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C

Mr. Simpson

Supervisory Visitations

Week March 8-12

Visits were made at 3-15 and 23-15 Wednesday morning.

At 3-15 the first grade was having a music lesson. The teacher combined enjoyment and drill with some motions and variety added to the songs. Mrs. Nielsen took over then so I told her about tables which were available if she preferred them.

At 23-15 the second grade was going out to play. They had been making envelopes for letters they had written for their post office study. I discussed tables with this teacher. She thought she preferred to see the tables before changing. She would like a couple however for library tables. She also would like her stove moved. As it is, the stove prevents her from using about a third of the room for tables which would face the blackboard.

The first grade had just returned from play. They were doing an exercise for learning the days of the week. They said them but did not use any visual aids or symbols which would teach the word. It was supposed to be a number drill but drill on numbers at this age should only be brought in incidental to reading or another first grade activity. It would be better to make every situation possible another reading lesson. Next another drill on counting was given. Finally paper and pencil were given for writing numbers. After lengthy directions, stopping to insist on uniform procedure, etc. the writing of their names and numbers from 1-10 was completed. Almost one hour had been spent on number work. Too bad that the time couldn't have been spent on reading activities.

There was quite a little noise emanating from the kindergarten. I stopped in to visit. The children were supposed to be playing a quiet game. The children were sitting in a circle in chairs, the teacher in front. One child put his head in the teacher's lap. Another child tiptoed away from the circle and hid. The children sang, "One child has gone away. Who is he?" The child answered from his hiding place, "Here I am." A third child guessed.

The children were noisy - even arguing with the teacher. I sat down by the teacher and asked if a song or some finger play interspersed might attract the attention of all so that they would come together on the game. The teacher said they were just filling in waiting for Mrs. Kitagawa, who teaches in the afternoon, to come to conduct rhythms. She was at the WAAC meeting however and did not come. Just then another kindergarten from another building came in to participate in rhythms. Then we had two kindergartens. I suggested that we do a song together which both knew, so that the children wouldn't have to go back to their building disappointed. We sang a motion song Six Little Kittens, then

played a singing game which involved six children. I suggested that more could participate while others watched, say ten or twelve, and that five or six children could be appointed first who could then choose their partners so that more initiative could be exercised by the children. After two or three rounds the children got the idea of choosing their own partner.

I enjoyed the visit and the girls were very gracious and expressed gratitude for helping them. The leader at that building is the girl who showed such a surprising attitude in coming to supervise me one day when I was substituting, and has been so distant. I should like to visit all around with Miss Gratch as she helps and teaches to become more acquainted with what she tells the teachers so that we are not at cross purposes and confusing the kindergarten teachers. This is a policy which should be followed in any department of our elementary school.

SUPERVISORY VISITATIONS

...March 30 to April 3, 1943

Last week during the pageant, newspaper, and exhibit obligations, March 22 - 26, I was able to see Miss Rasmus, Miss Williams, Miss Beckwith, Mrs. Sandridge, and Miss Dales and some testing classes. The teacher in the third grade 21-15 (Miss Rasmus) was teaching an interesting lesson in Art on color combinations and elementary design. This little third grade was quiet, industrious, very bright, and happy, and polite. This group has been the noisy, impolite class to student teachers which for its age has awed several people. Miss Rasmus was using positive, cheerful methods in handling the children, and in promoting the creative art lesson. The situation was gratifying to see. The teacher is happy with these children and has good plans which she would like to carry out if she is to keep the class.

The teacher in the second grade 23-15 has taken over Miss Thomas' class. This group needs much training in quieter and more considerate work habits, attitudes and mechanics. The teacher was trying earnestly to create an atmosphere of cooperation and purposeful effort. She has a big task ahead of her. She recognizes it but is not discouraged, is appealing to the best in the children and trying to bring the change about through the voluntary cooperation of them. I have watched two of her lessons in Reading for comprehension. Mechanics of holding the books, turning pages, attention, sharing chances to respond, logical study, etc., took up much of the time. Preparation on the blackboard, seatwork exercises, printing, etc., were good. It will be interesting to watch the development of this class under a skillful teacher with energy to put forth a live program.

In the first grade in 23-15, the teacher was passing material for a seatwork lesson. A great deal of time was taken to pass the material and keep the class orderly. At last the material was passed and the class waited expectantly for the assignment. The teacher said, "I want you to draw anything you wish to make to put into our little house which we are making out of an orange crate." Some children began drawing houses; some hesitated; others asked questions. She urged them to get busy. I asked the teacher if they had talked about it before. She said they hadn't but that they knew why the orange crate was there. I asked the children what they had in their houses. They said they had chairs, tables, beds, etc. I suggested that the teacher classify the names on the board under Furniture. The children kept saying furniture instead

of the various pieces of furniture. I suggested next that they classify the different pieces of furniture by rooms because some children gave the names of different rooms for the furniture list. I asked them if they remembered what they had in their houses before they came to Manzanar. We got some additional responses. When I tried to elicit names of additional furniture by asking where they kept their clothes in bedrooms (dressers, chests, wardrobes, etc.), they made such surprising statements as "suitcase", "trunks" (Manzanar life). It was a chance to teach where clothes are kept-(closets, dressers, etc.).

I asked the children if they had catalogs and magazines from which they could cut pictures of furniture for the different rooms, and suggested seatwork which could further their information here at Manzanar. Also that it was essential to give these children background through discussion, pictures, reading before tasks were assigned, and that into every situation almost reading could be introduced (the words on the board, classified, as the children mentioned them, and later in seatwork.).

I should like to go frequently to help this teacher. She accepts it well.

I visited three rooms being tested--sixth grades at 5-15 and 9-15, and a fifth grade at 30-15. The girl and teacher had the room well under control at 5-15. The students were working well at 9-15, but there was some talking and looking at papers and erasing. I spoke two or three times to individuals. One can not say what connection the conversing and looking had on tests results. It is better to just prohibit it. The seating of our children across the tables and shoulder to shoulder is a temptation. The teacher did not seem to assume responsibility in watching the children.

On Friday, March 26th, the newspaper came out. I was anxious to see the response of the children so I dropped in at the fifth and third grades in 5-15 and talked with the children. We corrected some errors so that the papers would be right when they went home.

I visited Miss Williams again and helped her with a group while she taught another. We corrected the papers there too. She was concerned about the restlessness still of the groups and the talking. She has a problem but is working hard at it.

Monday, March 30, I visited the testing in Mrs. Kincaid's room. It was going well. I visited Miss Jones', Mrs. Atwood's, and Miss Backhoff's rooms in the afternoon.

The teacher at 30-15, fourth grade had told me previously that she had her Social Studies in the afternoon. They were finishing Spelling and starting Reading, however, the reading group was assembled and without preliminary preparation or discussion, one child after the

other was called on to read orally. It was the better group which was reading so that there was a certain amount of fluency but where there was hesitancy or mispronunciation the teacher just called out the word and the child proceeded. The children showed no ability to work out words for themselves. This particular class' oral reading was lifeless, monotonous, scarcely audible at times. Several children lost their places. There was no sparkle to the lesson, no queries on the children's part, no discussion. They read on doggedly.

A certain amount of oral work is necessary to check on vocabulary, but it does not have to be in straight oral reading--especially with these children who need to hear well-spoken English instead of their own dialect and accent, as they hear when children just read orally around the class. A comprehension lesson in reading well-presented also checks on and amplifies vocabulary. The teacher can ask for parts of the lesson in much the same vocabulary as the book. The children make their responses in their own sentences or in the new vocabulary in the lesson. The teacher has the opportunity to check the children's pronunciation, or use the practice of repeating in her own careful diction what the children have said so that her pronunciation remains in their minds.

A further check on the thought and significance of the lesson may be made through comprehension lessons on the blackboard, on mimeographed sheets, or by assigned tasks -- outlines, logical sequences, illustrations, characterization, dramatization, dramatic play, etc. This type of lesson requires preparation however. Too bad that children's time is wasted with the other type.

At 31-15, second grade, I stayed but a short time. The teacher refused to recognize me when I entered and nodded and smiled at her. She was having a nice little reading lesson on health but she seemed bothered with my being there. I looked about at various things she had in the room and left shortly. I thought nothing would be gained by antagonizing her with my presence until an understanding could be effected. I have asked for a conference.

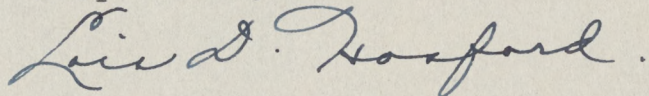
At 32-15, second grade, the teacher was preparing the children for a story before leaving for home. The wind was blowing the dust against the windows. The children were very restless and concerned about it. The teacher could not hold the whole class' attention. She tried very hard and had a nice, cheerful manner in handling the children. I suggested that she dismiss the children at ten minutes to three. (I rather surmised that she was planning to do that when I arrived ten minutes before but substituted the story to fill in.) We kept two children who had been all out of hand and talked to them about their responsibility to others during a story and in school.

I set out in the panel with Miss Harding to take down the exhibit but discovered that Mrs. Nielsen was having her music class. Miss Harding had to attend that. Miss Bailey came, then Miss Dombrowski and Mrs. Kincaid. I reminded them of the music class. They went on to that.

So, due to music class and food poisoning, I removed the exhibit. Miss Backhoff came in at 4:30. Tuesday morning Tom and I took the bulky pieces around to the classrooms. The rest have been put in 1-14 for removal by the individual teachers, and a notice to that effect put on the bulletin board. Mr. Tsuchiya seemed anxious to have it removed from 8-15 by Tuesday as scheduled.

The rest of the week has been taken up with assisting Honey Toda with Junior Red Cross plans; arranging details for taking movies of the pageant with Mr. Henderson in Lone Pine, Mrs. Yoshizawa, Mrs. Nielsen, and Mr. Brown; checking and working on an order of books for next year in the office and in the Independence Library; getting out a pile of letters for free reference material for the elementary school library; and making this report.

Respectfully submitted,

A handwritten signature in cursive script, reading "Lois D. Hosford".

Lois D. Hosford, Vice Principal
Elementary Schools

Supervisory Visitations

Apr. 5-9

Apr. 12-16

Lois Hosford

Apr. 5-9

The following rooms were visited:

5-15 (3rd, 5th, 6th, 7th grades-supervision)
3-15 (1st grade-administratively)
17-15 (4th, 6th grade)
Substituted 9-15 (6th grade)

At 5-15 the sixth grade had just been directed to write a story on Cocoa. A colored picture chart of cocoa was on the board. It had several paragraphs about cocoa under the various pictures. Some words were on the board which might be necessary in the story. Some children groaned at the assignment; others asked many questions; some seemed uncertain about the requirements of the assignment. It was necessary for the teacher to urge them to write, to remind them of various aspects of the study, and finally to reprimand some who dilly-dallied and kept fretting about the contents of the story.

It appeared that there was not sufficient discussion or study before hand to acquaint the children with enough facts on which to base a written summary, and that motivation was inadequate to stimulate the children to feel the urge to write the lesson.

When they at last were busy I asked the teacher if she had ever used any outlining for such purposes before hand so that facts and sequence for the story would be in mind and that contents and division of paragraphs would be suggested.

She said she had just once but that it seemed beyond those children. I suggested that the mechanics of story writing, summaries, etc., had to be taught over and over so that children would feel competent to write. Then, after sufficient reading and discussion of the topic, writing and summarizing would be easy.--Also, that outlining and paragraphing were Reading and English skills which had to be taught thoroughly and quite extensively in the sixth grade.

Then we talked about the artistic arrangement of some mounted pictures and drawings she had on the wall, and some appropriate books on her South American study. I took the names of some supplementary books which she had purchased personally and added them to our social studies book order. We talked about Red Cross a little, the loss of her best pupils etc. As I left she thanked me for coming.

In the fifth grade at 5-15 I found Mrs. Fujui taking the place of her son while he went to take an Army physical examination. The room was littered with paper and shavings but the children were busily engaged in whittling out airplanes.

I stayed but a short time in the third grade in 5-15 Miss Thomas was substituting.

In the new accelerated grade in 5-15 the children were working on spelling. The teacher took a long time to explain to me her plans and an extensive outline on Social Studies. It sounds very adult and academic. I hope that this group has the opportunity for interesting presentation of its work-skits, "radio" topics, drama, art illustration, notebooks, outlining, oral topics, etc. It is a group which should be capable of socialized recitation, workshop techniques, and enriched programs. This teacher is an energetic person, but a drill type of teacher.

I visited the fourth grade at 17-15 to see it's garden. Outlines, plans, charts, illustrations for the garden arrangements and accomplishments were about the room. The garden was staked out and ready for the seeds. It is extensive but well planned and the children were enthusiastic. This teacher can turn out more work than three teachers. She has a discipline problem to work on, but she gets results from the children.

Before I left I noticed two children writing on the table and their seatwork books. It was time for them to go out for recess so I talked to them about mutilating public property, and asked what they could do about it. They suggested washing, sand papering, and erasing. (By night I understand it was all done! - good response and attitude.)

In the sixth grade 17-15 the class was reading a very interesting nature story on Bees. Interest was high but discourtesies were tolerated. I motioned one boy who was not listening nor participating but fooling and distracting all at his table to sit near me in the back of the room. It cleared the air, but a boy who had been isolated by the teacher at her desk annoyed by monopolizing the teacher's time. We talked to them after class. I assigned two lessons for home work for the boy who had wasted his time all day according to his teacher and talked about fair play to the other. This teacher is so sweet and gentle that the children mistake it for easiness and take advantage of the teacher. There are some rough fellows in that group.

I stopped at 3-15 first and second grades to pick up

programs. ^{first} The ~~second~~ grade teacher said she would make up one for her room and hand it in. The children were busy so I asked her about morning meetings and mentioned school councils. She thought favorably of them.

Friday afternoon it was necessary to substitute for Miss McFarlane, 9-15. I could not locate her register or black notebook. I asked the children what they were in the habit of doing. We had music, arithmetic (decimals) and reading comprehension in three classes.

April 12-16

The week's supervisory program consisted of:

Visitations

1. 17-15 (5th, 4th, 6th grades)
 2. 30-15 (5th grade)
 3. 32-15 (2nd and 3rd grades)
 4. 21-15 (3rd, 4th, 5th, 6th grades)
 5. 20-15 (1st and 4th grades)
- Substituted 30-15 (5th grade)
23-15 (1st grade)
- Conferences 17-15 (5th grade)
30-15 (5th grade)
23-15 (1st grade)
- Office Assistance to teachers-Routine information
Materials

At 17-15 the fourth grade was working on its garden. Enthusiasm is high and cooperation is good. The teacher has the work well planned and organized. The room was enthusiastic over their new tables.

The sixth grade was just going outside. The teacher reported that the two boys, talked to last week, were improving.

The fifth grade (17-15) were practicing a little play on Transportation-a cast of boys. There was no inhibition and the boys seemed to like it. Some had even attempted to learn their parts for the first reading.

This teacher had asked for a conference Wednesday, on a new unit which she was planning. We had it right at her room. She wants to connect up her Transportation study with the war effort. It is a timely approach but I suggested that she stress the industries and materials which are involved rather than the purpose for their use (the war).

She has been doing a short unit on Nature Study and had found some interesting material at Visual Aids.

At 30-15 fifth grade the children were interested in speaking over a little microphone which they had made. The purpose of the teacher was to improve the children's English. This teacher has ideas and initiative.

At 32-15 third grade I came slightly before the beginning of school. The teacher was preparing her room. The children were playing with the ball in an orderly way in organized groups. They lined up at the door without any disturbance, and came in in an orderly way. Work was on the board. The classes began immediately without any exchange of ideas, news, assembly, etc. This is an especially fine workable room and ought to carry a morning meeting well.

The room was an example of perfection. The reading lessons were well handled. The half of the room enjoying free time did leisure reading from library books for one hour and fifteen minutes without disturbing anyone. It was the best example of cooperation and self control I have seen. I did not investigate the possibilities of the three reading lessons going on because I was so absorbed in studying this teacher's room organization. They appeared to be well conducted and prepared.

The second grade at 32-15 was writing stories. The teacher was kept too busy writing words for the children. I suggested they build up a writing-vocabulary through individual dictionary books for each child. When the child needs a word which he knows he has written before he can look for it in his dictionary under the right initial letter.

These dictionaries serve several purposes. It combines auditory and visual recognition of initial sounds (the essence of word recognition). It teaches word recognition, extends vocabulary power, teaches correct spelling, and gives the child one of the mechanics of story writing.

I helped this teacher in her classroom control and good housekeeping.

On the way back from helping Miss Beckwith, Friday, part of the afternoon, on account of her eye affliction. I found the third grade teacher at 21-15 making a garden. She and part of her group were energetically spading. The rest of the group was in the room. It was very disorderly. I do not know the reason why.

The other three teachers at 21-15 had all received new tables. They wanted me to stop in to see "how they looked as a real school". Miss Harrison had me stand in the back

of the room. She said when she stood up there that morning she thrilled to the idea that at last she was a real teacher in a real school room. The class was fixing up a library section. Her room is less crowded than some. She has an extra Beam. She was enthusiastic and cheery as usual.

Miss Dombrowski was very cordial and pointed out the advantage of the tables. She was delighted with them, but she is crowded too, and hoped to rearrange the tables for more room.

Miss Ingalls is most crowded. She has children on both sides of the tables in some instances. I wonder if these tables might not accommodate three children-two on one side, one on the other-so as to eliminate some tables. (Our rooms are too small to house so many children). Miss Ingalls' room was well organized for some art work. She was down in the class' midst working with the children.

I ran into a party at 20-15 first grade as a culmination of their food unit-fruit salad, Easter candy and cookies. This room is lively. The teacher is very patient. She needs to train on better response to directions. The teacher asked to come in Saturday to talk over a new unit. (She seemed to think at the end of the conference that she could transfer from her food unit into a study of the Farm).

The fourth grade at 20-15 is entering on a garden unit and was planning that. It will be interesting to see what trend these numerous garden studies will take beyond the planting and caring for them. This group is supposed to have just completed a study of water supply in the desert. I plan to confer with her after a scheduled visit Tuesday to see what she thought she gained from it. I have found no evidence of the study at any time in her room.

SUPERVISORY VISITATION

April 19 - 23, 1943
Lois Hosford

April 19, 1943 --9:15 A. M.

The Third grade 5-15 was moving its new tables about. They had been varnished over the week end. At 9:30 we got started with a music lesson. Just memorized songs were sung. The time of the last song was drilled on.

The next class was number work. There was no work on the board. The teacher ad libbed about changing money. I do not know how the class ended. I left to go to Miss Shoaf's fourth grade, 20-15, to take her grade while she went into the office. Later, I watched her organize her groups well for baseball.

After she returned I visited the first grade in 20-15. The class was assembling for a reading class. Seatwork dictated to the children and clay modeling occupied those at their seats. I shall suggest to this teacher that seatwork time can be so advantageous for extending reading power. The group reading began without any preliminary discussion or practice and stumbled through a lesson with discipline problems and inattention.

As the teacher dismissed the class and went to check what the class at their seats had done, I asked if I might have the reading group just a minute. I put them through a word analysis drill. I wanted to feel the calibre of the group in their response to a reading exercise, properly stimulated and attention arresting, with the teacher projecting her own enthusiasm to the group. The exercise used was the blowing sound "wh" and ended with a discrimination drill between "wh" and "w" words. We carried the exercise from their books to the blackboard drill and ended by extending their reading power to several additional words in the same category.

The children's response was good and will serve as a talking point in counseling the teacher.

April 21, 1943...

In 9-15, sixth grade, the class was having art work in connection with their social studies Ships. Groups were working on large drawings on oak tag 24x36. Different types were drawn. The teacher conducted a good evaluation. No

SUPERVISORY VISITATION...(continued)

forward look was suggested. I suggested a series of pictures showing the history of ships or various styles of a certain type. I asked if they were constructing any. They were not so I told them that we had some knives and tools to check out now and scrap lumber at 1-14. The boys were delighted. For the girls, making sails was suggested, characters for the dolls, and soap carvings.

The teacher and I had talked previously about choral verse reading. We talked again about it and listened to some poems which the class had memorized. She has such a variety of voices that she has opportunity for interesting choric speech work. They recited "Old Ironsides", "Star Spangled Banner", and "America".

I keep talking this medium of expression and language arts. I think it ought to "take" some time. It will have to be a developmental process however.

The class prepared to go out doors. No plans were made for playtime. There was a little discussion on playground equipment. Several large and small balls have been lost in this school. (I wonder if this equipment is locked up consistently. One baseball which was passed out at this time was taken from an open cupboard. It apparently had been there all night. This building is used for a church.)

The fifth grade at 5-15 had just put its social studies material away. The teacher suggested they show me their airplanes, completed and otherwise, and the character dolls (which the girls were making). I also was shown the airport, repair house, tower, etc., which are to be used for a table "set-up". The room was well-behaved throughout.

An English lesson followed on was, were, - is, are, - have, with singular and plural forms. The lesson was not too well presented and seemed to have little significance. The teacher asked me to talk to the boys and girls about the next issue of the newspaper. I suggested that they go to 3-15 for news now so as to get to visit another school.

Mr. Sandridge called for his wife at 11:30. Mrs. Sandridge had gone about collecting the teachers and was surprised to find me. The teachers started back to their rooms when they saw me. Mr. S. sat back to wait. I told Mrs. S. to call the girls back. It was an embarrassing moment for all.

SUPERVISORY VISITATIONS (continued)

April 22, 1943.....

The second grade at 23-15 was preparing Easter baskets to take along on their picnic. Everything was piled in readiness in a fine child's wagon. The room was hurrying to finish by eleven o'clock. Each basket required four punches. Only one hand punch was available. I offered to punch the holes while the teacher assisted the children in lacing the baskets with string, fasten on a handle, and cut paper "grass" for the baskets. It was a big art project and should have been planned for two days of work. The teacher could have punched the hole outside of class then, and avoided the confusion caused by the children waiting until she could get to them.

This teacher has a positive way of creating a fine attitude of conduct instead of dictating and forcing better behavior. It will take longer to achieve better attitude, but her way will gradually effect a wholesome change within the children.

At 30-15 the fifth grade was beginning some art work--part of a definite unit on art emphasizing color combinations; monochromatic, analogous, and complementary pictures; design--rhythm and balance; constituents of secondary colors; hue, intensity, value, etc.

All these basic principles are being incorporated into the making of a notebook--cover, linings, lettering, and contents. The teacher hopes to round out the unit with posters illustrating one color (monochromatic), related color (analogous), and opposite color (complementary). It is all developmental and very interesting. The teacher is getting satisfactory results. It will be intriguing to see what happens next.

The room was in fine order. The children were responding well. The lesson was well organized and planned ahead. There were several stimulating spots in the room--a microphone and standard time map to be used with their presentation of an episode in Westward Movement, map, globe, bird's nest, library arrangement. More use could be made of the wall bulletin board and a movable one which she has in the room. Perhaps she had not gotten to it. I can see next time when I go. The room invited me to come back to hear the "radio presentation". It is fun to visit where so much activity is apparent.

SUPERVISORY VISITATIONS (continued)

Conferences: With Miss Lewis on her program--Science and English instruction. Located material for her.

With Miss Beckwith on Art, Numbers, Writing.

With Miss Ingalls on the newspaper arrangements.

Two conferences on Boys and Girls' Week.

With the 5-6 grade editorial staffs to develop the theme of Boys and Girls' Week for the paper.

With teachers' advisory committee for the newspaper to suggest ways of guiding the paper.

With a committee of teachers to plan an elementary teachers get-acquainted tea or informal get-together Thursday, April 29, in 1-14.

Spent most of two afternoon hirings and inducting two secretaries.

The scheduled program for the week was interrupted at two points by the necessity for substituting for a teacher, and waiting over an hour for the panel with no knowledge of where it was or when it would return. Such interruptions interfere with the continuity of work. Due to them, three scheduled visitations were omitted and two hoped-for conferences after two of the visits. Changes are expected and willingly made, but it seems as if such interruptions could be avoided with better understandings of their possible consequences. *I don't mind the change but amount of effective work suffers.*

Respectfully submitted,

Lois D. Hosford

Lois D. Hosford, Vice Principal
Elementary Schools

Mr. Simpson

SUPERVISORY REPORT

...Lois Hosford
Asst. Elem. Principal

May 3-8, 1943...

The following rooms were visited this week:

Transition Room	23 Ironing Room
First Grade	20-15
Fourth Grade	20-15
Second Grade	23-15
First Grade	23-15
Third Grade	21-15
Fourth Grade	17-15
Fifth Grade	17-15
Sixth Grade	5-15
Seventh Grade	5-15
Sixth Grade	9-15

On Monday I went to visit the Transition group. The teacher had been concerned about giving the children adequate reading instruction for their ages. She was discouraged and thought that the work was out of her field and not satisfying in its new aspects. She regretted the lack of music and rhythms. The rest period was crowded, and she was deeply concerned about the children's reading program. She said that she would stay until fall since we needed her, but that at that time if something more attractive had not turned up that she would return to Cleveland.

I watched her during the afternoon and made these notes which I thought might solve her immediate problems:

1. Get assistance with one or two helpers.
2. Divide grade into two or three groups according to reading readiness ability.
3. Requisition for rhythm band instruments.
4. Make musical instruments to play in the classroom.
5. Arrange with the kindergarten teachers in 23-15 to use the room and piano during the noon hour for rhythms and rest.
6. Set up a reading readiness program to include:
 - a. Initial charts
 - b. Illustrate poems--
 - Pictures, illustration, paper cutting, etc., in a booklet or on a frieze.
 - Print a word under it.
 - Print a phrase or sentence later to make child aware of the purpose of the printed word.

- c. Have continuous books going on some common interest of the group--games, playtime, songs, animals, toys, etc.
- d. Dramatize
 - Make costumes or headbands, or label characters, or hold printed cards to designate character, or have the objects in the scene labelled.
- e. Create activities in the room to stimulate conversation and give opportunities to extend vocabulary and concepts.
 - (1) Garden patch near by or seeds planted in the room to talk about.
 - (2) Some animal life for children to watch--ants, insects, pets.
 - (3) Workshop and tools
 - Furnish a house, build a farm on the floor, etc.
 - Make toys
 - Sew

The above activities supply material for chart stories, rhymes, poems, continuous stories, booklets for the reading table.

- f. Speech correction exercises.

TH--Angry goose sound.

Groups of oral words (the, this, there).

Repeat sentences containing TH.

Poems containing several TH words.

Teach child mechanics of saying it.

M -- Good sound m..m

Same procedure as above.

Always use a pitch pipe in beginning children's songs.
All the room is alert waiting for the tone. It is true, etc.

Discussed again the advantages of the organization of a mothers' group. (Teacher is planning the organization of one Friday, May 14 with Miss Schauland speaking.)

Asked if the placement in the front of the restless children at the back of the room would improve their attention.

Asked if the teacher would like to have some of children's chairs cut lower.

Suggested some type of table cover (newspaper, wrapping paper, cardboard, or permanent cover--oil cloth) to protect the new tables against crayon marks.

This teacher is doing outstanding work in rhythms, action poems, and song, speech, stories, and art work which aid in child development, coordination, and social adjustment which the group needs so badly.

The calibre of the group is motley and generally low grade--definitely a transition group in need of an extensive activity and socialization program leading steadily into a reading program. The teacher senses the situation and knows that an exclusive kindergarten program is inadequate. She is not interested in attempting a first grade program in spite of the slight extension it would necessitate of her present program. She is considering changing her profession for a time to explore new fields.

The possibility of getting the use of the kindergarten in 23-15 at noon for rhythms was investigated. The situation didn't look too promising so the matter was turned over to the office. The teacher spoke again of the futility of the program under such circumstances and reiterated that she would stay through the summer but would go on home in the fall. We walked home in a bad dust storm.

TUESDAY MORNING 23-15- Transition group.....

The teacher said she would like to be free to leave by June. She wishes to be in Los Angeles this summer and return to her work in Cleveland in the fall. She repeated that she was out of her field and was not interested to go on and learn a new type of work. There are other aspects of the case which may be revealed later.

Arrangements for the piano and use of the kindergarten room during the noon hour were completed.

The teacher had rhythms outside. The group did better than the day before. The teacher read a story to the children with perfect form. The pupil-teacher relationship and the enjoyment of the children manifested by the children's responses and attention was excellent.

I went to lunch with the group at the mess hall. It was a model of perfection. Every child remained in his place until all were ready to leave. A minimum of food was spilled. No food was thrown as before. Some children cleaned up two platefuls of food.

Mr. Kitagawa came back with the suggestion that we secure the use of half the barracks next door for a school, that the ironing room was too crowded and that the kindergarten teachers did not wish to have outsiders come in to their classrooms. I referred him to the office.

The teacher had asked help on a reading program. I stayed all afternoon working on initial steps in reading readiness activities--stories, drawings, original poems, labelling, and starting a reading table booklet.

The teacher mentioned that the process was not so bad. I pointed out that a reading readiness program was not a mysterious magic worked on children but just a process of preparing them for reading.

MAY 5, 1943 A.M.

FIRST GRADE 20-15.....

The room is studying the Farm. The arrangement of the environment was stimulating. Appropriate pictures were selected for wall set-ups, children's paper cuttings on the farm were displayed, and books relating to the farm were placed about on the shelves.

The blackboards showed good preparation. Independent seatwork directions had been placed on the board and on a chart. The room is general showed an attempt to make the surroundings interesting and stimulating.

The room still is crowded. There seems to be far too much in the back of the room--which fact causes so much of the furniture to be shoved to the front. The classes which come to the front to read are too crowded to work well.

Planning longer independent work for children at their seats, and teaching children to find additional tasks, work, or reading would keep children busy through the reading period and reduce noise in the room.

While one class was reading the children at their seats were directed to arrange words in order according to the initial letter. Instead of emphasizing its sound the teacher called it by its name. This may or may not be harmful depending on the purpose of the teacher but usually in the first grade just the sounds are talked about in reading. The exercise would have taught better discrimination had the words been classified according to initial sounds (P) and diphthongs (PR, PL) instead of grouping them all under the initial sound (P). The lesson could have been extended and kept the children busy by having them select all words in the lesson so far that had the sound p(happy, jump, spot). By spelling the letter instead of sounding it, the child was not connecting the visual symbol with the auditory. The oral also must connect with the kinesthetic, thus the child is using all senses in learning his words.

This teacher could improve her discipline by calling the room to order more decisively and insisting on group attention. She constantly calls out some child's name during class time.

The fourth grade in 20-15 was writing stories. They were very busy and orderly this time. The papers were collected at the end of the class so that I did not get to hear them. The teacher read another installment from a continuous story which the room had been enjoying. Her voice was noticeably improved--not so monotonous but with good inflection. She appealed to the children's consideration for others with "Let's not all talk at once." "If you wish to say something, just raise your hand." She used the map with the story.

The posture of the children probably could be improved by placing the desks parallel with the board instead of at right angles. Also the teacher might sit while reading a story. It would rest her, and the children in front would not have to strain their necks up to see her.

WEDNESDAY, May 5, 1943 --noon... *Transition Room*

I returned to see this teacher's noon period of rhythms in the kindergarten room. It was well planned, progressed logically from one phase of activity to the next, and contained well-chosen variety.

The rest period was so much improved. There is ample room now for these large sized children to relax. Some children are dropping off to sleep.

The teacher is happy to have made this progress in improving her situation. She maintains however, that she is not interested in working with this level of child, and reminds us that had she been put to work when she came, in the field for which she was hired that she would have stayed for the duration.

WEDNESDAY, May 5, 1943...

The second grade at 23-15 was called to order at 1:25. After a little, the room was quiet and the class became ready and attentive for a story. This teacher employs fine psychology in appealing to good behavior.

The room was interested in a glass jar of grasshoppers. It is hoped that more teachers will bring out-door life into their classrooms--ants, lizards, insects, pets, etc. There was an interesting vegetable frieze across the front of the room, and some posters at the side of the room. The rest of the room's appearance could easily be improved by removing old charts and pictures which were on the walls when the other teacher was there. The bulletin board could be arranged better, labelled, corners of pictures fastened down and changed frequently.

One color scheme should be followed throughout the room. Orange crates, improvised cupboards, and shelves, if used in the room, should be painted or covered. Irrelevant and

trashy things should be thrown out, and the room dressed up with harmonious color scheme, orderly arrangements, settings grouped into units, etc.

Apparently this teacher had no point for her easel. It was not being used.

The second grade of 23-15 was preparing booklets on their unit of work--Garden. The room was industrious and the teacher alert to all the children's needs.

The room started a chart later, on the method of planting each vegetable. It involved mathematical calculations in regard to depths of planting, tabulation, etc., and reading the envelopes for information--correlating these skills well with the social studies unit.

The first grade in 23-15 was just beginning a reading lesson. The teacher did a creditable job, but she is employing a device which emphasizes word-getting instead of thought-getting.

The teacher asked for an explanation of word analysis exercises.

MAY 6, 1943.....

Visited the third grade 21-15 and 23 ironing room to arrange for Recordings by some people from Milwaukee.

Returned to Miss Humpage's room at noon with Mr. Bob Brown, Dr. Carter, and party to record rhythms and children's activities. The visitor said she would piece the conversations picked up to make the recording. ASCAP would not permit any music recordings--vocal or instrumental--so that the teacher was handicapped in her choices. We decided upon verses and finger plays, and a story-telling performance.

MAY 7, 1943.....

At 17-15 the fourth grade was conducting its Morning Meeting. The children were taking part well. The teacher remarked that she had never seen four of the children volunteer at any time before. The room was going to the creek for its demonstration with balloons.

I visited in the fifth grade at 17-15 in the meantime. The class was giving facts, around the class, as a summary lesson on Ohio. We talked about speaking distinctly and loudly enough so that each report could be heard. The

teacher asked if I would talk to the children about Morning Meetings for they wished to organize one.

I went on later to Baird's Creek for the experiment.

The experiment with the balloons made by the fourth grades from 21-15 and 17-15 was significant for several reasons. It was the first big experiment tried to date. It had been pre-faced by quite a little study of air through scientific experiments previously in the room. The children had made the fire place themselves and prepared for the experiment. The teacher had the energy and interest to do it.

The experiment resulted in these conclusions: Directions must be followed or factors will enter to interfere with the success of the experiment. It is, worthwhile to try the experiment again to see if corrections will accomplish success. The children want to go back this coming Tuesday.

MAY 7, 1943.....

The sixth grade at 9-15 was having spelling. The teacher dictated the words. The children wrote and handed in their papers without more development or discussion. It was difficult to hear the teacher at times. There were a few minutes left before school was dismissed, and the children were just waiting so I asked the teacher if I might do something with the class in spelling. We had articulation drills, mechanics of speech drills, and memory span exercises. The class needs them badly for speech' sake. Spelling should be more meaningful to children. It seems to serve as a busy

work period in most instances instead of a functional subject. It can be such a useful class for teaching vocabulary, word analysis, diacritical marks, dictionary, speech, memory span, etc.

The sixth grade at 5-15 was having free library reading period. The class was occupied so that the teacher was doing records at her desk. We talked about Junior Red Cross activities, and she asked more in detail about morning meetings. I left her an outline. I also explained the Junior Red Cross Service Fund.

The seventh grade at 5-15 was having free drawing. The teacher was studying at her desk. We talked about some Red Cross correspondence which she had received, evaluated her Free Press trip, and the organization of a morning league in her room.

At my meeting with the teachers' newspaper advisory committee the following suggestions were made:

1. Collect the news. Make the collection significant.

2. Get the news in on time. Remember Thursday.
3. Work the items over in the classroom as an opportunity to teach. Have children discuss what additional details will make the contribution more interesting, catchy, and to the point. How might it be told more effectively?
4. Stimulate children to write certain items. The newspaper is an opportunity for conveying news to the community.
5. Remember to write up current interests.
 - Red Cross
 - Boys and Girls Week
 - An Accident
 - Our Picnic
 - Our book or unit
 - Our Champion
 - Etc.
6. Have the contributions represent your teaching in content, appearance, form, and representative of yours and the children's desired standard of work.
7. Topics suggested for editorials for the May issue of the Whirlwind.
 - Mother's Day Poems
 - Children's Health Day, May 1.
 - I am an American Day.
 - Memorial Day
 - Intra-Mural Sports
 - Music Week Program
 - Girls Choir and Boys Bugle Corps
 - Organization
 - Progress
 - Performance
 - Class News
 - Experiments
 - Excursions
 - P. T. A. Meetings and Activities beneficial to the school room.
 - Information
 - (possibly from Mr. Simpson)
 - Enrollment
 - Attendance
 - Summer School
 - Etc.

Wednesday, May 5, Dr. Strong met with the Curriculum group to discuss June 1st, write-ups. He also explained the charts showing the results of the high school tests, and told what the high school was doing to improve reading ability and leadership.

Mr. Simpson

SUPERVISORY REPORT

.....Lois D. Hosford
Asst. Elem. Principal

MAY 11, 1943.....

The transition group was enjoying a phonograph appreciation period. The children's enjoyment was very evident. They frequently joined in spontaneously with the record. Both the response and control which is being developed in this group is very satisfactory. I hope that more people from the lower grades may benefit from this teacher's strengths before she leaves.

After school we had another conference. The teacher is going ahead with some reading activities, but she does not see any reason for beginning building activities in the room before she leaves, or starting a big unit of work as she had planned (The Farm).

MAY 12, 1943 A. M.....

The first grade at 23-15 was having music. The children were interested and attentive. They knew their songs and performed well. The teacher began the songs without a pitchpipe. It took two or three attempts before the children concentrated on her tone enough to begin satisfactorily.

The gesture of raising the pitch pipe to the lips and waiting for attention before blowing the pitch quietly is in itself attention-arresting. The pitch also is clearer, definite and true. It is easier for the child to match too. The practice of beginning songs without a pitch pipe is more or less prevalent all around the school system. I have seen several music lessons lately and that has been true in all of them.

The second grade at 23-15 was giving attention to a discipline matter. The teacher explained the punishment being carried out, and asked for additional suggestions. The matter seemed well in hand however. I suggested that she send the child home with a note who had wet his clothes during the excitement, and went on my way.

The fourth grade at 30-15 was beginning a reading lesson-- oral, around the class method. Pronunciation, and articulation was bad. In a conference later, we talked of ways to carry on a work-type and recreatory reading lesson without so much oral reading where Japanese accent is passed about from one to the other and becomes more and more ingrained.

Good English and the mechanics of speech may be taught in so many other instances during the day--in spelling, word analysis periods, language periods, morning meetings, memorizing poems, etc. To carry on oral work advantageously during a reading period would necessitate so much time spent on correction of pronunciation, articulation, and the mechanics of speech that the purpose and benefit of the reading lesson would be lost.

The fifth grade 30-15 is doing several things to beautify its room. It is especially interested now in decorating a large screen which is there for the Sunday School. It was an unsightly object in the room, but with paint, oilcloth, etc., it is becoming quite attractive. There is evidence about the room too of real art principles being taught. The children reflect the quiet decorum, cheerfulness, and industry of this teacher.

MAY 13, 1943.....

The fifth grade at 5-15 is doing a creditable job with their airplane study. During social studies the room was carrying on various activities connected with their study--carving different intricate types of planes, building towers, shops, hangars, etc., from cartons, setting up a runway and making character dolls ~~for~~ to people the airport.

We discussed more activities which would correlate the social studies with all subjects--listing new words peculiar to the study on a room chart, or in children's notebooks to extend their speaking and reading vocabulary. Perform scientific experiments indicating performance of air and principles of flight. Study of the services of people connected with aeronautics. Study of materials, sources of supply, regions, air routes, terminals, traffic regulations, the dispatcher as a key person at the airport, the future of of aviation, etc.

The war gains emphasis through a study of the types and advantages of certain planes, but it is offset by the many other aspects of the study. Studied in its entirety it brings in a great deal of geography and science, requires extensive reading and vocabulary gain, stimulates activity, writing, creativeness in poetry, song, and art. It is an exceedingly rich and colorful study and teeming with timeliness and high interest for intermediate grade children. The study can take so many directions that it seems inexhaustible over several grades. Outside of a superficial construction activity in

the first grade, however, it should be saved for the fifth and sixth grades. Other aspects of transportation may be taken up in the fourth such as Trains, Freight, and in the third grade, Boats and Cargo. They may be repeated well in the fifth grade with more intensive studies on Freight and Cargo for the opportunity to concentrate on the geographical aspect. The times, however, impel interest in aeronautics. The extensive interest in the air age now excuses our disregard of grade sequences. Units on Freight and Trains this year have shown no such impetus as the airplane studies have. The only other studies which have seemed to arouse any comparable interest have been the garden and farm studies in the lower grades. During the winter months when we are shut in from the world more or less, we might well turn over attention to the ways of life and contributions of people of other ages and other countries, historical studies, records, etc. In the fall of the year we may well turn our attention to the Preservation and Conservation of Life studies--Food, Shelter, etc.; Safety, Health. In the spring of the year more vital, active studies are needed such as Gardening, Farm, Aviation, Inventions.

The third grade at 5-15 was finishing spelling. The teacher assigned work for the fifth grade teacher to carry on after the physical education period, and went into the fifth grade to teach music. The children thoroughly enjoy singing and their teacher understands music although she is handicapped by not understanding teaching methods.

The sixth grade at 9-15 had written some stories on Robert Fulton in connection with their Boat study. Each one had its own individuality showing independent work. There were several instances of careless copying or correction however, for there still were misspelled words and grammatical errors.

I praised this group for their fine attendance and assistance at the editorial staff meeting. The teacher was delighted that they had really arrived there.

She asked me for help on the organization of a morning meeting in her room. We discussed it and I referred her to the bulletin on it and said that as soon as the group had a little more discussion on it and practice, I would be glad to come to see it and help out.

MAY 14, 1943.....

I went to visit the seventh grade at 5-15. The class

was busy at their desks. Talked with the teacher about music, art, sports, newspaper activities, creative work. This teacher feels that she has no time to develop these children along these lines for there is so much to cover in the three R's before the year closes in order to pass them from sixth grade work into eight that she has to concentrate entirely on them.

Stopped in at the first grade 23-15 again. They were having music. Wanted me to return to see their morning exercises.

The fifth grade at 17-15 was having a spelling test. They were anxious to tell what progress they had made on their room organization.

The sixth grade at 17-15 into which a new teacher has been moved was orderly and occupied beyond recognition. They had just finished cleaning their tables as first step in improving their room appearance in response to a discussion at the teachers' tea. They were discussing the contents of editorials for the newspaper and were preparing to write them. I am glad that this group can have this opportunity to show its real worth under a teacher who understands this grade level.

The Hospital Grade was having a lesson on the vowel "O" in connection with a story about the "Cold Princess". They had drawn pictures of the story and had written sentences and several words with long o, had noticed which children's names contained o, etc. This intrinsic method of teaching phonetics is to be commended. The teacher also is a protege of the Eurythmic school and employed those methods too along with the intrinsic method.

Miss Humpage organized a Mothers' group in her room Friday. About fourteen evacuees were there besides the teacher and myself. Miss Schauland spoke on Children's Food Habits. One of the mothers interpreted. A fine response and interest was shown by those present. Questions about the class were asked and discussed. I believe something worthwhile was begun there. They seemed especially interested in the nursery schools decoration efforts. I sensed a willingness to do likewise in Ironing Room 23.

At the teachers' tea Thursday, the following committee was appointed to arrange for our elementary school picnic:

Miss Humpage
Mrs. Sandridge
Miss Gratch
Mrs. Atwood
Miss Anderson
Mrs. Nielsen

Miss Ingalls gave an evaluation of the editorial staff meeting with special requests and dates decided upon by the committee.

The topic of discussion for the day was the Improvement of the Appearance of the Classrooms. A satisfactory discussion followed with some definite conclusions which were summarized as follows by Misses Lewis, Ingalls, and Shoaf.

will get Sunday

September 18, 1944

TO: Mr. Walther

FROM: Miss Lewis

SUBJECT: REPORT OF MEETING HELD SATURDAY, SEPT. 16, OF SENIOR HIGH ENGLISH-SOCIAL STUDIES TEACHERS TO DISCUSS STUDENT COUNCIL

The problem had been so well defined in the preliminary meeting that we spent little time discussing the problem in our meeting, but much time in trying to find some answers to the problem. We all of us realize that our students feel a lack of security in this situation and feel that they and the school will probably not be here long. For this reason, it is difficult to get them much interested in building up a permanent school spirit and the student council. The constantly shifting teachers' personnel adds to the feeling of insecurity.

The members of the committee felt that if all of the teachers thought the importance of the student council and the necessity for it, that it would be much easier to make the students feel that it was important and worthwhile. Since the committee felt that a complete reorganization of the student council would be necessary before it could function very well, they agreed to this plan. Each core teachers will discuss with his groups the importance and value of a student government. He will also discuss the reasons why ours has not been too successful and ways in which it could be improved. One person will be chosen from each group to attend the organizational meeting for the student council. This meeting will be held on Thursday, September 21, after school. Some of the things which the student council should do immediately according to the thinking of the committee are: (1) revised constitution; (2) set up and hold election; (3) decide on activity tickets; (4) revise plans about clubs being given charters; (5) make up school calendar; (6) plan major school activities; (7) plan club meeting nights; (8) decide how many offices one person can hold.

On this last point, there was much discussion. Do we want to have a few well-trained people or do we want to develop leadership in as many people as possible. The result of the thinking of this group was that we should develop leadership in as many people as possible and that the only way to do it was to make them leaders and to give them responsibility.

It was suggested that a digest of the discussion be made after each student council meeting and handed to both representatives and home room teachers, that better information about the student council could be forthcoming.

At the initial meeting on Thursday, beginning plans are to be made concerning the election. The committee felt that this original group should be a nominating committee as well as having nominations by petition, which has been customary. After Thursday evening's meeting, it will probably be necessary for the same committee to meet to discuss procedures from that point.

Visitation Report

Tuesday, February 23, 1943

The following Schools were visited Tuesday Morning:

20-15	(1st and 4th Grades)
23-15	(1st and 2nd Grades)
21-15	(4th and 5th and 6th)
17-15	(4th, 5th, and 6th)

At 20-15 first grade the children had gone on an excursion.

In the fourth grade I went to see particularly what arrangement the teacher had made with her extra tables. One table could be released for a reading corner if she would use both sides of the table instead of pushing two tables together for a large square table. Four tables are used in this way. The others are set lengthwise with the board. The room is crowded and the children who sit sideways have no writing surface. In a conference I think we might discuss a better arrangement and get the teacher's reasons for her arrangement; then see if we couldn't agree on a more workable arrangement.

At 21-15 the third grade was outside playing. The teacher was not on the ground at that time.

In the fourth grade the children were busy at work on construction. The teacher was checking assignments for activity. All was controlled and organized.

The ^{sixth} fifth grade under a student teacher was planning its play period for outside - Sides and captains were being chosen. The children were well organized and went immediately to their appointed places for play.

The ^{sixth} sixth grade was organized into four groups - one was reciting - the other three well-organized and busily engaged. The room was quiet and orderly - the relationship with their teacher friendly and natural.

At 23-15 the first grade was on the playground. The children are more controlled and attentive to their teacher than at first. The circle of children was very large and bulged over into the road. The grass was too wet to use the green. The difficulty might have been met by dividing the circle into two or more. In this way more children could participate instead of waiting. The children had one ball which was being passed around the circle. The child missing stood in the circle but did nothing more. Considering the waiting and inactivity the group was unusually well-controlled.

At 17-15 the sixth grade was answering arithmetic problems from the board. With the exception of three or four children who were visiting and one girl who burst forth and asked me a question about an irrelevant matter the room was generally well-behaved. One boy previously had refused to work

and was sitting aside from the rest of the room. His teacher complained that he had done nothing all day. I helped him with an English lesson he was working on in the workbook. He appeared not to understand. He looks older. I said we would investigate him further.

The teacher thought the room might go on to seventh grade spelling. I suggested she enrich the sixth grade course with functional spelling in composition, letters, and dictation, with lessons on the dictionary, syllabification, diacritical marks, spelling demons, synonymus, capitalization, etc. I shall help her more with it. I shall suggest the spelling test you mentioned - it should include dictation as well as spelling lists.

The fourth grade was busy and orderly as usual.

The fifth grade was having an oral reading lesson. The teacher wished to ask me some questions. It was necessary for me to talk to one table of boys who were rude in talking noisily. They were inattentive to the teacher's directions, later too.

The teacher read orally to the children as they followed along in the book. At intervals she would stop, the children would fill in the phrase or word. This is a very excellent drill used once in a while in order that the children may hear good expressive reading which conveys understanding and pleasure to an audience. The purpose of such a lesson was not accomplished due to a bad example of reading.

On my rounds last week I found some situations which need correction. In one instance a group of sixth grade children were running up the nursery steps and into the nursery. At this time the nursery children had been induced to assume a very prayerful attitude before enjoying their milk. Their attention was completely distracted by the intrusion. Before the teachers accomplished the thankful song the teacher of the grade hurried in to see if I wished her. Later for the second time during the visit I tried to find her. She was playing hide-and-seek with the children. They were having a good time, but the children who were not playing and not under the surveillance of the teacher were causing trouble in the nursery.

At another building a third grade group playing outside without a teacher were running in and out a sixth grade taught by a student teacher, shouting at her. She was trying forcibly to eject them. They were resisting her and generally annoying her when I took care of the situation. In both instances I explained what they were doing and why it annoyed and had them say what they should do. I told them I would be looking for a good report in the future.

In a second grade reading lesson at 23-15 there was good preparation but help is needed in teaching for comprehension. The room still is quite noisy which prevents

children in the class which is reciting from hearing. The children in group III were called to order for reading from pre-primers. A chart was hung up and the class asked to read it line by line - first line, second line, etc. They read word by word, pondering over the abstract words like The, sometimes at the beginning of the sentence but not attempting to go farther to get the thought of the sentence and discover the words from context. Sometimes the teacher exposed only the first word, then the second word, the third, etc. through the sentence.

I would hesitate to make the suggestions yet which might prevent the harm done by this word by word type of reading until after a conference with the teacher about beginning methods in reading, but for this particular lesson it would have seemed better to assemble the class, discuss the story from the pictures or from a previous presentation to focus the class' attention on the thought of the lesson, then present the chart in some manner which would present the sentences as thought units. For example, ask a question about the first line which would have to bring forth an answer much like the first sentence. The teacher could repeat the answer of the child but use the words in the first sentence, drawing her hand under it. Later drill could be given by asking the children to find sentences the teacher calls for on the chart, then parts of the sentence, separate words, etc. Finally the children read the whole chart.

If phrase or sentence cards have been made the children can match them with the chart, then read their sentence, then play guessing games with them, etc.

Now they are ready to try to read their story from the book. If enough of this preventive type of reading is done there will be little need later for remedial reading.

Friday, February 26

I visited 3-15, 5-15, 9-15.

Two classes at 3-15 were having music. The teachers' voices were true, light, and soprano. Their techniques were good. Miss Hooper's group reflected her enthusiasm and enjoyment. Part of the lesson was appreciation, part drill. I shall check with Mrs. Nielsen to see if she is requiring uniform techniques in some aspects of the lessons - for instance singing with the children, etc.

Miss Anderson's group was attentive. She was using interesting drills for tone placement and correction of monotones.

At 5-15 two classes were at 1-14 practicing a dance. The sixth grade was playing outside - the girls in the fire break, the boys in the block playground. All was well-organized. The children were all actively participating and agreeable. The teacher was not on the playground but she explained that she kept an eye on them and she thought it good for the children to be trusted occasionally on their own responsibility to see if her

Two excellent
teachers.
C.L.B.

Lewis

organization carried over. I suggested that she make sure however that she manage in such a way that she safeguarded herself against criticism.

McFarland
Visited at 9-15 Friday A.M., February 26. The class was having what the teacher called a free unsupervised drawing period. The drawings were collected to be sorted out later. No evaluation was made with the class. The class was informal - modified talking going on during the period. The teacher's quiet direction to collect the work and get ready for play at the end of the class was responded to fairly readily.

No preparation was made for the play period. The class was dismissed in an orderly way table by table. Another errand prevented my staying to see the success of the play period.

The church material in this building could be piled up better out of the teacher's way. It takes out so much of her ~~fewer~~ space. She also would like to have her folding chairs replaced with straight chairs, and her tables cut down to the size of the children.

March 1 at 30-15 to visit Miss Humpage who was substituting her first day in the fourth grade. The class was responding to her well. They were writing letters to their teacher who was ill. Later they sang some of their songs for me. This group thoroughly enjoys music and sings exceptionally well. Miss Humpage shows much aptitude for music. I hope that we can use her to assist in that capacity - in rhythms etc.

King
The fifth grade was busily engaged. The low group was having reading. They lack power in reading vocabulary but many concepts were developed by the teacher in conducting a friendly informal conversation about the lesson even though the reading was progressing so haltingly. Time probably was an element at that stage of the afternoon but I think I would have clinched some of the reading vocabulary covered as well as the concepts. For seat-work there could have been recall of new important words developed such as huge, bungalow, palace, etc. During the recess period the teacher spoke of the class' low reading power and said she had been working with the five children separately during recess period but that when she did that she could not be on the playground. I said it was not advisable because the children also would miss the advantage of playing with others, and that time ought to be allotted to them too in school. The lesson could be shorter but intensified. I suggested types of vocabulary development at that age - alphabetical file boxes, dictionary booklets, etc. to be used later as basis for seat-work, word analysis, spelling, phonics drill, etc. This is a group of children which should have all of these subjects correlated and growing out of its reading lesson instead of burdened with formal spelling, etc. with the rest of the group.

Supervisory Visitations

March 4---

Visits were made to 30-15, 31-15, 32-15, and 20-15. At 31-15 first grade Miss Humpage was substituting for the teacher. The group is very large. The children reflect the effervescence of their own teacher. Miss Humpage has a quiet definite manner. The children were grouped according to previous groupings, and busily engaged although quite noisy. I shall return later to see if this is usual with their own teacher now that they are separated from the neighboring rooms. Two boys had had to be isolated from the group. The substitute spoke of the liveliness of the group and the noise.

The room is studying the home and the community judging from the appearance of the room. There was evidence about the room of rather too adult ideas. I may not understand the basis for them, however.

At 32-15 the second grade was having a number drill. It had been well planned and prepared. Cards with the same answers had been distributed to two sides of the room. The teacher wrote an addition problem on the board. The child who had the answer on his card raised his card. The side of the room responding first received a point. I suggested the teacher place the answer under each problem ($7+2$) before she erased it ($7+2=9$), so that the child would get the complete visual concept. Scores were kept with a tally ~~llll~~. When the teacher drew the cross mark the children clamored to know which side had won. They thought the cross bar meant the game was over. She went on without realizing why - an easy oversight. We explained it to the children.

The room was very inattentive. I had the children all turn their chairs to face the board, put away all crayons, pencils, books and playthings, and reminded those who conversed to watch and listen, also to be good losers. The room was quiet and attentive before the class closed. Mrs. Nielsen came in so I left. I am requesting a conference with the teacher.

The following comments will be used to help her analyze her own problem and suggest her own solution.

1. By this time you probably have run into problems which you might like to discuss.
2. What type of control has been used in the practice schools where you trained?
3. What type do you like?
4. What methods do you use for control.
5. Do you sense a different situation here or do the children seem like the general run?
6. What method have you found best here?
7. Do you seem to have individualists in your group, or is the attitude toward control and attention more or less general in the room?

8. How can attentiveness be gained?
 9. And so one, carrying on an easy conversation until certain definite conclusions can be arrived at and suggestions made.
-

At 30-15 the fourth grade was just going out for recess. After they were on the ground the group assembled near the building to decide on the game, sides, etc. A relay "Get the Bacon" was chosen. It was well played and the participation satisfactory. The children returned to the room in an orderly fashion and began a spelling lesson. The words were recited in concert. No check was made to see if individual children knew the words. The children set to studying the words in the seatwork book, and filling blanks with the appropriate spelling word. The teacher pronounced the words as a test, then the children checked their own with the book, a child tabulated the results on a chart on the wall as the children read their marks to her. One boy who sits at an isolated table caused more or less disturbance. He seemed unhappy about his work. On the way out I stopped to ask if I could help him. He said he didn't know which words to use. I had him try them for me. He knew but a few. His age is 12-8.

I shall talk to his teacher about him in conference. Also think that the concert work might be discussed. I had gone to see social studies but she says that she has them in the afternoon. I do not find plans and not always programs in all of the rooms. This teacher holds her children well but uses methods which border on sarcasm "Sit down", "I told you that", "John, what did I tell you", "Don't do that", "Why don't you stay in your place?", "Don't ask so many questions." She seems to get satisfactory results however, outwardly, as far as control go. I have tried to figure out what serves as balance. She has a very small room now - only about twenty-seven pupils - the other fourth grades have thirty-seven or more.

At 20-15 the fourth grade were beginning reading exercises. The teacher assigned well the seatwork for the reading exercise. It was an exercise which should be used seldom, or only as a "fill in". It required the children to select the part of the story they liked best and illustrate it. Some children were not impelled to go at it with much purpose. They asked various questions probably trying to find out which part was most interesting.

I have asked this teacher, a young one, to come for a conference. Questions prepared for the conference in considering her needs will be somewhat as follows:

1. You gave such fine definite directions for your reading comprehension lesson your children seemed to understand easily what they had to do. How did the lesson turn out?
2. If some had difficulty what do you think was the cause?
3. What is your idea on control?
4. Has sarcasm any place in the classroom? Can most control be brought about through appealing to the group or must it be individual?
5. Are you carrying on the California unit? Or a new one? If so from what angle?

Manzanar, Calif.
March 8, 1943.

CONFIDENTIAL!

REPORT TO MR. SIMPSON, MISS HOSFORD
CONCERNING: ELEMENTARY MUSIC
FROM: Mrs. Nielsen

Having "made the rounds" of all the grades in all the buildings twice, certain commendations and suggestions from me seem to be in order.

- 5-15. Miss Lewis is beginning three-part singing with her group. (Meaning that the voices have been tested--and arranged according to ability) The note reading program is involved in singing part songs. Her class is attentive and likes music. Mrs. Sandridge is teaching her own third grade music and also the fifth grade (Dales). The fifth grade is singing a part song for the pageant. She has a problem of many low voices in the grade, but her own enthusiasm and ability "carry" them along. Her third grade group is beginning note reading for the first time--and is also a group with a number of low voices. Her groups are quite "difficult", yet doing average work.
- 3-15 Miss Fairman's grade is a small grade, doing excellent work in music. The few low voices are coming up--and they sing some thirty songs. Miss Ishida in the second grade is cooperative and tries, but needs help in lesson planning, handling children etc. She plays some piano, so has a taste for music and likes it. Her group reflects her own spirit. Miss Watanabe--Hooper. This is a good grade with many good voices and "ears". Miss Watanabe started them out well, and Miss Hooper will do an outstanding piece of work with them.
- 9-15 Miss Mc Farland has a very difficult job as her grade is divided into thirds. One group --girls--are the sopranos (and not a good leader in the lot), the second group are the boy-altos, and the third group are basses or monotones or husky, changing voices. This means that no songs sound well. However, there is an excellent leader in the basses so her part-work is at least beginning. She has a piano in her room, but can't play it. Her manner is pleasant, the children seem to enjoy their music---and she is trying hard.
- 17-15 Miss Bailey is pleasant, cooperative and doing her best. Not too skilled in singing or music in general--but faithfully attending all the music sessions with me. Her grade is quiet and attentive and pleasant to know through the medium of a music lesson. Miss Cox is also "worried" about her music, yet doing well under the circumstances. Her group sing under pitch which indicates that the group singing is either chronically Flat, or that the teacher does not observe the flattening and check it at its inception. (Possibly the latter). This grade shows much improvement. Mrs. Mc Gavern has a discipline problem which, combined with bad attitudes makes a pleasant music lesson out of the question. The class "enjoys" singing what they wish as they wish---but the grade music as a whole is bad. Mrs. Mc Gavern is a pleasant person and has attended music classes in an effort to cope with the situation. I question whether one is able to learn to handle children--learn to teach and learn music all at once. The grade itself needs a strong teacher. Musically the group has some talent, but it is bogged down in difficulties, including changing and changed voices.
- 23-15 Miss Beckwith is doing quite well with her group. They enjoy singing. She, herself, is "jumpy" so the class is excitable, but her group has shown marked improvement. They know quite a number of songs. Miss Thomas has a number of lovely things planned for her group. They are making music notebooks. She has songs written out with colored notes around the room. The group like music, but has to yet recover from a too-large group and noisy surroundings.situation.

- 21-15. Student Teachers in this room--doing quite well. The grade has music talent and should be able to do good work. Ferguson-Harrison. This grade is "sweet" musically. Good tones, good attitudes, and all's well with the world. Miss Harrison is a little worried about her own ability and the ability to teach music--but she seems to be a good teacher. It usually turns out that the good teacher will do a better job musically than the good musician who may not be such a good teacher. Miss Ingalls is very strong musically. Her group will probably do some of our best work. Miss Nakamura is a very superior person. Her group sang some three part songs and seem to enjoy their music. Miss Dombrowski is new to me.
- 31-15 Miss Beekman tells me frankly that she simply does not have time to teach music as she has six reading groups. She walked out of the room the first time I went out to her building, leaving me with the class. I let it pass, and waited to see what would happen. She has presented me with two original songs from her group which are excellent, but I have not seen her work. Her pupils enjoyed the songs I sang to them and should have music in their lives. Miss Atwood is more of the same. She, herself, could do with a copy of "Emily Post" or such. She seems to be insecure--especially toward music. She does not have time to teach music. She absolutely refused to teach a lesson for me with the statement that "I was the music teacher". I endeavored to let the fire burn itself out--and last week she welcomed me and we (the class and Mrs. N.) had a good music lesson. She has a good grade, musically and could have some fine singing to enrich the lives of the children.
- 20-15 Miss Shoat is just getting started. I tested voices and helped her arrange her class. She has not had a chance to teach for me. Miss Job has a good group and will have some good singing.
- 32-15 Miss Harding has an attentive quiet class. They could have more enthusiasm, yet their big problem is to begin note reading, so her quiet careful manner with them is just what such a program requires. This group should have an opportunity to sing with a piano occasionally as the singing is not fluent. Miss Backhoff seems to have a control problem as yet. She has a pleasant, quiet manner, good voice (speaking) but needs more "listening" from the pupils. She has good ideas and enthusiasm.
- 30-15 Mrs. Kincaid teaches her own grade music and also Miss Jones' grade. She uses the piano sometimes with the grades and they sing with enthusiasm, good tone, and true.

I was not satisfied with the schedule I had outlined as the Kindergarten groups and Nursery groups were the irregularities. Miss Shauland suggested that since her girls were to have classes in the afternoons, perhaps our Music Class (MON. 2:00-3:30) could meet some other time. The Student Teachers group was another problem. They started to come to the Methods class on Thursday, and then many of them felt the longer class on Monday gave them more, so those who could, came on Monday. Then too, the regular teachers had problems different from those of the student teachers. All the Japanese girls seem to need so much music work as their backgrounds are weak musically. Some of the grade teachers are interested in music fundamentals as different from help in their grade work. I talked with Miss Shauland, then Miss Fairman, then Mr. Simpson (to see if 1-14 would be available to me on Sat. A.M., 10:00-11:30) in the hopes that we could combine the music fundamentals people into one class, an hour and a half long--which would go into Methods, after some intensive drill on ABC's of music. And to accommodate the regular teachers, the alternate Primary and Intermediate groups would still meet on Monday. This makes the Fundamentals class available to more persons, continues the teachers' groups and allows the Kindergarten teachers to attend the Primary meeting and the other if they wish.

After trying to work out the schedule, (my own piece of art) of music visits, I find need for more office time. Talking with Miss Gratch she seemed to think that since the Kg. teachers would be included in the Monday teachers' meetings, and the Sat. class if they wish, that a visit to the Kindergartens could be more flexible (it was anyway, as the car situation made me skip the Kg. groups occasionally). My recommendation is to not schedule the Kg. groups on my own schedule, but for me to work with Miss Gratch and attempt to visit each group once a month--and a particular teacher more often if necessary.

The Baton Twirlers (High School) are anxious to continue---and such a group would have to meet after school. This group could be used with the band so would fall to me, personally, to supervise.

There is a big need for a place with piano to which the grade teachers can bring their students for an occasional music lesson, rhythm lesson or listening lesson. An accompanist for the grade groups is also necessary as many of the grade teachers do not play. 1-14, with an accompanist, -- (or some similar set-up) would solve the situation and I could work out a schedule for the grades, or the teacher could schedule the room directly thru the Elem. office. (This is during school time.)

My night classes are three big ones. GLEE CLUB on Monday,
BAND Thursday,
ORCHESTRA Friday.

I do not attempt to get out in the morning before nine o'clock--(which allows me to vocalize at home for a while--an half hour usually).

Monday is Office Day, except for the teachers' meetings, 3:45 P.M.
Friday afternoon (part of it) is Going to Town for Groceries Day.