Development

Text: "Man's Great Adventure"
By Pahlow

June 43

This sixth period class has missed a good many classes due to outside activities. However, they are a good class and unusually willing to work when they do have a class period.

We have attempted to define and understand some of the big problems which have been at work in the world and which have caused wars and more wars in recent times. They have studied the growth of capitalism and its fruits. They have also studied imperialism. Both of these forces have been studied with reference to the Development of Nationalism and the changing conditions existing in Europe, Asia, and Africa. Causes leading to the first World War and the present one have been studied. They are beginning to understand why we are interested in a new type of peace involving the much talked of "Four Freedoms."

The remaining time will be spend in clarifying these forces to a greater extent and to make a better understanding of the problems which the world is facing.

Eng. S. S.

10-15-4

On Wednesday, September 27, Rev. Nakamura spoke to the 9⁴ English--social studies class on "What is Christianity." Several good questions were asked by the class, although his approach was too far advanced for the class to gain much from his talk. We are planning to have Rev. Nakamura speak on October 10 on "What is Buddhism."

Rosalind Walls

On September 20, 1944, the 9⁴ English-social studies class went on a field trip to the Amache Consumer Enterprise where Mr. Miyamoto, the Educational Director of the Co-op, spent about two hours with us, discussing cooperatives and showing us the various parts of the store. After studying the principles and history of cooperatives in class, this repetition accompanied by an actual example of a cooperative store in action helped vivify the value of co-operatives in each child's mind.

Rosalind Walls

On September 15, 1944, Mr. Walther talked with the 9th English-Social studies class concluding our orientation unit on School Citizenship. He emphasized the importance of citizenship now for its own sake as well as training for adult citizenship. He also explained how classes are formed to fit the needs and desires of the students, that the students are the important parts of the school, and teachers and administrators are there to help the students.

Rosalind Walls

Mr. Jackson talked with the 9⁴ English-social studies class on September 30 and played several records for them. This concluded our study of religion, emphasizing the part of music through the ages in all religions. He played Handel's "Hallalujahh Chorus" as well as a medley of Christmas carols and another Handel composition. In this way students become familiar with music history, its effect on culture, composers, and themes.

Rosalind Walls

The third period September 30, the 9⁴ English-social studies class held a party in their room under the supervision of several committees from the class. Since only four or five volunteered for committee work, they insisted that I appoint people. Some were very unwilling to accept responsibility, and others worked well.

Rosalind Walls

QUARTERLY REPORT
Second Semester
Second Quarter
1942 - 43

Helen Ruth Wilcoxon

WORLD Development

The first period World Development class has an enrollment of forty students. The textbooks, Across the Ages, by Capen, consist of eighteen chapters, and since we did not begin using them until the middle of December, most of the material has been covered during the last semester. Approximately six chapters have been completed during the last quarter, and we expect to finish one more by June 25.

The students did outstanding work on the unit "Human Expression in Art", in special projects. They made notebooks, special reports, and drawings to show the development and examples of human expression in art.

The second period World Development class consists of approximately one third seniors, one third juniors, and one third sophomores. There are thirty-three members in the group.

At the beginning of the quarter, we resumed the work where they had been, under another teacher, the previous quarter. The textbook used is Man's Great Adventure, by Pahlow. Units twenty-four, twenty-five, and twenty-six have been or will be completed by the end of the quarter.

The students in this group are exceptionally enthusiastic, diligent workers, and responsive during class discussions.

Thirty-six students compose the World Development class which meets fourth period each day. Although there are several junior and senior students, the class mainly consists of sophomores. The material covered is taken from the text, Across the Ages, by Capen, and very closely resembles that of the first period class.

This group is cooperative, although not as responsive as those persons in the second period class. They, too, did excellent work in the special project, "Man's Expression in Art."

This class of forty-three World Development students meets fifth period. Many of these people are in the high I.Q. group, and as a result, more material can be covered. Although we have completed the same number of units this quarter (six) as the other two classes, we have accomplished more in class discussions, special reports, and outside reading. We expect to finish unit seven by June 25.

English 10

The sixth period English 10 class is composed of thirty-three girls and six boys. It is an interesting group with which to work, because the students are quite enthusiastic and responsive.

We have completed three units and intend to finish one more by the end of this quarter. The units were "The Use of a Dictionary", which included prefixes and suffixes, synonyms and antonyms, spelling, pronunciation and diacritical marking; a literature unit on "Narrative Poetry", which included "The Horse Thief", "The Prisoner of Chillon", "The Highwayman", "The Death of the Hired Man", and "The Rime of the Ancient Mariner".

Another literature unit, Shakespeare's Julius Caesar followed, and a short review grammar unit is yet to be completed.

Homeroom

Because my second period group is intensely interested in school affairs and extra curricular activities, I feel that the homeroom activity has been a success.

Haluto Moriguchi is our representative, and although he is not exceedingly good in expressing himself in his reports, he is dependable and interested. He usually leads the class in class discussions by asking questions and expressing his opinions freely. Altogether, he has been a very satisfactory homeroom representative.

Our next advance in the homeroom plan, I believe, is to give the group specific tasks to do in some way, projects to work upon, etc. This would give them more of a feeling of unity, and create a greater interest in their homeroom.

March - June, 1943

QUARTERLY REPORT - LUCILLE FRIEDMAN

DATA: TEXT: ESSENTIALS OF ENGLISH, LABORATORY METHOD,
BOOK I

SUBJECT: ENGLISH 10, PERIODS I and IV

ENROLLMENT: PERIOD I, 35
PERIOD 4, 33

These two classes have activities which corresponded to one another in most respects. The work this quarter concerned itself mainly with grammar. The text used for this purpose is Essentials in English, Book I. Recitation was had on each new lesson. Oral discussion followed, and then for the so-called "second try", the students did written work, checking their own papers by means of check cards, and discussing each error in individual conferences with the teacher, making sure they knew why they had made the error, and what future errors to avoid.

One of the most interesting projects this semester concerned the farm situation. As one of their compositions, the sophomores discussed their place in the farm crisis, and the themes reflected their thinking on this important matter.

Free reading was had every Friday, and book reports were required of each student as evidence of books read. Both fiction, non-fiction, biographies, and poetry were to be represented in the course of the semester's free reading.

The class will be concerned with grammar during the weeks remaining before the end of school.

QUARTERLY REPORT
June 25, 1943

World Literature

First Period: 33 students

Third Period: 31 students

Fourth Period: 33 students

(These enrollments have dropped considerably - to the above figures during the last few days.)

Texts:

Stauffer and Cunningham: Adventure in Modern Literature,
Harcourt Brace, 1939.

Cross, Smith, Stauffer & Collette: American Writers, Ginn, 1939.

Lucas: Prose and Poetry Of Today: Regional America, Singer, 1941.

Miles, Stratton & Pooley: Literature and Life, Bk. 2 and 3
Scott Foresman, 1941 and 1936.

Cross, Smith, Stauffer & Collette: English Writers, Ginn, 1940.

Barnes and others: The American Scene, American Book Co, 1940.

Rawlings: The Yearling, Scribners, 1940.

References:

Rawlings: Cross Creek, 1942.

Speare: The Pocket Book of Verse, Pocket Books, 1940.

Brenner: Poets of Our Time, Harcourt Brace, 1941.

Wrin: The Hollow Reed, Harpers, 1935.

Gullan: The Speech Choir, Harpers, 1937.

Guiler & Henry: Remedial English, Ginn, 1942.

Although my three World Literature classes have never done the same units of work this semester, the general syllabus or course outline for the three groups is similar.

All classes will have covered the following units by the end of the semester: The Scientific Article, The Biography, The Essay, American Poetry, The Novel, and The Drama, including the Movie Scenario and Radio Play.

In connection with the unit of work on the scientific article all students read a book from the library on some field of applied science or of physical or natural science related to their prospective occupational choices. Although the books were read outside of class, written reports on them were made a class composition assignment with considerable drill on stylistic faults and mechanics as revealed by their previous composition work. All such drill was individualized.

I particularly enjoyed teaching the unit of American Poetry, probably because high school students are particularly plastic as far as poetry is concerned; if they like a selection, they go all out for it! Group participation in this unit and individual participation came about very slowly indeed. High school students are afraid of poetry; some of them have had unpleasant experiences with it in the grades; therefore the student must be charmed into a state of appreciation before much participation except as a listener can begin. During the first week of the unit I read to them almost exclusively, taking my time, avoiding selections to which they were indifferent, concentrating on those poems in which they evinced an interest.

Then we tried several selections chorally, particularly loud, jazzy things to which high school people are indiscriminately partial. After this preliminary ice was broken, some of the superior readers in each class interpreted various poems by themselves for the rest of the class. At all times an attempt was made to associate the poetry studied with things and events in the students' lives: Edna Millay's Exile and James Oppenheim's The Slave seemed to have the greatest experience appeal.

During a study of Adelaide Crapsey's cinquains, the relationship between this form and the earlier Japanese hokku was shown; the students seemed quite proud to find at least one example of literary "borrowing" from their mother culture. (Should Wagner be outlawed on the American radio during wartime?) All students were required to memorize poetry of their own choice to present in class as a miniature recital. Those students who enjoy writing brought their own poems to class and for private conferences.

During the study of biography an attempt to correlate student vocational interest with their literary reading was made. In their biography free reading choices, student showed evidence of looking for biographical subjects that had more than just a casual interest for them. A short history of biographical writing in world literature was undertaken, although this sort of study has been generally avoided this year.

Several other classes completed the study on Mrs. Rawlings' The Yearling this term. A number of very carefully constructed and artistic projects climaxed this unit of work, as usual. I have treated the study of the novel in detail during my earlier reports.

The drama unit in this class was conducted at all times on a socialized basis. Students cast the plays to be read and met outside of class to rehearse the reading performances which had previously been discussed. In addition to examples of contemporary drama which they found in several different textbooks, Our Town and Sophie Treadwell's Hope For a Harvest, a story of racial intolerance in the San Joaquin valley of California, were read in paper-bound script.

The Story of Louis Pasteur, a Warner Brothers' scenario was read; at the close of this study students had an opportunity to compare the Guilty Brothers' (French) film version with the American picture. This movie was a part of the visual education program.

During the study of the radio script a number of the current productions which have been printed in Scholastic this year were read aloud. The climax of this study was a radio play presented over the public address system by the students.

A short, three-day unit on various types of humorous literature was hugely enjoyed. Each unit in this class was ended with a test, generally objective. Written projects, all corrected according to a proof sheet, related to the literature being studied at the time.

SUGGESTIONS FOR NEXT YEAR:

Agreeable as the type of teaching I have been doing this year is, I think another year that a double-period course taught all three years in the senior high school based on meaningful student interests and activities, in which the social studies

and English skills are taught incidentally, would be more valuable than the diverse English and social studies course offerings which we presenting this year. The study of larger units, such as the development of racial tolerance and intolerance, democracy at Amache (with concrete problems, not vague generalities) and various topics involved in personal and social living would be valuable, I think. The literature read in these courses would be connected to the general theme or unit which the class is studying at the time. Reading, writing, making reports, contributing to discussion - the multitude of skills which English teachers attempt to develop - would be used when they are needed.

Sept-Dec. 1942

REPORT OF WORK ACCOMPLISHED

Robert Dierlam

English 10

Three sections

Texts used: Essentials in English, Book One,
Smith and McAnutty--Published by McCormick-
Mather. Workbook.

Tressler's English in Action, Book Two, Revised
Heath.

Various English texts and etiquette books for a
unit on conversation.

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to feel that I was an intelligence officer of the F. B. I.
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Webster's Upper School Dictionary
Literature and Life, Book Two
Scholastic Magazine

The work this nine weeks has consisted largely of a type study of the short story.

During the first few weeks the regionalism of the American short story was emphasized. William Saroyan, a Californian was stressed.

Free reading during this period consisted of American and English short stories.

Written exercises consisted largely of various paragraphs based on the literary content of the course. Autobiographical themes were assigned at the beginning of the term.

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Little stress is placed upon subject matter content; appreciation and the development of personality attitudes has been my chief objective.

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DRAMATICS

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More One-Act Plays, H. L. Cohen.
The Voice: How to Use It, Borrowes and Pierce.

A unit on pantomime to develop bodily poise and to attempt to train imagination was first essayed.

Various voice exercises, and much practice in the phrasing and interpreting of poetry and prose was given.

Material on stage terminology, the structure of a play, seeing the play, the history of the theater, and the types of the drama was dictated, since no text arrived until the end of the seventh week.

Christopher Morley's Rehearsal was cast and rehearsed outside of class time and was performed on four different occasions, giving experience in stage technique and acting.

At the request of the class, the dramatic's group has undertaken the presentation of tableaux for the Christmas program. All art, staging, costuming, lighting, and properties work is being done by this class.

I am very fond of this class, because I feel that we've accomplished a considerable amount of work in this group.

English 10

June 43
Levin

This class meets fifth period, and has 39 enrolled. They have completed "Essentials in English" Book I through Lesson 70. They have completed the work on Letter Writing, and pronouns. From the book "Achievement" they have done the light Essays, and Ballads.

World Literature

The 31 members of this class meet during the sixth period. All the biographies in the text, "Adventures in Modern Literature" were read. Each student has read one biography and did a project on it, either written or oral. They have also done the section on plays from the textbook.

World Literature

June 43

This class took the Personality Tests sent to Amache High School by the Scott-Foresman Publishing Co. These tests are entitled "Know Yourself", and are in the experimental stage. In fact the norm is to be made this summer from the tests sent in by the various schools. The book People are Important was used in connection with the tests, as the tests are based on this book. We thought these tests to be very valuable, and hope to be able to follow up with the results, seeing just where we stand in relation to other high school students in the United States.

From the textbook "Adventures in Modern Literature", the section on "American Poetry" was read, also the section "American Humor". The library was used in connection with these studies. The sections on drama were also completed.

Hopcraft

Quarterly Report

English 10

Dec. 15--Mar. 15

Grace Good

These classes completed Blocks II and III in "Essentials in English" by Smith and McAnulty. These units included lessons on word study dealing especially with words often confused because of similarity; rules for use of the comms; appositives, and compound elements. The classes took the achievement tests over this material. In literature, they studied the unit on the short story, reading stories of action, mood, and atmosphere. They read all the stories in the Achievement by Cross, Smith, Stauffer, and Collette. In addition I read several short stories to them and as a climax the students told their favorite short stories.

QUARTERLY REPORT

March - June, 1943

Miss Lucille Friedman

SUBJECT: ENGLISH 10, Period 2 (Homeroom)

ENROLLMENT: 31

TEXT: ESSENTIALS OF
ENGLISH, LAB. METHOD, BK. I.

This class was transferred to me from Miss Wilcoxon at the end of the first quarter. Consequently, the students are not so well acclimated. There was a coolness apparent during the first few weeks of the quarter, but their attitude is much better now. The homeroom representative seems adequate. His name is GEORGE MORISHIGE.

The principal project this quarter was the reading of the novel, TALE OF TWO CITIES. The students are very slow readers, and their vocabulary is limited to the extent where progress in silent reading is slow. After reading the novel in class for some weeks, and discussing the material read, the class was instructed to check the books out after school and read at their own pace, a test covering the novel to be given on June 23rd. This arrangement has not proved too satisfactory, because at present there are at least two classes using the same set of books, and their availability is, of course, limited. The class is very poor in grammar (with a few exceptions, of course) and the remainder of the semester is being spent in review.

I should suggest that in the homerooms, one day be set aside for the student officers to run the class all period. Here vocational reports might be given and other "guidance" activities take place. There was little activity, other than reports from the home room representative after he had attended a student council meeting, on the part of the students in this homeroom. It is to be desired that expression be encouraged on the part of the students.

WORLD LITERATURE

12/18/42

The main text for this course is ADVENTURES IN MODERN LITERATURE, by Stauffer and Cunningham. The second period class completed the American Short Stories in the text, and three of the English Short Stories. They have also had three assignments from SCHOLASTIC MAGAZINE. The literature of the New England States has been studied, including the poems of Robert Frost. The work of Edgar Allen Poe has been studied, also William Saroyan, as types of short stories. One book review has been required of each member of this class. Two reports on outside reading, short stories, have been required. Approximately 100 spelling words have been studied. Each person also wrote a theme on the community from which they were evacuated.

WORLD LITERATURE

Most of the work described above has been required of the third period class also, with the exception of the book review. This class has practically completed a study in detail of THE YEARLING, a novel by Marjorie Kinnan Rawlings. As this story is about the southern Florida region, much has been studied about the vegetation, the customs, the animal life, and the people of this region, with collateral readings on the subject. Attention has been given to vocabulary development in this class. Several tests have been given.

L370

ENGLISH 12 AND ENGLISH LITERATURE REPORT
January 2--March 2, 1945

I. Purposes

- A. Improve ability to understand and create written records of human events and emotions
- B. Improve use of the English language in written and spoken expression
- C. Become familiar with well-known literature for its own sake in understanding present, past and future happenings
- D. Develop literary sensitivity and evaluation
- E. Encourage the development of reading habits through free reading during class time one day a week
- F. Develop dramatic ability and appreciation through dramatizing scenes from plays
- G. Improving oral reading and speaking techniques

II. Procedures

- A. Study Shakespeare's "Macbeth"
 - 1. Dramatize portions in class
 - 2. Listen to Judith Anderson--Maurice Evans recordings of the play
 - 3. Read aloud in class
 - 4. Discussion of Shakespeare's methods and techniques
 - 5. Adapting some scenes to modern life, such as changing the battle scenes from Scotland to MacArthur's invasion
 - 6. Memorize several particularly expressive excerpts
 - 7. Examination and discussion over the entire play
- B... 8. We began the study of "Macbeth" by reading Lamb's version of the play. It is my belief that interest is stimulated in this way since familiarity with plot or theme simplifies the difficulties of reading Shakespeare in the original.
- B. Study excerpts from the Bible for their literary significance--discussion of the epic
- C. Read a Shakespeare play of each student's own choosing with a short test over the plot primarily
- D. Short survey of Spenser's "Faerie Queene," Bacon's "Essays," and the Puritan period in literature correlated with the historical events of the time and their relation to us
- E. Oral reading in class of Benet's "John Brown's Body" (a modern epic)
- F. Study of Milton's "L'Allegro" and "Il Penseroso"--Each student made a poster to illustrate some part of one or both poems

2.

G. Correct useage exercises according to need

1. A postrophe
2. Capitalization
3. Comma
4. Business and friendly letters

Each student wrote a letter of application for a position or application to the registrar of some college. In this connection the book

H. Each Friday we devote the entire period to free reading of the student's choice. I keep a record of books read and number of pages. The development of reading interests and speed has been most interesting.

Rosalind Walls

10/15/44

ENGLISH LITERATURE AND ENGLISH 12 REPORT
Rosalind Walls

Results of students' suggestions concerning what
they would like to study:

Free reading, novels, English and American
literature background, biography, essays,
Shakespeare, Greek literature, classics,
Chinese stories, short stories, poems, best sellers.

Quiz program on literature.
Records on literature.
Teacher reading in class.

Grammar review.
Vocabulary.
Business letters.
Some oral work.

Plays and skits.

Book reports.

Class discussions.

10/15/44

ENGLISH LITERATURE AND ENGLISH 12 REPORT
October 14, 1944
Rosalind Walls

- I. Unit on science in "Broadening Horizons."
- II. Unit on sentence completeness in "Senior English II," supplemented by hectographed material. This is one of our most difficult points in grammar, as shown through written work.
- III. Work on descriptive, expository and narrative paragraphs, some of which paralleled or grew out of our reading.
- IV. Choral reading introduction.
- V. Free reading periods each Friday. Each student reports the name and author of his book at the end of the hour, and what pages he read. It is most interesting to follow these reading patterns.
- VI. In order to change the negative reaction to the name "Shakespeare" that almost every high school student has, we started the discovery of his works through reading Lamb's Tales, "The Merchant of Venice" and "The Comedy of Errors." Later we shall read Lamb's "Macbeth," followed by an intensive study of the original.

ENGLISH LITERATURE AND ENGLISH 12
September 5-15, 1944

Aims:

1. Discover what literature is.
2. Gain a superficial knowledge of the various types of literature.
3. Discover individual interests which may be followed during the year.
4. Improve use of pronouns and ability to write descriptive paragraphs.
5. Encourage free reading along interest channels.

Procedures:

1. The first day I presented several kinds of literature, including mystery stories, Shakespeare, novels, Westerns and essays, asking which of two members of the class would choose and why.
2. I read to the class from several books, such as the short stories of Saki and Maupassant, and a current war book.
3. We used workbooks in a study of the use of pronouns. Those who felt this work unnecessary were allowed to read while we were doing the practices, but they were required to take the pretests and mastery tests.
4. In assigning reading I sometimes gave a choice of two.
5. Since there are not enough "English Writers" yet, we are using the book, "Broadening Horizons," by Neville and Payne. We have read "Fog," "Wings Rampant," "The Highwayman," and "Moti Guj--Mutineer."
6. I allowed a half hour in class for free reading to be continued at home, followed by a discussion in class of what was read, whether book, magazine, newspaper, poem, or text.
7. Practice in use of the language was given through two written papers: "What I should like to study this year," and a descriptive paragraph of a person or place.

Bibliography:

Neville and Payne "Broadening Horizons"
Gross, Smith, Stauffer, Collette "English Writers"
Lewis and Nemec "Practice activities in senior English, Book II"
Walsh handbook

2. English lit., September 5-15

Comments:

I am keeping a record of various spelling and useage errors for each student so that we may study grammar and spelling functionally according to individual and group needs.

Walls

REPORT OF WORK ACCOMPLISHED
Second Quarter--- 1942-43
December 21-----Feb. 19
ENGLISH DEPARTMENT

ENGLISH12 In the workbook, College Placement ten of the tests have been completed. These tests are taken from actual college entrance examinations, and are of difficult grade. They were checked, and discussed by the students. Fifteen lessons were added to the twenty done by the students the first quarter in Essentials in English Book II, a McCormick-Mather publication. These lessons had to do with the compound sentence, types of conjunctions, and diagramming. Approximately 300 spelling words were given. Each student gave an oral report on an article, and each one participated in a lively panel discussion, on some problem facing us today. A narrative theme was required of each student. This quarter, an attempt was made to meet individual English problems, especially for those who have had little experience using the English language. It was difficult to accomplish much here, however, as the class is too large for proper attention to be given to individual needs.

They have studied the following selections under the title, "The Article" in the same text: "The Fun of Handling Materials", by Overstreet, "On the Assembly Line," by Richard, "Vocabulary and Success" by O'Connor, "The People of Moronia", by Wembridge, "Gover'ment Cow", by Towley, "Weather Profit", by Kimball, and "The Floods" by Lindbergh. Each person was required to give two oral reports on articles read from current magazines.

An attempt was made to acquaint this class with amny of the new books in the library, by reviewing them, or reading sections of them to the class.

Outling was taught, and some of the articles read were outlined. Emphasis was placed on spelling and vocabulary building.

June 1943

QUARTERLY REPORT
Second Semester
Second Quarter
1942-43

Grace G. Lewis

English 12

This class meets the first period, and has an enrollment of 32. The project for this semester, the making of a Year Book to be presented to the school, was finished. The purpose was to leave with the school, an accurate, and attractive record of the year's work. The book contains about fifty pages of material and pictures descriptive of the school since it started in October. Much of the history of the growth and development of the school is included. All clubs, activities, and sports are described. The name chosen by the class was AMACHE TRAILS, and the theme following the idea of trails to higher education, and better living through education has been followed.

Practically all of the exercises in College Placement, and Essentials in English Book II have been completed.

rec. 15-43

BI-MONTHLY REPORT

English 12 Period 3

I took this class ten days ago. During this time we have covered the following work:

1. Pages 13, 14, 15, 16 in the College Placement Examination Handbook. (This work is rather valuable because the work book consists of actual college placement examinations. As we checked our papers in class, we had an opportunity to point out all of the common mistakes in English. Much extra drill was given upon those parts giving difficulty.)
2. Of the several exercises done in the Practical Handbook in English by Easley S. Jones, the ones we found to be most valuable were the ones on subordinate clauses, Drill No. 11; the one on business letters, Drill No. 42; and the one on commas, Drill No. 25.
3. Every person in the class was required to write a letter which might be sent to the Student Relocation Council asking for their help in the location of a suitable school. These letters were corrected by the marking symbol sheets and corrections were made by the students.
4. Plans were made for the student handbook and the handbook, itself, is well under way. Everyone in the class has an assignment for the handbook. Three people are planning to illustrate it with small cartoons. The list of the handbook contents is attached. The class elected Betty Kanameishi and Russell Yamaga co-authors of the handbook.

The only assignment which has been made in the future is an oral assignment which will take most of next week. Some time has been spent in preparation for this assignment. Everyone is to give a talk, tell a story, recite a poem, or do something which is suitable to the Christmas season.

Grace S. Lewis

REPORTS

ENGLISH LITERATURE

October 1, 1943

Grace Good

As an introduction the class studied the contributions of the different races to the development of the English people. They learned the sources of various characteristics and legends which occur in English literature, for example, the Arthurian legends. They studied definitions of epics; kennings, alliteration, romances, etc., and read selections from Beowulf and Morte d'Arthur. After studying the changes brought about by the Norman Conquest, they studied Chaucer and read some of the descriptions of the pilgrims in The Canterbury Tales. They are working on original projects based in The Canterbury Tales or English life of the Middle Ages. In the next two weeks the class will study early lyric poetry and ballads, and lead up to the Renaissance and the Elizabethan Period.

November 1, 1943

Introduction to MacBeth, source, characters, theme, etc. Began reading the play in class. Continued reading play and discussing it in class. Assigned projects for work outside of class. We should finish first two acts before November 1.

November 15, 1943

We finished reading Macbeth; we discussed it thoroughly in class, and had a test over the whole play. The students chose selections to memorize and each one is working on some original project in connection with the play. We shall take up lyric poetry of the Elizabethan period and the prose of King James Bible and Bacon's essays.

December 1, 1943

The class studied introduction on essays and read some of Bacon's essays. They studied historical background and significance of the Puritan movement and life and lyric poetry of Milton. They are going to make reports on certain phases of L'Allegro and Il Penseroso. They will also study Walton and Bunyan and lyrics of some of the Cavalier poets.

December 15, 1943

The class finished their study of the Puritan period and its influence on American life and literature. They studied the historical background for the classical period, the authors and their ideals. They had an introduction to the diary, biography, and personal essay in the writings of Pepys, Johnson, Boswell, Addison and Steele, and to the novel in Defoe, and satire in the poetry of Dryder, Pope and the prose of Swfit. The study of these writers will continue until January.

ENGLISH LITERATURE

January 15, 1944

The last two weeks were taken up with oral reports on certain figures and phases of 18th century England. These were very well done and interesting. I gave a semester test which included the outstanding writers and literary works from the beginnings of English literature thru the Augustan Age. During the next two weeks we are going to study the new romantic tendencies and the writers of the period of transition, Collins, Gray, etc.

February 29, 1944

During this period the class has studied the Romantic period - romantic characteristics - growth of democratic ideals - historical background - and lives and works of Burns, Blake, Wordsworth, Coleridge, Lamb, Shelley, Byron, and Keats. Each student has studied one of these in greater detail and given an oral report to the class. In addition each has done one original composition. They are going to study the novel of the Victorian period next.

English Literature

I Identify by giving period and main contribution:

Sir Thomas Malory, Chaucer, Marlow, Spenser, Bacon, Herrick, Walton, Milton, Pope, Dryden, Defoe, Venerable Bede, Caedmon, Alfred the Great, Raleigh, Jonson, Dr. Johnson, Sidney, Bunyan, Shakespeare, Lovelace, Pepys, Boswell, Steele, Cromwell, Charles I, Elizabeth, Wren, Reynolds, Garrick, Gibbon, Burke.

II Define and give an example we have studied:

Ballad, epic, narrative poem, heroic couplet, sonnet, novel, essay, lyric, satire, pastoral, allegory, tragedy, comedy, biography.

III Locate by giving author and work:

1. To beguile the time,
Look like the time; bear welcome in your eye,
Your hand, your tongue, look like the innocent flower,
But be the serpent under it.
2. But, first and chiefest, with thee bring
Him that yow soars on golden wing,
Guiding the fiery wheeled throne,
The cherub contemplation.
3. None but the brave
None but the brave deserves the fair.
4. Up, and this day put on my chose-kneed coloured suit, which, with
belt, and new gild-handled sword, is very handsome. To church,
where the young Scotchman preaching, I slept awhile.
5. Is not a patron, my Lord, one who looks with unconcern on a man
struggling for life in the water, and, when he has reached
ground, encumbers him with help?
6. Now, as I said, the way to the Celestial City lies just thru
this town where this lusty fair is kept; and he that will go
to the city, and yet not go thru this town, must needs "go
out of the world".
7. With him ther was his sone, a yong ~~and~~ squyer a lovyer and a
lusty bachelor.
8. Now in the murky night came stalking the shadow walker. All the
warriors who should defend that perinoched mansion slept, save
one. *pinnoched*
9. Bifel that, in that sesoun on a day,
In Southwerk at the Tabard as I lay
Redy to wenden on my pilgrimage
To Caunterbury with ful devout corage,
10. He had a rose into his hand,
He goe it kisses three,
And reaching by the nut-bruone bride,
Laid it on Fair Annet's knee.

11. We fail
But screw your courage to the sticking place
And we'll not fail.
12. To show an unfelt sorrow is an office
Which the false man does easy.
13. "Fool", said my nurse to me, "look in thy heart, and write."
14. They also serve who only stand and wait.
15. Be not the first by whom the new are try'd,
Not yet the last to lay the old aside.
16. Reading maketh a full man: conference a ready man; and writing
an exact man.
17. Remember now thy creator in the days of thy youth, while the evil
days come not, nor the years draw nigh, when thou shalt say, I
have no pleasure in them.
18. We think our father fools so wise we grow,
Our wiser sons, no doubt, will think us so.
19. For thy sweet love remembered such wealth brings
That then I scorn to change my state with kings.
20. Stone walls do not a person make
Nor iron bars a cage;
Minds innocent and quiet take
That for an hermitage
21. Gather ye rosebuds while ye may,
Old time is still a-flying;
And this same flower that smiles today,
Tomorrow will be dying.
22. Drink to me only with thine eyes
And I will pledge with mine
Or leave a kiss but in the cup
and I'll not look for wine.
23. Upon which he smartly proceeded, "Why Dr. Johnson, this is not so
easy as you seem to think; for if you were to make little fishes
talk, they would talk like whales.
24. But these are secrets that you must keep inviolably, if you
would not, like Orpheus, be torn to pieces by the whole sex.
25. His taste of books is a little too just for the age he lives in;
he has read all, but approves of very few.

IV

Discuss the historical background, literary ideals and achievements and give examples of literature produced of one of these periods:
Elizabethan, Puritan, Classical, Beginnings of English Literature.

V Discuss one of the following:

origin and development of the drama; of the novel; of the essay; of the sonnet.

VI Choose one author to discuss including his life, writings, success, and influence. Include your own opinions.

VII Give the themes or purpose of these works:

Beowulf, Macbeth, Paradise Lost, Spectator Papers, Gulliver's Travels, Vanity Fair.

January 15
Grace Good

Feb. 29, 1944

Mr. George

English 12-

We have used as the basis
I am studying the themes which
we have written. We have
used a class theme describing
a scene from the window; a
three page book review, discussing
Content, purpose, etc.; a page &
one half theme criticizing
some aspect of our living after
than the Japanese relocation
Camps.

From these themes, we
have developed work on
vocabulary building, spelling
& grammatical constructions.
We have laid special emphasis
on parallel constructions,
The use of the proper tenses &
the exact word in its

proper position.

I combined most of the midlatus
into one barne & gave it to
them for connection by the back
& then revision by their connections.

English 12

1943-4
George

The work for this course may be summarized in the following way:

1. Grammar review
2. Spelling

The four hundred word list in the Easley Jones
Handbook of English

3. Theme writing

The practical applications of the grammar were
made as follows:

1. Short one page theme on any topic
2. A theme written during the class period
3. A three-page theme describing something
4. A theme using conversation
5. A short theme -- topic selected
6. A three thousand word research theme
7. A descriptive theme
8. A critical theme
9. A theme telling a story
10. A class theme for the examination

Each theme was handed to the instructor and corrections were suggested and the theme returned to the student. For each correction the student used the Handbook in English, looked up the error, corrected it, and returned the theme to the instructor for a final check.

During the class time themes were read and criticism were then made. Examples were used from the poorest and the best. Each critique was specific and other illustrations were given. Cumulative errors were noted and special remedial training was given to each student on those errors.

4. The class read as a group two items. Life With Father by Clarence Day and An Enemy of the People by Henrik Ibsen. Oral criticisms and discussions were made of these.

More theme writing
" Oral Eng.

Also - 2 plays from World Lit

As part of the study of the Victorian period and development of the novel, each student read a novel of the period and studied the author's bibliography. They gave oral reports to the class; some of these were excellent; especially George Yonemura's on "Wuthering Heights", and Kay Yamachi's "Adam Bede". After a comprehensive test on The Victorians, the class took up recent and contemporary poetry: Bridges and Henley; Gibson and De la Mare, Yeats and Tynon, Sassoon and Brooke, and Kipling and Masfield as examples of the different schools of poetry. As examples of modern essayists they read from Herbert, Tomlinson, and McFee, and learned names and works of others for later reading. (I hope) For examples of modern short story writers they read Kipling, Galsworthy, H. G. Wells, Conrad, and Saki. They studied briefly contemporary drama and read one of Barrie's plays. We had our final test orally on identification of writers and location of passages of all the most important writers we had studied and a review of all passages they had memorized. I was quite well satisfied with the work of the class as a whole.

Fae Stillinger
October 1, 1943

ENGLISH 12

1. We have written one theme
2. We have studied parts of speech
3. We have transitive verbs.
4. We have written out and corrected in class exercises given in book.
5. Each student has expressed his individual need and we are trying to accommodate all by giving needed explanations.
6. We try to correct all exercises on the day they are due.
7. We use board as much as is possible.

October 4-15

1. Checked out books to all.
2. Studied transitive verbs with objects
3. Studied transitive verbs without objects
4. Pages covered in work book relative to above named topics 3 & 4.
5. Sentences were copied on board.
6. Many examples were given.
7. Intransitive verbs - complete
8. Intransitive verbs--linking or copulative pp. 5-7 work book
9. Sentences from other texts were used
10. Predicate adjective
11. Predicate nominative
12. Prepositional phrases - naming them
13. Read some themes - giving comments of constructive criticism
14. English Correctness - 36 sentences on board - corrected. Gave explanation where necessary.

15. Reviewed above and gave test over tran. intran. predicate adjective, predicate nominative.
 16. Began word study p. 14.
 17. Punctuation (comma) p. 13
-
1. Finish exercises containing transitive verbs.
 2. Study intransitive verbs and write out exercises.
 3. Give sentences to class to determine kind of verb -- transitive or intransitive.
 4. Use other texts with explanation and notes relative to intransitive and transitive verbs.
 5. Units in English by Paul and Kinchelve
Handbook by Walsh
Others
 6. Study carefully intransitive copulative and intransitive complete verbs
 7. Write out exercises in work book naming the kind of verb and the subjective complement.
 8. Study prepositional phrases and tell their uses in sentences. Tell the part of speech of each phrase.
 9. We shall have a written theme or paragraph after I have returned themes and given constructive criticism.
 10. Study pp. 7, 8, 9 and name topic sentence in paragraphs.
 11. Study rules on p. 13, and punctuate sentences in exercises, pp. 13, 14.
 12. If we have time for word study, we shall use dictionaries and define the words on p. 14.
 13. Again, I am not sure of the ability of this class and cannot anticipate the amount of work we shall complete.
 14. I am trying to have each member express his individual need, and thereafter help him.
 15. I hope to have more board space so I can do the explaining and correcting in class on the day it is needed.
 16. The students will share this activity.
 17. I would like to have some oral compositions if this suggestion is approved by the English Committee -- whatever that is.

18. I desire to study a few sentences in English Correctness everyday.

October 18-27, 1943

Our assignments have included the following:

1. Transitive and intransitive verbs
2. Prepositional phrases
3. Appositives
4. Word study
5. Reading of themes
6. Correcting of themes
7. "Movie"
8. English correctness

1. We shall have a test over parts of speech and prepositional phrases - naming phrases only.
2. We shall study the use of preposition phrases and tell what word, etc. is modified by them.
3. A written composition -- theme
4. Finish word study and exercise, pp. 14-15
5. Correct and hand back all papers
6. English correctness
I would like to "cover" 5 or 10 sentences everyday in addition to our assignment.
7. Oral composition of time permits. The class is rather large, but everyone needs oral English badly.
8. Test, p. 15
9. We may try diagraming sentences. If it proves to be helpful, we shall diagram some sentences on p. 16-17
10. Coordinating conjunctions
Define and name examples
Diagram if it helps to clarify
11. Appositives -- pp. 20-21
12. Word study -- p. 21-22 B

November 1-12, 1943

Our assignments included the following:

Indirect object
Punctuation
Objective compliment
Word study
Compound elements
Conjugation of verbs be and have
English correctness
Tests
New York Times was used

The assignments will include the following:

1. Theme writing
2. Review of appositives
3. Review of transitive and intransitive verbs
4. Word study
5. English correctness
6. Indirect object
7. Objective complement (if time permits)
8. Explanation and use of auxiliaries

I shall deviate from this schedule if need arises.

November 15-26, 1943

We shall study "Punctuation" on p. 25, and begin the study of verbs.
Other assignments will include the compound sentence and connectives, p. 29,
and review of words and spelling on pp. 28, 29.
Written theme will be assigned.
We shall recite orally and give constructive criticism.

REVIEW ENGLISH

5th Period--Juniors, Seniors, Kibei

The purpose of this course was to help pupils attain mastery of the essentials of written and spoken English--to effect a fluent and easy carry over of English correctness and pronunciation in all of their writing and speaking.

We did not study one unit and then lay it aside. We constantly were working with cumulative skills and exercises, and individualizing the work to meet the needs of each pupil.

The material, exercises, and instruction were presented in simple form, and we tried to be definite, practical, and direct.

We provided ample motivation for the use of the skills studied.

Material Used:

1. Remedial English by Guiles-Henry
2. Diagnostic tests
3. Achievement tests
4. Other test material
5. School papers
6. Practice Handbook in English by Jones
7. Plain English Handbook by Walsh
8. Dictionary
9. Literature books
10. Reader's Digest
11. Own choice of material
12. Other library material

Units Studied:

1. Good sentence structure
2. English correctness through^{on} all units
3. Capitalization
4. Punctuation
5. Good usage
6. Grammatical usage
7. Spelling
8. Letter writing
9. Oral themes
10. Oral discussions
11. Vocabulary study
12. Pronunciation
13. Dictation
14. Written themes
15. Paragraph writing
16. Diction
17. Reading

GENERAL EDUCATION

Periods 6-7--American History and American Literature

Texts Used:

The Development of America by Wirth

References:

History by Basset

History by Beard

History by Muzzey

Others

American Writers by Cross, Smith, Stauffer, Collette

Other Material Used:

Literature and Life by Miles, Pooley, Greenlaw

American Observer

Scholastic

Reader's Digest

Practice Activities in Senior English by Lewis and Nemec

Dictionary

English Handbook by Walsh

Units in History Studied:

I. Industrialization of the United States

1. Consolidation
2. Labor and Machine Age
3. Industry and Tariff
4. Our Financial System
5. Machine Age and Agriculture

II. How the Industrial Revolution Changed Transportation and Communication

1. Early Means of Communication
2. Transportation in the Machine Age
3. Means of Communication

III. The Development of Our International Relations

1. Period of Isolation
2. Our Imperialistic Foreign Policy
3. The United States and the World War I
4. The United States and World Peace

IV. American Life and Culture in the Nineteenth and Twentieth Centuries

1. American People 1800-1860
2. Cultural Development
3. American Life in the Twentieth Century

V. Recent Events

1. World War II
2. Plans for World Peace
3. Comparison of provisions of Wilson's "Fourteen Points" with proposals for world peace after the war.

Literature

1. We correlated Literature with events in America and Europe.
2. We read some selections which were the choices of the class, and some reading was done just for the fun of reading.
3. There were some students who could not enjoy reading in a group since their comprehension was poor. However, all read and accomplished much.
We had vocabulary study from some selections where I felt all could benefit by such study.

Activities of the Class

1. Organization of material and units
2. Reading, discussion, and explanation
3. Testing (Diagnostic and Achievement)
4. Attending movies
5. Class meeting
6. Student Council reports
7. Free reading
8. Vocabulary study
9. Library tour
10. News reports
11. Oral composition
12. Written composition
13. English correctness exercises
14. Map study
15. Map making

Each student made a project of his own choice, and all class members collected and assembled information and material on "World War II".

L3, 27

PROPOSED UNITS FOR ENGLISH 12--First Semester

Unit No. I Diagnostic tests, and discovering pupils' needs.

- A. Grammar--McCormick Mater Diagnostic Test for
Essentials in English, Bk. II
- B. Reading---(Without standardized tests it will be
necessary to do this short speed and
comprehension tests, also with oral
reading.)
- C. Oral expression (Again no standardized tests are
available, but it is easy to ascertain
the ability of each)
- D. Written Composition
- E. Spelling

The following units are based upon the assumption that the diagnostic tests will show approximately the same things as they did last semester. The testing and compiling of data will take about two weeks.

Unit No. II. Grammar

- A. General Review of Grammar, including, (as needed),
 - 1. Parts of Speech
 - 2. Case
 - 3. Agreement of Pronoun with antecedent
 - 4. Agreement of Subject and Verb
 - 5. Adjective and Adverb usage
 - 6. Principal parts
 - 7. Tense and mode
 - 8. Special difficulties, i., e., shall and will
lie, and lay, etc.

Unit No. III How to read and study

- A. Overcoming reading difficulties
(This might have to have considerable stress)
- B. Taking notes
- C. Making summaries
- D. Writing precis
- E. Finding information in the dictionary, library,
encyclopedia, etc.

Unit No. IV Oral Expression

- A. Social conversation
- B. Reliving experiences
- C. Discussion groups
- D. Giving explanations
- E. Making oral reports

- F. Making requests
- G. Interviewing
- H. Special occasion speeches
- I. Discussing and Reviewing books
- J. Organizing Clubs (Parliamentary Procedure)

V. Composition (Punctuation)

- A. Letter writing
 - 1. Business
 - 2. Personal
- B. Outlining
- C. Paragraph composition
- D. Descriptive writing
- E. Narrative writing

VI. Spelling

- A. Studying pupils own errors.
- B. Spelling by ear, pronunciation
- C. Misleading resemblances between words
- D. Plurals
- E. Compositions
- F. Most difficult words from standardized lists.

REPORT OF WORK ACCOMPLISHED
Second Quarter--- 1942-43
December 21-----Feb. 19
ENGLISH DEPARTMENT

ENGLISH12 In the workbook, College Placement ten of the tests have been completed. These tests are taken from actual college entrance examinations, and are of difficult grade. They were checked, and discussed by the students. Fifteen lessons were added to the twenty done by the students the first quarter in Essentials in English Book II, a McCormick-Mather publication. These lessons had to do with the compound sentence, types of conjunctions, and diagramming. Approximately 300 spelling words were given. Each student gave an oral report on an article, and each one participated in a lively panel discussion, on some problem facing us today. A narrative theme was required of each student. This quarter, an attempt was made to meet individual English problems, especially for those who have had little experience using the English language. It was difficult to accomplish much here, however, as the class is too large for proper attention to be given to individual needs.

WORLD LITERATURE Second Period Class
From one of the supplementary texts, Prose and Poetry, by Lucas and Ansorge, the section on "The Deep South" was studied. (Pages 181-260) This was in preparation for the novel "The Yearling" by Marjorie Kinnan Rawlings. Other stories of Mrs. Rawlings were read from the Saturday Evening Post, and the Atlantic Monthly. Much attention was given to vocabulary building during the reading of the novel, with vocabulary tests almost a daily occurrence. Each student was required to do a large project based on the novel; some wrote about the animal life of this region, illustrating their booklets; some wrote about the plant life in the same manner. The types of people in the deep South, the foods commonly used by them, the education of these people, also formed interesting topics.

The work on the short story in Adventures in Modern Literature was completed, and a test given over the entire section.

Under the heading "The Article" in the same text the students read, "On the Assembly Line" by Richard, "The People of Moronia", by Wembridge, and "Gover'nment Cow" by Louis Towley.

WORLD LITERATURE Third Period Class
The students in this class also finished the section on "The Short Story" in Adventures in Modern Literature and had a test on the entire section.

They have studied the following selections under the title, "The Article" in the same text: "The Fun of Handling Materials", by Overstreet, "On the Assembly Line," by Richard, "Vocabulary and Success" by O'Connor, "The People of Moronia", by Wembridge, "Gover'ment Cow", by Towley, "Weather Profit", by Kimball, and "The Floods" by Lindbergh. Each person was required to give two oral reports on articles read from current magazines.

An attempt was made to acquaint this class with amny of the new books in the library, by reviewing them, or reading sections of them to the class.

Outling was taught, and some of the articles read were outlined. Emphasis was placed on spelling and vocabulary building.

SPEECH

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

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

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

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

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

PROPOSED UNITS FOR ENGLISH 12--First Semester

Unit No. I Diagnostic tests, and discovering pupils' needs.

- A. Grammar--McCormick Mater Diagnostic Test for
Essentials in English, Bk. II
- B. Reading---(Without standardized tests it will be necessary to do this short speed and comprehension tests, also with oral reading.)
- C. Oral expression (Again no standardized tests are available, but it is easy to ascertain the ability of each)
- D. Written Composition
- E. Spelling

The following units are based upon the assumption that the diagnostic tests will show approximately the same things as they did last semester. The testing and compiling of data will take about two weeks.

Unit No. II. Grammar

- A. General Review of Grammar, including, (as needed),
 - 1. Parts of Speech
 - 2. Case
 - 3. Agreement of Pronoun with antecedent
 - 4. Agreement of Subject and Verb
 - 5. Adjective and Adverb usage
 - 6. Principal parts
 - 7. Tense and mode
 - 8. Special difficulties, i.,e., shall and will lie, and lay, etc.

Unit No. III How to read and study

- A. Overcoming reading difficulties
(This might have to have considerable stress)
- B. Taking notes
- C. Making summaries
- D. Writing precis
- E. Finding information in the dictionary, library, encyclopedia, etc.

Unit No. IV Oral Expression

- A. Social conversation
- B. Reliving experiences
- C. Discussion groups
- D. Giving explanations
- E. Making oral reports

- F. Making requests
- G. Interviewing
- H. Special occasion speeches
- I. Discussing and Reviewing books
- J. Organizing Clubs (Parliamentary Procedure)

V. Composition (Punctuation)

- A. Letter writing
 - 1. Business
 - 2. Personal
- B. Outlining
- C. Paragraph composition
- D. Descriptive writing
- E. Narrative writing

VI. Spelling

- A. Studying pupils own errors.
- B. Spelling by ear, pronunciation
- C. Misleading resemblances between words
- D. Plurals
- E. Compositions
- F. Most difficult words from standardized lists.

POSSIBLE WORK UNITS FOR SECOND SEMESTER

SPEECH 1: It is impossible to follow these units through in consecutive order, as in most cases, the units cannot be completed at one time. For example:

VII STUDYING AND OBSERVING GOOD SPEECHES MUST BE DONE WHENEVER THE SPEECHES ARE PRESENTED.

VI PROGRAM PLANNING AND PRESENTING IS DONE WHENEVER THE OPPORTUNITY PRESENTS ITSELF. SOME OF THESE UNITS HAVE BEEN PRESENTED, BUT NEED TO BE CONSTANTLY EMPHASIZED SUCH AS NUMBERS 1 AND 11.

I Communications through

A. Voice

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

B. Body

1. gesture
2. Facial expressions

II Tools for communication

A. Vocabulary

B. Correct usage

C. Thinking

D. Correct pronunciation

E. Reading

III Original speaking

A. Speech composition

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

B. Extemporaneous speeches

C. Debate

D. Types of speeches

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

E. Discussion

IV Interpretation of written material

A. Choose suitable material to interpret

1. Poems
2. Prose
3. Place

B. Reading the material with meaning

V Parliamentary practice

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

VI Program planning and presenting

A. Assembly programs

B. Open forums and panel discussions

C. Programs for speech occasions

VII Studying and observing good speeches

VIII Practice in community situations

A. Open forums

B. Campaign speeches

IX Service to the school

A. Speeches for special occasions

B. Conducting elections

X Speeches with visual aids

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

B. Descriptions of motion pictures

XI Radio speech

A. Evaluation of radio programs

B. Techniques of radio speaking

Eng - 12 -

Spelling
Total of _____

College Placement -
Difficult material -

Essentials in Eng. B.K. II. a McCormick
matter - 19 lessons -

2 tests -

Annual Talk

Compositions -
Letters of Gratitude -

W. Lit -
~~not~~ Adv. in Modern Lit -

2/ Stauffer & Cunningham -

Short Stories

New Eng. Stories

also

Poe -

Trapp's Poems

Savoyana

Robert Frost

3/ The Yearling Cont. Lit -

Margaret R. Rawling

Southern Florida Country

Tests (?) - Comp. (?)

Speech

Hedde - Bangor

Int. Chap -

Speech Comp -

Types of Speeches

Actual Speeches done

Everyone has participated discussion

Speeches of

groups

Essentials

Lat & Life Bk. I

Achievement

English X

be a combination of
This course is to ~~both~~ grammar and literature. For the literature part, we have completed two lessons in the SCHOLASTIC MAGAZINE, three in ACHIEVEMENT, and two in LITERATURE AND LIFE ~~Book~~. Other miscellaneous selections have been read.

The text for the grammar part of this course, is a workbook, ESSENTIALS IN ENGLISH BOOK I. Ten lessons have been completed. Each person has given an oral report, and written two compositions.

Two tests have been given. Approximately 150 sp. words have been studied.

POSSIBLE WORK UNITS FOR ENGLISH 12--SECOND SEMESTER

These units will not be presented as such in unit form,
but all work will be covered.

A. Oral English

1. Social conversation
2. Relive experiences
 - a. anecdotes
 - b. stress from everyday life
3. Panels, forums, and symposiums
(Thinking about and seeking solutions to social problems)
4. Organizing a club
(Parliamentary practice)
5. Making explanations
6. Making requests
7. Interviews
8. Discussing and reviewing books
9. Report on motion pictures and place

B. Written English

1. Ordering by mail
2. Other business letters
3. Written themes
 - a. narration
 - b. description
 - c. precis writing
 - d. exposition
 - e. argumentation
(I wish to require one long theme in cooperation with other departments. That is, physics theme graded by me for English by the physics teacher for the content of material.)

C. Grammar

1. Complex sentences

- a. adjective clause
- b. adverb clause
- c. noun clause

2. Verb

- a. correct usage
- b. voice
- c. mood
- d. tense
- e. agreement of verb

3. Verbals

- a. participles
- b. gerunds
- c. infinitives

4. Punctuation

- a. quotations
- b. capitalization
- c. semicolon
- d. comma
- e. possessive

5. Pronouns

- a. relative
- b. interrogative
- c. adjective

D. Spelling

1. Difficult words as the need arises

2. Recognize list of difficult words for senior high and college freshman.

E. College entrance examinations

L3.27

QUARTERLY REPORT
Second Semester
Second Quarter
1942-43

Grace G. Lewis

English 12

This class meets the first period, and has an enrollment of 32. The project for this semester, the making of a Year Book to be presented to the school, was finished. The purpose was to leave with the school, an accurate, and attractive record of the year's work. The book contains about fifty pages of material and pictures descriptive of the school since it started in October. Much of the history of the growth and development of the school is included. All clubs, activities, and sports are described. The name chosen by the class was AMACHE TRAILS, and the theme following the idea of trails to higher education, and better living through education has been followed.

Practically all of the exercises in College Placement, and Essentials in English Book II have been completed

World Literature

This class took the Personality Tests sent to Amache High School by the Scott-Foresman Publishing Co. These tests are entitled "Know Yourself", and are in the experimental stage. In fact the norm is to be made this summer from the tests sent in by the various schools. The book People are Important was used in connection with the tests, as the tests are based on this book. We thought these tests to be very valuable, and hope to be able to follow up with the results, seeing just where we stand in relation to other high school students in the United States.

From the textbook "Adventures in Modern Literature", the section on "American Poetry" was read, also the section "American Humor". The library was used in connection with these studies. The sections on drama were also completed.

Speech

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

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

English 10

This class meets fifth period, and has 38 enrolled. They have completed "Essentials in English" Book II, through Lesson 70. They have completed the work on Letter Writing, and pronouns. From the book "Achievement" they have done the light Essays, and Ballads.

World Literature

The 31 members of this class meet during the sixth period. All the biographies in the text, "Adventures in Modern Literature" were read. Each student has read one biography and did a project on it, either written or oral. They have also done the section on plays from the textbook.

Student Council

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

Student Body Representative

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

Girl Reserves

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

Amache Forum

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

A. M. Anderson

REPORT OF CLASS WORK
April 30 through June 6th

1944-45

13.74

V. REMEDIAL ENGLISH

1. This class was disbanded two weeks before the close of school
2. The last weeks were spent in reviewing the various points of grammar studied during the semester. Time was spent over the correct usage of pronouns, nouns, verbs, complete sentences, and grammatical questions of a varied nature.
3. Oral reading was continued--with practice over the lists of words commonly mispronounced taken from WORDS by Sorrels
4. The vocabulary notebook was completed

REPORT

Grace Good

ENGLISH REVIEW

October 1, 1943

The subject matter of this class will be based on needs of the students as discovered in the tests. The class will not take up units as a whole, but each member will work on what he needs and only until masters the material.

November 1, 1943

We continued the study of punctuation with rules for colon, semi-colon, quotation marks, italics, and dashes. All the class should have finished the exercises to the fourth summary. We shall review all these rules with additional drill in class and have the test over punctuation.

November 15, 1943

Everyone took the standardized test over punctuation, except the new students. We took up sentence recognition with written and oral practice. We shall continue work on sentence structure, agreement of subject and verb, cases of pronouns, modifiers, etc.

December 1, 1943

After tests in sentence recognition, the class took up agreement of subjects and verbs, agreement of pronouns and antecedents, and sequence of tense rules. They will continue with rules of grammatical usage on adjectives, adverbs, case of pronouns, etc.

December 15, 1943

The class has spent the last two weeks in drill on use of the correct pronouns, and distinction between adjectives and adverbs, and correct placing of modifiers. When they have passed a test on these rules, they will take up the section on unity and coherence.

January 15, 1944

The class reviewed (too rapidly* the main principles of unity and coherence in sentence structure and took the standardized test. Some of them improved a great deal, but for the slower students a much longer time was needed. The test was rather difficult for such a slow group and the directions were too complicated for their reading ability in English.

Dec - March 1943

QUARTERLY REPORT

Special English

Texts used: The Thorndike Senior Dictionary

Health Problems, Part I, Book Two by Burkard,
Chambers, and Maroney

Following Printed Trails by Hovius

During this nine weeks' period a Special English class, consisting of Kibei students with a poor knowledge of the English language, reading defectives, and speech defectives, was organized. Because of the different problems involved in this group, almost all instruction was conducted on an individual basis.

All students learned the dictionary pronunciation symbols of the Thorndike Century Senior Dictionary to use as a basis for pronunciation drills.

Specific oral drill of the breathed and voiced the sound, l, v, and the vowels with which Japanese-Americans have difficulty were given.

Much oral reading of easy material was attempted and specific criticism of pronunciatonal and reading faults given.

Oral composition dealt with specific phases of camp life.

Written composition consisted mainly of brief sentences illustrating the use of a particular grammatical construction or troublesome words.

Much attention was paid to the formation and pronunciation of English plurals and the agreement of subject with verb.

As soon as the library books arrived, some of the students did outside reading of low reading level material.

I was handicapped throughout this nine weeks' period by a lack of adequate printed material. There was too much dictation and blackboard copying and no interesting reading selections. This semester, however, there is plenty of material.

Fae Stillinger
October 1, 1943

REVIEW ENGLISH

1. I have taught this class only a few days.
2. I followed Miss Good's assignments which had already been made.
3. Capitalization
4. Punctuation pp. 29-38
5. Review Capitalization pp. 3-26
6. Written composition (paragraph) in class
7. Abstract and concrete nouns
8. Uses of the apostrophe

October 4 - 15, 1943

1. Finished capitalization and gave test.
2. I wrote 30 sentences on board about which the following was to be named.
 - (a) Simple subject
 - (b) Simple predicate
 - (c) Kind of verb
 - (d) Direct object
 - (e) Predicate nominative
 - (f) Predicate adjective
3. Most of the class said they new nothing about c, d, e, f.
4. Each handed in a written composition which was corrected, read in class (some of them) and handed back with comment.
5. Each wrote 10 original sentences and named the complete subject, complete predicate, simple subject and simple predicate.
6. Reviewed uses of the apostrophe. Learned to form singular possessive and plural possessive of nouns.
7. 36 sentences on board (for English correctness)
8. Remedial English pp. 39-49
9. Parts of Speech in reference texts
10. Essentials in English Book I pp. 15-17

11. Prepositions, p. 20
12. Units in English parts of speech

1. Continue study of punctuation
pp. 39-57 Remedial English by Guilen and Henry
Use of commas in series
Use of the apostrophe
Use of the comma in the following:

Non-essential expressions
Direct quotations
Compound sentences
Direct address
Subordinate clauses

2. We shall review punctuation studied so far.
3. Continue to give explanation to individuals' questions.
4. Continue to have each student express his individual need in this course and try to give each help for his particular problem.

Note: I have not had this class long enough to determine their ability and speed of learning. I desire to have some diagnostice work--oral and written.

October 18-27, 1943

Our assignments included the following:

1. English correctness
2. Predicate adjective, predicate nominative, and direct object.
3. Parts of speech
4. Voice of verbs
5. Original sentences illustrating 2, 3, and 4.
6. Test over 2, 3, and 4.
7. "Movie"

1. Since the class wants to study parts of speech, we shall continue study and drill of such sentences as we find in assignments on parts of speech, and other sentences in book. Some board work will be used also.
2. Prepositional phrases --19-20. Essentials in English I
We shall copy the list of prepositions found on p. 20 and add several others to this list.
3. I anticipate difficulty for the class in learning the use of prepositional phrases. However, after continued study of adjectives and adverbs, I believe the class will soon be able to distinguish the use of each kind of phrase.

4. Transitive verbs pp. 5-7, 9-10
5. Intransitive verbs pp. 10-14
6. Word study pp. 14-14B
7. Written composition
8. Possibly an oral composition

November 1-12, 1943

Our assignments have included the study and review of the following:

1. Classification of verbs in sentences
2. Direct object, subject comp.
3. Word study
4. Prepositional phrases
5. English correctness
6. Review and tests

We have progressed more slowly than I anticipated.

Our assignments will include the following:

1. Review predicate adjective, predicate nominative, and direct object.
Also test over same and parts of speech and voice of verbs.
2. Verb study
3. Word study
4. Prepositional phrases
5. Theme writing (if time permits)

If need arises, I shall deviate from this schedule and study that which is more important and relative to our immediate demand.

November 15-26, 1943

We plan to begin the study of verbs which will include:

Principal parts
Conjugation
Properties of verbs
The S-form of verbs
Auxiliaries

We shall continue to review. I hope I am able to have oral compositions and written themes. Both are needed badly. It may be necessary to deviate from this
(over)

REVIEW ENGLISH

After school (3:30-4:20)

Some boys said they wanted more credit in English and asked if I would help them after school. Miss Lewis explained that in order to give credit, time equivalent to regular class time would be required every day.

The work in this class was not identical with the 5th period class, for these boys were able to do more advanced work.

They were interested in grammar along with English correctness.

Material Used:

Remedial English by Guiles-Henry

English Handbook by Walsh

Reading material

Tests--diagnostic and achievement

Cumulative Exercises

Units Studied:

1. Sentences

a. Clauses

b. Phrases

2. Good sentence structure

3. Parts of speech

4. Diction

5. Verbs

6. Pronouns

a. Kinds

b. Uses

c. Declension

7. Paragraph writing
8. Theme writing
9. Letter writing
10. General review of English skills.

Some boys dropped out of this class to practice basketball, others went to work, and only one remained in class to complete the course. He came to school to work on Saturdays and other days when there was no regular school, and on Saturdays when I was there. He completed a semester's credit.

17

REVIEW ENGLISH

2nd Period *and correspondence study*

During my free period (January 17-February 10,) I helped Noboru Hashimoto. He told me he needed a semester's credit in English. He arranged with the office for this credit.

When he went to Greeley, Colorado, he was given official permission to study this credit course by correspondence.

Before he departed, I gave him the assignments I thought he was able to study and comprehend by himself.

He worked out the exercises and wrote the required work and mailed the lessons to me at fairly regular intervals.

He returned a week before Commencement during which time I helped him with explanations, etc. with which he had needed help. He wrote tests, gave oral reports, read and finished satisfactorily the work required for one semester's credit.

The units studied were:

1. English correctness
2. Capitalization
3. Punctuation (simple)
4. Vocabulary study
5. Good sentence structure
6. Oral composition
7. Spelling

Here again I tried to present material in a simple and direct way so he could see the definite and practical purpose of the work.

Final Report - Review English

J3.50

I. Aims

When the class was first begun in December of 1942, the aims of this course were to help the Kibei students (those who were born in the United States, but who were sent to Japan by their parents for education) improve their knowledge of the English language. This included improvement in pronunciation, reading comprehension, oral composition, written composition, and knowledge of grammatical constructions.

However, in the following year, October, 1943, the class was made up of juniors and seniors who showed deficiency in English grammar as discovered by the Progressive Achievement Tests. Anyone who was two years or more below his grade level was assigned to this class for one-half credit. The aims for this class then were slightly different since these students did not have the difficulty with speech that the Kibeis had. The aims became improved punctuation ability; improved knowledge of sentence structure, parts of speech, sequence of tenses, unity and coherence, and capitalization; word study; and the ability to write effective themes and present correct oral compositions. The major objective was to help each student with his difficulties individually.

II. Offering

The various texts used were:

Health Problems, Book II, by Burkard, Chambers, and Maroney

Following Printed Trails, by Hovious

Remedial English, by Guilen and Henry

English Handbook, by Walsh

Practice Handbook in English, by Jones

Units in English, Book I, by Paul and Kineheloe

Progress on Reading Roads, by Spencer, Johnson, and Robinson

Junior English in Action, Book II, by Tressler and Shelmadine

None of these books was used in its entirety or in the order of its units, but the material was covered as it was needed by the pupils.

The material covered when the class was for Kibei students only, was especially pronunciation rules and symbols as included in the Thorndike Senior Dictionary, oral drill on breathed and voiced the, l, v, and the vowel sounds which gave particular difficulty. Then attention was given to the formation of plurals and the agreement of subject and verb.

The following year, the work included more grammatical study such as capitalization, punctuation, parts of speech, word study, sentence structure, spelling, etc. Several of the texts mentioned, such as Following Printed Trails and Progress on Reading Roads contain simple reading selections on subjects of interest to the pupils and these were offered for their value in vocabulary, sentence structure, etc. and for use as oral reading material. Many diagnostic and achievement tests were given to check on the progress of the students.

III. Plan of work

Individual aid to pupils with their own particular difficulties was practiced almost entirely. Each pupil worked at his own rate of speed and covered material to suit his own needs. There was much oral drill over the parts of speech, word study, etc. The students gave short oral compositions over various phases of camp life at regular intervals, and their improvement and needs were particularly noted. Written compositions included sentences demonstrating particular grammatical points or troublesome words. The exercises following the units in the text

FINAL REPORT

ON

TYPEWRITING I AND II, BOOKKEEPING I AND II

AND

GREGG SHORTHAND I AND II

By

Bertha M. Mc Farling, Commercial

AMACHE SECONDARY SCHOOLS
REPORT OF BOOKKEEPING I AND II
FINAL REPORT

AIMS

The objectives of the Bookkeeping Course were:

1. To provide the basic training in the fundamental principles of business methods, budgets, bookkeeping and interpretation of records which will be useful to the student in carrying on his own personal affairs.
2. To teach those basic principles that will enable the student to serve his community as a treasurer, as an alderman, as a supervisor or in any other official capacity.
3. To provide the student with those principles and methods which will enable him to use his knowledge as a vocation.
4. To teach the student those habits, attitudes, appreciations and ideals that will enable him to make the proper adjustments when he relocates.

OFFERING

Bookkeeping I was a one year course offered to Sophomores, Juniors, and Seniors. The basic methods of keeping records for simple organizations were presented through the use of the journal, ledger, purchase book, cash book, sales book, and incoming and outgoing business papers. Each student was required to work out at least two sets of books and many exercises that involved business methods and principles. Social Security, Federal Old Age Insurance, State, and Federal taxes were given attention. Applications of bookkeeping principles to personal and club records and to personal budgets were made. Basic text used was 20th Century Bookkeeping Book I.

Bookkeeping II was a one year course open to Juniors and Seniors who have completed Bookkeeping I. In this course the student is introduced to partnership and corporation principles in bookkeeping as well as other complex records in business organizations. Basic text used was 20th Century Bookkeeping Book II.

PLAN OF WORK

1. Explanations and demonstrations were used from time to time to enable the student to understand the basic principles and methods used in business.
2. Students were required to work out exercises that involved principles in bookkeeping.
3. The students had the opportunity to make out many kinds of incoming and outgoing business papers.
4. The students were required to study, analyze, and work out various financial reports.
5. A general knowledge of business problems including taxes, stocks, bonds,

insurance etc were emphasized. Many class discussions and problems were given to acquaint the class with a working knowledge of the subjects.

6. The students acted as bookkeepers and gained experience in the keeping of books by the use of Practice Sets.
7. Workbooks were used but the plan of instruction did not depend entirely upon them.
8. Students become familiar with business forms, income tax reports, and the use of personal budgets.
9. Standard tests were used from time to time to measure the students progress.
10. Each student was required to operate the adding machine quickly and accurately.
11. Out side references were used where applicable.

TIME ALLOTMENT

Bookkeeping I and II were each given one period per day, five days per week. for two semesters.

STANDARDS

In Bookkeeping I the student was required to complete the first book of the 20th Century. Emphasis was placed upon the ability to teach the student to apply his knowledge to everyday situations, especially to be able to set up or keep a record of his own personal affairs and be able to interpret and analyze financial statements and accounts.

In Bookkeeping II the student is required to complete Book II of the 20th Century text. At the close of this course the student is able to apply his knowledge to real situations and is able to secure a position in a bank or store etc.

ACCOMPLISHMENTS

1. Many students in both Bookkeeping I and II ^{be} ~~were~~ able to use their knowledge as a vocation.
2. All students have acquired enough knowledge to be able to use it in carrying on their own personal affairs.
3. All students have acquired better business-like habits, attitudes, appreciations and ideals that will enable them to secure and keep a position and which will promote good working relationships.

AMACHE SECONDARY SCHOOLS
REPORT OF TYPEWRITING I AND II
FINAL REPORT

AIMS

The objectives in the Typewriting Course were:

1. To provide the basic training that will enable the student to type his own business letters and papers.
2. To provide the basic training that will enable the student to serve his community as secretary of an organization.
3. To provide the basic training that will enable the student to secure a job in an office that involves typing or any phases of typing work.
4. To provide the training which will enable the student to use his typing as a tool to better and higher positions.

OFFERING

Typewriting I was a one year course open to Sophomores, Juniors, and Seniors. There were no prerequisites. Preference was given to Juniors and Seniors and Commercial majors. The student was given the basic training that would enable him to use the typewriter for personal use, as a vocation, or to enter advanced stenographic courses. He masters the keyboard by the touch system and becomes acquainted with the mechanical parts of the typewriter, with a setting up of all kinds of business forms and with the techniques involved in the duplicating processes. In this course stress is placed upon a high degree of accuracy and a fair degree of speed.

Typewriting II was given as a one semester course or as a full year course. It was open to Juniors and Seniors. Commercial majors were given preference. Students entering this course must have completed one full year of typewriting. Advanced typewriting techniques, duplicating processes, the setting up of legal and business forms are perfected by means of drills and practical office work. Stress is placed upon a high degree of speed and accuracy. BASIC TEXT used "20th Century Typewriting" by D. D. Lessenberry

PLAN OF WORK

1. To improve the typing power, particular attention was given to the following points by means of drills.
 - a. The elimination of faulty movements.
 - b. Continuous and smooth typing.
 - c. Correct rhythm in order to obtain an even stroke.
 - d. Developing speed and accuracy.
2. Each new problem was thoroughly explained and demonstrated after which drills were given to the class.
3. Unison drills were only given in the beginning to stimulate the slow pupil, and to help all pupils get the correct technique in typing.

4. Each student was given an opportunity to use his own initiative in working out typing problems.
5. Each student was given a space in the file for all of his approved work.
6. Personal conferences were held with each student from time to time to discuss his work.
7. All students were required to do practical office work.
8. Student typists were assigned to various teachers and were required to spend from two to four hours per week.
9. An exhibition was made of the typing work. The work used in the exhibition consisted of letters according to the various types, addressed envelopes, various business forms, and office practice work.
10. The films "Techniques of Typing," "Short Cuts in Typing," and the "Care of Office Machines" were used the second semester as an aid in teaching typing technique and office procedure.

TIME ALLOTMENT

Typewriting I and II were each given one period per day, five days per week for two semesters.

STANDARDS

In Typewriting I the student was required to write 40 words per minute (at the close of the second semester) with a high degree of accuracy. He is expected to do any type of personal typing and any work in a business office which requires typing or any phases of typing skill.

In Typewriting II the student was required to write 50 to 60 words per minute (at the close of the second semester) with a high degree of accuracy. He is expected to do any kind of advanced work which involves duplicating processes, legal and business forms and to set up any forms which might involve his own initiative.

ACCOMPLISHMENTS

1. The students have been able to meet the required standards and many have exceeded the standards.
2. The students have held nearly all of the typing positions in the Center.
3. The students who have relocated have been able to secure good positions in offices and in civil service.
4. Many have been able to use their knowledge and skill in securing a job whereby they can attend college.
5. The students have acquired good work habits, a business-like attitude, appreciations and ideals that will enable them to make the proper adjustment when they relocate.

AMACHE SECONDARY SCHOOLS
REPORT FOR GREGG SHORTHAND I
FINAL REPORT

AIMS

1. To provide the training which will enable the student to take down notes and lectures for personal use.
2. To provide the training which will enable the student to obtain a position in any office which involves stenographic work.
3. To provide the training which will enable the student to enter any advanced stenographic course.
4. To provide the training which will enable the student to use his knowledge as a tool to better and higher positions.

OFFERING

Shorthand I was a one year course open to Sophomores, Juniors, and Seniors. Typewriting was a prerequisite or may be taken along with the course. At the end of the year the students acquire the ability to read shorthand fluently, take dictation at 60 to 80 words per minute and type an accurate transcript at the rate of 15 to 20 words per minute.

Shorthand II was a one year course which was incorporated in the Office Practice class. Shorthand I was a prerequisite. In this course the students read shorthand very fluently, took dictation at 80 to 100 words per minute, and typed an accurate transcript. Basic text used was Functional Method by Leslie. Supplementary work was also used.

Basic texts in Shorthand I was Anniversary Manual by Gregg and the Functional Method Book I and II by Leslie

PLAN OF WORK

1. Two texts were used, "The Anniversary Manual" by Gregg and the "Functional Method," by Leslie.
2. Several plans were used. The first two years the Functional system was used entirely, while in the third year both of the above mentioned texts were used and the emphasis was placed upon both reading and writing.
3. Transcriptions were given regularly two times per week before and after regular class hours. (This was done because the one hour period was not sufficient time to allow transcription work on the typewriter and also because typewriters were not available during the class period to allow transcriptions.)
4. Sight reading was given from time to time.
5. The students were required to take down letters, short speeches from radios, lecturers, minister and class meetings and reports. This formed the basis for transcription at least once per week.
6. Much attention was given to word signs, phrases, prefixes and suffixes.

7. Some practice on writing was started during the first few weeks, but more emphasis was placed upon the reading.

TIME ALLOTMENT

Shorthand I was given one hour per day, five days per week for two semesters.

Transcription work in Shorthand I was given two times per week. The time allotted was from 15 to 40 minutes.

Shorthand II which was incorporated in Office Practice was given one period per day, five days per week for two semesters.

STANDARDS

1. In Shorthand I the student was required to take dictation at 60 to 80 words per minute at the close of the second semester and transcribe an accurate transcript at the rate of 15 to 20 words per minute.
2. The student was required to read shorthand fluently.
3. In order to help in transcribing, the student was expected to be able to type at the rate of 40 words per minute.

ACCOMPLISHMENTS

1. The students were able to meet the required standards and many have held responsible stenographic jobs in the Center.
2. The students have acquired enough skill to read shorthand rather fluently.
3. The students have met the above mentioned requirements and many have exceeded the standards.

AMACHE SECONDARY SCHOOLS

ANTHROPOLOGY

FINAL REPORT

Aims

The emphasis in this course was placed upon Cultural Anthropology. It was organized to give the students a better understanding of the human race as it is today through a study of primitive man, the progress of his civilization, racial likenesses and differences, physical and cultural development.

Offering

The course was offered during the first semester of 1943-44 to seniors only. It was followed by a semester of Psychology. No particular text was used but a number of books were selected for the course. Included among these were;

The Races of Europe by C. S. Stevens

Race, Language and Culture by Franz Boas

The Study of Man by Ralph Linton

Introduction to Cultural Anthropology by R. H. Lowie

Anthropology, an Introduction to Primitive Culture by A. Goldenweiser

Aboriginal Siberia by M. S. Czaplicka

Plan of Work

The class was conducted by discussions of readings selected from the texts, individual reports, and serveys. A study of primitive man and his culture in the various prehistoric stages was first undertaken. Then the class studied and discussed a comparative analysis of various cultural patterns under the following outline;

1. Language and communication
2. Practical knowledge and industrial arts
3. Arts and decoration
4. Genetic groups, folkways, mores
5. Ideas and practices governing public relations of individuals and groups
6. Ideas and practices governing relations of individuals and groups
7. Relationships between groups
8. Ideas and practices regarding nature of the universe and its elements

Following this study, a community analysis survey was begun, which included such items as the number in camp, ages, sex, marital status, kin in Japan, locale in California or elsewhere in the U. S., racial mores, etc. This survey was continued in the work of the next semester in Psychology.

Time Allotment

One semester, daily periods of 45 minutes in length. One-half unit credit given.

Accomplishments

The pupils gained an idea of what the study of Anthropology involved, some knowledge of the scientific method of study and its applications, the manner in which various racial characteristics were evolved, some understanding of the culture and mores of various peoples, past and present, including those of our own United States.

AMACHE SECONDARY SCHOOLS

PSYCHOLOGY

Final report

Aims

The courses in Psychology aimed to discover some of the problems of human behavior, to seek an answer to such questions as "Why do people behave as they do?" "Why do I feel about certain things as I do?" "How can I make my behavior more satisfactory to myself and to others?"

Offering

Two courses in Psychology were offered, one during the summer session of 1944, and the other during the second semester of 1943-44. These courses were open to Seniors only. One-half of a unit credit was given for the semester course; one-fourth unit credit for the summer course. Texts used included;

Introductory Psychology by Averhill
Personal Problems and Morale
People are Important

Plan of Work

The classes were conducted by reading and discussion of selected units from the text, experimental surveys, questionnaires, and interviews. Some of the units taken up included;

1. Abnormal reactions to everyday obstacles-- evasion, wishful thinking, substitution, malingering etc.
2. Study habits-- applied psychology-- the learning process
3. Propaganda as applied to politics, world relations, patent medicine, etc.
4. Self-analysis- mental health
5. Morale building-- the things that destroy morale and how to combat them (propaganda, ignorance, too wretched living, too easy living, failure to face facts, etc.)

Considerable time was given to discussion of heredity and the things that can and cannot be transferred by birth. Attempts to analyze and correct camp problems were made in respect to the above factors wherever relevant. Stress was laid upon corrective mental habits. Some individual projects were carried out in the analysis of modern advertising and camp surveys.

Time Allotment

Summer school classes met daily for nine weeks (one quarter) for a period of 45 minutes. One-fourth unit of credit was given. Semester class met daily for period of 45 minutes and one-half unit credit was given.

Accomplishments

The students showed considerable interest in this course. Through self-analysis, many discovered fallacies in their own thinking and strove to overcome them. They gained an elementary knowledge of what makes an individual-- how his mind acts, how his thinking affects his behavior, how his behavior affects the group, how important is the will to succeed, how some obstacles in the camp situation might be overcome by right thinking and facing the facts squarely.

AMACHE SECONDARY SCHOOLS

FINAL REPORT

ECONOMICS

Economics for the year 1942-43 was taught one 45 minutes period a day for two semester and gave one unit of credit of one-half if only the first semester was taken. For the year 1943-44 Economics was taught for 45 minutes period a day for the second semester only and gave one-half credit. The course was open to Juniors and Seniors and was preceded by Sociology.

The aim of the first year's course was to understand the principles of economics as they are related to everyday problems of living and to the satisfaction of wants. Production, consumption and the distribution of production returns were stressed the first semester.

The second semester of the first year and the 1943-44 course aimed to make a clearer understanding of the various existing economic systems, the types of governments necessary to support each, and the advantages and disadvantages. Also with relocation and the past experiences of the group in mind, the future problems of making a living were considered. Various occupations were studied, such as, the field of business and finance, personal services, agriculture, odd jobs while attending school, etc. Regions and cities were discussed with reference to job opportunities and future possibilities.

Texts and reference material used were;

Everyday Economics.....	Janzen and Stephenson
Introductory Economics.....	J. H. Dodd
Problems of American Democracy.....	Kidger
Everyday Problems of American Democracy.....	Ruch, McKinzee and McClean
United States Employment Service and Department of Labor Job Descriptions	
Occupational Monographs.....	Science Research Association--American Job Series

United States Office of Education.....Guidance Leaflets
National Youth Administration.....Vocational Material
Department of Agriculture and Department of Labor--pamphlets of various kinds
Consumers' Guide

World Book.....Vocational Information
Vocational Guidance Series.....International Labor Office
Evaluation

The first semester due to lack of texts and reference material, and to a change of teachers during the term, the accomplishments consisted chiefly in the learning of the basic principles of economics.

For the second semester courses there was increasingly more material available, and it was possible for the students to acquire information to satisfy their own research problems. In addition to the learning of principles the students were able to get a broader understanding of the many problems of our economic world. They also learned more of the causes which brought forth evacuation and their own situation. With the learning of problems and their causes also came the chance for thought and interest in the solution of the problems for themselves, the nation, and the world.

Hege