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## A D U L T    E D U C A T I O N

Though the years Adult Education has always been going on, and in a community such as this, it is an essential need.

Mr. Fogarty, Supervisor, in order to facilitate educational work in an organized way has thought of means to assemble people with similar interests from all over the community with a leader to guide them in the various courses.

These classes are held at night at either of the Elementary Schools in Blocks 10 or 32, also at Block 23, which is the community high school.

We were informed that one class in progress at this moment is the class in Advanced Americanization taught by Mr. Cowe.

Although not definite, Mr. Light has promised to teach the class in Current Problems.

Miss Gwinn and Miss Thorp are the instructors for beginners Americanization classes.

Having had previous experience Mr. Sasaki, former graduate of the University of Washington will teach the beginners and advanced Bookkeeping classes.

Advanced Harmony will be conducted by Mr. ~~Erlanson~~, the music teacher.

On Mondays and Wednesdays a class in American Government will meet in Recreation Hall 4.

Mr. Nakagawa, former principal of the Japanese Language School in Seattle is the counselor of Adult Education. He also teaches American History and Government which are held in Block 23 and 32 twice a week.

Mrs. Morishita is the supervisor of Handicrafts. Some of you may have seen the recent exhibit at Recreation Hall 21, where art-



icles made in her classes were on display.

Flower Arrangement classes having an enrollment of 85 will start as soon as flowers may be obtained. They are thinking of getting old flowers from the near-by florists.

Miss Major is the supervisor of the Home Economics group. The cooking classes, because of the lack of kitchen equipment also not being able to obtain the cooking materials have not started.

Sewing classes have an enrollment of a 100 women. Although they have a sufficient number of sewing machines, the classes have not started, as the machines need repairing. Since the people are requesting an early start in this class, they are thinking of going ahead without the machines.

The heaviest enrollment of all is in the class of Drafting and Designing, with a total of 150 people. This class has not started due to the essential need of drafting squares which are on priority and cannot be secured easily.

These are some of the subjects to be introduced for the benefit of this community. We believe this great undertaking will be a tremendous success.



## STUDENT RELOCATION

There are more than 300 schools that will take the Japanese American student. Just as soon one school is filled that school is checked off, and then there will be someone who will ask a certain school that isn't on the list if he is excepted. Then that school goes on the list and so the list does not decrease.

On the following pages you will see the procedure taken in order to go out.

Where it says a thousand dollars it doesn't mean you have to have it, just so you can get it by working near your school or have the bank statement saying that your parents or brother or sister is willing to help you. The need of the thousand dollars is stated in the paper so that you won't have to come back within the year.



The following is a summary of the suggestions for our Adult Education program made by Miss Golda Van Buskirk during her recent visit to the Minidoka center.

1. Adult Education Committee. The present all-Evacuee committee should be expanded by the addition of Appointed Personnel members, as suggested in Administrative Notice No. 124. Although this directive specifies a committee of seven members, Miss Van Buskirk suggested that this number might be raised to ten, if it seems advisable.

2. Use of Caucasian Teachers in Adult Education. Because of the difficulty of securing competent Evacuee instructors, Caucasian teachers, now employed in the high school and elementary schools, might be used to teach in Adult Education, especially in the English classes. Moreover, Miss Van Buskirk asserts, Caucasian instructors are generally more successful in teaching English, for even Nisei Americans often have difficulties in pronunciation, inflection, and rhythm. In order to motivate these teachers to volunteer their services, a rearrangement of their working hours might be provided, so they would be relieved of certain week-end or other work in return for their time spent in Adult Education. Miss Van Buskirk stated that at present Minidoka is the only relocation center which does not employ a system of this sort to solve its Adult Education teacher problem.

3. Forum Discussions. A considerable number of forums should be provided throughout the center for discussion of any and all problems which are of interest to Evacuees. Miss Van Buskirk is especially anxious that questions concerning the probable situations Evacuees will meet after relocation be considered. Every forum should be led by a competent person - either Caucasian or Evacuee - who should begin each discussion with an exposition of the problem under consideration. Attendance at these forums should be sufficiently limited, so that all persons may have an opportunity to participate. Therefore, as many discussion groups as possible should be established. All discussions should be carried on, of course, in the English language.

4. Adult Education Reading Rooms. As a teaching aid for both the reading and speaking of the English language, an Adult Education reading room should be set up in each of the two camp areas. Each room should be stocked with newspapers and periodicals, graded to meet the needs of students in all stages of language development. Since the aim of this project is not competition with the Community Library, the use



of books in the reading rooms should be discouraged. Adequate supervision by English-speaking persons would, of course, be necessary, so that the readers might have help with their language difficulties. This would not involve full time employment of the supervisors, for Miss Van Buskirk recommends that the rooms be open only two hours per day.

5. Letter Writing Bureau. In order to utilize the demand of many Evacuees for aid in writing letters to friends and relatives who have relocated or to sons who are in the armed services as a stimulus for learning English, a letter writing bureau should be established. It could be staffed with high school upperclassmen, as is being done in other centers, or it could be operated in conjunction with the Adult Education reading rooms.

6. Use of English in Vocational Education. In vocational classes where the Japanese language is principally employed, certain students who have some knowledge of English should be asked to drill their fellows in the technical vocabulary for the materials and equipment used. For example, all students in a carpentry class should learn to use the terms "saw", "hammer", "screwdriver", etc. instead of the Japanese equivalents.

7. Singing as an Aid to the Study of English. Two of the greatest difficulties Evacuee students encounter in speaking English are rhythm and inflection. To solve these language problems Miss Van Buskirk recommends the organization of singing groups and the use of songs in regular English classes. Simple melodies with common words should be used in all cases.

8. Movies as an Aid to the Study of English. As an aid to the speaking and understanding of English, movies might be shown to Adult Education classes, provided they serve as bases for "follow-up" discussions.



# ADULT EDUCATION COURSES

Manzanar Relocation Center

NEW SEMESTER, MAY 24-JULY 30, 1943

REGISTRATION MAY 17-21

Charles K. Ferguson, Director of Adult Education

**Registration for Classes** Registration for the courses will be held at the Adult Education Office, 1-3-2, Monday through Friday, May 17-21, from 9:00 a.m. to 4:30 p.m. and on Monday, Tuesday, and Wednesday from 7:00 to 9:00 p.m. A limited number of late registrations will be accepted during the first two meetings of the class. Thereafter, new students will not be permitted to classes which have started.

**LENGTH OF COURSES** The courses will be approximately ten weeks in length. The semester will close on Friday, July 30.

**BEGINNING TYPING** Monday through Friday, 6:30 - 7:30 p.m.

Instructor, Mrs. K. Takahashi

Room: 7-13-3

Textbook required; cost, probably \$1.00

**INTERMEDIATE TYPING** Monday through Friday, 7:30 - 8:30 p.m.

Instructor, Mrs. K. Takahashi

Room: 7-13-3

Students enrolled last semester in Mrs. Takahashi's Beginning Typing will transfer to Intermediate Typing. New students will be admitted by special arrangement. Textbook required.

**ADVANCED TYPING** Monday, Wednesday, Friday, 8:30 - 9:30 p.m.

Instructor, Mrs. K. Takahashi

Room: 7-13-3

Advanced students enrolled last semester in Mrs. Takahashi's classes may continue in Advanced Typing. New students will be admitted by special arrangement. Textbook required.

**BEGINNING SHORTHAND** Monday, Wednesday, Friday, 7:30 - 8:30 p.m.

Instructor, Mrs. F. Igarashi

Room: 7-13-1

Textbook required.

**INTERMEDIATE AND ADVANCED SHORTHAND** Mon., Wed., Fri. 8:30 - 9:30 p.m.

Instructor, Mrs. F. Igarashi

Room: 7-13-1

Textbook required.



INTERMEDIATE AND ADVANCED SHORTHAND

Instructor, Miss S. Setoguchi

Continuation of Miss Setoguchi's classes from last semester. New students will be admitted by special arrangement.

ADVANCED SHORTHAND Monday, Wednesday, Friday, 6:30 - 7:30 p.m.

Instructor, Miss Y. Yamamoto

Room: 7-5-4

Students enrolled in Miss Shimizu's shorthand section 9 last semester will transfer to Miss Yamamoto's class. New students will also be admitted.

REVIEW OF ENGLISH Monday, Wednesday, Friday, 6:30 - 7:30 p.m.

Instructor, Miss K. Suzuki

Room: 7-1-1

A review of correct English and its usage in speech and exposition. The course will be adjusted to fit the needs of the students, and every member will be expected to participate in all exercises. Textbook required.

SUBJECT A ENGLISH

Students who wish to take Subject A will enroll in Miss Suzuki's "Review of English."

ADULT ENGLISH FOR ISSEI AND KIBEI

Instructors, Mrs. T. Nishikawa and staff

Registration will be taken at the Adult English Hall, Ironing Room 11.

SPEECH I Wednesday, 7:30 - 9:30 p.m.

Instructor, Mr. Clive Greenlee

Room: 7-3-1

Fundamentals of spoken English. The class is intended primarily for Issei and Kibei and to others who want to improve and master English conversation.

SPEECH II Friday, 7:30 - 9:30 p.m.

Instructor, Mr. Clive Greenlee

Room: 7-3-1

This is a continuation of Mr. Greenlee's Public Speaking course given last semester. New students will be admitted by special permission of the instructor.

ELEMENTARY SPANISH Tuesday, Friday, 7:30 - 8:30 p.m.

Instructor, Miss K. Suzuki

Room: 7-1-1

The course will cover the essentials of Spanish grammar and will give the student a vocabulary adequate for reading standard Spanish prose of the simpler type. Material covered will be equivalent to two years of high school Spanish. Textbooks required; cost, about \$3.00.



INTERMEDIATE SPANISH Monday, Wednesday, 7:30 - 8:30 p.m.

Instructor, Miss K. Suzuki

Room: 7-1-1

A continuation of last semester's Adult Spanish class. New students will be admitted by permission of the instructor.

ADVANCED SPANISH Tuesday, Friday, 8:30 - 9:30 p.m.

Instructor, Miss K. Suzuki

Room: 7-1-1

This is a continuation of Miss Suzuki's Spanish IA given last semester, and covers the second year of high school Spanish. New students will be admitted by permission of the instructor.

ELEMENTARY GERMAN Monday, Thursday, 8:30 - 9:30 p.m.

Instructors, Mr. A. Nielsen and Miss K. Suzuki

Room: 7-1-1

Designed to give the student a knowledge of the German grammar sufficient to equip him with an ability to read modern German prose of not too involved content; also to carry on simple conversation. The course will cover approximately two years of high school German. Textbooks required; cost, about \$3.00.

AMERICAN GOVERNMENT AND POLITICS Tuesday, 7:30 - 9:30 p.m.

Instructor, Dr. W. Bruce

Room: 7-6-2

Organization and activities of American national, state, and local governments. Historical foundations and constitutional practices, and the development of American social legislation.

ACCOUNTING I Lectures, Monday, Thursday, 6:30 - 7:30 p.m.

Laboratory, Thursday, 7:30 - 9:30 p.m.

Instructor, Mr. A. Hara

Room: 7-15

A beginning course in accounting dealing with the principles of valuation and of income determination; the application of accounting principles to some of the special problems of business organization and management, and to partnership, corporation, and manufacturing. Textbook required.

ACCOUNTING II

Instructor, Mr. A. Hara

This is a continuation of Accounting IA given last semester.

CONSUMER ECONOMICS

Instructor, Dr. W. Bruce

A course intended primarily for employees of the Manzanar Cooperative Enterprises; others may enroll by permission of the instructor.



INTRODUCTORY ZOOLOGY Monday, Wednesday, Friday, 6:30 - 7:30 p.m.  
Instructor, Mr. M. Kodani  
Room: 7-6-2

Structure and function of the parts of animals belonging to the most important animal phyla. Many of the important principles in the fields of evolution, taxonomy, morphology, embryology, ecology, animal behavior, and genetics will be discussed.

Prerequisite: High school biology and chemistry or their equivalent.

ADVANCED ZOOLOGY Monday, Wednesday, 7:30 - 8:30 p.m.  
Instructor, Mr. M. Kodani  
Room: 7-6-2

Continuation of Zoology 10 given last semester. The course is open to students who were enrolled in Mr. Kodani's class last semester and to others who have had college zoology or biology. Special emphasis will be given to the social significance of heredity and of the biological sciences in general. More advanced topics in the field of biology will be discussed.

APPLIED GENETICS (Lectures, in Japanese, and laboratory.)  
Instructor, Mr. M. Kodani

The course, conducted in Japanese, is a continuation of Mr. Kodani's Genetics and Plant Breeding given last semester. Principles of genetics and eugenics; plant and animal improvement; breeding of fruits, crop plants, ornamental plants, grasses, and some domestic animals; the selection and propagation of disease resistant plants.

HUMAN PHYSIOLOGY II Tuesday, Thursday, 6:30 - 7:30 p.m.  
Instructor, Mr. Kazuyuki Takahashi

Room: (tentative) Office of the Administrative Assistant, Hospital.

Continuation of Mr. Takahashi's Human Physiology I given last semester. Topics to be discussed include: endocrine interrelationships, menstruation, reproduction; the control of body temperature; respiration, water balance, central and peripheral nervous systems; the physiology of muscle; nutrition, foods, the biological action of the vitamins.

Prerequisite: Human Physiology I; college course in human physiology or equivalent.

TYPING FOR ISSEI -- the course will be offered if sufficient interest is evidenced. Tuesday, Thursday, 8:30 - 9:30 p.m. 7-13-3

FLOWER ARRANGEMENT - Mrs. Gasui Takata, Mrs. Inaba

TAILORING - Mr. Yamamoto

CURRENT EVENTS - Mr. C. Kondo

SILK CULTURE - Mr. Y. Muramatsu



*July*

Total Enrollment 1234  
 Boy 642 Girl 592

Previous Enrollment 1232  
 Average daily attendance 1222

Please list the different "Vocational Training Classes" found in High School (including Adult Education) and the numbers of students attending.

4141

Relocated Students taking correspondence Course 21  
 Enrollment in Vocational Classes

Classes	Male	Female	Total
Vocational Foods	13	23	36
Tailoring	0	22	22
Shorthand Advance	0	10	10
Shorthand Beginning	0	44	44
Distributive Management	13	14	27
Bookkeeping	13	14	27
Agriculture	46	14	60
Sketch Drawing	42	2	44
Voc. Camp.	22	0	22
etc.			
	149	143	292

This report constitutes <sup>one of</sup> the PROJECT's Report made monthly to Washington D.C.



ADULT EDUCATION  
NUMBER ATTENDING VOCATIONAL CLASSES

	Men	Women
Auto Mechanics	12	
Welding	15	
Blacksmithing	13	
Carpentry	12	
Farm Machinery	12	
Drafting & Designing		515
Shorthand		18
Photography	6	6
Electricity	<u>14</u>	<u>        </u>
	84	539

Total . . . . . 623



ADULT EDUCATION ENROLLMENT  
July, 1943

1.	Am. Gov't and	K. Nakashima	5	9
2.	" " History	" "	14	11
3.	" " "	" "	8	7
4.	" " "	Y. Nakagawa		36
5.	" " "	" "	4	8
6.	" " "	" "	4	8
7.	Americanization	John Hayatsu		35
8.	(Beginning)	Ken Yamada		49
9.	"	" "		22
10.	"	Kiyoshi Sugai	1	28
11.	"	" "		2
12.	"	" "	3	19
13.	(Intermediate)	John Hayatsu	3	18
14.	"	Kiyoshi Sugai	1	18
15.	"	Dixon Miyauchi	10	22
16.	(Advanced)	Jerry J. Fogarty	12	
17.	Auto Mechanics	R. H. Conner	12	
18.	" "	William Humphrey	15	
19.	" "	Lloyd Fox	13	
20.	Carpentry	Henry Linke	13	
21.	"	Ernest Linke	29	
22.	Drafting and Designing	Aya Teramoto		165
23.	Drafting and Designing	Kikue Hirata		240
24.	Drafting and Designing	M. Nojima		110
25.	Electricity	George Buckley	14	
26.	English Grammar	Kiyoshi Sugai	1	21
27.	English Grammar	" "	3	24
28.	Harmony	Erling Erlandson	6	5
29.	Farm Machinery	Omer Sisco	12	
30.	Photography	Ralph Ochi	6	6
31.	Radio Servicing	Harry L. Stafford	14	
32.	Shorthand	Ruth Ueda		16
35.	"	Fuki Seki		2
			<hr/> 203	<hr/> 881

Total Enrollment.....1084



*Richard Miner*  
*Minidoka*

WAR RELOCATION AUTHORITY  
Washington, D. C.

64. 400

October 3, 1944

To: Adult Education Supervisors

From: Golda Van Buskirk, Language Consultant

In my recent visit to six of our relocation centers I found that certain adult English materials which had been sent from this office had not been received on the centers. These include the following:

1. One set vocabulary cards with Teachers Manual.
2. Bulletin - Introducing English to Adults.
3. Stories of the States, supplementary reading materials with suggestions for teaching.
4. Easy "Translations" from magazine articles, with suggestions for teaching.

Bulletins of conversational exercises have also been made available by the Adult Education departments of Manzanar and Central Utah.

If you have not received any of these materials, will you please check to see whether they have reached your project at all. If you cannot locate them, write to this office and new samples will be sent to you. They will not be the answer to all your needs on materials, but they are suggestive of the type of thing which might be developed and of methods which may be used effectively at different teaching levels.

We are enclosing in this letter copies of a bibliography and a check list which you may or may not have received before.

Several supervisors have expressed a wish to know what other Adult Education departments are doing to promote the use of English and improve instruction. Several interesting projects--cooking classes, an adult education newspaper, geography classes, etc.--have already been reported. We should like to hear about the success of these projects and about any new ideas which might be helpful to other centers. If you will write us within the next week or so, we shall try to get out a news bulletin for the benefit of all the supervisors.

Enclosures-2

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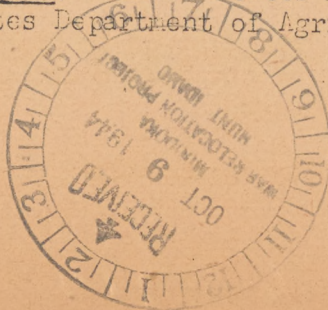
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Adult Education References

1. Bowman, LeRoy E. How to Lead Discussion.  
New York, Women's Press. 1934. 31 p.
2. \*Bryson, Lyman. Adult Education.  
American Book Company. 1936. 208 p.
3. Debatin, F. N. Administration of Adult Education.  
American Book Company. 1938. 486 p.
4. Denny, George V. A Handbook for Discussion Leaders.  
New York, Town Hall. Advisory Service.  
123 West 43 St. 1938. 32 p.
5. \*Ely, Mary. Adult Education in Action.  
New York. Association for Adult Education. 1936. 480 p.
6. Garland, J.V. and Phillips, Charles, F. Discussion Methods.  
New York. H. W. Wilson Company. 1938. 330 p.
7. Judson, Lyman Spicer, and Judson, Ellen. Modern Group Discussion.  
New York. H. W. Wilson Company. 1937. 198 p.
8. Mueller, A. D. Principles and Methods in Adult Education.  
New York. Prentice Hall. 1937. 428 p.
9. National Education Association, Department of Secondary School  
Principals. Talking It Through. Washington, D. C. 1201,  
16th St. N. W. 1938. 70 p.
10. \*New York University, School of Education. Department of Adult  
Education. Community Planning and Adult Education. New York  
University, New York. 1938. 66 p.
11. \*Rowden, Dorothy. Handbook for Adult Education in the United  
States. American Association for Adult Education, New York.  
1936. 423 p.
12. \*United States Department of Agriculture. Extension Service.  
What Is the Discussion Leader's Job? (Bulletin D-3).  
1937. 21 p.
13. \*United States Office of Education. Education for Democracy.  
(Bulletin 1938 No. 17). Government Printing Office. Wash-  
ington. 1936. 74 p.
14. United States Office of Education. Public Affairs Pamphlets.  
(Bulletin 1937 No. 3). Government Printing Office. 1937. 83 p.
15. Cowling, Elias. A Short Introduction to Consumers Cooperation.  
The Cooperative League of the United States of America.  
608 South Dearborn, Chicago.

\*\*\*\*\*Starred Items Are Especially Recommended.



16. Alanne, V. S. Fundamentals of Consumer Cooperation.  
The Cooperative League of the United States of America.  
608 South Dearborn, Chicago.
17. Ayer, P. F. "The Average Man Takes a Hand in New Hampshire Public Affairs." United States Department of Agriculture. Extension Service Review. 11: 55; April, 1940.
18. \*Ayer, P. F. We the People. University of New Hampshire, Durham, New Hampshire. Extension Service. 1940. 12 p. (Free).
19. Blirs, R. K. "Two Leaders for Sixteen Families." United States Department of Agriculture. Extension Service Review. 13: 66 May 1942.
20. \*Bowen, E. R. "Discussion Groups - The Fundamental Form of Cooperative Education". American Library Association Bulletin. 35: 72-77; February, 1941.
21. Campbell, Olive D. The Danish Folk School. The Macmillan Company, New York. 1928.
22. \*Journal of Adult Education.
23. Chancellor, John M. Helping Adults to Learn. American Library Association, Chicago. 1939.
24. Emerson, Dorothy, and Jenkins, E. G. First Steps in Group Discussion Method. University of Maryland, College Park, Maryland. Extension Service. 8 p. (Free).
25. Evingson, Caroline J. "We Are Rural America". Adult Education Bulletin. 5: 133-35; June, 1941.
26. Fiske, Marjorie. "Discussion's the Thing, But How to Lead One?" Independent Women. 19: 327-28; October, 1940.
27. Hall, D. M. How to Lead Adult Groups in Solving Their Own Problems. Illinois Agriculture College, Urbana, Illinois. Extension Service. 1940. 25 p. (Free).
28. Jones, A. Drummond. "Farmer Discussion is Adult Education." Adult Education Bulletin. 5: 121-25; June, 1941.
29. \*MacKay, David I. "Without Teacher, Study Circles". Journal of Adult Education. 13: 158-61; April, 1941.
30. \*United States Department of Agriculture. Group Discussion and Its Techniques. United States Bureau of Agriculture Economics. United States Department of Agriculture. 57 p. (D-4).





31. \*United States Office of Education. Forum Planning Handbook.  
United States Office of Education. Bulletin 1939, No. 17.
32. Mueller, Milton. Preserving Democracy, Human Material for  
Democracy. Michigan State College, East Lansing, Michigan.  
1943. 19 p.
33. United States Office of Education. Printed Page and the Public  
Platform. United States Office of Education. Bulletin 1937,  
No. 27.
34. United States Office of Education. Choosing Our Way, A Study  
of America's Forums. United States Office of Education,  
Bulletin 1937, No 1.







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1. \*American Library Association, Chicago, Illinois. Books for Adult Beginners. 1939. Compiled by staff of Reader's Bureau of Cincinnati Public Library.
2. \*Good References on Language Handicaps of Non-English-Speaking Children. Bibliography No. 23. Compiled by Katherine M. Cook and Florence E. Reynolds. United States Government Printing Office, Washington. 1938.
3. American Language Press, P.O. Box 12, Jamaica, Long Island, N. Y. Help Yourself Lessons. Books 1-4. 1926. 75¢ each.
4. California State Department of Education (Assisted by the WPA), Los Angeles, California. Readers for Adults. ("Foods for Health", "Getting a Job", "Keeping Health" and "Social Security"). 1942.
5. Houghton-Mifflin Company, Boston, Mass. Learning the English Language. A book for men and women of all countries. 1942.
6. The Macmillan Company, 60 Fifth Avenue, New York, New York. Practice Leaves in the Essentials of English. 1942. 80¢.
7. United States Treasury Department, War Savings Staff, Washington, D. C. (Order from Government Printing Office) Our Way - Our Victory. (Supplementary reading material for foreign-born students). 1942.
8. Committee for Refugee Education, New York, New York. A Guide to Materials for Teaching English to Refugees, prepared by Fanne Aronoff, Gilbert Convers and Nora Hodges. 1940.
9. United States Works Progress Administration for the City of New York. Techniques for Teaching Illiterate Adults to Read. A Teaching Guide. (This can probably be obtained by writing to Mr. Perry L. Schneider, Assistant to the Director, Evening Elementary Schools, 110 Livingston Street, Brooklyn 2, New York.)
10. \*Reade, Inez E. Improve Your Accent. Macmillan Company, New York. 1941. (Excellent for improving speech sounds.)
11. \*Unit Activity Reading Series, Silver Burdett Company. (Such topics may be selected as the following: weather, gardening, rubber and rayon, bread making, etc.).
12. \*Hyte, John. American Words and Ways - Viking Press, New York. 1943. (Written primarily for German-Americans. Section on American customs, social forms, and slang should be very useful.)

\*\*\*\*Starred Items Are Especially Recommended.



13. Olson, Clara M. Your House and Mine. Project in Applied Economics. Florida Curriculum Laboratory, College of Education, University of Florida. 317 P. K. Yonge Building, Gainesville, Florida.

Similar materials:

Clothing. Department of Vocational Education.  
University of Vermont, Burlington.

Foods. Bureau of School Service.  
University of Kentucky, Lexington.

14. Whipple, Guyton, and Moriss (editors).  
Gray's Manual for Teachers of Adult Elementary Students, American Association for Adult Education and United States Office of Education, Department of Interior, Washington, D. C. (Part III. "Program of Instruction for Foreign Born Adults of Limited Education," especially helpful. This manual is now out of print and may not be obtained from the A.A.A.E., but there are a few copies available for those who wish to borrow from the Education Library of the Department of Interior.)
15. Meriam, J. L. Learning English Incidentally: A Study of Bilingual Children, Bulletin 1937, No. 15. United States Office of Education, Department of Interior, Washington, D. C.
16. Coale, Willis B. and Smith, Madorah E. Successful Practices in the Teaching of English to Bilingual Children in Hawaii, Bulletin 1937, No. 14. United States Office of Education, Department of Interior, Washington, D. C.





# CHECK LIST FOR ENGLISH PROGRAM

1. Has the teacher been able to establish good rapport with the class?  
Is the morale of the group good?
2. Are classes small enough to allow active participation by all the members every period?
3. Is the direct conversational method used or the slow translation-grammar method?
4. Is the class conducted in English with a minimum of explanation in Japanese?
5. Do the classes meet often enough to provide necessary practice at economic intervals, or are practice periods so far apart that the students forget what they have learned?
6. Do the students do most of the talking or does the teacher monopolize the class hour? Do all the students have an opportunity to participate or do two or three bright students "carry the ball"?
7. Is the vocabulary meaningful and functional, or literary, stiff, and formal?
8. Are student interests consulted in the choice of teaching materials?
9. Does the teacher speak good English? Is he sufficiently competent in English skills to set good language patterns and to give clear, adequate explanations without useless verbiage?
10. Is the teacher resourceful? Does he provide interest and variety in his teaching devices and techniques?
11. Is the group motivated to use English outside the class period? Is family and social cooperation in the use of English encouraged?
12. Do the students have a sense of progress? Do they have new language acquisitions to take home and use at the end of each class session?
13. Does the class provide opportunity for orientation and personal adjustment, for emotional catharsis and problem-solving?
14. Does the teacher make frequent references to normal community living and to situations where certain language skills will be useful? Does he use illustrations from life?
15. Does the teacher explain the new in terms of the old and familiar? Does he express himself in vocabulary which is understood by everyone in the class?
16. Is there opportunity for free language expression in every class?
17. Is all drill work functional? Is it presented in the form in which it will be used? Is there any drill merely for drill's sake?



18. Are explanations concise and functional, or are they pedantic recitations of rules?
19. If a textbook is used, is it adapted to the needs and abilities of the class?
20. Are sight and sound recognition, as well as the ability to write new words and sentences, taught more or less simultaneously? Or is spelling taught in isolated periods following unrelated reading lessons?
21. Do students use initiative in trying to express themselves or do they rely on the teacher as a "crutch"? Have they been taught techniques for figuring out meanings from context?
22. Does the teacher encourage originality in expression or does she insist upon "canned" responses after the student has learned the simple patterns and is ready to expand his forms of expression?
23. If students ask or answer questions in Japanese, is the teacher alert to seize this opportunity to teach the appropriate English expression?
24. Has the teacher developed techniques for correcting and improving speech which are helpful and encouraging, or does he frustrate the student with his constant criticism?
25. Does the teacher use such devices as class demonstrations and dramatizations to teach new vocabulary and to set language patterns in the mind of the student?
26. Are reading materials adjusted to the ability and the interest levels of the group? Are they introduced with adequate orientation?
27. Are composition skills encouraged by such devices as the mailing of letters written by the students?
28. Is class work well planned and organized? Is the teacher able to proceed economically and effectively and still keep the class casual and informal enough for easy conversational procedures?
29. What steps have been taken to provide practice in English usage in work and social activities as a supplement to class work?
30. Do the students enjoy their work? Do they feel proud of their language achievements?





ENGLISH GRAMMAR  
THE SOUNDS OF ENGLISH

The English language, like all other languages, is made up of sounds that flow freely, and sounds that, because of some obstacle, are not permitted to flow freely. Those sounds that are unobstructed are called vowels, and those that are obstructed are called consonants. Take, for instance, the word eat. It is made up of the sound ē (i:), which flows freely and may be continued as long as the breath lasts, and t, which stops suddenly because the tip of the tongue touches the upper gum and does not allow the sound to continue. But listen to the word am. It is made up of the vowel ā (ae), which flows freely and may be continued as long as the breath lasts, and the consonant m, which also may be continued as long as the breath lasts, but cannot be said to flow freely as it is forced to go out through the nose because of the closing of the lips and the lowering of the soft palate. Thus, you see that sounds may be obstructed in more than one way.

Sometimes two vowel sounds are combined, and the result is what is called a diphthong.

The sounds of English will be discussed through these three classes: vowels, diphthongs, and consonants.

VOWELS

In order to make any sound correctly, you must know what each of the active organs of articulation is doing when the sound is made. As there are no nasal vowels in English, the soft palate is held high in making all vowel sounds. Vowel sounds will be studied from the point of view of the position of the tongue, as that is such an important factor in making those sounds. Vowel sounds are made on the front (just behind the tip), middle, or back of the tongue, and they may be high, medium, or low in those positions. For instance, ē (i:) is the very

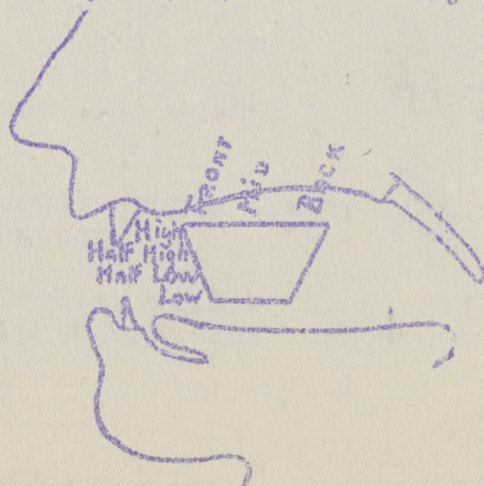


Fig. 4



highest front vowel—that is, the front of the tongue is held in making that sound—and ʌ (a:) is the very lowest back vowel. Say ē (i:)—ā (a:), and feel how the tongue moves from a high front position with the jaw nearly closed, to a low back position with the jaw nearly closed, to a low back position with the jaw dropped. Now add ō as in shoe (u:), and feel how the back of the tongue rises to a high position and the lips become rounded. It is a good idea to place the tip of the tongue on the back of the lower front teeth in making all vowel sounds except the rounded back vowels. This helps to keep the tongue in the right place. It may be helpful to think of the vowels placed on the tongue as shown in Fig. 4 on page 1.

# FRONT VOWELS

## ē as in see (i:)

In order to make the sound ē (i:), place the tip of the tongue on the back of the lower front teeth, place the sides of the upper teeth, and hold the front of the tongue high; drop the lower jaw very slightly so that there is little space between the teeth, and spread the lips. The sound ē (i:) is called a high, front, tense vowel; if you place your fingers under both sides of your chin when making the sound, you will feel the tension of the muscles.

bee	east	feel	lea	seem	machine
clean	eat	freak	me	supreme	treat

1. The dream about the machine was so real that it seemed not to be a dream.
2. Edith seems to think it will be easy to shell the peas and string the beans if we have teamwork at meal time.

## ī as in it (i)

Lower the tongue very slightly from the position for ē (i:), drop the jaw a very little and relax it, keep the lips spread, and make the sound ī (i). This is called a high, front, lax vowel. It is also the first element of the diphthong in the word here ('hie).

Caution: Do not drop the tongue too far, or the resulting sound will approximate the ē as in let (e-). This mispronunciation is very common in the southern part of the United States and in New York City.

city	hit	lift	Monday	sick	this
English	in	lilt	pretty	sieve	timber



1. The king lives in the pretty little English village.
2. Minnie received a missive from Miss Smith Tuesday, and should have written in reply at once, as it was a matter of the greatest importance.

Note: The first syllable of the words English, pretty, received, reply, and the last syllable of city, pretty, Monday, Tuesday, greatest, contain the sound i (i).

ē as in lay (eɪ)

Lower the front of the tongue and drop the jaw a little more than for i (i), keep the lips spread, and make the sound ē (eɪ). As the position for ē (eɪ) is a little more high than low, it is called a half-high, front vowel. This sound is also the first element of the diphthong ē as in say (eɪ).

bevy	fen	lest	many	septic	well
ebb	length	member	pen	read	wreck

1. Many members of the crew that had been rescued from the wreck were not well enough to get out of bed.
2. Ted is a very level-headed and dependable helper.

ā as in there (eː)

Lower the front of the tongue and jaw still more than for ē (eɪ). This gives a sound which is the first element in the diphthong are as in there (eɪə). This sound is never used in English apart from the diphthong. It is called a half-low, front vowel, as its position is more nearly low than high.

Caution: Do not lower the tongue too far, or the resulting sound will be the same as ā in that (æ).

bear	dare	hair	Mary	rare	various
chair	fair	lair	pair	tare	where

1. Mary's chairs were covered in various materials from velour to hair cloth.
2. Sarah despaired of procuring that pair of rare vases.

ā as in at (æ)

Lower the front of the tongue and jaw still farther than for ē (eɪ), and make the sound ā (æ). This is a low, front vowel.



Caution: Pay special attention to this sound, as it is so frequently mispronounced. Be careful that you do not add an extra sound and thus make it a diphthong. Be careful that you do not nasalize the sound.

cat	fancy	hast	man	rap	tack
damp	hand	lamp	pant	sand	van

1. The man said he would give Lancy a sample of the fancy candy.
2. The cat panted after playing in the damp sand.

as in ask (ə)

Drop the front of the tongue and jaw a little farther than for ă (ae). This position gives the sound ə as in ask ('æsk), or the so-called intermediate ə. This pronunciation is good American usage, but it is not accepted standard English, which demands the ā as in father (a:). This low, front vowel is also the first element in the diphthong ī (aī).

Caution: In making the diphthong ī (aī), be careful that this first element is made on the front of the tongue and not on the back. If the sound is made on the back of the tongue, the pronunciation becomes (aī), as the ū (a:) in father has been substituted for the correct sound. This is a very usual dialect form in New York City and its environs.

after	class	fast	past	fine	time
answer	command	grass	raft	pile	ask
dance	last	task			

1. It is high time for you to answer the question I asked.
2. I shall call for you to go to the class dance at half past nine.

#### MID VOWELS

ū as in bird (ɜ:)

Raise the middle of the tongue to a half-high position, drop the jaw to the position for ē (e-), spread the lips slightly, and make the sound ū as in bird (ɜ:). This sound is known as a half-high mid vowel.

Caution: Be sure the tip of your tongue is placed on the back of your lower front teeth in making this sound. This will



prevent the tongue tip from rising and causing the mispronunciation of the sound called an inversion. This mispronunciation is characteristic of midwestern speech. New York City dialect forms diphthongize the sound. This, too, is to be avoided.

bird	circle	first	murmur	pearl	turtle
birth	earth	girl	nurse	surd	worst

1. "We were the first  
That ever burst  
Into that silent sea."

2. The girl received a pearl necklace for her birthday.

ă as in about (ə)

Drop the middle of the tongue and jaw a little from the position for ū (ɜ:), and make the sound ă (ə). This sound is called a half-low mid vowel. It is a neutral vowel and is never used except in unstressed syllables. It is the first sound in about and the last in sofa and brother.

abound	confound	parade	bother	ginger	preacher
awake	occasion	surround	father	mother	sister

1. My father will not allow my brother to march in the parade.

2. Jim's temper was aroused when he was accused of copying his sister's problems.

Note: The first syllable of abound, accuse, allow, arouse, awake, confound, occasion, parade, surround, and the last syllable of bother, brother, father, ginger, mother, preacher, problems, sister, temper, contain the neutral vowel ă (ə).

ū as in up (ʌ)

Drop the middle of the tongue and the jaw to a position a little lower than for ă (ə), and make the sound ū as in up (ʌ). This is called a low mid vowel.

abrupt	done	hiccough	one	some	trouble
corrupt	glum	love	rough	sun	under

Note: The first syllable of abrupt and corrupt has the neutral vowel ă (ə), while the second syllable has the sound ū as in up (ʌ).



1. It is troublesome to lose one's gloves or umbrella when running for the subway.
2. If you will come to supper, we will have some fun.

#### BACK VOWELS

oo as in moon (u:)

Raise the back of the tongue high, open the mouth slightly, round the lips well, and say oo as in moon (u:). This is the highest and roundest of the back vowels, and is known as a high, back, rounded, tense vowel.

Caution: Certain words, such as roof and soon, tend to use the relaxed, less-rounded sound as oo in book (U). This is a dialectal mispronunciation and should be avoided.

boost	goose	mood	plume	root	soon
flute	loot	noose	roof	rude	woo

1. The goose-girl played her flute and every goose came running for its food.
2. Did you lose the recipe for noodle soup?

oo as in foot (U)

Lower the back of the tongue slightly from the position for oo (u:), relax the jaw and lips, and say oo as in foot (U). This is known as a high, back, lax vowel.

book	foot	nook	put	should	took
could	look	pudding	room	shook	would

1. I took the cook book so that I could have a good recipe for the pudding.
2. How would you like to sit by the brook and look at this book?

o as in obey (o-)

Lower the back of the tongue a little farther than for oo as in book (U), drop the jaw somewhat, and make the lips less rounded. This position will give you the pure vowel o (o-), which is used only in unstressed syllables, as in the word obey. This vowel is the first element of the diphthong o, as in old (o-U).



It is called a half-high, back, rounded vowel.

molest	November	obedience	obey	obituary	oblique
obliterate	oblivious	omission	omit	opine	opossum

1. You will not be molested if you obey the rules.
2. His obituary was in the newspaper of November first.

ō as in all (o:)

Lower the back of the tongue from the position for ō (o:), drop the jaw, continue to round the lips, and say ō as in all (o:). This sound, which is a half-low, rounded, back vowel, is also the first element of the diphthong oi as in choice (oi).

Caution: This sound is very frequently mispronounced and requires a good deal of care. In New York City and its environs it is often made too far back in the mouth, and also frequently becomes inverted so that you hear the mispronunciation sore ('sō:) for saw ('sā:). In midwestern speech it tends to become unrounded and is pronounced like the ā in father (a:).

all	bought	dawn	Gaul	jaw	thought
awe	cough	fall	hall	sought	water

1. Saul thought the walls of the hall were falling.
2. I saw Paul and asked him if I might have a drink of water.

ō as in long (o)

Drop the back of the tongue and jaw still farther than for ō (o:) and relax the jaw. Continue to round the lips and say ō as in long (o). This is a low, back, rounded vowel.

Caution: This sound is a difficult one for most Americans, who tend to pronounce it as the ā in father (a:). Some New Englanders pronounce it as the ō in all (o:). The accepted pronunciation lies between these two. In the following words, try to acquire the accepted pronunciation by opening the mouth for ā (a:) and then rounding the lips a little:

dog	hot	lop	not	rot	sod
bog	got	mop	pod	shot	what

1. Do you prefer hot chocolate or hot coffee?
2. John occupied his time by copying an old log-book.



ä as in father (a:)

Drop the tongue a little farther than for ö (ø), drop the jaw, unround the lips, and say ä (a:). This is a low, back, unrounded vowel. It is also the first element of the diphthong ow as in house (aũ).

Caution: In New York City and its environs ä (a:) tends to be placed too far back and to become rounded. In the diphthong ow (aũ) this first element is often made too far front on the tongue, a mispronunciation that must be guarded against.

alm	car	farm	laugh	pardon	tar
bath	darn	heart	market	psalm	varnish
how	town				

1. The market gardener brings part of his farm products to town in his car.
2. The parson hardened his heart and refused to pardon the boys who played marbles instead of singing psalms.

#### DIPHTHONGS

A diphthong is a combination of two vowel sounds. Since the first element of a diphthong is always held longer than the second, you should be careful to make the second vowel of the diphthong very short. In some cases the diphthong is made by raising the tongue from a lower to a higher position; those made this way are called rising diphthongs. In other cases the vowels concerned cause the tongue to go from a higher to a lower position; these are called falling diphthongs.

#### Rising Diphthongs

ä as in ate (eyl)  
 i as in ice (ai)  
 ö as in old (o-u)  
 ow as in now (aũ)  
 oi as in choice (oi)

aim	dine	own	bout	coil	eight
tight	cold	found	join	fail	reply
lone	now	loiter			

1. You may take your choice between ice-cold ginger ale and grape juice.
2. You boys must hold tight when the sleigh goes around this turn, or you will be thrown in a snow pile.



### Falling Diphthongs

ere as in there (ɛə)  
 ere as in here (ɪə)  
 oor as in poor (ʊə)  
 oor as in floor (ɒə)

chair  
 pair  
 there

cheer  
 here  
 pier

poor  
 sure  
 tour

door  
 floor  
 core

1. I'm sure Mary's hair was so long it nearly touched the floor.
2. Poor Sarah tore her dress and a new pair of stockings on a chair here in the dining room.

### CONSONANTS

A consonant is an obstructed flow of voice or breath. This obstruction may occur in different ways. If the sound is stopped abruptly in mid-channel, it is called a plosive; b, p, t, d, g, k, are plosives. If the sound may be prolonged as long as the breath lasts, it is called a continuant. If the continuant flows through a narrow space so that the breath or voice passing through that space causes friction, the sound is called a fricative; f, v, th voiced (ð), th voiceless (θ), wh (ʍ), x (x), h are fricatives and s, z, sh (ʃ), zh (ʒ) are sibilant fricatives. If the pressure of the organs of articulation forces the sound out through the nasal passage instead of through the mouth, the sound is called a nasal continuant; m, n, ng (ŋ) are nasal continuants. If the continuant flows so freely that it seems like a vowel, it is called a vowel-like consonant or a semi-vowel; w and y (j) are semi-vowels. If the continuant is so formed that the sound flows off the sides of the tongue, it is called a lateral; l is a lateral.

As you listen to the sounds given above, you will discover that consonants may be voiced or voiceless. If the vocal bands vibrate in making a sound that is obstructed, it is said to be a voiced consonant. If the vocal bands do not vibrate, it is a voiceless consonant. If your ear will not help you to discover whether a sound is voiced or voiceless, place your fingers on the larynx, and note whether you can feel a vibration while you are making the sound in question. If you feel a vibration, the consonant is voiced; if you feel none, it is voiceless.

You will find, too, that consonants may be obstructed in various places, as well as in various ways. If you press your



lips together and stop the sound suddenly, you will make the sounds b or p, according to whether the sound is voiced or voiceless. If you let the upper teeth rest gently on the lower lip, you will make the sounds f or v. Through experimentation, you will find that consonants may be formed by the lips, by the upper teeth and lower lip, by the teeth and tongue, by the front of the tongue and gum or hard palate, by the middle of the tongue and hard palate, and by the back of the tongue and soft palate.

Note: It will be noticed that very frequently two consonants are made in exactly the same way, but that one is voiced and the other voiceless. These are companion sounds, or cognates, and will be treated together. If an unvoiced sound is substituted for its voiced cognate, or voiced sound is used instead of its unvoiced cognate, the resulting mispronunciation is known as a cognate substitution.

#### LIP CONSONANTS

##### b-p

Press the lips together gently, and then separate them suddenly by the force of the breath. The resulting sound will be the voiced plosive b or the voiceless plosive p.

be	peep	imbibe	pipe	ribbon	pippin
bib	pip	web	pep	pebble	pepper
Bob	pop	stable	staple	dabbled	dappled
hub	sup	Bible	piper	robber	copper

1. Put the pipe and the pebbles behind the copper pepper pot.
2. Betty lost her hair ribbon when she was blowing bubbles beside the babbling brook.

##### m

Close the lips gently, lower the soft palate, and let voiced air come out through the nose. The resulting sound will be the voiced nasal continuant m.

seem	tham	comb	memory	murmur	marmalade
hymn	thumb	mime	mimic	nummer	mama

1. "The murmuring pines and the hemlocks."
2. I seem to remember that the nummors sang hymns as well as carols at Christmas time.



w-wh (m)

Round the lips and let voiced air flow through them; the resulting sound is the voiced semi-vowel w.

Place the lips in the same position, and send a stream of air out through them; the resulting sound will be the voiceless fricative continuant wh (m).

we	wheat	wight	white	wile	while
witch	which	wot	what	wail	whale
wen	when	wine	whine	wear	where

1. Which shall we plant, winter wheat or buckwheat?
2. Winifred wore a white sweater when we went to Winstead on our wheels.

Teeth-Lip Consonants

f-v

Let the upper teeth rest gently on the lower lip. If voiced air is allowed to flow through the very small space between the teeth and the lip, the resulting sound will be the voiced fricative v. If breath alone flows through this space, the resulting sound will be the voiceless fricative f.

veal	feel	fever	reefer	alive	life
vine	fine	favor	safer	glove	rough
vane	feign	rover	sofa	five	fife

1. Following are four famous forecasting factors.
2. "Unheedful vows may heedfully be broken."

Teeth-Tongue Consonants

th voiced (ð)---th voiceless (θ)

Let the upper teeth rest gently on the front of the tongue. If a stream of voiced air is allowed to flow through the narrow space between the teeth and the tongue, the voiced fricative th as in that (ð) is the resulting sound. If a stream of breath flows through the space, the resulting sound is the voiceless fricative th as in thing (θ).

thistle	this	breath	breathe	loath	louthe
thigh	thy	youth	youths	bath	bathe
thane	they	sooth	soothe	wreath	wreathe



Caution: Do not confuse th voiced ( $\theta$ ) with d, or th voiceless ( $\theta$ ) with t.

1. The victorious youths were wreathed in garlands.
2. I never thought that you would do this thing to Theodore.

#### Front-of-Tongue Consonants

##### d-t

Place the tip of the tongue on the upper gum and then take it away suddenly; the resulting sound will be the voiced plosive d or the voiceless plosive t.

deem	team	dare	tear	bidder	bitter
dad	tat	fade	fate	ladder	latter
dart	tart	ride	right	siding	citing

1. It was a perfectly maddening catastrophe.
2. Sadie dared to go right down to the door in her faded dress to greet the riders.

##### n

Place the tip of the tongue on the upper gum, and lower the soft palate; the resulting sound is the voiced, nasal continuant n.

knee	gnat	been	sign	cleaner	banner
knit	gnarl	then	feign	dinner	sunny
net	name	soon	noun	tenor	tiny

1. Name the nine men who signed the amendment.
2. It is a boon to have a moonlight night for the president's dinner.

##### l

Flatten the front of the tongue against the upper gum, and let the sound flow from both sides of the tongue. The resulting sound will be the front-gum, lateral consonant l. This sound is usually voiced, but it becomes partially unvoiced when it follows a voiceless consonant.

Caution: Be sure that this sound is made well forward in the mouth. If the tongue is allowed to relax and drop back, the



resulting sound is a blurred, dialectal sound known as a dark l.

leal	lull	ballad	lily	clay
lilt	lisle	delicate	lollypop	play
loll	Lowell	follow	willy-nilly	sleigh

1. The little girl lay on the lawn eating lollypops.

2. "A life that leads to melodious days."

Point the front of the tongue upwards and curl it very slightly back toward the soft palate. If the tongue is held in this position, the resulting sound is the voiced fricative r (ʀ), used initially in a word. If the tongue is held in this position and allowed to flap once (as in the beginning of a trill), the resulting sound is a tapped r (ɾ), which is commonly used in the middle of a word, such as very. The first sound (ʀ) may be used in the middle of a word, but the second is considered a little finer.

Note: The consonant r, like l, is usually voiced but becomes partially unvoiced when it follows a voiceless consonant.

reel	rat	rather	berry	hurry
rid	run	write	cherry	merry
wren	rule	round	ferry	very

1. Rita and Rose had a very merry time gathering red currants and raspberries.

2. Ralph wrote a rather hurried letter about the news-reel.

## SIBILANT FRICATIVES

### s-z

Bring the teeth together so that the edges of the upper and lower front teeth just meet; hold the tongue immediately in back of the upper teeth (or you may find it more comfortable to hold it behind the lower teeth, but do not let the tongue touch the teeth. On the other hand, do not hold it too far back-- a pencil point's width is about a good distance. Make a tiny groove down the middle of the tongue. If you send a stream of voiced air gently through this groove, the result will be the voiced fricative z. If a stream of breath is sent gently through the groove, the resulting sound will be the voiceless sibilant fricative s.



see	zuyder Zee	race	raise
sipper	zipper	pace	bays
sown	zone	fussy	buzzer
soon	zoom	prices	prizes

1. Zounds! I hear strange sounds.
2. The lazy lass will miss her supper if she lies too long by the side of the Zuyder Zee.

sh (ʃ)--zh (ʒ)

Draw the tongue a little farther back from the position for s and z, widen the channel, and relax the tongue. The resulting voiced sibilant fricative will be the sound zh as in pleasure (ʒ). The resulting unvoiced sibilant fricative will be the sound sh as in sure (ʃ).

sheen	shut	fish	pressure	pleasure	garage
shin	sure	fresh	meshes	lesion	azure
shed	sugar	lash	garish	fusion	measure

1. I'm sure the pleasure is all mine.
2. The garage was burned to ashes.

ch (tʃ)--j (dʒ)

These sounds are combination sounds, made by joining the voiceless plosive t to the voiceless sibilant fricative sh (ʃ) to make ch as in church (tʃ), and by joining the voiced plosive d to the voiced sibilant fricative zh (ʒ) to make the sound j as in judge (dʒ).

Jane	chain	jar	char	region	reaching
jeer	cheer	June	chew	trudging	crushing
rejoice	choice	jot	shop	urge	church

1. Jane was trudging along home crushing a bunch of birch blossoms in her hand.
2. The judge urged the children to go to church.

Note: Foreigners should be particularly careful not to substitute one of these sounds for the other.



# MID-TONGUE PALATE SOUNDS

## y (j)

Raise the middle of the tongue until it presses lightly against the palate. The resulting sound will be the vowel-like consonant y as in yes (j). This sound y (j) is inserted before oo (u:) in words like Tuesday, new, and duke.

ye	year	young	yolk	yonder	tube	tunic	tutor
yet	yearn	youth	yea	yard	music	due	duty

1. Were you in your back yard yesterday?
2. There was a hue and cry last year when the young duke was lost over yonder.

# BACK-TONGUE PALATE CONSONANTS

## G--k

Raise the back of the tongue until it touches the soft palate, and then release it suddenly. The resulting sounds will be the voiced plosive g and voiceless plosive k.

key	geese	back	bag	bicker	bigger
kettle	get	fact	fag	lucky	luggage
cat	Gatling	rack	rag	knuckle	nugget

1. The girl beckoned to the beggar and gave him some coffee and cake.
2. The sack was so packed with coal that it sagged in the center.

## ng (ŋ)

Press the back of the tongue gently but firmly against the lowered soft palate, and allow the sound to go out through the nose. The resulting sound will be the voiced nasal continuant ng (ŋ) as in sing. Learn the symbol (ŋ) for the so-called soft sound of ng.

Caution: This is a difficult sound for the foreigner. Not only is he faced with the production of an unfamiliar sound, but he must learn when to say ng (ŋ) as in sing and when to say ng-g (ŋg) as in finger. The following rules govern the pronunciation of these sounds:

Rule 1. A root word ending in ng has the pronunciation ŋ.

:	bring	sing	rung
---	-------	------	------



Rule 2. A root word ending in ng and adding a suffix retains the pronunciation as in sing.

singer                      bringing                      longing

Exceptions: The comparative and superlative degrees of the adjectives young, long, strong, and words ending in ng and adding a suffix al, require the pronunciation (ŋ) plus g, making (ŋg).

diphthongal                      stronger                      longest

Rule 3. A root word that has ng in the middle requires the pronunciation (ŋ) plus the plosive g (ŋg).

finger                      English                      language

Exceptions: gingham, Binghamton, which have the pronunciation (ŋ).

Rule 4. Words ending in nge have the pronunciation ŋj (ndʒ) as in hinge.

fringe                      range                      plunge

1. The singer sang a beautiful song and plunged into the dungeon.
2. The German student is studying in America in order to learn the English language.

#### The Aspirate

A puff of breath produces the aspirate h. Sometimes the position of h appears to be in the front of the mouth, sometimes in the middle, and sometimes in the back, depending upon the position of the vowel that follows it.

Note the different position of the aspirate in the following words:

heat                      harm                      whom                      Hugo

1. The heat of the room was so great as to be harmful to anyone who might be in it.
2. He has clean hands and a pure heart.





MRS. TANAKA: Good morning, Mrs. Sato. Come in!

MRS. SATO: Good morning, Mrs. Tanaka. Are you busy?

MRS. TANAKA: I am ready to give my baby her bath.

MRS. SATO: May I watch you give her a bath?

MRS. TANAKA: Certainly. Where is little John this morning?

MRS. SATO: He is in his sandbox in the backyard.

MRS. TANAKA: Fresh air is good for him.

MRS. SATO: Yes, fresh air makes children strong.

\* \* \* \* \*

am

is

are

I am busy.

You are busy.

He is busy.

She is busy.

We are busy.

You are busy.

1. Mrs. Tanaka \_\_\_\_\_ busy.

2. Mrs. Tanaka and Mary \_\_\_\_\_ busy.

3. My brother \_\_\_\_\_ busy.

4. You \_\_\_\_\_ busy now.

5. You and I \_\_\_\_\_ busy now.

6. I \_\_\_\_\_ busy at school.



Copy these sentences in your book. Put the right word into the blank.

he

his

him

This is David.  
He is 1 month old.  
I will give him a bath.  
I will wash his eyes.

1. I am ready to give \_\_\_\_\_ a bath.
2. \_\_\_\_\_ likes to take \_\_\_\_\_ bath.
3. Will you watch me give \_\_\_\_\_ a bath?
4. \_\_\_\_\_ likes the water.
5. Fresh air is good for \_\_\_\_\_.
6. Fresh air makes \_\_\_\_\_ strong.

\* \* \* \* \*

she

her

her

This is Mary.  
She is 3 years old.  
I will give her a bath.  
I will wash her eyes.

1. \_\_\_\_\_ name is Mary.
2. \_\_\_\_\_ mother gives \_\_\_\_\_ a bath every day.
3. \_\_\_\_\_ likes the water.
4. \_\_\_\_\_ sandbox is in the back yard.
5. \_\_\_\_\_ plays in \_\_\_\_\_ sandbox every morning.
6. Fresh air is good for \_\_\_\_\_.





MRS. SATO: What is in that glass?

MRS. TANAKA: That is boiled water. I wash my baby's eyes with boiled water.

MRS. SATO: Do you use a washrag?

MRS. TANAKA: No, I use two pieces of cotton. I use a piece of cotton for each eye. Then I throw them away.

MRS. SATO: Mary's eyes are sore.

MRS. TANAKA: That is too bad. I am sorry.

MRS. SATO: I must take her to the clinic tomorrow.

\* \* \* \* \*

is                  are

My eye is sore.  
Mary's eyes are sore.

1. The girl \_\_\_\_\_ sick.
2. The girls \_\_\_\_\_ sick.
3. Many men \_\_\_\_\_ at the clinic.
4. The nurse \_\_\_\_\_ at the clinic.
5. Boiled water \_\_\_\_\_ in the glass.
6. One piece of cotton \_\_\_\_\_ on the table
7. Two pieces of cotton \_\_\_\_\_ on the table.
8. John \_\_\_\_\_ in his sandbox. Fresh air \_\_\_\_\_ good for him.



do      does

Do I use a washrag?  
Do you use a washrag?  
Do we use a washrag?  
Does she use a washrag?

1. \_\_\_\_\_ Mrs. Tanaka wash the baby's eyes?
2. \_\_\_\_\_ she use a washrag?
3. \_\_\_\_\_ she use two pieces of cotton?
4. \_\_\_\_\_ you and I come to school?
5. \_\_\_\_\_ Mr. Tanaka work in Twin Falls?
6. \_\_\_\_\_ Mr. and Mrs. Tanaka take the the baby to the clinic?

\* \* \* \* \*

they      them      their

They have two children.  
Their children go to school.  
The teacher gives them a book.

1. \_\_\_\_\_ have a baby.
2. \_\_\_\_\_ baby is six months old.
3. \_\_\_\_\_ baby is sick.
4. \_\_\_\_\_ will take \_\_\_\_\_ baby to the clinic.
5. The doctor will talk to \_\_\_\_\_.
6. Soon \_\_\_\_\_ baby will be strong again.
7. The doctor gave \_\_\_\_\_ medicine.
8. \_\_\_\_\_ will give \_\_\_\_\_ baby the medicine.





# LESSON 3

MRS. TANAKA: Now I am ready to give her a bath.

MRS. SATO: Do you put her into the bath tub?

MRS. TANAKA: Yes, I put her into the water for a few minutes.

MRS. SATO: How do you know that the water is not too hot?

MRS. TANAKA: I put my elbow into the water.

MRS. SATO: Do you use soap?

MRS. TANAKA: Yes, I use a mild soap. I rub soap all over her body. I wash it off quickly.

MRS. SATO: She likes the water very much.

\* \* \* \* \*

put

puts

I put the baby into the bath tub.  
 We put the baby into the bath tub.  
 You put the baby into the bath tub.  
 They put the baby into the bath tub.  
 She puts the baby into the bath tub.  
 He puts the baby into the bath tub.

1. Mrs. Tanaka \_\_\_\_\_ her elbow into the water.
2. The nurse \_\_\_\_\_ the baby on the table.
3. You and I \_\_\_\_\_ the books on the table.
4. I \_\_\_\_\_ the boiled water into the glass.



give      gives

1. I \_\_\_\_\_ the baby a bath every day.
2. Mrs. Tanaka \_\_\_\_\_ her baby a bath every morning.
3. She \_\_\_\_\_ Mary a bath in the bath tub.
4. We \_\_\_\_\_ the children a bath every day.
5. The teacher \_\_\_\_\_ them a book.
6. Mary \_\_\_\_\_ her brother the soap.
6. The clerk \_\_\_\_\_ us mild soap.

\* \* \* \* \*

Answer these questions in your book.

1. Does Mrs. Tanaka put hot water into the bath tub?
2. Does she rub soap all over the baby's body?
3. Do you put water into the tub?
4. Do you and I come to school?
5. Do Mr. and Mrs. Tanaka live in Hunt, Idaho?
6. Do they go to the dentist?
7. Does the doctor talk to them?
8. Does Masako like the doctor?





MRS. TANAKA: Now, I must take her out of the water. Please hand that towel to me.

MRS. SATO: Here it is. Do you rub her body with the towel?

MRS. TANAKA: No, I wrap the towel around her body. Then I pat her dry.

MRS. SATO: Let me dress her this morning.

MRS. TANAKA: All right. Then I'll put the bath things away.

MRS. SATO: See how brown her body is!

MRS. TANAKA: Yes, I give her a sun bath every day.

MRS. SATO: The sun makes our children strong.

\* \* \* \* \*

WE US OUR

We have many books.  
These are our books.  
The teacher gives us the books.

1. \_\_\_\_\_ like this schoolroom.
2. \_\_\_\_\_ schoolroom is clean.
3. \_\_\_\_\_ children go to school at 9:00 o'clock.
4. \_\_\_\_\_ go to school at 10:00 o'clock.
5. \_\_\_\_\_ teacher is very good in teaching.
6. \_\_\_\_\_ like to attend this class.
7. The children see \_\_\_\_\_ at school.



Is her name Mary?  
Her name is Mary.

Her body is brown.  
Is her body brown?

Change these statements to questions.

1. This is Mary.
2. She is 6 months old.
3. She is well and strong.
4. John is in his sandbox.
5. The sandbox is in the back yard.
6. Mrs. Hill is busy.
7. Fresh air is good for our children.

\* \* \* \* \*

Are you busy?  
I am busy.

We are in school.  
Are we in school?

Change these statements to questions.

1. We are in Hunt.
2. Our children are in school.
3. Mary and John are well.
4. Mr. and Mrs. Tanaka are at the clinic.
5. There are many nurses at the hospital.