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NOTES  
FILED  
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LOS ANGELES  
(11)



*grades  
Credits  
Attendance*

AMACHE JUNIOR HIGH SCHOOL  
Announcement of Summer Activities Program  
June 25, 1943

1. Classes in language, reading, science, arithmetic, history, geography, handwriting and other school subjects will be offered in the morning.
2. From 2:30 to 3:30 P.M., indoor activities such as games, music, clubs, hobby groups, dramatics, story hour, art, weaving, silk screen, making games, wood shop, model aeroplane building, museum, folk dancing, homemaking, typing, shorthand, etc., will be offered.
3. From 3:30 to 4:30 P.M., there will be many outdoor activities, such as sports and games.
4. Additional activities will be offered in the early evenings.
5. Many pupils will need to complete a certain amount of work before they will be able to continue in the next grade. All others will be in elective activities.
6. Larger boys may attend school in the morning and work on the farm in the afternoon and on Saturdays.
7. Classes in religious education will be sponsored by the Granada Christian Church and the Seventh Day Adventist Church.
8. All pupils are asked to register at Terry Hall on Monday, July 5, at the following times:

9th grade-----8:45 A.M.  
6th grade-----10:00 A.M.  
7th grade----- 1:00 P.M.  
8th grade----- 2:30 P.M.



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TO:

FROM: Herbert K. Walther

DATE: May 4, 1943

Our remedial activity program will be successful if pupils are guided wisely into the proper help groups, and if the teachers for these remedial groups are conscious of the needs of the pupils. ~~The best methods of instruction must also be used.~~

Please select pupils today and tomorrow for the following groups (send your lists to 12F, please):

1. Journalism Club: May be elective; ~~must be a permanent~~  
~~choice.~~
2. Speech Class: Pupils with speech defects, ~~if~~ these defects are functional rather than organic.
3. ~~Handwriting:~~ The Zaner-Blosser system will be used.
4. Reading 1: For pupils who are average or superior in academic aptitude, but whose reading achievement as measured by the achievement tests and the teacher's estimate places them 8 or more months in grade placement below the grade norm.
5. Reading 2: For pupils who are lower than average in academic aptitude but whose reading achievement as measured by the tests and the teacher's estimate places them 8 or more months in grade placement below their grade norm.
6. Language 1: For pupils who are average or superior in academic aptitude, but whose reading achievement as measured by the achievement tests and the teacher's estimate places them 8 or more months in grade placement below their grade norm.
7. Language 2: For pupils who are lower than average in academic aptitude but whose reading achievement as measured by the achievement tests and the teacher's estimate places them 8 or more months in grade placement below their grade norm.
8. Glee Club: These people will be chosen by Miss Crain.

*Miss Crain*



Study the standardized test data carefully. The interpretation for the progressive achievement test data may be found on the first page of the sheet. Please do not use this data unless you understand it. You are welcome to discuss the use of this data for classification purposes with me.

Thank you for having accepted additional responsibilities this week. Please accompany your classes as they proceed to other areas. Confer with those teachers. You will ~~thus~~ know each individual pupil's entire program. Our objective is:

- (a) A unified program for each pupil and class which keeps in mind the ways in which integration may be achieved.
- (b) The maximum amount of individual instruction is desirable.
- (c) More time may be allowed for supervised study.
- (d) A few people may occasionally be retained by the General Education teacher during activity periods if he wishes to give them individual help.
- (e) The planning for the over-all class should be done not only between teachers but also by pupils and teachers.

add spelling later  
" handwriting "



WAR RELOCATION AUTHORITY  
Granada Project  
Amache, Colorado

March 13, 1944

MEMORANDUM

To: Frances Shuck  
      Enoch Dumas  
      ✓ Herbert K. Walther

Subject: Summer School Program

Following our recent discussions concerning plans for the summer school program, I am taking this opportunity to set down my conception of it and of the way it should be operated. I have no intention of imposing my ideas upon any of you so these comments should be taken merely as suggestions through which I am attempting to give my point of view.

First of all, it seems to me that a summer school program has three basic purposes:

1. To offer an opportunity for remedial work to those pupils who have some deficiency which limits or handicaps them in their school program.
2. To offer a program of educational, voluntary activities which are desirable at any time during the school year but which can be advanced and operated best during the summer period with considerable freedom permitted on the part of both pupil and teacher.
3. To offer opportunities for planned recreational activities designed to supplement the regular program of the schools, especially in the absence of normal community recreational facilities.
4. To provide opportunities, especially in upper school levels, for intensive training for vocations which can be given only with difficulty during the regular school year.

In my opinion only two phases of this program should be in any way compulsory. In the case of remedial work the schools have the right to insist that pupils remove deficiencies during the summer period and that they be required to attend remedial classes regularly as they would during the normal school year. It also seems to me that if a student elects to do work in a vocational field, he should be required to attend and comply with all of the



Shuck, Dumas, Walther - 2 - March 13, 1944

course requirements so that his learning in this field will be as complete and well rounded as possible. I believe that all other summer school activities should be upon a purely voluntary basis with the intent that it is the responsibility of parents to determine whether or not they wish to have their children participate and that the regularity of this attendance is a parental responsibility.

With these ideas in mind the program should be planned in such a way as to permit considerable freedom of choice on the part of the pupil. To illustrate this point, if a pupil is required to attend a remedial class in reading and language from 8:30 until 9:30, he should then be given an opportunity each day to select his other activities from all of those offered for children of his age. If he is particularly interested in art, it should be expected that he would attend informal groups meeting at various hours during the morning to carry out informal individual art projects. If he is also interested in music, he might devote a part of his time each day or all of his time on certain days to music activities. If field trips were planned for certain days, he would have an opportunity to participate in these activities rather than in others which he might carry on at other times. A child who was participating in the remedial or vocational program would have complete freedom of choice in selecting the activities in which he would participate at any particular time on any given day.

I recognize the validity of the argument that young children should not be given this same freedom of choice and that they should be assigned to a particular teacher who will be responsible for them from the time they arrive in the morning until the end of the school day. This age group would include those in the kindergarten and grades 1, 2 and 3.

The question of staff assignments is, of course, a very important thing. All of us recognize the fact that different teachers have different skills and interests. The summer program gives an opportunity to capitalize upon these varied interests and abilities. For example, we know that some teacher are much more expert than others in following remedial techniques. Others have specific interests in art, music, nature study, geography, literature which equip them to do outstanding work in these particular fields. For this reason it seems to me valid to argue that those teachers, exclusive of those assigned to the kindergarten and lower elementary grades, should be selected for an activity because of their aptitude and interest.

Teachers who have considerable skill in the teaching of remedial reading or language should be assigned that particular



Shuck, Dumas, Walther - 3 - March 13, 1944

responsibility which may cover more than one school grade. A teacher who is interested in art should be given a chance to develop a program of art instruction which would be open to all pupils who have a particular interest in that field. Such instruction would not be formal but informal and individual, operating upon a basis that both teacher and pupil are vitally interested in the task that they have undertaken.

It is, of course, evident that all of the children would not be in such activities all the time and that a planned playground program would have to be constantly in operation to take care of children who are not engaged in other activities.

It is conceivable that a child might come to the school at 8:30 in the morning and stay only until 9:30 or that he might come at 9:30 and stay until 10:30, depending entirely upon the interest of the child and the parent. It does not seem possible to me for the schools to plan a program which will take care of all of the children as members of specific groups under specific teachers for every hour of the day. In other other words, I think that the summer school program should be set up on a cafeteria basis where a child might choose the activities he likes and might participate in those activities under the direction of a teacher who has special interest or skill in that particular activity.

The summer program will be successful in proportion to the extent in which it differs from the every-day program carried on during the normal school year.

Lloyd A. Garrison  
Superintendent of Education



WAR RELOCATION AUTHORITY  
GRANADA PROJECT

OFFICE MEMORANDUM

March 17, 1944

TO: Dr. Garrison  
Miss Shuck  
Dr. Dumas  
Mr. Drummond

SUBJECT: Summer School Program

We have discussed plans for the summer school program in staff meetings. Following these meetings the secondary school faculty spent a long session devoted to this topic. We have the following suggestions to make for the junior-senior high school:

1. The entire morning program should be conducted in the senior high school building. Afternoon activities should be planned for whatever locations seem to be the most appropriate to the activity.
2. All boys 15 years or older and perhaps the older girls should be required to spend half day working on the farm in return for the privilege of attending summer school.
3. The morning program should be divided into three periods of approximately 50 minutes each. Afternoon activities can be scheduled from 2:30 to 4:00.
4. English-Social Studies and mathematics teachers will determine, largely on the basis of standard tests, with the approval of the vocational adviser and the assistant principal which pupils should be required to enroll in remedial classes or classes for slow learners.
5. A minimum number of the usual school courses for credit should be offered for the benefit of pupils who may be able to complete requirements for graduation during the summer or who have other valid reasons for requesting credit work.

Suggested credit courses: office practice, typing, speech adjustment, advanced music, contemporary problems, geography, advanced arithmetic, creative writing, mechanical drawing, home nursing, leadership training, *handwriting*, ~~penmanship~~, 12th grade social studies.

6. The vocational agriculture, homemaking, industrial arts, auto mechanics and general shop programs may continue, enrolling pupils on a half-day basis. These pupils can be involved in maintenance and construction projects. Apprentice pay should be considered for these.



The plan of cooperative education which is now being sponsored for commercial students by Mrs. Tinsman could be extended into other areas.

Pre-induction courses could be offered if there were any demands.

Schools could again sponsor victory gardens.

The homemaking department could train girls to can locally grown vegetables and to supervise trainees for domestic employees, waitresses, and in the field of child care.

The Silk Screen Shop has offered to accept six or eight people as trainees.

7. On the basis of teacher interest and pupil suggestion a schedule of activities should be built for those people who are not enrolled in remedial and credit classes.

Suggestions: guided reading, stage craft and dramatics, elementary music, class piano, beginning instrument, dance band, drum and bugle corps, twirling, chorus and glee club, publications, story telling, folk and ballroom dancing, religious education, fine arts, commercial art, hand crafts, marionettes, boy scouts, girl scouts.

Science clubs, such as: museum club, astronomy club, nature study club, photography, maintenance of projector and public address equipment.

Hiking, camping, book review club, Red Cross knitting, field trips, flower arrangement, embroidery, sewing, cooking, current events, weaving, model airplane building, toy construction club, scale model club, stamp collecting, personal use typing, choral reading, summer assembly programs.

Sports and games, such as: baseball, softball, volleyball, track, horseshoe, badminton, ping pong, shuffle boards, table games.

Library should be open daily from 8:30 in the morning until 9:00 at night.

The music department and the dramatics teachers could prepare concerts and programs for public presentation.

8. Attendance in the remedial classes should be compulsory. Registration in the credit and vocational courses should be voluntary, but regular attendance should then become an obligation. Attendance should otherwise be voluntary.

Herbert K. Walther  
Secondary Schools Principal



Office  
Memorandum

April 15, 1944

TO: Mr. H. K. Walther:

FROM: D. F. Drummond

SUBJECT: Summer School Program

In addition to your plan outlined under your memorandum of March 17th, please consider the following suggestions:

1. That no remedial class be scheduled which requires that the class meet more often than four times weekly, in order to provide that the program may be interrupted once each week to allow time for field trips, camping, tournaments, and other activities which may require larger blocks of time.

2. In addition to credit courses offered, include the following remedial classes on the junior high school level:

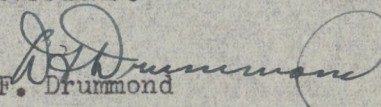
1. Reading
2. Mathematics Skills and Problem Solving
3. Oral language
4. Language Skills
5. Remedial Physical Education

3. Add the following to the list of activities:

1. Current Forum
2. Formal Debate
3. General Language

4. That most activity type classes meet in the block of time from 2:30 until 4:30 PM, and on an average of from two to three times weekly, allowing more time for a broader range of activity.

5. That ample opportunity be provided for pupil experience in planning and participation in the organization and administration of the entire summer program, through the medium of such devices as frequent evening programs, council activities, student committees functioning in arranging dances, parties, and public discussions.

  
D. F. Drummond



WAR RELOCATION AUTHORITY  
GRANADA PROJECT

MEMORANDUM

May 1, 1944

To: James G. Lindley

Subject: Summer School and Project Employment

In making out plans for the summer, it is necessary that we adopt some general policy covering the employment of persons of school age. The Education Section is in accord with the suggestions made by Mr. Spencer in his recent memorandum addressed to you. In addition to the policies outlined by Mr. Spencer, we would like to suggest the following:

1. That the high school principal be given authority to designate those persons, both boys and girls, who should be retained in school to remove scholastic deficiencies with the understanding that such detention should not exceed four hours per day, five days per week.
2. That in case a boy is or will become 18 years of age before the close of the first semester of the 1944-45 school year, he shall be permitted to carry high school work on a full-time basis during the summer with permission from the high school principal.
3. That, unless it becomes necessary to draft project labor, people of school age should be permitted to enroll in school-conducted programs not exceeding four hours per day (8:00 a.m. to 12:00 noon) five days per week.
4. That all people of school age who are employable should be urged to accept project employment during the hours in which they are not engaged in a bona fide school program.
5. That the academic program of the secondary schools, not including certain purely vocational courses, shall be confined to hours between 8:00 a.m. and 12:00 noon, Monday through Friday.
6. That insofar as it is possible to do so, the assignments for project employment of persons of school age shall be made to contribute to the vocational training of the employee and that assignments, except in the event of the necessity to draft labor, be selected by the employee.

The Education Section is anxious to promote employment, and they are fully aware of the necessity for it. At the same time they do want to insure constructive employment for those of school age, and they are anxious to avoid the exploitation of young people so that people older than they can avoid their responsibilities to the community.

Lloyd A. Garrison  
Superintendent of Education

cc Enoch Dumas James R. Walter  
Frances Shuck ✓ Herbert K. Walther



## REPORT ON SUMMER ACTIVITIES

Robert Dierlam  
Secondary School Instructor  
American pronunciation, remedial reading,  
ninth grade English review, dramatics.  
Amache Secondary School

According to the outline of summer school activities which Dr. Ade suggested, my contributions come under the headings, "Opportunity for Self-Expression" and "Opportunity for Work Experience." I shall attempt to list briefly various experiences in which my classes participated that contributed to the pupils' self-expression in the arts and that gave them a basis for future work experience.

### THE DRAMATIC'S CLASS-Opportunity for self-expression in the arts.

At the beginning of the summer term students in this class decided that they would like to concentrate their actual play production experience in the field of radio drama and production. Accordingly, the older, more experienced members of the class were chosen as directors, and a search for suitable script ideas took place. Various collections of radio plays and the files of Scholastic proved most valuable. Two plays were finally chosen as possibilities. These were amended and edited by the class to suit our camp situation.

When the group became ready for casting the plays, they instructed the directors to use voice quality as the most important criterion of casting. Imaginative background for creating characterization, conscientiousness about attending rehearsals, and ability to work co-operatively as a member of a group were also to be considered by the directors.

The two girl directors took their duties very seriously, and spent considerable time and thought in making their selections. Every member of the class, except two girls who had jobs that did not permit them to attend rehearsals, was cast in a part.

Our school P.A. system was used in rehearsal from the beginning, and, as much as possible, actual studio working conditions were simulated.



Various committees of students served on research for sound effects, and several students gave reports to the class on information they had found.

At all times in rehearsal the ear was used as a basis for making decisions about what was "right"; to this end the critics and directors listened frequently from a loud speaker placed in a room some distance from the studio. The students discovered that they must not slur the consonants at the beginnings and ends of words, and that a low-pitched voice with intensity but without great volume is most pleasing to listen to. Much difficulty was experienced in getting the horse's hooves and the automobile engine and the gun shot just "right".

Finally, after four weeks of rehearsal, the class chose two official "greeter" to invite other classes who met during the same period as the dramatics class to be guests. These groups were asked also to submit criticisms after they had heard the plays.

Our guests, some ninety students, were seated in two different class-rooms, and the loud speaker was placed in the connecting doorway. The actual performance was seemingly very satisfactory.

I think radio drama is invaluable as a means of providing dramatic experience for our core classes, because it offers a means of overcoming the ever-recurring shyness and reticence which are frequently characteristic of our students. Young people do not hesitate to speak over a microphone when their audience is unseen. Radio drama is an easy transition to platform work in which the student faces his audience. He gains confidence first by actual participation in a play--the next step, then does not seem quite so horrible.

#### OPPORTUNITY FOR WORK EXPERIENCE AMERICAN PRONUNCIATION

This class did not provide actual work experience, but it assuredly contributed to the day when the student will relocate for outside employment.

A number of our high school students, we noticed last year, spoke English with hesitation and difficulty because of their bi-lingual home background or because they attended racially segregated oriental school, such as Walnut Grove. We



attempted , in our English classes last year to deal with individual cases as much as possible. This summer, however, our teaching load made it impossible for us to set up a special class-room situation.

As a basis for teaching pronunciation, the Webster's dictionary symbols were used. The International Phonetic Alphabet is undoubtedly superior, but, too much time is taken from more valuable teaching to learn the intricacies of the symbols when this system is used.

I found that the Scott-Foresman materials sent with the Thorndike-Century Senior dictionaries were invaluable, especially Dr. Miles Hawley's phonograph record on American pronunciation.

Recordings were made of each student, so that he could hear his voice with objectivity. Consonantal drill centered upon the , th, confusing l and v, the formation of I, and upon ng before a vowel. Vowel drill centered mainly upon the formation of u and upon confused e for i. These sounds seem to cause Japanese-Americans most of their difficulty in sound formation.

Class lists of words spelled alike but pronounce differently, words pronounced alike but spelled differently, and words ending in ed were made. Much practice was given in stress or accent, and in English intonation. The class learned why they speak somewhat differently through comparison of the English and Japanese language stress patterns and by learning that Japanese is un-inflected in both senses of the word "inflection."

#### NINTH GRADE ENGLISH REVIEW-Opportunity for Work Experience.

At about the time that summer school began the Boston War Relocation Authority Office was opened. My ninth grade class decided that they would investigate the possibilities for relocation in the various New England and middle Atlantic states. Their social studies teachers had been teaching a unit on United States Place-name geography, and the students decided to limit their reports to sections of the country about which they knew the least.



First, the class made up a list of things they would like to know about, cities or towns in which they might like to live. Paticularly, they were concerned with standards of living, schools, recreational opportunities, and especially with the attitude of the native inhabitants toward evacuees.

Then it was necessary to discover the technique of finding information. The library and its facilities were visited, and the use of the Reader's Guide to Periodical Literature was sought. Some of the students were delegated to visit the Employment Office to interview the personnel there regarding relocation opportunities. These students had to learn the techniques of conducting an interview. Others visited the night school Relocation Library to find specific information.

After all the information was gathered, we were ready to learn about giving reports. The class made up a check list of do's and don't's which they and I used in making suggestions to the various speakers via the note method. Seldom do I give speakers criticism of an individual speaker before the class unless the suggestion applies to the majority of the students.



Sept 1, 1943

## REPORT ON SUMMER ACTIVITIES

Senior High School  
Amache, Colorado

In making our plans for summer school we found that our needs called for some very definite considerations. In the first place an academic course was necessary for those people who missed from 8 to 12 weeks schooling at the time of evacuation. Because our problem is relocation, and because many of our people are not relocating until graduation from high school, we feel that shortening the time to receive a high school diploma (not lowering the standards, however) is desirable. Many pupils had had the first half of a course, such as typing (we had no typewriters until the second semester) and the summer offered them the opportunity to take the second half of the course and be ready to continue in the second year in the fall semester.

For others physical activities and a corrective program were important. Others wanted to spend their time developing their hobby, learning new arts and crafts, learning a musical instrument, etc.

The program which we wished to put into effect was somewhat curtailed by the demands of employment, as much farm labor especially was needed. Because we did not wish to run in competition with needed employment, we cut out altogether our afternoon boy's activities.

The morning was spent in academic pursuits as a rule--the afternoon in non-credit activities. A total of 361 enrolled in academic courses. About 150 engaged in afternoon activities.

For expediency the remainder of this report will be divided into the divisions suggested by Dr. Ade.

### I. Health and Well-Being

Of course this was the chief field of emphasis in the boys' and girls' physical education program. As soon as we were in our new building an examination room was equipped and each boy was given a health examination. These were private and by appointment. Individual health problems and corrective measures were discussed with each boy. These records will become a part of the student file and will be used for a follow-up check later. A very good attitude has been built up concerning these examinations as boys out of school come asking for one.

On one day a week the boys morning physical education classes met in the classroom for general health instruction. The remainder of the week they met in the gym to participate in a constructive activity program of basketball, volleyball, badminton, setting-up exercises, tumbling, ropeclimbing, and corrective exercises.



It was impossible to get a room ready for health examinations for the girls, but these will be given in the fall. However, 50 to 60 girls participated in a voluntary program on school days and Saturdays. Their activities were:

- A. Badminton--a co-recreational as well as individual sports activity--very adaptable to varying ages and skills.  
  
A doubles tournament--single elimination with consolation and championship brackets. Match play games were the "best two out of three." A total of 13 doubles teams participated. Champions and consolation winners from each class competed in an interclass tournament on Saturday mornings.
- B. Indoor Tennis--a modified game to fit the gymnasium, and a popular activity.
- C. Padleball--a handball tennis played on indoor tennis courts. Small paddles were attached to the hands of each participant. This is a good activity because it develops both sides of the body.
- D. Pateca--hand badminton.
- E. Tetherball--a vigorous activity for limited space and inexpensive equipment.

According to the girls' physical education director the following benefits besides the usual health ones were derived from the summer activities program:

1. Voluntary participation in a non-credit activity--an activity taken "just for the fun of it!"
2. Opportunity for self-expression in physical activity.
3. Experience in which limited equipment and facilities had to be shared by members of a group.
4. Opportunities for girls with certain game skills to share knowledge with other--a contribution to a social civilization--experienced players helped the beginner.
5. Improved skills in recreational activities--a need for balanced living--emotional stability.
6. Opportunity to develop a sense of values--adjusting to winning and losing situations (badminton tournament)



7. Conformation to rules regulating a game and thereby the ethical conduct of individuals.
8. Co-recreational activities (These were limited but from 25 to 35 boys had an opportunity to play the above games with the girls)--opportunity for the individual to participate in the creation of desirable patterns of social action.

Although improvement of health and wellbeing was not so directly taught in other classes, it was constantly in teacher's minds as shown in the following reports:

Music Twirling classes were conducted for the benefit of 147 students. (These were not all high school, but elementary and junior high as well.) Classes were held outdoors during mid-forenoon five days weekly. Students learned healthful and pleasant form of exercise as well as gracefulness, marching, poise, and the standard rudiments of baton twirling. Advanced students, also, learned many "trick" twirls and at least one performance routine.

Commercial Correct posture in business situations for the sake of less fatigue and as an aid to better health was emphasized. The necessity of keeping fit, so as to decrease absenteeism by getting enough sleep, eating correctly and getting sufficient exercise was stressed.

Homemaking Twenty girls completed a very satisfactory course in home nursing. The importance of cleanliness in preparing and serving food, cleanliness in the home were also emphasized, of course.

Beside the physical health the mental health was taken into consideration in all the classes but most especially in the English, Social Studies combinations and in a course for girls which we called Personal Problems. The girls discussed such problems as personality improvement, boy and girl relationships, parent influence, attitude toward minority groups, and how to meet it, etc. It is hoped that better mental adjustments have been made and that the problems seem less serious.

About fifteen of our students had opportunity to go to camps, sponsored by the church groups or the boy scouts. The camping trip sponsored by the school combined business with pleasure. The agriculture boys found a lull in their farm work when it was possible for them to take a trip to help dismantle a C.C.C. camp near Pueblo, Colorado. Twenty-five of our girls went to a work camp also near Pueblo, where they spent two weeks picking peas and beans. This camp was sponsored by the Y.W.C.A., and had activities of a recreational nature in the evenings. The girls greatly enjoyed this experience, and profited by making many Caucasian friends.



## II Opportunity for Self-Expression

Many of our very interesting activities could be listed under this heading. The opportunities for self-expression were many and varied. The dramatic class had an interesting experience in producing radio plays. A description of their work follows:

At the beginning of the summer term students in this class decided that they would like to concentrate their actual play production experience in the field of radio drama and production. Accordingly, the older, more experienced members of the class were chosen as directors, and a search for suitable script ideas took place. Various collections of radio plays and the files of Scholastic proved most valuable. Two plays were finally chosen as possibilities. These were amended and edited by the class to suit our camp situation.

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The two girl directors took their duties very seriously, and spent considerable time and thought in making their selections. Every member of the class, except two girls who had jobs that did not permit them to attend rehearsals, was cast in a part.

Our school P. W. system was used in rehearsal from the beginning, and, as much as possible, actual studio working conditions were simulated.

Various committees of students served on research for sound effects, and several students gave reports to the class on information they had found.

At all times in rehearsal the ear was used as a basis for making decisions about what was "right"; to this end the critics and directors listened frequently from a loud speaker placed in a room some distance from the studio. The students discovered that they must not slur the consonants at the beginnings and ends of words, and that a low-pitched voice with intensity but without great volume is most pleasing to listen to. Much difficulty was experienced in getting the horse's hooves and the automobile engine and the gun shot just "right."

Finally, after four weeks of rehearsal, the class chose two official "greeter" to invite other classes who met during the same period as the dramatics class to be guests. These groups were asked also to submit criticisms after they had heard the plays.



Our guests, some ninety students, were seated in two different class-rooms, and the loud speaker was placed in the connecting doorway. The actual performance was seemingly very satisfactory.

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An extremely interesting class in pattern making and drafting was held under the supervision of the homemaking department, and taught by a very skillful Amache resident. About 50 girls enrolled in this class. Arts and crafts, woodworking, etc. also furnished an opportunity for self expression.

Two parties were held during the summer term, and of course in planning the decorations the program the refreshments and all, there was opportunity for self expression, as well as group experience.

The music supervisor lists the activities which he thinks contributed to this section of the report:

- A. Tonette classes - The students learned how to express themselves in a new medium of music. These summer classes were confined to learning well known songs (by note and by ear) and to create original songs.
- B. Beginning String Class - The class was conducted according to individual needs and desires leading to skill in interpreting notes on the printed page into something resembling music.
- C. Beginning Band class - It was conducted fundamentally the same as the Beginning String class except that the medium of expression was on a wind instrument instead of on strings.
- D. Intermediate String Class - The students were interested in developing their musical skill so that they would be capable of playing in the advanced orchestra during the coming fall term.
- E. Concert Band - This class has contributed to the students' appreciation of music and has undoubtedly stimulated their self-expression as well as developed their skill in using their musical tools. In order to give these students the public recognition they deserved and to give the community some musical entertainment, this group presented two



outdoor concerts, the programs of which are attached.

- F. Concert Orchestra - In general, the accomplishments have been the same as for the Concert Band. This group explored as wide a range of orchestra music as was available and was deemed appropriate. The program of the outdoor orchestra concert that was presented is also attached.
- G. Ensemble - During the summer, various groups of instrumentalists have organized trios, quartets, etc., with a limited amount of teacher supervision. These groups have stimulated interest in music as well as affording a wise use of leisure time. Some of the ensembles were given an opportunity to present their accomplishments in public.

Opportunity for self-expression was also found in the commercial department where the teacher reports as follows:

1. In all of the typing classes, in office practice, in shorthand, and in the work assignments for teachers the students had some opportunity to choose styles of letters and to make artistic arrangement of work being done.
2. The clerks and the members of the Board of Directors of the Co-op store had opportunities for self-expression in arranging displays, designing business forms to be used, and in making posters.

Reports from the social studies and English classes, show that much opportunity was given for free discussion of the American scene. The tenth grade groups spent some time on clear thinking, and propoganda analysis. The usual discussions on problems facing us as a people, and as a nation were interesting and valuable. Of course, the events of the summer, the race riots and the war situation brought up many interesting discussions. Especially were these considered in the light of the fact that this is a minority race, and the same problems are theirs.

### III OPPORTUNITIES FOR WORK EXPERIENCE

A very interesting opportunity for work experience was offered in the High School Co-op Store. The report on the Co-op reads:

"The fine members of the Board of Directors moved the store to the new building; set up displays; and helped with or performed the duties of bookkeeping, buying, selling, and managing. They also took care of the banking, took inventories, opened and closed the store each day, sold new membership, and encouraged the sale of War Stamps, kept all records and made reports to members.



"The clerks and the committee members gained experience in selling, in meeting the public, and in practicing some fundamental business skills, such as arithmetic and handling business forms.

"Except one hour at noon, the Co-op was open the entire day during the summer school. A profit of about \$75 was realized and a supply of over \$350 worth of goods was purchased in order to handle sales at the beginning of the fall semester."

Student-stenographers and typists were assigned to the teachers from the office practice and advanced typing classes. These students were required to complete two to five hours of work each week, such as filing, typing, completing the duplicating process, and taking dictation. This work enabled the students to meet actual work problems, to learn to follow directions, and to gain confidence in their abilities to learn new skills as well as to practice those already learned.

The students in the Office Practice class were trained to go immediately into an office as typists, file clerks, or stenographers either on the project or outside. Special typing techniques, filing processes, transcription, office etiquette and duties were taught.

Special training for work opportunities was also given in the course, "Preinduction Training for the Army Clerk." A course as outlined by the Adjutant General's Office in Washington, D. C., was taught to enable the boys to fit into an army clerical position if they volunteered, the girls interested in the WAC to make a better adjustment, and any boy or girl to better understand and handle many types of clerical situations and forms.

Then there were several classes which did not provide actual work experience, but did most assuredly contribute to the day when the student will relocate for outside employment.

One of these was the class in American Pronunciation. A description follows:

A number of our high school students, we noticed last year, spoke English with hesitation and difficulty because of their bi-lingual home background or because they attended racially segregated oriental school, such as Walnut Grove. We attempted, in our English classes last year to deal with individual cases as much as possible. This summer, however, our teaching load made it impossible for us to set up a special class-room situation.

As a basis for teaching pronunciation, the Webster's dictionary symbols were used. The International Phonetic Alphabet is undoubtedly superior, but, too much time is taken



from more valuable teachings to learn the intricacies of the symbols when this system is used.

I found that the Scott-Foresman materials sent with the Thorndike-Century Senior dictionaries were invaluable, especially Dr. Miles Hawley's phonograph record on American pronunciation.

Recordings were made of each student, so that he could hear his voice with objectivity. Consonantal drill centered upon the th, confusing l and v, the formation of i, and upon ng before a vowel. Vowel drill centered mainly upon the formation of u and upon confused e for i. These sounds seem to cause Japanese-Americans most of their difficulty in sound formation.

Class lists of words spelled alike but pronounced differently, words pronounced alike but spelled differently, and words ending in ed were made. Much practice was given in stress or accent, and in English intonation. The class learned why they speak somewhat differently through comparison of the English and Japanese language stress patterns and by learning that Japanese is un-inflected in both senses of the word "inflection."

An interesting English and Social Studies group worked out some of the problems of relocation--

At about the time that summer school began the Boston War Relocation Authority Office was opened. This class decided that they would investigate the possibilities for relocation in the various New England and middle Atlantic states. Their social studies teachers had been teaching a unit on United States Place-name geography, and the students decided to limit their reports to sections of the country about which they know the least.

First, the class made up a list of things they would like to know about, cities or towns in which they might like to live. Particularly, they were concerned with standards of living, schools, recreational opportunities, and especially with the attitude of the native inhabitants toward evacuees.

Then it was necessary to discover the technique of finding information. The library and its facilities were visited, and the use of the Reader's Guide to Periodical Literature was sought. Some of the students were delegated to visit the Employment Office to interview the personnel there regarding relocation opportunities. These students had to learn the techniques of conducting an interview. Others visited the night school Relocation Library to find specific information.



After all the information was gathered, we were ready to learn about giving reports. The class made up a check list of do's and don't's which they and the teacher used in making suggestions to the various speakers via the note method.

In connection with the work experiences of the summer it might be interesting to note that 71 of the 197 girls in school and 88 of the 164 boys had part time jobs. The majority of these jobs were in mess-halls.

#### IV. OPPORTUNITY FOR GROUP EXPERIENCE

Many of the organized clubs continued to function in the summer months. The Girl Reserves continued their service to the community through care of small children cheering hospital patients, etc. They were able to have some social affairs also.

The Girls' Service Club continued their activities.

The National Honor Society held a banquet on August 9, old members entertaining new members. Attractive invitations and placecards were made by the entertaining committee.

In music there were also opportunities for group experiences in planning and presenting programs.

#### SUPPLEMENTARY REMARKS

Rev. Suzuki, pastor of one of the Amache churches, made it possible for us to show our students ten very good films. These concerned religious and social problems and were used by the social studies teachers as part of their instruction.

The 33 boys enrolled in Agriculture had a very busy summer on their 550 acres, but a very profitable one. The school farm is in excellent condition and production is high.

The school garden is also in good condition, and the homemaking girls have been able to do considerable canning. Several bushels of produce from the school garden have been given to the Mess Division and Center Hospital.

Respectfully submitted,

Grace G. Lewis



C \* O \* N \* C \* E \* R \* T

By

AMACHE MUNICIPAL BAND

Under the direction of Tad Hascall

9F Outdoor Stage

7:00 P. M.

P R O G R A M

I

America

Billy Boy March . . . . . Fred Laurence  
Rejoice Oh My Soul . . . . . Rob't Schumann  
Where'er You Walk . . . . . G. F. Handel

II

Vanguard March . . . . . Hollingsworth  
When Irish Eyes Are Smiling . . . . . Ernest R. Ball  
Spirit of Youth, Overture . . . . . Fortunato Scedillo  
Warming Up, March . . . . . M. H. Rebble

III

Yare, Overture . . . . . Harold Bennett  
Men of the West, March . . . . . G. F. Jackson  
The Star Spangled Banner



C \* O \* N \* C \* E \* R \* T

by

THE ARACHE SYMPHONY ORCHESTRA

Under the direction of Tad Haseall

ASSISTED BY THE HIGH SCHOOL GIRLS TRIO

Lily Nagatoshi, Edna Anamote, May Yoshioka

Accompanied by  
Directed

Miss Soreen Klein

9F Outdoor Stage

July 30, 1943 7:00 P.M.

P R O G R A M

I

America  
The Oracle, Overture . . . . . Otis Taylor  
Roll off, March . . . . . Lester Brockton  
The Orchestra  
In My Arms  
The Trio

II

Excerpts from the 6th Symphony . . . . . Tchaikowsky  
Farandole . . . . . Geo. Bizet  
From the 5th Symphony . . . . . Tchaikowsky  
The Orchestra

III

On to Victory, March . . . . . Ralph I. Schoonmaker  
The Orchestra  
Johnny Doughboy Found a Rose in Ireland  
This is Worth Fighting For  
The Trio

IV

Plantation Overture . . . . . Charles J. Roberts  
The Star Spangled Banner



C \* O \* N \* E \* R \* T

by the  
Amache Municipal Band

Under the direction of  
Mr. Tad Hascall and Mr. George Kubota

August 6, 1943  
7:00 P.M.

9F Outdoor Stage

I

America  
Promotion, march.....Ed. Chenette  
Auport, march.....R. B. E. Senberg  
Blue Moon, waltz.....M. H. Ribble  
Yesternight, serenade.....R. B. Eisenberg

II

Evening Shadows.....D. H. Stubblebine  
Mr. Wallace Arima, French Horn Soloist  
Deep Purple.....Peter De Rose  
Organ Melody.....Ed Chenette

III

Honor Band, march.....Ernest Weber  
Deep Bass.....Henry Fillmore  
Mr. George Yoshioka, Sousaphone Soloist  
Starter, march.....M. H. Ribble

IV

My Buddy, Polka.....Ervin Kleffman  
Cornet Soloists  
Mr. Satoshi Hirano, Mr. Mark Watanabe, Mr. George Tanaka  
Neptune, overture.....R. B. Eisenburg  
Forward, march.....Ed Chenette  
The Star Spangled Banner



Lloyd A. Garrison, Supt. of Education  
Herbert K. Walther, Principal  
James K. Walter, Vocational Supervisor

Donald F. Drummond, Ass't Principal  
Grace G. Lewis, Vocational Advisor

AMACHE SECONDARY SCHOOLS  
War Relocation Authority  
Summer Activities Program

May 11, 1944

NAME \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

Present Grade \_\_\_\_\_ Section \_\_\_\_\_

Are you planning to attend summer school? ( ) Yes ( ) No

If not, what are your plans for the summer?

PLEASE READ THIS ENTIRE BULLETIN!

I. GENERAL INFORMATION

The summer activities program will extend from June 12 to August 12 inclusive.

The entire Junior-Senior high school program will be conducted in the high school building.

The morning will be divided into 4 equal periods of 50 minutes each, beginning at 8:15.

The schedule will be:

<u>Period</u>	<u>Time</u>
1	8:15--9:05
2	9:08--9:58
3	10:01--10:51
4	10:54--11:45

The afternoon will be given over largely to religious education, and recreational and vocational training activities. Films will be shown at this time. The activities will meet from 2:30-4:15.

Enrollment in the summer program is voluntary. Attendance must be regular in courses taken for credit. A pupil may register for as many classes or activities as he wishes.

A pupil may earn a maximum of  $1\frac{1}{2}$  units. Pupils who expect to be graduated in August 1944 or January 1945, or who are subject to induction by January may enroll for work beyond this maximum with special permission from Miss Lewis or Mr. Walther.

$\frac{1}{2}$  credit may be granted for the successful completion of each 2 period credit course;  $\frac{1}{4}$  credit for 1 period courses. Credit will be allowed for all "review" classes.

No partial credit will be granted to pupils leaving before August 12 (with the possible exception of inductees.)

The music and dramatics departments plan to sponsor several public performances.

ALL PUPILS WILL REPORT TO THE HIGH SCHOOL BUILDING ON JUNE 12TH AT THE FOLLOWING TIMES;

All present 6th, 7th, and 8th grade pupils report at 8:30 A.M.

All present 9th, 10th, 11th, and 12th grade pupils report at 1:00 P.M.

Names of pupils and registration rooms will be posted on bulletin boards.

Post graduate pupils may register.

II. VOCATIONAL TRAINING INFORMATION

All pupils who are 16 years of age or older who wish to enroll for summer classes or activities will be required to work at a project job on a half time basis, or to enroll in one of the following vocational training classes. In either case pupils will be paid at existing project pay rates or at apprentice pay. Arrangements will be made for those pupils who wish to work more than 20 hours per week or for full pay.



Only the following pupils will be excused from this work or vocational training obligation:

1. Pupils who can earn sufficient credit to be eligible for graduation this August.
2. Boys who will be 18 by January 1945 who wish to be graduated in August or January.
3. Girls who have important, bona-fide home duties.

PLACE A "1" BEFORE THE ONE COURSE YOU DESIRE, AND A "2" IF YOU HAVE AN ALTERNATE CHOICE.

<u>COURSE</u>	<u>TIME</u>
1. Auto Mechanics	1:00--4:30 p.m.
2. Vocational Agriculture	8:00--11:45 a.m. or 1:00--4:30 p.m.
3. Office Practice and Accounting	1:00--4:30 p.m.
4. Homemaking and Institutional Training	1:00--4:30 p.m.
5. Pre-School and Nursery School Training	8:00--11:45 a.m.
6. Class for prospective Rec. Leaders and P.E. teachers	1:00--4:30 p.m.
*7. Shoe Repair	1:00--4:30 p.m.
8. Electrical Work	1:00--4:30 p.m.
*9. Barber	1:00--4:30 p.m.
*10. Beauty Shop	1:00--4:30 p.m.
*11. Retail Merchandising	1:00--4:30 p.m.
12. Silk Screen	to be arranged
13. Carpentry	1:00--4:30 p.m.

\*subject to need for apprentice trainees.

$\frac{1}{2}$  credit toward graduation will be allowed at the successful completion of each 4 hour course. This time will be spent in both theoretical preparation and "on the job training".

The credit in vocational agriculture will be allowed only if the pupil continues in this field and registers for vocational agriculture this fall. (This rule does not apply to seniors who will be graduated at the close of the summer program, or to boys who have been enrolled in Vocational Agriculture during the past 2 years.)

Other vocational courses may be offered if instructors and equipment become available.

### III. REMEDIAL AND MAKE-UP WORK

Pupils will be notified by mail at the time report cards are sent home if they have any deficiencies which will have to be removed by attendance in any of the following summer activities classes:

1. Review reading
2. Review language
3. Review mathematics
4. Review speech

Present 7th, 8th, and 9th grade pupils who have such deficiencies will need to remove them before they can be promoted to the next grade.

Present 10th and 11th grade pupils will have to remove any deficiencies before they can become eligible for graduation. For this reason we urge those pupils to enroll in the summer activities program.

Seniors with deficiencies will be expected to remove them before they receive diplomas. All seniors may, however, participate in the commencement exercises on May 18.



AMACHE SECONDARY SCHOOLS  
HIGH SCHOOL

Suggested Summer Activities

May 11, 1944

Return this blank not later than Monday, May 15, to your English-Social Studies teacher.

Discuss it with your parents and teachers before making choices.

Mark 6 choices for the morning (if you plan to enroll). Number them from 1 to 6. The last two will be considered your alternate choices--in case any of the first four are not offered. If you want only 1, 2, or 3 subjects then mark only that number of courses in the order of your preference.

Mark not more than 3 afternoon activities (if you plan to enroll) in the order of your preference.

MORNING

	<u>CREDIT</u>	<u>TITLE</u>	<u>GRADE</u>	<u>NO. PERIODS DAILY</u>
1.	C	General Homemaking	9-12	2
2.	C	First Aid	9-12	1
3.	C	Stage Craft	9-12	2
4.	C	Dramatics	9-12	2
5.	C	World Geography	10-12	1
6.	C	Review English & Grammar & Spelling	10-12	1
7.	C	Review Reading	10-12	1
8.	C	Review Mathematics	10-12	1
9.	C	Mechanical Drawing	10-12	2
10.	C	Wood Working	9-12	2
11.	C	Senior "Pre-Relocation" Social Studies	11-12	2
12.		Reading For Fun	9-12	1
13.	C	Current Events	9-12	1
14.	C	Pre-Induction Training Boys 16 or over		1
15.	C	Introduction to Foreign Languages	8-10	1
16.	C	Creative Writing	9-12	1
17.	C	Summer Newspaper	9-12	1
18.	C	*Consumer Chemistry (Mr. George)	10-12	1
19.	C	Commercial Art	9-12	1
20.	C	Crafts	9-12	1
21.	C	Painting & Drawing	9-12	1
22.	C	Oral English	9-12	1
23.		(Debate; Forum; Extemporaneous; Microphone Technique, etc.)		
24.	C	Beginning Band	6-12	1
25.	C	Beginning Stringes	6-12	1
26.	C	*Beginning Music Theory (Mr. Hinman)	6-12	1
27.		Tonette Band	6-12	1
28.	C	*Office Practice (Miss Klein)	For Seniors only	2
29.		Personal Use Typing for Non- Commercial Students	9-12	1
30.		*Typing Practice	10-12	1
31.	C	*Advanced Shorthand (Miss Klein)	10-12	1
32.	C	Girls Glee Club	8-12	1
33.	C	Boys Glee Club	8-12	1
34.	C	Psychology	10-12	1
35.		Photography	9-12	1
36.		Knitting & Crocheting	6-12	1
37.		Flower Making	6-12	1
38.		Wood Carving	6-12	1
39.	C	*Blue Print Reading (Mr. Stillinger)	10-12	1
40.	C	Appreciation of Poetry	9-12	1
41.		Sports--Girls	6-12	1
42.		Sports--Boys	6-12	1
43.		Stamp Collecting	6-12	1
44.		Nature Study	6-12	1
45.		Listening to Music	6-12	1
46.	C	Electricity	10-12	1
47.	C	Handwriting	6-12	1
48.	C	Auto Mechanics	10-12	1
49.	C	*Class Piano (Miss Watanabe)	6-11	1
50.	C	Choral Reading	9-12	1
51.	C	Conversational Improvement	9-12	1



MORNING - continued

52. C Practical Spanish Conversation 10-12 1  
 (Credit will not count for Spanish 2)  
 \*permission of teacher must be secured before registration  
 (any class may be taken without credit)

AFTERNOON

<u>CREDIT</u>	<u>TITLE</u>	<u>GRADE</u>
1. C	*Concert Band (Mr. Hinman)	Open to all
2.	Girl Reserves	" " "
3. C	*Concert Orchestra (Mr. Hinman)	" " "
4. C	*Student Conducting (Mr. Hinman)	" " "
5.	*Dance Band (Mr. Hinman)	" " "
6.	Tonette Band	" " "
7.	Personal Use Typing	" " "
8.	*Typing Practice (for typing pupils)	" " "
9.	Typing for Teachers	Teachers
10. C	Girls Glee Club	Open to all
11. C	Boys Glee Club	" " "
12.	Photography	" " "
13.	*Maintenance & Operator of Projector and Sound System (Mr. Walther)	" " "
14.	Hi-Y	" " "
15.	Knitting & Crocheting	" " "
16.	Flower Making	" " "
17.	Wood Carving	" " "
18.	Model Airplanes	" " "
19.	Rope Splicing, Whips & Knots-Club	" " "
20.	Garden Club	" " "
21.	Tap Dancing	" " "
22.	Folk Dancing	" " "
23. C	Religious Education - Christian	" " "
24. C	Religious Education Buddhist	" " "
25.	Hobby Club	" " "
26.	Camping and Woodcraft	" " "
27.	Listening to Music - recorded	" " "
28.	Co-op Store	" " "
29.	Social Dancing	" " "
30.	Indoor Games - Table games	" " "
31.	Sports - Boys	" " "
32.	Sports - Girls	" " "
33.	Weaving	" " "
34.	Art	" " "
35.	Group Singing	" " "
36.	General Shop	" " "
37. C	*Class Piano (Miss Watanabe)	" " "
38. C	Choral Reading	" " "
39. C	Nurses Aid	" " "
40.	Story Telling	" " "
41. C	Short Story Writing	" " "

\*Permission of teacher must be secured before registration

Use this space for suggestions or comments, please:



Mr. Walther  
St. Mi.

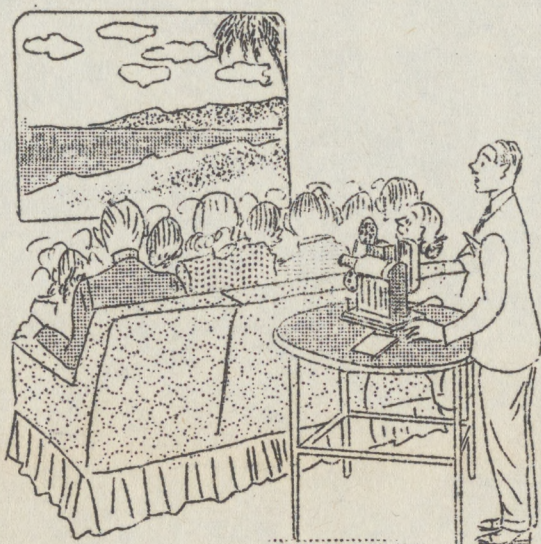
Dear Parents:

The Granada Christian Church will again sponsor a Daily Vacation Bible School in collaboration with the Amache Public Schools. There will be five full-time and five part-time teachers to conduct various activities for the children of the first to sixth grades.

These classes will begin at 9:15 and will be over at 11:30 a.m., and will be held for the most part in the 8H school area. Thus they will not conflict with the 8:15 remedial classes conducted by the Elementary School. During the 9:15-11:30 period it will be necessary for your child to be enrolled either in the public school or in the Daily Vacation Bible School.

If you wish to have your child attend the Daily Vacation Bible School, kindly fill in the questionnaire below and send it by him to his public school teacher this coming Monday.

OFFICE 10H. 9-C



御両親様

グラナダ基督教会は昨年の如く今夏も公立学校と同期間、同時刻に BLOCK 8H に於て夏期学校を営みます。今回は日本人日曜学校教師達に五名の米人指導者を加へて全力を盡す事となつてゐます。

学校の時間は午前九時十五分より十一時半迄でありまして、小學校一年生より六年生までの子供さん達をお世話致します。九時十五分よりの課目は公立学校または教会 whichever のひとつを決定致しますがなりません事を御承知下さいませ。

また登録致しました上は缺席せしに毎日出席致します様に御援助下さいませ。

事務所 10H. 9-C

HERE ARE SUBJECTS OFFERED BY THE DAILY VACATION BIBLE SCHOOL  
Please check subjects your children would like to take.

下記のプログラムを従つて一覽の上お子様に興味のあると思はる課目に X印をつけて下さい。

☐ Bible Story Hour (Heroes of the Bible)  
聖書物語

☐ Art and Handcraft. Directed by Mrs. Kate Watanabe Kuzuhara.  
圖畫・手工

☐ Music (Hymns - Classical - Records)  
讚美歌・レコード音楽・クラシック

☐ Religious and Educational Motion Pictures.  
宗教教育的活動寫眞

☐ Campfire Meetings (For 9 yrs. or older, one evening a week)  
Wienie-bake Singspiration Games Stories

焚火のまはりの集ひ (鳥、九才以上、週一回) ウィーバーク、唱歌、お祈り、ゲーム

☐ Contests Devotional Services Picnics  
禮拜・ピクニック・競技・遊戯

Fill in this questionnaire and return to the public school teacher

NAME OF CHILD 姓名..... ADDRESS 住所.....

AGE AND GRADE 年齢・学年.....

SIGNATURE OF PARENT 父兄の署名.....

入学御希望の部はこのカードに姓名、住所等を書入れた上、公立学校教師に至急  
お送り下さい。



Mr. Walther  
H. H.  
Amache Elementary School  
May 11, 1944

Dear Parents:

In order that children may have some activities to occupy part of their time during the summer vacation, we are planning to use our personnel and facilities for the operation of a summer program. We will offer both remedial study and recreational activities. Please read carefully the following paragraphs.

Teachers will need some time in which to take short vacations, to complete the work of each term, and to plan and gather materials for the following term. Therefore, the major part of the summer activities will begin on June 12 and end August 11. Before and after those dates the Elementary Library (8A-10E) will be open from 9:00 to 11:45 A.M. and 1:00 to 4:00 P.M. daily except Saturday when it is open only in the morning; moving pictures will be shown; the playground equipment will be available; and perhaps, some story-telling hours will be arranged.

Beginning June 12, remedial classes in reading, spelling, language, and arithmetic will be held from 8:15 to 9:10 A.M. five days a week. Assignment to these classes will be made on the final report card. If your child is asked to come to remedial classes, he should do so regularly. In addition to attending remedial classes your child may participate in the activities conducted by the school or church from 9:15 to 11:45.

The summer activities groups will meet five days a week, from 9:15 to 11:45, beginning June 12 and ending August 11. The school does not require any child to attend these activities. However, the facilities are available and if parents wish their children to attend, we shall be happy to accommodate them. The activities offered will vary with the interests of the children, the facilities available, and the abilities of the teachers. Among the activities planned are playground games, art, music, handcraft, excursions, moving pictures, instrumental music, story-telling, recreational reading, and others.

Religious organizations are also planning summer activities at the same time as those offered by the school. We urge those who are interested in having their children attend activities under church sponsorship to take advantage of this opportunity.

In order that we may know about how many children to plan for during the summer, please tear off the attached slip, fill it out, and return it to school.

-----  
Child's name \_\_\_\_\_ Class \_\_\_\_\_

Teacher \_\_\_\_\_.

\_\_\_\_\_ My child will attend the summer activities sponsored by the school.

\_\_\_\_\_ My child will attend the summer activities sponsored by a church group.

\_\_\_\_\_ My child will not be present at summer activities.

Remarks: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed \_\_\_\_\_  
Parent



御父兄様

児童達ニ夏季休暇ヲ利用シテ補欠勉強並ニ遊藝ヲ  
サセル爲ニ色々便宜ヲ計リ度イト思ヒマス。故ニ以下ノ文面ヲ  
注意シテ御讀ミ下サイ。

○教員達ハ今學期ノ仕事ヲ完成シ、又來學期ノ準備、爲ニ  
シバツクノ日数ヲ必要トシマス。其レ故ニ夏季學校ハ六月  
十二日より八月十一日まで終リマス。而シテ小學校圖書館（  
8月10日）此ノ期間前後ヲ閉ハス。土曜日午後ヲ除ク外、毎日  
午前八時十五分より十一時四十五分までト午後一時より午後四時まで  
開放致シマス。活動寫眞ヲ見セ、運動用具ヲ使用サシ、亦多ク介  
詔方ノ時間ヲ設ケラレマス。

○六月十二日より讀方綴方、書方、算術ヲ午前八時十五分より  
午前九時迄一週五日開放ヘマス。之等ノ組ニ指定サル（オ）場合ニハ  
最終ノ通信簿ニ依ツテ致シマス。若シ、貴方ノ御子サンガ此等ノ  
組ニ出席スル様通知ヲ受ケマシタラ、毎日休ニズ出席サセテ  
下サイ。又此組ノ外ニ學校又ハ教會主催ノクラスニモ九時十五分  
より十一時四十五分迄出席出来マス。

○其レ他ニ夏季課目ハ六月十三日より八月十一日まで毎週五日間午前  
九時より午前十時四十五分迄催サレマス。トノ子供サンモ皆必ズ  
出席ナサイトハ申シセセシガ出席出来ル結構ノ至リマス。  
科目ハ其ノ児童ノ趣味ニヨリ校庭ゲーム、圖画、音楽、映画  
手工、遠足、奏樂、讀書等ヲアツマス。

○各教會ニ圖時刻ニ夏季學校ヲ施設セラルニ事ナリマスカラ  
其ノ方面ニ参加サセテトサツテモ大変結構ナリマス。

○一件ニ付ヤ準備上幾人位ヒノ出席児童カマルカラ様々  
知り度イノテアリマス。別紙下部切取ラレレノ組ニ入レラ  
レルヲ御記入ノ上、學校ニ届ケサセテ下サイ。



AMACHE SECONDARY SCHOOLS  
Summer Activities Program

May 11, 1944

The summer activities program will extend from June 12 to August 12 inclusive.

The entire Junior-Senior high school program will be conducted in the high school building.

The morning will be divided into 4 equal periods of 50 minutes each, beginning at 8:15.

The schedule will be:

Period	Time
1	8:15--9:05
2	9:06--9:56
3	10:01--10:51
4	10:54--11:45

The afternoon will be given over largely to recreational and vocational training activities.

Enrollment in the summer program is voluntary. Attendance must be regular in courses taken for credit. A pupil may register for as many classes or activities as he wishes.

Remedial and make-up work:

- a. Pupils will be notified by mail at the time report cards are sent home if they have any deficiencies which will have to be removed by attendance in any of the following summer activities classes:

1. Remedial reading
2. Remedial language
3. Remedial mathematics
4. Remedial speech

- b. Present 7th, 8th, and 9th grade pupils who have such deficiencies will need to remove them before they can be promoted to the next grade.

- c. Present 10th and 11th grade pupils will have to remove any deficiencies before they can become eligible for graduation. For this reason we urge those pupils to enroll in the summer activities program.

The music and dramatics department plan to sponsor several public performances.

All pupils will report to the high school building on June 12th at the following times:

All present 6th, 7th, and 8th grade pupils report at 8:30 A.M.

All present 9th, 10th, 11th, and 12th grade pupils report at 1:00 P.M.

Post graduate pupils may register.

Names and registration rooms will be posted on bulletin boards.



May 11, 1944

This registration blank must be returned to your general education teacher on Monday, May 15.

Place your choices on this sheet whether you plan to enroll in the summer program or not. Be sure to indicate at the bottom of this sheet in the proper blank, whether or not you are registering for the summer program.

TITLE	MORNING	AFTERNOON
1.		
2.		
3.		
4.		
5.		
6.		

I \_\_\_\_\_ child's name do not plan to attend the summer program.  
\_\_\_\_\_ child's name

Parent's Signature



AMACHE SECONDARY SCHOOLS  
Junior High School

May 11, 1944

Suggested Summer Activities

MORNING		AFTERNOON	
<u>Title</u>	<u>Grade</u>	<u>Title</u>	<u>Grade</u>
Remedial English & Grammar & Spelling	6-9	*Concert Band	6-9
Remedial Reading	6-9	Girl Reserves	6-9
Remedial Mathematics	6-9	*Concert Orchestra	6-9
Remedial Speech	6-9	*Student Conducting	6-9
Cooking (2 periods)	6-9	*Dance Band	6-9
Sewing	6-9	Tonette Band	6-9
Geography	6-9	Personal Use Typing	6-9
Wood Working (2 periods)	6-9	Girls Glee Club	6-9
Reading for Fun	6-9	Boys Glee Club	6-9
Current Events	6-9	Knitting & Crocheting	6-9
Creative Writing	6-9	Flower Making	6-9
Summer Newspaper	6-9	Wood Carving	6-9
Painting & Drawing	6-9	Model Airplanes	6-9
Oral English	6-9	Rope Splicing, Whips & Knots	6-9
Debates; Forum; Extemporaneous; Microphone Technique, etc.		Clubs	6-9
Beginning Band	6-9	Garden Club	6-9
Beginning Strings	6-9	Tap Dancing	6-9
*Beginning Music Theory	6-9	Folk Dancing	6-9
Tonette Band	6-9	Religious Education - Christian	6-9
Personal Use Typing for non-Commercial Students	6-9	Religious Education - Buddhist	6-9
Girls Glee Club	6-9	Hobby Club	6-9
Boys Glee Club	6-9	Camping	6-9
Knitting & Crocheting	6-9	Woodcraft	6-9
Flower Making	6-9	Listening to Music	6-9
Wood Carving	6-9	*Co-op Store	6-9
Sports	6-9	Social Dancing	6-9
Stamp Collecting	6-9	Indoor Games	6-9
Nature Study	6-9	Weaving	6-9
Listening to Music	6-9	Group Singing	6-9
Handwriting	6-9	*Class Piano	6-9
*Class Piano	6-9	Choral Reading	6-9
Choral Reading	6-9		

\* Permission of teacher must be secured before registration.



# AMACHE SENIOR HIGH SCHOOL

## COURSES OFFERED

### Second Semester

1943

#### Explanation of Course Markings:

\*Courses marked with one asterisk are continued from the first semester. The first semester's work is a prerequisite. These courses cannot be entered second semester except with permission of the teacher in charge of the course and the High School Principal. Students enrolled in these courses the first semester should continue in them second semester unless excused for valid reasons by the Senior High School Principal.

\*\*Courses marked with two asterisks are continued from the first semester, but may be entered this semester. However, preference will be given to students enrolled the first semester in case the class is limited.

\*\*\*Courses marked with three asterisks are given only for one semester. Students enrolled the first semester should not re-register. These courses are primarily for students needing a one semester course.

SUBJECT	PREREQUISITES & EXPLANATION OF COURSES	CREDIT
<u>Agriculture</u>		
**Agriculture I & II	These classes will meet for 3 periods per day and give two or more units of credit. 10th grade boys should enroll in Ag. I, 11th and 12th grades in Ag. II. These courses deal with poultry, swine, dairy production and field crops. This course includes instruction in auto mechanics and machine repair. Student work part-time on the farm.	2 or more units per year
<u>Art</u>		
**Art I	This is an introductory course for all types of arts. General perspectives, various techniques and media are taught in this course.	$\frac{1}{2}$ unit per semester
**Art II	Art I is a prerequisite - Life study is the most essential part of the art course. Using models, this course emphasizes anatomical construction, portrait, quicksketch with line, light and shade, etc. Figure composition is taught along with the various theories.	$\frac{1}{2}$ unit per semester
***Commercial Art	Art I is a prerequisite. Free and mechanical hand lettering will be taught to introduce the commercial art field. Magazine advertising, newspaper layouts, poster layouts and application of various techniques and media.	$\frac{1}{2}$ unit per semester
***Art Appreciation	This class will meet every day and carry full credit. Those now enrolled should not re-register.	$\frac{1}{2}$ unit per semester
***Fine Arts & Crafts	This course includes clay modeling, leather tooling, wood carving, weaving, etc. Student should consult the instructor before enrolling.	$\frac{1}{2}$ unit per semester



SUBJECT	PREREQUISITES & EXPLANATION OF COURSES	CREDIT
<u>Commerce</u>		
*Bookkeeping I	A basic course in bookkeeping	1 unit per year
*Bookkeeping II	Student must have completed Bookkeeping I. This is a course in advanced bookkeeping.	1 unit per year
***Commercial Law	A study of business laws, legal forms and procedures. This course is primarily for Juniors and Seniors.	1 unit per year
*Business English	A review of fundamental English grammar and application of these principals to business writing. Students must have passed English 10.	1 unit per year
**Office Practice and Transcription	Stenographic skills are developed through practice and drill in actual office situations, instruction in filing, business machines. Class meets two hours per day. This course is primarily for advanced students with preparation in typing and shorthand.	2 units per year
*Shorthand I	Open to all students.	1 unit per year
*Typing I	Open to all students. Due to the fact that typing was not offered the first semester, students will receive only $\frac{1}{2}$ unit credit for second semester.	1 unit per year
**Typing II	Student must have completed Typing I. Explanation for Typing I also applies here.	1 unit per year
***Business Arithmetic	Open to Juniors and Seniors. This course is primarily for commercial students.	$\frac{1}{2}$ unit per semester

English, Speech and Dramatics

*English 10	Fundamental principles of grammar, sentence structure, theme writing, oral expression and literature. It should be taken in the Sophomore year.	1 unit per year
*World Literature	Literature types - chief contributions from the various countries are presented. Emphasis is on modern authors. Student must have Junior or Senior standing. This course is required for graduation.	1 unit per year
**English 12	Grammar review - Emphasis is on theme and letter writing and spelling. English 10 and World Literature are prerequisites; however, it may be taken with World Literature.	$\frac{1}{2}$ unit per semester
***Special English	This course consists largely of practice in the reading and writing skills with a considerable amount of time being spent on pronunciation and oral English. Instructor must approve student's enrollment.	$\frac{1}{2}$ unit per semester
**Speech	Voice production, conducting meetings, speech types, vocabulary building, speech and personality--how to be at ease in social situations and get desired results from speech.	$\frac{1}{2}$ unit per semester



SUBJECT	PREREQUISITES & EXPLANATION OF COURSES	CREDIT
**Dramatics	Much time will be spent on actual dramatic production problem: stage lighting, costuming, make-up, stage-design and construction. The production staffs for school plays will be organized within this class.	$\frac{1}{2}$ unit per semester
***Journalism	This class will publish the school paper. Open to those definitely interested and with a background of English fundamentals. English 10 with satisfactory grade is a prerequisite.	$\frac{1}{2}$ unit per semester
<u>Health and Physical Education</u>		
**Health and Physical Education	Health instruction and physical education activities - Required of all students except those enrolled in Agriculture III and Homemaking IV.	1 unit per year
***Physiology and First Aid	Designed to introduce the general principles of human physiology and first aid. Students completing the course will receive the American Red Cross First Aid Certificate. This is primarily for students with one year of science in grades 9, 10, 11 or 12.	$\frac{1}{2}$ unit per semester
<u>Homemaking</u>		
*Homemaking II	This course will include all phases of homemaking, clothing, foods, child development, child care, home management and home furnishings. Class meets two periods each day. Open to all girls with little or no experience in homemaking courses.	2 units per year
*Homemaking III	Similar to Homemaking II, except the work is advanced.	2 units per year
*Homemaking IV	This is a course in vocational Homemaking. Prerequisite is at least one year of homemaking.	2 units per year
***Sewing	This class will meet seventh period. The girls will design and make their own clothes, etc.	$\frac{1}{2}$ unit per year
<u>Industrial Arts</u>		
**Woodworking I	This course deals largely with skills and methods in the use of hand tools. Fundamental operations in planning, construction, artistic line and balance are considered.	2 units per year
**Woodworking II	Advanced construction will be given with considerable machine work. Woodworking I is a prerequisite. These classes will meet two periods and give double credit.	2 units per year
**Mechanical Drawing I	Lettering, alphabet of lines, geometric construction, three view orthographic projection and working drawings will be dealt with -	1 unit per year



SUBJECT	PREREQUISITES & EXPLANATION OF COURSES	CREDIT
**Mechanical Drawing II	Mechanical Drawing I is a prerequisite. This course will take up pictorial representation including oblique, cabinet, isometric, and perspective drawing. Inking and blue-printing will be considered.	1 unit per year
<u>Languages</u>		
*Latin I	This course is primarily for Sophomores.	1 unit per year
*Latin II	Student must have completed Latin I.	1 unit per year
*Spanish I	This course is primarily for Sophomores and Juniors.	1 unit per year
*Spanish II	Student must have completed Spanish I.	1 unit per year
<u>Mathematics</u>		
*Algebra I	General Math in Junior High School is a prerequisite. A basic course in the study of Algebra.	1 unit per year
*Algebra II	Student must have completed Algebra I. A course in advanced algebra.	1 unit per year
*Plane Geometry	Student must have completed Algebra I. A basic course in the fundamentals of geometry.	1 unit per year
***Advanced Arithmetic	This course is primarily for 11th and 12th grade students. It is a general review of arithmetic.	$\frac{1}{2}$ unit per semester
***Trigonometry	Student must have completed Algebra I, II, and Geometry.	$\frac{1}{2}$ unit per semester
***Solid Geometry	Student must have completed Geometry and Trigonometry.	$\frac{1}{2}$ unit per semester
<u>Music, Instrumental and Vocal</u>		
**Girls' Glee Club	Entrance by tryout satisfactory to instructor.	$\frac{1}{2}$ unit per semester
**Boys' Glee Club	Entrance by tryout satisfactory to instructor.	$\frac{1}{2}$ unit per semester
**Orchestra	One must have an ability to play orchestral instrument.	$\frac{1}{2}$ unit per semester
**Advanced Band	One must have an ability to play a band instrument.	$\frac{1}{2}$ unit per semester
***Beginning Band	One must show an interest in music as evidenced by piano lessons, vocal experience or other musical activities.	$\frac{1}{2}$ unit per semester
<u>Science</u>		
*General Biology	Sophomore or Junior standing -- Consideration will be given to structure and function, inter-relationships and economic importance of plants and animals.	1 unit per year
*General Physics	Student must have completed Algebra I and Plane Geometry. He must have Junior or Senior standing. A basic course in physics dealing with matter, liquids, gases, forces, heat, sound, light, magnetism and electricity.	1 unit per year



SUBJECT	PREREQUISITES & EXPLANATION OF COURSES	CREDIT
*General Chemistry	Student must have completed one year of Algebra and must have either Junior or Senior standing. An introductory course consisting of lectures, laboratory work and recitations dealing with the laws and theories of chemistry together with a study of the elements and their most important compounds.	1 unit per year
<u>Social Studies</u>		
*World Development	The origin and development of the ideas and institutions which make up our life today. This is primarily for Sophomores.	1 unit per year
*Development of American Nationality	The cause and effect of social, economic and political factors in the growth of the U. S. This course is primarily for Juniors.	1 unit per year
**Sociology	The major purpose of this course is to better human relations, lessen confusion, strife, and mutual destruction among men, and to promote harmony and cooperation. This course is intended to help students arrive at wise decisions as to social policies. This is primarily for Juniors and Seniors.	1 unit per year
**Economics	Current economic problems and a study of world peace plans and how they develop. This course is primarily for Seniors.	$\frac{1}{2}$ unit per semester

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#### INSTRUCTIONS REGARDING REGISTRATION

- I. No one can register for more than four academic subjects, unless he is a senior. — *principal advisor*
  - a. Sophomores and Juniors cannot take more than four academic subjects.
  - b. Seniors may take five academic subjects.

Non-Academic courses are as follows: Band, Orchestra, Art Appreciation, Physical Education, Dramatics, Boys' Glee Club, Girls' Glee Club and Sewing.

#### II. Required Courses

##### A. General requirements for all students:

<u>10th Grade Required Subjects</u>	<u>11th Grade Required Subjects</u>	<u>12th Grade Required Subjects</u>
1. English 10 2. World Development 3. Physical Education	1. Develop. of Am. N. 2. World Literature 3. Physical Education	1. Physical Ed.

#### III. Graduation Requirements:

For graduation from the Senior High School, a student must have earned 12 units above the ninth grade. Included in these 12 units must be 2 units in English and 2 units in Social Studies. Three years of Health and Physical Education are required for graduation, unless circumstances justify exemption. Credit given for Health and Physical Education cannot be included in the 12 units required for graduation.

Twelve units is the equivalent of sixty credits or 120 points.



# SUMMER ACTIVITIES BULLETIN

Name Misao Koga

Homeroom Teacher Miss Lewis

Present grade  
Grade 11 Section

Are you planning to attend summer school? ☒ Yes ( ) No

If not, what are your plans for the summer?

If you have a job here, you might be interested in the evening program mentioned in this bulletin.

In order for us to make our summer school schedule it is very important that we know whether or not you plan to attend Summer School, and which courses you wish to take. The formal courses offering credit will be given in the morning from 8:30 to 11:30. Those courses mentioned here have been suggested. Please check those that you would like to take. Notice that some are 2 hour classes offering  $\frac{1}{2}$  credit, and some 1 hour classes offering  $\frac{1}{4}$  credit. Do not check more than 3 hours of classes, e.g., you might check 3, one hour class, or 1 two hour course, and 1 one hour course.

## COURSES FOR SUMMER SCHOOL

### English and Speech

<u>Course</u>	<u>Credit</u>	<u>Description</u>
Individual Reading	$\frac{1}{4}$	This course will meet one hour a week. It is open to students interested in reading. The student will have a good deal of choice concerning the plan of his reading. After conferences with the instructor, a reading course will be planned, to which the student will adhere. Weekly conferences and discussions with the instructor will be held. The rate of reading will depend upon the student's time and ability. A minimum of five books will be read to secure credit, in addition to the writing of a term paper. Here is a chance to read those "good" books for which one does not seem to find time during the regular school term.
English 12	$\frac{1}{2}$	This will be essentially the same course as the one offered in the regular school term. It is an advanced grammar and composition course.
X Basic Skills in English Writing	$\frac{1}{4}$	(Students will be recommended for this course; others may elect it for $\frac{1}{4}$ credit.) This course will include a review of functional grammar, spelling, punctuation, and various other writing mechanics. Written composition will be based on students' needs and interests. Optional subjects: autobiography, letter writing, forms for written reports, and exercises in narration, exposition, and description.



<u>Course</u>	<u>Credit</u>	<u>Description</u>
Creative Writing	$\frac{1}{4}$	The techniques of various types of written expression will be studied. Students will do much writing in the various forms of expression such as the essays, the short story, and poetry. Students will read the masters of the various forms of writing, and will do much original writing. This course will be restricted to those persons with an interest in self-expression. There are no other requirements for the course.
Speech II	$\frac{1}{4}$	This will be open only to those who have had at least one semester in Speech in this school or elsewhere. It will deal with advanced forms of speech, debate, public discussions, etc.
Speech Correction	N.C.	The instructor will meet individually with each student at an arranged hour or possibly two hours each week. This is for those with definite speech difficulties - stutterers, etc.
Stagecraft	$\frac{1}{4}$	(Students spend an hour a day in class and four hours a week in the laboratory) The theory of stage design and stage lighting will be studied in this course. Formal class work will include the drafting of floor plans and elevations. Laboratory work will include practical problems in the construction of lighting equipment and of different kinds of scenery.
Dramatics I	$\frac{1}{2}$ or 1	Class meets two hours a day. Those electing to take a full credit of work will do independent reading and will be expected to participate in at least two hours of rehearsal a day. Units to be considered this summer are: The Structure of a Play, History of the Theater, Pantomime, Voice and Diction, Acting, Play Production (directing), Characterization, and Criticizing the Play. The class will produce one act plays and skits and will serve as production committee for any public productions given during the summer.
Dramatics II	$\frac{1}{4}$	Students taking this course must have taken Dramatics during the regular term or have participated in the production of a long play. Units of work will be based on student interest. Possibilities are: Exercises in Acting, Interpreting the Drama of Shakespeare, Advanced Play Production, Radio Drama, Producing a Movie, and Stage Costume Design.

#### Mathematics

Analytic Geometry	$\frac{1}{2}$	Prerequisite - 1 year of Algebra II and Trigonometry. This subject deals with geometrical problems from the analytic point of view. It explains and develops algebraic methods as used in solving geometric problems, thus acquainting one with a method of unifying algebra and geometry. The applications of mathematics to science will also be emphasized.
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CourseCreditDescriptionCommercial

Preinduction Training  
for Army Clerks

$\frac{1}{2}$

This course will be set up to train both boys and girls in clerical skills that are essential to a number of Army jobs. One-half of the period will be given to learning the organization of the Army, and the other half will be devoted to learning and practicing clerical duties and procedures. This course will prepare any student to fill a number of positions, wherein typing is not required, such as, general clerk, personal clerk, shipping clerk, stock control clerk, stock record clerk, mail clerk, file clerk, and others. It will also prepare them for positions which do require typing, such as, message center clerk, stenographers, typists, and clerk-typists. A person who completes this course should be able to make a better adjustment to Army life or to civilian employment in the War Department. All materials and books are prepared by the Army Department.

Office Practice for  
Graduate Students

N.C.

As prerequisites to this course the students should have completed both Typewriting I and Shorthand I. The aim of this course is to train the students in all phases of office work which will enable them to fill successfully any type of office position. In this course stenographic skills are developed thru practice and drill. Office procedures will be learned in real life situations. Acquisition of personal traits and habits of easy adjustments of office life are stressed. The student will learn filing, additional techniques, transcription, and methods of duplicating. After the completion of this an effort will be made to locate the student in some office position on the project or to place him in some position outside.

Office Practice

$\frac{1}{2}$

The students who enter this course should have as prerequisites Shorthand I and Typewriting I. This course is especially designed for those students who are planning to graduate at the end of the first semester. They will be advised to continue this course thruout the first semester until their graduation. This course which is set up for undergraduates will be given with more details, than the course described alone. Special emphasis will be given to all types of office work, and the students will be given extensive practice in shorthand and transcription.

Beginning Typing

$\frac{1}{2}$

This course will be scheduled primarily for undergraduates who wish to complete the second semester of their Typing I. The students will be required to attend one period in the morning for instruction and one practice period in the afternoon.

Typewriting II

$\frac{1}{2}$

This course will be scheduled for any student who wishes additional instruction in typewriting. A prerequisite will be one full year of typewriting.



<u>Course</u>	<u>Credit</u>	<u>Description</u>
Shorthand II	$\frac{1}{2}$	This course is set up to enable students who have completed Shorthand I to get additional practice in taking dictation and typing transcriptions, which will enable them to perform more adequately in the Office Practice course next year.
Business English	$\frac{1}{2}$	Business English includes a review of fundamental principles of English grammar. All types of forms of letters, both business and personal, will be written. Good habits of oral English will be gained through creation of business-like conditions in the classroom. This course is a requirement for all commercial majors.

### Music

All classes will meet three times a week. Interested students may enroll in all eleven classes if they so desire. There is no limit to the number who may enroll except as mentioned for dance band and concert orchestra.

A limited number of instruments may be loaned to students enrolled in classes. These instruments are owned by the W.R.A. and are issued by Mr. Hascall. Arrangements should be made for the loan of an instrument before enrolling in a class if the student does not have his own horn.

Intermediate and advanced groups may include players of all ages. Beginning groups will be divided according to their learning ability. If you want credit, that must be arranged by you with the instructor.

#### Intermediate Band

For those students who are now enrolled in beginning band classes, who wish to further their musical education, and for others who are past the primary stages of instrumental music.

#### Marching Band

For all wind players, drummers, and twirlers who are now enrolled in advanced or beginning band, or who are capable of playing simple marches. This band will perform for all parades, flag raisings, and other outdoor ceremonies. Will not be held if less than 25 enroll.

#### Dance Band

For the advanced instrumental student who is interested in playing dance music. Will not be held unless the proper instrumentation can be secured.

#### Beginning Strings

For those who wish to learn stringed instrument (violin, viola, cello, or bass viola) who have never had any previous training in that field.

#### Intermediate Strings

For those who are now enrolled in beginning string groups and for those string players who are past the elementary stages of music.

#### Scout Drum and Bugle Corps

For scouts only who have had at least a little experience in blowing a bugle, cornet, or trumpet or in beating a drum.

#### Beginning Twirling

For those who would like to learn to twirl a baton who have had no previous training in that field.



<u>Course</u>	<u>Credit</u>	<u>Description</u>
<u>Industrial Arts</u>		
Woodwork I	Credit to be decided by amount of work accomplished.	<p>The following topics will be given consideration:</p> <ol style="list-style-type: none"> <li>1. Classification of tools</li> <li>2. Common essential tools</li> <li>3. Measuring and gauging</li> <li>4. Lay-out and testing</li> <li>5. Jointing and shaping</li> <li>6. Wood preservation</li> <li>7. Preparing wood for finishing</li> <li>8. Tool operation</li> <li>9. Care of tools</li> <li>10. Abrasives and their uses</li> <li>11. Kinds of lumber</li> <li>12. Study of glue</li> <li>13. Study of fasteners</li> </ol>
Woodwork II	Credit to be decided by amount of work accomplished.	<p>These problems will be studied:</p> <ol style="list-style-type: none"> <li>1. Cabinet work</li> <li>2. Structure of wood</li> <li>3. Composition and manufacture various structural material</li> <li>4. Problems related to industry</li> <li>5. Blue print reading</li> <li>6. Shop mathematics</li> <li>7. Design and styles of furniture</li> <li>8. Characteristics of "Period Design"</li> <li>9. Miscellaneous repair work</li> </ol>
Mechanical Drawing	Credit to be decided by amount of work accomplished.	<p>The aims of mechanical drawing may be divided into two classes, General and Specific. The General Objectives are:</p> <ol style="list-style-type: none"> <li>1. To acquire information which will aid in education and vocational selection.</li> <li>2. To develop self-reliance in solving mechanical problems.</li> <li>3. To develop an appreciation of the inter-relationship of industries through drawing.</li> <li>4. To obtain better understanding of the work of the engineer, the mechanic and the contractor.</li> <li>5. Problems in Geometric Construction.</li> <li>6. Simple Orthographic Projection.</li> <li>7. Auxiliary Views and Section.</li> <li>8. Lining</li> <li>9. Development of plane.</li> </ol> <p>Specific Objectives:</p> <ol style="list-style-type: none"> <li>1. To learn to read and write the language of industries.</li> <li>2. To learn to read diagrams, charts, plans, maps and blue prints.</li> <li>3. To make working sketches.</li> <li>4. To make working drawings.</li> <li>5. To acquire skill in the use of drawing instruments.</li> <li>6. To prepare for more advanced courses in mechanical drawing.</li> </ol>



<u>Course</u>	<u>Credit</u>	<u>Description</u>
<u>Homemaking</u>		
Child Care	3/4	<p>All girls interested in the theory, Child Care, as a summer activity, practice teaching in a Nursery School and work shop experience in making equipment for Nursery School are eligible.</p> <p>1 hour each day : Lecture  2 hours each day: Work Shop  3 hours each day: Teaching in Nursery School</p> <p>Note:</p> <p>Nursery Schools will run both morning and afternoon. Girls in this class will be divided, some teaching mornings with theory and work shop in the afternoon. Others teaching afternoons with theory and work in the mornings. Salary for hours teaching.</p>
Home Nursing	1/2	Two hours each morning Monday thru Friday. This will be theory and actual practice.
Family Relationships	1/4	<p>Some of the problems to be discussed in this course are:</p> <ol style="list-style-type: none"> <li>1. How to face family life as it's being lived today and as it is to be lived in the very near future.</li> <li>2. How to understand and appraise the values in family life.</li> <li>3. What makes for success and failure in family living.</li> <li>4. Making common sense family decisions.</li> </ol>
Clothing	3/4	<ol style="list-style-type: none"> <li>1. Three hours each morning Monday thru Friday. This will be Pattern Drafting and Study of Textiles.</li> <li>2. Clothing construction work shop. Made Overs - Each afternoon Monday thru Friday.</li> </ol>
Foods	3/4	<p>Three hours and this will include:</p> <p>Marketing  Care of foods  Preparation  Serving  Courtesies  Food Preservation</p> <p>Vocation:</p> <p>Waitress training  Salad girl in hotels and restaurants.</p>

Physical Education

First Aid	1/4	<p>The course emphasizes the prevention of common accidents. A study is made of what to do in emergencies and factors which demand a physician's care. Simple bandaging, the making and application of splints for fractures, and the use of tourniquets are considered. The students may qualify for the American Red Cross First Aid Certificate. Class limit is 20.</p>
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<u>Course</u>	<u>Credit</u>	<u>Description</u>
Personal Hygiene and Health	$\frac{1}{4}$	This course will emphasize the meaning of health in terms of healthful living and the desire to live best and serve most.
Recreational Leadership Training	$\frac{1}{4}$	A class designed to train leaders who would serve as a nucleus around which social activities in the high school might be built. The course will offer basic training in game leadership and methods of conducting social activities. It will consist of theory combined with actual experience with small groups. The culminating activity might well be an all high school party or something of similar nature where a large group of students would be involved. Both boys and girls should enroll.
Student Recreation Leaders Training Course	$\frac{1}{4}$	This class will offer play leadership training to high school students so that they can assist in block recreation projects designed for the younger children.
Girls' Leader Corps	$\frac{1}{4}$	A training course for girls interested in physical education activities. Membership through invitation - the nucleus of this group has already received bids. This group of girls would assist in the P.E. program during the regular school term and act as a coordinating agent for and provide officials, etc. for G.A.A. activities.

#### Social Studies

U. S. Government	$\frac{1}{2}$	<p>The following problems would be discussed:</p> <ol style="list-style-type: none"> <li>1. The three departments of Federal Government.</li> <li>2. City, county, and state government.</li> <li>3. Suffrage, elections, finance, etc.</li> <li>4. What our government does for us and what we owe our government.</li> <li>5. Problems - as many as time permits.</li> </ol>
Social Studies Orientation	$\frac{1}{4}$	<p>Certain skills are needed if one is to study the social studies most efficiently. In this course, a number of the most important skills needed in social studies are pointed out, such as:</p> <ol style="list-style-type: none"> <li>1. How to use a map</li> <li>2. How to locate references on a topic</li> <li>3. How to prepare a good report</li> <li>4. How to use Parliamentary Procedure</li> <li>5. How to understand social studies reading</li> <li>6. How to take part in a social studies discussion, etc.</li> </ol>



<u>Course</u>	<u>Credit</u>	<u>Description</u>
Personal Problems	$\frac{1}{4}$	The following problems would be discussed: <ol style="list-style-type: none"> <li>1. Adjustments in school and away from home.</li> <li>2. Choosing friends.</li> <li>3. Boy and girl relationships.</li> <li>4. What makes a well rounded person.</li> <li>5. Plans for future.</li> <li>6. Business of getting a job.</li> <li>7. Meeting the public.</li> <li>8. Parent and child relationships.</li> <li>9. Family life.</li> <li>10. Courtesies</li> <li>11. Dress</li> </ol>

#### Miscellaneous Course

Penmanship	N.C.	Palmer method will be taught and students may qualify for the Students' Palmer Certificate. Class limit is 20.
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#### Art

At the present time we have no one to teach art in the summer school, therefore, we don't know what type of arts and crafts can be offered, but some offerings in this field will be made. Please write your suggestions for types of art or crafts you'd like to have.

#### Religious Instruction

The various religious groups are offering instruction for one hour each day. They will provide their own teachers, but will use school rooms. The hours will fit into the schedule so that you could take one hour of religious instruction and two hours of school work. Please check the groups in which you wish to enroll.

- |                                   |  |
|-----------------------------------|--|
| <input type="checkbox"/> Catholic | <input type="checkbox"/> Protestant            |
| <input type="checkbox"/> Buddhist | <input type="checkbox"/> Seventh Day Adventist |

#### Continuation Courses

The following courses and probably some others will be offered as continuation courses. New students may not enroll, but taking these classes will help you go on with the subject next year. You may be required by your present teacher to continue a course you are now taking in order to get credit for it.

- |         |           |
|---------|-----------|
| Spanish | Geometry  |
| English | Physics   |
| Algebra | Chemistry |
| Biology |           |

#### Your Suggestions

Please write below any other suggestions you wish to make regarding courses to be offered for credit in the summer school.

#### Activities

These activities do not give credit, but are designed to give you something interesting, and instructive to do beside academic work. Some will be carried on in the afternoons - some in the evenings. If and when some of these groups or clubs are organized, the members will decide the time of meeting. Not every activity will meet every day. Check only those things in which you are interested.

- |                |                |
|----------------|----------------|
| Choral Reading | Boys' Sports   |
| Math Club      | Girls' Sports  |
| Science Club   | Arts & Crafts. |



Future Homemakers  
Future Farmers of America  
Publications  
Canning  
Little Theater  
Forum - Special Speech Activities  
Co-op Store

Girls' Athletic Association  
Victory Corps  
Service Club  
Story Telling  
Folk, Ballroom Dancing  
Victory Gardens

#### Home Improvement - Work Shop

This group will meet everyday 2 to 5 in the afternoons. They will consider: Construction of Furniture, Decorating, Weaving. (Drapes and Rugs), and Household Mechanics.

#### Music

##### Beginning Band

For all those who wish to play a wind or percussion instrument who have had no previous training in that field. This class will meet in the evening.

##### Concert Band

For all wind and percussion players who are capable of playing simple marches and overtures. This group will probably number between 60 and 75 members. Tentative plans have this group scheduled for four summer concerts. This class will meet in the evening.

##### Concert Orchestra

For the orchestra player who has had at least a little experience playing in a so-called "advanced" group. This group will present two public concerts during the summer. This group will meet in the evening.

##### Girls' Glee Club

The Girls' Glee Club will be open to all senior high school girls who like to sing. No credit will be offered for the glee club this summer, but girls who wish to become new members of the glee club next fall, will profit by their experience in the summer glee club in that they will be given preference as to entrance requirements for entering the glee club next fall. The glee club, in cooperation with the entire music department, will perform at various summer concerts. The girls will have an opportunity to read a lot of both secular and sacred music. From time to time some recording of music will be undertaken. Glee club will meet two hours a week, on Tuesday and Thursday, at one o'clock P.M. After a girl has once enrolled in the glee club, she will be asked to be in attendance at the two weekly rehearsals and all concerts of the summer glee club.

##### Other Suggestions:



# SCHEDULE OF CLASSES AND ACTIVITIES

## AMACHE SECONDARY SCHOOLS

SUMMER PROGRAM - 1944

JUNE 12 - AUGUST 11

TEACHERS	ROOM	Per. 1 - 8:15 - 9:05	Per. 2 - 9:08 - 9:58	Per. 3 - 10:01 - 10:51	Per. 4 - 10:54 - 11:45	P. M.
Miss Groves	7	Reading 8 & 9	Reading for Fun	Reading 6 & 7	Crafts Rm. 34	
Miss Beery	1	Homemaking Junior High School		Homemaking Junior High School		
Mrs. Loesch	5	English 6 & 7	-----	English 6 & 7	Handwriting	
Miss Crain	6	Glee Club	English 8 & 9	Glee Club		
Miss Everetts	25	R. Reading 10, 11, 12		R. English 10, 11, 12	R. Reading 6 & 7	
Miss Good	27	Int. To For. Lang	R. Reading 10, 11, 12		R. English 10, 11, 12	
Mr. McGovern	26	Pre-Relocation		R. Reading 8 & 9	Stamp Collecting	
Mrs. F. Stillinger	16	R. Math 10, 11, 12	R. English 10, 11, 12	R. Math 10, 11, 12		
Miss Ludy	20	R. English 10, 11, 12	Knitting	Oral English 6, 7, 8, 9		
Mrs. Hopcraft	18	Reading 8 & 9	Reading 8 & 9		Int. To For. Lang.	
Miss Goodson	24		W. Geog. & Current Events	Pre-Relocation		
Mrs. Stegner	1	Homemaking Junior High School		Homemaking Junior High School		
Mr. George	15	Cons. Chemistry Rm. 8	Crafts Rm. 34	Dramatics & Stage Craft	Psychology	
Miss Walls	22	English 8 & 9	Oral English 10, 11, 12		Creative Writing & News Writing	
Mr. Jackson	8	Electricity Rm. 24	Review English 8 & 9		Boys Glee Club Rm. 6	



Mrs. More Miss Hulquist Miss Kusunoki	8	Homemaking Senior High School		Homemaking Senior High School		Vocational Homemaking
Mr. Kraus Mr. Omoto	41	Woodworking Rms. 40, 41		Woodworking Rm. 41		Vocational Shop
Mr. O. Stillinger	40	Mech. Drawing Rm. 34	Wood Carving Rm. 34	Woodworking 6, 7, 8 Rm. 40		
Miss McFarling	9	Per. Use Typ.	Per. Use Typ.	Per. Use Typ.	Per. Use Typ.	
Miss Klein	14	Office Practice Rm. 9		Adv. Shorthand		Commercial
Mr. Hinman	33	Concert Orch.	Concert Band	Beg. Strings	Beg. Band	
Miss Winans	35	First Aid	Nature Study	Nature Study	Physical Education	
Miss Watanabe	29	Class Piano				
Dr. Terami	37		Analytical Geometry	Analytical Geometry		
Mr. Drummond	Gym	Boys P. E.	Boys P. E.			
Mr. Griffith	39	Vocational Agriculture				Vocational Agriculture
Mrs. Sugihara	8H	Pre-School Nursery School				
Mr. Jones	37		Review Math 6 & 7	Review Math 8 & 9	Review Math 10, 11, 12	
	32	Painting & Drawing	Commercial Art	Commercial Art	Painting & Drawing	
				Flower Making		
				sewing Rm. 34		



<u>CLASS</u>	<u>REGISTRATION</u> <del>NOT</del>	<u>NON-REGISTERED CONDITIONED</u>	<u>TOTAL</u>
Remedial English & Grammar	81	20	101
Remedial Reading	40	55	95
Remedial Mathematics	167	5	172
Cooking	164		164
Sewing	74		74
Wood Working	91		91
Reading For Fun	24		24
Summer Newspaper	10		10
Painting & Drawing	45		45
Oral English	27		27
Beginning Band -	43		43
Beginning Strings	3		3
Beginning Music Theory	2		2
Tonette Band	1		1
Typing	140		140
Girls Glee Club	42		42
Knitting & Crocheting	19		19
Flower Making	20		20
Wood Carving	50		50
Sports	76		76
Stamp Collecting	20		20
Nature Study	35		35
Listening to Music	6		6

*Jr High Public Regis  
Summer 1944*



Handwriting

Class Piano

19

39

2

19 + 2 = 21

39



June 27, 1944

SUMMER SCHOOL ENROLLMENT

6th Grade

Boys	Girls
32	54

9th Grade

Boys	Girls
32	63

7th Grade

Boys	Girls
12	64

10th Grade

Boys	Girls
45	77

8th Grade

Boys	Girls
45	75

11th Grade

Boys	Girls
23	55

12th Grade

Boys	Girls
9	18

Total Boys 198

Total Girls 406

Total Enrollment 604



SUMMER SCHOOL 1944

ENROLLMENT

June 23, 1944

*Mr. Walther*

## NURSERY SCHOOLS:

<u>Place</u>	<u>Teacher</u>	<u>Grps.</u>	<u>No.</u>	<u>Totals</u>	
9K	Kawauchi	3 yr.	13		
	"	4 yr.	22	35	
11F	Fujikawa	3 yr.	22		
	"	4 yr.	19	41	
9E	Kashiwabara	3 yr.	26		
	"	4 yr.	24	50	
11H	Shintani	3 yr.	14		
	"	4 yr.	9	23	
7K	Kosakai	3 yr.	13		
	"	4 yr.	16	<u>29</u>	178

## KINDERGARTENS:

<u>Place</u>	<u>Teacher</u>	<u>Grps.</u>	<u>No.</u>	<u>Totals</u>	
9K	Nakatogawa	1st.	32		
	"	2nd	31	63	
9E	Fuchigami	1st.	22		
	"	2nd.	27	<u>49</u>	109

## ELEMENTARY GRADES:

<u>Class</u>	<u>Teacher</u>	<u>Act.</u>	<u>Remo.</u>	<u>Totals</u>	
1a	Smith	35		35	
1b	Bair	33		33	
1c	McGovern	32		32 (100)	
2a	Vaage	17	16	33	
2b	Sparkman	11	15	26	
2c	Nishigori	21	14	34 ( 93)	
3a	White	19	16	23	
3b	Thompson	23	14	28	
3c	Reiser	11	11	22 ( 73)	
4a	Collin	28	12	32	
4b	Crabill	33	12	33	
4c	Hawley	16	15	30 ( 95)	
5a	Bernhard	19	21	34	
5b	Kane	23	12	30	
5c	Bender	29	16	31 ( 95)	
6a	Arther	15	19	29	
6b	Barth	17	13	28	
6c	Buchanan	17	14	<u>28 ( 85)</u>	541
Grand Total					828
Duplications					<u>78</u>
No. of different children					750



ENROLLMENT		SUMMER SCHOOL 1944		July 6, 1944		
Place	Teacher	Grps.	No.	Class Total	Grade Total	School Total
NURSERY SCHOOLS:						
9K	Kawauchi	3 yr.	15			
	"	4 yr.	25		40	
11F	Fujikawa	3 yr.	23			
	"	4 yr.	21		44	
9E	Kashiwabara	3 yr.	26			
	"	4 yr.	25		51	
11H	Shintani	3 yr.	14			
	"	4 yr.	12		26	
7K	Kosakai	3 yr.	13			
	"	4 yr.	18		31	
<u>Nursery School Total</u>						192

## KINDERGARTENS:

9K	Nakatogawa	1st.	32			
	"	2nd.	33		65	
9E	Fuchigami	Boys	30			
	"	Girls	22		52	
<u>Kindergarten Total</u>						117

Class	Teacher	Act.	Reme.	Cond.		
1A	Smith	35			35	
1B	Backman	36			36	
1C	McGovern	36			36	107
2A	Vaage	17	11	5	33	
2B	Sparkman	18	10	4	32	
2C	Nishigori	26	4	10(5 dup)	35	100
3A	White	19	7	6(12 dup)	20	
3B	Thompson	23	14	(9 dup)	28	
3C	Reiser	24	12	(10 dup)	26	74
4A	Collin	28	11	(8 dup)	31	
4B	Crabill	34	12	(12 dup)	34	
4C	Hawley	18	15	(1 dup)	32	97
5A	Bernhard	21	20	(6 dup)	35	
5B	Kane	26	15	(8 dup)	33	
5C	Bender	32	13	7(17 dup)	35	103
6A	Arther	19	18	(3 dup)	34	
6B	Barth	17	13	(2 dup)	28	
6C	Buchanan	18	14	(3 dup)	28	91
<u>Elementary School Total</u>						572



# CALENDAR OF EVENTS (REVISED)

Amache Schools

April 26 to September 18, 1944

<u>DATE</u>	<u>EVENTS</u>	<u>PLACE</u>
April 26-27-28.....	Senior Play Practice 4-10 p.m.	Auditorium
April 29.....	Miss Matsuda's Concert 7-10 p.m.	Auditorium
May 1, 2, 3.....	Senior Play Practice 8 a.m. to 10 p.m. (Aud. reserved all day)	Auditorium
May 3.....	Elementary School May Day Program	Terry Hall
May 4-5.....	Senior Play 7:30 p.m. (Aud. reserved all day) Achievement Testing 8 a.m. to 3:30 p.m.	Auditorium Auditorium
May 5.....	Sixth Grade Welcoming Program	Terry Hall
May 6.....	Junior Senior Prom 7-11 p.m. (Aud. reserved all day)	Auditorium
May 8.....	Achievement Testing 8 a.m. to 3:30 p.m. Commencement Pageant Rehearsal 3:30-5:15	Auditorium Auditorium
May 9.....	Junior High Merit Awards (Recognition Day) a.m. Hi-Y Assembly 2:49-3:30 Commencement Pageant Rehearsal 3:30-5:15	Auditorium Auditorium Auditorium
May 10.....	Senior High Merit Awards (Recognition Day) a.m. Commencement Pageant Rehearsal 2:30-5:15	Auditorium Auditorium
May 11.....	Marching Practice - Seniors 2:49-3:30 Commencement Pageant Rehearsal 3:30-8:30	Auditorium Auditorium
May 12.....	Senior Skip Day Freshman Class Party 7-10:30 p.m. (Aud. reserved 3:30- 8th Grade Welcoming Program a.m.)	Auditorium Auditorium
May 13.....	Marching Practice - Seniors 1:00-3:30	Auditorium
May 14.....	Baccalaurette 7:30 p.m. (Aud. reserved all day)	Auditorium
May 15.....	Commencement Pageant Rehearsal 6:00-10:00 Junior High Continuation Rehearsal 1:00-6:00 Final Estimate of Senior grades to Miss Lewis by 4:15 p.m.	Auditorium Auditorium
May 16.....	Junior High School Continuation Exercises (Aud. reserved all day) Commencement Pageant Rehearsal 6:00-10:00	Auditorium Auditorium
May 17.....	Commencement Pageant Rehearsal 3:30-10:00	Auditorium
May 18.....	High School Commencement Exercises (Aud. reserved all day)	Auditorium
May 19.....	School Closes Elementary School Promotion Exercises (Aud. reserved all day)	Auditorium



<u>DATE</u>	<u>EVENTS</u>	<u>PLACE</u>
May 20.....	Report cards to English-Social Study Teachers by 4:30 p.m.	
May 20-31.....	All cumulative records, and WRA forms should be complete and handed to Miss Lewis	
May 22.....	Report cards and duplicates to Miss Lewis and Mr. Drummond by 4:30 p.m.	
June 12.....	Summer School opens	
August 12.....	Summer School closes	
September 5.....	Fall term opens	
September 18.....	Night School opens	

<u>DATE</u>	<u>EVENTS</u>	<u>PLACE</u>
May 20.....	Report cards to English-Social Study Teachers by 4:30 p.m.	
May 20-31.....	All cumulative records, and WRA forms should be complete and handed to Miss Lewis	
May 22.....	Report cards and duplicates to Miss Lewis and Mr. Drummond by 4:30 p.m.	



May 8, 1944

AMACHE SECONDARY SCHOOLS  
SUMMER ACTIVITIES PROGRAM

Vocational Training Information

All pupils who are 16 years of age or older who wish to enroll for summer classes or activities will be required to work at a project job on a half time basis, or to enroll in one of the following vocational training classes. In either case pupils will be paid at existing project pay rates or at apprentice pay. Arrangements will be made for those pupils who wish to work more than 20 hours per week or for full pay.

Only the following pupils will be excused from this work or vocational training obligation:

1. Pupils who can earn sufficient credit to be eligible for graduation this August.
2. Boys who will be 18 by January 1945 who wish to be graduated in August or January.
3. Girls who have important, bona-fide home duties.

<u>COURSE</u>	<u>TIME</u>
1. Auto Mechanics, Welding, Sheet Metal	1:00 - 4:30 p.m.
2. Vocational Agriculture	8:00 - 11:45 a.m. or 1:00-4:30 p.m.
3. Office practice	1:00 - 4:30 p.m.
4. Homemaking and Institutional Training	1:00 - 4:30 p.m.
5. Pre-School and Nursery School Training	1:00 - 4:30 p.m.
6. Class for prospective Rec. Leaders and P.E. teachers	1:00 - 4:30 p.m.
7. Canning	1:00 - 4:30 p.m.
8. Shoe Repair	1:00 - 4:30 p.m.
9. Electrical Work	1:00 - 4:30 p.m.
10. Barber	1:00 - 4:30 p.m.
11. Beauty Shop	1:00 - 4:00 p.m.
12. Retail Merchandising	1:00 - 4:30 p.m.
13. Silk Screen	to be arranged

$\frac{1}{2}$  credit toward graduation will be allowed at the successful completion of each 4 hour course. This time will be spent in both theoretical preparation and "on the job training".

The credit in vocational agriculture will be allowed only if the pupil continues in this field and registers for vocational agriculture in fall. (This rule does not apply to seniors who will be graduated at the close of the summer program, or to boys who have been enrolled in Vocational Agriculture during the past 2 years.)

Other vocational courses may be offered if instructors and equipment become available.



TEACHER	1ST	2ND
F. Stillinger	M. World Geography Review English & Grammar & Spelling Review Reading Review Mathematics Reading for Fun Current Events Oral English Conversational Improvement Etiquette Word Analysis Pronunciation Short Story A. Garden Club Indoor Games Story Telling Etiquette Short Story	Creative Writing Conversational Improvement Etiquette Word Analysis Pronunciation Short Story Hobby Club Social Dancing Choral Reading Etiquette
Winans	M. Review Mathematics Appreciation of Poetry A. Typing for Teachers Indoor Games	First Aid Religious Education-Christian
Ludy	M. First Aid Review English & Grammar & Spelling Reading for Fun A. Girl Reserves Maintenance & Operator of Projectors and Sound System	Review Reading Current Events Photography Knitting & Crocheting Handwriting Photography Knitting & Crocheting
Stegner	M. Canning Review Mathematics A. Girl Reserves	Canning Senior Pre-Relocation

Teachers  
 Choices of Summer School Activities  
 1944



TEACHER		1ST	2ND
Kraus	M.	Wood Working	Wood Carving
	A.	Woodcraft	Wood Carving General Shop
Everetts	M.	Review English & Grammar & Spelling Senior Pre-Relocation	Reading for Fun Creative Writing
	A.	Social Dancing	Religious Education-Christian
Jackson	M.	Boys Glee Club Listening to Music Electricity	World Geography Review English & Grammar & Spelling Review Reading Reading for Fun Current Events
	A.	Boys Glee Club Listening to Music Group Singing	
McGovern	M.	World Geography Senior Pre-Relocation Reading for Fun Current Events Pre-Induction Training Photography Stamp Collecting	First Aid Oral English Psychology Listening to Music Conversational Improvement
	A.	Photography Hi-Y Hobby Club	Listening to Music
George	M.	Stage Craft Foreign Language Consumer Chemistry Psychology	Review English & Grammar & Spelling Senior Pre-Relocation Craft Oral English Stamp Collecting Nature Study Conversational Improvement
	A.	Camping	
McFarling	M.	Office Practice Personal Use Typing Typing Practice Advanced Shorthand Elementary Shorthand	Oral English ( <u>Debate</u> ) Handwriting
	A.	Personal Use Typing Typing Practice Typing for Teachers	Religious Education-Christian
Klein	M.	Beginning Music Theory Office Practice Personal Use Typing Typing Practice Girls Glee Club Boys Glee Club	Beginning Band Beginning Strings Tonette Band Advanced Shorthand
	A.	Student Conducting Personal Use Typing Typing Practice Typing for Teachers Listening to Music	Concert Band Dance Band Tonette Band Concert Orchestra



TEACHER		1ST	2ND
Hopcraft	M.	Review English & Grammar & Spelling Foreign Language Creative Writing	Dramatics Review English & Grammar & Spelling
	A.	Hobby Club Choral Reading	Photography
Good	M.	Review English & Grammar & Spelling Reading For Fun Foreign Language	Current Events Creative Writing
Hinman	M.	Beginning Band Beginning Strings Beginning Music theory Tonette Band Boys Glee Club Listening to Music	Boys Glee Club Listening to Music
	A.	Concert Band Concert Orchestra Student Conducting Dance Band Tonette Band Boys Glee Club Camping Woodcraft Group Singing	Boys Glee Club Group Singing
O. Stillinger	M.	Mechanical Drawing Wood Working Blue Print Reading	Crafts Wood Carving Electricity
	A.	Rope Splicing General Shop	Wood Carving Model Airplanes
Goodsen	M.	Dramatics World Geography Review Reading Senior Pre-Relocation Reading for Fun Creative Writing Summer Newspaper Oral English Psychology Listening to Music Choral Reading Conversational Improvement Contemporary Lit. or Mod. Literature	Review English & Grammar & Spelling Current Events
	A.	Listening to Music Social Dancing Choral Reading	Hobby Club Group Singing



## INSTRUCTIONS FOR REGISTRATION

June 9, 1944

1. On Monday morning, the 6th, 7th, and 8th grade pupils will report at the high school building at 8:30. Their names will be posted outside the doors of the rooms where the teachers have their schedules. Please hand the schedule to the child, explain the numbering system on the rooms, and the bell schedule, and give any other information you think necessary, before the pupil leaves. No changes in schedules can be made unless they are made with Mr. Drummond or Miss Lewis.
2. Present 9th, 10th, 11th, and 12th grade students will report to the building at 1:00 on Monday. The same procedure holds for them also.
3. All students must report to the class which is on their schedule and to no other, as the teacher will have class lists and will count the people on the list absent who do not report. Please admit no one to your class unless he has a drop or add slip, or his name is on your official office class roll.
4. Please discourage pupils from changing their schedules as these schedules were made on the basis of the pupil's own choices. Pupils will not be changed so that they can be in sections with their friends. We have carefully tried to divide classes so that they would be equalized in size. For this reason, we cannot allow pupils to change schedules unless reasons are very good. Please insist that people leave the building except during classes or by appointment when they must present an appointment slip. Please announce to the students that if the address on their schedule is wrong, they should come to the office and notify us of the change of address. We have used the addresses from our files for this.
5. Regular classes will start Tuesday morning. Students may go home as soon as their registration is completed on Monday.
6. Please change your schedules thus: First period, Miss Ludy will have Reading 8 and 9; Mrs. Hopcraft will have Int. to Foreign Languages; Miss Good, English 10, 11, 12.



# JUNIOR HIGH SUMMER SCHOOL REGISTRATION

Please report to the following rooms for your schedules:

Room 22	Mrs. Drummond 6th grade last names starting with A thru M
Room 6	Miss Crain 6th grade last names starting with N thru Z
Room 5	Mrs. Loesch 7th grade last names starting with A thru Ma
Room 7	Miss Groves 7th grade last names starting with M1 thru Z
Room 10	Mrs. Stegner 8th grade last names starting with A thru M
Room 8	Miss Berry 8th grade last names starting with N thru Z



COMMERCIAL DEPARTMENT  
Report of Summer Work  
August 13, 1943

I. Health and Well-Being

Little was done in my department in this field except emphasizing:

1. Correct posture in business situations for the sake of less fatigue and as an aid to better health.
2. Necessity of keeping fit so as to decrease absenteeism by getting enough sleep, eating correctly and getting sufficient exercise.

II. Opportunity for Self-Expression

1. In all of the typing classes, in office practice, in shorthand, and in the work assignments for teachers the students had some opportunity to choose styles of letters and to make artistic arrangement of work being done.
2. The clerks and the members of the Board of Directors of the Co-op had opportunities for self-expression in arranging displays, designing business forms to be used, and in making posters.

III. Opportunity for Work Experience or Special Training

1. Co-op Store

The five members of the Board of Directors moved the store to the new building; set up the displays; and helped with or performed the duties of bookkeeping, buying, selling, and managing. They also took care of the banking, took inventories, opened and closed the store each day, sold new memberships, and encouraged the sale of War Stamps, kept all records and made reports to members.

The clerks and the committee members gained experience in selling, in meeting the public, and in practicing some fundamental business skills, such as arithmetic and handling business forms.

Except one hour at noon, the Co-op was open the entire day during summer school. A profit of about \$75 was realized and a supply of over \$350 worth of goods was purchased in order to handle sales at the beginning of the fall semester.



### III. Opportunity for Work Experience or Special Training (Cont.)

#### 2. Student-Stenographers and Student-Typists

The students in the office practice class and in the advanced typing class were assigned to teachers to complete two to five hours of work each week, such as filing, typing, completing the duplicating processes, and taking dictation.

This work enabled the students to meet actual work problems, to learn to follow directions, and to gain confidence in their abilities, to learn new skills, as well as practice those already learned.

#### 3. Special Training in Office Practice Class

The students in this class were trained to go immediately into an office as a typist, file clerk, or stenographer either on the project or outside. Special typing techniques, filing processes, transcription, office etiquette and duties were taught.

#### 4. Special Training in Preinduction for the Army Clerk

A course, as outlined by the Adjutant General's Office in Washington, D. C., was taught to enable: The boys to fit into an army clerical position if they volunteered, The girls interested in the WACs to make a better adjustment, any boy or girl to better understand and handle many types of clerical situations and forms.

### IV. Opportunity for Group Expression

1. Members of the office practice class took a trip to the Office Services Department here on the project one afternoon to learn and practice mimeographing processes.
2. The Co-op Board of Directors held one general meeting of the Co-op members to make reports of summer activities and to elect a nominating committee.
3. The National Honor Society held a banquet, August 9, in the Hospitality House. Honorary members of next year's senior class elected this last year entertained the graduate members. Attractive invitations and place cards were made by the entertaining committee.

--Betty Beaver



SUMMER SCHOOL REPORT  
Social Studies

1. Orientation
2. U.S. Government
3. Personal Problems (Girls)

I. IMPROVEMENT OF HEALTH AND WELL-BEING

The girls have discussed personal problems such as: Personality Improvement, Boy and Girl Relationship, Parent Influence, etc.

It is hoped that better mental adjustments have been made and that the problems seem less serious.

II. OPPORTUNITY FOR SELF-EXPRESSION

Discussion on the matter of "Clear Thinking" and Propaganda have been our main interests. Each summed up his new knowledge in a written form. Many were accompanied by cartoons and specific illustrations.

Methods of modifying and changing the Constitution other than thru Amendment have been studied. Influence of political parties, the committee system, etc. have been discussed. Suggested improvements and duties of alert citizens in a changing political word have been topics of interest.

III. OPPORTUNITY FOR WORK EXPERIENCE

None has been given in classwork, but thru advice to a number not needing summer school credit, I have helped to influence some to work steady on the W.R.A. farm or to go outside to work.

IV. OPPORTUNITY FOR GROUP EXPERIENCE CLUB WORK

The Girls Service Club invited boy guests and entertained them at a picnic at Koen ranch. The hike and view of the ranch were the first for many.

The Girl Reserve Club which I sponsor gave a social at the Hospitality House. Boy and girls guests were invited. All planning and work was done by the girls. It included a trip to Lamar by the committee, decorating, entertainment, and refreshments.

*Katharine Stegner*



WAR RELOCATION AUTHORITY

May 5, 1944

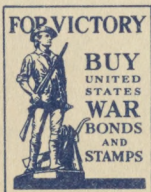
To: Mr. Walther

From: James R. Walter

Subject: Vocational Agriculture Summer Program.

1. Purpose--To provide actual farm work experiences in the jobs required to operate the vocational agriculture farm.
2. The program---Half day supervised employment on the vocational agriculture farm.
3. Supervised employment---a combination of on-the-job instruction and related work activities.
4. Job instruction and work experience to include the following jobs:  

1  
2  
3  
4  
5  
etc.
5. The Supervisor--the regular vocational agriculture instructor cooperating with the supervisory staff of the project farm.
6. Compensation---proportionate wages plus school credit. The school credit to be determined by enrollment in the fall semester vocational agriculture class or classes.
7. Work record--total hours of instruction and work experience in each job. *See attached sheet*





Jobs →

Weekly  
Rpt.

Name

Hours Per Job.

Name	Jobs →							
	Hours	Per	Job.					



## REPORT ON SUMMER SCHOOL

### Instrumental Music Department

Tad Hascall, George Kubota, instructors

1. Improvement of Health and Well Being
  - A. Twirling classes conducted for the benefit of 147 students; 117 elementary, 28 junior high, 8 senior high.
  - B. Classes were held outdoors during mid-forenoon five days weekly.
  - C. Students learned healthful and pleasant form of exercise as well as gracefulness, marching, poise, and the standard rudiments of baton twirling. Advanced students, also, learned many "trick" twirls and at least one performance routine.
2. Opportunity for Self-Expression and Group Experience
  - A. Tonette classes for 97 elementary classes wherein the students learned how to express themselves in a new medium of music. These summer classes were confined to learning well known songs (by rote and by ear), and to originally create songs.
  - B. Beginning String class. Total of twelve students enrolled; 5 elementary, 2 junior high, 4 senior high and one adult. Class conducted according to individual needs and desires leading to skill in interpreting notes on printed page into something resembling music.
  - C. Beginning Band class. Total of 19 enrolled; 2 elementary, 5 junior high, and 12 senior high. Conducted fundamentally the same as the Beginning String class except that the medium of expression was on a wind instrument instead of on strings.
  - D. Intermediate String class consisting of eight junior high students who were interested in developing their musical skill so that they would be capable of playing in the advanced orchestra during the coming fall term.
  - E. Concert Band. 45 players; one elementary, eight junior high, twenty-one senior high, and eight adults. This class has attributed to the students' appreciation of music by rapidly reading a wide variety of selections and has undoubtedly stimulated their self-expression as well as developing their skill in using their musical tools. In order to give these students the public recognition they deserved and to give the community some musical entertainment, this group presented two outdoor concerts the programs of which are attached.
  - F. Concert orchestra. 31 players; 5 junior high, 17 senior high, 9 adults. In general, the accomplishments have been the same as for the Concert Band. This group explored as wide a range of orchestra music as was available and as was deemed appropriate. The outdoor orchestra concert that was presented is also enclosed.
  - G. Ensembles--during the summer, various groups of instrumentalists have organized trios, quartets, etc., with a limited amount of teacher supervision. These groups have stimulated interest in music as well as affording a wise use of leisure time. Some of the ensembles were given an opportunity of presenting their accomplishments to the public.
3. Opportunity for Group Experience
  - A. Junior High School Children -- Three junior high school girls, namely Misses Alice Adachi, Mary Shoji, and Lucy Kishi have assisted Mr. Tad Hascall and Mr. George Kubota in baton twirling portion of this department's summer activities. These girls learned to organize and to present their knowledge in a clear understandable manner. With very little assistance, they were able to conduct quite sizable classes in a very satisfactory way.



B. Senior High School Students -- also assisting this department on a part-time basis was Miss Chowchow Kaji, a high school junior. Her work was concerned largely with elementary Tonette classes. She was interested in her work and did it well.



C \* O \* N \* C \* E \* R \* T

By

AMACHE MUNICIPAL BAND

Under the direction of Tad Hascall

9F Outdoor Stage

7:00 P. M.

P R O G R A M

I

America

Billy Boy March . . . . . Fred Laurence  
Rejoice Oh My Soul . . . . . Rob't Schumann  
Where'er You Walk . . . . . G. F. Handel

II

Vanguard March . . . . . Hollingsworth  
When Irish Eyes Are Smiling . . . . . Ernest R. Ball  
Spirit of Youth, Overture . . . . . Fortunato Soedillo  
Warming Up, March . . . . . M. H. Rebble

III

Yare, Overture . . . . . Harold Bennett  
Men of the West, March . . . . . G. F. Jackson  
The Star Spangled Banner



C \* O \* N \* C \* E \* R \* T

By

AMACHE MUNICIPAL BAND

Under the direction of Tad Hascall

9F Outdoor Stage

7:00 P. M.

P R O G R A M

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Billy Boy March . . . . . Fred Laurence

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Yare, Overture . . . . . Harold Bennett

Men of the West, March . . . . . G. F. Jackson

The Star Spangled Banner



# Report of Health & Physical Education (Boys) 2<sup>nd</sup> Ending Aug. 13, 1943.

## Health Education:

Due to the shortage of help for the summer we were asked not to schedule activities for boys over 14 yrs old during the summer. Therefore our Health instruction and activity program had to be altered from our original plan.

Two classes in P.E. for boys were set aside in the morning the 1st and 4th periods. On Monday the classes met in the class room for general instruction. The remainder of the week we met in the gym to participate in a constructive activity program of Basketball, Volleyball, Badminton, sitting-up exercises, Tumbling, Rope-climbing, and corrective exercises. Two periods in the morning, and the afternoons were spent in corrective physical examinations by appointment in which individual Health problems were discussed and our examination given.



These blanks become a part of the students file and will be used for a follow-up check later.

### Activity Program:

In addition to the activity hour in the morning. Two days a week Elementary boys of the 5th and 6th grade were enrolled in activity classes from 2:30 until 4:00. The H.S. P.E. personnel was in charge of this program for the 73 boys enrolled. Activities sponsored were: basketball (played with a spud ball) Volleyball, tumbling, Rope-climbing, boxing, and exercises of a corrective nature.

The attendance in the activity classes was 97%.



# Girls' Physical Education

## Report of Activities - Summer Term 1943

### I Schedule for use of gym:-

Monday - periods 1-2-3-4-5 - 8:30 A.M. - 2:30 P.M.

Tues., Wed., Thurs., Fri. - Periods 2-3-5 - 9:15 A.M. - 2:30 P.M.

Saturday - 9:00 A.M. - 11:00 A.M.

From <sup>Hour</sup> (Monday through Friday) - 12:45 - 1:35

### II. Number of girls participating in program:- 50-60

Participation was voluntary and girls reported whenever they had free time which fitted into the schedule for the use of the gymnasium. The Saturday morning activity period was scheduled in order to provide an opportunity for girls who were unable to take part in the program on regular school days.

Approximately 20-25 boys participated in co-recreational activities (Badminton + Puddleball) on various occasions.



### III Activities:-

A. Badminton - a co-recreational as well as individual sports activity - very adaptable to varying ages and skills.

A doubles tournament - single elimination with consolation and championship brackets. Match play games were the "best two out of three". Girls from three classes participated - a total of 13 doubles teams. Champions and consolation winners from each class competed in an interclass tournament on Saturday morning.

B. Indoor Tennis - a modified game to fit Gymnasium. A popular activity.

C. Paddleball - sort of a hand-ball tennis played on indoor tennis court. Small paddles were attached to hands of each participant. A good activity because it develops both sides of body.

D. Pateca - hand badminton.

E. Tetherball - a vigorous activity for limited space and inexpensive equipment.



1. Voluntary participation in a non-credit activity - an activity taken "just for the fun of it!"
2. Opportunity for self-expression in physical activity.
3. Experience in which limited equipment and facilities had to be shared by members of a group.
4. Opportunities for girls with certain game skills to share knowledge with others - a contribution to a social civilization - experienced players helped the beginner.
5. Improved skills in recreational activities -- a need for balanced living - emotional stability.
6. Opportunity to develop a sense of values - adjusting to winning and losing situations (badminton tournament)
7. Conformation to rules regulating a game and thereby the ethical conduct of individuals.
8. Co-recreational (limited) activities -- opportunity for the individual to participate in the creation of desirable patterns of social action



# REPORT ON SUMMER SCHOOL

## Instrumental Music Department

Tad Hascall, George Kubota, instructors

L4.26

1. Improvement of Health and Well Being
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  - A. Tonette classes for 97 elementary classes wherein the students learned how to express themselves in a new medium of music. These summer classes were confined to learning well known songs (by rote and by ear), and to originally create songs.
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C \* O \* N \* C \* E \* R \* T

By

AMACHE MUNICIPAL BAND

Under the direction of Tad Hascall

97 Outdoor Stage

7:00 P. M.

P R O G R A M

I

America

Billy Boy March . . . . . Fred Laurence  
Rejoice Oh My Soul . . . . . Rob't Schumann  
Where'er You Walk . . . . . G. F. Handel

II

Vanguard March . . . . . Hollingsworth  
When Irish Eyes Are Smiling . . . . . Ernest R. Ball  
Spirit of Youth, Overture . . . . . Fortunato Seodillo  
Warming Up, March . . . . . M. H. Rebble

III

Yare, Overture . . . . . Harold Bennett  
Men of the West, March . . . . . G. F. Jackson  
The Star Spangled Banner



U - C - C - C - C - S - R - T

by

THE AMACHE SYMPHONY ORCHESTRA

Under the direction of Tad Hassall

ASSISTED BY THE HIGH SCHOOL GIRLS TRIO

Lily Nagatashi, Edna Asanote, May Yeshioka

Accompanied by  
Directed

Miss Mureen Klein

SF Outdoor Stage

July 30, 1943 7:00 P.M.

PROGRAM

I

America

The Gracie, Overture . . . . . Otis Taylor

Roll Off, March . . . . . Lester Breckton

The Orchestra

In My Arms

The Trio

II

Excerpts from the 5th Symphony . . . . . Tchaikowsky

Farandole . . . . . Geo. Bizet

From the 5th Symphony . . . . . Tchaikowsky

The Orchestra

III

On to Victory, March . . . . . Ralph I. Schoonmaker

The Orchestra

Johnny Doughboy Found a Rose in Ireland

This is Worth Fighting For

The Trio

IV

Plantation Overture . . . . . Charles J. Roberts

The Star Spangled Banner



C \* O \* N \* E \* R \* T

by the  
Amache Municipal Band

Under the direction of  
Mr. Tad Hascall and Mr. George Kubota

August 6, 1943  
7:00 P.M.

9F Outdoor Stage

I

America  
Promotion , march.....Ed. Chenette  
Auport, march.....R. B. E. Senberg  
Blue Moon, waltz.....M. H. Ribble  
Yesternight, serenade.....R. B. Eisenberg

II

Evening Shadows.....D. H. Stubblebine  
Mr. Wallace Arima, French Horn Soloist  
Deep Purple.....Peter De Rose  
Organ Melody.....Ed Chenette

III

Honor Band, march.....Ernest Weber  
Deep Bass.....Henry Fillmore  
Mr. George Yoshioka, Sousaphone Soloist  
Starter, march.....M. H. Ribble

IV

My Buddy, Polka.....Ervin Kleffman  
Cornet Soloists  
Mr. Satoshi Hirano, Mr. Mark Watanabe, Mr. George Tanaka  
Neptune, overture.....R. B. Eisenburg  
Forward, march.....Ed Chenette  
The Star Spangled Banner



AMACHE JR.-SR. HIGH SCHOOL  
INDUSTRIAL ARTS EDUCATION  
G.G.Petersen, Inst.

REPORT OF SUMMER WORK PROGRAM

Work offered through this department consisted of mechanical drawing, and model airplane construction. The model airplane course employed drawings sent out by the U. S. Department of Education in cooperation with the U. S. Navy Department. Each student has free choice of model or style of airplane he wishes to construct providing he can successfully construct a Bell Airicobra P-39. In this way each student obtains the prerequisite skills involved in the making of a good model airplane. These skills consist of tracing onto wood from cardboard templates, carving with a pen knife, sandpapering, gluing, making plastic fillets, and painting. For the first three weeks the entire class worked on the P-39 model airplane and at the same time studied common woodworking tools such as the wood plane, file, hammer, etc. A test covering these items has been given and the results recorded. One completed model is required of each student taking model making.

Each mechanical drawing student is being required to turn in five completed and satisfactory plates. The first plate covers the alphabet and the remaining four are given over to isometric, oblique, and orthographic perspective work.

It is of interest to note that there has been no grade differentiation in the Industrial Arts Program this summer. Grades 3 to 10 have been accomodated successfully in this program. Interestingly enough, this has worked no hardships on either students or teachers.

Enrollment figures are as follows:

Period I - 26

Period II- 26

Period III-22

Period IV- 17

Period VI-  $\frac{16}{107}$

G.G.P.



Report: United States History Classes  
Summer School 1943  
Catharine Ludy

A six weeks summer class in U. S. History can only be a brief survey of American problems.

The objective kept in mind was to make a study of the rise and growth of the United States paralleling modern and contemporary world history.

Emphasis was placed on the following:

1. To trace the ideas of freedom and self-government which had their beginnings in colonial days and are still cherished.
2. To study the nature of the social and political problems that arose, and to solve these problems.
3. To observe the effect upon national developments and also upon the relations of the United States with other nations of;
  - (a) The gaining of new territories.
  - (b) The building of the Panama Canal.
  - (c) The part taken by the U. S. in the World War.
4. To study the U. S. foreign policy through the years.
5. To explain current problems by recalling correct, significant, related historical information.



The class reading and discussion was based on the text, "The Rise of Our Free Nation" by Edna McGeure and Thomas B. Portwood. Other books available for special reading were "The Building of Our Nation" by Barker, Commager, and Webb; "Our Country" by West and West; "The Story of Our Country" by Barker Alsager Webb; "Life in Early America" by Ketty; "The American Nation Yesterday and Today" by Tryon, Lingley, and Morehouse. (The last five books were loaned to the classes by the County Superintendent of Schools.

Special reading was done in current magazines and newspapers. Each pupil chose a topic he was interested in and prepared a detailed report based on his independent reading.



Report: English Classes  
Summer School 1943  
Catharine Ludy

A. Ninth Grade English

The chief objective kept in mind in teaching the summer English class has been to review language skills previously taught. Some time has been spent;

- (1) To understand the structure of simple sentences in order to interpret meaning and speak and write better;
- (2) To make a study of the parts of speech in order to avoid errors in common usage.
- (3) To capitalize and punctuate correctly all written work.
- (4) To learn to speak correctly and effectively.
- (5) To correct one's vocabulary by learning new words.

"Junior English in Action", Book Two, by Tressler and Shelmdine has been used as the text. The Practice Book written to be used with the text has been valuable for sentence study and punctuation. Mimeographed drill exercises have been worked out to emphasize correct word usage. A dictionary drill unit has aided in the study of words.

The following is a brief outline of the topics *studied* in the text:

1. Sentence Sense Pp. 181-200
2. Kinds of sentences Pp. 300-365



3. Punctuation Pp. 285-300

4. Our Language Pp. 337-338

Drill exercises, board work, class discussions, and general presentations of material by the teacher have supplemented this text material.

#### B. Seventh Grade English

The review class in seventh grade English was based on similar objectives as those for the Ninth grade section. However, there was a much greater individual difference in ability which had to be considered, because many in the class were not required to take a review class but were there voluntarily. This difference was taken care of by special themes instead of general exercises. Whenever possible pupils were permitted to have a choice in the selection of subjects in both oral and written composition. There was an attempt to limit the assignments in written work to small enough units so that all written themes could be carefully corrected with the pupil present.

"Junior English in Action," Book One, by Tressler and Shelmadine has been used as the text. The Practice Book to accompany this book has been of value in supplying additional drill exercises.

The following outline indicates the work done in the text:

1. Vocabulary building and spelling drill Pp. 365-366.



2. Making good sentences Pp. 324-337.
3. Using sentences in paragraphs Pp. 62-75 and 315.
4. Using the dictionary Pp. 340-349.
5. Punctuating correctly Pp. 283-303.



## SUMMER REPORT ON UNITS -- 1943

The main purposes for the following three remedial classes were to give specific work in reading comprehension, in oral reading, and in learning to write and speak correctly.

## READING 7:

Each pupil in the class needed to read more distinctly and with more speed; therefore, we read aloud at least three times a week. The other time was spent in silent reading or listening as I read to them.

Upon completion of each story, we either discussed the story, wrote answers to the questions or answered questions orally.

We had oral reports given by several students who had read a chapter from a fiction book, which I had secured from the library. They read the chapter at home and gave the synopsis of it to the class.

## READING 8:

Each one in the class read orally at least three times a week and spent the remainder of their time in silent reading.

Upon completion of each story, we had either an oral discussion or a written quiz over the story.

This class took three standardized tests which determined their grade equivalents. These figures were considered in the grading of each student's summer progress.

## LANGUAGE 8:

The study in this class was based upon grammar drills, most of which were written and graded. Each student was allowed to ask questions about his errors and to correct them.

An all inclusive test was given over the last three weeks' work including, correct use of words, capitalization, punctuation and parts



of speech.

Each week 25 spelling words were reviewed and written; the last week 50 words were given.



AMACHE JUNIOR HIGH SCHOOL  
Industrial Arts Department

Industrial Arts Teachers Meeting

Attended by Mr. Fukasawa, Mr. Nogawa, Mr. Shizuru, and Mr. Petersen

Amache Junior High School Industrial Arts Areas :

1. Plastic Area (Mr. Nogawa)
2. Leathercraft Area (Mr. Fukasawa)
3. Drafting Area (Mr. Petersen)
4. Printing Area (Mr. Shizuru)
5. Color & Design (Miss Tanji)
6. Silk Screen (Miss Campbell)
7. Aviation (Mr. Petersen)

Purpose of Junior High Industrial Arts is to provide students with many different exploratory experiences in the realm of arts and industry.

It is necessary to urge students to take different Industrial Arts Activities. Some students would make a vocational rather than pre-vocational activity out of their Junior High Industrial Arts if so allowed. It is up to each teacher to set a goal in his or her field. When a student reaches this goal then that student must be moved to a different activity field. This allows for difference in students abilities.

Along with the manual activities taught by each instructor must go some of the academic. For instance, a student who takes Aviation, must also learn some of the following things: a- What are the vocational opportunities afforded by aviation? b- What is the economic remuneration to be anticipated? c- How much education is necessary for a given type of aviation position? d- Can a Nisei have a position in aviation today? e- What are the physical requirements? f- What affect has war on this vocation? etc.

As a result of this teachers meeting, each teacher is going to prepare to speak before the other teachers on his particular field next Saturday (9 A.M.), July 24. He will then be expected to do the same before each of his classes.

G. Petersen



Mr. Nogawa & Mr.  
Fukasawa

In the Arts and Crafts Department this summer we worked with leather, cork, plastics and gimp lacing. We required each student to make a project in leather and in plastics. After his or her project was made, we let them work in the field they were most interested.

In the afternoon classes we had many students in our classes who were not enrolled, but because our classes were not large we let them come in and work.

The students in our classes this summer seem very interested in their work and nearly all of them made two or three items. They would have made more projects, but due to the shortage of supplies, their work was limited. We believe the students enrolled in our classes this summer have done quite satisfactorily, and we enjoyed working along with them.



Yas Hara

During the summer session the 6th grade math. class have reviewed problems of the following:

1. Decimals
2. Fractions
3. Percent
4. Word problems
5. A review of addition, subtraction, multiplication and division



During the summer session the 6th and 7th grade science class have completed the following studies of insects:

1. The study of characteristics and identification of various insects
2. A study of local insects
3. The study of butterflies and moths

The method of study was <sup>Conducted</sup> as follows:

1. Reading reference materials
2. Drawing plates of insects
3. Lectures
4. A class discussion on local insects
5. Two examinations were conducted, and also, a final examination covering the semester's work.



During the summer session the 8th grade science class have completed the following systems in Physisology:

1. Study of cells
2. Digestive system
3. Circulatory system

The method of study was as follows:

1. Using reference for reading
2. Drawing plates pertaining to the particular part of study.
3. Lectures
4. Examinations--Weekly examinations--final examination
5. A notebook covering the semester's work was handed in at the end of the term.



## CLASS / PIANO

The Advanced and Beginner's Summer Piano Classes were taught from their Oxford and Williams music books respectively.

Scales in parallel and contrary motions were perfected by the advanced classes. The beginners were given scales in parallel motion only. During this short time they have acquired speed, accuracy, smoothness and good tone quality in playing their scales.

To develop the sense of rhythm, they have accomplished simple conducting in two, three, and four count rhythms.

The pupils memorized at least one piece from the Etude or other pieces I possessed.

Because of the limited number of pianos available for the students' practice, their practice was slowed considerably. However, in spite of the intense heat the students have progressed much more than I had anticipated.

*Mary Watanabe*



Junior High Summer Activities  
Arts & Crafts

6th Period

The class was divided into two divisions: silk screen under Miss Mida Campbell and plastic and leathercraft under Sam Nogawa, Harry Fukasawa.

Since there were not many students I helped the boys and latter organized a group of my own. But the boys are making the students report cards, since its unwise to grade the same students what I've taught:

PROJECT:

1) Leathercraft--coin purse

wallets

belts

braiding

comb case

lapel ornaments

2) Plastic--necklace

pins and etc.

3) Cork--coasters for glasses & pitchers. Coasters were cut out, used prang. Textile colors and decorated them, later shellaced.

Lydia Tanji