

L 4.45

2 of 3

9th grade

67/14  
C



# Field Trip of 93 group

In charge = Richard Suzuki  
Shiro Mori

1. Left Pmachi school grounds at 10<sup>00</sup> am Jan 30, 1942
2. We stalked on the highway toward Granada.

Mr Suzuki collected some leaves and had the students differentiate between mono, and di cotyledon.

3. Reached Granada and many stopped in for cookie, candy and pop to take along.
4. We were on the way around 11 o'clock from Granada.
5. We stopped by one of the



small ditches to look over a beaver dam which Mr Naka had found in a previous trip.

5. We reached the bridge of Arkansas river now, and lunch was eaten.

6. Small fishes were caught by the members of the 9<sup>3</sup> by scooping it up with their hands. Mr Naka previously informed as they were Buffaloe fishes.

7. After the class enjoyed the cool waters of the river, we moved on towards the San Antonio Santa Fe trail. There we found a stone marker placed there by the D.A.R. Here we turned up the narrow trail and hiked about until we reached



the river and we back tracked up the river towards the bridge.

There were few things that was interesting which we saw on this short hike on the Santa Fe trail.

(a) We saw some white alkali deposits covering the ground close to the river. We stopped and talked of its harm and how they could be cleaned out.

(b) We found interesting rocks deposited by the river long ago. One of them being round pebble like red pebbles, some sand stone formations.

(c) A wild duck feeding in the water flew away startled very



Close to us.

We again rested at the river banks having pleasant fellowship.

Finally at 3 P.M. we started the long trek home.

At 4<sup>30</sup> P.M. we reached Granada, here, at the drug store pop was imbibed by all, and the weary feet of the 9<sup>3</sup> and their instructor trudged tiredly but happily home.

At 5<sup>00</sup> P.M. we reached the Guard house; every body was accounted for and we separated for our respective homes.

Significance of this Trip. Today, the class found out that to have enjoyment one could learn to appreciate the simple things in life. The lack of which, I think, and too much artificial and worthless recreation, I think, has some thing to do with the conditions of the world today.



C4.26

UNIT REPORT FOR SUMMER '43

A unit on physiology was completed in the 9th grade science. A notebook was kept by each student. The following problems were completed in class.

- (1) What are cells
  - (a) What do cells look like
  - (b) How do cells get food
  - (c) What are some of the different kinds of cells
  - (d) To illustrate these problems a diagram was drawn for each of them
- (2) How does our digestive system look
  - (a) What are the main canals that carry our food down to our intestine.
  - (b) What are the juices that help dissolve our food
  - (c) A drawing was made of the whole digestive system and all the parts were labelled.
- (3) How does our blood circulate
  - (a) What materials is blood made up of
  - (b) What are the different tubes that carry our blood
  - (c) What is a heart like, and what is its function
  - (d) What important part does the blood system play in our body
- (4) How are we built?
  - (a) What are bones and what are its functions
  - (b) How are bones connected together
  - (c) How can we move different parts of our body
  - (d) What are muscles and how do they work.



Algebra I--Review  
Mori Shiro

UNIT REPORT FOR SUMMER '43

The Algebra class was divided into five periods.

- (1) The first period was devoted to solving formulas.

It included the following types of problems.

- (a) Solving formulas in geometry
- (b) Solving formulas in business
- (c) Solving formulas in temperatures
- (d) Solving formulas in per cents

- (2) The second period was devoted to solving equations.  
by the following:

- (a) multiplications
- (b) division
- (c) additions
- (d) combinations of 4 methods mentioned above.

- (3) The third period was devoted to multiplications.

It included the following:

- (a) Multiplying monomials by polynomials
- (b) Multiplying monomials by monomials
- (c) Multiplying polynomials by polynomials
- (d) Finding powers of monomials

- (4) The fourth period was devoted to division. It  
included the following:

- (a) monomials by monomials
- (b) polynomials by monomials
- (c) Polynomials by polynomials

- (5) The fifth period was devoted to word problems. It  
included the following types of problems:

- (a) Finding numbers
- (b) Finding age
- (c) Other miscellaneous problems



Algebra I  
Second Semester  
Mori, Shiro

UNIT REPORT FOR SUMMER '43

The algebra class was divided into four periods. A guide sheet was handed out at the beginning of each period, and at the end of the period they were to be completed by the students. The following units were completed:

- (1) Word problems
  - (a) Problems involving per cents
  - (b) Problems involving mixtures
  - (c) Problems involving motion
  - (d) Problems involving digets
  - (e) Problems involving integers
- (2) Problems in 2 unknowns
  - (a) How to solve simultaneous equations graphically
  - (b) How to solve simulataneous equations by:
    - (1) addition and subtration
    - (2) eliminations
  - (c) word problems involving 2 unknowns
- (3) Factoring
  - (a) Factoring out monomials from polynomials
  - (b) Factoring out polynomials from polynomials
  - (c) Factoring out difference of squares
  - (d) Word problems involving factoring
- (4) Algebraic Fractions
  - (a) Multiplication and division of algebraic fractions
  - (b) additions and subtractions of algebraic fractions
  - (c) Multiplication and sdvisionon of mixed numbers
  - (d) Addition and subtraction of mixed numbers
  - (e) Word problems involving algebraic fractions.



UNIT REPORT FOR SUMMER '43

A unit on insects was completed in the 7th grade Science class.

A guide sheet was used for each problem that was completed. These problems were as follows:

- (1) What are insects
  - (a) What are the characteristics of insects
  - (b) How can we tell the difference between insects and non insects
- (2) What are some of the common insects
  - (a) What insects are frequently found here in Amache
  - (b) What insects are valuable to man
  - (c) What insects are harmful to man
  - (d) What are some of the insects we find that have peculiar characteristics
- (3) What are moths and butterflies
  - (a) How can we tell the difference between moths and butterflies
  - (b) The class wrote a complete story for each of the following:
    - (a) Monarch Butterfly
    - (b) Swallow tail Butterfly
    - (c) Luna and Cecropia Moth

A guide sheet with questions were given to help the students write these stories. A picture of each of these insects was also included in the guide sheet, and the students colored them.

A few minutes every day was spent this summer discussing and observing different specimens brought to class by the students. Methods on capturing, killing, and mounting these insects were thoroughly discussed. As a class project, a fine insect collection was made.



UNIT REPORT FOR SUMMER '43

A unit on physiology was completed in the 9th grade science. A notebook was kept by each student. The following problems were completed in class.

- (1) What are cells
  - (a) What do cells look like
  - (b) How do cells get food
  - (c) What are some of the different kinds of cells
  - (d) To illustrate these problems a diagram was drawn for each of them
- (2) How does our digestive system look
  - (a) What are the main canals that carry our food down to our intestine.
  - (b) What are the juices that help dissolve our food
  - (c) A drawing was made of the whole digestive system and all the parts were labelled.
- (3) How does our blood circulate
  - (a) What materials is blood made up of
  - (b) What are the different tubes that carry our blood
  - (c) What is a heart like, and what is its function
  - (d) What important part does the blood system play in our body
- (4) How are we built?
  - (a) What are bones and what are its functions
  - (b) How are bones connected together
  - (c) How can we move different parts of our body
  - (d) What are muscles and how do they work.



## Junior High Homemaking

### Summer Session

June 1-2-3

During the month of June the students in the Junior High Homemaking Classes were busy completing their projects.

Every class spent at least one period in the garden either planting or weeding. The 8th class was especially cooperation in this respect.

Many attractive sewing projects were completed during this time; everything from Sunday dresses, and play clothes to children's clothing was made during the last semester. All the projects were checked and evaluated with the pupil.

The child care study groups completed their unit with each pupil making a notebook in which they used pictures and short written summaries to illustrate the phases of child care they had studied.

The personal grooming units finished their better grooming study by learning how (and practicing) the correct method to press skirts and iron blouses.

The cooking classes finished their cooking experience by preparing and serving simple meals. The seventh and eighth grade served simple breakfasts while the ninth grade girls prepared two course luncheons. During this time the eighth and ninth grade girls had some experience in canning spinach using the pressure cooking.



## CIVIL WAR

### The Formation of a New Nation

On February 4, 1861, representatives from Alabama, Florida, Georgia, Louisiana, Mississippi, and South Carolina met in a convention at Montgomery Alabama, and founded a new government--the "Confederate States of America." They were later joined by delegates from Texas. A provisional government was set up with Jefferson Davis as president, and Alexander H. Stephen as Vice-President.

### Seizure of Federal Property by the Confederacy

The Southern States began to prepare themselves for the possible use of force when the new President should take office. The Confederate States by seizing the Federal Forts and arsenals, as well as other Federal property within their borders, securing a large amount of munitions and other supplies. At Charleston more than twenty thousand rifles were seized. This seizure of Federal property ultimately occasioned the outbreak of armed hostilities. (war)

### Supplies for Fort Sumter

Fort Sumter was at this time held by a small force under the command of Major Anderson. The supplies soon became exhausted and Major Anderson appealed to the president for provisions and reinforcements. Early in January, Buchanan sent the merchant vessel "Star of the West" to the relief of the fort, but it was fired upon by the batteries of the Confederacy located on Morris Island and so it returned to New York without accomplishing its missions. When Lincoln came into the office of President, he announced that he would attempt to send a supply of provisions to Fort Sumter.

### The Appeal to Arms

Major Anderson and his little band of less than a hundred men courageously refused the demand to surrender, and made preparations for a stubborn defense of Fort Sumter. It was before dawn, April 12, 1861, that the thunder of a cannon at Fort Johnson announced that war has begun. This was followed by a heavy bombardment of Fort Sumter from three sides, and a spirited reply from the guns of the fort. For two days Anderson and his men tuck to their posts; while the Federal relief ships were waiting outside the harbor, unable to pass the batteries.

(continued)



## Reading 6

Miyo Morey

## I Developing skill in outlining

## A. Form

## B. Analysis

## 1. Main topics

- a. generalized
- b. specific
- c. development or designation  
of topics
  - (1) Through question technique
  - (2) Utilizing skills mastered

## 2. Subheadings

- a. purpose
- b. function
- c. practical exercises

## 3. Sub-topics

- a. function
- b. practice exercises

## C. Practical utilization of skills mastered

## II Reading for comprehension

## A. Study type

## B. Pleasure type

## 1. Library Books

## Materials:

(Outline lesson ditto pages 1-39  
(Through Explanations & Exercises

(Miss Shuck's office)

Seeting Sails Nerielle Payne

Unit 7 Puzzling Incidents pages 334-361  
(Student's Choice)



Language 6

I Grammar: review and introductory

A. Verbs

1. Recognition
2. Usage

- a. Tense
- b. Number, that is agreement with subject.

B. Nouns

1. Recognition
2. Function and Use

C. Pronouns

1. Recognition
2. Use - direct and indirect objects

D. Adjectives

1. Types and recognition
2. Practical exercises are the pred. adjective

E. Adverbs

1. Recognition

II Spelling: 20 words per week

III Creative Writing

1. Diagnostic
2. Mastery of skills

IV Book Reports oral and written

- A. Practice in using library
- B. Development of oral expression
- C. Practice in writing book reports
- D. Extending reading opportunities

Materials:

Course of Study in Elem. Schools 1942  
Spelling Grade 7 First 4 lessons  
Jr. English in Action Book I pages 265 - 272



7th Grade Reading-Period 2

8th Grade Reading-Period 3

The work of these groups was divided into reading for information; reading for fun, and oral reading. In reading for information we learned how to study in order to get the most out of our reading. The class made written summaries of stories and articles read. In reading for fun each pupil spent a period a week reading in the library, and then made reports on the reading. The value or non-value of comic books were discussed. The pupils contributed to group discussions of what books or kinds of books they enjoy most. In oral reading the class was exposed to poetry. The instructor read poems aloud to the class, discussions of what the poem meant followed the reading. Pupils were asked to read poems and stories to the class. Discussions of the material and the pupil's reading followed.

In the 7th grade more emphasis was placed on reading for pleasure since most of the pupils were non-remedials.



## Girls Physical Education

August 13, 1943

Sachi Sakakura

The beginning of Summer School when it was quite cool, rules regarding to tennis were instructed and played. The court was drawn on the floor with chalk, and copied by students.

The first easy steps of jitterbugging were taught in an ~~circle~~ circle, to those girls who were interested.

The girls do a lot of jitterbugging and playing carroms more than anything else, which they would rather play with their fingers instead of with sticks.

Other activities that the girls enjoy are, chinese checkers, darts, ping pong and reading magazines.

In the afternoon during the activity period the girls play with carroms, chinese checkers, and read magazines.

Each girl was required to hand in an notebook at the end of the term. They cut out pictures of different types of sports and dancing, (social, tap dancing and folk dancing) paste them on news print papers and title each one. A summary was also required in their notebooks, telling what activities they did during the summer and what they would like to do next fall.

The last day of school we had a Music Listening Hour. Each girl that can, brought her own records. It turned out very nice.



Language 8 (remedial)

I Parts of Speech

A Verbs

1. Tense
2. Agreement of subject and verb
3. Practice exercises

B Nouns

1. Recognition
2. predicate nominatives
3. Usage

C Pronouns

1. Recognition
2. Usage--care
  - a. nominative
  - b. objective

D Adjectives

1. Recognition
2. Predicate adjectives
3. Comparison
4. Articles
5. Practical utilization

E Adverbs

1. Recognition
2. Use

F Diagnostic & Mastery Tests of the 5 parts of speech

G Prepositions

1. Recognition
2. Object of preposition
3. practice ex.

H Conjunction

1. Recognition
2. Exercises

I Interjection- brief explanation & examples

J Final Mastery Tests.

II Spelling

A Selections from the list of 100 demons

III Creative Writing-weekly

A Diagnostic

B Evidence of skills mastered



Language 8

IV Oral Compositions

A To develop verbal English

B To develop conversational poise

Materials:

Junior English in Action: Book I Sections 2,3,4,5  
page 224-282

Junior English in Action: Book II Section 5  
page 247-266

Library Research

Personal Experiences



### Objectives

1. Work for accuracy in the fundamental processes.
2. Develop a better understanding of correcepts!  
measure of length, surface, space, capacity-per cents-  
denomimate numbers etc.
3. develop new skills.

### Subject Matter

1. Drill work in the fundamental processes in fraction,  
whole numbers, denonimate numbers and decimals.
2. Per cents
  - (a) meaning of
  - (b) the three cases--through application
3. Formulas
  - (a) area of
  - (b) interest
4. Equations

Simple equation involving the four axious
5. Problem Solving

Application of all skill

### Results

Most of the pupils still need to work for accuracy when computing th~~rough~~ough some are about average.

Per cents are not difficult unless they need to make their own equation from problems.

Equations are most easily understood partly due to the lack of large numbers.

Problem solving present the most difficulty.



Amache Junior High School

M. Andow

7th Grade Mathematic

August 14, 1943

Objectives

Drill on the fundamental processes.  
Develop a better understanding of per cents and area.  
Attempt to help pupil analyze problems before solving.

Subject Matter

1. Timed drill in
  - (a) whole number
  - (b) fraction
  - (c) decimals
2. Per Cents
  - (a) meaning of
  - (b) use of the first case only
  - (c) table of equivalent
3. Denominate Number
  - (a) study of the table of measure
  - (b) the fundamental processes
  - (c) finding area-change unlike unit plus like unit
4. Problem solving  
(not enough time to do much)

Results

Most of the pupils are weak in all skills and very difficult to try to build up concepts. They cannot understand the meaning of area and therefore work problems through drill only.

In per cent they have improved--changing per cent and decimals.

In the fundamental process there are some still weak in multiplication and many are poor in divisions.



Amache Junior High School

M. Andow

9th Grade Mathematic

August 14, 1943

Objectives

Build up accuracy when computing.

Develop a better understanding of certain concepts such as area, volume, per cents.

Develop a better understanding and principle involved when working out formulas and equations.

Subject Matter

In the ninth grade a considerable length of time was spent drilling out the fundamental processes. Most of the exercise were often inaccurate. Special units were studied on:

1. Per Cents

The three cases and their application in connection with

- a. finding interest
- b. discount
- c. commission

2. Formula

Finding area of various figure

Problem solving

(difficult for all pupils)

Results

Progress was slow . Lack of development in the fundamental processes--especially denonimate number. Pupil also found it hard to analyze written problems.



Amache Junior High School

M. Andow

6th Grade Mathematic

August 14, 1943

Objective

Review skills learned in previous year develop  
new skill and understanding.

Subject Matter

1 Review

- a. Fraction
- b. Denonimate number
- c. whole number
- d. Decimals

2 Introduction to Per Cents

- a. Ma
- b. Relationship to fraction
- cc Relationship to decimal
- d. The equivalent
- e. The first case

3 Problem solving

- 1. One step problem

Board work and written exercise

- 2. Two step problems.



Drawing and Painting  
Summer Session

The drawing and painting class has made an effort to accomplish a good deal in a short time.

In pencil technique, a study of cubes in relation to perspective was made. The students adapted the rules of perspective to their indoor and outdoor sketches.

Our next study was in crayola technique--in composition we stressed concept, color, tonal value and balance.

Finding that the students lacked the understanding of tonal value, we specialized in making a study of it by using chalk, charcoal, and pencil.

Since design can not be overlooked, we attempted to cover as much as possible in the last week--~~a~~ studying balance, proportion, dark and light values, and repetition in the works of Paul Cezanne.

Julia Tanji



## Summer School Report

July 5 - August 13

Opil D. Stiffens

### Reading 9 Remedial

My objectives were:

1. To determine reading level of pupil
2. To increase skill in speed and comprehension
3. To increase word recognition
4. To motivate the reading experience in order that the pupil will be aware of the purpose for which the reading is being done.
5. To arouse interest in reading
6. To organize, summarize, outline what is read.

When the class of nineteen came to me I gave the pupils two tests in speed and comprehension and a vocabulary test.

I have used Driving the Reading Road by Spencer-Johnson-Robinson as my basic text. Eight aspects of reading and study development are emphasized in this book.

1. Improving the way or ways in which different materials are read for varied purposes.
2. Increasing rate of reading.
3. Increasing the size of reading vocabulary.
4. Improving ability and increasing speed in recognizing unfamiliar words.
5. Improving ability to read purposefully and thoughtfully.
6. Improving ability to organize and to remember the thought secured from reading.
7. Increasing skill in using reference material.
8. Improving skill in special types of reading in interpreting maps, tables, graphs, charts, and cartoons.



## Summer School Report

July 5 - August 13

Opil D. Stiffens

I tried to make the boys and girls see that their job as a reader was to do their daily reading outside the book in the same way that Driving the Reading Road.TA taught them to learn by experience in outside reading to apply the reading methods recommended in the text.

I also spent three days in giving three Instructional Reading Tests put out by Houghton Mifflin. The Grade Equivalents of the Scores made in the various grades on the tests for each grade level were given to the pupils. They were much interested in seeing where they placed.

### Reading 7

#### Remedial

My objectives were the same as reading 9 class. In this class I gave two speed and comprehension tests at the beginning of the term and also administered the three instructional reading tests by Houghton.Mifflin.

I used the Practice Exercise in Reading Book V by Gates and Peardon. Book V is for superior fourth, average fifth and sixth, and below average seventh and eighth grade pupils.

Four types of reading material are provided in these exercises:

1. Type A Reading to appreciate the general significance of a selection.
2. Type B Reading to predict the outcome of given events
3. Type C Reading to understand precise directions
4. Reading to note details

Each pupil, as well as teacher, kept record of progress. I liked these exercises for they surely broaden a pupil's interests and provide for individual differences.

ThemAction books were used as free reading material for those who cared to do recreational reading the last few minutes of class period.



## Language 7

This class consisted of mostly boys and girls I had had in General Education. I went through the achievement tests to find out what the class did poorest in as a whole. We spent most of our times on punctuation, (especially quotation marks) capitalization, spelling, writing good sentences, and parts of speech.

I attempted to present each item in such a way that the pupils would realize how each item would help them to speak and write more correctly and effectively. All grammar taught was functional.

Throughout the course the importance of good penmanship was stressed.

The class was given many tests in order that the pupil could check on what he needed most to learn. They all liked to take these inventory tests.

Opil D. Stiffins



Amache Jr. High School  
August 13, 1944

Report on Summer School Activity

LaCoste

7th Grade Science

This class had an enrollment of 28. Of this number 17 were remedials.

In view of our objectives, as outlined in report of July 10, 1943, it was deemed advisable to use a variation of the project method for our study. The children discussed their needs and interests in science with their teacher, and certain fields of interest were selected as desirable study units. The children voluntarily assigned themselves to one of the seven groups as follows:

STUDY FIELD	NO. OF PUPILS
Human Body.-----	5
Insects -----	3
Reptiles -----	3
Birds -----	6
Oceans -----	3
Animals -----	4
Trees -----	4

After assigning themselves to a study group, the pupils accumulated all the information and material they could find on their topic and organized it into a notebook which included written articles, pictures, tracings, and illustrations.

The last week was used in hearing reports. Each pupil was required to make an oral report to the class on the work he had accomplished in the preceding five weeks. The notebook could be used during the report to display illustrations, but it could not be read to the class. The entire report had to be oral.

The achievement of the class was satisfactory, although the experience thus gained by the teacher will enable him to perfect this method and obtain better results in the future.



Amache Jr. High School  
August 13, 1943

Report on Summer School Activity

LaCoste

8th Grade Science

This class had an enrollment of 29. Of this number 12 were remedials.

It was decided that the project method of study was best suited for gaining our objectives (see report 7-10-43). The pupils discussed their interests and needs, and on the basis of this discussion divided themselves into the following study groups:

STUDY FIELD	NO. OF PUPILS
Reptiles	2
Geology	2
Fossils	2
Botany	4
Astronomy	3
Birds	6
Aeronautics	4
Human Body	6

Having selected a study field the pupils accumulated all the informative material on their topic that was available. They organized this material into notebooks which included written articles, tracings, and illustrations.

After completing the notebook each pupil made an oral report to the class on his or her activity in connection with it. Most of the reports were excellent.

The achievement of the class was better than expected. We not only gained our objectives, within reason,--we also found the work interesting and entertaining. The pupils expressed satisfaction with their summer's work.



Amache Jr. High School  
August 13, 1943

Report on Summer School Activity

LaCoste

8th & 9th Grade Geography

This class had an enrollment of 21. None were remedials.

We spent the first two weeks of the semester learning how to use the library and how to extract information on specific items from the various sources at our disposal. At the conclusion of this two week period every child was able to trace down information on many rather elusive topics. This represents the attainment of objective number three outlined in report of 7-10-43.

We next divided ourselves into several study fields, each field selected after pupil-teacher discussion. These groups were as follows:

STUDY FIELD	NO. OF PUPILS
California -----	4
Pennsylvania -----	3
New York -----	3
Great Lakes -----	2
U. S. Cities -----	2
U. S. Possessions -----	2
U. S. National Parks -----	2
World Political -----	3

We followed the pattern of getting all possible information on our topics, and then assimilating this evidence into project notebooks. Oral reports were made to the class by each pupil.

The results were excellent. Part of the reason for the fine achievement was that it was an above average group, but, in addition a spirit of adventure and anticipation of achievement dominated the class.



Science Unit Report  
8-2

Subject Matter

The Relation of the Earth to other Heavenly Bodies.

I Astronomy and Astrology

II The Earth

Composition  
Revolution--rotation  
Position

III The Solar System

Bodies  
Origin  
Relation to other heavenly bodies

IV Earth's Moon

Revolution--rotation  
Eclipse  
Tides

V The Universe

Nature of  
Galaxies  
Constellation

Activities

I Self Testing Exercise

II Reports are on the bodies in the Solar System--  
made into a booklet.



## Report of Dec. 15, 1943

### 7-1 and 7-2 Math

Pages 77 - 103

Studied and made line and bar graphs. Drilled on decimals in division. Estimated distances, lengths; then measured. Worked problems of square measure and volume. Beginning first case of per cent.

### 7-1 and 7-2 Science

F

Finished Unit 5 - began Unit 6

How substances change - physical and chemical change - combinations and decompositions. Did experiments with candles and iron filings to show decomposition and oxidation. Unit 6 - how to use and control fire - materials required for fires - differences between burning and oxidation. Discussed causes of accidental fires, and best ways to extinguish fires without chemical extinguishers.

### 8-1 Math

Completed pages 98 to 120

Introduced third case of percentage and drilled in all three cases. Discussed and worked problems dealing with profit and loss, gross and net prices, margin, and with per cent over 100. Beginning unit on banking. Need more practice with thought problems and drill work in percentage and placing of decimals.

### 8-2 Science

Completed Unit One - dealing with the solar system. Each student completed a short article on a choice of planets or stars, including a map or diagram of the selection. Began Unit Two - which introduces forces of gravity. Began work in science workbooks.



Summer Session  
August 14, 1943

Math.

Chatts. Wright

New Nineth:

This class met at 2:30 p.m. I knew better than to make it a class of "drills."

We first attacked "signed number." After a period of research to learn just how they were used in life's situations, I taught how they were added, subtracted, multiplied, and divided. This gave us a good introduction to the field of algebra.

We next took up the study of the equation. A vocabulary important in algebra was developed and the necessary computations.

We then took the study of the right triangle. This required the teaching of finding the square root of numbers. Many practical problems in life situations, involving the right triangle were solved.

The last thing we developed was the meaning of similar and dissimilar terms. This gave the foundation for adding, subtracting, and multiplying algebraic terms.

Each Friday was a contest period. Sides were chosen and we practiced things learned during the week and the fastest and most accurate won.

I have never had a class work at such a high interest level, but I didn't put any text in the pupil's hands.



Summer Session  
August 14, 1943

Math.

Chatts. Wright

New Seventh

I had an enrollment of 29 in this class. One girl decided soon that it was too hot to work for pleasure.

The term was well under way before I found that I had floundered. I felt the work of the summer should be inspirational to this group. But I soon learned that most of the class should have been classified as remedial.

When I learned they could not multiply or divide common fractions with any degree of accuracy I started teaching them fifth and sixth grade work.

At least, I am glad for this experience with some of the oncoming seventh graders, and will know how to plan the first quarter's work.

Math

New Eighth:

This class met at 3:30 p.m. There were only sixteen enrolled.

The practical applications of percentage formed the basis for the summer's work.

Relationship between percentage and common fractions and decimal fraction was developed. The remainder of the work was done through problems solving. I developed the equation form of percentage. Through this I taught evaluation of material in reading.



Summer Session  
August 14, 1944

Math.

Chatts. Wright

Remedial:

For each of the three grades in remedial work, I used the same plans and materials.

I gathered exercises to cover practice in the four fundamentals involving integers, common fractions and decimal fractions. They were diagnostic. I had these mimeographed so each pupil could be supplied.

After reteaching the deficiencies that showed up, I gave many practice exercises to the class by dictation to make correct responses automatic. I followed this with contests in speed and accuracy. The pupils would either choose sides as in a ball game or boys would contest with the girls. These contests required two or more children at the board while the remainder were working with pencil and paper. The pupil who did not understand was a liability to his side. This made each child desire to know how to do his work correctly.

This practice was followed with problem solving to see how much would carry over into life's situations. I chose problems with simple language that ranged from the one step to the more difficult. More than one hundred problems were covered by both eighth and ninth grades.

I also taught checking of answers to make sure that no error had been made. It seems this was entirely new to them and final results were not at all satisfactory to me. They need more of this type of work.



Physical Education

Monthly Report

Mr. Kahler

Summer 1943

The boys Physical Education program for the summer was divided into four period; two in the morning and two in the afternoon. The morning class carried on a recreational program, which consisted of playing ping pong, darts, soft-ball, boxing, tumbling, and carroms. There were a total of 97 boys taking part in the morning program.

In the afternoon program basketball was the main sport, 39 boys took part in basketball which was played at the High School Gym. The attendant to the Physical Education classes was very good and a great deal of interest was shown by the boys taking part in the program.



Algebra I--Review  
Nori Shiro

UNIT REPORT FOR SUMMER '43

The Algebra class was divided into five periods.

(1) The first period was devoted to solving formulas.

It included the following types of problems.

- (a) Solving formulas in geometry
- (b) Solving formulas in business
- (c) Solving formulas in temperatures
- (d) Solving formulas in per cents

(2) The second period was devoted to solving equations.  
by the following:

- (a) multiplications
- (b) division
- (c) additions
- (d) combinations of 4 methods mentioned above.

(3) The third period was devoted to multiplications.

It included the following:

- (a) Multiplying monomials by polynomials
- (b) Multiplying monomials by nonomials
- (c) Multiplying polynomials by polynomials
- (d) Finding powers of monomials

(4) The fourth period was devoted to division. It  
included the following:

- (a) monomials by monomials
- (b) polynomials by monomials
- (c) Polynomials by polynomials

(5) The fifth period was devoted to word problems. It  
included the following types of problems:

- (a) Finding numbers
- (b) Finding age
- (c) Other miscellaneous problems



Algebra I  
Second Semester  
Mori, Shiro

UNIT REPORT FOR SUMMER '43

The algebra class was divided into four periods. A guide sheet was handed out at the beginning of each period, and at the end of the period they were to be completed by the students. The following units were completed:

- (1) Word problems
  - (a) Problems involving per cents
  - (b) Problems involving mixtures
  - (c) Problems involving motion
  - (d) Problems involving digets
  - (e) Problems involving integers
- (2) Problems in 2 unknowns
  - (a) How to solve simultaneous equations graphically
  - (b) How to solve simulataneous equations by:
    - (1) addition and subtration
    - (2) eliminations
  - (c) word problems involving 2 unknowns
- (3) Factoring
  - (a) Factoring out monomials from polynomials
  - (b) Factoring out polynomials from polynomials
  - (c) Factoring out difference of squares
  - (d) Word problems involving factoring
- (4) Algebraic Fractions
  - (a) Multiplication and division of algebraic fractions
  - (b) additions and subtrations of algebraic fractions
  - (c) Multiplication and sdivision of mixed nuumbers
  - (d) Addition and subtraction of mixed numbers
  - (e) Word problems involving algebraic fractions.



UNIT REPORT FOR SUMMER '43

A unit on insects was completed in the 7th grade Science class.

A guide sheet was used for each problem that was completed. These problems were as follows:

- (1) What are insects
  - (a) What are the characteristics of insects
  - (b) How can we tell the difference between insects and non insects
- (2) What are some of the common insects
  - (a) What insects are frequently found here in Amache
  - (b) What insects are valuable to man
  - (c) What insects are harmful to man
  - (d) What are some of the insects we find that have peculiar characteristics
- (3) What are moths and butterflies
  - (a) How can we tell the difference between moths and butterflies
  - (b) The class wrote a complete story for each of the following:
    - (a) Monarch Butterfly
    - (b) Swallow tail Butterfly
    - (c) Luna and Cecropia Moth

A guide sheet with questions were given to help the students write these stories. A picture of each of these insects was also included in the guide sheet, and the students colored them.

A few minutes every day was spent this summer discussing and observing different specimens brought to class by the students/ Methods on capturing, killing, and mounting these insects were thoroughly discussed. As a class project, a fine insect collection was made.



Amesbury Junior High School  
Oct. General Science 9<sup>th</sup> Grade  
1942 Richard Suzuki

The topic for the first month or two will be on "How Do Living Things Behave?" Subtopics under this will be "How Do Human Beings Behave?" "How Do Animals Behave?" and "How Do Plants Behave?"

This subject deals with behavior with its various aspects of stimulus and response. We will start with Human Beings to animals and to plants. Continual analysis with personal problems and experiences will be used to illustrate and introduce studies to pupils. The general pattern of the textbook (Beauchamp-Mayfield West, Science Problems Book 3 with its guidebook and studybook) will be followed.



Nov. 16-30 1942

9<sup>th</sup> grade General Science

Richard Suzuki

In continuation of behavior of living things we studied the behavior of plants and to what kind of stimuli they respond. Although experiments could not be carried on as desired we have found from the book that plants respond to the stimuli of gravity, food materials, water, light, temperature, and touch. These responses of plants to stimuli are called tropism. The characteristics of this type of response ~~is~~ that it can be made by an organism that has no nervous system, it is turning towards or away from some stimulus, it is an inherited response, and that the plant or part of the plant always makes the same kind of response.

This portion completed the chapter. After a review an open book written test was given covering the entire unit one. The aim was to test and at the same time have the pupil make a comprehensive review.



Mori, Shiro

12C

Nov 15 - Nov 30

9<sup>th</sup> grade Gen. Science (1942)

1. The classification of plants was taken up. and the characteristics of each of the four different groups were taken up.

9<sup>th</sup> grade Math

The areas of 1. parallelograms  
2 of circles, (3) of triangles  
(4) of trapezoids were taken  
up.



Report for Nov. 1-16

9<sup>th</sup> grade General Science

Nov. 16, 1942

Richard C. Suzuki

We finished up the last parts of human behavior and took up and completed animal behavior. In the former the study of emotions and prejudices and their influence on our behavior was taken up, likewise the effect of alcohol.

On ~~animal~~ behavior we took up trial and error, reflect act, instinct and memory. Various animals from a simple paramecium to many kinds of wild creatures and tame pets were studied and compared with our behavior.



General Science  
Ninth grade.

Nov 1-15  
1942 Mon

The subject of classification of animals was continued.

During the two weeks different classes of vertebrates were studied. What was lacking in the book was supplemented by library work. The class was divided into five groups, one group for fishes, second group for amphibians, third for reptiles, fourth for birds, and fifth for mammals, and each group went to the library in turns to give an oral report on a species that they chose.

Shirley Mon  
Rm 12c



Gg. Gen Science mon, &  
Unit Plan for Dec 1-15

1. The unit on Classification was finished up.

1. The seed plant groups were taken up

2. The whole unit was summed up. The first three days were spent on animals and its different phyla. The last three on different groups of plants.



Dec. 15 - Dec 31 1942

R. Suzuki

## How Do Scientists Classify Living Things

This topic was carried on with the invertebrates studied first. In this group we studied from the simpler forms to the more complex including such invertebrate animals as protozoa, Porifera, Coelenterates, Echinoderms, Annelids, Mollusks, and Arthropods. The next group of animals studied was the vertebrates. This group included animals known as fish, Amphibians, Reptiles, Birds, and Mammals.



95 S. Mon

# 9th grade Gen Science

Unit Plan for Dec 15 - 30 1942

(a) A Review on Unit on Classification was given in class.

(b) A new unit, adaptation was introduced to the class.

(c) Showing pictures of different animals living under different conditions

(c.) Stressed and showed different conditions that exist on this earth.

(d.) Setting up of problems for the class to solve.



Ninth Grade

Dec. 14-31, 1942  
Miyamasaki

A. Finished Heredity

1. Importance of heredity in human society
2. Importance of heredity in economic life
  - a. Better plants  
Story of Burbank
  - b. Better animals and comparison to inferior animals of a hundred years ago.
3. Mendel's Laws and principles of breeding

B. Began Unit 4: Conservation

- A. The importance of conservation
- B. Soil Erosion and its control
- C. Importance of building up soil
  1. Adapt discussion to post-war rehabilitation of evacuees.
  2. Methods used and applicability to the various soil problems in the United States.



I believe that Conservation is of more than ordinary importance to these evacuee children since they will be part of the generation whose work it will be to reconstruct the country after the war which is draining the land of much of its natural resources.

Also since there will be a great problem to feeding the people of those countries which were ravaged by bombs and the other implements of war, farming will be of great importance for a few years after the war. Therefore we are spending more time on soil conservation and methods of improving the soil.

We will probably have to pioneer all over again in all kinds of conditions and unless the government subsidizes us, will be in no position to buy the best farm lands. So a little time spent on soil fertility and conservation will do us no harm.



9<sup>th</sup> Gen Sci  
Shiro Mori

Unit for Jan 1 - Jan 15, 1943

In General Science units  
on adaptation was taken  
up. The problem of how water  
animals and plants get  
their air, food, and water  
was taken up.



R. Suzuki

Jan, 1 - 15, 1943

9<sup>th</sup> Grade General Science

1/4 - 1/15

The classification of plant life was studied with the simplest divisions used such as whether the plant is either green or not green, whether it has seeds or no seeds, and whether it has leaves, roots, stems, or any other characteristics.

1/15 - This topic of plants is the latter portion of classification of plants and animals. A general review will be given followed by a comprehensive test. The next unit will be on adaptation - How plants and animals are fitted to their surroundings. The vegetation and animal of our surroundings will be used to the utmost.



Report - Jan. 18-30, 1943

B. Suzuki

9<sup>th</sup> grade L.S. Sci

The unit being studied is "How Are Plants and Animals Fitted to the Conditions Around Them?" Introducing this unit we commonly associate each kind of organism with a certain kind of place in which it lives - to which it is fitted. There are on the earth a great many widely different habitats in which plants and animals live. In each different habitat the living things through their adaptations must find the essentials for living. The penalty for failing to be adapted is death. There being both land and water plants and animals we commenced with living things fitted to live in water: how they get oxygen, and how they move about.

7. Health

The importance of water to health was taken up; its necessity to our bodies internally and externally. We need water for drinking, washing, cooking, and <sup>for</sup> many other personal purposes. The water supply, its disposal, and usage, and disposal are all vital to our health.

8. & 8<sub>2</sub> - The study of the skin and its various aspects to our general health was taken up. Skin is our first line of defense. If it is tampered and ruptured we become open to infection and danger.



## 7th Grade

I Jan 15-31, 1943

### A. Conservation

#### B. Procedure

##### 1. Saving fuel for future use

a. Coal

b. Oil

Relation to present war  
Hi-octane gasoline

##### 2. Wild life

a. What animals should be saved

b. Good sportsmanship

##### 3. Forests

a. How wood has come into its own

b. Methods of reforestation

II Jan 31 - Feb 15

### A. New topic: Astronomy

#### B. Procedure

1. The Eighth Grade book

2. Learn some of the heavenly bodies

3. The solar system.



Ninth Grade

Yamaseki  
Jan. 15, 1943

I Jan 4-15

A. Soil Conservation

1. History
2. Economic importance
3. Methods
4. Problems

B. Field trip to eroded soil near  
Amache cemetery

II Jan 15-29

A. Oil Conservation

B. Coal Conservation

C. Forest Conservation

D. Wild life Conservation.



94 Science

*Jan. 1st thru 15 - George*

1943

The time of this class was largely taken up with the newspaper work for the General Education class. Due to lack of Science training we have left the more complicated parts of electricity and gone back to studying simple machines. We shall continue this work through the next period with short quizzes, etc.



*Geny*  
Jan. 15 - 31, 1943

Report on the 9-3 Science

This science group is to be divided for a period of six weeks into two groups, one studying the Simple machines and the other working on animal development, classification, etc. There is to be a cross-examination and study program developed here.



# Unit Report for Jan 15 - 30

9<sup>5</sup> science

1. Problem on How animals and plants are fitted to live on land was studied. An illustration of how birds are adapted to fly was drawn by the class.
2. Problem on how the structures of living things protect them from their enemies? modern warfare and their use of camouflage was compared to the camouflage used by animals



Report on the 9-34 Science

*George*  
*Jan. 15-31, 1943*

This class practically completed its work on the subject of simple Machines and the only thing that could have made the work more complete was added information from experimentation for which there was not time. The method of conducting the class was through oral quiz and explanation.



9-4 Science

Jan. 15 - thru 31, 1943 George

The work here has consisted of simple bi-weekly oral quizzes in the Chapter on Simple Machines. The other periods have involved work in their work-books and advanced study. For the coming weeks they will finish the chapter on machines.



9<sup>th</sup> grade gen. Sci.

We are studying ~~the~~ how living things have developed on Earth  
In order to study the history of living things we started off with the study of  
the earth, its rocks and fossils. We ~~spent~~ covered the study of  
rocks and fossils and what they have to tell us in finding out the  
history of the earth

P. Suzuki  
Sem. to Mar. 15 -



Shiro mori

Unit Report for Feb 1-15  
95 science

1. Problem on how does man fit his environment was taken up.

1. Local problem and change of environment from summer to winter @1 and from California to Colorado was also taken up.

2 A week was spent in learning how to find information from other sources than the text book was taken up.



Report

Feb. 1-15 1943

General Science 3, 9,

Richard Suzuki

On the unit of adaptation we studied the sub. problem of how plants and animals are fitted to live in water. The general ideas stressed were: 1. Water plants and animals take in dissolved oxygen through skin coverings or have special devices to enable them to get oxygen from the air at the surface. Some large water animals (fish) have special thinly covered organs called gills for taking in oxygen by diffusion. 2. For rapid locomotion water animals are "streamlined" and have paddle-like "propellers". 3. Most water plants and animals are made in such a way that the lifting effects of the water holds them up; they do not need strong stems and legs. 4. True water animals are fitted to catch or strain floating food from the water. 5. Water temperatures do not shift rapidly nor go to the extremes. 6. Animals that live at great depths in the sea have special adaptations for catching food and seeing in the dark depths.



9<sup>th</sup> Science  
Report for Feb 25 - Mar 15

S. Mori - Teacher

A new unit on How do simple machines work was introduced to the pupil the first 3 days.

Pictures from magazines illustrating machinery used in industry, at home, and machines that are simple were shown.

The subjects taken up were

- (1) What kinds of work does man do with machines?
- (2) What kind of resistance do we overcome with the use of machines?
- (3) In what ways do simple mechanical devices help us.



In connection with these  
subjects a lever, a pulley,  
and a hammer were used  
to illustrate how simple  
mechanical devices help us.



Report March 1, 1943 to March 15, 1943

9-3 Science

The work in this class has had to do with behavior. There have been some discussions, but largely the work has been reading and writing in the workbooks and textbooks as the children have very little idea of the subject of behavior. Because of a number of interruptions and because of the prospect of the new activity schedule with chances for outside experimentation, there have been no experiments as yet. We plan to do some during the next period.

Mr. George



Mori

## 9<sup>th</sup> Science

Unit Report from Mar 15<sup>th</sup> to Mar 30<sup>th</sup>

The concept of work was studied in class. A few of the students climbed up a ladder placed against the building and their horse-power was calculated in class.

The class was divided into five groups and experiments on inclined plane, levers, and pulleys were done and their data was used in writing up their experiments.



9<sup>th</sup> - 1<sup>st</sup> Gen. Room 12 C

7<sup>th</sup> - 6<sup>th</sup> Gen. Room 12 D

<sup>(1)</sup>  
3/15 - 3/31

9<sup>th</sup> grade Gen. Sec.  
Suzuki

## How Do Simple Machines Help Us Do Work

Aim - To introduce topic

Material - Text Page 200. Manual Page 110, 112 Book I, Book II

Procedure - What is a machine? (any device or tool that man uses to help him do his work) Have ~~the~~ class mention many kind of machines, especially simple machines such as the screwdriver, hammer, pliers, hoe, needle, chisel, etc. Have class explain how the machines they mentioned help man in doing work. If possible some simple machines can be brought to class to stimulate introduction. Since we depend so much on simple machines we should understand how they operate. Text PP 201 - 204 can be used for introduction also.

Conclusion - Study look <sup>PP</sup> 97, 98 assign. 1, 2

Problem! What Are Machines Used For?

Aim - To study what kind of work man does with machines.

Material - Text PP - 205 - 208 Study look PP 99, 100

Procedure

Machines are vital in our daily living, but we must realize that the many simple, everyday, labor-saving devices are machines.



just as truly as are the more complicated devices.

Let's read to find out some of the kinds of work man does with machines - PP 205-208 in text

### Discussion

Have any pupil mention any machine and ask him what kind of work helped him do. Several may be mentioned.

Ask class or any person what devices are needed to build or do any work such as building a railroad, cleaning house, repairing bicycle, etc.

### Conclusion

Study - book PP 99 assign 3 (A)

Aim - To study what kind of resistance we overcome with the use of machines

Material - Text PP 208-211 Study-book P. 100 assign 3 (B) Science Pub. Text 2

### Procedure

What do we mean by resistance? Can any one mention any.

Let's read to find some of the resistance that we overcome with machines.

Book 2 may be used to supplement text.

### Discussion

Have some kind of resistance and explain with examples

(Gravity, inertia, cohesion) friction, elasticity)

Conclusion - Study-book - P. 100 assign. 3 (B)



## Simple Machines

Aim - To study what ways simple mechanical devices help us.

Material - Text - PP 211 - 216 Study-book PP 100 - 101 assign. 4, 5

### Procedure

If you had a large rock to move what would you do? If you use a pole to move it what would you be doing? There are many other ways we are aided by mechanical devices.

Let's read to find ways that simple mechanical devices help us. Text PP 211 - 216

### Discussion

Points to be discussed - Ways mechanical devices help us

1. Multiply force - jack, lever
2. Multiply distance & force - Derrick, fish-pole
3. Change direction ~~to~~ of force - Bicycle, pulley, egg-lifter
4. Store energy - Pot-driver, spring
5. Transmit force - Shaft, gear, belt

### Conclusion

Study-book - PP 100 - 101 assign. 4, 5



## Simple Machines

Prob. 2 Why Do Machines Help Us Do Work?

Aim - To study how work is measured.

Material - Text pp 217-220 Study book pp 102 - assign. 6

## Procedure

What is work?

Let's read to find out what work is and how it is measured

Text pp 217-220

## Discussion

Self Testing exercises & Problem to solve on p. 220 suggest for  
discussion

## Conclusion

Study book p. 102 assign. 6



(5)

Simple Machines

9<sup>th</sup> grade  
Gen. Sci. 12 c  
R. Suzuki

Aim - To find out if machines do save work

Material



Unit Report for  
94 Science April 1-15  
Mori, Shuo

Simple machines was studied.

The following kinds of  
machines were taken up and  
an experiment was done by  
the students to ~~for~~ learn about  
more about these machines.

These machines were

- (1) wheel and axle
- (2.) screw
- (3.) wedges.

We also took up how simple  
machines work together complex  
machines.



Science 9<sup>1</sup>-9<sup>2</sup>

LA COSTE

April 10-15, 1943

Continue work started by Mr. Suzuki on geology and complete this study with a test. If results of test indicate a lack of acquaintance with fundamental facts, a review is in order.

It will be desirable to get started on the next unit which is about simple machines.

From the science equipment we will try to procure a pulley, inclined plane, lever, etc., and give demonstrations of these simple machines at work.

The source material is in Beauchamp, Mayfield, & West. P. 200-256

The procedure will be teacher-pupil discussion, demonstration by experiments (pupils doing the demonstrating whenever possible) and reference to workbook upon occasion.



## Science

Prospective work - April 16-30, 1943

Continue study of simple machines.

Temporarily we will dispense with the text, Beauchamp, Mayfield and West. In its place we will study the six types of fundamental machines from work presented by the teacher. Teacher's source will be a book in Junior Hi. Library, Powers, Neuner, Cuerner, Bradley, Using Our World, pages 228 - 247.

During this study an example of each type of machine will be presented to the class and various experiments, as suggested in books and manuals will be performed.



94 source  
Apr. 15 - Apr 30

S. Mori

The unit on sound was started.  
1. The introduction use of sound in  
the following was discussed.

1. Telephones, radios
2. acoustic designing
3. In musical instrument  
~~was~~

2. Little problem on what is  
sound was taken up.

A Experiments on how sound is  
produced was done by the use

- (a) drum & pencil filings
- (b) Tuning fork & smoked plate
- (c) " " and jar of water

B How sound is produced by  
men was also taken up.

3. Everyone felt the vibration  
in the voice box, and the  
class read to look to find out  
why it vibrated.

This class enjoyed a day on a wiener  
bake at the hide away lake during  
Easter vacation. Everyone had a  
grand time of fellowship and fun.



Bimonthly Report.  
April 15-30, 1943  
John A. LaCoite  
Science 9'

Studied the following simple machines.

1. Levers (all three classes)
2. Pulleys (fixed, movable, blocks & tackle)
3. Inclined Plane
4. Wheel & Axle
5. Wedge
6. Screw

attempted to conduct the study in such a manner that the knowledge connected with above mentioned items was practical rather than theoretical.

Method used:

1. Demonstrate machine under consideration

a Following equipment obtained from science laboratory

1. pulleys (grooved wheels & cords)
2. weights
3. scales
4. wheel & axle

b Demonstrations of some simple items carried out by class member as a special project.



2. Mechanical advantage of various machines noted.
3. Teacher makes verbal and black-board demonstration of theory — reasons why — simple machines act as they do.
4. Knowledge of simple machines gained by above methods, applied to some typical compound machine. Class selected airplane.
  - a. All six fundamental machines incorporated in airplane.
  - b. Physics of aero-dynamics discussed.
  - c. Mr. Peterson, a licensed pilot, took two class periods lecturing, showing movies demonstrating ailerons, elevators, stabilizers, rudders, etc. and the principle involved. He also, spent half of one period answering random questions of the class.



An additional activity was inserted into this unit. The class took two periods to demonstrate, by drawing, their desires concerning landscaping of east half of block 8 h.

Please  
notice

The interest of the class has been excellent; the order has improved as interest in subject matter has increased.

Note of interest — best work being done by a group of boys who had been inclined to be non-cooperative and critical.

Future plans:

1. One or two days spent on landscaping project.
2. Unit on machines concluded with discussion of friction.
3. New unit started with class choosing between, electricity, sound, & light.



April 15-30, 1943  
John A. LaCorte  
Science 9<sup>2</sup>

The work of this class was similar to that of the '89' group with several variations.

1. Simple machines studied by same method.
2. Compound machine chosen for study was automobile instead of airplane.
  - a. Certain vital automotive parts will be presented to class during discussion.
  - b. Work and knowledge of simple machines will be tied up to explain intricacies of automobile.

This class spent two periods in making plans for the landscaping of the east half of block 8 H.

We, also, felt it advisable to suspend for one day, our study of machines



and to review the work of Pasteur so that we could appreciate the movie of his life which was shown.

Future plans:

1. Assist in landscaping project of east half of block 8 H.
2. Complete study of automobile
3. Start a unit on either light, sound or electricity - the choice to be made by the class.



Unit report.  
Science 9:92

May 1-15  
1943

At the request of these classes they have been assigned some work in astronomy. The particular items under consideration are as follows:

1. The Solar System
  - Planets
  - Sun
  - Comets
  - Meteors
  - Planetoids
  - Moons
2. The Milky Way
3. Stars
  - North Star
  - Constellations
4. Moon
  - Tides
  - Phases
  - Eclipses.



## Science 9<sup>1</sup>-9<sup>2</sup>

### Material used:

1. Beauchamp-Mayfield-West.
  2. Our Starland - Wyllie
  3. Planets, Stars, & Atoms
  4. Our World & Science
  5. Rowe-Peterson Booklets
- 

### Prospective work.

Begin unit on electricity



9<sup>2</sup> & 9<sup>4</sup> Science

J. Mori.

May 1-15

1. Addition, subtraction, division and multiplication rule for equation was taken up, and a review of different combinations of rules mentioned above was given in class.

2. Word problems using the addition and subtraction method was taken up.



94

Science

S. Mori

May 1-15

The unit on sound was continued and the following was taken up.

(a) Concept of sound waves.

Here examples like throwing a pebble in a still water and a freight car being hitched up onto a train of cars were used.

(b) How loud sound are produced was found by moving a tuning fork with a bar on the end of it over a smoked glass twice. Once with a loud sound and once with a



soft sand.

(b) Difference between frequency of low and high notes were studied. Again the tuning fork and smoked glass was used in a demonstration a ~~the~~ sonometer made of rubber band was used to show ~~how~~ that frequency of a stringed instrument may be changed in three different ways.



mon

9<sup>3</sup> Science

May 1-15

The unit on simple machines was started.

(a) Introduction: Three days was spent in showing what scientist meant by machines and the kind of machines that is to be studied in class.

(b) The resistive forces that is to be overcome by machines was studied, and simple demonstrations on gravity, and inertia was shown in class.

(c.) The various types of machines were studied to find out how they aid men.



May 1 - 15  
Mon

The unit on How plants get its food was studied. 1. The class found out what kind of foods plants produced by burning some bread and also some sugar, and analyzing the heated content.

(2.) The class also learned how the raw materials which the plants used were shipped to the leaves by doing the following.

(a.) The class looked at some cactus plants and also some ryegrass to see the organs that absorbed the water and the mineral. They also germinated some seed and watched for root hairs.

(b.) The leaf was studied and its structures were noted.



(C.) The vascular bundle <sup>system</sup> ~~flow~~ <sup>was</sup> studied in connection with how raw material and food was transported in the plants.

(d.) An experiment on is sunlight necessary to manufacture food in plants was given in class.



J. More

May 15 - 30

## Unit Report

1943

- (1) A review on levers were taken up. covering three classes of lever and how each class is applied.
- (2) Three types of pulley were hooked up in class and their uses were studied.
- (3.) The use of wheel and axle was demonstrated in class. Also their uses were taken up in class.
- (4.) The different kinds of screws - and how it is used. How to find the pitch



And the thread of a screw.

5.) How a wedge works.  
How it is used.



# 9<sup>th</sup> Science

S. Mori

May 15 - 30, 1943

## Unit Report

The class divided themselves up into groups according to what they wanted to study in ~~the~~ How we can use sound.

There were seven groups in all. The topics chosen were

- (1.) How sound may be carried through wire (telephone) (2 groups)
- (2.) How sound may be carried through ether (radio) (2 groups)
- (3.) How telegraph signal may be changed to sound (telegraph)
- (4.) How an ear can receive sound.
- (5.) How low & high tones may be obtained on a string instrument (piano)
- (6.) How a low & high tones may



be produced on a wind instrument  
saxophone

(7) How the sound waves are  
carried through the air.

(Study of vibration of air  
molecules when  
sound is transmitted  
through it)



Unit Report May 15-31  
Science 9'-9<sup>th</sup>

LaCoste

Completed unit on astronomy  
with a test on May 22.

Started unit on electricity.

Studied the following problems:

1. Behavior of electrical charges
  - a. Action of friction electricity
  - b. Response of objects to friction electricity
2. What is electricity
  - a. protons
  - b. electrons
3. Movement of electricity
  - a. materials that will conduct
  - b. materials that will insulate

This unit is not concerned with the technique of electrical mechanics as much as with an introductory study of the essential characteristics of electricity. It complements and illustrates the principles which were used by the boys in their work in industrial arts when they constructed buzzers, etc.



LaCoste

May 15-31  
Unit Report  
Science 9'-92

In the two coming weeks we desire to complete this unit and conduct a brief review in anticipation of a final examination.

An added activity was on our program May 26-27-28. This was the landscaping of the east half of block 8 H. Also, the 9' boys assisted the elementary rooms in digging up the very hard dirt between buildings 11-12.

Throughout all of this activity, the 9' boys merited special praise. They accomplished almost as much by themselves as three other groups combined did.



Unit Report May 15-31  
Science 8<sup>3</sup>

LaCoste

This group studied and completed the prescribed work on weather.

The following problems were considered and discussed:

1. The meaning of the word "weather"
2. Cause of different kinds of weather
3. Warming of air.
4. Cause of wind blowing.
5. Change of moisture in the air.
  - a. Evaporation
  - b. Condensation
6. Different kinds of moisture fall
  - a. Dew
  - b. Frost
  - c. Hail
  - d. Rain
  - e. Snow
7. Weather maps & what they show.



Science 8<sup>3</sup>  
May 15-31

LaCoste

8. Areas of high pressure
9. Areas of low pressure
10. Local storms
  - a. Cause
  - b. Behavior
11. Weather forecasting instruments
  - a. Barometer
  - b. Thermometer
  - c. Thermograph
  - d. Anemometer
  - e. Rain & snow gauge
  - f. Pilot balloons
12. Making of weather maps
13. Making of weather forecasts.
14. Importance of weather bureau.

An examination over above work  
was given May 27, 1943.

This class aided in the landscaping  
project.

Next unit will be a review — as  
comprehensive as possible — of year's  
work.



Unit Report May 15-31 LaCoste  
Science 7<sup>th</sup>

Completed unit 9 on the topic  
"How Living Things Get Food."

The problems analyzed were as follows:

1. Plant method of obtaining water and minerals from soil.
  - a. Root hairs
  - b. Tap & Fibrous root system.
2. Method of sending water & minerals from roots to leaves.
  - a. Vascular bundles
  - b. Girdling
3. The use of carbon-dioxide
  - a. Stomata
  - b. Epidermis
4. Photosynthesis
  - a. Sunlight
  - b. Chlorophyll
5. Food of plants
  - a. Carbohydrates
  - b. Proteins & Fats.



May 15-31  
Science 7<sup>2</sup>

LaCoste

6. Food habits of plants that are not green.

a. Saprophytes

b. Parasites

Unit examination given May 21 indicated insufficient mastery of subject matter, so May 21-28 a review was given. Results, as indicated by test were satisfactory.

This group contributed two periods to the landscaping project.

A review of year's work will be started the first week in June.



Science 9<sup>2</sup>

Catherine Ludy

Sept. 5 - Sept. 15  
1944

The text Science Problems Book 3  
is the book used for this section.  
The unit begins with one  
on how living things behave.

Problem 1: How do human  
beings behave. How do  
we know what is  
going on inside the  
body and around us?

Time was spent  
to determine how  
the sense organs do



carry messages to the brain.

How we think was a topic rather carefully discussed with emphasis placed on good and bad habits.

The effect of emotions and prejudices, <sup>and</sup> of alcohol were discussed.

Problem 2: How do animals behave?

Trial and error, reflex, and voluntary actions were distinguished.

A comparison between the animal and man was emphasized.

Problem 3: How do plants behave.

General reading pp. 60-68 was done in the text, reports were made and a field trip to see the plant life of Anache was planned.



Sept. 15, 1944

To date this class has finished about two-thirds of the first unit of the text on "Behavior". I have spent a good deal of time with the class talking about various scientific subjects with which they are familiar in order to get the group to get acquainted with them. Not many of these students are responding as yet, although they seemed to enjoy doing some simple experiments testing their ability to memorize by association of ideas.

I consider this first unit the best of the entire text because it teaches the students so much about themselves and their own behavior. For that reason I had planned to take at least another week in completing it.

I have had one quiz on definition of terms the results of which were not very satisfactory. I feel that the class being as large as it is has considerable effect upon many of the students getting "settled down".

Lowell M. Jackson



A. H. Williams

Sept. 15, 1944

Science 9<sup>3</sup> and 9<sup>4</sup>

Text: - Beauchamp-Mayfield-West-Book 3

Emphasis has been placed on improving the student's ability to read and to express his ideas clearly.

Material covered pp 1-49

I propose to cover material to page 100, and to perform experiments when possible. I plan to continue to emphasize ability to read and to express one's ideas clearly.



General Science 9<sup>2</sup> II PERIOD

Report Sept 18 - Sept 29, 1944

- Shig Shiatsuka -

The first part of the week (Sept 18 to 22<sup>nd</sup>) was spent in reviewing the material covered in Unit One. Two written tests were given, the first one was not recorded, <sup>the result of the</sup> second one is in the record book.

Unit II was introduced by discussing the Introductory Exercises on page 72. Several days were spent on problem 1 in the form of supervised study and explanation of the new words. In this class, as in the 7<sup>th</sup> and 8<sup>th</sup>, it was necessary and important to explain the meaning of the questions ~~of~~ the self-testing exercises. Consequently, it was <sup>made</sup> mandatory that Question 3 of the Looking Back at Unit series be answered. This deals with the meaning of new words or terms.



Gen. Sci. 92

By the end of the week, Sept 29<sup>th</sup>, problem 2 up to WHAT IS THE STRUCTURE OF THE ECHINODERMIS? page 100 was finished.

The students should have their notebooks on Unit I completed by October 6<sup>th</sup>.



9-1 Science. The class has discussed electricity and its application to domestic appliances. Simple experiments have been performed to demonstrate the use of electricity in the home.

The class will continue to study the phenomena of nature as applied to everyday living.

4/28/45

Mr. Collier



A. S. Williams

Oct. 14, 1944

9<sup>1</sup> - 9<sup>3</sup> - 9<sup>4</sup> General Science

Test: Beauchamp - Mayfield - Test Bk. 3

Work done Sept. 16 - Oct. 14

I. Behavior of plants . pp. 62-72

II. Classification of living things. pp. 72-112

A. Protozoans

B. Coelenterates.

C. Echinoderms.

D. Segmented worms.

E. Mollusks.

III. Experiments.

A. Water seeks own level.

B. Air has weight.

C. Culturing protozoans.

IV. Observations.

A. Clam

B. Frog.

C. Hydra.

D. Paramecium

E. Human hair

F. Earth worm.

G. Frog's intestine .

H. Tarantula .

V. Each student gave an oral report  
on some scientific article which  
he read outside of test book.



Work Proposed:-

I plan to cover material in text from page 112 to 190, to perform what experiments I can, to use the microscope on specimens, and to have each student make at least one report on outside reading.



Nov. 18, 1944

To: Mr. H. K. Stalther.  
From: D. W. Williams.  
Subject: Monthly Report for General  
Science 9<sup>1</sup>, 9<sup>3</sup> and 9<sup>4</sup>  
Text: Problems in Science, Book 3  
by Beauchamp, Mayfield, N.Y.

We finished unit II which was a study of the classification of animals and plants. We have almost finished unit III which is a study of how animals and plants are adapted to live in water and in air.

The subject matter has not permitted many experiments. We were able to perform a few which had to do with air pressure. Also we made a few observations with the microscope.

Each student has given at least one oral report to class on an outside reading of some scientific article.

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We plan to finish the unit on adaptation and do as much as we can on unit IV which is a study of simple machines. We shall be able to perform many experiments on this subject. Also each student will give at least one oral report on outside scientific reading.

Each student is required



to keep a note book of the experiments and observations.

We have used the Self-Testing exercises in the test book for several short tests. Also the note books were called for and graded.



Oct. 30 - Nov. 18, 1944

**MATERIALS USED:** The basic text is SCIENCE PROBLEMS, BOOK 3, by Beauchamp-Mayfield-West. The following reference material has been used:

Compton's Encyclopedia  
World Book

The Arcturus Adventure, by William Beebe, especially his discussion of deep sea fish, and his many good colored pictures of sea life

Mice, Men, and Elephants, by Herbert S. Zim

Junior Natural Science Magazine (This has a wealth of material on all types of plant and animal life)

**MATERIAL COVERED:** The text material covered has been Problems 1, 2, and 3, of Unit III, "How are Plants and Animals Fitted to the Conditions Around Them?"

**GENERAL PROCEDURES:**

1. reading and discussion of text material
2. presentation of related material by teacher
3. reports from pupils on material prepared from reference reading
4. preparation of charts showing many types of adjustment to environment
5. free reading of material in Junior Natural Science Magazine

*C. Jayne*



Dec. 27, 1944

To: Mr. H. K. Walther  
From: H. D. Williams  
Subject: Monthly Report for Science.

Text Book: Science Problems Bk. 3  
by Beauchamp-Mayfield-West

Subject Matter Covered

- I. Adaptation pp. 177-198
- II. Machines pp. 200-247
  - A. Lever
  - B. Inclined Plane
  - C. Pulley
  - D. Wheel and Axle
  - E. Wedge
  - F. Screw.

Visual Aid.

- I. How plants Grow.
- II. City of Wax
- III. Rock to Man
- IV. Earth's Rocky Crust

Several experiments were performed, each student keeping a note book.

Each student gave an oral report on a scientific subject of his choice.

Questions in text were used for short tests.



Proposed Work.

- I. Machines pp. 247-256
- II. How Electrical Currents  
are Made pp. 256-312.

We have a few films  
scheduled.

Each student will give  
an oral report.

Several experiments will  
be performed.



Class 9<sup>th</sup>

Nov. 23 - Dec. 22, 1944

Textbook-Beauchamp- Mayfield- West, Science Problems,  
Book 3

**Material Covered-** The class spent several days completing the unit on "How Plants and Animals Adapt Themselves to Their Environment", and have spent the remainder of the time on the unit "Simple Machines". The text material is from page 190 to 256. It will take over a week to complete Unit Four on machines.

**Procedure-** There was an overview of the unit based partly on the text material and partly on material presented by the teacher. Mr. Faston spent a period with the class discussing with them the material in the library bearing on machines and checked out to the room some forty books and periodicals bearing on the topic. A "Study Plan" for the unit was worked out and placed on the blackboard. This provided for the reading of all the text material, and for some written work based on selected exercises in the text. Each pupil was to prepare to discuss orally any of the "Problems for Discussion". Several experiments were performed dealing with the inclined plane and the lever and problems dealing with work accomplished, efficiency, and mechanical advantage were worked out from the results obtained. Each pupil is working on an individual project which may be a report based on reading done in the field of science, or such other piece of work as the child may select and the teacher approve. The motion picture "The Parade of the Electrons" was shown to the group as a preparation for the next unit of work to be taken up which deals with electricity.

C. Jayne



WAR RELOCATION AUTHORITY  
Amache Secondary Schools  
Monthly Report  
Jan. 2, 1945-March 2, 1945

Class 92

Textbook: Beauchamp-Mayfield-West, Science Problems, Book 3.

Material Covered: Problems 3 and 4 of Unit IV, "How Do Simple Machines Help Us Do Work?", were completed, also Unit V, "How Do We Make Electrical Currents?", pages 227-312 in the text.

Procedure Used:

1. There was a preliminary discussion of the unit to provide an overview and to relate it to pupil experiences. The organization of the text material was discussed and plans for the study of the unit were made.
2. The unit was studied problem by problem as follows
  - A. The textbook material was read
  - B. Other activities were carried on such as
    - a. reading of related materials from other sources
    - b. writing answers to self-testing exercises and problems to solve
    - c. making diagrams or charts
    - d. performing experiments
  - C. General class discussion to clarify, organize, amplify, and apply the information gathered from the text and other sources
  - D. Test over the unit
  - E. Brief review based on needs shown in the test

Motion pictures on "Parade of Electrons", "Aluminum Production", "Behind the Broadcast", were all shown to this class and all were helpful in the unit on electricity.

Supplimentary books from the library are being used.

C. D. Jayne  
3-3-45



March 16, 1945

To : Mr. A. H. Walther  
From : A. H. Williams  
Subject : Report for 9 science Jan 1 - March 3.  
Text : Science Problems Bk. 3 by  
Beaucamp - Mayfield - West

### Subject Matter Covered

- I. Machines pp. 247 - 256
- II. How Do We Make Electrical Currents? pp. 253 - 312
- III. Sound pp. 314 - 374

Many experiments were performed.

Several films were seen.

Each student gave oral reports.

### Proposed Work.

- I. Light pp. 376 - 430
- II. How Do We Use Electrical Current? pp. 432 - 494
- III. How Do We Harness The Energy of Nature To Do Our Work pp. 496 - 560.



WAR RELOCATION AUTHORITY  
Amache Secondary Schools  
Monthly Report  
March 3, 1945-April 28, 1945

Class 9-2

Textbook: Beauchamp-Mayfield-West, Science Problems, Book 3.

Material Covered: Unit 6, "How Do We Use Sound", Unit 7, "Light Energy", and Unit 8, "Using Electricity", have been covered.

Procedure Used:

1. There was a preliminary discussion of the unit to provide an overview and to relate it to pupil experiences. The organization of the text material was discussed and plans for the study of the unit were made.
2. The unit was studied problem by problem as follows
  - A. The textbook material was read
  - B. Other activities were carried on such as
    - a. reading of related material from other sources
    - b. writing answers to self-testing exercises and problems to solve
    - c. making diagrams or charts
    - d. performing experiments
  - C. General class discussion to clarify, organize, amplify, and apply the information gathered from the text and other sources
  - D. Test over the unit
  - E. Brief review based on needs shown in the test

Plans for April 30- June 6- We shall cover the units on "Harnessing Energy", "Heredity", and "Conservation".

*C. D. Jayne*