

L4.43

4 of 7

9th Grade

67/14
C

ENGLISH * SOCIAL STUDIES * GROUP OUTLINE

For 1944 - 1945

Mrs. Seevery

J 3.61

Aims in Social Studies:

1. Extension of knowledge about American governmental forms and practises, from the home to world citizenship, and also a consideration of problems in living - American and all the world.
2. Increase of world consciousness thru a study of current problems and the news, evaluating news to discover points of view, reliability of source, and coverage.
3. Development of healthy, critical attitudes toward the government, not only of the United States, but of every country, and of the world, with a view toward future developments.
4. Development of a consciousness of being a part of government, with the privileges of a democracy, as well as the corresponding responsibilities both as students in the ninth grade, and in the school, and as citizens after they have reached voting age.
5. Development of a critical, healthy, school loyalty.

Aims in English:

1. Increase of vocabulary.
2. Development of Spelling ability.
3. Development of ability to use complete, meaningful sentences, correct verb forms, nouns, pronouns, articles, and punctuation. (Functional development).
4. Improvement in diction and pronunciation (Functional development).
5. Elimination of stage fright thru friendly, oral situations; e.g., discussions, panels, round tables, talks, meetings, interviews, radio programs, plays, conversation, and other informal situations.
6. Increase of power of concentration and comprehension thru better study habits, and the following of, and developing of interest channels.
7. Increase in power to observe, select principal points, and describe or report results.
8. Increase dictionary usage.
9. Improve letter writing ability.
10. Improve reading rate and comprehension, and develop a critical attitude toward anything printed; and to encourage reading along the lines of their personal interests.
11. Development of a sensitiveness toward language in both written and spoken forms, primarily with the idea of attaining accuracy in conveying ideas/

ENGLISH - SOCIAL STUDIES - II

After having told the class a little about the subject for the year, "America and the Ways of Democracy," and having shown them one set of books we could use for the development of this topic, they were asked to write down what they would like to study this year. From these papers the following outline was compiled. English and Social Studies will be taught simultaneously.

I. English

- A. Journalistic Writing
- C.
- B. Writing Letters
- C. Use of Language
 - 1. Parts of Speech - Nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections.
 - 2. Compound sentences
- D. Reading - Oral and silent
 - 1. In library and in classroom
 - 2. Assigned, and free choice
- E. Telling stories.
- F. Form clubs - Talk in front of the room
- G. Maps

II. America and the Ways of Democracy

- A. Amache compared with other communities
- B. Rights and duties of young citizens, and of adults
- C. Citizens in the United States
 - 1. How people live
 - 2. Courtesy as an aid to relocation
 - 3. Use of leisure time
 - 4. How people make a living
 - 5. Race attitudes - class attitudes
 - a. Housing
 - 6. Transportation - bus, streetcar, train, car, boat
 - 7. Safety - courts, penal institutions, juvenile delinquency
 - 8. Health - disease - Advance of medical science
- D. States and capitals
- E. How the states came to be
- F. The Constitution - What is democracy?
 - 1. The three branches of government
 - a. Executive - president and cabinet - Outstanding presidents
 - b. Legislative - Congress - Compare to Reichstag, Parliament, etc..
 - c. Judicial - Supreme Court, F.B.I., mock trial - Lesser courts
 - 2. Taxes - tax system - Why pay taxes?
 - 3. Rights and duties of citizens - Voting - mock election
 - 4. Relationships with other countries - South America, re- Monroe Doctrine, Germany, etc..
- G. What sort of a world will we have after the war?
 - 1. What kind of a peace shall we have? - Mock peace conference

Many of the pupils said that they did not want to give oral talks before the class. A few said that they wanted to, because they knew that they needed work in this field. Fear based upon social insecurity is probably the basis for this reticence, due, in part, no doubt, to their having been members of the minority group in other schools.

One boy said that he did not like the book, and would rather study foreign countries. Correlated outside reading may solve his interest problem. This boy draws very well, so a mural for the class room may be the solution, i.e., for his project. His criticisms are frequently stimulating, e.g., the discussion following his question, "Why do we study grammar?" Both sides presented ideas.

ENGLISH - SOCIAL STUDIES - III

September 5-15, School Year 1944 - 1945

Objectives:

1. To establish rapport between students and teachers, and desirable morale among the students.
2. To set a standard in academic requirements to be maintained thruout the year.
3. To create school loyalty, feeling of "belonging", both with responsibilities and privileges.
4. To gain a knowledge of the school, the teachers, the subjects, and how school functions
5. To emphasize the individual in community life, whether at home, or in world.
6. To improve a knowledge of our community, thru a study of its various institutions.
7. To improve spelling ability - functional.
8. To gain a sense of direction for the year.
9. To diagnose language difficulties, and follow with general and individual work according to needs.
10. To develop artistic interests thru making folders, school floor plans, and illustrations for written work.
11. To keep informed as to current news and happenings.
12. To discover as much as possible about each child, and to make the relationship between pupil and teacher as personal and effective as possible.

Procedures:

1. Seating. Beginning of work as soon as class bell sounded.

II. ENGLISH

A. Spelling and Vocabulary

1. Following the Newlon-Hanna Day-by-day Speller - textbook- edition
2. Words taken from students' papers - definitions and uses of.
3. Fun with derivatives and base or core words - games, contests.
4. Use of dictionary.

B. Language Usage

Subjects and verbs - Essentials in English, Laboratory Method, Bk.I, by Smith and MaAnulty; Functional Grammar, by Agnes Spangler for students needing special work.

2. Sentence recognition- Essentials in English - Discussion of pupil errors.
3. Diagnostic Grammar Test
4. Themes - autobiography, story of Amache, article for newspaper.
5. Written answers to Civics in American Life, by Edmonson and Dondineau

C. Reading Practice:

1. Text, Civics, Pocket Book of American Literature, Optional Reading.
2. Reading from Junior Scholastic, stressing being able to give content orally
3. Listening to material read by teacher or other pupils, with idea of re-giving the material, both orally and in written form, in pupils' words.

III. Civica: (Contd. on p. 1V)

III. CIVICS

- A. Gain a Sense of Direction For the Year
 - 1. Discuss the Theme, "America and The Ways of Democracy."
 - 2. Look over text book for the course
 - 3. Have each student write a page concerning his interests which we might cover.
 - 4. Compile a tentative study plan.
- B. School Orientation Unit
 - 1. The place of each individual in the class room, school, state, nation, and world.
 - 2. Have each student draw a floor plan of the school, including room numbers, teachers' names, and subjects taught. This gave each pupil a familiarity with the building and the physical set up.
 - 3. Make a list, supplemented with pupils' ideas, of the responsibilities and privileges of each person in school - taps on shoes, use of library etc..
 - 4. Discussion of the meanings of grades and school records.
 - 5. Discussion of school spirit, school activities.
 - 6. Election of class officers, and plans for social activities.
 - 7. School citizenship was the theme of a talk

This outline is the one which had been worked out by English-Social Studies teachers before I came to Amache. When we had our meeting to discuss the adoption of a plan of procedure for the year, I was so new at the Center, and felt so incapable of making any really worthwhile contribution, and one of the other teachers who was still newer than I, and who felt as I did, that we decided to utilize the foregoing plan which is, I understand, a compilation of the ideas of Mr. Anderson, Mrs. Hopcraft, Miss Walls, and others whose names did not happen to be mentioned when we discussed our social studies plans.

If this planning is discussed again after Christmas for the last part of the year, I feel that I might be able to contribute somewhat more than I did for this part.

Gladys Seevers

Ninth Grade Sections 1, 2, 3, & 4.

What The Pupils Would Like To Study

I. English

- A. Journalistic Writing
- B. Writing Letters
- C. Use of Language
 - 1. Parts of Speech, pronouns, verbs, adjectives, and Adverbs
 - 2. Compound Sentences
- D. Reading - Oral and Silent
 - 1. In library - In classroom
 - 2. Assigned and free choice
- E. Tell Stories
- F. Form a Club
 - 1. Talk in Front of the room
- G. More Written work
- H. Maps

II. America and the Ways of Democracy

- A. Amache compared with other communities.
- B. Rights and duties of young citizens as well as of adults.
- C. Citizens in The United States
 - 1. How People Live
 - 2. Courtesy as an aid to Relocation
 - 3. Use of Leisure Time
 - 4. How People Make a Living
 - 5. Racial and Class Attitudes
 - a. Housing
 - 6. Transportation
 - a. Bus, streetcar, train, boat
 - 7. Safety
 - a. Courts
 - b. Penal Institutions
 - c. Juvenile Delinquency
 - 8. Health - Disease - Advance of Medical Science
- D. States and Capitals
- E. How States Came to Be
- F. Constitution - What is Democracy
 - 1. Three Branches of Government
 - a. Executive - Outstanding, President
 - 1. President
 - 2. Cabinet
 - b. Judicial
 - 1. F.B.I. - Mock Trial and Courts
 - c. Legislative
 - 1. Congress - Compare with Other Governments
 - a. Reichstag
 - b. Parliament
 - c. Soviet Council
 - 2. Why Pay Taxes
 - 3. Rights and Duties of Citizens - Privileges of Citizens
 - a. Voting and a Mock Election
 - 4. Relations with Other Countries
 - a. South American and Latin Amer. Republics
 - b. Monroe Doctrine
- G. How will the World Be After the War?
 - 1. What Kind of Peace?
 - 2. Mock Peace Conference

Civics Outline

Part I Community Life

A. Then and Now

1. Last Days of Pompeii
2. Legend of Sleepy Hollow
3. Father Abraham
4. Alexander and The Knot - p. 21

B. The Home and The Family

1. Bible
2. My Worth to the World - p. 203
3. Sketch and Plan of a Model Home
4. Civics - Ch. 4.

C. The Modern City

1. My Worth to The World - pp. 217 & 136
2. Plan of A Model City
3. City Government - My Worth to The World p. 423
4. Civics - Ch. 2.

Part II. The Organization Of Government

A. Forms of Local Government

1. My Worth to The World - p. 423
2. Duties of Local Officers
3. Working for Democracy - p. 131
4. Civics - Ch. 7, 8, & 9.

B. State Government

1. The States and The State Constitution
2. My Worth to the World - p. 442
3. Civics - Ch. 10.

C. National Government

1. U. S. Constitution
2. My Worth to the World - p. 467
3. Ibid. 491.
4. Civics - Ch. 6, 11, 12, 13, 14, 15.

Part III. Public Opinion

A. Opinion and Politics

1. My Worth to the World - p. 508
2. Mock Election of National Officers
3. World for Democracy - p. 203
4. Civics - Ch. 19 & 20

B. Pressure Groups

1. C. I. O.
2. A. F. of L.
3. American Legion
4. Business Men
5. Religious Groups
6. Agricultural Bloc

See U. S.
History

Part IV. Services of Government

A. Government

B. Utilitarian

1. My Worth to the World - p. 57 Health
2. Ibid. ----- - p. 117 - Education
3. Ibid. ----- - p. 155 - Handicapped

Part IV. Services of Government - Contd.

B. Utilitarian - Contd.

4. My Worth to the World - p. 170 - Poverty
5. Ibid ----- - p. 184 - Crime
6. World for Democracy - p. 86 - G. Man
7. Soil Conservation --- - Govt. Publications
8. National Defense ----- - Current Events of War Progression
9. Civics ----- - Chs. 21, 22, 23, 24,
8. (Protection from Foreign Enemies) ?????

Part V. World Citizenship

A. Internationalism

1. My Worth to the World - p. 533
2. Mock Peace Conference -

B. Responsible Citizenship

1. My Worth to the World - p. 533
2. Review of the Constitution
3. Review of the Duties of Citizenship

Part VI. Industrial Activities

A. Our System

1. My Worth to the World - p. 317 Bus. World -
2. Ibid ----- - p. 334
3. Ibid ----- - p. 363
4. Ibid ----- - p. 297
5. Civics ----- - Ch. 27

B. Disturbing Problems

1. My Worth to the World - p. 391
2. Labor Troubles
3. Minority Problems
4. Old Age
5. Unemployment and Injury
6. Civics - Chs. 28, 29, 30, - 31, 32, 35 - 37, 38, 39 -
40, 41, 42.

References - Bibliography

1. American Government ; 1934, Magruder
2. Problems of American Democracy: 1940, Kidger
3. Everyday Problems of American Democracy: 1940, Greenan-Meredith
4. Building Citizenship: 1937, Hughes
5. Civics in American Life: 1941, Edmondson and Dondineau
6. My Worth to the World: 1942, Capin and Melchior
7. Personal Problems and Morale: 1943, Geisel
8. Our Changing Social Order: 1941, Gavian-Gray-Groves
9. The Rise of Our Free Nation: 1941, Maguire
10. A History of Our Country: 1943, Muzzey
11. Teaching War, and Post-War Problems: 1942, Foreign Policy Association
1942

ENGLISH - SOCIAL STUDIES

Brief Monthly Report - December 4th. thru December 22nd.
1944Resume of Work Covered

During these three weeks, we continued with the oral reports. The results were so much better than I had expected, and yet so heartbreaking in the pitiable need which they show, that I dread proceeding. These children try so hard, and they have such a very long way to go along this "speech road," and there are so many side roads that we must explore along the way, that discernable progress won't make anyone gasp at its enormity.

Here, too, we again meet the fact that these people haven't the cultural background for interpreting the reference material which they must use in order to make these reports. However, I do see some improvement here, also. We are supporting a "Quiz Kid" program which is stimulating interest in using reference material.

Notebooks containing records of all work accomplished since the first few weeks of October were completed in rather a gratifying manner. The contents of these notebooks is rather helter skelter, but from their contents, we shall gain some valuable hints for the organization of our next unit which is shaping up to be one in which the pupils organize their general ideas about what we shall do during the remainder of the time they are to be with us before relocating.

Two spelling lists have been a part of this notebook work, one is what we call our comprehension list - containing all words we encounter which we feel that we should understand better; the other contains words which we failed to spell correctly when we tried to use them. We also did some comparing of our ability to spell the words from two well organized spelling lists. One list is one developed from those used by New York City children about 1925 to 1930. The other is W. S. Guiler's five hundred word list which he calls: "Primary-Grade Words Frequently Misspelled By Higher-Grade Pupils. We have not yet finished our checkings and comparisons.

In our oral reading we make progress rather slowly, but I can see that we are really gaining some ground. We used some of the Christmas Carols for our choral reading, as well as some passages in which the words were so difficult to pronounce that the child who was reading when they were encountered, became embarrassed at his inability to pronounce.

We studied a little about air-travel and its present and future importance, and learned something about azimuthal lines, great circles, and how to find the shortest distance between two world cities, by the use of great circles, etc.. This was not very well mastered, so perhaps, "learned" should be replaced by "studied." We shall try to finish up this concept during the first week in January. This, of course, was in the field of Geography, and we also compared maps and the globe, to note how differently the earth is represented on each. We read the poem, Darius Green and His Flyin' Machine in connection with air travel.

We spent some brief time on the consideration of problems of etiquette and behavior. One class showed ability in organizing a well planned social activity, an afternoon party, while the other group did not do quite so well in cooperating. However, during the latter part of Christmas week, they seemed to find themselves again, and their spirit was better.

Christmas Carols and the customs surrounding their singing, as well as the reasons for their origin were discussed, and during our music appreciation periods, we heard many beautiful ones. Handel's Hallelujah Chorus was one of the most enjoyed numbers.

(over)

December Report - Contd.

The art work included the making of paper costume dolls representing the children of many of the lands of the earth who belong to the Junior Red Cross. The figures for the Junior Red Cross bulletin board were made by the 9th and 9th groups. These groups also made the decorations for our room Christmas tree, and Yuletide figures for our room-bulletin board.

The story of the first Christmas was told to them, without creed comment - only the sociological effect was discussed. The response was varied, all the way from incredulity to blind acceptance.

A few children who had finished all of their work, made special reports on subjects of interest to them. The Dewey Decimal System was one of these, Points of Interest for the Traveler in Philadelphia, was another, and Kit Carson, a third.

March 4, 1945

J361

Brief Monthly Report
for
Latter part of December and for January--and--February - 1945

During January, we spent most of the time working on what we called our Self Evaluation Unit.

In this unit we discussed ourselves in as many lights as we felt the need for at present. We found that we lacked much, and planned to remedy this as much as possible.

1. We constructed model telephones to give us some hand work, and to familiarize ourselves with telephones, when we discovered that less than ten per cent of us had ever used a phone.

Then we wrote brief telephone conversations about things of current interest to young people - asking for dates, inviting to parties, ordering something from a store, etc..

Then we held our phones and talked our conversations over them. The response was good, tho not partaken by quite all.

2. We evaluated ourselves in three main ways:

- a. As citizens of our community
- b. As citizens of our school
- c. As persons who are soon to relocate

The construction of the model phone was done when we discovered that as relocaters, and as citizens of any United States community, we should know how to use the telephone.

As references for the phase dealing with evaluating ourselves as relocaters, the following were used:

1. The Booklet, The Right of Free Speech
2. Know Your Community, pp. 1-3 inclusive
3. Democracy, Ryllis and Goslin - p.19.
4. Community Civics, pp. 17-30 inclusive
5. Preparation for An Occupation in a Democracy (Problems and Workbook in Civics, Edmondson and Dondineau Test) pp. 51-59 incl.
6. Federal Textbooks on Citizenship - Vols. I, II, and III.
7. Looking Ahead, Andrews and Rothney
8. Interpreting Social Studies thru History Maps, Earle & McKee p. 57 and rest of it
9. Problems of American Democracy, Hughes - pp. 347 - 397

3. We studied how to carry on conversations, and tried to carry them on. Reference: Thinking and Writing Clearly - pp.1-13 incl.
4. We thot that we would need greater reading ability as relocaters so we practiced, and read - Practice Exercises in Reading, Gates -Peardon, Types A, B, C, and D.

Brief Monthly Report Contd.

6. We realized that we would need greater social ease in the new situation, so we read and discussed the following things which we felt that we would be likely to need to know about.
 - a. Social procedure - etiquette
References - Many books on etiquette, Emily Post included.
 - b. Boy-girl relationship
Reference - How Do You Rate on a Date sheet indicating points to be discussed. Great interest and fine response came from this.
 - c. Discussion of Junior High Years from Home Room Guidance Programs, Detjen and Detjen- pp. 329-347 inclusive.
 - d. Consideration of two types of communities which we compared, from Planning For American Youth, Booklet- all of it.
 - e. Test on Social Usage, form A. material taken from the Booklet, As Others Like You. Copy of test attached.
7. We developed our obligations as citizens, using the following references:
 - a. Civics in American Life - pp. 263-275 incl.
 - b. Calling All Citizens - pp. 7-63 incl.
8. We tried to realize that we can be desirable citizens, keep our self respect, and make a real contribution to our community, wherever it may be, even tho we are not very well received when we relocate.
9. We devised a system for keeping a record of our work, and a check list for both our self evaluation, and for other units of work which we shall complete later on in school.
10. We worked to develop certain skills as we went along with this unit, chiefly: meanings and comprehension of new words. For this we set aside a place in our general notebooks, where words may be added from time to time. Greater reading proficiency, more legible handwriting was very noticeably accomplished during this period. Some progress was made in the use of maps, and our spelling ability, according to our occasional checks, was greatly improved.
11. Our general notebooks were put into neat, useable form, and handed in for correction.
12. We made lists of things which a valuable citizen should be able to be and do.

We also, added nine supplementary units listed below. The more able pupils finished all. Some of the slower ones did not get to these nine, at all. They follow.

Brief Monthly Report
Contd.

1. My list of things which I do to help my school be a good school.
2. My list of things which I do which keep my friends from getting the most out of the time they spend in school.
3. How do I help my school be better able to give to me and to the other boys and girls, a better education.
4. Some ways in which I am able to tell whether or not I am doing right or wrong.
5. My list of desirable things which one might do for his community.
6. My list of things which I know about the community to which I intend to relocate.
7. My list of ways in which I can be a good citizen in the community into which I relocate, even tho I am not well received.
8. My list of things which one might do to make his school a better school.
9. The skills necessary for doing acceptable work in all the units.
 - a. Functional Grammar
 - b. Essentials in English
 - c. Global Geography
 - d. Pocket Book of American literature
 - e. Guiler, W.S. - 500 word list - also, our own lists which we have compiled as we have contacted new words.
 - f. Social Studies Skills - Long and Halter

Many other, too numerous to mention, as the selections from them were only brief references.

Gladys Seeyers

From Room 27

G. Seevers

*We followed the inauguration of Truman
and his speeches and petts -
The Dunbarton Oaks and San Francisco*

May 1, 1945

Brief Monthly Report

It is my memory that a bulletin stated that after the March report of this kind, no more would be necessary until that due in June. But since this one has been called for since that time, here it is.

We finished our work on the study of famous Americans, begun in February when there are so many birthdays observed for their memory and honor, by making posters, drawing likenesses, particularly of Lincoln, since he was the great friend of a minority group in America; we completed the memorizing of the Gettysburg Address, and correlated the contributions of the lives of the great Americans studied, with the governmental ideals of both the founders of our country, and with those of our more recent leaders.

In connection with the background of our governmental and idealistic goals and patterns, we considered the heritages of various nations in their contributions to the "Melting Pot." Our music was planned to correlate with this idea of various heritages, too, and we had music from Russia, Hungary, Austria, Spanish countries, and Oriental peoples. Also, we touched on the contributions of Poland.

We continued practicing the uses of the various parts of speech, emphasizing recognition of subject and object pronouns, preliminary usage of relatives and participles, and agreement of verbs and their subjects.

We continued with our relocation unit, a complete outline of which is contained in the attached duplicate of our planned activity for this period.

We continued the development of a comprehension word list, compiled from new words contacted in our daily studies, and spent quite some time in the mastery (attempted mastery) of the W.S. Guiler 500-word spelling list.

We have done more oral responding in all fields of study, and have done a great deal of individual and of concert oral reading.

We have planned and organized the work which is to be completed by pupils relocating after May 1, or remaining here to complete their studies.

We have emphasized the conducting of class meetings, and the student teachers, chosen for Student Day, have outlined the work which they will present on that day. They have also stated objectives.

G. Seevers

A Test on Social Usage

Form A

MARGARET B. STEPHENSON and RUTH L. MILLETT

Name
(Last name) (First name)

Age Sex

Year in school

Home address

There are certain fundamentals of social usage which when mastered do a great deal to make living with others pleasant—both for them and for yourself. This test is concerned with the A. B. C.'s of courtesy, a knowledge of which will help you in meeting everyday situations with self-assurance founded on a sincere regard for others.

On the following pages are statements and questions regarding these fundamentals. Mark them according to the directions immediately preceding each group. Do not search for an exception, but base your answer upon what is generally accepted as true. Be sure to answer every statement. After checking the answers to each of the twelve divisions, copy the scores into the proper spaces on page 16 and add to get the total score.

The authors have also prepared a booklet which contains all the information necessary to answer all questions in this test. The title of this booklet is *As Others Like You*.

Test on Social Usage

There are two, separate, sixteen page tests. The first is Form A. The second is Form B. It is recommended that they be given, one at the beginning and the other at the end of the school year or on alternate years.

As Others Like You

the Information Book for the Test. Price 25c single copy, postpaid;

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LITHOGRAPHED IN U. S. A.

MCKNIGHT & MCKNIGHT, Bloomington, Illinois

Living with Others

If the correct answer to a question is "Yes", draw a circle around the "Yes". If the answer is "No", draw a circle around the "No".

1. Yes No Is it better to break a rule of etiquette than to hurt another person's feelings?
2. Yes No Do perfect manners make up for a lack of genuine interest in others?
3. Yes No Is it necessary to wait for a sign of recognition before interrupting a busy person?
4. Yes No Should one telephone another during his dinner hour?
5. Yes No Does criticizing the behavior of others show that one has had excellent social training?
6. Yes No Is it necessary to knock before entering a room belonging to a member of one's family?
7. Yes No Does a person have a right to use his roommate's possessions?
8. Yes No If one is at fault, is it best to make elaborate explanations?
9. Yes No Is it preferable to say, "Pardon me", rather than "Excuse me", when walking in front of another?
10. Yes No Does one have the right to ask personal questions of a very good friend?
11. Yes No Is it good taste to discuss personal or family affairs with acquaintances?

No. right..... Minus No. wrong..... = Score.....

Meeting People

1. Yes No Should a student introduce a college chum, "Mother, meet Alice Jones?"
2. Yes No Should one say, "Mr. Brown, may I present Miss Smith?"
3. Yes No Would it be correct to say, "Mrs. Smith, Miss Brown," when introducing two women?

4. Yes No Should one say, "Miss Freshman, may I present Mr. Senior?"
5. Yes No Is an introduction correctly acknowledged by "How do you do?"
6. Yes No Might one acknowledge an introduction by saying, "I am pleased to meet you"?
7. Yes No In introducing a person to a group is it necessary to repeat his name each time?
8. Yes No When being introduced to a woman, may a man offer his hand?
9. Yes No Do men always shake hands when being introduced to each other?
10. Yes No Is it proper for people in the same college class to speak to each other without having first been introduced?
11. Yes No Do men rise for all introductions?
12. Yes No Do women ever rise for introductions?
13. Yes No May one ignore a proffered hand?
14. Yes No May a man keep on his glove when a woman extends a bare hand?
15. Yes No May a woman shake hands without removing her right glove?
16. Yes No When a man and woman are being introduced on the street, may the man keep on his hat?
17. Yes No Is it presumptuous to introduce oneself to a person who is nearby at a social function?
18. Yes No Would it be all right to say, "I am glad to have met you," when leaving a newly made acquaintance?
19. Yes No Is it quite all right for one to correct another who has mispronounced his name?
20. Yes No Should the visiting card of a girl of more than sixteen have "Miss" before the name?
21. Yes No Must a man in college have "Mr." on his visiting card?

No. right..... Minus No. wrong..... = Score.....

Pen in Hand

1. Yes No May a business letter be written on personal stationery?
2. Yes No Is it more formal to begin a letter with "Dear Mr. Jones" than "My dear Mr. Jones" ?
3. Yes No May a business letter be written on both sides of the paper?
4. Yes No Does a woman sign a letter "Miss Ruth Smith"?
5. Yes No May a friendly letter be typewritten?
6. Yes No May the date on a note be written after the signature?
7. Yes No May a note of sympathy be typewritten?
8. Yes No Should a bread-and-butter note be written within a few days after a visit?
9. Yes No Would it be correct for a married woman to sign her name to a business letter
"Elizabeth Leonard Brooks"?
(Mrs. Arnold J. Brooks)
10. Yes No Is it better to typewrite business letters than to write them longhand?

No. right..... Minus No. wrong..... = Score.....

Accepting with Pleasure

1. Yes No May one ever answer a formal invitation informally?
2. Yes No May a hostess give an informal invitation over the telephone?
3. Yes No May an invitation to tea or to lunch be written on the hostess's visiting card?
4. Yes No Must an invitation to a tea be answered?
5. Yes No Is a formal invitation written in the first person?
6. Yes No Does a person refer to himself by name in answering a formal invitation?
7. Yes No Does "At Home" on an invitation indicate formality?

8. Yes No May one accept a dinner invitation with a provision such as, "If I can get through work in time"?
9. Yes No Must a house guest be included in any invitation extended the hostess?
10. Yes No Must an invitation to a small church wedding be answered?
11. Yes No May an informal invitation be typewritten?
12. Yes No Is it necessary to answer a dinner invitation when the letters R. s. v. p. are not on the invitation?
13. Yes No Is "The favor of an answer is requested" a correct alternative for R. s. v. p.?
14. Yes No If the names of several hostesses appear on an invitation, is it necessary to send a reply to each one?
15. Yes No Must an invitation to a reception be answered when the letters R. s. v. p. do not appear on the invitation?

No. right..... Minus No. wrong..... = Score.....

When Mealtime Comes

1. Yes No Is it customary to arrive a few minutes before the hour set for a dinner party?
2. Yes No Is it necessary for a hostess to wait more than twenty minutes for a tardy guest?
3. Yes No If a woman arrives late at a dinner party, should the men rise?
4. Yes No Should a man seat the woman on his right at the table?
5. Yes No Should a man and his wife be seated side by side at a dinner party?
6. Yes No If a dinner party is large, need one wait, after those near him have been served, before beginning to eat.
7. Yes No When a meal is finished, is the guest of honor the first to rise?

8. Yes No Is the hostess solely responsible for the conversation at the dinner table?
9. Yes No Is leaning on the table while eating now an accepted practice?
10. Yes No Are such topics as illnesses, operations, and deaths suitable for conversation at the table?
11. Yes No Is it better to take food and attempt to eat it than than to refuse food which is offered?
12. Yes No Does disliking a variety of foods indicate that one is sophisticated?
13. Yes No Should liquid foods be taken from the side of the spoon?
14. Yes No Should a soup spoon be dipped toward the person using it?
15. Yes No May soup be drunk when served in a bouillon cup?
16. Yes No May a spoon be left in a cup?
17. Yes No When both a fork and spoon are used in a serving dish, is the fork held in the right hand?
18. Yes No Should one use the silver nearest the plate for the first course?
19. Yes No Should fish bones and fresh fruit pits be removed from the mouth with the fingers?
20. Yes No Should butter be put on vegetables with a fork?
21. Yes No Is butter served at formal dinners?
22. Yes No Should jelly be put on bread with a knife?
23. Yes No May one butter a whole biscuit while it is still hot?
24. Yes No Should an ice served with the main course of a dinner be eaten with a spoon?
25. Yes No Should food dropped on the table be left there?
26. Yes No May salad ever be cut with a knife?
27. Yes No Does a guest leave his napkin folded at the side of his plate at the end of a dinner party?
28. Yes No Should one wait for the hostess to place her napkin on the table before placing one's own on the table?

29. Yes No Should candlelight be used for formal dinners?
30. Yes No Is candlelight ever used at lunch?
31. Yes No Should a hostess make apologies for poor service or food?
32. Yes No When an accident occurs should one make profuse apologies to the hostess?
33. Yes No In cutting meat should the handle of the fork press into the left hand?
34. Yes No Is it ever permissible to convey meat to the mouth with the fork, prongs down, in the left hand?
35. Yes No If there is no spoon in an open salt dish, would it be permissible to help oneself with a clean knife?
36. Yes No Should one say, "No thank you", when refusing food proffered by a servant?
37. Yes No May a piece of silver dropped to the floor be returned to the table?
38. Yes No Is it necessary for a dinner guest to stay more than half an hour after the meal is finished?
39. Yes No May one use his individual silver to help himself from a serving plate?
40. Yes No Should the doily be removed with the finger bowl when the plate beneath is to be used for fruit?

No. right..... Minus No. wrong..... = Score.....

Dating

1. Yes No Is it tactful for a man to ask a girl for a date by saying, "Are you going to be busy Saturday night?"
2. Yes No Would it be better for a man to say "Will you go to the Thanksgiving dance with me Saturday night?" than "May I have a date Saturday night?"
3. Yes No Is it necessary for a girl to explain further her inability to accept an invitation than to say, "I'm sorry, but I already have an engagement for Saturday night"?
4. Yes No Should a man open and close a car door for a girl?

5. Yes No Should a girl thank her escort for a pleasant evening?
6. Yes No If a man has asked a girl for a date some time in advance, does she have a right to expect that he will call her again a day or two before the time specified?
7. Yes No Should a man take a girl by the elbow except to assist her where the footing is dangerous?
8. Yes No Should a girl introduce the man whom she is dating, to her mother or housemother?
9. Yes No Is it thoughtful of a man to wait until the last minute to ask a girl for a date so that she may be free to accept her most interesting invitation?
10. Yes No Does a person have the right to break a date because of a more interesting invitation?
11. Yes No Is a man responsible for a girl's being criticized by others when he has taken her to a questionable place?
12. Yes No Should a girl help a man with his coat when he is ready to leave after having called on her?

No. right..... Minus No. wrong..... = Score.....

Dancing

1. Yes No If a guest has spoken to the hosts and chaperons upon arrival at a dance, is it necessary to do so again before leaving?
2. Yes No Must a man ask for a dance with the guest of honor?
3. Yes No Should a man leave his partner in the middle of the dance floor at the end of a dance so that her next partner can find her easily?
4. Yes No Where "cutting in" is allowed, may the partner who is first dancing with a girl cut back on the man who took her from him?
5. Yes No Is a man obliged to assume responsibility for all mishaps while dancing?
6. Yes No Is it customary for a man to claim more than the first and last dances with his partner?

7. Yes No When there is no one to serve punch should the girl serve her partner and herself?
8. Yes No May a girl refuse to dance with one man and then immediately dance with another?
9. Yes No May a girl who is dancing refuse to change partners when another cuts in?
10. Yes No Is it a man's privilege to stop dancing if he does not wish to finish the dance?
11. Yes No May a girl attend a public dance unescorted?
12. Yes No Is it correct for a girl to say, "I enjoyed it too", when a man thanks her for a dance?
13. Yes No In hot weather is it permissible for a man to remove his coat at a dance?
14. Yes No When a man is introduced to a girl who has no partner at the moment, is he expected to ask her to dance?

No. right..... Minus No. wrong..... = Score.....

Invited Out

- Yes No Should a person arrive later than twenty minutes before the close of a tea or reception?
2. Yes No Should a guest remain at least an hour at a tea or reception?
3. Yes No If no one is near to introduce the guest to the head of the receiving line, should he introduce himself?
4. Yes No Is it all right for guests to form a line when waiting to be served?
5. Yes No Is it presumptuous for a guest to say to the one pouring, "May I have a cup of tea?", if no one has asked him to be served?
6. Yes No Is it impolite for a guest to state his preference as to sugar or lemon?
7. Yes No Should a woman guest at an afternoon tea remove her hat?
8. Yes No Do guests usually help themselves to sandwiches and other foods at a tea?

9. Yes No At a large reception is it necessary to speak to the hostess upon leaving if she is receiving other guests?
10. Yes No Need a hostess rise to greet her guests if they are men?
- No. right..... Minus No. wrong..... = Score.....*

In the Public Eye

1. Yes No Are demonstrations of affection in public in good taste?
2. Yes No Is chewing gum in public indicative of a lack of good breeding?
3. Yes No If a man happens to be walking with two women, should he walk between them?
4. Yes No In going to any public performance is promptness of extreme importance?
5. Yes No Do people of good breeding avoid making themselves conspicuous in public?
6. Yes No Is it ever good taste to call a girl by only her last name?
7. Yes No May a man keep a cigarette in his mouth when he lifts his hat?
8. Yes No Should one offer one's seat in a street car to an older person who is standing?
9. Yes No Should a man alight from a street car first and then assist the woman with him?
10. Yes No Should a man remove his hat in a hotel elevator?
11. Yes No On entering a restaurant where there is a head waiter, does a woman follow the man with whom she is dining?
12. Yes No Should a man take his hat and top coat to the table of a restaurant?
13. Yes No Should gloves and purse be placed on the table?
14. Yes No When a meal is served for a fixed price, is the service called *a la carte*?

15. Yes No Is it usually less expensive to buy a complete meal according to the *table d' hote* service than a *la carte*?
16. Yes No Is it customary to leave a twenty-five per cent tip for the waiter in a restaurant?
17. Yes No Does a *blue plate* dinner indicate that each dish is priced separately?
18. Yes No Should gentlemen always rise when a woman leaves or returns to the table?
19. Yes No Should a woman precede the man with whom she dined in leaving a restaurant?
20. Yes No Should a chaperon's expenses be paid by the members of a group who ask her to accompany them on a trip?
21. Yes No In hot weather may a man remove his coat while eating?
22. Yes No When a woman stops to talk at a table, should the men stand if they do not know her?
23. Yes No If there is an usher at the head of the aisle of a theater, should the woman precede the man down the aisle?
24. Yes No Is it thoughtful of a woman to say, "Don't let me keep you standing," to a man when the two of them are standing talking?

No. right..... Minus No. wrong..... = Score.....

Going Places

1. Yes No Is it important that a woman traveling alone be especially careful not to attract attention to herself?
2. Yes No Does the occupant of an upper berth ride in the seat facing forward during the day time?
3. Yes No Is it necessary to tip a red cap for carrying one's bags within a station?
4. Yes No Should one go from a Pullman berth to the dressing room in dressing gown and slippers?

5. Yes No Should an unmarried woman write "Miss" before her name when signing a hotel register?
6. Yes No Is it correct for a man to sign his name in a hotel register "Mr. Richard Smith"?
7. Yes No Is it customary in large cities to tip a taxi driver?
8. Yes No If a person desires information upon arrival in a strange city, may the Travelers Aid representative in the station be relied upon?
9. Yes No Unless the distance is very short should a man pay for a woman's ticket, even though she is going to his home to visit?
10. Yes No Is it proper for a woman to ask a man into her hotel room?
11. Yes No Should a woman go on a motor trip with a man if there are to be over-night stops?
12. Yes No In an "American plan" hotel are the meals and room priced separately?
13. Yes No In most city hotels is there a charge on room telephone calls made within the city?

No. right..... Minus No. wrong..... = Score.....

Staying Awhile

1. Yes No Should an invitation for a house guest indicate how long the guest is to stay?
2. Yes No Should a young woman accept an invitation to visit in a young man's home unless the invitation has been issued by his mother?
3. Yes No May a hostess accept an invitation to a social affair to which her house guest is not also invited?
4. Yes No Need a guest consult his hostess before accepting an invitation?
5. Yes No Should a guest state preferences as to his likes and dislikes when asked by his hostess?
6. Yes No Need a house guest feel any obligation to be on time for meals?
7. Yes No May a guest show his appreciation for hospitality by giving a small gift to his hostess?

8. Yes No If a "bread and butter" gift has been given, is it necessary to write a "thank you" note?
9. Yes No In a household where the hostess does not have a maid, should the guest offer to assist in some of the household duties?
10. Yes No Should a person thank a servant for any service rendered outside of the servant's routine duties?

No. right..... Minus No. wrong..... = Score.....

As Others See You

1. Yes No Is it always necessary for a woman to wear a hat and gloves to church?
2. Yes No May a woman go into a restaurant without a hat if she is wearing street clothes?
3. Yes No Should a woman wear a hat and gloves to a tea?
4. Yes No Is a floor length "Sunday-night" dress correct for informal dances?
5. Yes No May a woman wear a hat with an evening dress?
6. Yes No If an evening reception is not formal, should one dress as for an afternoon tea?
7. Yes No May a fraternity badge be worn with dinner clothes?
8. Yes No May a man wear a wristwatch when he wears dinner clothes?
9. Yes No Are active and spectator sports clothes interchangeable?
10. Yes No Does good taste permit a man to comb his hair in public?

No. right..... Minus No. wrong..... = Score.....

Below are listed common social situations in which you might find yourself. There are no set rules to guide you. Think through the situation and check the solution which seems to you to be the best way to meet it.

1. You have accepted a dinner invitation for seven o'clock. At six-thirty on the night of the dinner something unpreventable happens that will make it impossible for you to arrive at your

host's house before seven-thirty. Under the circumstances which of these three courses of action seems most courteous to you?

- a. Go as soon as possible and apologize to your hostess when you arrive.
 - b. Telephone to your hostess immediately and explain the situation to her.
 - c. Decide that you will miss the dinner and apologize the next day.
2. You are a guest at a house party. A group of excellent bridge players ask you to make a fourth at their table. You have played bridge only a few times and do not feel sure of your game. Which would be the most considerate thing to do?
- a. Agree to play without explanation.
 - b. Say, "I'm sorry to say no, but I'm just learning to play."
 - c. Say, "Yes, I'll play, but I warn you beforehand that I'm not very good."
3. You are in a group of three couples who are going together to a movie. In what order would the six of you walk down the aisle so as to cause as little confusion as possible?
- a. The three women first.
 - b. Any order.
 - c. Each woman followed by her escort.
4. If you belong to an organization which is giving a dance, what would be the most gracious way of providing for the chaperons during intermission?
- a. Provide bridge tables and cards so that they may play with each other.
 - b. Let them plan their own amusement.
 - c. Have certain members of the group responsible for entertaining them.
5. If in a group conversation someone has made a remark which, by its personal implication, has offended or hurt another member of the group, how could you best help the situation?
- a. Hastily introduce a new topic of conversation.
 - b. Let the speaker repair the damage.
 - c. Allude to the situation yourself in a lighter vein.

6. If you were in a group of people who were chatting and leaving a stranger, who knew none of the persons about whom they were talking, entirely out of the conversation, what would you do?
 - a. Guide the conversation to where you could ask him a question about someone or something in which you knew he was interested.
 - b. Say, "Do you realize that we are all talking about people Mr. Jones doesn't know? Let's change the subject!"
 - c. Wait for him to find an opening in the conversation where he can introduce a topic in which he is interested.
7. If you inadvertently walk into a room or a situation where you are out of place, which course of action would be best?
 - a. Acknowledge the situation by a brief apology and leave at once.
 - b. Ignore the situation completely and leave.
 - c. Apologize for interrupting and remain.
8. When a man takes a woman out to eat, which would it be best for him to do?
 - a. Wait for her to make a choice.
 - b. Suggest some choices within the price range which he can afford.
 - c. Give his order first so that she may know what type of order to make and then wait for her to choose.
9. A man has made a date for a definite time but not for a specific event. When he arrives, which of the following procedures would be best?
 - a. Have a definite suggestion for the evening's entertainment.
 - b. Wait for the woman to make a suggestion.
 - c. Announce his decision as to his plans.
10. When you are attending a concert or a play and your companion insists upon talking to you during the performance, which method would it be best for you to follow?
 - a. Pretend that you do not hear.
 - b. Shake your head in disapproval.
 - c. Answer questions as briefly as possible.

11. If you are host for a party and a friend who has not been invited stops by to call, what would be the most thoughtful way to meet the situation?
 - a. Not mention that you have a party and invite the caller in.
 - b. Explain that you are entertaining and give the caller an opportunity to withdraw.
 - c. Explain that you are having a party and insist that the caller join the group.
12. If you have guests who are ill-at-ease because they are not accustomed to the social procedure of your group, how could you best help them?
 - a. Say, "We usually do so-and-so."
 - b. Let them go ahead without explanation.
 - c. Turn the attention of the other guests away from the one who is ill-at-ease.

FINAL SCORE AND PERCENTILE RANKING

<i>Possible Score</i>	<i>Test</i>	<i>Score</i>	<i>Percentile Ranking</i>
11	Living with Others		
21	Meeting People		
10	Pen in Hand		
15	Accepting with Pleasure		
40	When Mealtime Comes		
12	Dating		
14	Dancing		
10	Invited Out		
24	In the Public Eye		
13	Going Places		
10	Staying Awhile		
10	As Others See You		
190	TOTAL SCORE AND RANK		

March 4, 1945

Amache Secondary School

Plans for Groups 9⁻¹ & 9⁻³

for

March and April, and probably longer.

At present we have augmented the Self Evaluation Unit of December and January with some additional units which we felt would make the first ones more complete, and more valuable to us.

We also felt that we wished to do some memorizing work, and, as February is the birth month of the author of the Gettysburg Address, and as the theme of the Address fits in so well with the ideas of citizenship which we have been trying to understand, and to make a part of ourselves, we decided that it would be the best thing for our memory work at this time.

Some of the units are really a repetition of some which we had planned to do last month, but were unable to complete - hence we decided to repeat them in a slightly different form - perhaps in a form more understandable, and more easily attained.

We shall study the music of Russia and of Hungary and Austria during this period, and shall include some art work in making posters of the Gettysburg Address, accompanied by either a drawing of Lincoln, or by some patriotic motif such as the flag, shield, etc..

We shall emphasize the necessity for clear legible handwriting in several ways: In the poster of the Gettysburg Address, in the captions on our maps of the United States (plan explained below), in our Relocation Booklets, and in our Current News Booklet. (Also explained below).

We have decided to master the W.S. Guiler 500-word spelling list, supposed to have been mastered by all proficient eighth graders.

We shall continue our work in attaining skill with the use of the English Language; shall attempt to make our geographical studies give us at least a "working knowledge" of important points, climatic conditions, products, and communications and transportation facilities of our country; and shall attempt to better understand the obligations and privileges of a United States Citizen. We shall also attempt to imbue ourselves a little more with the cultural background of America, so as to be better able to understand the thousands of allusions to phases of this background in everything which we read. We hope to do this thru some study of literature as much as time will allow.

We decided that, as relocaters, it would be very important for us to know as much about the United States and its various opportunities for home-builders and job-seekers, so we worked out the following out-

over

line for us to gather material on. We decided to compile this material in a Relocation Booklet. The outline:

I. Complete Information about The State to which we are relocating - and the section of the state as nearly as we are able to find the correct information.

1. Location {
 - a. state
 - b. latitude
 - c. longitude
 - d. on a river, sea, lake ?
 - e. importance in commerce
 - f. other information you may find
2. Type of community {
 - a. Agricultural
 - b. mining
 - c. Commercial
 - d. grazing
 - e. manufacturing
3. Chief industries or occupations offering opportunities for jobs.
4. Educational opportunities {
 - a. schools
 - b. trade schools
 - c. nite schools
 - d. colleges
5. Recreational facilities {
 - a. parks
 - b. playgrounds
 - c. theaters
6. Churches
7. Climate - Rainfall
8. Soil - Topography
9. Railroads and other transportation facilities
10. Communication facilities
11. Chief products {
 - a. agricultural
 - b. mining
 - c. manufacturing
 - d. fishing
 - e. others you may find
12. Opportunities for becoming worthwhile American citizens.

Plans for March and April (or longer) Contd.

We also decided to think out as definite plans as possible, for the relocation trip.

- II. Plans for the trip -
as we leave Amache

{ preparation for the move
transportation, routing, clothing necessary, time allotment, etc..

- III. Main points of interest about the places which we shall pass en-route.

- IV. Bringing our general note books up to date

- V. Construction of a Current News Booklet

In my comments to parents the last time the report cards were sent out, I stressed, on nearly every child's card, the necessity for the children to do additional reading of current publications. In line with that recommendation, we decided to compile a current news booklet, with items cut from newspapers and magazines, and with items which the children will copy from publications which they may not cut. We shall organize these various items, and discuss them in class.

- VI. We shall draw a map of the United States showing the chief cities, rivers, railroads, mountains, latitude and longitude, capitals of states, state boundaries, boundaries of the country, elevations, and we shall make a good, clear legend indicating the things which the map shows.

- VII.. We decided that we need to know how to read newspapers understandingly, and as a beginning along that line, we shall read the material given in the book How To Read A Newspaper, by Edgar Dale of Ohio University, and that we would answer the questions on page 53.

- VIII. We decided too, that perhaps we needed some more information as to how to use a map, so we are going to study the unit on that subject in Long and Halter's Social Studies Skills, on page 42, and that we would answer the following questions.

- IX. Poster with Gettysburg Address and picture of Lincoln or other patriotic subject.

- X. And, looking ahead, as soon as we all have our relocation booklets completed, we plan to conduct a tour of the United States, having some pupils conduct the tour one time, and others another, and having each person give from his or her booklet, talks on the different communities, as the touring parties reach that point. This will be a review, and a drill in oral speaking, and a general fixative for the material studied.

Unit: "Fighting Fire and Crime"

J 361

1. Define crime.
2. What are the causes of crime?
3. Compare old ways with the present in punishing a criminal.
4. Give facts showing the proportion of youthful criminals.
5. Graphs, reports and clippings to be used as bulletin material.
6. How do states differ in punishing criminals?
7. Describe the 2 types of institutions for criminals.
8. Give names of reformatories in Colorado.

A working vocabulary of words and terms was made and used in English class as well as Spelling.

Oral reports were given by students in presenting facts

learned through the use of the library.

Mr. Foster, Internal Security, gave an interesting two hour lecture on Crime. Students participated freely by asking questions.

1. What protection do we get from fire insurance?
2. How can we prevent fire?
3. How do we fight the flames?

Much outside material was available and it was used extensively.

A trip to the Fire Department and a demonstration finished up the unit.

Unit: Pan American Day

1. Names and location of the American Republics.
2. Why Pan American Union was started.
3. The importance and significance of the Union.
4. The importance now of the Union.

Bulletin board material, individual student units, flags, stamps, costumes, and countries' histories were part of this unit.

Appropriate music was given during music appreciation class. A number of Americans and Immigrants all "fitted in nicely."

Written and oral presentation of English as used in every day

9² D Hinman

life is being stressed.

Vocabulary is our goal for
Spelling

Literature has been given
more than its share as I feel
these children do not have a
wide knowledge of the better
things to read, including poetry.

Students helped on all
committees for the 9-10 party.

9⁴ ENGLISH-SOCIAL STUDIES REPORT
January 2--April 30, 1945
Rosalind Walls

53.61

I. Purposes

- A. Improve spelling and vocabulary
- B. Improve reading speed and comprehension
- C. Improve ability to work with others
- D. Improve use of language, both spoken and written
- E. Improve voice
- F. Improve ability to speak before a group and solidify each individual's liquid self-confidence
- G. Develop ability to think individually and as a group
- H. Encourage individual expression and decrease fear, shyness, self-consciousness
- I. Gain a general knowledge of vocations
- J. Develop individual and group self respect
- K. Develop interest in school, local, state, national and world affairs
- L. Improve parliamentary practice
- M. Develop and increase knowledge through a study of current events
- N. Improve ability to gain information and understanding through visual aids
- O. Improve map-reading ability and significance of maps
- P. Improve conversation
- Q. Develop reading interests
- R. Develop responsibility, punctuality and cooperative spirit
- S. Increase news interest and journalistic ability
- T. Develop writing ability with emphasis on being specific in features, editorials, stories, reports, etc.
- U. Improve organization ability in speeches and reports and class meetings
- V. Create a respect for saving time
- W. Increase knowledge, interest and understanding of America through a study of the development and applications of the Constitution
- X. Development of individual and group planning ability
- Y. Develop a social consciousness and responsibility
- Z. Gain a rather thorough knowledge of one state and one country through individual projects, and gain a general knowledge of many through class reports
- Al. Gain journalistic knowledge and experience through writing and compiling and drawing pictures for a local textbook. This correlates with shop work in making the cover for the book and with homemaking, science, algebra and physical education as well as FFA, music organizations, homemakers club, junior high paper and student council, and other activities in writing up reports.

B1. Prepare for relocation

II. Procedures

1. Study and application of words misspelled on students' papers
2. Study of vocabulary as suggested in Funk's "30 Days to a More Powerful Vocabulary"
3. Finish reading "Giants in the Earth"
4. Regular class meetings each Tuesday
Note: Class meeting privileges were suspended during March since the members of the class abused these privileges. A petition signed by every member of the class recognizing the value of time and the reasons for class meetings reinstituted the practice.
5. Independent study in "Functional Grammar"
6. Each student made a colorful cover of his own design for his vocabulary workbook. In this were kept all new words from "30 Days to a More Powerful Vocabulary" and other sources, all that person's spelling and grammatical errors
7. Movies on "The World at War," "Democracy at Work," parliamentary procedure, "Postmark U.S.A.," "Frontiers of the Future," "Report from Russia," and "Wheels over Africa." These last two correlated excellently with our selection of countries for individual projects. The other films were of interest as they applied to classroom and real life situations in everyday activity.
8. Discussions on many topics--conversing, world, organization, The San Francisco Conference, President Roosevelt's death and Truman's administration, crime, duties and responsibilities of citizenship, value of class meetings, vocational and educational plans, contents for class textbook, class parties and other activities, constitutional government, health, news values, relative values of ideas we study, values of speaking before the class, taxes. Two miniature town meetings of the air were held, the subjects and participants of which were chosen by the class, on unemployment after the war and post war conscription.
9. Study of language useage--applied
10. Oral reports on vocations and state projects, talks on subjects of individuals' own choosing
11. Plan and compile material for local textbook. The class elected the staff, organized and collected the material (drawings of uses of licenses, burned design on wooden cover made by class members, surveys of class and community interests in radio programs and use of leisure time, interesting material about cities, states and countries taken from projects, table of contents, index, title page, cartoons, reports of classes and activities, history of the class, prophecy taking vocational interests into account, camp governmental setup, reports of field trips,

- interviews and other material still to be collected)
12. Vocational fiction and books of student's choice for outside reading
 13. Study and discussion of current events in local, national and world affairs; science; music
 14. Compare magazines and newspapers for relative values and to ascertain the purposes of various publications
 15. Write features, editorials, news stories, and leads.
Note: We plan to formulate a small class newspaper (one issue)
 16. Special reports, voluntary and assigned, on such topics as weather forecasting, public health nursing, phases of taxation
 17. Study of bibliographies for use in projects. Mr. Easton talked with the class on how to formulate a bibliography and gave them many sources to use, which encouraged them to explore many more areas than the popular encyclopedias.
 18. Several state songs were sung while we were working on state projects
 19. While studying vocational choice and educational planning, Miss Lewis talked with the group concerning possibilities for their futures.
 20. Labor records played in class and discussed
 21. Frequent tests to check achievement and diagnose ability
 22. Read Americanism unit and selections from other units in "Broadening Horizons"
 23. Study units in Rienow's "Calling All Citizens"
 24. Study the federal textbook on citizenship
 25. Study of first two units on language useage in "Junior English in Action" accompanied by workbook
 26. Listen to news broadcasts, analyze, and outline. Point out applications of the Constitution
 27. Listen to Truman's speech to Congress
 28. Exploration of railroad timetables--use them to find out how to get where you're going when you relocate.
 29. Learn the preamble to the Constitution
 30. One of the most beneficial activities this quarter was the formulation of a political platform. Many points were suggested, and the following are part of the list which was approved by the class: An international organization to insure peace, an international police force, unemployment insurance, socialized medicine, preservation of natural resources, vote for 18-year olds, racial and class equality of opportunity
 31. Individual interviews with students which have been invaluable
- III. Plans for the future
1. Murder trial (mock) to give class knowledge of courts and laws and how they work
 2. Mock legislature
 3. Participation in student day
 4. Field trip to find out more about switchboard operation, fire prevention, sewage disposal, bond issuance, post office functions
 5. Survey of ninth grade friendship patterns
 6. Further study of railroad timetables, use of telephone, budgets, characteristics of cities and small towns
 7. General review and evaluation by class and teacher

Walls

9⁴ and English 12

10/15/44

THE ARTICLE

1. The must be used before adjectives in the superlative degree.

He is the best student in our class.
John is the tallest of all the boys.

2. The is used before the names of great rivers, mountain ranges, oceans, and seas.

the China Sea
the Rocky Mountains
the Mississippi River

3. The is not used before the name of a city if the name stands alone.

We live in Los Angeles.
The Chicago team played the New York team.

4. The is not used with the names of most countries, though it is used with the United States.

He came from China.
We are living in the United States.

5. The is not used with the name of a person.

I told Mary I did not know where Mr. Smith was.

6. An article is used with a common noun in the singular number.

A book is on the table.

When the common noun has a pronoun before it (such as my, his, her, etc.) do not use an article.

This is my book.

7. If the noun has much or many before it, do not use the.
If some, such, several, overly, each, another, or any in front of it, do not use an article.

I saw many people at the beach.
He gave each boy a book.

8. The names of subjects which we study are thought of as proper nouns therefore, we do not use an article when these nouns stand alone.

I enjoy bookkeeping very much.
I study algebra.
I like the algebra class very much.

A -- AN -- THE

1. He was hurt in _____ accident.
2. Please give me _____ apple pie.
3. I have _____ book you want.
4. I want _____ ice cream cone.
5. Please give me _____ book on the table.
6. I have _____ uncle in New York.
7. Has every one _____ book?
8. _____ elephant is a large animal.
9. She is _____ pretty girl. He is _____ ugly boy.
10. Have you _____ umbrella?
11. I want _____ stamp and _____ envelope.
12. This is _____ easy lesson.
13. He drives _____ automobile.
14. This building has _____ elevator.

I

Yesterday I saw _____ accident. It was _____ serious accident. _____ automobile struck _____ street car. The car was not damaged, but _____ auto was damaged. _____ old man was in _____ auto.

II

Mary is _____ unhappy girl. She lives in Los Angeles, but her mother and father live in Japan. She has _____ uncle and _____ aunt in Los Angeles.

III

Tom has _____ new overcoat. It is _____ expensive coat. John has _____ overcoat which he bought in New York. _____ coat is brown. Tom says, "I do not like it. It is _____ ugly coat."

A - AN - THE

a boy - an apple - the boy
any boy - an e,i,o,u - one special boy

1. I want _____ loaf of bread.
2. Please give me _____ apple pie.
3. At the table I say, "Please pass me _____ bread."
4. I say, "Please pass me _____ oranges."
5. I say, "Please pass me _____ orange."
6. I want _____ ice cream cone.
7. I need _____ envelope and _____ stamp.
8. I want _____ package of envelopes.
9. I have _____ brother and sister.
10. I have _____ uncle in Los Angeles.
11. I have _____ aunt in Mexico.
12. I saw _____ man who plays tennis with you.
13. I saw _____ man playing golf.
14. I have _____ book you want.
15. Has everyone _____ book?

TO - TOO - TWO

1. My _____ friends are going to the opera.
2. I want to go _____.
3. He paid _____ dollars for the tickets.
4. I like _____ go _____ the opera.
5. I heard Tannehauser and Lohengrin _____.
6. Come _____ school early.
7. We have school _____ evenings a week.
8. We learn _____ speak English and read English _____.
9. He reads a German paper and an English paper _____.
10. I want _____ get a library card.

to marry
married to

is married
are married

was married
were married

marriage
wedding

1. He is going _____ my cousin.
2. Mary and Tom _____ last Sunday.
3. Mary _____ my brother.
4. She _____ to my brother.
5. My sister _____ and had two children.
6. Tomiko _____ a teacher in Japan.
7. To whom _____ she _____?
8. She _____ Hideo next month.
9. When _____ your sister _____?
10. She promised _____ Carlos.
11. I have an invitation to her _____.
12. _____ your sister _____?
13. The _____ took place in the church.
14. She sent me a piece of her _____ cake.
15. She wore a beautiful white _____ dress.

People (plural)

Person (singular)

1. Many _____ were invited to the wedding.
2. Every _____ wants good health.
3. I saw a crowd of _____ at the game.
4. The _____ who found the book took it to the Lost and Found room.
5. Please give a book to every _____ in the class.
6. What kind of _____ is he?
7. _____ crowded around the window to see the styles.
8. The Japanese _____ like tea better than coffee.
9. Every _____ should have his notebook and pen.
10. Tom knows every _____ in the room.
11. The _____ of France are called French.

Exercise 2

- _____ 1. With whom are you going
- _____ 2. The book was a delightful story of adventure. Telling of a search for lost treasure
- _____ 3. That he would meet us
- _____ 4. I can't
- _____ 5. How many graduated
- _____ 6. Trying all evening to get Los Angeles
- _____ 7. An invention more wonderful than the radio
- _____ 8. His interest in reading has grown rapidly
- _____ 9. This was our best trip and we
- _____ 10. Couldn't have been seen
- _____ 11. Then the hunter appeared
- _____ 12. Last night when we were returning from the game
- _____ 13. By the lights from the car we could see that the stream was high
- _____ 14. We watched the road closely
- _____ 15. The animal branded with the mark of the Flying U
- _____ 16. When we entered the flat
- _____ 17. Who could it be
- _____ 18. Whom we had met
- _____ 19. The fence marked the end of our land
- _____ 20. By making a long shot from center Jack won the game
- _____ 21. The first time over the radio, but the second in a concert in New York City
- _____ 22. Where the road was steepest and where tiny rivulets from the melting snow made it slippery
- _____ 23. He became an earnest student of history. Devoting most of his time to the European entanglement
- _____ 24. Then we must _____ 25. Listen
- _____ 26. The team, surrounded by enthusiastic boosters, and the coach, trying to hurry his men to the bus
- _____ 27. When the first storm of applause and cheers had stopped
- _____ 28. When he heard the score, we gave one yell and ran for the gym.

Exercise 1

- _____ 1. The boys playing by the stream
- _____ 2. I'd he go
- _____ 3. When the first warm days came
- _____ 4. Shall I call for you
- _____ 5. Going three blocks out of her way
- _____ 6. Wait
- _____ 7. Almost everyone who came
- _____ 8. Fourteen days passed before we got his letter
- _____ 9. Hoping to hear from you soon.
- _____ 10. Every one gave
- _____ 11. The captain of the finest vessel
- _____ 12. Driving on the crowded streets of a large city
- _____ 13. In the air nearly every day
- _____ 14. Meet us at seven
- _____ 15. To turn from the highway at
- _____ 16. While we rested, the boys gathered fire wood
- _____ 17. Where did you get it
- _____ 18. Why can't it be done
- _____ 19. Please come
- _____ 20. The car refused to start. Even when John used the crank
- _____ 21. Drive slowly when any children are in sight
- _____ 22. Just a little too fast on that turn
- _____ 23. Couldn't he have missed his train
- _____ 24. When we were returning
- _____ 25. Stay
- _____ 26. Thirty-four applicants who all have good qualifications
- _____ 27. No one was there that winter
- _____ 28. The shelter was taken down for there was to be more skating

THIS--THESETHAT--THOSE

1. _____ chair near me is broken.
2. _____ letter in my purse came today.
3. _____ newspaper on the table over there is yesterday's paper.
4. _____ books that I have are mine.
5. _____ books on the table are Miss Swain's.
6. Is _____ book which I have yours?
7. Please pick up _____ papers on the floor by your desk.
8. Who is _____ boy near the window?
9. _____ lesson which I am studying is hard.
10. Please go out by _____ door on the left.
11. _____ girls in the back row are making too much noise.
12. Whose are _____ books on the table?
13. _____ pen I am using is broken.
14. _____ coat in the corner is Tom's.

GOOD--WELL

1. I am learning to speak English _____.
2. This book is _____.
3. Don't you think he sings _____.
4. How are you? I am very _____, thank you.
5. I cannot see _____ at night.
6. He is _____ to his mother.
7. He plays tennis _____.
8. He is a _____ tennis player.
9. You can do the work _____ if you try hard.
10. I read the story, but it wasn't very _____.
11. Fresh air is _____ for you.
12. The engine of this car runs _____.
13. His work is very _____.
14. He works very _____.

J3.61

SOCIAL STUDIES: State Project ---a state selected by each pupil to do research on products, industries, climate, comparison by graph to other states in industry and products, relocation advantages and opportunities, as well as economic and political maps.

Oral and written reports presented by each pupil to the class. Graphs were used for display on the bulletin board.

Pan American Day was observed as to its importance and significance. Units were worked by each student. Individual projects were done on maps, flags of the 21 countries, costumes of the Latin American countries, stamp collections were displayed, and discussions as to the languages spoken throughout the Americas.

A review of North, South and Central America was made.

San Francisco Conference was reported on orally and by written reports. Important members and the countries represented were learned.

Oral and Current Events with tests to cover material studied were done each week.

SPELLING: Vocabulary work, dictionary lessons, usage in sentences, and lists of misspelled words were stressed the past few weeks.

ENGLISH: A complete review on parts of speech, punctuation, capitalization, sentence structure and studies of paragraphing was given.

TOMORROW THE WORLD was the theme of an essay contest for the Junior High.

Literature: A great deal of time was spent in silent and oral reading of the two books, "Broadening Horizons" and "Highways." Aim: to acquaint the students with better reading material and to instill a desire to do more reading for pleasure. Classic Comics were also used.

I based my review on the needs that were shown in the recent Achievement tests that were given to the pupils.

D. Hinman

ENGLISH & SOCIAL STUDIES -
1944 - 1945

9' 293

11/15/44

J3.61

Resume of the Work Covered Thus Far

The first three weeks were spent in getting acquainted with the pupils and with the general atmosphere of the school. An attempt was also made to sense the philosophy under which the school is operated - from Washington, from my superiors, and from my fellow teachers.

As my own philosophy includes the belief that the best results in education will be obtained when ^{children} consciously want to learn, and are willing to put forth their efforts voluntarily to do so, and that school teachers and school systems all too frequently stand in the way of such response, I tried to start out with an absolutely open mind in this unique situation. I tried to make as little demand upon the pupils as possible, until I should know them - until I should know whether "demand" would be necessary at all, and if so, to what extent. I tried, as nearly as possible, without disturbing other groups, to allow the children as much freedom as possible, in organizing our classes, and in determining our procedure.

The children were told to choose their own seats. They were told that they need not sit in the same seats every day unless they wished. For a long time, about five weeks, in fact, they herded themselves into the same seats, boys on one side of the room, girls on the other, and took the same seats day after day.

It was my feeling that they paid attention to what I told them because their parents demanded that they do so. Any attempts at getting them to stand on their feet before the group and express themselves, were far from my expectations, for I have had a few Japanese children in my classes before, and they were very responsive, and very eager to take part in all activities.

However, we did make some progress, as the class organization, which had been begun, but not completed, before I arrived, was moulded into a workable whole. The class had a decided boy versus girl attitude, with the girls dominating the situation because the boys were too self conscious to be heard, or to take much part. That situation is far from perfect yet, but is gratifyingly improved.

Our class meetings are purposeful, and conducted in somewhat better form.

Our first work units were ones involving a study of our center, its history, its name, its purpose, and its institutions. This led us to the consideration of the people who formerly lived in this region before the white man came, thru the study of the naming of the center after Amache, an Indian princess. It was my wish to have a descendant of this princess, Mrs. John Prowers, of Lamar, come out and speak to the children, but in four or five attempts which I have made to contact her, I have failed. I have not given up. Pictures of Indians were viewed for the appreciation of their art, arrowheads were displayed, in discussing the weapons of this early people who roamed the plains. Tribal government was briefly discussed, and contributions of the Indians to present society were noted. An essay on Amache, the Indian princess, were written.

Brief news items were also written, emphasizing punctuation, spelling, brevity, appeal to the public, timeliness of the items, headings or captions, and interest of material.

Business letters were written, observing both old and new forms. We chose to apply for a job as the type of business letter which we would write. Some very good applications resulted.

English & Social Studies

October-November Resume Continued -----

In these letters I discovered that many of the pupils were using printing, which they do beautifully,, instead of script. We then discussed what a business man would be likely to want in his employee, ability to do beautiful, artistic printing, or rapid, clearly legible business script. This discussion caused many to change from printing to script, but some were still using the printing after the fifth week (I confess that I had not re-emphasized the desirability of a good business hand as forcefully as I might have), so I required that all test and other papers be handed in in script. I would have been much better pleased had the change been entirely voluntary thruout the class.

We discussed at length the value of knowing what to do, how to proceed, and when certain things should, or should not, in propriety be done. We discussed the value of observing the rules of good manners, and of knowing the rules of etiquette necessary for social contacts which they are likely to make. We discussed points of etiquette involved in walking, sitting, talking, listening, having fun, questioning, answering, writing.

We wrote paragraphs showing the differences between liberty and license.

For our geography during the beginning of this period, we located Amache on the Arkansas River, in Prowers County, In Colorado, and in the section of the United States, and learned those states which are next to Colorado, and those states which would be crossed in going from Colorado to California.

We discussed the number of products grown in Prowers County, and in Colorado, and tried to learn how many of these are grown or produced on the farm at Amache. We talked about farming implements, old and new. We also discussed weapons, old and new, and this brot out the fact that these children knew not one Greek myth or lëgend, so I told them some of the tales of Ulysses. They liked the Trojan Horse the best.

October 9 to 20, 1944.

The work on the Fire Prevention Week was begun. The Fire Department of Amache conducted a contest, offering prizes for best essays and best posters setting forth the necessity for, and value of fire prevention. Our essays were the children's own products, with a very few corrections of the first draft. The prizes did not come to our groups, but some of the original essays were very good, tho more work is needed in organizing.

We started our list of spelling words needing special attention. These are to be kept in our note books, and added to as we meet words which we cannot spell, or of which we do not know the meanings.

Conceptions of government, showing the differences between dictatorships and democracies were striven toward, and somewhat achieved, tho the process is slow.

Three verses of the Star Spangled Banner were copied from the board into the notebooks, and a beginning made of memorizing them. We sang the song in both groups, with not too bad results.

English - Social Studies - Resume
Contd.

Works of Art were placed on the board, and the artists of some of them discussed. These children have a splendid sense of color combinations, accents, and usages, and were able to choose the pictures of better balance without much hesitancy on the part of most of them. As a group they have very poor eyes, and many of them had to go nearer to the pictures before they could see them well enuf to be sure of their choices.

Following the discussions of the Indian tribal governments, both of the Cheyennes, and of other tribes, and of the possible government of the Cliff Dwellers, we talked about conditions which brot about the need for, and the desire for a democratic, or republican form of government. Then we reviewed the manner in which we achieved our republican form of government, and the sacrifices which our ancestors made to achieve it.

We did some reading about the governments of other nations, some totalitarian, some democratic. Because of the congestion of the library, we did not get to follow this comparison of governments as far as we would have liked to, but we got a little of it from our texts, and I gave what I could concerning them.

We began reading The Man Without a Country. The material is difficult for the children to read and understand, but when I explain it to them, they are very much interested in the story.

Our spelling list continues to grow, tho some have not kept the lists as we decided to, and will have to copy all the words from someone else in the class.

Choral and oral reading has been stressed this period. The children are beginning to respond to su gestions instead of commands. The class meetings are causing quite a bit of interest, and are drawing more and more pupils into the discussions. The election of junior high officers, and the carrying on of the campaign preceding, brot out some splendid responses from both groups.

We studied some specific instances of boys taking girls to dinners, dances, etc., and the exact procedure for the behavior of each. There was more genuine interest in this than in anything we have yet studied. There were many questions as to how to introduce people, how to present certain persons to certain others, which side of a girl the boy should walk on, how to act at the dinner table. The period was not nearly long enuf, and we shall take up other phases soon. In this response, I believe that I see an opening for some mixed boy-girl skit or play work in the class room. It is surprising how the removal of this little bit of their uncertainty as to how they should proceed with the everyday business of life, has changed the atmosphere of the room. This is a vital change-over from the customs of the old world, to those of the new, and I believe, from the response, that here is a spring which will open many avenues of approach to their real desires and capabilities.

Following this, I have outlined several situations on the board, where boys and girls are confronted with things which they should do, and I have asked the pupils to write for me, just how they would handle the situation. After they are surer of themselves, I shall ask them to tell each other what they would do in certain situations involving social procedure.

Tests were given during this period, with somewhat better results. There is still practically no ability to read new material and give back its meaning unless I explain it to them first. Every sentence involves so many mores which they, as a people, have not experienced, that many sentences in which they can pronounce every word, are practically meaningless to them.

English & Social Studies - Resume, Continued

In our reading work, I assigned a new story, asking the children to read the first few pages independently, and see what they could do with ~~them~~. The story was Deep Sea Doctor, by Mary R. Parkman in their Good Reading Achievement books. When I called for volunteers to tell the meaning of the story, there was a sincere wail of "We don't understand it." Then I had them read it aloud to me, and I explained it, paragraph, by paragraph, almost word by word, and they responded to many questions then, but the independent reading so far, seems to be an impossibility.

A sentence recognition sheet, a copy of which is attached, was handed to the children. The results were good, but the material was very simple.

We have chosen groups consisting of either three girls and three boys, or of two girls and two boys in each section of our class. These smaller groups, in turn, have chosen one boy and one girl to make reports about interesting places, buildings, or objects of national interest. The other members of the groups are to help their representatives, and are to be rated on their response. Other subjects for report will be posted until each person in each group has made both his or her written and oral report, and then new group will be chosen.

The tests over the words to the Star Spangled Banner, and to the Preamble to the Constitution, showed a real effort to memorize both. In the case of the preamble, the results were very good, and the results with the words of the National Anthem were quite good.

The tests over The Man Without a Country were gratifying - especially since I had had to explain almost every word as we went along thru the story.

The geography test revealed a need for essentials in geography, so we shall talk about the earth, the lands, the seas, the climate, the zones, etc., for at least one period, before going into the broader concepts of geography again.

English - Social Studies
Ninth Grade - Section 2.
Periods IV, V, and VI.
October 20, 1944.

Report.

Mary Suzuki

Mr. Walker - Principal
Amache High School.

Unit II. Organization of Government.

I Objective:

A. to get an understanding and appreciation of how our local, state, and Federal governments are organized and how they function and serve us.

II Outline:

A. General Overview:

1. Government within Governments, ch. 7 - "Civics"
2. Forms of local government
 - a - ^{ed} Government of counties and townships.
 - b - Municipal Government.
3. Forms of State governments.

Materials: Civics chapter 7, 8, ~~10~~, and 9 and 10.
 2) Duties - officers
 3) States and the State Constitution.

1 4. National Governments:

- a - United States Constitution
- b - "Civics" Chapter 6, 11, 12, 13, 14, 15.

- 1) Organization and Work of Congress
- 2) President and the Executive Branch
- 3) System of Federal Courts.
- 4) Our Government and Foreign Relation.

Ninth Grade Sections 1, 2, 3, & 4.

What The Pupils Would Like To Study

I. English

- A. Journalistic Writing
- B. Writing Letters
- C. Use of Language
 - 1. Parts of Speech, pronouns, verbs, adjectives, and Adverbs
 - 2. Compound Sentences
- D. Reading - Oral and Silent
 - 1. In library - In classroom
 - 2. Assigned and free choice
- E. Tell Stories
- F. Form a Club
 - 1. Talk in Front of the room
- G. More Written work
- H. Maps

II. America and the Ways of Democracy

- A. America compared with other communities.
- B. Rights and duties of young citizens as well as of adults.
- C. Citizens in The United States
 - 1. How People Live
 - 2. Courtesy as an aid to Relocation
 - 3. Use of Leisure Time
 - 4. How People Make a Living
 - 5. Racial and Class Attitudes
 - a. Housing
 - 6. Transportation
 - a. Bus, street car, train, boat
 - 7. Safety
 - a. Courts
 - b. Penal Institutions
 - c. Juvenile Delinquency
 - 8. Health - Disease - Advance of Medical Science
- D. States and Capitals
- E. How States Came to Be
- F. Constitution - What is Democracy?
 - 1. Three Branches of Government
 - a. Executive - Outstanding, President
 - 1. President
 - 2. Cabinet
 - b. Judicial
 - 1. F.B.I. - Mock Trial and Courts
 - c. Legislative
 - 1. Congress - Compare with Other Governments
 - a. Reichstag
 - b. Parliament
 - c. Soviet Council
 - 2. Why Pay Taxes
 - 3. Rights and Duties of Citizens - Privileges of Citizens
 - a. Voting and a Mock Election
 - 4. Relations with Other Countries
 - a. South American and Latin Amer. Republics
 - b. Monroe Doctrine
- G. How will the World Be After the War?
 - 1. What Kind of Peace?
 - 2. Mock Peace Conference

III

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Pm. 25: Part IV, V, VI
Report. Suzuki

Civics Outline for yr.

Part I Community Life

A. Then and Now

1. Last Days of Pompeii
2. Legend of Sleepy Hollow
3. Father Abraham
4. Alexander and The Knot - p. 21

B. The Home and The Family

1. Bible
2. My Worth to the World - p. 203
3. Sketch and Plan of a Model Home
4. Sides - Ch. 4.

C. The Modern City

1. My Worth to The World - pp. 217 & 136
2. Plan of A Model City
3. City Government - My Worth to The World p. 423
4. Civics - Ch. 2.

Part II. The Organisation Of Government

A. Forms of Local Government

1. My Worth to The World - p. 423
2. Duties of Local Officers
3. Working for Democracy - p. 131
4. Civics - Ch. 7, 8, & 9.

B. State Government

1. The States and The State Constitution
2. My Worth to the World - p. 442
3. Civics - Ch. 10.

C. National Government

1. U. S. Constitution
2. My Worth to the World - p. 467
3. Ibid. 491.
4. Civics - Ch. 6, 11, 12, 13, 14, 15.

Part III. Public Opinion

A. Opinion and Politics

1. My Worth to the World - p. 508
2. Mock Election of National Officers
3. World for Democracy - p. 203
4. Civics - Ch. 19 & 20

B. Pressure Groups

1. C. I. O.
2. A. F. of L.
3. American Legion
4. Business Men
5. Religious Groups
6. Agricultural Bloc

See U. S.
History

Part IV. Services of Government

A. Government

B. Utilitarian

1. My Worth to the World - p. 57 Health
2. Ibid. - p. 117 - Education
3. Ibid. - p. 155 - Handicapped

IV

Outline

Gen. Ed
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Report - Suzuki.

Part IV. Services of Government - Contd.

B. Utilitarian - Contd.

4. My Worth to the World - p. 170 - Poverty
5. Ibid - p. 184 - Crime
6. World for Democracy - p. 86 - G. Man
7. Soil Conservation - Govt. Publications
8. National Defense - Current Events of War Progression
9. Civics - Chs. 21, 22, 23, 24,
8. (Protection from Foreign Enemies) ???

Part V. World Citizenship

A. Internationalism

1. My Worth to the World - p. 533
2. Mock Peace Conference -

B. Responsible Citizenship

1. My Worth to the World - p. 533
2. Review of the Constitution
3. Review of the Duties of Citizenship

Part VI. Industrial Activities

A. Our System

1. My Worth to the World - p. 317 Bus. World -
2. Ibid - p. 334
3. Ibid - p. 363
4. Ibid - p. 297
5. Civics - Ch. 27

B. Disturbing Problems

1. My Worth to the World - p. 391
2. Labor Troubles
3. Minority Problems
4. Old Age
5. Unemployment and Injury
6. Civics - Chs. 28, 29, 30, - 31, 32, 35 - 37, 38, 39 -
40, 41, 42.

References - Bibliography

1. American Government : 1934, Magruder
2. Problems of American Democracy: 1940, Kidger
3. Everyday Problems of American Democracy: 1940, Greenan-Meredith
4. Building Citizenship: 1937, Hughes
5. Civics in American Life: 1941, Edmondson and Dondineau
6. My Worth to the World: 1942, Capin and Melchior
7. Personal Problems and Morale: 1943, Geisel
8. Our Changing Social Order: 1941, Gavian-Gray-Groves
9. The Rise of Our Free Nation: 1941, Maguire
10. A History of Our Country: 1943, Muzzey
11. Teaching War, and Post-War Problems: 1942, Foreign Policy Association
1942

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III Spelling: "Day-by-Day Speller" by Neilson-Hanna.

A. Lessons 10 - through 22 have been covered.
A new lesson daily is taken and the pupils fill in all the work study sheets before taking the tests.

IV Grammar: "Junior English in Action" Hessler and Shelnudine - Book III

A. Section 6 - Page 341 - 354 has been covered.
Since the ^{pupils} showed that they had been making many simple grammatical errors in their compositions a study or a review of grammar was taken up.
Daily drills were taken on the following:

1. tense
2. mood
3. Conjugation
4. Principal Parts of Verbs
5. Sit, set, lie, lay.
6. Shall, Will
7. Should, Would
8. May, Can
9. "Aint" and other errors
10. Agreement of verb and subject.
11. Predicate Verb - Pg. 269 - Section 2.

No workbooks were available so the "Jr. English" B K III was used entirely.

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 Report cont. Suzuki

V English:

A. Three diagrams on pages 96, 101 and 104 in the "Civics" by Edmonson were to be copied neatly to put in their folders.

B. The Creeds, Allegiance and Declaration of Independence (Excerpts) were to be copied over since there were so many grammatical errors.

C. Composition: "Why is it necessary to Participate Actively in Government?"
 (in folder)
 Some very good articles, ideas, and themes came out. Some of the best the teacher read to the class. Different kinds of grammatical errors were pointed out. Some had vague ideas and ran around the point.

D. Summary: "The Man Without a Country"
 (in folder)
 Some good summaries came out. Most were average. Graded on content and grammar. Grammar was very poor on these summaries. Antecedents were the worst offenses and made most frequently.

Oct. 2 - 20 - 1944

Report - cont. Suzuki

II. English - cont.

D. Summary: cont.

Some sentence structures were bad. Several incomplete sentences were had. Verb forms as "makes" and "hears" were present - . Some missed the idea of a summary and wrote lengthy ones, and some had just scattered bits of information with no continuity. Spelling words were misspelled by carelessness more than knowledge it seems.

E. Notes taken on the guest speaker Mr. Kitozumi. to be in folder for a check up.

II Spelling, Vocabulary and Misspelled Word list.

A. In folder.

1) Words chosen by teacher to be added on their list. Words as taken from text - 1. hereditary, 2. admission, 3. inauguration 4. positivity -

Words taken from "Man Without a Country" - obscure, allusion, concentrated, braggadocio, contretemps, catillious, embrasures, sovereign, repentance. From Poems words as conquerors, granadiers, tranquil, vanquished.

Vocabulary Words as: epicrate, disavowed, pediment, transgression, expiated, braggadocio, contretemps, catillious, concentrated, allusion, etc.

General Ed.
92 Pm, 25, Pw II, V + VI.
Oct. 2-20, 1944
Report - cont - Suzuki.

III Civics: Government Unit

A. Read Chapter II, VII, and VIII. Unit 2 - Pgs 13-114.

B. "Man Without Country"

• Pocketbook of America

C. Poems from - Pocketbook of America.

Some recited from memory - others read them

D. Reader's Digest and Jr. Scholastics.

VIII Civics: - Reading - Speakers:

A. Mr. E. B. Kitazumi - Pre-law student,
of University of California and Boalt Hall
of Law in Berkeley, at present a member
of the Community Council at Amache.
October 11, 1944 - 9th Class, II Period.

1. Spoke on our government

a) Its uniqueness

b) Characteristics

c) Comparing with other governments.

d) Constitution, Bill of rights

e) Obligations as citizen

f) Mentioned briefly "Test Cases" now on.

The class felt that he went a little above
their heads. They took notes of his
talk. Mr. Kitazumi covered lots of
territory and did speak in too
generalized terms and ideas. Though he did
go slow and tried to talk with
understanding or on the level of the 9th graders.

VIII Speakers - Civics - cont.

B. Mr. Kenji Okuda - former president of the Oberlin student body, representing the Fellowship of Reconciliation and on a tour around the country, well-learned person, good speaker, and former Washington University student, now a student at Oberlin.

1. Spoke to the 9² class October 16, 1944 at second period.
- a) 2. Spoke on conditions outside.
- b) 3. Racial problems - bringing home the fact that our race problems are very small compared to other races outside, that we tend to make our problem a large one and get all wrapped up in it.
- c) 4. Why all should go to college - adjustment easier.
- d) Apathy of camp life - must think in terms of relocation is not too early - Don't expect outside to be a Utopia - lots of adjustment.

to get any discussion seemed futile at first, later several spoke up. The class weren't ready for any opinions on the questions Mr. Okuda raised or they were indifferent to the whole issue. (Issues as Dewey vs. Roosevelt - their platforms, ^{housing} mock election for the presidents.)

X

General Education
92 - Per II, IV + VII Pm 25.
Oct. 2-20, 1944.
Report - cont. Suzuki

IV. Music Appreciation:

1. Semi-classic and popular song. - Mr. Weinman in charge and Music Committee
2. "Shostakovich" - Russian Composer
 1. "Peter and Wolf"
 2. Ballet - "Age of Gold" - Polka - Story told by Mr. Jackson, tie with civics.
3. "Civil War" - "Folk Songs" and "Patriotic Music" to tie in with early music in America and the early government. Mr. Jackson.

V. Public Speaking:

1. Discussed points on speaking in front of public as Campaign speeches will be coming soon. There are quite a number of candidates in ~~our~~ our 9² class.
2. Read poems:

a) Watch for

1. Interest

- a) audience contact
- b) directness
- c) presentation with interest
- d) appearance

1. Poise

- a) Posture -
- b) confidence
- c) calm
- d) Voice - low clear
- e) alert
- f) sincerity

and 1. Diction.

- a) clarity
- b) enunciation
- c) pronunciation
- d) Watch vowels and consonants
- e) Speak slow
- f) smoothness - not choppy

General Education
92 Pm. 25, Per III, IV, V.
October 20, 1944
Report. Cont. Suzuki

XI Business Meetings:

A. Discussion of "Grades" was held.

Oct. 3.

1) Wanted more activities

2) G.E. too long

3) Assemblies

4) Why Jr. High? - Mr. Drummond spoke to class.
Class unanimous in being satisfied
of being in Jr. High.

B. Oct. 5, 1944

1) Decided qualifications and what grades to be put
up for Jr. High student body officers.

2) Temporary Reporter - Grace Yasumura.

C. Oct. 9, 1944

1) Nominated Jr. High student body officers and
voted on them, so representative Kamuro
Hamahashi could bring report to Council.

D. Oct. 16, 1944

1) Voted on majority and plurality systems. Plurality
won.

All business meetings were conducted very orderly
by Dagne Hanson, ^{President}. Minutes were read and
approved by Lila Hanson -

General Education
92- Pm 25 Per. II, III, + VII.
October 2-20, 1944.
Report. Suzuki

Unit on Government - cont.
Plans and Assignments for next ^{bi-monthly} report.

I
As mentioned in lesson plans for the Unit on Government - take up from where the class left off at Chapter X - Forms of the State Governments Pg. 155 - 175 - "Civics" by Edmonson. Then go on with the Federal Government as written in the lesson plans or rather outline on the Unit.

A Have debates Dealey Vs. Roosevelt in class - Have mock election. (Would be interesting to make it a ^{whole} school activity with campaigns, speeches, ^{mock} Convention and election.)

B. Take a "Test Case" any one and follow through it. Several ^{cases} may be delegated to groups. They find all they can about it from different sources. This way they can see how the Government ^{works} ^{counts}.

C. Use book "Calling All Citizens" if "Civics" book isn't available.

II Spelling - Continue a lesson a day from Lesson 23. Page ^{Day by Day}
III Grammar - Continue on with predicates page 274 in the "In English in Action" (overclass)

IV. Continue adding spelling words and Vocabulary words to the list taken from text or any oral work.

V. Music appreciation -

A. Music Committee

B. "I hear America Sings" or a speaking recording of some famous literature.

VI. Forum? ^{current news} debates ^(elections) and panels? ^(types of government) would help break the formal air of competition. More free discussion is needed. Combining ^{with} some 9th grade class in these debates, discussions and panels would be stimulating to both classes I think.

VII. Reading:

A. Pocketbook of America

B. Current events (Speech work - bring newsclipping to class.)

C. Questions on current events.

D. Jr. Scholastics

E. Reader's Digest

F. "Faints in the Earth" by O.E. Rolvaag.

Rosalind Walls
September 15, 1944

ENGLISH--SOCIAL STUDIES 94

J 3.61

Aims in social studies:

1. Extension of knowledge about American governmental forms and practices, from home to world citizenship, and the problems in American and world living.
2. Increase of world consciousness through study of current problems and the news, evaluating news to discover points of view, reliability of source, coverage.
3. Development of healthy, critical attitudes toward the government, not only of the United States, but of every country and the world, with a view toward future developments.
4. Development of a consciousness of being part of that government, with privileges and corresponding responsibilities, both now as members of the ninth grade and the school, and after reaching voting age.
5. Development of a critical, healthy school loyalty.

Aims in English:

1. Increase of vocabulary.
2. Development of spelling ability.
3. Development of ability to use complete, meaningful sentences, correct verb forms, nouns, pronouns, articles, and punctuation (functional development).
4. Improvement in diction and pronunciation (functional development)
5. Elimination of stage fright through friendly oral situations--discussions, panels, round tables, talks, meetings, interviews, radio programs, plays, conversation and other informal situations.
6. Increase of power of concentration and comprehension through better study habits and following and developing interest channels.
7. Increase in power to observe, select principal points, and describe or report results.
8. Increase dictionary usage.
9. Improve letter writing ability.
10. Improve reading rate and comprehension, as well as develop a critical attitude toward anything printed, and encourage reading along interest lines.
11. Development of a sensitiveness to language in written and spoken forms, primarily for accuracy in conveying ideas.

Rosalind Walls
September 15, 1944

OUTLINE FOR ENGLISH--SOCIAL STUDIES 9⁴
Compiled from Students' Papers

After having told the class a little about our subject for the year, "America and the Ways of Democracy," and having shown them one set of books we could use for development of this topic, I asked them to write down what they would like to study this year. From these papers, I compiled the following outline. The study of English and social studies will not be one following the other, but both will be taught simultaneously.

I. English

- A. Journalistic writing
- B. Writing letters
- C. Use of language
 - 1. Parts of speech--pronouns, verbs, adjectives, and adverbs
 - 2. Compound sentences
- D. Reading--oral and silent
 - 1. In library and classroom
 - 2. Assigned and free choice
- E. Tell stories
- F. Form a club
 - 1. Talk in front of the room
- G. More written work
- H. Maps

II. America and the Ways of Democracy

- A. Amache compared to other communities
- B. Rights and duties of young citizens as well as adults
- C. Citizens in the U. S.
 - 1. How people live
 - 2. Courtesy as an aid to relocation
 - 3. Use of leisure time
 - 4. How people make a living
 - 5. Racial and class attitudes
 - a. Housing
 - 6. Transportation--bus, streetcar, train, car, boat
 - 7. Safety--courts, penal institutions, juvenile delinquency
 - 8. Health, disease, advance of medical science
- D. States and capitals
- E. How states came to be
- F. Constitution--What is democracy?
 - 1. Three branches of government
 - a. Executive--president, cabinet, outstanding presidents
 - b. Judicial--F.B.I., mock trial
 - c. Legislative--Congress
 - Compare to other governments--Reichstag, Parliament, etc.
 - 2. Why pay taxes?

2.

3. Rights and duties of citizens
 - a. Voting--mock election
 4. Relations with other countries--South America and the Monroe Doctrine, Germany, etc.
- G. How will the world be after the war?
1. What kind of peace?--mock peace conference

Many of the students said they didn't want to give oral talks before the class, and a few said they should, because they needed work in this field. Fear is probably the basis for this reticence, and may be based somewhat on these students' having been a minority group in former schools.

One boy said he didn't like the book, and that he would like to study about foreign countries. As far as possible I shall try to give him outside work in correlated books to keep his interest. He draws very well, so he might make a mural for the room as a project. Quite often he makes criticisms which help keep us on our toes. Our most lively discussion so far followed his question, "Why do we study grammar?" Both students and teachers had ideas on both sides.

OUTLINE FOR ENGLISH--SOCIAL STUDIES 9⁴
First Two Weeks of School, September 5-15, 1944

Objectives:

1. To establish rapport between students and teacher, and a good feeling among the students.
2. To set a standard in discipline and academic requirements to be maintained throughout the year.
3. To create school loyalty and a feeling of belonging, with responsibilities and privileges.
4. To gain a knowledge of the school, the teachers, subjects, and how the school functions.
5. To emphasize the place of the individual in community life, whether home or world.
6. To improve a knowledge of our community, through a study of its various institutions.
7. To improve spelling ability (functional)
8. To gain a sense of direction for the year.
9. To diagnose language difficulties, followed by general and individual work according to needs.
10. To develop artistic interests and abilities through making folders, school floor plans, and an opportunity to illustrate written work.
11. To keep up with the news and its significance.
12. To discover as much about each child as possible and to let them know something about me so that our relationships may be more personal and effective.

Procedures:

- I. The first day there was a seating chart on the board and each child took his seat according to the chart. When the bell rang, we began work immediately.
- II. English
 - A. Spelling and vocabulary
 1. Following the Newlon-Hanna Day-by-day Speller, textbook-notebook edition
 2. Supplemented by words misspelled on students' papers, including discussions on use of each word and exercises in their use
 3. Vocabulary game--make as many words as possible out of a longer word, such as "cooperation." This often helps students discover words they haven't known before and stimulates use of the dictionary.
 - B. Language usage
 1. What are subjects and verbs? "Essentials in English, Laboratory Method, Book I," by Smith and McAnulty, supplemented by "Functional Grammar" by Agnes Spangler for three students who had particular difficulty.
 2. Sentence recognition, "Essentials in English," Discussion of errors made on pupils' papers.

2. Sept. 5-15

3. Diagnostic grammar test

4. Themes--autobiography and theme on cooperatives.
Written answers to questions from "Civics in American Life" by Edmonson and Dondineau

C. Reading practice

1. Text

2. Free reading

3. Reading from Junior Scholastic with a view toward answering specific questions.

4. Listening to material read by teacher or class members

III. Civics

A. Gain a sense of direction for the year

1. Discuss the theme, "America and the Ways of Democracy"

2. Look over text book for the course

3. Have each student write a page concerning his specific interests which we might cover
From these papers I compiled a tentative study plan for the year.

B. School orientation unit

1. The place of each individual, in the classroom, in the school, the state, nation and world

2. Have each student draw a floor plan of the school, including room numbers, teachers' names and subjects taught. This gave each student a familiarity with the school building and physical set-up.

3. Make a list on the board getting students' suggestions for responsibilities and corresponding privileges for each person in school (taps on shoes, use of the library, etc.)

4. Discussion on the meaning of grades and school record

5. Discussion of school spirit, activities, and individual responsibilities and privileges along with my reading the chapter on "School" from "Living Your Life," by Crawford, Cooley and Trillingham.

6. Out of these discussions rose the suggestion that we elect officers, and also have a party. In planning for the party, the class listed four committees as necessary, but only four or five people volunteered to serve on any committees. The class asked me to appoint people for each committee, which resulted in refusal to accept responsibility in several cases. We will go on with these plans next week.

7. To conclude this unit, Mr. Walther talked to the class on the necessity of school citizenship, how the school is run, and where school spirit begins.

C. Analysis of the news through a study of Junior Scholastic

1. Race to find answers to questions

2. Location of various places in the news on maps and globes

3. Sept. 5-15

D. Community Consciousness

1. Place of individual in society

a. Difference between democracy and dictatorship

b. Study of cooperatives--power resides in individuals

(1) Study of cooperatives through pamphlets, cartoons, and books, followed by writing a theme on co-ops, and including questions we might ask the Amache Co-op Manager. This study is leading up to a field trip to our school co-op and the Amache Consumer Enterprise.

IV. Art

c. 1st 3 chapters in "Civics in American Life"

A. Each made an individual folder with any design he wished in which to keep his papers for the year.

B. Each made a floor plan of the school

V. Individual work

A. Special assignments were made to individuals who needed work in certain fields, and to those who finished their work early.

Bibliography:

Edmonson and Dondineau "Civics in American Life"

Smith and McAnulty "Essentials in English, Laboratory Method, Book I"

Spangler "Functional Grammar"

Crawford, Cooley, Trillingham "Living Your Life"

Paul and Kincheloe "Units in English, Book I"

Various books and pamphlets on cooperatives

Comments:

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

Test I
Form C

The Pribble-McCrory Diagnostic Tests in Practical English Grammar

FOR SEVENTH AND EIGHTH GRADES

Devised by

EVALIN E. PRIBBLE, B.S.

Department of English, State Teachers College,
St. Cloud, Minnesota

JOHN R. McCRORY, Ph.D.

Department of Psychology, State Teachers College,
St. Cloud, Minnesota

	Number of Points	Pupil's Score
Part I	50	
Part II	21	
Part III	8	
Part IV	13	
Part V	15	
Part VI	10	
Part VII	10	
Total	127	

Lyons & Carnahan, *Publishers*
Chicago New York

Name.....

Date of Birth..... Age.....
(Month) (Day) (Years) (Months)

Grade or Class..... Teacher.....

School..... City.....

State..... Date.....

DIRECTIONS

This is a test in the use of correct English. There are seven parts to the test. Each part has a set of directions and some have an example or examples showing you what to do. First read the directions; then look at the example or examples if any are given; then do what the directions tell you to do. Be sure to finish all *seven parts*. Work rapidly. If you finish before time is up, go back and check over your work. Now turn to page 2 and begin.

PART I

Verbs

In each of the sentences below one and only one of the two words given in the parentheses at the left of the sentence is correct. You are to write in the blank of each sentence the word that you think is the correct one. For example:

(was, were) Both boys.....were.....on the team.

1. (was, were) We.....seated in the front row.
2. (doesn't, don't) Why.....they answer us?
3. (is, are) John or his brother.....coming to do the work.
4. (learn, teach) Mr. Brown will.....me how to play the saxophone.
5. (are, is) In this grove.....some walnut trees.
6. (were, was) Why.....you sorry?
7. (don't, doesn't) It.....look very hard.
8. (go, goes) There.....Tom and his dog.
9. (let, leave) Will your uncle.....you drive his car?
10. (was, were) There.....five children in the car.
11. (doesn't, don't) He.....speak English.
12. (is, are) Every one of the kittens.....black.
13. (were, was) Dorothy and Ruth.....invited to visit their aunt.
14. (was, were) Several cars.....stuck in the snow.
15. (don't, doesn't) Mabel.....work hard enough.
16. (teach, learn) Who will.....me how to play tennis?
17. (is, are)your father and mother at home?
18. (come, comes) Here.....some more clowns.
19. (leave, let) John will.....us take his bat.
20. (was, were) Everybody.....pleased with the program.

Write in the blank of each of the following sentences the correct form of the verb indicated in the parentheses at the left of the sentence. For example:

(swim) Martin.....swam.....across the river yesterday.

21. (break) His arm was.....

Go on with the next page.

22. (come) Has your dog.....back?
23. (do) What have you.....to your coat?
24. (eat) Has that squirrel.....the nuts you gave him?
25. (freeze) These apples are.....hard.
26. (see) When we were driving yesterday, we.....a porcupine.
27. (drink) The children.....their milk in a hurry and ran for the car.
28. (run) My pony has.....away.
29. (tear) When I found my paper, it was badly.....
30. (throw) Whenever a squirrel appeared, Betty.....him a peanut.
31. (grow) Our city has.....since you were here.
32. (bring) Have we.....enough wood for our camp fire?
33. (come) Yesterday my cousins.....to visit us.
34. (do) He.....his work before he went away.
35. (eat) We stopped by a lake and.....our lunch.
36. (freeze) The boys have.....the ice cream.
37. (run) When the children heard their mother, they.....to meet her.
38. (see) Have you.....my dog?
39. (drink) I have never.....any coffee.
40. (go) Some of the boys have.....hunting.
41. (begin) Vacation.....a week ago.
42. (sing) Before we left the picnic grounds, we.....many songs.
43. (drown) Several chickens were.....in a pan of water.
44. (write) Mary has not.....to any of us girls.
45. (speak) Have you.....to Harry about it?
46. (wear) Have you.....your new suit?
47. (shake) The dog has.....water all over us.
48. (give) We should have.....him a ride.

Go on with the next page.

49. (ring) Do you think the bell has.....?
50. (take) John has.....his calf to the fair.

.....SCORE.

PART II

Pronouns

Fill each blank in the following group of sentences with the correct pronoun to stand for the noun in the parentheses at the left of the sentence. For example:

- (Ethel) I shall write to you and.....her.....
- (Henry) If I were.....he....., I'd go.
- (speaker) John and.....I.....have a garden.

Note that in the last example the pronoun *I* is used for the noun *speaker*. In the sentences below, whenever the noun *speaker* occurs, some form of *this* same pronoun must be used. (Do not use the pronoun *you* in any blank.)

1. (speaker) The crowd pushed Alice and.....off the walk.
2. (Ruth) Bernice and.....are coming over this afternoon.
3. (Martha) This coat must be.....
4. (speaker) Did you come for Dorothy and.....?
5. (Henry) His brother and.....are going to work on a farm next summer.
6. (Esther) We couldn't find Mary and.....
7. (George) Mr. Smith paid.....and his brother a dollar apiece.
8. (speaker) If you were....., should you go?
9. (Walter) Everybody has come except.....
10. (book) Put the book where you found it. Each book hasown place.
11. (James) I am taller than.....
12. (Cora) I shall vote for Edna and.....
13. (speaker) Can you and.....do it alone?
14. (speaker) Please do not forget Tom and.....
15. (Clara) May I sit between you and.....?

Go on with the next page.

Fill each blank in the following sentences with one of the two words given in the parentheses at the left of the sentence.

16. (us, we) Do those pictures look like.....?
17. (who, whom) She is a woman.....we knew in Lakeville.
18. (we, us)girls are going to the show.
19. (whom, who) Bring all the boys.....you can find.
20. (us, we) Do you mean.....boys?
21. (who, whom) Do you know the girl.....was chosen?

.....SCORE.

PART III

Adjectives and Adverbs

Fill each blank in the following sentences with one of the two words given in the parentheses at the left of the sentence.

1. (neat, neatly) Your desk looks.....today.
2. (good, well) John skates.....
3. (neat, neatly) Do your work.....
4. (surely, sure) I.....want to go.
5. (bad, badly) How.....have you torn your dress?
6. (good, well) I cannot play the piano very.....
7. (easily, easy) I can walk on the rails,.....
8. (sure, surely) Will you remember that errand? I.....will.

.....SCORE.

PART IV

Nouns

Fill each blank with the correct form of the noun indicated in the parentheses at the left of the sentence.

1. (bird) The.....name is Dick.
2. (story) We listened to some interesting.....
3. (James) In my class there are four.....

Go on with the next page.

4. (deer) There are three.....in the park.
5. (child) The two.....lunch baskets were gone.
6. (aunt) That is my.....house.
7. (pony) The.....tails were tied with gay ribbons.
8. (Clark) The.....are our nearest neighbors.
9. (spoonful) I used four.....of starch.
10. (Johnson) Phyllis.....father will take us in his car.
11. (child) The.....coat was forgotten.
12. (Henry)father is a lawyer.
13. (box) We need six large.....

.....SCORE.

PART V

Miscellaneous Constructions

Fill each blank in the following sentences with the word that just fits the meaning of the sentence.

1. Everybody held own ticket.
2. Some friendly bears found our lunch and helped selves.
3. The people who live in the tropics do not dress we do.
4. Please down in this chair.
5. My pony acted he were afraid of me.
6. The dog would not obey one but his master.
7. John wanted his brother's permission to ride his bicycle. He coaxed, "Jim, I please ride your bicycle for a little while?"
8. Won't you down on the bed and sleep awhile?
9. If I he, I'd try to get that job.
10. I couldn't find a mistake where.
11. Are my skates different yours?
12. I should known better than to start out in such a storm.

Go on with the next page.

13. The dog has _____ down on the porch and gone to sleep.
14. Some apples will not keep all winter, but I think _____ kind will keep.
15. Mary was so tired that she _____ down on the couch for a nap.

_____. SCORE.

PART VI

Sentence Recognition

Some of the expressions in the following group are complete sentences. Other expressions are not complete sentences. Before each expression that is a complete sentence, place a C. Before each expression that is not a complete sentence, place an X.

- 1.....Come when you can.
- 2.....The teacher talking to Mary.
- 3.....The monkey crept up to the door of his cage, peeked out, and slyly grabbed the cap of a man standing near.
- 4.....Last Sunday when I was crossing the bridge.
- 5.....Over the glistening snow sped the sleigh.
- 6.....Pulling the weeds from the flower bed.
- 7.....The circus parade going down the street.
- 8.....As they walked home.
- 9.....The girl ran to the telephone, called the doctor, and hurried back to the injured child.
- 10.....Looking at them as they sang.

Go on with the next page.

_____. SCORE.

PART VII

Use of Unnecessary Words

Some of the following sentences are correct. Some are incorrect because they contain a word that is unnecessary and that adds nothing to the meaning of the sentence. Before each sentence that is correct, place a C. Before each sentence that is incorrect because it contains a word that is unnecessary and that adds nothing to the meaning of the sentence, place an X.

- 1.....My brother he is captain of the team.
- 2.....We shall not be there long.
- 3.....May I use that there book?
- 4.....My father is more bigger than you.
- 5.....Here comes Jerry.
- 6.....Dick fell off of the load of hay.
- 7.....May I use this here pencil?
- 8.....Did you bring that ball?
- 9.....I shall be more careful today.
- 10.....You had ought to be more careful in crossing streets.

.....SCORE.

SCORE

Rosahind Walls

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53.61

REPORT FOR NINTH GRADE ENGLISH-SOCIAL STUDIES
October 9--November 17, 1944

I. During this period class meetings were held every Tuesday with several extra called meetings to care for junior high student body business, such as electing officers and taking an interest inventory for the junior high paper. Both the president and the secretary have improved noticeably through practice and helpful criticism by class members and teacher.

II. Rev. Yonemura, the Buddhist priest, talked to us, concluding our unit on religion. The danger in having a minister talk to ninth graders is that he speaks above the level of understanding of his audience and for too long a period. It was interesting and encouraging to religious freedom that we were able to have both a Christian minister and a Buddhist priest in our classroom this quarter.

III. English

- A. Discussions in class meetings lead by students and their officers
- B. One teacher-led discussion on race which evolved out of a political discussion. This was particularly significant, as it consisted primarily of griping about camp with not much constructive thinking. Tension was higher than in a previous discussion of similar nature because now one member of the class is a Caucasian. In criticizing the Caucasians, the class forgot that they were a majority group in their own class and were ostracizing the minority member. The following day when the Caucasian boy was in another class, we talked about our responsibility in this case, and also the value of discussing this same topic. The class volunteered the idea that we didn't get anywhere when we talked about it, so why waste the time. Since then another Caucasian boy has entered the class, and both boys seem to be well liked now and get along well with the rest of the class. This seems to be a healthy evolving of emotional attitudes.
- C. Political discussions (An effort was made to keep them a discussion of policies rather than people)
 - 1. Parties and their platforms
 - 2. The electoral college
 - 3. The presidential candidates
- D. Oral reading. This practice seems to improve comprehension, as we discuss difficult words as we come to them, and discuss obscure points.
 - 1. Civics text.
 - 2. "Giants in the Earth"
- E. Teacher reading to class *Poems on October*
 - 1. Benet "We Aren't Superstitious"
 - 2. Chaucer's tale of the cock, the hen, and the fox,

revised by Tappan

3. Material from Scholastic on voting.

- F. Discussions following assemblies
- G. Oral book reports of students' own choosing to celebrate book week
- H. Two written themes for individual projects
 - 1. Introductory theme giving facts and subject of project
 - 2. Report on some book pertaining to the project. I made a bibliography for the class of books pertaining to each of their projects and also listed books which they could use as alternates if the ones on their project were not available. An effort was made to make all of these fiction. The non-fiction books on their projects were used for introductory theme and will be used for one other theme and a talk, as well as a bibliography.
- I. Spelling
 - 1. Each week we discuss the theme in "Day-by-Day Speller" and follow the list given. We add to this list each week ten words which we have misspelled on our papers recently. Sometimes we take words such as "you're," "we're," and "through" more than once to emphasize their correct use. On Fridays, we make sentences using five of the ten words.
- J. In preparing for our oral book reports, I passed out two mimeographed sheets including "Do's and Don'ts for Public Speaking." After discussing these principles, we outlined the parts of a speech on the board, including introduction, thesis, body and conclusion. When I asked the class to copy this material, there was a groan, upon which we discussed the values of taking notes.
- K. Reading
 - 1. Benet "We Aren't Superstitious" followed by discussion
 - 2. Rolvaag "Giants in the Earth" to supplement our study of family and community. Study questions and tests were used to encourage reading. Many students do not take books home and read when home work is assigned, which is seldom, since we have time for study in class.
 - 3. Civics text
- L. The class requested that I tell the story of "The American Romance" so we spent one period talking about the picture. The Caucasian boy who had not been accepted at first had also seen the picture, and he told parts of the story. Since the class was interested, this increased their admiration for him and his sense of humor. The interplay of narration also prevented boredom.
- M. Exercises on the use of the article. Score charts show that this group makes more errors in the use of the article and the use of "s" than any other usage errors.
- N. We all made fire prevention posters and essays. A committee

of four girls and two boys chosen by the class selected six of the essays to be submitted to the junior high contest. The girls did a very conscientious job, staying after school one Friday to read all the papers and select the best ones. One of the boys read one paper with no comment. The other boy read two, and said, "This one's good." Send it." Then both boys left. It is very difficult to get most boys to accept responsibility in the ninth grade. Two of the essays received first and second place, and one poster received second place in the poster contest.

IV. Orientation

A. Library unit

1. "How to Use Reference Books"
2. Use of the Catalog
3. Practical use of the library
4. Use of encyclopedias

V. Social studies

A. Class meetings--democratic action

B. Junior high voting

C. Co-op board voting

D. Discussions following national politics and voting

E. Play read on Columbus Day

F. Study of Junior Scholastic

G. Individual projects on some city, small towns in a certain section, religion, ~~and~~ one on occupation, and one on race

1. We plan to spend a total of about two months working on our projects, which will include:
 - a. Introductory theme giving facts
 - b. Report on a book pertaining to theme selected from bibliography prepared by teacher
 - c. Final theme
 - d. Outline for oral report on entire project
 - e. Clippings, pictures and drawings with comments
 - f. Poems or prose selections pertaining to project
 - g. Bibliography

Each student selected any topic he wished within the above framework

H. Study of unit on "We the People" in Rienow's "Calling All Citizens"

1. We the people think (included in this is a study of propaganda types. Each student
 2. We the people disagree
 3. We the people campaign is being asked to make a
 4. We the people vote scrapbook of three examples
 5. To introduce this unit of each type of propaganda)
- we read Dorothy Thompson's essay "America" in the "Pocket Book of America." We also read "America the Beautiful." Mr. Jackson came in one period and lead the class in singing it. At this time he played the "Ballad for Americans" for us, which was followed by a discussion.

VI. When the senior high classes went to work on the farm, the

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ninth graders asked if they could go too. So we all spent one day harvesting onions and potatoes. The money received was put in the class treasury.

VII. Before the end of the quarter I asked each student to rate himself using the terms "needs improving," "satisfactory," "is improving," and "outstanding." In making out report cards I took these self-evaluations into consideration, especially if the student thought he was improving, since I have known the class for such a short period.

VIII. The week following giving out report cards we had a test covering everything we have studied this year. Giving this after the quarter had a better effect than if it had been given before report cards, for the primary purpose of giving a test is to help the student recall and review what he has learned so that it will become secured in his mind. After report cards are given out there is not so much psychological strain about grades, and there is more of a desire to improve. Also, there is usually not so much pressure from tests in other classes. In all my tests I try to cover material which will be permanently valuable. This may help the students develop the habit of studying for the important points for carry-over value.

I have just come to understand these children in the last two weeks. I will frankly admit I didn't get anywhere with them before that. Now I realize the difference in attitude toward me in 7¹ and 9² was their age.

Two weeks ago we started with the Constitution. This quarter we will consider each phrase of the Preamble as the wishes of our forefathers in 1779 and how it affects us today. I have been supplementing the chapters from "Calling All Citizens" with articles from the Readers Digest.

The last two weeks we have taken the first phrase, We the people. We have discussed from the text and library resources, people 1777 and people 1944. We have considered the location of various race groups, where they located, why they located where they did and how they are assimilating with other groups.

I found their knowledge of the geography of the U. S. very feeble. I used L. Digest numbers which clarified the various sections of the U. S. in regard to wealth, industry, population, education, special differences in the people themselves, such as manners, dress, attitudes and their sources. In other words, I am trying to give a background, so that they may see how the Constitution is as near perfect a law for the wishes set forth in the Preamble which ^{in turn} affect all.

They were immensely interested in the early Americans. From this interest they have begun various activities. Several girls have submitted excellent costumes, several

are doing portraits, making a Hall of Fame⁷.
or as one of them said in explaining
the meaning of Hall of Fame - a rogues
gallery. The Hall of Fame is not only done
in portrait but by essays. All ^{their} work is not finished.

It was interesting to note their eagerness
to know more about the less important
people. For example, one boy said Betty Ross
did not originate the flag design. Another
~~made~~ said Aaron Burr didn't mean to be a
traitor, but that George Washington was a
traitor. They backed up these statements
with articles they had read in research.

The above has just been presented to
me through essays they have written.
Next week⁸ following, each one will give
their article & a class discussion will
follow.

So that they may understand and
appreciate the value of the Constitution
I have chosen to work from the Constitution
applying it to 1777 - 1860 - 1944. They
are keeping folders of an outline of
the discussions and reading. When
completed, they will have a writing of
what we have read & discussed.
I feel when they collect their
thoughts, an assimilation of reading
they can see more clearly their
accomplishment and have a deeper
understanding.

9⁴ ENGLISH SOCIAL STUDIES REPORT
October 14, 1944
Rosalind Walls

J361

- I. Unit on cooperatives completed, including a field trip to Amache Consumer Enterprise.
- II. Following discussions on leadership and group responsibility, class officers and student body representatives were elected.
- III. In connection with our study of the chapter on religion in "Civics in American Life" Rev. Nakamura and Rev. Yonemura talked with the class concerning Christianity and Buddhism. This was not wholly successful because the approach of both men was too advanced for ninth graders to understand. From our discussion of various religions beliefs, we discussed superstition, and read "We Aren't Superstitious," a story of the Salem witches by Benet. I also read to the class the story of Marie Antoinette's execution as they sat with rapt attention.
- IV. Following trends of weakness as shown in students' papers, we took a few dictation exercises to improve their sentence sense and the ability to hear correctly and write meaningfully.
- V. Each person chose a project topic in the general area of community life, religion, or vocation. We outlined together what the project should contain, and the first theme was handed in this week. Newspaper articles, pictures, book reports, themes, magazine articles and bibliography are some of the materials to be included.
- VI. In connection with Fire Prevention Week, each student drew a poster, emphasizing fire prevention.
- VII. One day we read and discussed the current edition of "Junior Scholastic," with students writing questions, then asking them of various class members.
- VIII. On Columbus Day we read a play to celebrate and commemorate the heroic efforts of Columbus in discovering America.
- IX. Spelling and grammar were used intermittently according to the needs of the students.