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AMACHE SECONDARY SCHOOLS

FINAL REPORT

LATIN I

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Aims

1. To learn basic vocabulary and grammar
2. To enjoy and learn to appreciate ancient civilization and culture

Offering

The first year Latin course was offered to 11th, and 12th grade pupils.

Most of the members of the class were college preparatory students.

The text used was Latin I of the Language, Literature, and Life series.

Plan of Work

Units were based on progressive learning of grammar. The first year student learned to read and use in writing

- a. a standard selected vocabulary
- b. the four conjugations (indicative)
- c. the first three declensions

Short, simplified reading selections, based on the level of grammar units studied, were used for translation.

Cultural material included a study of great Roman writers and their contributions to the world, a study of life in ancient Rome--libraries, books, entertainments, baths, theaters, costumes, jewelry, etc.

Individual projects included notebooks of Latin derivatives, mythology, drawings and models of Roman architecture, etc.

Time allotments

One period of 55 minutes daily for a semester of 18 weeks, 180 days a year.

One year's work required for one unit of credit.

Accomplishments

Each pupil acquired a working knowledge of Latin grammar and a vocabulary of about 500 words, ability to read simplified Latin stories and to



translate into English freely; ability to write in Latin simple English sentences using grammatical points studied in declensions, conjugations, and vocabulary, a knowledge of life in the days of ancient Rome.

M. L. H.



## AMACHE SECONDARY SCHOOLS

### FINAL REPORT

#### LATIN II

##### Aims and Objectives

1. To increase facility in reading and writing Latin
2. To increase knowledge of grammar and sentence structure
3. To further interest in life of the ancient Romans

##### Offering

A second year Latin course was offered to pupils of the 11th and 12th grades. Latin I was a prerequisite for this course, which was designed chiefly as a college preparatory course. The text used was Latin I of the Language, Literature and Life series.

##### Plan of Work

Grammar study of declensions and conjugations completed early in the year. Ablative absolutes, the subjunctive mood, and indirect discourse were added. Fine points in sentence structure were studied.

Reading units consisted of easy selections from contemporary authors as Will Durant's "Caesar and Christ," selections from Ulysses, the Argonauts, and Julius Caesar's Commentaries on the Gallic Wars.

Practical study of English words derived from the Latin, Latin derivatives found in modern advertisements, in medical science, etc.

Cultural study of Roman politics, the life of Caesar, implements of war, used in the Roman campaigns, etc., were used as projects.

##### Accomplishments

A working knowledge of Latin grammar and sufficient translations to meet college entrance requirements. Ability to translate easy Latin passages rapidly and freely into English. Ability to write simple Latin sentences, using correct grammatical structure, declension, and conjugation forms.

A standard, fairly comprehensive Latin vocabulary. A knowledge of what



the Roman language has contributed to English as we speak it today.

Time Allotments

Same as for Latin I. 180 periods (55 minutes each) for one unit of credit.

Activities

During the term of 1944-45, the second year Latin pupils formed a Latin Club, "Latina Sodalitas."

M. X. H.



# AMACHE SECONDARY SCHOOLS

## FINAL REPORT

### GENERAL LANGUAGE

#### Aims

This was an exploratory course, which was planned:

1. To afford some understanding of the Indo-European group of languages
2. To teach a few common words and simple phrases in the four languages studied
3. To show the contributions other languages have made to English,
4. and To familiarize pupils with a foreign language they might study later as an elective or as a required college preparatory subject

#### Offering

This course was offered to freshmen and sophomores during summer sessions only. Some of the ground covered was also taught in tenth grade English and Social Studies classes, correlated with World History and Literature.

Texts used for the course were:

General Language by Bugbee, Clark, Parsons, and Scott

Adventures in Language by Tanner, Lawler, and Riley

#### Plan of Work

A brief survey of the needs and growth of language and of the main groups of related languages was followed by a short intensive study of Latin, French, Spanish, and German. Emphasis was placed on English cognates and derivatives. Common phrases used in conversation were learned. A few foreign language recordings were available for help in establishing correct pronunciation.

#### Time Allotment

The course was given during the nine weeks' summer quarter. Daily periods were 45 minutes in length. One-fourth of a unit credit was



allowed.

#### Accomplishments

In spite of the brevity of this course, most of the members of the classes were able to get the "feel" of the languages studied and to realize to a greater extent the varied sources of our English vocabulary. Many pupils elected Spanish or Latin (the two foreign languages offered at Amache) in the fall. All were able to use a number of common words and phrases in conversation. A few students learned songs and poems and some attempted simple translations.

#### Comments

This was an interesting course, enjoyed by both pupils and teachers. It was considered by the teacher quite worthwhile as an attempt to familiarize these pupils, many of whom speak Japanese in the home, with the languages of western Europe. Of more time had been available, it would have been possible to have furnished a better background and to have learned more conversation.

m. L. H.



## Sociology

Sociology for the year 1942-43 was taught one 45 minute period a day for two semesters and gave one unit of credit or  $\frac{1}{2}$  unit if only the first semester was taken. For the year 1943-1944 Sociology was taught one 45 minute period a day for the first semester only and gave  $\frac{1}{2}$  credit. The course was open to Juniors and Seniors and was followed by a semester of Economics.

The aim of the course was to learn the fundamentals of sociology and to use this knowledge in the effort to understand the actions of society, individual differences, and one's own personal behavior.

Some of the offerings were:

Cultural and Social Heritage

Growth of Institutions

Personality

The Family and Marriage

Crime and Poverty

Education

Savings and Security

Courtesies and Etiquette

Races and World Peace

Community Planning

Leisure and Recreation

Mental Health and making Adjustments

Housing

Local, National and World Social Planning.

Soical problems of the Japanese-Americans.

Plan of work:



Plan of work;

A. Class room study, discussion, special reports, lectures, and tests of various kinds were the common methods used in these classes.

b. Texts and reference material

Our Changing Social Order- Gaven, Gray, Grove

People Are Important

Races of Mankind

As Others Like You and tests-- Stephenson and Millet

Personal Problems and Morale

Evaluations and Comments;

This course was of more value the first year when there was no twelfth grade social studies class, but in the second year some of the material was duplicated due to different teachers teaching the two subjects. However, few elected the course the second year because of the similarity with other courses. Had the second year course given a chance for research on the many local situations it could have been quite valuable to students and possibly to the statistical department.

*Heinen*



## FINAL REPORT FOR REMEDIAL READING

The remedial reading classes were begun in the summer of 1944. Every pupil who was more than two grades below his grade level in total reading ability as shown on the achievement tests was required to take the course. Much of the work was an attempt to solve individual difficulties, but in general the aims were to increase reading speed and comprehension, to increase vocabulary, to develop a fondness for and an eagerness toward reading, and to give a working knowledge of roots, suffixes, and prefixes that would aid in finding word meanings.

During the summer of 1944 there were ten classes composed of students from the seventh through the twelfth grades, with a total enrollment of 160. The number of pupils in a class was deliberately kept to a minimum so that much individual work might be done. During the school year 1944-45 one class was offered.

The text Flying the Printways by Hovious was selected for the course because it is written for the child reader and shows him how to attack his problem for himself. It presents a number of chapters built around a subject center, things which the child really wants to know about--the movies, radio, education, etc. Each unit is also built around the psychological center dealing with thought processes such as main ideas in paragraphs, details, phrasing, following directions, etc. Tests in speed and comprehension were given after each unit. Each pupil kept a notebook in which he wrote newly acquired words, built-up words, spelling lists,



and a record of all tests in reading speed and comprehension. Oral reading in groups and by individuals was done each week. Continuous attention was given to proper pronunciation and practice in finding new words in the dictionary.

As much as possible the work of the course was on an individual basis. Each pupil worked at his own rate of speed and took the unit tests when he had covered the material. Gray's Oral Paragraph Diagnostic Tests were administered in a number of cases where it was felt that greater information in regard to the pupil's reading difficulties would be of value.

During the summer each class met for one hour and each high school student received  $\frac{3}{4}$  credit. During the regular school year thirty-seven minutes were allotted and no credit was given. A pupil was permitted to discontinue the class when his work reached the individual standard set up by him and his teacher.

The standards and accomplishments varied with the child. Each was expected to make a progress consistent with his ability.

*Notes*



## AMACHE SECONDARY SCHOOLS

### FINAL REPORT

#### ARTS AND CRAFTS

##### Aims

The aims of the Arts and Crafts Department were :

1. To help pupils to become aware of the beauty of the world in which we live
2. To develop principles of harmony, proportion, balance, rhythm, and emphasis, both in observation and in creative work
3. To help pupils arrange and select various materials, sensing color and beauty in arrangement and design
4. To enable them to grow in the facility to use the tools of modern art-- charcoal, paper, crayon, water color, tempera, linoleum block, plaster, paper mache, clay, etc.-- and to learn the care and conservation of materials.
5. To give opportunity for creative work in these fields.
6. To stimulate interest for further study in special fields, to discover unusual talent, and to provide for its development.

##### Offering and Time Allotment

In the junior high school, arts and crafts were correlated with the intergrated courses of English and Social Studies, one period a week being allowed for special instruction under an art teacher.

During the term of 1942-43, in the senior high school, courses offered were: (1) Art Appreciation, one semester,  $\frac{1}{2}$  unit credit; (2) Art I, and (3) Art II, one unit of credit for a year's work. During the term 1943-44, two courses were offered-- one in Art and one in Crafts, with 1 unit of credit for each. During 1944-45, one course of General Arts and Crafts was offered, 1 unit credit for the year. The art courses were open to 10th, 11th, and 12th grade classes.

##### Plan of Work

Junior high art and craft work consisted of various projects growing out of the pupils' needs and desires. These included printing, design, lettering, pencil sketching, study of the color chart and experiments with water color, simple perspective and still life sketches, crayon murals, paper mache animals, puppets, clay modeling, silhouettes and stencils.

Art Appreciation included a short unit of orientation with discussion, experimentation, and demonstration, to show man's instinctive desire to possess and create beauty and survey of the various fields of sculpture, architecture, painting, etc. Types of art through the ages and of different countries were studied. Modern American art in all fields and its appli-



cation in everyday living was surveyed. Each student was encouraged to find and collect designs in any field in which he was interested, such as clothes, color, textiles, etc.

Art I included a study of Commercial Art in its various phases, with special attention given to window display, photography, illustration, lettering, poster designing, layouts, and pamphlet making. Fundamentals of design, perspective, and composition were studied and applied in original projects.

Art II continued the study of commercial art and surveyed the fields of fashion designing, stage craft, and cartooning. Further work in composition, still life, and life studies were included. Wherever possible, local material was used-- sunflowers, the barracks, Amache landscapes.

Projects of the Crafts classes depended upon the material available. Woodcarving, clay modeling, applied design in block printing, stenciling, and some leather tooling were taught. Some of the articles made were lamp shades, animal and novelty statuettes, bowls, vases, beads, lapel pins, necklaces, dolls, puppets, artificial fruits, flowers, and vegetables, scarfs, table clothes and napkins, screens, knitting bags, bookends, cabinet doors, footstools, decorated stationery, necktie racks, cutout wall carvings, name plates, paper weights, curtain rods, shelves, trays, picture frames, belts, and leather novelties.

#### Evaluation

The pupils acquired dexterity in the use of different media--water color, charcoal, pen and ink, tempera, crayon and ability to apply principles of composition, perspective, and design in creative work. The art classes designed and made stage scenery for school plays, posters, for all school purposes, murals for the Senior banquet, games for the recreation department, and gave two art exhibits. The school annual furnished an opportunity for practice in illustration, photography and layout.

Many of these pupils have a natural aptitude for art and it was the endeavor of the department to develop creative talent rather than copying. Since there were many different teachers who assisted, many of whom were evacuees who later relocated, it was difficult to plan and carry out a progressive comprehensive program. Lack of materials, and inability to use neighboring art museums or exhibits were other disadvantages.

m L H.



H. K. Walther  
Monthly Report  
March 3, 1945

13.73

# LATIN I

This report completes my first month in this class. All pupils in the class are taking Latin as a college preparatory subject, and the class is being taught "from the book." Lessons are used in book order. We have completed a review of grammar and vocabulary through page 173. Translations are done orally in class, without the use of notes.

The group is a superior one, and little individual assistance, except in translations, has been necessary.

During the coming month we expect to complete about 20 lessons; to read and discuss the essays dealing with Roman life and culture; and to relate these discussions to contemporary history. The relationship between English and Latin is being emphasized.

The Latin Club will present an assembly program soon.

HKW



Whistwall

LATIN II EXAMINATION, January 24  
Covering the Twelve Labors of Hercules

I. Translate: Augeas quidam, qui illo tempore regnum in Elide obtinebat tria milia boum habebat. He in stabulo ingentis magnitudinis includebantur. Stabulum autem illuvie ac squalore obsitum erat; neque enim ad hoc tempus umquam purgatum erat. Hoc jussus est Hercules intra spatium unius diei purgare.

II. Conjugate porto in the past perfect subjunctive.

III. Translate: Atlas interea abierat et ad hortum Hesperidum qui pauca milia passuum abierat, se quam celerrime contulerat. Eo ubi venit, causam veniendi exposuit, et a filiabus suis poma vehementer petivit.

IV. What is the locative case?

V. Name at least two places where the subjunctive is always used.

LATIN I EXAMINATION, January 24  
Covering the Last Two Weeks

I. Translate: Vesperi post horas scholae cum amicis meis saepe ambulo. Interdum amicos ad tectum nostrum invito. Saepe ad tecta amicorum invitor. Multos amicos habeo.

II. Conjugate moneo in singular and plural, active and passive, present tense.

III. Give meaning: sagittarius, tres, a sinistra, hora, trans, invito, debeo, copiae, paratus, piger, adsum.

IV. Decline ille.

V. Translate: a. In summer boys do not remain in the town.

b. The schools in that town are praised.

c. Those men are blind.



H. K. Walther  
Monthly Report  
March 3, 1945

## LATIN II

This report completes my first month in this class. All pupils in the class are taking Latin as a college preparatory subject, and the class is being taught "from the book." Lessons are used in book order. We have completed a review of grammar and vocabulary through page 136. Translations are done orally in class, without the use of notes.

The group is a superior one, and little individual assistance, except in translations, has been necessary.

During the coming month we expect to complete about 20 lessons, (or an average of 4 pages daily); to read and discuss the essays dealing with Roman life and culture; and to relate these discussions to contemporary history. The relationship between English and Latin is being emphasized. We have just begun the study of Caesar's Gallic War.

The Latin Club will present an assembly program soon.

*HKW*



LATIN I - II

H. K. Walther, Teacher

May 1, 1945

Both classes began and will continue a systematic review of vocabulary and grammar. Discussion centers around problems met in daily work. Pupils are on the alert for Latin inscriptions, titles, names, etc. We have worked for speed in free translation without unnecessary attention to meticulous accuracy.

The test booklets for the series are being used, and a practical study of English words derived from Latin is being made daily.

Brief tests have supplanted periodic longer ones.

The entire class is reading a condensation of Will Durant's "Caesar and Christ".



53.50

## Final Report - Spanish I

### I. Aims

The objectives for First - Year Spanish are to learn the basic points of Spanish grammar including the present subjunctive mood, to develop a basic working vocabulary, to learn the rules for Spanish pronunciation and use them effectively in speaking and understanding oral Spanish, to become fairly proficient at sight translation and dictation in Spanish, and to be able to write original compositions in Spanish effectively.

### II. Offering

The textbook used throughout the course was Spanish Book I, by Friedman, Arjona, and Carvajal. The book included 130 lessons, each comprising a page of Spanish translation, a section of grammar introducing two or three new points, and a section of exercises of oral and written work. The translation selections for the most part were passages of dialogue or description written primarily to demonstrate the grammatical usages previously explained, rather than for the context of the material, although some of the selections were true descriptions of Spanish towns and Spanish customs.

The grammar covered in the text included the gender of nouns and adjectives; definite and indefinite articles; agreement and position of adjectives; uses of ser and estar; the first, second, and third conjugations of verbs in the present, imperfect, future, preterite, conditional, present perfect, pluperfect, future perfect, and conditional perfect tenses of the indicative mood and the present tense of the subjunctive mood; possessive, demonstrative, and relative adjectives and pronouns; radical-changing and orthographic-changing verbs; idioms with tener and hacer; all tenses of the irregular verbs, andar, caer, dar, decir, estar, ir, haber, oir, poder,



poner, querer, saber, salir, ser, tener, traer, valer, venir, and ver; indirect and direct object pronouns; uses of the negative; the ordinal and cardinal numerals; the days of the week; the months of the year; reflexive pronouns and verbs; the time of day; the formal and familiar imperatives; the comparative and superlative degrees of adjectives and adverbs; impersonal verbs; conjunctions and prepositions, letter headings, and Spanish expressions of courtesy.

The pamphlet, De Todo Un Poco, by Castillo and Sparkman was used to supplement the text, mostly for conversational and pronunciation practice and for Spanish dictations.

### III. Plan of work

The general plan of work was one lesson per day and the textbook was followed in order. The selection in Spanish was assigned for translation and for reading aloud in Spanish as pronunciation practice. Included in the exercises were sentences to be written in Spanish, questions to be answered orally in Spanish, review questions of the grammar sections to be answered in English, etc. The grammar was explained to the students before the lesson was assigned and extra drill sentences were given for practice when necessary. Frequent grammar, vocabulary and dictation tests were administered in order to note the progress of the pupils. All pupils participated in the class work either by translating orally, by writing their sentences on the blackboard, or by correcting the errors in the work of the other pupils.

### IV. Time allotment

One period per day -- 55 minute periods -- five days per week for two semesters.



#### V. Accomplishments

The students developed a vocabulary of approximately 1000 words; they became proficient in reading Spanish aloud with the correct pronunciation, and fairly proficient in taking dictations in Spanish. They learned the fundamentals of grammar well enough to write short original compositions with comparatively few errors, and they learned the most common phrases in Spanish for simple conversation.

*Donner*



## Final Report - Spanish II.

### I. Aims

The aims of the course in Second - Year Spanish are to continue development of a larger speaking and reading vocabulary, to increase ability to speak the language and to understand it orally, to increase ability in reading and sight translation, to learn the more technical points of grammar, and to learn about the culture and geography of the Spanish - Americans.

### II. Offering

The textbook used throughout the course was Spain and America by Arjona, Friedman, and Carvajal. The text was divided into five units: Unit I - " In the Spanish Homeland," which included a reading selection in Spanish and a section of grammar reviewing all the work covered in First - Year Spanish, as well as a longer selection in Spanish, "Fortuna," by Enrique Perez Escribá; Unit II - " Spain in Our South and West," which included the story of the conquistadores, a grammar section covering demonstrative pronouns, the conditional tense, position of object pronouns, reflexive pronouns, and further uses of ser and estar, as well as a longer selection in Spanish, " El Misterio del Rancho de la Esperanza;" Unit III - " On the Road to Mexico," which included a light play in Spanish and a grammar section devoted to making comparisons, command forms, and the future and conditional of probability; Unit IV - "Spain in Mexico, " the Spanish selection of which told of the Pan-American highway, the various large cities in Mexico, and many of the Mexican customs; and the grammar of which discussed the uses of the subjunctive after change of subject, after verbs of feeling, after



verbs of will, expressing things yet to happen, and describing things not known; and included a longer story in Spanish, "La Navidad en las Montanas," by Ignacio Manuel Altamirano; and Unit V - "Spain in South America," which covered the main cities of South America and the characteristics of the inhabitants, and a grammar section devoted to the superlative of adjectives and adverbs, and the use of ser with a past participle, as well as the longer Spanish selection, "Escenas del Lima Colonial," by Ricardo Palma. There were also short essays in English scattered throughout the book discussing the history, geography and economic influences of Spain and South America as well as the customs, art, and literature of the Spanish-speaking people.

Aside from the text, a short novelette, "Aventuras de Gil Blas," by Castillo and Sparkman was used for translation and practice in telling the story in Spanish and oral conversational drill.

Another book that was used to supplement the text toward the end of the semester was Aqui Se Habla Espanol, by Lopez and Brown. This book was comprised of short chapters in Spanish about every day places and happenings in Mexico, such as the grocery store, the meat market, the dressmaker's, the restaurant, and was written in view to helping the conversational ability of the student by giving many new and useful words.

### III. Plan of work

The textbook, Spain and America, was followed in the order of its units. The general plan was two or three pages of Spanish translation per lesson, since the units were divided into short selections such as these with one particular point of grammar illustrated in each. The grammar was explained before the students were assigned the reading



lesson, and further examples other than those in the text were given when there was confusion in the minds of the pupils. Also after each reading lesson and grammar section, there was a series of exercises to be written concerning the usage of the grammar already explained and oral exercises concerning the main points of the reading lesson such as questions to be answered, matching quizzes, true and false tests, etc. Each assignment of translation was also an assignment in reading aloud in Spanish for pronunciation.

To supplement the material in the text, reports on famous personages of South America, on well-known places, on the "Good Neighbor Policy," on economic relationships between the Americas, and on the culture of the Spanish - speaking peoples were given orally by the students. The pupils were allowed to coordinate these reports with their English - Social Studies work as much as they desired.

When Aventuras de Gil Blas was used, two or three chapters were assigned daily for reading in Spanish and for translation along with a series of ten sentences to be written in Spanish and questions to be answered orally over the material in the lesson. The students also had practice in telling the story in Spanish.

For their work over Aqui Se Habla Espanol, the students wrote short plays involving four characters, the subject of the play being one of the every-day situations described in the text such as ordering food in a restaurant, and in the play, they were to use as many new words as possible. They also wrote character sketches of their fellow class-mates after studying a lesson on the parts of the body and character descriptions. With this book they also had practice in Spanish conversation by answering questions on the translation selection and by carrying on dialogues similar to those in the book.



Throughout the course, vocabulary tests, dictation tests in which the teacher read in Spanish and the students wrote what was being read, grammar tests, and sight translation tests were given frequently, and whenever a particular point of grammar caused difficulty, drill sentences were presented by the teacher for practice and then the students wrote their own practice sentences until the point became clear. This method was especially effective in the study of the subjunctive mood.

All of the sentences which were assigned from the grammar sections and which were to be written in Spanish were written on the blackboard by individual students and their errors were corrected by the other members of the class so that all members of the class participated in all of the class work.

#### IV. Time allotment

One period per day -- 55 minute periods -- five days per week for two semesters. *One unit credit.*

#### V. Accomplishments

Their vocabulary increased approximately 1000 words; their ability to translate at sight improved in both speed and quality; their ability to take dictation in Spanish became almost perfect for the majority; their knowledge of grammar and ability to set down their thoughts in Spanish improved much and their careless errors dropped considerably; they also improved in their ability to catch the grammatical mistakes of others; they improved in their ability both to speak and to understand Spanish. They also learned more about the geography of South America, the customs of the people, and the important sights in the larger cities.

*Done*



24.30

RICE PUDDING \* ARROZ CON LECHE

Chorus:

I like rice pudding with milk or with cream;  
I'll marry a widow who sews a fine seam.  
I'll make her my bride, if she will reveal  
that she can embroider and cook a fine meal.

Solo

A widow am I, and the child of a king;  
Of weddings I dream, and of weddings I sing.  
Contigo, sí, Contigo, no. 'Tis you I will  
marry, with you I will go.

ARROZ CON LECHE

Corro:

Arroz con leche;  
me quiero casar  
con una viudita  
de la capital,  
que sepa coser,  
que sepa bordar,  
que ponga la mesa  
en su santo lugar.

La viudita:

Yo soy la viudita.  
la hija del Rey.  
Me quiero casar  
y no hallo con quien.  
Contigo, sí.  
Contigo, no.  
Contigo, mi vida.  
me casaré yo.

BLOW ON THE SEA SHELL

I

Blow on the sea shell, full and strong,  
Scatter the echoes far and wide.  
Summon the youths from out the throng,  
Summon the maids from the countryside.

II

O mighty Sun, how great art thou!  
Warm are thy rays on field and gold;  
Strong are thy beams as flashing spears,  
Bright is thy face as burnished gold.

III

Blow on the sea shell, sound the drum,  
Put on your robes of crimson wool.  
Come to the feasting, brothers, come,  
Dance while the moon waxes round and full.



MAMAN, FIND ME A HUSBAND \* MARIEZ-MOI, MA PETITE

MAMAN, FIND ME A HUSBAND \* MARIEZ-MOI, MA PETITE MAMAN

I

"Maman, please find me a husband, I beg; Make haste and do not tarry;  
I'm past fifteen, I long for a home; 'Tis time that I should marry.  
All day I spin and turn my wheel; My hands are weary, and dull do I feel.  
I'm tired of spinning, I'm tired of thread. So, Maman, won't you help me  
to wed?"

II

"Be done, my child, with your foolish remarks; Your views are truly shocking.  
When you at length are twenty years old 'Twill be the time for talking.  
So turn your wheel, now fast, now slow, And let all fancies of marrying go."  
"I'll burn my wheel and I'll break my thread. Oh, Maman, you must help me  
to wed!"

MARIEZ-MOI, MA PETITE MAMAN

" Mariez-moi, ma petite maman,  
Que j'roule dans le ménage!  
Voilà déjà que j'ai passé quinze ans;  
Je crois que c'est l'bon âge.  
Toujours filer, toujours vivre,  
C'est un métier qui me fait ennuyer.  
Ah! si vous ne me mariez pas,  
Non, maman, je ne filerai pas!"

" Ah! taisez-vous, finissez vos cancanes!  
Ne parlez plus d'la sorte.  
Mais attendez que vous ayez vingt ans.  
Vous parlez comme un' sotte.  
Filles, filez, ma bonne enfant  
Fuyez tous Ces jeunes amants!"  
"Ah! si vous ne me mariez pas,  
Non, maman, je ne filerai pas!"

" Si c'est à vingt ans que je prends un mari.  
Ah! je vous dis, ma mère,  
Je voudrais que mon rouet  
Y soit réduit en cendre et en poussière,  
Et que ma quenouille, sur les tisons,  
Tournée en cendre et en charbon.  
Ah! si vous ne me mariez pas,  
Non, maman, je ne filerai pas!"



### SI ALGUN CADETE

Si algun cadete te hace el amor,  
nina, al momento dile que no;  
porque un cadete no puede ser  
con siete duros tener ~~mujer~~.  
Tener mujer.

Si algun teniente se acerca a ti,  
nina, al momento dile que si;  
porque un teniente puede llegar  
hasta la banda de general.  
De general.

### MY COURTYARD . EL PATIO DE MI CASA

#### I

My cottage has a courtyard. Yet on days of rain,  
My courtyard's full of puddles; This I can't explain.  
So you crouch down, But crouch you as you may.  
For all your constant crouching You will have to pay.  
H. I. J. K. L. M. if my name you cannot spell,  
H. I. J. K. L. M. N. Someone else will do as well.  
H. I. else will do as well.

#### II

When walking in my courtyard On a day of rain.  
I often fall to sneezing, This I can't explain.  
So you crouch down, But crouch you as you may.  
For all your constant crouching you will have to pay.  
H. I. J. K. L. M. if my name you cannot spell,  
H. I. J. K. L. M. N. Someone else will do as well.  
H. I. else will do as well.

### EL PATIO DE MI CASA

El patio de mi casa, es muy particular.  
Cuando llueve se moja, como los demás.

Agáchate y vuélvete a agachar;  
que las agachaditas tú las pagarás.

Hache, i, jota, k, ele, ene, ene, a;  
que si usted no me quiere otro amante me querrá.

Hache, i, jota, k, ele, ene, ene, o;  
que si usted no me quiere otro amante tengo yo.

### THE CADET . SI ALGUN CADETE

#### I

If a cadet should make love to Rosa,  
There is no question, she must say, "No!"  
How can a young cadet Who is in training yet  
Think he can marry - Fair Rosa now?  
Oh, no, no, no. now.

#### II

But there's another wooing fair Rosa.  
He's a lieutenant home from afar.  
He hopes that some fine day He'll win a  
general's pay;  
So he can marry - Fair Rosa now, Fair Rosa - now



Spanish

RIQUI, RIQUI, RIQUIRRAN

Lirolin, Lirolan! All good children of San Juan  
 Eat their bread and cheese, pin pan!  
 Those of Rique, alfenique, Those of Roque, alfandoque,  
 Riqui, riqui, riquirran. Lirolin, Lirolan! Honey bees must roam,  
 pin pan!  
 Find their honey where they can. From the flowers the bees of Rique  
 Gather sweets for alfenique. Bees from busy hives of Roque  
 Honey take for alfandoque. Riqui, riqui, riquirran. Lirorran.  
 Lirolin, Lirolan! All good children of San Juan  
 Eat their bread and cheese, pin pan!  
 Those of Rique, alfenique, Those of Roque, alfandoque,  
 Riqui, riqui, riquirran. Lirolin, Lirolan!  
 Tell us where the children ran. They are fast asleep,  
 pin pan!  
 Some will dream of alfenique. As the children dream in Rique.  
 Some will dream of alfandoque. As the children dream in Roque.  
 Riqui, riqui, riquirran.

RIQUI, RIQUI, RIQUIRRAN

Aserrín, aserrán.  
 Los maderos de San Juan  
 comen queso; comen pan.  
 Los de Rique, alfenique.  
 Los de Roque, alfandoque.  
 Riqui, riqui, riquirrán.

Aserrín, aserrán.  
 Las abejas vienen; van.  
 Miel laboran para el pan.  
 Liban flores las de Rique,  
 cual almibar de alfenique  
 y el panal de las de Roque  
 se parece al alfandoque.  
 Riqui, riqui, riquirrán.

Aserrín, aserrán.  
 Los chiquillos, ¿dónde están?  
 Todos a dormir se van.  
 Soñarán con alfenique  
 Como suenan los de Rique  
 y mañana un alfandoque  
 comerán con los de Roque.  
 Riqui, riqui, riquirrán.

DOWN ON THE BIG RANCH \* ALLA EN EL RANCHO GRANDE

I

Down on the cattle ranches. Where life is free and spacious.  
 I met a rancherita Whose heart was warm and gracious.  
 "Chaps you shall wear like a rancher, Clad for the wildest  
 of weather.  
 Wool I shall use in the making; Also the stoutest of leather."

II

Down on the cattle ranches I wore my chaps at noonday;  
 I wore them for the roundup And in the silver moon ray.  
 Chaps are the mark of a cowboy While he is camping and riding.  
 So to the fair rancherita Goes my devotion abiding.

ALLA EN EL RANCHE GRANDE

Allá en el rancho grande, allá donde vivía,  
 había una rancherita, que alegre me decía:

Voy a hacerte unos calzones  
 Como los que usa el rancho.  
 Te, los comienzo de lana  
 Y los acabo de cuero.



RIQUI, RIQUI, RIQUIRRAN

Lirolin, Lirolan! All good children of San Juan  
Eat their bread and cheese, pin pan!  
Those of Rique, alfenique, Those of Roque, alfandoque,  
Riqui, riqui, riquirran. Lirolin, Lirolan! Honey bees must roam,  
pin pan!  
Find their honey where they can. From the flowers the bees of Rique  
Gather sweets for alfenique. Bees from busy hives of Roque  
Honey take for alfandoque. Riqui, riqui, riquirran. Lirorran.

Lirolin, Lirolan! All good children of San Juan  
Eat their bread and cheese, pin pan!  
Those of Rique, alfenique, Those of Roque, alfandoque,  
Riqui, riqui, riquirran. Lirolin, Lirolan!  
Tell us where the children ran. They are fast asleep,  
pin pan!  
Some will dream of alfenique, As the children dream in Rique.  
Some will dream of alfandoque, As the children dream in Roque.  
Riqui, riqui, riquirran.

RIQUI, RIQUI, RIQUIRRAN

Aserrín, aserrán.  
Los maderos de San Juan  
comen queso; comen pan.  
Los de Rique, alfenique.  
Los de Roque, alfandoque.  
Riqui, riqui, riquirrán.

Aserrín, aserrán.  
Las abejas vienen; van.  
Miel laboran para el pan.  
Liban flores las de Rique,  
cual almibar de alfenique  
y el panal de las de Roque  
se parece al alfandoque.  
Riqui, riqui, riquirrán.

Aserrín, aserrán.  
Los chiquillos, ¿dónde están?  
Todos a dormir se van.  
Soñarán con alfenique  
Como suenan los de Rique  
y mañana un alfandoque  
comerán con los de Roque.  
Riqui, riqui, riquirrán.

DOWN ON THE BIG RANCH \* ALLA EN EL RANCHO GRANDE

I

Down on the cattle ranches. Where life is free and spacious,  
I met a rancherita Whose heart was warm and gracious.  
"Chaps you shall wear like a rancher, Clad for the wildest  
of weather.  
Wool I shall use in the making; Also the stoutest of leather."

II

Down on the cattle ranches I wore my chaps at noonday;  
I wore them for the roundup And in the silver moon ray.  
Chaps are the mark of a cowboy While he is camping and riding.  
So to the fair rancherita Goes my devotion abiding.

ALLA EN EL RANCHO GRANDE

Allá en el rancho grande, allá donde vivía,  
había una rancherita, que alegre me decía:

Voy a hacerte unos calzones  
Como los que usa el ranchero.  
Te, los comienzo de lana  
Y los acabo de cuero.



### SI ALGUN CADETE

Si algun cadete te hace el amor,  
nina, al momento dile que no;  
porque un cadete no puede ser  
con siete duros tener mujer.  
Tener mujer.

Si algun teniente se acerca a ti,  
nina, al momento dile que si;  
porque un teniente puede llegar  
hasta la banda de general.  
De general.

### MY COURTYARD . EL PATIO DE MI CASA

#### I

My cettage has a courtyard. Yet on days of rain,  
My courtyard's full of puddles; This I can't explain.  
So you crouch down, But crouch you as you may.  
For all your constant crouching You will have to pay.  
H. I. J. K. L. M. if my name you cannot spell,  
H. I. J. K. L. M. N. Someone else will do as well.  
H. I. else will do as well.

#### II

When walking in my courtyard On a day of rain.  
I often fall to sneezing, This I can't explain.  
So you crouch down, But crouch you as you may.  
For all your constant crouching you will have to pay.  
H. I. J. K. L. M. if my name you cannot spell,  
H. I. J. K. L. M. N. Someone else will do as well.  
H. I. else will do as well.

### EL PATIO DE MI CASA

El patio de mi casa es muy particular.  
Cuando llueve se moja, como los demás.

Agáchate y vuélvete a agachar;  
que las agachaditas tú las pagarás.

Hache, i, jota, k, ele, eme, ene, a;  
que si usted no me quiere otro amante me querrá.

Hache, i, jota, k, ele, eme, ene, o;  
que si usted no me quiere otro amante tengo yo.

### THE CADET . SI ALGUN CADETE

#### I

If a cadet should make love to Rosa,  
There is no question, she must say, "No!"  
How can a young cadet Who is in training yet  
Think he can marry - Fair Rosa now?  
Oh, no, no, no. now.

#### II

But there's another wooing fair Rosa.  
He's a lieutenant home from afar.  
He hopes that some fine day He'll win a  
general's pay;  
So he can marry - Fair Rosa now, Fair Rosa - now



MAMAN, FIND ME A HUSBAND \* MARIEZ-MOI, MA PETITE

MAMAN, FIND ME A HUSBAND \* MARIEZ-MOI, MA PETITE MAMAN

I

"Maman, please find me a husband, I beg; Make haste and do not tarry.  
I'm past fifteen, I long for a home; 'Tis time that I should marry.  
All day I spin and turn my wheel; My hands are weary, and dull do I feel.  
I'm tired of spinning, I'm tired of thread. So, Maman, won't you help me  
to wed?"

II

"Be done, my child, with your foolish remarks; Your views are truly shocking.  
When you at length are twenty years old 'Twill be the time for talking.  
So turn your wheel, now fast, now slow, And let all fancies of marrying go."  
"I'll burn my wheel and I'll break my thread. Oh, Maman, you must help me  
to wed!"

MARIEZ-MOI, MA PETITE MAMAN

" Mariez-moi, ma petite maman,  
Que j'<sup>ai</sup> roulé dans le ménage!  
Voilà déjà que j'ai passé quinze ans;  
Je crois que c'est l'bon âge.  
Toujours filer, toujours vivre,  
C'est un métier qui me fait ennuyer.  
Ah! si vous ne me mariez pas.  
Non, maman, je ne filerai pas!"

" Ah! taisez-vous, finissez vos cancans!  
Ne parlez plus d'la sorte.  
Mais attendez que vous ayez vingt ans.  
Vous parlez comme un<sup>e</sup> sotte.  
Filles, filles, ma bonne enfant  
Fuyez tous Ces jeunes amants!"  
"Ah! si vous ne me mariez pas.  
Non, maman, je ne filerai pas!"

" Si c'est à vingt ans que je prends un mari.  
Ah! je vous dis, ma mère,  
Jé voudrais que mon rouet  
Y soit réduit en cendre et en poussière,  
Et que ma quenouille, sur les tisons,  
Tournée en cendre et en charbon.  
Ah! si vous ne me mariez pas.  
Non, maman, je ne filerai pas!"



RICE PUDDING \* ARROZ CON LECHE

Chorus:

I like rice pudding with milk or with cream;  
I'll marry a widow who sews a fine seam.  
I'll make her my bride, if she will reveal  
that she can embroider and cook a fine meal.

Solo

A widow am I, and the child of a king;  
Of weddings I dream, and of weddings I sing.  
Contigo, sí, Contigo, no. 'Tis you I will  
marry, with you I will go.

ARROZ CON LECHE

Corro:

Arroz con leche;  
me quiero casar  
con una viudita  
de la capital,  
que sepa coser,  
que sepa bordar,  
que ponga la mesa  
en su santo lugar.

La viudita:

Yo soy la viudita,  
la hija del Rey.  
Me quiero casar  
y no hallo con quien.  
Contigo, sí.  
Contigo, no.  
Contigo, mi vida,  
me casaré yo.

BLOW ON THE SEA SHELL

I

Blow on the sea shell, full and strong,  
Scatter the echoes far and wide.  
Summon the youths from out the throng,  
Summon the maids from the countryside.

II

O mighty Sun, how great art thou!  
Warm are thy rays on field and gold;  
Strong are thy beams as flashing spears,  
Bright is thy face as burnished gold.

III

Blow on the sea shell, sound the drum,  
Put on your robes of crimson wool.  
Come to the feasting, brothers, come,  
Dance while the moon waxes round and full.



monthly reports  
Spanish II

Senore Doner



Spanish II - April 30 - June 6

Main objectives - to review all the grammar in the text, to increase ability in conversational Spanish and to increase vocabulary.

We have completed the text, Spain and America, reviewed the grammar contained in it by means of drill sentences which the students wrote themselves and then had corrected by other students in the class. We had a final grammar test over this text.

We then started the book Aquí Se Habla Español <sup>by Lopez & Brown</sup> and concentrated mostly on the conversational aspect by asking and answering questions on the text in Spanish. The book included chapters on food, shopping trips, trips to the dressmaker's and hardware store, etc., and contained many useful words. The students wrote short plays using four characters. The subject of the play was a trip to the grocery store and meat market and they were to use as many new words as possible. They also wrote a description and character sketch of some member of the class. We covered the first twenty chapters of the book, pp. 1-94.



## Final test in Spanish II

Escribase en español:

1. The driver will not take anyone to the south part of the city. The one who asks for him will have to pay well.
2. I pretended to be courteous because I did not dare to laugh.
3. I was glad that you remembered to pay attention. It is important to listen in order to learn.
4. It is a pity that they condemned him to jail, because he was right.
5. I told the servant to choose a pretty carpet but I imagine that he forgot.
6. I want a maid who does not throw out the good eggs.
7. I loaned her the ice for the beef. I did what she told me.
8. In New York all languages are heard. Spanish is spoken by the Spaniards there.
9. Upon traveling in a foreign country, I advise you to go by railroad.
10. Today is May 7, 1945. It is probably 10:20 in the morning now. I was born — (Give date of your birthday)
11. I like summer the best of all the seasons of the year. The bad part is that it is often too hot. Next month should be cool.
12. I would like to fly through Europe. I imagine that transportation is very difficult now, however.



Final test - cont'd.

13. I realize that he has pride in spite of his lack of money. I respect him for that.

14. That suit is cotton. It is Paul's, but it isn't finished yet.



Monthly Reports  
Spanish I

Lenore Doner



Spanish I

April 30 - June 6

Major objectives - to learn the present subjunctive mood and its uses, to increase vocabulary, to develop ability at sight translation and to increase pronunciation ability.

In the last month we have covered the present subjunctive of regular and irregular verbs, the preterite of venir, poder, and andar, the names for the parts of the body, uses of impersonal and reflexive verbs, uses of pedir and preguntar, and relative adjectives and pronouns, expressions of courtesy, the uses of tanto and mucho, the uses of mas, pero, and sino, and the various uses of the verb, to go.

We have had two grammar tests, one over pp. 256 - 336 and the final examination over pp. 256 - 371. We have had one vocabulary test over pp. 256 - 371, and a sight translation and pronunciation test, both given orally.



Grammar test - Spanish I, pp. 256-336

Escríbase en español:

1. They have placed the statues in the lake. The sculptor is the best in (de) the U. S.
2. She should have sung that song when it was newer. It was written by Mr. Charles Martínez.
3. I have been reading this book for more than three weeks. Upon finishing it, I will begin to study.
4. She has just remembered to try to learn to cook.
5. Today is the fifteenth of May, 1945. It is snowing and it is cold. It was warm Saturday and Sunday.
6. Who will leave tomorrow? When will she herself come again.
7. My book is missing (lacks) five pages. I like this book too. It is the most interesting that I have read.
8. With whom were you talking? Each workman will have left. The activity is finished.
9. According to John, the wind is worst on the coast.
10. I have been escaping misfortunes for many years.



Final Grammar Test. Spanish I. pp 256-371

Escribase en español:

1. I used to go to bed at eight o'clock every night but I never could fall asleep immediately.
2. He is not sick but lazy. He studies a little, but he doesn't learn anything.
3. The letter that you wrote is shorter than that which your sister wrote.
4. What did the children ask for? Did you give it to them?
5. It is raining now but it was warm and windy. When it snows, it is cold.
6. She has blue eyes and red hair. Her teeth are very white and her hands and lips are beautiful.
7. Live in a large house if you want more rooms. Don't return to the small house.
8. Don't frighten the children. They are afraid of bad news.
9. Which book do you want, this one or that one? This is the most interesting.
10. What is it worth to be able to rest? It would be worth more to sleep for a week.
11. Today is May 7, 1945. Tuesday was May first. We won our independence on July 4, 1776.
12. He began to run when he heard the noise. I have just called him but I am going to call him again.
13. Upon reading the letter, he found



Final Grammar Test - cont'd.

out that she had gone.

14. The younger sister is larger than the older. She is prettier and more courteous also. She does the best work in school.

15. I shall have sung five times in the church tomorrow. I am acquainted with more than 100 songs. There are 7,493 songs in the book.



# Vocabulary test - Spanish I

Escríbase en Español:

- |                |                      |                |
|----------------|----------------------|----------------|
| 1 faithful     | 18 to reach          | 37 narrow      |
| 2 in spite of  | 19 duty              | 38 to succeed  |
| 3 danger       | 20 hair              | 39 orchestra   |
| 4 to be happy  | 21 face              | 40 shout       |
| 5 to threaten  | 22 misfortune        | 41 within      |
| 6 according to | 23 powerful          | 42 fear        |
| 7 Spring       | 24 to build          | 43 to approach |
| 8 the step     | 25 around            | 44 age         |
| 9 power        | 26 pride             | 45 to pray     |
| 10 the fight   | 27 to dare           | 46 writer      |
| 11 to fight    | 28 wood              | 47 to rest     |
| 12 to conquer  | 29 wall              | 48 railroad    |
| 13 priest      | 30 reply             | 49 blood       |
| 14 to stop     | 31 picturesque       | 50 task        |
| 15 to deceive  | 32 to say goodbye to |                |
| 16 umbrella    | 33 at the same time  |                |
| 17 the while   | 34 foreigner         |                |
|                | 35 laughter          |                |
|                | 36 courteous         |                |

Tradúzcase en inglés

- |                 |                 |                  |
|-----------------|-----------------|------------------|
| 1 acostar       | 18 el pasajero  | 35 gustar        |
| 2 durar         | 19 el pescado   | 36 orgulloso     |
| 3 el billete    | 20 la milla     | 37 el amo        |
| 4 el éxito      | 21 equivocarse  | 38 la belleza    |
| 5 charlar       | 22 el personaje | 39 la caja       |
| 6 echar         | 23 la estación  | 40 la juventud   |
| 7 desembarcar   | 24 la muerte    | 41 el baño       |
| 8 el estado     | 25 digno        | 42 el fondo      |
| 9 el placer     | 26 temprano     | 43 la plata      |
| 10 aprovecharse | 27 amar         | 44 enojado       |
| 11 el salto     | 28 besar        | 45 el edificio   |
| 12 lanzar       | 29 despacio     | 46 la pieza      |
| 13 rogar        | 30 más bien     | 47 el equipaje   |
| 14 el hombro    | 31 por lo menos | 48 el puerto     |
| 15 huir         | 32 el marinero  | 49 el ritmo      |
| 16 sospechar    | 33 la página    | 50 el trabajador |
| 17 el jabón     | 34 doler        |                  |