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## BEING A "DEFINITION OF TERMS" FOR CORE-CURRICULUM TEACHERS

## What are the Core Studies?

Core studies are not new in education. They are the general, the central, the basic subjects around which a whole curriculum is built--they are the required subjects of a curriculum.

Of late (particularly during the past ten years) many school systems have made heroic attempts to reconstruct their curricula in terms of the problems and needs of young people and people of particular communities. Because English and the Social studies have usually been required subjects, the major responsibility for helping young people study their real problems has fallen on English and social studies teachers.

There are a number of factors which have operated in this so-called integration movement in modern education. These will be studied in the course of the year. Superficially the core-curriculum appears to be a combination of English and the social studies, with perhaps some contribution from the fields of science and mathematics. Basically, it is this and much more.

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## How May You Organize Your Work in Terms of the Core-Curriculum Idea and Ideal?

You will give your pupils an opportunity to help in planning the program. The teacher and students will suggest problems and topics of special interest to them. There will be discussion around these suggestions. Perhaps a small committee will work with the teacher in summarizing and organizing these suggestions under various main headings or units of work. The program of the year will call for much talking, writing, and reading; for excursions; for special researches, and the like. This will be the beginning of a core-curriculum at Poston.

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## What Is A Unit?

A unit of work, as it applies to the core-curriculum, may be thought of as a broad segment of pupil-teacher activity in which is made an exhaustive study of some experiences (or single experience) which are common to all youth, which are closely allied to the life interests of the community in which they live, and which will develop attitudes, abilities, and skills commensurate with the pupils' capacities for accomplishment.

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## What Are Some Suggested Units for the Year?

(This "graded" list is purposely merely suggestive; it is neither exhaustive nor dogmatic, and the order of listing is arbitrary. More units of work than could reasonably be covered by one class in one year are included.)

## For Grades 7 and 8 (Broad Concept: The Democratic Community)

1. Why Poston?
2. What Poston?
3. After Poston, what?
4. The School as a Society.
5. Youth and American Culture.
6. The Changing Family
7. Safety at Home and in School.
8. Geography of the Pacific.
9. Recreation and the Use of Leisure.
10. Organized Groups and the Education of Youth.

## Grades 9 and 10 (Broad Concept: Human Development and Civic Participation)

1. Why Poston?
2. What Poston?
3. After Poston, what?
4. The Social Function of Education.



5. The Rural to Urban Migrations.
6. The Health and Vitality of the American People.
7. Fundamental Occupations.
8. The Changing State.
9. Welfare Levels and Social Mobility.
10. The Formation of Opinion.
11. The Americas and the Pacific.
12. Treatment of Minority Groups.

Grades 11 and 12 (Broad Concept: Community, Region, Nation, and World)

1. Why Poston?
2. What Poston?
3. After Poston, what?
4. The American Democratic Faith.
5. The American Resource Pattern.
6. The Dynamics of Social Change.
7. The Regional Concept.
8. Science and Technology in America.
9. Propaganda and the Consumer.
10. Vocational Choices and Guidance.
11. The Foreign Policy of the United States.
12. Foreign Policies of Nations Interested in the Pacific.
13. An Empire of Nations?

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How is a Unit Constructed?

Briefly, a unit of work builds on seven steps: decision (growing out of pupil-teacher recognition of the value of a unit for study); pre-test (to ascertain what knowledge students have regarding a selected topic); formation of aims, activities, and methods (based on results of pre-test); collection of data (through activities); articulation, corretation, and integration of data (with fields of knowledge within the general and selective educational realms); cumulative expression (through programs, reports, dramatizations, etc.); and evaluation (in the light of attitudes, abilities, and skills demonstrated in performance).

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How Does a Unit Look as it Takes Form?

Propaganda and the Consumer  
(The skeletal form of a model unit of work)

- (I. Introduction  
Step one: ( A. Definition of "propaganda and consumer"  
( B. Types of propaganda---good and bad  
Step two: II. Pre-test  
Step three: III. What we should know about propaganda  
(IV. Media for dispensing propaganda  
( A. Personal contacts--conversation, talks, lectures  
( B. Mailed letters and circulars  
( C. Magazines and newspapers  
( D. Billboards and show windows  
Steps four and five: ( E. Movies  
( F. Radio  
(V. Problems which face every consumer  
(VI. Things which affect the prices the consumer pays  
(VII. Aids to consumer  
(VIII. Vocabulary  
(IX. Bibilography  
Step six: (X. General and specific findings regarding propaganda  
( A. Propaganda in general  
( B. Propaganda and its local application--its acceptance or rejection.  
Step seven: XI. Mastery test or evaluation of accomplishment  
(Acknowledgment: The general idea for this outline was obtained from The Core Studies Teachers' Guide, Vol. II; McKinley High School; Honolulu, Hawaii; May 1941)

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How Much Student and How Much Teacher Activity?



(Continued -3-)

Step one draws on both students' and teacher's experiences.  
Step two is primarily a teacher's step.  
Step three is a students-teacher undertaking.  
Step four and five are co-operative activities.  
Step six is a co-operative step.  
Step seven is primarily a teacher activity, unless the evaluation takes the form of a seminar, forum, classroom "radio broadcast," or the like.

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(Subsequent bulletins will develop further the plan of core-curriculum unit teaching. Tentative plans call for A Unit in Progress to follow this bulletin.)



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BULLETIN II TO CORE STUDIES TEACHERS

Being Some "Teacher Helps" for the Teaching of Literature,  
Since Such Helps are Not Now Obtainable from the Publishers

Why Are the Literature and Life Books Being Used?

The series contains a wealth of material in a carefully planned course, so arranged as to initiate students into an appreciation of the relationship between life and their reading, and stressing the "pioneer" conception. That boys and girls grow by what they do is the concept developed in the series. Volumes have recently been revised in the light of suggestions from thousands of teachers who have led their pupils toward happy and efficient social living.

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What Is The Plan of the Series?

Book I (9th grade) is planned to fit the interests of young adolescents--adventure, the spirit in which contemporary life is conducted, and the world of science and invention; Book II (10th grade) increases the student's power of interpreting both the books he reads and the experiences of everyday existence--exploration of the physical, scientific, and social worlds that condition his activities, and the secrets of temperament and character; Book III (11th grade) introduces and interprets American literature as a key to our traditions and ideals--a comprehension of the changing conditions under which the American people have lived and the distinguishing contribution of each period to the culture and ideals of today; and Book IV (12th grade) sets forth and interprets the distinguishing characteristics of each period of English literature--the significant aspects of our existence as they have been handed down from generation to generation.

The series provides a continuous, organic, unified, cumulative study of literature well adapted to the unfolding abilities, interests, and needs of secondary school pupils. Provision is made for variations in teachers' preferences and pupils' aptitudes. The student is given an effective introduction into the world of books and learns both how to enjoy reading and how to find in literature an interpretation of life. Selections are keyed as hard, medium, and easy.

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What About College Entrance Requirements?

The Literature and Life books offer adequate preparation for college entrance. Formerly, the examinations set by the College Entrance Board (431 West 117th Street, New York) offered a choice of two plans: the Restrictive Examination, which was limited to a short list of texts to be studied intensively, and the Comprehensive Plan, which indicated acceptable lines of literary study by tabulating a large number of titles indicative of the kind and extent of reading to be done. A few years ago the Restrictive Plan fell into disfavor and was abandoned. The examinations now conform largely to the doctrine that a student's competence should be judged, not by his knowledge of any particular book, but by his ability to interpret literature. The College Board examinations are now tests of power, not of specific knowledge.

Copies of the College Entrance Examination Board's Bulletin of Information have been requested for each core-curriculum teacher. Pupils interested in the specific entrance requirements in the English field at specific colleges should write letters requesting detailed information. (Incidentally, this is an excellent individualized exercise in Business Correspondence; some classes have already written letters requesting information on most everything from Agriculture to Zoology, and replies are being received daily. As catalogues are received, changes to satisfy respective college requirements will have to be made to satisfy individual student needs.

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What Are the General Suggestions Regarding Procedure?

1. Keep the plan of the series in mind. (Each classroom will be supplied with enough copies to provide for an entire class--35 to 40 copies--as well as with at least one copy of the other three books in the series. None of these books are to be taken from the classroom.)



2. Build your own course. (The interests of one class or one teacher differ from those of another; and, since each volume contains more material than can possibly be assigned for intensive study in one year, choice must be made. Distinguish between selections which call for detailed study and those which should be read rapidly.)

3. Arouse interest in the book to be used. (If lively curiosity is aroused about the writers as individuals, their literary contributions are bound to be more exciting fare. The lives of some of the authors, as well as some of their works, have been the inspirations for movies, plays, and the like.)

4. Keep the unit plan before the student. (Most of the material in the Literature and Life books is capable of ready integration with the core-curriculum units of work. An occasional unit on great literary contributions to the world is not amiss.)

5. Keep in mind the importance of background. (A full-freighted piece of literature often provides excellent background for a unit of work which, at first thought, may seem far removed from it.)

6. Fit the assignments to the class. (What literature is to be studied? How is it to be studied? Why is it to be studied?)

7. Watch the student's achievement. (With half of a two-hour core studies period devoted by pupils, from time to time, to study, a teacher should be able to give some time to individual instruction.)

8. Keep the final goal in view. (Literature has accomplished a worthy task when it has helped students to assimilate fundamental attitudes, progressive beliefs, humanitarian beliefs and sympathies, and that kind of humor which arises from a sense of proportion.)

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#### What Types of Literature Should be Perused?

It is not particularly desirable that literature should be taught by types, but it is desirable for a student to recognize types, which fall roughly into the following classifications: prose fiction (the short story and the novel); biography and other forms of prose (biography and autobiography, informative article, personal essay, letters, and addresses); drama and poetry.

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#### What Are the Suggested "Minimum" Requirements?

(This material is suggested primarily for the purpose of meeting college entrance requirements. It is not all-inclusive. In the teacher's process of articulating and integrating the general education subjects within the core-curriculum, it is naturally expected that many more selections of varying lengths and content will be read during a year's program.)

##### Book I (9th grade):

1. Treasure Island by Robert Louis Stevenson
2. Julius Caesar by William Shakespeare

##### Book II (10th grade):

1. Silas Marner by George Eliot
  2. She Stoops to Conquer by Oliver Goldsmith
- or
- As You Like It by William Shakespeare

##### Book III (11th grade):

- (The Ambitious Guest by Nathaniel Hawthorne)
- (Feathertop by Nathaniel Hawthorne)
- (The Cask of Amontillado by Edgar Allan Poe)
1. (The Fall of the House of Usher by Edgar Allen Poe)
- (A Frightful Discovery (from Typee) by Herman Melville)
- (The Turn Out by Augustus B. Longstreet)
- (The Defense of the Blockhouse by William Gilmore Simms)

- ( "Clothes Make the Man" (from Seventeen) by Booth Tarkington)
- ( "The Stone Lips" (from Death Comes for the Archbishop) by Willa Cather)
2. (The Hack Driver by Sinclair Lewis)
- ( "The Passing of a Hero" (from Barren Ground) by Ellen Glasgow)
- (On the Mountain-Side by Elizabeth Madox Roberts)



Book IV (12th grade):

- (The Prologue to The Canterbury Tales (selections)  
( by Geoffrey Chaucer  
(The Pardoner's Tale by Geoffrey Chaucer  
1. (L'Allegro by John Milton  
(Il Penseroso by John Milton  
(On His Blindness by John Milton  
(The Pilgrim's Progress (Selections) by John Bunyan  
2. Macbeth by William Shakespeare



54 BULLETIN III TO CORE STUDIES TEACHERS 5

Being a Supplement to Bulletin I, "A Definition of Terms," and Bulletin II, "Some 'Teacher Helps' for the Teaching of Literature."

What of the Broad Scope and Sequences of Our Core Studies Program?

When (in order to prevent the wasting of time and effort on experiences not suitable to the particular age of pupils for whom they are intended) one considers the maturation levels of children and youth, it becomes increasingly evident that the scope and sequence of our core studies program here at Poston must be so delimited as to acquaint students with the "major clusters of social functions" within the community (administration, placement and labor relations, community enterprises, maintenance and operation, community services, public works, production, transportation, communication, and supply) and the American cultural co-ordinates (satisfying of human needs, human design and control, production, use of leisure, and technological change). The abilities, interests, and maturity of pupils should serve as bases for this delimitation, even, perhaps, to the extent of building our program on the "grade-level" concept.

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How Shall the "Grade-Level" Concept be Interpreted?

The Stanford Syllabus, Proposed Curriculum Procedures for Japanese Relocation Centers (Summer, 1942) suggests for:

Seventh Grade: Centering of activities about the community as an organization set up by man to supply needs common to all members of the community.

Eighth Grade: Focusing experiences on democracy as an invention of people to satisfy their need for ordering of group affairs by group consent.

Ninth Grade: Supplying the chronological concept of human development toward the emergence of democratic institutions.

Tenth Grade: Considering the individual as part of the social organization -- his problems as an economic producer and consumer, his social-civic obligations, his personal, recreational, and health needs.

Eleventh Grade: Focusing all previous learning on the problem of improving living conditions in the immediate environment and the region.

Twelfth Grade: Improving of human arrangements to make better use of scientific techniques in producing desirable social living within the nation and the world.

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What Are the Suggested "Grade-Level" Units?

Grade Seven and Grade Eight (Until such time as our school plant in Poston I is centered in one block, it seems expedient (since departmentalization cannot now be efficiently effected (on these grade levels) that no "grade-level" units be listed, and that teachers be guided in their presentation of learning materials by the broad statements on the "Grade-Level" Concept as set forth in the Stanford Syllabus and mentioned in this bulletin. It is hoped and anticipated that departmentalization on the seventh and eighth grade levels will be effected by the beginning of the second semester of this school year.

Grade Nine

1. The Democratic Functions of Poston's Public Schools.
2. Individual and Group Struggles for Survival.
  - Man's Basic Needs.
    - Food, and the Emergence of Agricultural Enterprise.
    - Clothing, and the Development of Machines and Manufacturing.
    - Shelter, and the Camp, Community, and City.
    - The Benefits and Problems Which Inventions Bring.



3. Communication and Transportation.  
Language, Periodicals, Books, Movies, the Telephone  
and the Radio.  
Waterways and Ships, Roadways, Highways, and Automobiles  
and Railways.
4. Public Utilities.  
Land Utilization, Irrigation, Waterworks, and Sewage  
Disposal.
5. Production and Distribution.  
Private Businesses.  
Community Co-operatives.
6. Growth and Survival of Efficient Forms of Government.  
Human Rights.  
Wages, Hours, and Working Conditions.

Grade Ten:

1. Individual and Group Planning for Successful Living in Poston.
2. The Home and the Family.  
The Family Relationship.  
Manners and Etiquette.  
How to Spend Money.  
Wise Use of Leisure Time.  
Health (Diet, Sleep, Exercise).  
Vocational Choice.  
Development of Personality.  
Present Out-of-School Work.
3. Propaganda and Consumer Education.
4. Classroom Study of a Classic for Understanding and Apprecia-  
tion of Fine Literature.
5. Functional Grammar.
6. The Rise of the Common Man.

Grade Eleven:

1. Poston: What Does It Offer?
2. The Great Southwest.
3. This Changing World.
4. Comparative Migrations.
5. Approaches to Right Living.  
Student Self-Government Procedures.  
Manners for Moderns.  
Vocational Guidance.  
How to Study.  
Transmission of Proven Cultures.  
First Aid.  
Our Concept of Government.
6. Health, Industry and the Community.
7. The World Today.

Grade Twelve:

1. Poston: Where, Why, from Whence to What?
2. American Political Ideals.
3. Resource Patterns.
4. Science, Technology, and Changing Social Patterns in America.  
Material Progress.  
Inventions.  
Capital and Labor.  
Propaganda Analysis and the Consumer.  
Social Transitions.  
Housing.  
The Regional Concept.
5. Youth and the Post-War Period.
6. Backgrounds of the War.

\* \* \* \* \*

Have Teachers' Wishes Been Considered in Devising the "Grade-Level"  
Lists of Units?

Though some revisions have been made (in the interest of main-  
taining the desired scope and sequence of our core studies program)  
in the lists of units submitted by teachers, the subject matter re-  
mains substantially the same, and no teacher should feel hampered as  
to methods of approach, presentation, and evaluation.



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### To What Extent Is Flexibility Possible in the "Grade-Level" Set-Up?

For the sake of illustrating the possibility for flexibility, in the lists of suggested units at least one unit at each grade level is expanded to show sub-units. For example, in the Grade Ten list the unit on The Home and the Family sets forth several sub-units. Depending upon pupil needs, desires, and interests, a teacher may begin the unit with any one, or combination, of the sub-units, keeping constantly in mind, however, the broader view of the all-inclusive unit and constantly directing pupil thought and activity toward the greater final goal. Any unit may be approached in a similar manner, the appropriate sub-head being used for leading into the work of the larger unit.

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### To What Extent Should Literature Be Integrated?

The selections suggested in Bulletin II as minimum requirements for any students interested in the College Entrance Examination Board tests may be interpreted in the light of the latest Bulletin of Information from the board: "The achievement test in English composition is designed to measure the candidate's power to express ideas clearly and to organize them in coherent form. This power is normally developed in schools not only by practice in writing but also by the regular study of literature". In interpreting this statement, core studies teachers would do well, in the process of integrating literature and the social studies, to avoid being bound too rigidly by the list of classics set forth in Bulletin II.

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Being Some Suggestions Which May Prove Helpful in Integrating English Language and the Social Studies.

(These suggestions are based on observations made during visits to core studies classes in Camps I, II, and III.)

What of English Language through Literature?

The most encouraging word we have had regarding our Literature and Life series came in a letter received recently by Mr. Wade Head, Project Director, from Scott, Foresman, and Co. The publishers reported that our orders had been received, but Books Three and Four (for use in the junior and senior years) were being revised and would be published in February. It seems reasonable to expect that the other books in the series will be arriving shortly. Until the time of their arrival, it seems expedient to attempt little in the nature of a study of literature except current literature through the magazines available in the classrooms, school libraries, and public libraries. However, the school libraries are now in possession of some blocks of books, largely discarded from other school systems, and, if a teacher is able to secure a sufficient number of copies of any one classic to provide for a class' needs, there is no reason why the classic should not be studied (provided the subject matter is not above the mental maturity of the students concerned). It is rather futile to attempt to teach a classic when the only copy available must remain in the hands of the teacher.

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What Use Is Being Made of Available Materials?

Teacher A: In one ninth grade core class a successful bit of teaching of outlining was being done by Teacher A, who based the approach on a scrap of information obtained from one copy of a publisher's advertising pamphlet distributed to core studies teachers during the workshop week. Because the approach to outlining, as set forth in the pamphlet, was somewhat unique, the students were enthusiastic about the exercise and were learning to outline.

Teacher B: In an eleventh grade core studies class where a unit of work on Arizona had been undertaken, there were some excellent full-content outlines of the History of Arizona in students' notebooks. Each notebook also contained a theme of medium length on some phase of the history, industries, natural resources, or natural beauties of Arizona. A great deal of the material for the work of the unit was obtained from tourist folders procured through the school library. Teacher B, in evaluating the worth of the unit, was sending pupils to other core classes to give short talks on what the study of Arizona had disclosed to them.

Teacher C: In a tenth grade class, the problem of functional grammar was being solved by Teacher C who used the short story as the motivating force. Students were writing short stories about the life in Poston, which would later be read aloud to the class, and elements of good grammar were to be stressed at that time.

Teacher D: A senior core teacher was using students' oral reports (1641)



on current magazine articles as a basis for a later exercise in grammar, the phases of grammar to be studied to be determined by the frequency of individual errors made by students during their reports. As each student finished his report, Teacher D praised him for what he had done satisfactorily, and made one "blanket" criticism regarding the student's major problem in oral delivery.

Teacher E: Teacher E, having invited Dr. E. H. Spicer to talk to an eleventh grade class on the "Early History of Arizona" as an introduction to the unit of work on Arizona, requested that each student "report" the speech. Grammar drill is being successfully incorporated with the unit pupil activities as the reports are given. This plan seems especially worthy, as functional grammar is being refined while the interest in unit subject matter is uppermost in the minds of the students.

Teacher F: A tenth grade teacher, studying "Julius Caesar" with the students, has found that the dramatization of scenes from the play is making for more adequate oral expression, the development of positive personalities, and the acquiring of poise, on the part of her students. The idea of competition between small groups in the dramatization of the same scenes helps to arouse active, profitable pupil participation.

Teacher G: One eleventh grade core class committee writes, edits, and presents to the entire group on occasional issue of a class "newspaper". This activity is stimulating; the idea of "knowing what has happened or is about to happen before the 'general public' gets the news", appeals to students, and, when "staff members" realize that their individual stories will not "make the paper" if they are not correctly written, there is a definite effort toward better written expression. Inasmuch as we anticipate school newspapers in all three camps, Teacher G's class activity is laying a valuable foundation for the undertaking. Journalism, as such, however, should not be taught by one who has not had journalistic training or experience.

Teacher H: Beginning with a word game, Teacher H succeeded in developing such interest on the part of a ninth grade class in the use of the dictionary that a fine exercise in both oral and written expression emerged, each student eventually presenting a report on the etymology, original meaning, current meaning and other interesting details of one word (from the list of several hundred built up by the games) which intrigued him. Class discussion, wherein students told stories which the reports called to mind, was a superior example of core study (general education) activity.

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#### What Conclusions Were Drawn from the Classroom Visitations?

There are approximately seventy core studies teachers (grades 7 to 12) in the three camps. It is impossible for either the head of the Department of Social Studies or the head of the Department of English to make frequent classroom visitations since other duties draw heavily on their time, one being principal of the high school in Camp I, and the other being occupied with a regular core studies class, corrective speech work for several students, and frequent substitute duty; hence, these monthly bulletins.

It seems advisable that in all three camps the various groups of  
(1642)



grade level teachers, under their own chairmen, plan frequent meetings and profit by a discussion of mutual problems.

The classroom visitations disclosed that core teachers are doing exceptionally fine work, considering the dearth of materials. This bulletin of necessity mentions only a few of the interesting activities which are being undertaken; but it seems reasonable to expect that even better results can be obtained by frequent group-level meetings for discussion of problems.

An over-all view of the situation indicates that, in the integrating of English and the social studies, we should avoid the formalization of language instruction, making, rather, all language study function in the life of the pupil. English language study should begin with the actual needs of pupils as revealed by their own speech and writing, the pupil at no time losing sight of the close relationship between his own communication needs and the learning experiences through which he grows in language power.

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#### What Phases Should Be Considered as Basic?

Correctness in written and spoken English (including not only conformity to rules fixed by convention, but also conformity to the obvious rules of logical thinking) is made up of the following elements:

- \*I. Correctness of vocabulary--that is,
  - 1. Avoidance of incorrect words
  - 2. Avoidance of the use of correct words in wrong senses
- II. Grammatical correctness--that is,
  - 1. Avoidance of the use of words in wrong parts of speech
  - 2. Avoidance of errors of inflection (changes in the spelling of nouns, pronouns, etc., to show change in number, case, and the like)
  - 3. Avoidance of errors of syntax (construction of sentences according to the proper arrangement of words, sentences, clauses, etc.)
  - 4. Avoidance of unidiomatic combinations of words
- III. Correctness in reference--that is, in the use of pronouns and other reference words
- IV. Elementary rhetorical correctness in sentence-structure--that is, fulfillment of the following conditions:
  - 1. That sentences shall possess unity
  - 2. That sentences shall not be displaced
  - 3. That modifiers shall not be displaced
  - 4. That incorrect ellipsis shall not be used
  - 5. That there shall be a reasonable correspondence between logical coordination and subordination on the one hand, and grammatical coordination and subordination on the other
  - 6. That the principles of parallelism shall be observed
  - 7. That the members of a sentence shall agree logically with one another
  - 8. That the structure of sentences in a composition shall be varied to a reasonable extent
- V. Elementary correctness in composition-structure--that is,
  - 1. Observance of the principle of unity
  - 2. Organization according to a definite, logical plan



3. Avoidance of flagrant disproportion between coordinate parts
- VI. Mechanical correctness--that is
  1. Correct manuscript arrangement
  2. Correct spelling
  3. Correct use and non-use of the hyphen and avoidance of incorrect compounding
  4. Avoidance of improper abbreviations
  5. Correct representation of numbers--by figures or by words, as the case may be
  6. Correctness in the division of words when words are broken at the ends of lines
  7. Correct capitalization and non-capitalization
  8. Correct punctuation
  9. Correct division into paragraphs

VII. Observance of conventional forms in letter-writing.

\*With the exception of the parenthetical explanations and the underlining, this listing of elements is Edwin C. Woolley's. The underlined elements are those which, according to a local survey, give greatest trouble to Japanese-American students, and, therefore, those which should receive considerable attention in our core classes.

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What Activities of the Core Studies Program Offer Opportunities for the Integration of English?

1. Parliamentary procedure in transacting class business
2. Book reports
3. Round table discussions
4. Student forums
5. Symposia
6. "Radio broadcasts"
7. Use of the school and public libraries (the libraries offer lectures and conducted tours to student groups)
8. Verse writing
9. Short story writing
10. Compositions and themes
11. Notebooks
12. Word games
13. Class "newspapers"
14. Conversation--introductions and interviews
15. Debates
16. Letter writing--business and social
17. Story telling
18. Note-taking
19. Outlining
20. Précis (summary) writing
21. Oral reading
22. Impromptu and extemporaneous speeches
23. Class "magazines"
24. Informal class discussion
25. Oral and written reports

(It is understood, of course, that these activities are not desirable per se; they should be a logical part, or parts, of one or more of the seven steps of a unit of work--as set forth in Bulletin I).



# BULLETIN NO. V TO CORE STUDIES TEACHERS

## Being Some Specific Helps in the Integration of English Language and the Social Studies through Materials Now at Hand.

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### How Completely are Classes Supplied with Texts?

When the original orders for books were placed, seventh and eighth grade literature books from the junior high school Literature and Life series were requested. They have not been received. Temporarily, therefore, seventh and eight grade teachers may use the Armstrong Literature Readers (on the respective grade levels), available through transferral of California school books and now in the school libraries. Copies of the McFadden English Series (grammars on the seventh and eighth grade levels) are also available.

Grades nine, ten, and eleven, respectively, are now supplied with Books I, II, and III of the Literature and Life series, and with Books I, II, and III of My English by Tanner and Platt.

Grade twelve core studies rooms are equipped with English, Your Obedient Servant by Hatfield et al. Book IV of the Literature and Life series, now being revised, is expected to arrive soon.

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### What Specific Helps for Grade Level Groups?

#### Seventh and Eighth Grades:

Excluding English, subjects offered in the seventh and eighth grades can be classified under the general headings of Social Studies, Mathematics, and General Science. Literature and grammar can be integrated with the Social studies and, to a lesser extent, with mathematics and science. Literature, informational or noninformational, does have an intellectual and emotional appeal for students; and the more thoroughly it is integrated and articulated with the Social Studies (Geography, History, etc.), Mathematics, and General Science (including Health Education), the more thorough will be its intellectual and emotional appeal.

#### Grade Seven:

The Armstrong Literature Reader (Seventh Year) offers the following selections which are capable of being articulated with the Social Studies:

Title	Author	Page
The Deacon's Masterpiece	Oliver Wendell Holmes	62
The Bell of Liberty	J. T. Headley	73
Independence Bell	Author Unknown	77
The Name of Old Glory	James Whitcomb Riley	80
Concord Hymn	Ralph Waldo Emerson	83
The First Grenadier of France	Author Unknown	89
The Soldier's Dream	Thomas Campbell	93
Soldier, Rest	Sir Walter Scott	95
Liberty or Death	Patrick Henry	99



A Prayer for Our Country	Bishop J. L. Stalding	102
The Painter of Seville	Susan Wilson	103
Roland's Last Battle	G. W. Cox	110
In the Factory	Henry Clemens Pearson	125
Alfred the Great	Charles Dickens	135
Fighting in the Air	W. A. Bishop	161
The North American Indian	Charles Sprague	167
The Meaning of Our Flag	Henry Ward Beecher	169
Who Patriots Are	Charles F. Dolc	171
The Destruction of Pompeii	Charles Kingsley	177
The Crusader and the Saracen	Sir Walter Scott	184
America the Beautiful	Katherine Lee Bates	192
All Quiet Along the Potomac	Ethel Lynn Beers	193
Before Sedan	Austin Dobson	195
Evangeline	Henry Wadsworth Longfellow	207
In Honor of George Washington	Henry Lee	301
Character of Washington	Charles Phillips	305
Andre and Halo	Chauncey M. Depew	307
The Revolutionary Rising	Thomas Buchanan Read	308
How Sleep the Brave	William Collins	311
Supposed Speech of John Adams	Daniel Webster	312
Washington	Abraham Lincoln	314
Rip Van Winkle	Washington Irving	320
The Charge of the Light Brigade	Alfred Tennyson	342
The Fate of Balboa	Hubert H. Bancroft	363
The Story of the Missions	John Steven McGroarty	368
St. Francis and the Birds	William Canton	377
A Marriage in Early California	Richard Henry Dana	379

Grammar becomes functional when it becomes a usable tool rather than an end in itself. McFadden's English Series (Seventh Grade) offers some worthwhile exercises that make for functional grammar, and in the seventh grade book there is no dearth of materials for formal drill where the functional approach indicates that such drill is necessary. The attention of seventh grade teachers is called to the following references in the McFadden book:

Chapter	Page
I. The Sentence .....	3
1. Keeping in Mind the Point of the Story ..	3
2. More talking to the Point .....	6
6. Observing Good Form in Writing .....	13
II. The Subject and the Predicate .....	20
18. Keeping Your Audience Interested .....	44
19. Keeping in Mind the End of the Story ...	47
III. Nouns and Pronouns.....	51
25. Writing Friendly Letters .....	65
26. Study of a Poem .....	72
33. Telling Facts in Order .....	89
34. More Story-Telling .....	92
IV. Verbs .....	98
43. Improving Your Conversation .....	114
45. Improving Your Speech by Pronouncing Clearly .....	120
47. Telling What You See .....	124
48. Business Letter Writing .....	128



50.	Repeating an Anecdote.....	136
51.	A Story Poem .....	138
V.	Adjectives and Adverbs .....	142
54.	Describing by Contrast .....	149
55.	Pictures in Words .....	152
56.	Using Carefully Chosen Descriptive Words .....	153
57.	Picture Study .....	155
65.	Preparing a Lesson .....	179
66.	More Practice in Telling Facts in Order .....	184
VI.	Propositions and Conjunctions .....	186
72.	More Letter Writing .....	199
73.	A Picture Outline for Story-Telling ...	202
74.	More Story-Telling .....	205
78.	Making a Play .....	215
79.	Telling How Something Is Done .....	218
VII.	Simple, Compound, and Complex Sentences .....	230
87.	Combining Thoughts Effectively .....	244
89.	More Practice in Speaking and Writing .....	252
VIII.	General Review .....	256
92.	How Much Have You Improved in Correct English? .....	265
93.	How Well Can You Punctuate and Capitalize .....	266
94.	How Much Have You Improved in Speaking .....	267
95.	How Much Have You Improved in Written Composition? .....	268
Appendix		
	How to Prepare a Written Paper .....	289
	Address of Envelope .....	290
	Selections for Memorizing and Study .....	291

Through a system of correlation of subject matter in the two books--the Armstrong Reader (Seventh Year) and the McFadden English Series (Seventh Grade)--literature and grammar may be articulated in the study of:

- |                    |                  |                  |
|--------------------|------------------|------------------|
| 1. The short story | 3. Poetry        | 5. Dramatization |
| 2. Letter writing  | 4. Story telling | 6. Conversation  |
| Etc.               |                  |                  |

#### Examples:

- The short story:  
Armstrong Reader, pp. 293 - 297  
McFadden Series, pp. 3, 47 - 50
- Letter writing:  
Armstrong Reader, pp. 368 - 376 (Write a letter telling a friend the story of the missions of California.)  
McFadden Series, pp. 65 - 72, 128 - 133, 199 - 202
- Poetry:  
Armstrong Reader, any of the short or medium-length poems  
McFadden Series, pp. 72 - 76, 138 - 141
- Story telling:  
Armstrong Reader, any short story in the book  
McFadden Series, pp. 3, 47 - 50, 92 - 95, 155 - 157, 202 207
- Dramatization:  
Armstrong Reader, pp. 151 - 152, 320-332, 368-376, 387-392  
McFadden Series, pp. 215 - 218



6. Conversation:  
Armstrong Reader, any selection in which conversation  
 appears  
McFadden Series, pp. 114-117  
 Etc. .

Grade Eight:

The Armstrong Literature Reader (Eighth Year) offers the following selections which are suitable for articulation with the Social Studies:

Title	Author	Page
Snow-Bound	John Greenleaf Whittier	9
Abraham Davenport	John Greenleaf Whittier	45
Barbara Frietchie	John Greenleaf Whittier	50
Liberty and Union	Daniel Webster	60
True Success	Bessie A. Stanley	62
The Way to Wealth	Benjamin Franklin	63
The Lure of the Trail	Stewart Edward White	71
The Battle of the Ants	Bailey Millard	75
The Way to Peace	Clarence Urmy	82
The Story of Our Flag	Alfred P. Putnam	83
The American Flag	Joseph Rodman Drake	85
Earth Is Enough	Edwin Markham	87
A Message to Garcia	Elbert Hubbard	89
Sheridan's Ride	Thomas Buchanan Read	94
Abraham Lincoln	Robert G. Ingersoll	96
Gettysburg Address	Abraham Lincoln	99
O Captain! My Captain!	Walt Whitman	100
The Destruction of Sennacherib	George Gordon Byron	136
The Night Before Waterloo	George Gordon Byron	137
War as the Mother of Valor and Civilization	Andrew Carnegie	140
Friendship Among Nations	Victor Hugo	142
The Arsenal at Springfield	Henry Wadsworth Longfellow	145
The Prodigal Son	The Bible	148
Of Books	John Ruskin	161
The Donner Party	Leroy E. Armstrong	168
The Discovery of Gold in California	John Steven McGroarty	179
The Coming of the Gold Seekers	John Steven McGroarty	185
Be Strong	Maltbie D. Babcock	188
Recessional	Rudyard Kipling	190
L'Envoi	Rudyard Kipling	192
Polonius' Advice to His Son	William Shakespeare	311
Opportunity	Judge Walter Malone	317
The Man Without a Country	Edward Everett Hale	320
Our Honored Dead	Henry Ward Beecher	328
The Blue and the Gray	Francis Miles Finch	329
A Memorial Day Vision	Robert G. Ingersoll	331
Lincoln, the Man of the People	Edwin Markham	333
The Conquered Banner	Abram J. Ryan	337
Ode to the Confederate Dead	Henry Timrod	339
The Death of Garfield	James G. Blaine	340
The New South	Henry W. Grady	342



We Live in Deeds	Philip James Bailey	343
Makers of the Flag	Franklin M. Lane	344
What Constitutes a State	Sir William Jones	346
What Is Good	John Boyle O'Reilly	385
Sermon on the Mount	The Bible	391
My Heart's in the Highlands	Robert Burns	392
The Last Fight in the Coliseum	Charlotte Yonge	393
Spartacus to the Gladiators	Elijah Kellogg	400

McFadden's English Series (Eighth Grade) contains the following functional grammar exercises, with more formal drill exercises interspersed throughout the book:

Chapter	Page
I. Number and Person in Pronouns, Nouns, and Verbs	271
1. My Greatest Hero	271
2. My Favorite Book	274
3. Organizing a Club	275
9. Writing with a Purpose in Mind	294
II. Gender and Case in Nouns and Pronouns	299
17. Writing Stories	320
18. Friendly Letters	321
III. Use of Nouns	326
24. Publishing a Paper or Magazine	340
25. The Editorial Page	344
26. The Funny Section	345
27. Story-Telling Department	347
28. Poetry	348
IV. More About Pronouns	348
33. Observing Better Speech Week	362
39. Using Words of Exact Meaning	384
40. Two Ways of Explaining an Experiment	387
41. Clearness in Giving Directions	392
V. More about Verbs	395
46. Letters of Greeting and Thanks	406
47. Pictures in Paint and in Words	408
53. Getting a Message Over	423
54. Choosing an Occupation	425
60. Planning Your Own Work	444
61. The Plot	447
VI. Verbals	450
66. Letters of Invitation	463
67. An Appeal in Poetry and in Prose	465
68. Reviewing a Book	467
VII. Adjectives and Adverbs	468
71. Using Imaginative Comparisons	474
72. Variety in Expression	476
73. Making Word Pictures	478
77. Business Letters	488
78. Accuracy in Business Forms	490
83. A Special Edition of Your Paper	499
VIII. Prepositions and Conjunctions	500
86. A Story-Telling Program	504
87. A Story Poem	506
88. Talking about Manners and Customs	511



94. How Well Can You Speak? .....	527
95. How Well Can You Write? .....	528
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Sample of School Paper .....	571
Selections for Memorizing and Study .....	595
Review of Seventh-Grade Work .....	609
Points in Story Telling .....	633
Parts of a Composition .....	634
Letter Writing .....	635
Business Letter Writing .....	637

Through a system of correlation of subject matter in the two books--the Armstrong Reader (Eighth Year) and the McFadden English Series (Eighth Grade)--literature and grammar may be articulated in the study of:

- |   |                    |
|---|--------------------|
| 1. Fiction and nonfiction..             | 4. Poetry          |
| 2. Letter writing (business and social) | 5. Public Speaking |
| 3. Magazines and newspapers             | 6. Book reviews    |
| Etc.                                    |                    |

#### Examples:

1. Fiction and nonfiction:  
Armstrong Reader, any story in the reader  
McFadden Series, pp. 271-275, 320-321, 347, 447-449, 467, 633
  2. Letter writing (business and social):  
Armstrong Reader, pp. 89-93 (Write a letter telling a friend the story of "A Message to Garcia.")  
McFadden Series, pp. 321-325, 463-465, 488, 635-639
  3. Magazines and newspapers:  
Armstrong Reader, (Paraphrase any poem or story so that it will follow the style of a newspaper news story.)  
McFadden Series, pp. 340-347, 499, 571
  4. Poetry:  
Armstrong Reader, any of the short or medium-length poems  
McFadden Series, pp. 347, 465-466, 506-510, 595-608
  5. Public Speaking:  
Armstrong Reader, pp. 99, 311, 340-341, 344-346, 391-392, 400-402  
McFadden Series, pp. 362-364, 527-528, 633-634
  6. Book Reviews:  
Armstrong Reader, pp. 158-166, 404-405  
McFadden Series, pp. 274-275, 447-449, 467
- Etc.

#### Ninth, Tenth, Eleventh, and Twelfth Grades:

In the ninth, tenth, eleventh, and twelfth grades, the core studies program calls for definite integration of English and the Social Studies, as well as some articulation of these with the more specialized subject offered: Mathematics, Science, Foreign Languages, Commercial Subjects, Arts and Crafts, Homemaking, Industrial Arts, Agriculture, Music, and Physical Education.



Bulletin III to Core Studies Teachers set forth several suggested units on the various grade levels.

Grade Nine:

The following correlation of subject matter in Miles and Keck's Book One Literature and Life series and Tanner and Platt's Book Two My English with the Social Studies should be helpful in the study of ninth grade units:

- Unit I. The Democratic Functions of Boston's Public Schools  
Book One Literature and Life, pp. 415-457, 533-565  
My English, pp. 3-11, 38-54, 175-183, 225-249, 259-268
- Unit II. Individual and Group Struggles for Survival  
Book One Literature and Life, pp. 66-182, 185-221, 389-413
- Unit III. Communication and Transportation  
Book One Literature and Life, pp. 222-258, 459-492  
My English, pp. 24-37, 213-224, 250-258, 294-315, 358-387

Grade Ten:

The following correlation of subject matter in Miles, Stratton, and Pooley's Book Two Literature and Life series and Tanner and Platt's Book Two My English with the Social Studies should be helpful in the study of tenth grade units:

- Unit I. Individual and Group Planning for Successful Living in Boston  
Book Two Literature and Life, pp. 137-340, 343-387, 501-532  
My English, pp. 34-73, 90-104
- Unit II. The Home and the Family  
Book Two Literature and Life, pp. 467-498
- Unit III. Propaganda and Consumer Education  
Book Two Literature and Life, pp. 115-123, 389-466  
My English, pp. 115-134, 214-222
- Unit IV. Study of a Classic for Understanding and Appreciation of Fine Literature  
Book Two Literature and Life, pp. 219-337, 582-644  
My English, pp. 135-146, 202-213
- Unit V. Functional Grammar  
My English, pp. 253-388
- Unit VI. The Rise of the Common Man  
Book Two Literature and Life, pp. 469-497

Grade Eleven:

The following correlation of subject matter in Miles and Pooley's Book Three Literature and Life series and Tanner and Platt's Book Three My English with the Social Studies should be helpful in the study of tenth grade units:

- Unit I. Boston: What Does It Offer?  
Book Three Literature and Life, pp. 65-105  
My English, pp. 3-13, 171-254



- Unit II. The Great Southwest  
Book Three Literature and Life, pp. 319-406 and  
suitable selections from Chapter X
- Unit III. This Changing World  
Book Three Literature and Life, pp. 553-646, and  
suitable selections from Chapters XII, XIV, and XV  
My English, pp. 36-54
- Unit IV. Comparative Migrations  
Book Three Literature and Life, pp. 285-318
- Unit V. Approaches to Right Living  
Book Three Literature and Life, pp. 5-64, 103-141  
My English, pp. 17-35, 57-96
- Unit VI. The World Today  
Book Three Literature and Life, pp. 435-707  
My English, pp. 139-168

#### Grade Twelve:

Since twelfth grade classrooms are not supplied with the new Book Four Literature and Life, no page references can be given. Students should be encouraged to peruse the weekly editions of The American Observer, the Social Studies books in classroom cabinets, all available newspapers, magazines, and other periodicals, and materials available at the school and public libraries--incidentally, the school libraries urge classes under faculty supervision to visit the library during core studies periods--for materials which contribute to an understanding of the subject matter of specific units being studied.

- Unit I. Poston: Where, Why, from Whence to What?  
English, Your Obedient Servant, pp. 41-119, 283-317  
405-449
- Unit II. American Political Ideals  
English Your Obedient Servant, pp. 173-213
- Unit III. Science, Technology, and Changing Social Patterns  
in America.  
English, Your Obedient Servant, pp. 3-39
- Unit IV. Youth and the Post-War Period  
English, Your Obedient Servant, pp. 216-281, 361-403
- Unit V. Backgrounds of the War  
English, Your Obedient Servant, pp. 121-171, 320-359

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#### Are the Foregoing References Rigid Requirements?

No teacher should feel obliged to follow the foregoing suggested approaches. They are devised for teachers to whom the core studies (general education) set-up is comparatively new and may serve as an "anchor" when the occasion demands; however, individual differences, as they exist within groups and among classes, should determine the approaches and techniques followed by an individual teacher. In no sense do these suggestions constitute a formal "Course of Study." Such an idea is entirely foreign to the concept of a core studies program.



Being a Statement of Some of the Procedures (Followed in Poston Secondary Schools) to Develop Democratic Cooperative Habits.

What of "Democratic Cooperative Habits"?

Taking voluntary cooperation, as suggested by the Director of Education, as a major hypothesis, core studies teachers and pupils have worked individually, in committee, and in classrooms, since October to develop suitable aims and objectives for a core curriculum in the three units of Poston, and to devise units of work in keeping with the mental and physical maturation of those comprising the respective grade level groups.

Through a series of experiences, they have from time to time changed their concepts of objectives and units and have made adjustments to the real situations in order to stimulate and enhance interest in a true community school, constantly cognizant of the principles, techniques, and attitudes that must be kept fluid and flexible in the light of the changes precipitated by fast-moving national and international developments. To develop democratic cooperative habits has been the paramount aim.

\* \* \* \* \*

To What Extent Have These Habits Been Encouraged?

Certain activities and evaluations, as they were observed in process in seventh through twelfth grade groups, illustrate the growth and value of these habits in a community school. (All activities listed under each grade level did not take place in each section of each grade. There is some intentional duplication to illustrate the extent to which habits have been developed throughout the entire secondary school system, yet the list is not exhaustive.)

Seventh Grade Observations:

1. A "teacher-constructed" program of studies gradually gave way to a cooperatively-constructed, pupil-teacher program as units, suggested by students, met the needs and desires of the group.
2. The will of the majority prevailed in seating arrangements, and pupils who did not conform were deprived, by vote of the class, of the privilege of sitting with their respective work groups until they appreciated group participation.
3. The class cooperated in making arrow weed (gathered on a trip to the desert) sun shades for the classroom windows, and stools (before furniture arrived); in taking inventories of books and supplies; in sharing books, tools, and janitorial duties; and in planning class parties.
4. The group exercised parliamentary procedure techniques in the election of their class offices and delegate to the Student Representative Assembly.
5. Students kept their own records in subject-matter tests and suggested their individual grades for respective quarters.
6. Groups within the class developed such a feeling of unity that their conduct justified their going to the



library or outside to study.

7. The class voluntarily gave a day to cotton picking in the Parker valley fields to help save the crop and to swell the class treasury, subscribed 100 per cent to the Red Cross Drive, and contributed to the Red Cross Album.

#### Eighth Grade Observations:

1. The class was encouraged to indicate the phases of the program wherein teaching and subject matter excelled or fell down, to suggest revisions, and to devise their own curriculum.
2. The stronger students helped the weaker in work requiring memorization.
3. The students of low mentality, having been given duties commensurate with their abilities, made definite contributions to, and their worth was appreciated by, the class.
4. The class, evincing dissatisfaction with the subject matter of a unit of work, was entrusted with the complete revision and reconstruction of the unit, and the results were especially commendable.
5. During a class election the ballot box was "stuffed;" the teacher pointed out the fact that the class might operate under a dictatorship or a democracy, whichever it wished; the class was unanimous in favoring a democratic form of government, and there was no more "stuffing" of the ballot box.
6. No "absolute quiet" periods were required; the class during work periods chose to observe "comparative quiet" as a boon to group study and a kindness to members studying independently.
7. The group worked cooperatively on notebooks for their various units, producing a few excellent rather than many mediocre books, and grew in group consciousness.
8. All student discipline problems were solved, to the satisfaction of the class and the teacher, through group "court action."
9. Students, realizing that Poston will not endure for them after the war, elected to study transportation, manpower, manufacturing, agriculture, and salvage as they will contribute to victory in the war and show democracy in action.
10. Class officers held office for short periods only so that each member of the group might have experience in presiding performing secretarial duties, and auditing class funds.

#### Ninth Grade Observations:

1. The pupils told the teacher what they expected of her (in regard to her appearance, conduct in the community, etc.), and she in turn told them what she anticipated from them (cooperation, good will, etc.), with the result that a fine democratic spirit of give and take was engendered.
2. One unit of work on Personal Adjustments was built around the fact that, early in the year, school equipment was woefully lacking.
3. Group loyalty was admirably demonstrated by the class when, despite the exigencies of the "strike" in Poston, students resolved to keep their absences at a minimum.



4. A few students willing volunteered to make the mile-and-a-half trip to the school library in order to carry books back to the classroom for use by all of the students.
5. The class decided the problems of discipline, ignoring the uncooperative pupils until they recognized their errors and were willing to participate wholeheartedly in the group's activities.
6. During the long period when books, supplies, and equipment were conspicuous by their absence, the democratic ideal of sharing books and of cooperative work necessary in caring for books, apportioning janitorial tasks, and making furniture for school community use was paramount; the ideal has endured.
7. Members of the class served on a school-community committee on school party rules and regulations (after a school social had been broken up by a gang of post-high school age), with the result that subsequent parties have been unmolested.
8. The class chose to work at the adobe brick factory, subscribed to the Red Cross Drive, and volunteered for cotton picking.

#### Tenth Grade Observations:

1. As part of one unit of work, pupils wrote letters to students throughout the nation in order to obtain information on the geography of the United States, and, when replies were received, they were, irrespective of recipients, used by whatever groups needed the information for completing their phases of the unit.
2. Many outside speakers were scheduled by students while projects were in progress, and the democratic concept of courteous give and take was encouraged.
3. A stutterer, shy at first, was made to feel that he was a contributing member of the class when the members of his unit committee found work for him which would enrich the final results of the project, without causing him any embarrassment.
4. The class contributed to the Red Cross Drive, elected to go cotton picking in the interest of community, national, and international implications, and took a turn at making adobe bricks.

#### Eleventh Grade Observations:

1. Students contributed ideas regarding units which should be covered during the year and assumed responsibility for specific phases of respective units.
2. Outside speakers were invited to address the class, and oral (rather than written) reports on the speeches were judged by student-constructed evaluation sheets.
3. The democratic processes of majority rule were evidenced in core class organization, choosing of class officers, electing of a delegate to the Student Representative Assembly, and selecting of student body officers.
4. Students demonstrated enthusiasm in club activities when discussion brought out the fact that one who is apathetic about school clubs will probably be apathetic in community participation.



5. The Poston unit linked the school with the community, the region, the nation, and the world.
6. Letters of thanks were written to students of one indigenous high school (McKinley High School, Honolulu, T. H.) from another (Poston High) in thanks for a Christmas gift of athletic equipment sent students here, and letters of appreciation were addressed to persons outside who sent Christmas gifts to the people of Poston.
7. The unit work of the class was shared with other classes when forums, debates, and speeches were presented for groups on other grade levels.
8. Colleges which would accept evacuated students were ascertained, studied, and contacted with a view to student resettlement.
9. Cooperative endeavor resulted in curtains, shelves, and chairs being made for the classroom and in an orderly accounting for books, supplies, and file folders.
10. The class "published" an occasional "newspaper" in which the spirit of democracy permeated editorial comment.
11. A "Special Award" was presented to the class at the Camp II New Year's Festival on January 1, 2, and 3 because of the excellence of exhibited class notebooks on Arizona.
12. Members of the class volunteered to take the tuberculin tests to further the study of tuberculosis prevention and cure in Poston.
13. The class voluntarily picked cotton, appeared before groups in the interest of, and contributed to, the Red Cross Drive, and participated in adobe brick making for the schools.

#### Twelfth Grade Observations:

1. Class units of work were cooperatively determined by students and teacher after twelfth grade core teachers had compiled lists of units and students had done the same.
2. Numerous outside speakers were invited by students to address the class in order that the true meaning of a community school might be made clear, valuable ideas might be shared, and an attitude of tolerant, critical listening might be developed.
3. The dignity of labor and of the academic life was appreciated as the result of student investigations regarding colleges which they hope to attend and industries and professions which they hope to enter.
4. The democratic concept in student government was achieved; its beginnings were in the core studies class, and the principles of parliamentary procedure and organization were eventually applied to the senior class, the Student Representative Assembly, and the Student Association.
5. No unit was entirely lost sight of; students grew in appreciation of the past and realized that things learned are to be recalled and contributed to the public good in a democratic concept of "life-long learning."
6. The program of units of work was constantly revised



in the light of current national and international developments and Poston's educational aims, previously determined and studied by students.

7. A fine spirit of democratic sharing was demonstrated when social studies reference books were reviewed by individual members of the class so that each member of the group might be familiar with source materials without carrying on exhaustive research. Early in the second semester, when class adjustments were made, new students were given all materials and references in the current unit in a spirit which contributed to a more satisfying, complete final evaluation.
8. The class evaluated its own accomplishments for the report on "Outstanding Work" requested from each teacher by the Director of Education.
9. The class profited from classroom use of encyclopaedias, books, and current publications lent by students, teachers, and principal, and the Director of Education.
10. Many students followed the part-time, school-work program, and some entered full-time employment, under school administration supervision, during their eighth semester.
11. The class picked cotton in Parker valley, having recognized the local, national, and international significance of such work at this time, were active in the Red Cross Drive, contributed materials for the Red Cross album, and volunteered for the tuberculin tests.

\* \* \* \* \*

### Are We Nearing Our Goal?

The goal in Core Studies is always just beyond reach, since the program of studies is never static.

Highly commendable is the work which the teacher-pupil cooperative program has accomplished. It remains now for the school year to be rounded out so that all concerned with the program will feel the rewards of accomplishment, yet realize that now, uncharted fields (to be explored next fall) have been sighted.

It is suggested that this bulletin be read and discussed in all seventh through twelfth grade sections for the purpose of pupil-teacher evaluation of accomplishment. The following lead questions should stimulate discussion:

\* Good Democratic Classroom Practice (A Check List)

1. Do all concerned participate in planning
  - a. purpose
  - b. topics
  - c. materials
  - d. formulation and presentation of results
  - e. evaluation and new planning?
2. Are records and evaluation based on
  - a. purposes real and important to the learner
  - b. democratic purposes
  - c. a dynamic concept of growth (do the records and evaluations stimulate rather than hinder growth?)
  - d. development of self-evaluation
  - e. individual powers as well as group achievement?



3. Are individual differences taken into account in dealing with
  - a. remedial needs
  - b. average work
  - c. superior work
  - d. guidance
  - e. discipline
  - f. maturity level
  - g. plans for personal acquaintance of teacher and pupils?
4. Are social forces used to educational advantage in
  - a. individual development
  - b. small-group work
  - c. large group work
  - d. choosing problems for study (individual up to world problems)
  - e. using a wide range of materials of learning and expression, with special recognition of those which are new in our time.
  - f. developing participation of young people in community affairs.
  - g. discipline
  - h. conflicts between home and school
  - i. sex and other deep tensions
  - j. coordination of school and other social agencies
  - k. special attention to controversial issues?
5. Is content used as a means rather than an end
  - a. in solving specialized problems which should lead the learner to see broad relationships.
  - b. in solving large general problems in which the learner can develop specialized interests
  - c. by developing new and fitting approaches to learning-experimental use of materials?
6. Is the teacher an artist at
  - a. asking questions
  - b. creating a classroom atmosphere favorable to growth
  - c. in community relations
  - d. in taking many factors into account when making a decision, especially a quick one?

\* Acknowledgment: The list is made up from observation of developments in the Eight-Year Study. In order to explore the meaning of these questions, it may be useful to point out that each one symbolized a group of practices which are definitely for democratic values, realistic understanding of our society, and the nature of learning.



5-10-43

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Being a Description of Materials Requested from Core Studies Teachers in Preparation for the Curriculum Laboratory at the Fort Apache Summer Session and the Opening of School next Fall

#### What of the Curriculum Laboratory?

Curriculum Laboratory, to meet two hours per day, is to be a required course for all teachers attending the Poston Teacher Training Summer Session at Fort Apache, Arizona. Committee D of the laboratory will be composed of seventh, eighth, and ninth grade teachers; Committee E will be made up of teachers in grades ten to twelve, inclusive.

Cooperatively, these two committees will develop source units of work to be made available to the core studies classes (both junior and senior high) at Poston next fall.

The work will be a continuation of that already in progress in the Saturday morning class in Organization and Materials of the Core Studies on the Poston Teachers' Professional Improvement program.

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#### What is a Source Unit?

\*A source unit is a preliminary exploration of a broad problem or topic to discover its teaching possibilities. It is not an outline of work to be done by any one class over a definite period of time. Suggestions may be drawn from it for the work of many different classes in different fields of study or in the core curriculum. Bits of it may be drawn into the work of a class at various times from the seventh grade through the twelfth. In planning an actual teaching unit, suggestions may be drawn from several source units. For example, in a unit on community planning, one might combine suggestions from various source units on this topic, and on housing, democracy, reflective thinking, communication, and so forth. It is assumed, of course, that such units will be planned cooperatively by pupils and teachers, utilizing source units only as one source of suggestions. Without such planning, the kind of learning we want in a democratic society cannot take place.

A source unit usually contains some analysis of the problem or topic under consideration to show its relationship to common and recurrent problems of children and of our society. It may include lists of pupil needs and interests which may give rise to the study of this problem, and lists of desirable changes in pupil behavior which may be effected by this study. The heart of a source unit is usually a list of possible activities and experiences to meet these needs and interests and bring about these changes in behavior. There may also be a bibliography of helpful materials and suggestions for evaluation.

A source unit is not the product of arm-chair theorizing. It grows out



of the experience of classroom teachers with actual pupils in a specific social setting. They usually mean to use it themselves in the near future. The activities suggested may not be wildly exciting to the educational theorist, but they are usually definite and practical, translating our educational philosophy into the relatively crude, immature, simple things that children can do. They may be expressed too briefly to capture the imagination, but other teachers who have been working along similar lines will realize their possibilities.

.....

Although source units are directly useful in teaching, their greatest value probably resides in the experience of building one. It offers a concrete example of how to translate an educational philosophy into classroom practice--with the stimulation, assistance, and criticism of teachers of varied backgrounds and points of view.....We need more and better ones (source units) from every capable and interested teacher. And, above all, we must not follow a source unit as an outline of work to be covered by any of our classes. It should be used only, as a source of suggestions, modified to fit the local situation, and submitted, in the course of pupil-teacher planning, when, and if, the situation calls for them.

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\*acknowledgment: With the exception of the underlining, this is a duplication of material published by the office of the County Superintendent of Schools, Los Angeles County, California. The underlined elements are those which have been stressed throughout the year in our local Bulletins to Core Studies Teachers.

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#### Source Units in the Poston Curriculum?

Few source units as such have been devised for use in the Poston Schools this year. However, in Bulletin III to Core Studies Teachers at least one source unit on each grade level (grades nine to twelve) had listed under it several possible sub-units.

For example, a suggested ninth grade source unit was Individual and Group Struggles for Survival, with such sub-units as Man's Basic Needs, Food, Agricultural Enterprise, Clothing, Manufacturing, Shelter, and Inventions.

On the tenth Grade level, a source unit called The Home and the Family had as subordinate units Family Relationships, Manners and Etiquette, How to spend money, Wise use of Leisure Time, Health, Vocational Choice, Development of Personality, and Present Out-of-School Work.

An eleventh grade source unit, approaches to Right Living, set forth as sub-units Student Self-Government Procedures, Manners for Moderns, Vocational Guidance, How to Study, Transmission of Proven Cultures, First Aid and Our Concept of Government.



A twelfth grade source unit was Science, Technology, and Changing Social Patterns in America; such sub-units as Material Progress, Inventions, Capital and Labor, Propaganda Analysis and the Consumer. Social Transitions, Housing, and the Regional Concept were suggested.

It is doubtful that all of the sub-units under the source units were covered during the year. In the light of student desires and needs, definite changes were effected. Briefly, some of the examples of changes were the unit on Resettlement in the eleventh grade (which grew out of the Approaches to Right Living, source unit, and specific student, community, and national Implications), and the unit on Post-War Planning in the twelfth grade (an outgrowth of the original source unit on Science, Technology, and Changing Social Patterns in America).

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#### How Many Source Units will be Produced?

It is the plan of the Summer Session Curriculum Laboratory to construct one or more source units for each grade level of the junior and senior high schools. To this end each class (grades seven through twelve) through its teachers is requested to prepare in some detail and submit to the Head of the Core Studies Department before June 12 at least one sub-unit of work which has been studied at some time during the school year. This need not be the most "successful" unit studied; it should be one which was an outgrowth of basic pupil needs in a given situation and one which served to develop characteristic of personality needed for effective living in a democratic society.

This requested sub-unit should follow, generally, the form which the more elaborate source units to be constructed this summer will take. Bulletin I to Core Studies Teachers set forth the following seven steps on which a unit builds:

1. Decision (growing out of pupil-teacher recognition of the value of a problem for study.)
2. Pre-test (to ascertain what knowledge students have regarding a selected topic.
3. Formation of aims, activities, and methods (based on results of pre-test).
4. Collection of data (through activities).
5. Articulation, correlation, and integration of data (with fields of knowledge within the general and selective educational realms.)
6. Cumulative expression (through programs, reports, etc.).
7. Evaluation (in the light of attitudes, abilities, and skills demonstrated in performance).

More specifically, the unit submitted should show clearly the processes through which each of the steps were achieved:



1. Decision: through desires to
  - a. Assort independence from family
  - b. Establish worth as an adult
  - c. Broaden relationships outside the home and school
  - d. Identify individuals and group with other individuals and groups.
  - e. Establish contacts with social institutions
  - f. Share in the solution of social problems.
  - g. Play parts as citizens
2. Pre-test: to
  - a. Determine individuals' and group's present knowledge
  - b. Reveal special interests of individuals and group
  - c. Determine phases of unit to be studied extensively
3. Formation of aims: to
  - a. Develop suitable character and personality traits
  - b. Develop skills
  - c. Develop understandings and appreciations.
4. Collection of data: through
  - a. Library visitations
  - b. Books, newspapers, pamphlets, etc.
  - c. Research
  - d. Field trips
  - e. Movies and the radio
  - f. Bibliographies
5. Articulation, correlation and integration: through
  - a. Application of subject matter of specialized fields
  - b. notebooks
  - c. Reading: fiction and non-fiction, plays, letters, poem, essays, etc.
  - d. Classroom and community visitations
6. Cumulative expression: through
  - a. Discussions, forums, debates, round tables, etc.
  - b. Excursions and field trips, etc.
  - c. Posters, cartoons, charts, graphs, maps, etc.
  - d. Writing: fiction and non-fiction, plays, letters, poems, essays, etc.
  - e. Scrap books, unit problem books, etc.
  - f. Dramatizations, radio broadcasts, etc.
7. Evaluation: through
  - a. Probing changed attitudes
  - b. Interpreting facts
  - c. Applying principles
  - d. Making information functional

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### Teacher-Pupil Participation in Unit Construction?

The greatest danger in the construction of a unit of work lies in the fact that the teacher may take most of the initiative and that pupils will soon resort to a mechanical process of answering questions. The following suggestions are offered:

1. Decision is a student-teacher undertaking.
2. The pro-test can be very informal (some highly satisfactory pro-tests have been devised by pupils themselves); it is pupil-teacher activity.
3. Formation of aims is a student-teacher undertaking.
4. Collection of data is a student activity, with the teacher available when techniques need explaining.
5. Articulation, correlation, and integration will necessitate a certain amount of teacher supervision.
6. Cumulative expression is almost entirely student work.
7. Evaluation is teacher-pupil, with pupils frequently constructing and administering their own tests.



*Outside*

*12/3/43*

BULLETIN X TO CORE STUDIES TEACHERS

*75 COPIES*

BEING SUGGESTIVE COMMENTS DEALING, FOR THE MOST PART, EACH  
WITH THE VARIOUS FIELDS OF ENGLISH

*STENCILS  
RETURNED  
TO ED. DEPT.  
(HINSON)*

THE CORE TEACHERS

Unit I

Unit II

Unit III

*J2.41C*

Twelfth Grade

Mr. Hajime Tanaka  
(ch)  
Miss Eva Jernigan  
Miss Donna Lapinskas  
Miss Estelee Hinson

Mr. Robert Wells  
Mrs. Mary Courage  
(ch)

Miss Edith Waterman  
Mr. Vernon Olson

Eleventh Grade

Miss Edythe Backus  
Miss Mary Wiseman  
Mr. Ray Franchi

Miss Catherine  
Embree  
Miss Joan Smith

Miss Frances Warvarosky  
(ch)  
Mrs. Cecelia McNulty

Tenth Grade

Mrs. Edith Felsted  
Mrs. Lillian Taylor  
Miss Mary Sawahata

Mrs. Ruth Harris  
Miss Kathryn Wrenchey  
Miss Myrtle Barley  
Mr. Vernon Olson

Ninth Grade

Miss Naomi Wood  
Miss Misue Ogata  
Mr. Harold Lehner

Miss Mary Ferris  
Miss Thelma Coats

Miss Myrtle Barley  
Miss Fredricka Barden

Eighth Grade

Mrs. Leva Penn  
Miss Blanche Armstrong  
Miss Barbara Doherty

Mrs. Ruby Michaels  
Miss Elsie Banning

Miss Barbara Washler  
Miss Phyllis Taylor

Seventh Grade

Mrs. Kathryn Sheckler (ch)  
Miss Ruth Powers  
Mrs. Mildred Seymour  
Miss Mary Jesse

Mrs. Ruby Michaels  
Miss Elsie Banning

Miss Hilda Gustafson



## INTRODUCTION

### Thank You

The contributions made by teachers to this bulletin are deeply appreciated. It takes a truly professional attitude for one to be willing to submit his ideas for criticism. Anonymity is practiced for all, since it was the request of some. In order, also, are thanks to the core chairmen who have been exemplary in their cooperation with the head of the department and have worked faithfully to establish and maintain high standards for core. The work of the librarians and library co-ordinators is as deeply appreciated. Since the research method is, to a great extent, the core method, library facilities are indispensable. The librarians have made special effort to put those facilities at our disposal. The core teachers who were on the staff last year are going quietly and constructively about their business without the air of frustration which characterized some of us last year. Such a change in attitude is a healthy sign. The new core teachers, willing to learn the "fine points," which exist in any system, are to be commended for their nice adjustment to Poston and the Poston schools.

### Looking Ahead

The foregoing remarks do not mean that our work is a "bed of roses." Many problems, such as correlation of materials, building units, the selection and use of textbooks, and individual differences, continuously confront us in many varying forms. The significant things are that as we work on our problems we are gradually clearing up uncertainties, seeing our course as core teachers a little more clearly, and thus deriving greater satisfaction from our work.

At the meeting of principals on Friday, October 15, 1943, it was agreed that department heads might call meetings of members of their department in all three communities on the morning of the last Saturday of each month. No such meeting of core teachers has yet been called, for it seemed that during the first quarter, at least, more good could be accomplished by the individual or the small group conference than in any other way. However, as has been suggested by various teachers, a few Saturday morning meetings might prove profitable and not at all boring if they were grade-level meetings in which planned discussion actually dealt constructively with the problems of teaching in Poston and of the grade-level group concerned. At such meetings some beneficial over-all planning might be done--planning which would give more assurance to the group as a whole. Furthermore, it is a broadening experience to learn to know the other teachers on one's own grade level and to exchange ideas with them.

### Core Department Bookshelf

In 31A, Unit I, there is a Core Department bookshelf. Core teachers are invited to examine, borrow, use, and evaluate the books and pamphlets found there. By giving the textbooks on hand a thorough trial and by examining these books on the Core Department shelf, it is hoped that we will be prepared to select our next allotment of textbooks wisely.



## The School Library

The school library is constantly receiving new books and pamphlets pertinent to core studies. Teachers are urged to examine these materials so as to know what references are available for certain units of work. Some teachers, who thought they were poverty stricken in regard to references, were pleasantly surprised when they visited the library. The catalogers of the central library are making a new catalog for each school library--arranged by author, title, and subject--as well as a shelf list (a catalog of all books in the library, arranged according to the Dewey Decimal classification.)

### Professional Library, Unit I

A teachers' library for Camp 1 has been opened in Block 31-C. The librarian in charge is Midori Takenaga. All single copies of professional books as well as Camp 1's own collection have been moved from Camp 2 (where they were used last year by the teachers of all three camps attending Saturday morning classes) to the Camp 1 teachers' library. The sample textbooks - both elementary and high school - have been moved from Block 12 to this library also. The library will be open during week days from 8 to 5:30 and Saturdays 8 to 12:30, with the librarian in charge. Teachers who wish to use the library Saturday afternoon and Sundays may obtain the key from the Head of the Core Department - being careful to lock the library when leaving. It is hoped, soon, to install lights so that teachers may use the room in the evening if they wish. New catalogs are being made for the professional libraries in each community.

## A CHALLENGE FROM A HIGH SCHOOL OFFICE

### Our Part

South Dakota's Congressman, Karl Mundt, is credited with the statement that "America is confronted with her best opportunity in history to give her Japanese citizens a laboratory demonstration of the virtues of the American system and the American standards of living."

We would like to raise the question, "What is OUR PART in meeting that great challenge?" Are the teachers of our Public schools, and especially the Core Class Teachers, concerned with the final results of this great "laboratory demonstration"? Regardless of our personal feelings in the matter, education must meet the challenge and lead the way. The Social Studies Teacher, the molder of our political and social concepts, and the English teacher, the builder of our framework for the adequate communication of ideas, certainly cannot dodge the major responsibility for this great task.

Dewitt Mackenzie, Associated Press War Analyst, contends that when peace comes, "the Allies will have to embark on the task of EDUCATING the Japanese people into friendly relations with the West. That won't be easy." However, "many students of the question feel sure that this great work can be done." Notice that "education" forms the very heart of that program!!



Yes, you Social Studies and English Teachers are vital to the great task ahead,--the World is your area of influence, your workshop, the class room, your final product, the perpetuation of the American Way of Life!!

--A. M. Main

#### GRAMMAR AND SENTENCE STRUCTURE

A tenth grade core teacher reports that her class is using a seventh grade grammar text advantageously. From the report of this situation and from thoughtful comments by teachers, such as the one quoted below, ideas in regard to grade-level emphasis in grammar have been formulated and are presented as suggestive guides for the core teachers.

A basic knowledge of grammar, it seems to me, is one of the important fundamentals each high school student should have. In my eleventh grade core I have found some students who do not know even the basic parts of speech and call nouns "verbs", etc., and thus I have started teaching the very simplest grammatical forms and am working up to the more complicated.

However, it seems to me, a thorough grounding in grammar could be given in the first two years of high school, with much drill and definite emphasis. Perhaps the parts of speech and simple sentences could be studied the first year, and the complex and compound sentences and verbals the second year. If sufficient time and energy were given to that study, by the time the junior year were reached, the knowledge of grammar would be complete and emphasis could be placed on using that knowledge in composition writing and in learning how to write not only correctly but also effectively. The senior year then could continue this practice in writing and devote more time to the study of literature.

As the situation is this year, though, it seems as if the whole field of grammar should be covered in eleventh grade core for the students have an inadequate grasp of it by the time the senior year is reached. Perhaps some plan could be started in the Freshman year this year so as to avoid, in years to come, this time-consuming repetition and yet give the students the working knowledge of grammar which they so badly need.

#### General Suggestions

1. The basis of all study of the sentence should be analysis of thought, for, grammatically speaking, a working knowledge of the simple sentence is the "beginning of wisdom."



2. The diagram should be presented as the blue print of thought. It should be taught not as an end in itself, but merely as an effective means to be used in the analysis of the thought expressed in the sentence. It may be an excellent visual aid.
3. Much successful and efficient grammar instruction can be done individually or in small groups.
4. The only sure way to eradicate deep-seated errors in speech and fix new forms in mind is purposeful oral drill.
5. Grammar is not mastered until it is transferred to speech and writing.
6. Mastery is more easily affected when one thing at a time is presented.
7. For a teacher to attempt to teach grammar without the use of the pretest is like a doctor's prescribing a remedy without making an examination. The pretest may be a test devised by the teacher, a standardized test, or, better yet, it may be all the written work and oral reports of a pupil or a group of pupils for a given period of time.
8. Technical grammatical terms are merely names to designate relationships and functions. If analysis of thought precedes the attempt to fix to words, phrases, clauses, and sentences their technical grammatical names, the pupils will find them necessary and convenient instead of confusing.

#### Junior High School

All too frequently, the whole field of grammar is covered in the four semesters of the seventh and eighth grades. From that time on, grammar is treated as a review subject, and a great effort is made to get pupils to review what they do not know. Grammar has been called a science. Certainly the study of grammar is a thought process. If pupils are not capable of doing much abstract thinking until they are about fourteen years old, the more involved forms of grammatical study are beyond the comprehension of the average junior high school child. Often a dislike for grammar is instilled by attempting to teach "too much, too soon." The study of grammar in the junior high school, especially in the seventh and eighth grades, should be limited almost exclusively to the simple sentence.

#### Suggested Objectives for the Seventh Grade

1. To recognize and use the simple sentence as a unit of thought.

This would insure the recognition of the subject and predicate verb (single and compound, simple and complete) and their sentence relationship. It would also bring about a working understanding of the types of sentences classified according to thought and a recognition of thought unity in sentences in which the subject does not come first.

2. To use simple punctuation correctly.

This would include:

- a. The principles of end punctuation.
- b. These uses of the comma: after words and phrases in a series; after introductory yes or no; in dates and addresses; after salutation and complimentary close in friendly letters; in direct address; and to set off simple, unbroken direct quotations.



- c. The apostrophe in the possessive case of nouns and in contractions.
- d. The use of quotation marks in simple, unbroken direct quotations.
- e. The colon after the salutation of a business letter.
- f. The period after abbreviations and initials.
- 3. To comprehend the idea that capital letters are marks of discrimination in thought.
- 4. To recognize the parts of speech and understand their functional use.

In working toward this objective, the teacher should give special attention to teaching the principal parts of verbs in ordinary use, both regular and irregular. Though tense as such and in its completeness is too complicated to teach in this grade, the meaning and use of the simple tenses (present, past, and future) should be made clear. An attempt should be made to "fix" correct habits in the use of has, have, and had in verb phrases.

Kinds of nouns (common and proper) and their uses in the parts of the simple sentence should be taught; also the formation of plurals and possessives. In treating the subject of pronouns, only personal and interrogative pronouns need be considered, with emphasis on the correct use of nominative and objective cases.

5. To establish habits of correct usage.

To accomplish this purpose the instructor teaches individually in correcting the written work of the pupils and in helping them to overcome incorrect habits in speech. Purposeful drill can always be used to advantage in instilling habits of correct usage.

#### Suggested Objectives for the Eighth Grade

- 1. To maintain and increase the understanding of the simple sentence as a unit of thought, placing added emphasis on compound subject and compound predicate verb.

Pupil-written sentence fragments and run-on sentences should be utilized as corrective material. Pupils may be shown how variety can be secured by the use of expletives and introductory words or phrases.

- 2. To preserve and to augment the working comprehension of punctuation and of capitalization.

In this grade the pupils should recognize punctuation as being signal of and subservient to thought. They might master the following usages.

- a. the comma to set off parenthetical elements and interrupting predications which break quotations.
- b. the apostrophe with the gerund, although the technicalities of the gerund need not be gone into.
- c. quotation marks and capitals in broken quotations.
- d. parenthesis
- e. capitalization of adjectives derived from proper nouns.
- 3. To maintain and augment correct usages and practices.

The pupils should be brought to realize that correct usage, understandings, and practices are fundamental to accuracy in thinking and thought expression in the sentence. To the right verb



practices carried over from the seventh grade, an understanding of the following might be added:

- a. use of such expressions as (accept, except), (bring, take), (lend, borrow)
- b. agreement of verb with each, every, either, neither, anyone, etc.
- c. agreement of verb with compound subject joined by or or nor.
- d. agreement of verb with such words as news, mathematics, civics, two-thirds, etc.
- e. principal parts of many more verbs.

To the pronoun usage mastered in the seventh grade should be added a mastery of:

- a. agreement of pronouns relating to each, every, many a, a person, etc.
- b. correct use of who and whom.
- c. use of demonstrative pronouns.
- d. clear reference of pronouns.

In the study of the adjective and adverb, pupils should learn to compare parts of speech. They should also be led to make nice discriminations in their choices of adjectives and adverbs.

#### Suggested Objectives for the Ninth Grade

1. To secure greater skill in the use of the simple sentence through a complete working understanding of the thought relationship between all primary verb complements (direct objects, predicate adjective, predicate nominative) and the verbs that make them necessary.
2. To complete the study of the formal use of nouns in sentences, including appositives, adverbial nouns, and objects of prepositions, etc.

Emphasis here may be given to nouns with troublesome plurals (such as brother-in-law, 4, ten, deer), to the possessive forms of all nouns, and to the circumstances which call for the use of the prepositional phrase instead of a possessive noun. Collective nouns and their use should also be taught.

3. To secure an understanding of the difference in meaning and use of personal, interrogative, demonstrative, and relative pronouns. However, a complete study of the relative pronoun should be reserved until the complex sentence is taken up.
4. To gain some understanding of verbals in their simplest form (participles and gerunds) and their use in the sentence.
5. To add to the understanding of the simple sentence, an understanding of the compound sentence.
6. To understand the classification and all properties of the verb.

This would complete the study of tense and include transitive and intransitive verbs. Much oral and written drill should be used.

#### Senior High School

In the core classes in the senior high school, the two main purposes, in regard to grammar, should be to discover and correct



individual speech errors and to utilize more fully all grammatical knowledge in securing greater variety and effectiveness in both written and spoken sentences.

#### Suggested Objectives for the Tenth Grade.

1. To maintain abilities already achieved.
2. To master the compound sentences as a unit of thought. This would include all the possibilities of its correct punctuation.
3. To gain a working comprehension of the complex sentence as a unit of thought. (A detailed study of the complex sentence might well be reserved for the eleventh year; however, the principle of the complex sentence should be taught in the tenth year to serve as a basis for clarifying an understanding of the compound sentence.)
4. To comprehend thoroughly the use of all verbals, gerunds, participles, and infinitives, studying them from the standpoint of verbal origin and verbal qualities as well as usage.
5. To maintain punctuation skills, adding to previously developed abilities the use of the dash and all other possibilities of the comma, the semicolon, and the colon.

#### Suggested Objectives for the Eleventh Grade

1. To clinch in a practical manner the information and skills the pupils have been acquiring.

This implies thorough review and adequate opportunity for the pupil to express himself in both speech and writing. It is necessary to stress at all times the functional side of grammar instead of mere grammatical theory. The purpose of the study of grammar is not to impart knowledge of forms, classifications, and definitions; it is to develop habits which will improve the ordinary speech and writing of the pupil.

2. To develop further freedom of expression and variety in sentence structure through a knowledge of all the possibilities of the compound and complex sentences.

In the expression of thought the complex sentence and compound-complex sentence were probably the last to be developed. This is illustrated in the speech of the growing child, for a person must reach the age at which he can discriminate between the values of different thoughts before he can handle complex expression. The use of the complex type of sentence involves a conception of coordination and subordination, and the relation between them. Effective usage further requires the ability to qualify and limit words in independent predications by means of dependent predications, which serve as adjectives or adverbs. By far a greater part of a mature person's expression consists of complex sentences. The more subtle one's thought becomes and the nicer the distinctions in thought relations, the more complex forms will be needed for its expression. Complex sentences are for those who think.

--Ramey: Art and Principles of Writing  
(1936)



4. To develop the ability to discriminate in the choice of sentence patterns suited to the thought and to the mood and tone of the writer.

5. To establish standards of technical usage whereby the pupil may be better able to judge the writings of others, improve his own style, and correct his own errors.

#### Suggested Objectives for the Twelfth Grade

1. To establish more firmly correct principles and habits in oral and written English.

Since the grammar of this year is for the purpose of rounding out the pupil's knowledge of correct usage and correcting his faults in sentence structure, the work must necessarily begin with what he knows, and more than ever must be individual work. After a series of tests have been given or a pupil's most common errors have been listed, he should be set to work to master his own difficulties. There is too much time wasted when a class "goes over" a series of lessons the content of which has already been pretty well mastered by a large number of pupils in the class. However, this does not mean that periods of general discussion will not be profitable.

2. To arouse social pride in and a feeling of need for the ability to use correct and effective English.

A college, whose functional grammar handbook is available, lists these as the most serious errors made in college freshman composition:

1. Sentence fragment.
2. Fused sentences and comma splice.
3. Pronoun reference and agreement.
4. Agreement of subject and verb.
5. Troublesome verbs (lie, lay,) etc.
6. Pronoun case.
7. Dangling elements.
8. Tense usage.
9. Adjectives and adverbs.
10. Parallel structures.
11. Illogical inaccurate expressions.
12. Fundamental rules of Punctuation.

#### Conclusion

At all times, but especially considering the present conditions in Poston, the teacher should find the level of his class and base his term's work on his own findings rather than on the supposition that his pupils are ready for a series of lessons found in some textbook or course of study. However, if gradual and systematic mastery of the subject matter of grammar can be acquired as has been suggested here, perhaps one of the core teacher's problems will be at least partially solved. The problem referred to is the one dealing with these questions: Just what grammar content should be emphasized this year? At the beginning of a new term, how well prepared will my pupils be to receive grammar instruction on a little higher level?



## SUGGESTIONS FOR WRITTEN COMPOSITION

The purpose of composition is to help pupils put into their own thinking correct usage and effective ways of using the English language, thus bringing about both power and enjoyment in self-expression. Written composition is one of the means by which this purpose may be realized. Skill in written composition is the result of steady growth. For instance, the mastery of sentence sense is a problem for the teacher on every grade level and requires constant drill and development. The same thing is true of every other technical problem in English. Before any one problem is completed, or mastered in any sense of the word, there will be many recurrences of the problem, not only on one grade level but in all grades. It is through this recurrence of the same problem that skill is developed.

The core class offers an ideal situation for written composition. Not only English teachers but teachers of special subjects have long realized that if the time and effort used for the teaching of English is to be justified, English techniques and skills must "carry over" into all pupil expression. In many schools, much effort has been made to integrate with English the written work required in other subjects. In the core class, since written composition is used continuously in various situations, there is an opportunity to bring about naturally this desired integration in the fields of social studies and English. It is not unreasonable to hope that by such integration, correct techniques and skills may become so firmly fixed in the thought processes of the pupil that they will "carry over" into all his writing.

### Junior High School

1. Uniform rules governing the forms of composition might be established for the junior high school.
2. The emphasis, especially in the seventh and eighth grades, is on the simple sentence. Pupils may be shown how to secure effectiveness in the sentence by varying the sentence structure, using inversion, sometimes placing an adverb modifier first, using appositives or participles, condensing by use of the series, or using a question instead of a statement. The development of "sentence sense", that is guarding against the sentence fragment and the run-on sentence is important.
3. Compositions written merely as a part of the English lesson should be short. A single paragraph of six or eight sentences, properly punctuated, correct in spelling and capitalization, is preferable to pages of rambling sentences. The junior high school pupil should be held responsible for all the English techniques and skills that he knows (such as spelling, punctuation, capitalization), legible handwriting, and, in the ninth grade, well developed paragraphs.
4. Intensive training in finding "guiding ideas" in selected textbook paragraphs may help the pupil in organizing his own ideas into a paragraph with a topic sentence.
5. Junior high school pupils might well have practice in writing letters, short narratives, reports on subject matter topics, descriptions, and even dramatizations.



## Senior High School

Special emphasis should be placed upon expository writing, leading to the development of skill in gathering, outlining, and presenting material in a composition of some length. Both the paraphrase and the precis should be used in training pupils to understand and reproduce thoughts found on the printed page. The pupils should be given ample opportunity to express their personal reactions in short, informal essays. They may be encouraged also to do creative writing in any other literary form.

### Tenth Grade

In addition to maintaining the principles of sentence structure laid down in the junior high school, the pupils in the tenth grade should give special attention to the development of well-rounded paragraphs and in the construction of different types of paragraphs. In this grade they develop skill in writing the paraphrase and the precis. They learn that their compositions become more interesting as they develop skills in the use of variety in sentence structure, descriptive verbs, characteristic details, descriptive details that appeal to the senses, and verbs of action. Increased skill in writing will, of course, be accompanied by reasonable enrichment of each pupil's vocabulary.

### Eleventh Grade

In this grade, greater freedom of expression and variety in sentence structure should be attained in the use of the compound and complex sentences. If the pupil has satisfactorily mastered the simple sentence and has come to understand the relationship of its parts, he will have little trouble with compound and complex sentences.

In addition to maintaining the principles of paragraph development already learned, the pupils give special attention to the organization of longer compositions, whether creative or dealing with subject matter. Emphasis may be placed on organization (skill in the use of the outline) and on taking notes and developing compositions from them. Originality and development of style may be encouraged. In the eleventh grade the pupil should be brought to understand how to give to his writing unity, coherence, and emphasis.

### Twelfth Grade

In this bulletin under the heading "Grammar and Sentence Structure" is a list of common errors made by college freshmen. In the twelfth grade, pupils should learn to understand and use all essential principles of composition and language usage presented in previous years, but not yet mastered. In reference to senior English, the word "mastery" implies spontaneity in the use of these principles or the ability to correct one's own errors and to polish one's own writing. Pupils in this grade should be able to understand and profit by mature criticism. If special talent for creative writing is evidenced, it is to be encouraged. Seniors should be given further practice in the composition activities that will be of most value



to them after they leave high school, whether they go to college or into the business world. These activities would include the following:

1. Notetaking. Being skilled in taking notes from hearing a speaker or from one's reading is a valuable accomplishment. The ability to outline a subject, make a bibliography, and to assemble subject matter for later use has a real place in the life of a pupil when he attends college or takes part in the civic and cultural life of the community.
2. Letterwriting. The ability to write a good personal letter is always a social asset; the ability to write a good business letter that really accomplishes the purpose of the writer is of great practical value.
3. The informal essay. The "American way of life" gives everyone a chance to express his opinion. The consideration given that opinion frequently depends upon how it is expressed. Many publications invite opinions from their readers. Leaders in civic life are often pressed for comments, informal, though serious and organized. There is no limit to the opportunities for enjoyment and practical good that can come from skill in this type of composition.

### ORAL COMPOSITION

Francis Bacon said, "Reading maketh a full man; conference a ready man; and writing an exact man." Education in school and community today cannot neglect any part of this quotation. So oral composition decidedly has its place in the core class. Necessary as is correct written speech, correct oral speech is more necessary because it is so frequently the only means of determining one's degree of culture and education. Driggs, in Our Living Language, says, "The path to effective written expression lies through the spoken word.... This emphasis on speech is urged because oral language is largely the language of life." Skill in speaking is another ability that is gradual in growth. It develops more quickly when the pupil speaks on topics within the range of his own effort. On every grade level the teacher should set reasonable goals of accomplishment for each pupil. Those goals will of necessity be different. In striving toward them, each pupil should, by the end of the term show improvement in one or more of the phases of oral composition.

### Junior High School

In the seventh and eighth grades the pupils should develop the ability to talk for a few minutes upon a subject familiar to him in simple, clear, correct English, and to tell a story effectively. Attention needs to be given to cultivating a distinct articulation, an erect posture, and a natural easy manner of delivery. The pupil should show some evidence of the wise selection of words and logical organization of material. As he finishes the eighth grade there should be noticeable improvement in his ability to discuss a topic and carry on a conversation in a courteous manner, keeping to the point and showing proper regard for the feelings of others. In these grades there should be much oral drill for the purpose of ear training and for developing habitual good usage.



In the ninth grade this oral drill might well be continued, and emphasis put on the following good speech techniques: well chosen words, clear enunciation, correct pronunciation, sparing use of notes, effective opening sentences, and looking squarely at the audience.

#### Senior High School

In the tenth grade, oral composition work should carry on, at a higher level of accomplishment, the skills and principles of speaking developed in the junior high school. Pupils are expected to think for themselves and to express their thoughts with a high degree of correctness and fluency. They should be conscious of the audience situation and should feel that they are contributing to the conviction, entertainment, or information of the group. There should be a conscious effort on the part of each pupil to increase his vocabulary, to transfer words from his passive vocabulary to his active vocabulary. The idea of the paragraph should be developed in oral composition as well as in written composition.

In the eleventh grade the pupil should be encouraged to think independently, to organize his thoughts in logical manner, and to present them with some degree of effectiveness. He should know that there is a definite demand today for speech making to entertain, inform, and convince. He should realize that skill in the art of conversation is one of the greatest personal assets he can have. Through frequent practice and skillful guidance the eleventh grade pupil should be brought to the place where he can test oral work, especially his own, by accepted standards of criticism. Upon his doing this depends his improvement, for there will not be decided growth on his part until he is aware of his bad speech habits and is desirous of overcoming them.

By the time the pupil reaches the twelfth grade, he should know and practice correct oral usage; but the teacher often finds him with bad speech habits and incorrect usage. Therefore tests should be given early in the year so that the teacher and pupil may find all the bad habits in both oral and written expression. Remedial work should follow where it is needed. During this year, oral composition work should be constantly correlated with the demands made upon the pupil both in and out of school. With this in mind the teacher plans the work around real life activities.

Obviously all that has been acquired of skill in vocabulary, sentence structure, paragraph organization, and effective delivery in previous years will be required for the final work in oral composition. Special emphasis should be put on developing skill in the selection of material for oral reports and on developing the ability to be independent of notes. By the time the pupil leaves school he should be equipped with adequate speech skills, important among which is the ability to converse intelligently, always with courtesy and often with humor, in the business and social worlds in whose orbits he moves.



## READING

The results of the reading tests given last term have made apparent the extreme need for Boston teachers to be concerned about the reading skills of their pupils. The remedial reading teachers are meeting this need admirably for the limited number of pupils whom they can serve. But because the number of pupils attending these classes is of necessity limited, many core teachers are making a conscious effort to help their pupils develop better reading and study skills. They realize that no pupil ever masters reading, that is, reading skills can always be improved; therefore, no teacher ever reaches the place where the teaching of reading is not an essential part of the educational procedure. Moreover, it is vital that time be taken to teach pupils how to use their books. In teaching the use of the dictionary, one may have to teach the alphabet. The teacher begins with what the pupil knows, no matter how little that is. He must be taught to use a reference book accurately and quickly. Surely one of the core teacher's duties is to help pupils gain greater power in both informational and recreational types of reading. Some abilities desirable for informational reading are:

1. Finding the central thought and distinguishing it from detail and illustration.
2. Distinguishing direct and implied detail.
3. Distinguishing inference and direct statement.
4. Recognizing key words, sentences, and paragraphs.
5. Recognizing the antecedent of reference words.
6. Estimating the value of material read.
7. Remembering facts that may be needed.
8. Organizing material read by taking notes and by making summaries and outlines.
9. Distinguishing between what the author says and what the reader wants him to say.

With these abilities, reading of any type may be pleasurable; but what is usually known as recreational reading involves sensations, emotions, and imagination. To derive from reading desirable vicarious enjoyment which may not come his way in life, the pupil needs to develop these abilities:

1. Visualizing scenes and temporarily living in a world of the author's making.
2. Relating the experiences he reads about to his own experience.
3. Developing an ear for the music of words.
4. Responding to rhythm.
5. Learning to read between the lines, sensing what is suggested as well as what is said.
6. Appreciating the finer types of literature.
7. Realizing that his own reaction to whatever he reads is determined by his own development and experience, and, therefore, cannot serve as a standard for the value of the selection as literature.

To quote from Lou L. La Brent, "The first step is to recognize clearly that no longer do we present a few classics; we now teach young people to read, and introduce them to the whole realm of life through the printed page."



- Salisbury: Better Work Habits in Composition (1935)  
 Unit II, "Reading and Writing to the Point"
- Stovall: You and Your Reading (1940)
- Teuschler, Chapman, Cook: Gaining Language Skills (1940) Grade 9  
 Part II "Expanding Your World"
- Teuschler, Chapman, Cook: Using Language Skills (1940) Grade 10  
 Ch. V., "Building Vocabulary"  
 Ch. VI, "Reading With a Purpose"  
 Ch. VIII, "Thinking Clearly"
- Tressler: English in Action, Course II (1940)  
 Unit 8, "The Library"  
 Unit 9, "Reading, Studying, and Answering Questions"
- Tressler and Shelmadine: Building Language Skills (1940)  
 Unit IV, "Using the Library"  
 Unit VI, "Reading and Summarizing"
- Whitted and Carpenter: "Reading They've Liked" The English Journal,  
 October, 1943

#### LITERATURE

In the core classes, an effort is made to correlate literature with the social studies. This effort is more than casual, for plans are laid in advance to make the materials of literature interpret the problems and topics dealt with in the field of social studies. Not only have teachers planned such correlation for the units developed in their own classes; but during last summer's training session, three high school core teachers made rather exhaustive studies in which they listed available literary selections to be used in connection with units based on the "areas of experience" mentioned in the scope of the curriculum guide under consideration.

These studies, in the form of bibliographies, may be borrowed from the Core Studies Department bookshelf. The one dealing with Resettlement, Consuming Goods, Manpower and Producing for Sale or Use is worked out on a grade level basis, with each literary selection rated as being easy, medium, or difficult. One lists selections which could be correlated with units dealing with Protecting, Conserving, and Using Our Resources; Producing, Distributing, and Using Foods; and Communicating. The other one gives literary selections which may be correlated with the subjects, Human Relations (education, religion, cooperative living, and recreation) and Planning and Governing.

Some of the anthologies from which selections were chosen are:

- Ansorge, Lucas, Mc Cay, Tower: Prose and Poetry for Appreciation  
Prose and Poetry of America  
Prose and Poetry for Enjoyment  
Prose and Poetry for Adventure
- Barnes, Lucas, Tower: Prose and Poetry of the World
- Cross, Smith, Stauffer, Collette: American Writers
- Greer, Van Arsdale, Wilbur: Prose and Poetry Journeys  
Prose and Poetry Adventures



diversity of opinion) was taken from Test Tubes and Dragon Scales by Lewis and presented thus by a girl in the class: "I am an American doctor in China. I am working in a mission hospital. The Chinese do not have faith in our hospital; therefore, we haven't been able to do as much here as we had hoped to do. One day as I walk past a temple I see a crowd around a man who's been terribly hurt. The chances are five to one that he'll die, but perhaps I can save him. Without medical help he will surely die. No one knows that I'm a doctor. If I touch him and he does die, the Chinese peasants will blame me for his death. Therefore, I may harm the hospital and a large number of people who might be saved. Shall I walk on, or shall I use my medical knowledge, because after all he IS a person"? A knotty problem in human relations! Needless to say the question was not answered for all of the students, but the discussion, lasting the better part of an hour, was, I think, a very worthwhile one with idealism versus practicality being the main issue. Incidentally, the popularity of that book scaled to the top for a few months.

Another book day activity was reading favorite portions from books. Sometimes students read portions they liked from books they'd been reading; sometimes they brought a chapter to the teacher to read to the class; often the teacher read a chapter from a book she wished to "sell." Chapters from Parnassus on Wheels, The Education of Hyman Kaplin, and My Name is Aram, for instance, clinched their popularity.

Other devices used with varying degrees of success were: "What's My Name"? (using characters from novels), a Pulitzer Prize committee, "Information Please," and a literary banquet.

For motivation the use of book jackets (either real ones borrowed from the library or reasonable facsimiles made by students) has proved useful. One week the topic would be "I'll Take the High Road" and jackets (and sometimes the accompanying books) on aviation would be displayed. These were fastened to the blackboard and comments were written under them by students or teachers. Another week it would be "For a Laugh", and books by Leacock, Day, etc. would be advertised.

"Have You Read...."? and "We Recommend" boards with short "sales talks" (written by students and changed each week) were a part of the program. Toward the end of the year each student who had read widely in a particular field agreed to make a list of good books in that field. Lists varied from "Good Dogs Stories" to "On the War."

A large map called "Around the World with Books" with strings attached to each country was posted all year. When a student read a good book with the setting in Italy, for example, a short comment on the book could be put on a card and tied to its particular string. The most popular countries proved to be Africa and China.

To trust to luck that students will just naturally become more and more discriminating in their reading is mere "wishful thinking." It has been my experience that the students who need help least seek it most, and the teacher's time is occupied with students who need help least. Perhaps one solution for this would be fairly frequent conferences with all of the students. This would allow for



a better check on interests, more personal contact with students, and better directed reading. Our problem is to make these conferences pleasant occasions so that freedom of choice is not violated. Whenever possible I have liked to have these conferences be spontaneous rather than scheduled. For example, "You've read All American, haven't you? That book interests me. Come in some night this week and talk it over, will you?" would seem to me to be an infinitely better approach than "Your conference time is from 3:30 to 3:45." I think that the teacher should, whenever at all possible, come to the conference mentally armed with knowledge of I.Q. rating, readingability, background, and interests of the student. This involves a good deal more office work than I enjoy, but I think it's a "must" in a successful reading program.

I do not suggest this reading program as a panacea for all evils nor as an Utopian plan. As an answer to the question "Is it practical for use in our high school?", I can only say "I don't know, but I'm willing to try it, for it's one alternative to the formalized book reports which I dislike as much as do my students."

#### A Systematic Method

Because of the crude, pioneer conditions of Poston and its schools, because of the unrest generated by war and evacuation, because of Poston's relative intellectual and spiritual isolation, and because of very limited facilities in reading matter, the core teacher who desires to save his pupils from sinking into a slough of indifference as regards reading, faces a very difficult situation. Therefore, to combat mental inertia, it behooves the teacher to stimulate good reading as much as he possibly can.

More, however, than "inspirational" leverage is needed. A sound systematic method of accrediting and gauging individual book reporting is indeed imperative.

Rather than require students exhaustively to "summarize" books (certainly a woefully tedious approach), the teacher might use "stream-lined" questionnaire forms, samples of which (for fiction and for non-fiction respectively) may be found on the Core Department bookshelf.

Immediately upon finishing his report, the student consults with the teacher, who, studying the pupils written reactions attentively, can easily "follow through" with as many oral questions as are necessary, and also correct all errors in English. The incidental vocabulary work required helps salutarily to maintain the "dictionary habit." The report is evaluated and graded at once, in the student's presence, during core study period, and is then filed with the teacher.

Varying in degree of difficulty, in length, in value, etc., books necessarily vary, of course, in the number of "points" accredited. Hence each student is instructed to have his book "pointed" by the teacher before he begins to read it. The figure is jotted in the back of the book at once. The student's habit of conferring with the teacher first helps the instructor to encourage good choice of books.



A fiction book of about 100 pages on average adult level (in style, vocabulary, etc.) might be evaluated, for example, at one point, and a non-fiction book of solid quality upon the same level might be gauged at 1.5. For books of 200 pages upon the same level, the pointing might be 2 points and 3 points, respectively; for 300 pages, 3 points and 4.5 points, respectively.

The number of points required should be made clear very early in the quarter. Inasmuch as core (being a double-credit class) is entitled to at least one study-period per day of outside work, a minimum of 7 to 10 points per quarter should represent a reasonable accomplishment.

A special problem exists in Poston One in that certain texts which are shared by more than one class cannot leave the room. A well-organized system of book-reporting solves the resulting homework problem quite satisfactorily, at least in part.

### Reading Lists

Various reading lists are available to core teachers in 31A, Camp I. They include the publications Good Reading and Home Reading, issued by the National Council of Teachers of English. The Council's Four Freedoms Reading List for the junior high school grades will appear soon and has already been ordered. These lists may be valuable in choosing books to be requested and in helping to determine the grade placement of certain books. However, the teachers' most immediate problem is to deal with books which are available to his pupils, not with abstract book lists. In order to give the proper guidance to pupils in regard to their reading, he must know what books are available to pupils. It is recommended that teachers make "grade-level" lists of these books.

### SENIOR PROBLEMS

The teacher of senior core faces an unusual situation. The course must meet equally well the needs of those who are leaving school at their high school graduation and those who are planning to attend college or university. Following the WRA policy, the school encourages resettlement, and thus it falls especially upon the teacher of senior core to equip graduates, in every way, for this decisive step. Because the Poston school system is in only its second year, it lacks educational precedent and tradition. There is great variety in the background and training of Poston seniors; therefore, it behooves the teacher of senior core to make a careful survey of pupils' needs early in the school term. With the pupils, the teacher considers these needs in the light of the resettlement problem, and together they plan the year's work. Some teachers who have made such surveys and are planning accordingly, find that preparation for resettlement involves more than a sharpening up of the tool subjects, although the necessity for pupils to develop skill in the use of the English language cannot be over-emphasized. These teachers submit the following topics as the most vital to be considered in all classes of Senior core. They may be used, though perhaps worded differently, as main units, as subordinate parts of units, or as "special lessons."



1. Resettlement (WPA areas, job offers, kinds of leave, regional attitudes, U. S. geography, etc.)
2. Vocations (personal choice and realization of importance of all)
3. Personality development and social adjustments (for Boston and for "the outside")
4. Labor unions (as they and their policies will concern the pupil in resettlement)
5. Socialized medicine (health)
6. Appreciation for the United States (through an understanding of its history, and democratic principles)
7. Citizenship and government (including a comparative analysis of the major forms of government now prevalent)
8. Crime and delinquency (contrasted with good citizenship)
9. Economic laws as they apply to everyday living (consumer, producer problems, etc.)
10. Minority problems in the United States (with emphasis on possible solution of their own)
11. International Relations (keen attention to current events)
12. Postwar planning (thinking in terms of democracy and of world problems)

#### ECHOES FROM SUMMER SCHOOL

(Excerpts from papers written in Secondary Methods Class,  
Boston Summer School, 1943)

I. A core teacher comments on social studies: The phrase "social studies" is no new and magic term used by educators to hide a multitude of virtues and a certain number of vices. It is a nice old traditional phrase from the nineteenth century with a new interpretation, broader aims, more vital methods. Formerly the course often covered the rote learning of history and civics with the hope of educating good citizens. The hope of modern educators is comparable, but instead of just a good citizen they want a citizen who is aware, who knows not only that he should obey the laws of our land, but why he should obey them, who knows a good and necessary law from a vicious one. Such awareness is not learned merely by memorizing dates and events....

Social studies attempts the necessary training of youth--not ignoring other subjects but hoping to integrate them into a coherent whole....

The aims of the social studies are broken down or grouped together in a variety of ways. Four headings seems sufficient for a beginner to use; careful research, critical thinking, creative thinking, and cooperate action seem to be the qualities that social studies seek to promote.

#### Careful research:

This phase of social studies is to give the student an understanding of the complex social structure he lives in, with reference to its development from the past, its present set-up, and its possible future development. Facts certainly, but also their ramifications and implications over a wide field. The student must see the interdependence of the whole structure, the relation of his job to other jobs and why they are all essential, and the effect of his actions as consumer, producer, voter.



### Critical thinking:

It is essential for a student to develop a critical faculty so that he may evaluate propaganda, political policies, social leaders and the work they are doing. As we rely more and more on trained experts to do the big jobs, we must be able to select them on the basis of their qualifications and evaluate their efforts as they do their work.

### Creative thinking:

Students must have not only facts but attitudes toward them. These facts must be the basis for the formation of judgments and for the selection of ideals and allegiances.... Out of an objective consideration of the social structure in its many phases, an evaluation of the structure as it is, ideas to how it might be improved--should come an adequate flexible personal philosophy.... The student must possess self-direction and independence, for, while he must work in groups, he must be self-sufficient mentally and emotionally, formulating his own standards rather than taking them wholesale from other people or movements.

### Cooperate action:

Students must learn to act collectively so that they may participate in good mass organizations.... Democracy gives scope for individual action and must continue to do so, but social (?) action comes about through the will of the majority. The social studies hope by improving individuals to improve the collective action that takes place....

The many textbooks on the social studies often seem inadequate in giving specific directions for what to do. This is due to the fact that the classroom will differ from war-year to peace-year and from industrial community to agrarian community, and the social studies demand that education begin from the position of a specific class in space and time. The modern books can only state objectives and offer examples which are valid for the particular situations they describe. Because the world is changing still, the social studies teacher can give few, if any, final answers but only the requisite skills and mental flexibility necessary to such a changing society.

II. A commercial teacher speaks of the value of "teaching and guiding in small groups:"

The student realizes his importance as a member of a smaller group; his purpose is much more definite; he knows he must assume his share of responsibility if his committee is to make a reputable showing. Working in committees develops in the students an attitude of give and take. They exchange ideas freely and finally reach a common conclusion. This group work gives the student actual practice in democratic living. It also affords an opportunity for the development of leadership. To develop efficient leadership is certainly one of the main duties of our schools.

III. A teacher of mathematics philosophizes:



In its broader aspects, the core class can really be the hub of the wheel of learning with the spokes representing diversified special subjects, and the periphery of the wheel representing a unity of universal education. How well the complete wheel can be maintained will be determined by the cooperation and complete understanding among the teachers.

#### IV. A core teacher suggests:

1. The printing on the blackboard in large, neat letters, each day's "hard words" is indispensable. Students planning reports, for instance, could put their word ladders upon the board just before giving reports. This would aid the class in taking notes, would insure accurate spelling, and would enable the teacher to "follow up" with essential pronunciation drill.

2. The taking of notes by students is commendable, but surely those reporting should report much more deliberately and slowly in this event, to avoid high-pressured and, hence, superficial note-taking. One suggestion is that the ~~teacher~~, or reporter, place a brief master outline on the board following the report, in order to study the art of selecting essentials, and of organizing material.

#### V. A core teacher makes some resolutions:

1. When there appears to be diminishing interest in my class, I shall close the discussion regardless of its seeming importance, but bring it up again very soon.
2. I shall instruct more quietly.
3. The books I suggest one day, shall be available the next. Supplementary material should be ready for individual students just as soon as they recognize the need for it.
4. I shall summarize often both reports of progress and assignments of work to be done, making mention of possible time allotment, but with no urge "to hurry" in my attitude.

#### VI. A teacher of foreign language challenges core:

In core classes, some students are not getting the fundamentals of English, judging from some of the papers written in my class. Last year I helped several students with their English when they were supposed to be learning a foreign language.

#### VII. A nisei teacher speaks:

I believe this to be, above all, most important: The restoration of democratic ideals to the nisei who, living in a democracy, have been frustrated and denied, to a great extent, the enjoyment of and participation in such. To this task education in Poston must dedicate itself.... This would include a stressing of the WRA policy of eventual relocation, making the students "relocation conscious," thereby preparing them not only "geographically" but spiritually for the "exodus" to come.

#### VIII. A teacher of foreign language comments on competition:

The needs of the student for participation in educational activities should be motivated by interest in the outcomes rather



than by a competitive spirit. The teacher should thus motivate her classroom activities.

IX. A core teacher quotes from the Santa Barbara County Curriculum Guide for Teachers in Secondary Schools:

"The stress upon competition, prizes, awards, and marks which have hitherto characterized schoolroom practice is incompatible with this (The Santa Barbara) point of view regarding the function of education."

Question: Is such stress compatible with your point of view regarding the function of education?

WORTH REPEATING

Bulletin I: "Core studies are not new in education. They are the general, the central, the basic subjects around which a whole curriculum is built...many school systems have made heroic attempts to reconstruct their curricula in terms of the problems and needs of young people and people of particular communities. Because English and the social studies have usually been required subjects, the major responsibility for helping young people study their real problems has fallen on English and social studies teachers."

Bulletin II: Regarding literature -- "An occasional unit on great literary contributions to the world is not amiss.... Keep in mind the importance of background. (a full-freighted piece of literature often provides excellent background for a unit of work which, at first thought, may seem far removed from it.... Keep the final goal in view. (Literature has accomplished a worthy task when it has helped students to assimilate fundamental attitudes, progressive beliefs, humanitarian beliefs and sympathies, and that kind of humor which arises from a sense of proportion."

Bulletin IV: "An over-all view of the situation indicates that, in the integrating of English and social studies, we should avoid the formalization of language instruction, making rather all language study function in the life of the pupil. English language study should begin with the actual needs of pupils as revealed by their own speech and writing, the pupil at no time losing sight of the close relationship between his own communication needs and the learning experiences through which he grows in language power."

Bulletin V. "Grammar becomes functional when it becomes a usable tool rather than an end in itself....

Excluding English, subjects offered in the seventh and eighth grades can be classified under the general headings of Social Studies, Mathematics, and General Science. Literature and grammar can be integrated with the Social Studies and, to a lesser extent, with mathematics and science. Literature, informational or non-informational, does have an intellectual and emotional appeal for students; and the more thoroughly it is integrated and arti-



culated with the Social Studies (Geography, History, etc.), Mathematics, and General Science (including Health Education), the more thorough will be its intellectual and emotional appeal."

Bulletin VII: The goal in core studies is always just beyond reach, since the program of studies is never static."

#### MORE LIGHT ON SELECTED SUBJECTS

##### Staff Relationship

Thayer: Reorganizing Secondary Education (1939), Ch. XI, p. 399-414.

\*Royster: "Department Head Speaks," The Clearing House, October, 1943

##### The Workbook

\*Hurd: "The Workbook as an Instructional Aid," The School Review, October, 1931.

Umstattd: Secondary School Teaching (1937), Ch. VIII, p. 176-194.

\*Walcott: "Problems of the Workbook," English Journal, Sept., 1933.

##### The Core Curriculum

Douglas: Modern Secondary Education (1938), p. 664, 665, 700-711.

Spears: The Emerging High School Curriculum (1940) p.61-64;  
220-329

\*Strong: "What About the Core Course?" Social Studies, Nov., 1943

Wrinkle and Gilchrist: Secondary Education for American Democracy (1942) p.300-329.

##### The Unit

Douglas: Modern Secondary Education (1938), p. 636-645

Lee: The Child and His Curriculum (1940), Ch. VII, p. 192-231

Umstattd: Secondary School Teaching (1937) Ch. VI, VII, IX,  
p. 129-174, 196-216, Special Attention: Ch. IX, p. 196-216

##### Devices for Teaching English

\*Ade: Successful Practices in the Teaching of English in the Secondary Schools, Bulletin 280 (1939)

Clarke and Eaton: Improving Secondary School English (1940)

\* May be borrowed from the bookshelf of the Core Studies Department,  
31-A, Unit I

Poston, Arizona  
December 4, 1943



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Memo to Core Teachers:

The Core teachers will be responsible for preparation of the "Report to Parents" for each member of the core class. A duplicate of the report should be filed in the student's individual file in the high school office.

The "Teacher-pupil Evaluation of Progress" form, which has been prepared by the Committee on Evaluation, is for the purpose of directing the attention of the students toward the objectives of the course. These records will be filed in the individual's file in your class room in order that they will be available at any time when you are conferring with an advisee or his parents.

It has been suggested that core teachers invite parents to confer with them after reports have been issued. The "Teacher-pupil Evaluation" would serve as a guide to the discussion of a student's progress.

Report cards should be issued during class Thursday, December 17th, and returned to the Core teacher on Friday, December 18th.

If you have in your files any written work or information relative to students who have transferred from your core class to that of another teacher, please secure from one of the girls in the high school office the name of the student's present core teacher. It is essential that core teachers receive all materials which will assist in the evaluation of students who have been transferred from one core class to another.

In Poston I, all students who are employed part time will be required to have their work permits reissued. Please announce to all of your students that some time before Wednesday, December 16, they must request that their employers give to them their old work permits, or if they had no work permits, they will receive the "Offer of Employment" sheets. Each student must bring either the work permit or the "Offer of Employment" sheet to his core teacher. The core teacher will assume responsibility for discussing the employment with the student, pointing out the educational value of the job, and the opportunity for contributing to the progress of the community. The core teacher will naturally assist the student in planning a program well-balanced between classroom work, employment and recreation. If the core teacher is willing to approve of the employment, she will initial the work permit or "Offer of Employment" and write thereon any remarks or limitations. After the student has secured the approval of his core teacher, he is to bring the sheet to the high school office in order that it may be reapproved. The final date for reapproval of old work permits is Wednesday, December 23.



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Bulletin to Core Studies Teachers

Re. Use of Periodical Materials

Core Studies Rooms and Seventh & Eighth Grade Rooms are now receiving periodical publications of various types. These serve two major purposes,--first, to bring current history into the classroom in literary and pictorial form, and second, to provide a cumulative body of reference material for which bibliographies will be available to core classes next year. Each core and homeroom should have a student librarian responsible for marking new periodicals properly as the property of Poston I Jr. & Sr. High School, and of a particular room or rooms. Publications which are received in quantity,--such as the American Observer, Junior News Review, and Junior Scholastic, need not be marked individually. All copies should be kept in the room until all classes have finished reading them. At that time each class should select a copy for its permanent file, and two copies from the room allotment should be placed in the school librarians' box in the office. At the end of each year these complete files should be sewed and bound together as reference volumes for the following year.

All copies of periodicals received in single or duplicate copies should be accumulated in complete files. Covers should be repaired and reenforced as necessary. Complete files will be bound in semi-annual or annual volumes at the close of each semester or year.

If no class in a particular room makes use of any periodical, that periodical should be turned over to the school library for safe keeping and for use in the reading room.

In the seventh and eighth grade rooms periodicals are to be used jointly. They are distributed to one group of rooms for immediate use, then are to be forwarded to the second group of rooms in accordance with the schedule below. File copies are to be returned to the first group of rooms after the second group has finished using the materials, and library copies are to be placed in the librarians' box in the office.

Receive Materials

14C  
32A  
46C  
39A  
26A  
22C

Pass On To

16B  
32B  
---  
39B  
26B  
11B



## MATERIALS FOR ORGANIZATION OF CORE STUDIES

Toward an Indigenous High School--  
--Cary & Gantt

### The School Government

It has been pointed out previously that the McKinley school government is an integral part of the core-studies program. School problems are given special consideration in these classes. The representative assembly and executive council meet the last period of the day, alternately every week. Special meetings are held when needed, at the same hour. Representatives and members of the executive council have their programs so arranged that they are able to attend meetings during the sixth period without interfering with their other studies.

Because the McKinley government occupies so important a place in the curriculum we believe that a brief description of its organization and functioning should be included in this report.

The McKinley government functions in accordance with a constitution. The officers include the president, vice president, secretary, treasurer, and a clerk. They have the usual duties assigned to these offices, with the exception of the vice president. This officer directs the work of committees and is responsible for seeing that the committees get their reports in on time and in proper order. The president, treasurer, and teacher-adviser serve on the central finance committee of the school, where all major matters of finance are considered.

The executive council includes the following: principal, adviser of the school government, the three class government advisers, the three class presidents, the five school government officers, student sheriff, editor of the school paper, and adviser of the school court. The executive council works coordinately with the representative assembly. It is the central planning group of the school government. It also meets from time to time in joint-session with the council of department heads to consider special problems.

The representative assembly is made up of representatives of the various homerooms, the members of the executive council, and chairmen of all standing committees.

Homerooms are organized as local units of government. Each has its chairman, vice-chairman, secretary and treasurer. The chairman represents the group in the assembly. The homeroom treasurer works with the school government treasurer in handling school government finances. All major issues are settled by vote in the homerooms.

Standing committees serve a very important function within the school. They are made up of representatives from the three classes. Usually the chairman of the corresponding class committee serves on the central committee. They plan the year's program, submit their plans to the assembly for criticism and approval, and then do what they can to see that the adopted plan is carried out. They make quarterly reports of progress at special meetings of the assembly. Following is the list of standing committees:

School Assembly	School Spirit and Rally
Civic Service	"Aloha"
Health	Magazine
Social	Property
Lost and Found Bureau	Record Room
Junior Police Officers (Traffic)	Photography
Student Organization	Boys' Athletics



Girls' Athletics  
Community Relations  
Library  
Calendar

Fire Squad  
Vocational Guidance and Placement  
Forum  
Identification Card

Each committee has a teacher adviser. They meet usually just at the close of the school day.

The committee organization at McKinley High School is one of the most significant aspects of the program. By this means many students and teachers have an opportunity to make important contributions to the activities of the school. This applies to class government committees as well as the committees of the general school government. Because they indicate something of the nature of the work of all committees, and also reveal the genuineness of activities promoted, we offer the following school government committee reports for the first quarter of the school year 1935-36:

1. Report of the Assembly Committee

November 25, 1935

"Mr. Sing Chan Chun  
President, McKinley Government  
McKinley High School  
Honolulu, T. H.

"Dear Sir:

"Your Assembly committee respectfully submits the following report:

"Eight divided assemblies and two special assemblies, making a total of ten assemblies, were presented to the McKinley Government during the first school quarter. The main themes of the programs were as follows:

- Sept. 11 Opening assembly; Welcoming speeches and the introduction of the Religious Education classes.
- Sept. 18 Lecture on International affairs by Mr. Graham Stuart
- Sept. 25 Learning of football songs
- Oct. 2 Pep rally
- Oct. 7 Presentation of the members of the Congressional party
- Oct. 9 United Welfare talks by Mr. Eichelberger and Dr. Leavitt
- Oct. 16 Lecture on Statehood by Dr. Crawford and Senator Joseph R. Farrington
- Oct. 24 Pep rally
- Oct. 30 Lecture on Statehood by Mr. Thurston
- Nov. 7 Speeches on American Education by Major Mahaffy and Colonel Wellington Jones

"Musical selections and skits were also included in the above programs.

"The ushering committee was headed by George Martin and William Mau of which Ernest Loui and Richard Yamamoto were the co-stage managers.

"The Assembly committee intends to have as guest speakers, Dr. Hutchins, Mr. Samuel King, and Mr. Ray Baker in the future. A play, "Tidings of Joy" by the Dramatics class will be presented in the Christmas assembly.

"The committee sincerely hopes that the assemblies presented have been enjoyed by the McKinley Government.

(2818)



Respectfully submitted,

(s) Eunice Leong  
Chairman

(s) Reginald Carter  
Adviser

Members

1. George Martin
2. William Mau
3. Ernest Loui

2. Report of the Civic Service Committee

"Your Civic Service Committee respectfully submits the following report:

"During the past quarter of the school year the committee has spent most of its time on the Senior campus work. The campus work is carried on in a different plan from that of the previous years. Within the committee is a small committee composed of the Senior, Junior and Sophomore Civic Service Chairmen, representatives from the classes of two teachers, and the Student Body Chairman. The plan is so arranged that two representatives from one teacher come in to give reports while the other two representatives come in to receive instructions for campus duty on our weekly meeting days. The plan has been found to be very satisfactory for more work seemed to have been accomplished, we seem to be in closer contact with the homerooms on duty, and we have a very good idea of what should be done, what is being done or what has not been done. From all indications the Seniors have done very well in their share of keeping the campus clean and good looking.

"During the past quarter the committee has also placed new cards on the teachers door. The teachers' free period or study hall period have been put on these cards so that the students will know when they can talk to the teacher without interfering with classes.

"This committee has also just started on a new project. The committee intends to make a tropical garden in the area under the banyan tree by the swimming tank. A few plants have already been planted but the work is not progressing as it should because of financial difficulty.

"During the next quarter the committee intends to do quite a number of things.

1. It intends to start the Juniors on their period of campus beautification.
2. It intends to begin a pictorial history of campus development.
3. It intends to plant coconuts through the aid of the agricultural boys so that the campus will have more coconut trees in bare spots.
4. It intends to continue with the tropical garden project."

3. Report of the Health Committee

"Your health committee respectfully submits the following report on the work done during the first quarter:

1. General Physical Inspection--This test was given to all incoming Sophomores during the second week of September to segregate them into some kind of health



program such as active gym, remedial health class and rest class. A new plan was used this year, whereby the eye and ear tests were conducted at the same time, along with the physical examination.

Ear test was given by the Board of Health machine and Eye test by Audiometer 4A. The follow-up work on the ear test was conducted by Miss Henderson, working thru Mr. Rhea with the schools on this problem. Juniors and Seniors with a loss of hearing of 30 or more were rechecked by Miss Henderson with audiometer 1A. Special appropriation of legislatures to aid Mrs. Lacy in preventive work. Lip reading classes will be conducted if needed in McKinley.

2. Rat Extermination--Following Mr. Cary's request at a health meeting, a committee was appointed to study this matter. The Board of Health was called immediately in for advice. Mr. Pang of the Board of Health came to investigate. He recommended the use of rat poisons and traps. The setting of traps and placing of poisons were done by the Board of Health workers. The following day a report from Mr. Breman stated that quite a number of rats were destroyed.

3. Daily Inspection of Lavatories and Drinking Fountains--Two sanitarians were appointed by Mrs. Elsey to check and report on the conditions of the Lavatories and drinking fountains daily. Lavatories found to be in bad condition are referred to the janitor in charge.

4. Flea Problem at McKinley--Complaints by both teachers and students about the fleas in the different rooms made it necessary for the health committee to seek advice again from the Board of Health. On their advice this problem was attacked in two ways. (1) The corals under the bungalows were watered to destroy breeding places. This work was done by the FERA workers thru Mr. Cary. (2) The floors of infested rooms were mopped for ten successive days with a mixture of kerosene and water to kill the adult fleas. Student volunteers were called upon from infested rooms to mop the floor with this emulsion.

5. Misusing of the Drinking Fountains--After carefully checking and studying of the drinking fountains the health committee have found that it has become a prevalent practice among some students to utilize the drinking fountains as garbage containers for their discarded pieces of gum and small pieces of paper and food. Cuspidors have also been made of them. Still others have taken the liberty of converting them into wash basins, where old rags are rinsed and hands are washed. Such a situation not only make these fountains unfit for drinking purposes, but obviously if not corrected will endanger the health of students. There have been a number of measures suggested by the health committee. Students and teachers of each building are asked to guard the fountains and clean the fountains twice a day. They are to obtain the rags and washing necessities from the janitor. Cooperation of all students is asked in protecting our drinking fountains and our health. We also urged students that from now on, they are supposed to rinse their rags and mops in a bucket. Further more water taps for cleaning purposes are near all bungalows, for which keys may be obtained from the janitor.

6. T. B. Survey--At the beginning of November the T. B. test was given by Dr. Mansfield, Dr. Dugan, Dr. Halford and with the assistance of nurses, first aiders and teachers. Ninety-eight percent of the Sophomores took this test. Juniors and Seniors with a negative reaction from last year's test and wanting to take this test over were welcome to do so. About 900 Juniors and Seniors repeated in this test. The X-rays will be taken by Mr. Lee of Dr. Smith's office. Pictures will be read by the Board of Health. Clinic care will be given by the Board of Health, Leahi Home and home physicians.



"Following is the outline of work which the health committee intended to do for this quarter:

- |                                     |  |
|-------------------------------------|--|
| 1. T.B. Christmas Seal Campaign     | 8. Tonsil Clinic                                   |
| 2. Skin Survey                      | 9. Orthopedic Clinic                               |
| 3. Follow-up work on the Eye Survey | 10. Asthma Clinic                                  |
| 4. Follow-up on the T.B. Survey     | 11. Menses Clinic                                  |
| 5. Soap Project                     | 12. Speech Survey                                  |
| 6. Lectures on Social Hygiene       | 13. Lighting and Painting of the classrooms, etc." |
| 7. Heart Clinic                     |  |

#### 4. Report of the Social Committee

"Your Social committee respectfully submits the following report:

"On September 27th the first after school monthly dance was held. The first dance was given to welcome the Sophomores. Since the Sophomores were the honored guests they were admitted free of charge, whereas the upper classmen were charged an admission fee of 10¢. Music was furnished by the Paramount Orchestra. With the cooperation of the Student Body the dance was a success.

"The expense of the dance are as follows:

Total expenditures	\$34.15
Total admission receipts	32.50
Orchestra-----	\$18.00
Refreshments-----	7.00
Paper cups-----	3.60
Spangles-----	3.00
Janitor-----	2.00
Ice-----	.50
Crepe paper-----	.50
Total-----	\$34.15

"There was no October student body dance because the Junior and Senior classes have dances.

"On November 27th there will be a dance. On December 20th the first evening dance will be held. The place of the dance will be Amory Hall."

#### 5. Report of Lost and Found Bureau

"Your Lost and Found Committee respectfully submits the following report:

"During the past two months the committee has done its utmost to fulfill the requests made by the students. Although the committee has done efficient work, we have not been able to return articles that were reported lost. There were 62 articles intrusted to the committee as lost of which only 12 were returned and there were 35 articles found of which 15 were claimed. This means that an average percentage of only 31% has been returned to the rightful owners.

"The committee wishes to carry on the following recommendations made by the committee for the year.

(1) That the Lost and Found Committee be given a cabinet for the primary purpose of keeping articles intrusted to the committee. After reading the committee



reports of the previous years we found that the committee encountered great difficulty in trying to keep things in order by the use of a closet with other committees. We feel that with the use of a separate cabinet the work can be done more accurately and efficiently.

(2) That notices pertaining to Lost and Found articles be put in the Pinion regularly at least once a week. We found that the response to notices in the Pinion was very prompt.

(3) The committee recommends that the Pinion not be used by teachers and students to advertise Lost and Found articles. We believe that the committee should be informed of any Lost or Found article and that when occasion warrants, the committee use the Pinion for advertising. The Lost and Found articles should be reported to the committee, and the list will be printed in the Pinion.

"In order that this committee may have a successful year we hope that everyone will cooperate and urge your fellow classmates to report all Lost and Found articles to the Lost and Found Department located in the Student Body Office, room 73."

#### 6. Report of the School Spirit and Rally Committee

"Your School Spirit and Rally Committee respectfully submits the following report:

"During the past quarter the committee has endeavored to build the kind of School Spirit, a school should have. We have accomplished this aim, through Pep rallies during which time, short football skits were presented and new songs were introduced. We have four new songs and yells to our list.

"We gave leis to the football boys when they left for the mainland, and we prepared a welcome for them on their return. We also planned a reception for the Hilo football team when they came down to play us.

"The committee will sponsor three tryouts for song and cheer leaders for 1936-37. This will be held on December 9, 10, 11, during the noon hour for girls, and after school for boys.

After the football season is over, the harder part of the committee work will be over. However, the committee intends to hold several meetings for the purpose of discussing the following problems:

1. Appearance at games.
2. Insignia for Rooters.
3. Increase of amount is not sufficient."

#### 7. Report of the Magazine Fund Committee

"Your Magazine Fund Committee respectfully submits the following report:

"Due to the reorganization of this committee, work has been started only a few weeks ago, with the result that there is no progress to be reported.

"At present this committee consists of one representative from each of the three classes; namely, the sophomore, junior and senior class. The adviser, however, recommended a larger membership consisting of one representative from each department.



using magazines. Such a plan would mean more effective work since the Magazine Fund Committee intends to study magazines used in every department, as well as those used in the core-studies classes. This recommendation of a larger membership has been considered.

"The Magazine Fund Committee will begin a survey of how various classrooms go about the matter of handling magazines. After the completion of this survey, some definite policy regarding the matter of lost magazines will be recommended. If time permits, a survey of magazines most used will be started, after which the comments on the value of these magazines will be studied by the committee."

#### 8. Report of Property Committee

"Your Property Committee respectfully submits the following report:

"For those who are not acquainted with the purposes of the Property Committee and its duties I will give you the purpose of this committee.

"Purpose--To keep a record of all school property which were presentations from previous classes or donations by teachers, to see that all property is in capable hands of both students and teachers.

"An investigation was made and recorded of all school property. The results were:

1. Student body chairs
2. Piano
3. Floodlights
4. Loudspeaker
5. 3 Paintings

Minoru Okimoto  
Mrs. Miles  
Mr. Sanders  
Mr. Pau  
Albert Sakai  
Mr. Taborth  
Mrs. Hjelle

"These are the results of my investigation as to the school property. If you see fit to put others please inform me."

#### 9. Report of the Record Room Committee

"Your Record Room committee respectfully submits the following report:

"Commencing its duties in September, the Record Room Committee made a survey of all record room officers.

"Due to the fact that some of the record rooms were not responsive in the request of the committee to submit the names of their officers, the committee was unable to complete the records of the officers. However, the Senior list has been completed.

"In account of the work, the committee found that several rooms had violated the rules governing the election of record room officers.

"The committee for the next quarter will continue the survey of record room officers. The next work the committee will undertake is the spring clean-up of all the buildings."



# 10. Report of Student Organization Committee

"Your Students' Organization Committee respectively submits the following report:

(1) This committee has registered 32 McKinley clubs. These clubs registered their names, officers and advisers, committee chairmen, time and place of meetings, purposes of the club, and their special activities. This information was typed on filing cards.

(2) Passing out preliminary membership forms and finally handing out membership cards.

"This committee with the help of the three class committees work with the P.T.A. executive committee, the P.T.A. membership drive and the publicity committee.

The tentative outline of the year's work for the P.T.A. which is also our committees' work is:

November 24--Seniors Open House where plans and objectives of the P.T.A. will be presented to the Senior parents.

December 13--Regular meeting where plans will be made for building needs.

January 12--Junior Open House

February--Regular meeting

March--Sophomore Open House

April--Regular meeting where nominations for next year's officers will be presented by the nominating committee.

April--May--Artercraft and Homemaking Open House

May--Regular meeting where further nominations will be asked for and election will be held.

"The P.T.A. will take part in our open house program by printing and passing circulars explaining the objectives of the P.T.A. by having Mr. Cary and the President of the McKinley P.T.A. Mr. Pascoe, give talks, and by seeing that dates of the Class Open House are effectively spaced. The suggested problems of the P.T.A. that are to be taken up and presented to parents during meetings are:

(1) Taxation

- a. Over-crowded conditions
- b. Students share of support
- c. Increased enrollment

(2) Parents attitude toward social needs of growing youth

- a. Dance question

(3) Program of studies offered at McKinley

(4) Vocational opportunities of boys and girls in Honolulu.

The two lower classes are working earnestly on the program for their open houses.

"The P.T.A. organization should not be the work of the Community Relations Committee alone, but should be supported by every student in McKinley since it is an enterprise of the McKinley Government.

"This committee's work for the next quarter has been mentioned already in this report. Our attention and work will be concentrated mostly on our open houses and the McKinley P.T.A."



## 11. Report of the Library Committee

"Your Library Committee respectfully submits the following report:

(1) Through our regular monthly and special meetings we feel that we have carried out our plans very smoothly. Difficulties in the library committees of the Senior, Junior and Sophomore classes have been brought up for discussion and measures of improvement have been decided upon and put into practice.

This year we are holding our "McKinley Book Week" rather earlier than usual. Therefore we spent several meetings drawing up plans for this annual affair. This year, "Book Week" will be from November 18th to November 27th. The following plans have been approved:

- a. There will be a display of books in the main lobby. This display will be made possible through the courtesy of the Honolulu Paper Co.
- b. Boxes for lost books will be placed from November 20th to November 27th in various conspicuous locations by the Senior Library Committee.
- c. Posters and slogans will be made by the Junior and Sophomore Library committees.
- d. News articles and possible book reviews will be printed in our Daily Pinion.

(2) The work of the library committees in McKinley High School is mostly routine in nature. Therefore, our plans for the year may not be as elaborate as those of the other standing committees. The main purpose of the McKinley Government Library Committee is to work with the library committee of the Senior, Junior and Sophomore classes so that all difficulties may be overcome and all useful and efficient suggestions may be put into use.

"At present the library department of McKinley High School is planning to take an inventory of the library books. Should this plan prove favorable, our committee will extend our services with open hands."

## 12. Report of the Calendar Committee

"Your Calendar Committee respectfully submits the following report:

"The Calendar Committee has done its utmost in trying to keep an accurate account of all social activities during the past quarter. Ten social functions, including hikes, picnics, dances, etc., were recorded in the calendar during the first quarter.

"At its first meeting in October, the committee decided that every class or club should record all dates for social activities held in high school or elsewhere with the Calendar Committee by reporting to the Sophomore, Junior, or Senior Calendar Committee member and also through Mrs. Miles. The choice will be first, Student Body affairs; second, Senior class; third, Junior class; Sophomore class; fifth, whatever organization that registers first. In order to carry this plan through we will need your cooperation.

"During the next quarter, this committee will check very closely and see that all functions are recorded at least three days before it is held. Therefore, we ask that all homerooms, classes, and clubs consult the social activities calendar which is posted on the Student Body Bulletin Board before making any definite plans. As soon as your plans are definite, please be sure to register your dates with Mrs. Miles or the committee.



"In case of any conflicts, we are asking the students to see Mrs. Miles to straighten out the matter.

"We hope that the Student Body will cooperate willingly and wholeheartedly with this committee in carrying out its aims."

### 13. Pinion Photographic Committee

"The tentative plans for the semester are to take pictures of news, outstanding events and to have them published once a week on a half a page sheet. The Pinion has a half a page of pictorial section published once a week and the Photographic Committee is in charge of this event. The Black & Gold cooperates with the Pinion by loaning the films of exposed pictures to have them published in the pictorial section.

"The financial budget for the year is \$65. Films, sensitized papers, chemical and lamps, etc. were the expenditures.

"The Pinion's Photographic Committee members are Harvey Jenson and Maurice Chaisson.

"Everyday during the sixth period we meet in the newswriting class room 69 with Mr. Anderson as our adviser."

### 14. Report of the Athletic Committee

"Your Athletic committee respectfully submits the following report:

"During the first quarter of the school year the committee helped sell Athletic tickets to teachers. These tickets were issued by our adviser, Mr. Kendall.

"The committee also took part in selling the circus tickets to the teachers. These were issued by Mr. Loper.

"For the next quarter, the committee will meet with Mr. Kendall and make plans for the second quarter.

"If there is anything that the committee can do, we will be very glad to help.

### 15. Report of the Fire Squad

"Your Fire Squad respectfully submits the following report:

"The present Fire Squad consists of approximately thirteen members from the three classes. As usual, only the three main buildings, namely, the Administration, the Commercial, and the Mathematics buildings are participating in the drills. But unlike previous years, we have planned to hold at least two drills a month. This has been the result of the recommendation made by Mr. Cary. Since the enrollment has increased greatly, we felt that we need to hold more drills in order that the lives of our students might not be endangered by any fire hazard by having fire drills so that they will be prepared to meet such circumstances.

"The purposes of the fire drills are:

- (a) to abolish chaos during fire drills.
- (b) and to train students in vacating buildings rapidly and quietly.



"During the first quarter, we held four fire drills. Improvements in the fire drills have been seen but there is still more room for such improvements. We, of the Fire Squad believe that we need the cooperation of everyone in school, from the Sophomores even up to the faculty during the fire drills.

"We are not trying to establish any record time but to vacate the buildings as quickly and orderly as possible. We cannot do this unless we have the cooperation of all.

"The fire extinguishers have been checked and recharged by the Building Department. It was revealed that we have 50 chemical fire extinguishers at McKinley.

"The Fire Squad wishes to make recommendations for the improvement of our fire drills.

- (1) Additional fire escapes at the two ends of each building. At present, we have an increase of about 100 students on the second floor in each building each period over the previous year. This means that we need more exits. We have two stairways in each building. These two stairways will have to accommodate an average of 320 students. If the additional two fire escapes at the ends of the wings be erected, the students will be much safer. Since we are anticipating a larger enrollment, we feel this step should be taken.
- (2) The present stairs in the three buildings be repaired.
- (3) The stairways traffic problem be solved. At present, the students are having a hard time to get to the second floor because the crowd coming down from above crowd the stairways thus hindering the upward moving traffic. We recommend that the stairways be divided by railings, i.e., railings be set up along the middle of the stairway and those coming down use the right side while the upward advancing traffic use the other. In this way we feel chaos can be lessened on the stairways.

### 13. Vocational Guidance and Placement Committee

"As you undoubtedly know, remarkable changes have been made after the launching of the core-studies system six years ago.

"The studying of textbooks in Social Studies Classes have been abolished in order to keep up with the moving world; education was stressed mainly from the social instead of the academic standpoint; and the most important of all, our student government was reorganized to correspond with the growing ideals of American democracy.

"The past year has brought many changes in our organization--changes that were in accord with the rapidly moving world of today--one of these changes is the establishing of an employment committee.

"As chairman of your Vocational Guidance and Placement Committee, I wish to submit the following report:

"During the last two months, the committee has done its best to give work to the students who have applied for jobs. The Bureau has contacted over 160 employers during the last two months and have tried in every respect to stimulate employment of our school students.



"The following itemized employment report is for the month of September, 1935.

Student Applications    Total---258  
Boys--107; Post Graduates--53; Girls--98.

Placements    Total--120  
Boys: Full time--6; General Work--24; Yard Work--18; Room and Board 8;  
Newspaper Carriers--5; C.C.C.--2.  
Girls: Office Work (Temporary)--1; Maid Service--56.

"The following itemized employment report is for the month of October, 1935.

Placements    Total--130  
Boys: Full time--5; General Work--43; Yard Work--19; News Boys--2;  
C.C.C.--3.  
Girls: Waitresses--3; School Secretarial Work--1; Kress Store--7;  
Main Service--43; Retail Selling--2.

"The last month has shown a slight increase in employment. However, it is our firm belief that we could increase employment of our school students greatly by advertising properly.

"During the beginning of the school year, the committee struck a novel idea to boost employment. This idea was to advertise the various firms that patronized our school by giving them a special write-up in our daily pinion. The write-up of course will mainly consist of the historical background of each individual firm and the requirements from workers in these establishments. By doing this, we will get three results. (1) It will introduce the local firms to our students in a form that has shown much approval and recognition in advertising. (2) It will make the business establishments recognize our need of employment for students. (3) It will serve as a key to those students who are interested in the workers part in these respective organizations so that they may prepare themselves for their lifework.

"There might be a question of unfairness in this proposition. That problem is that some firms might give a person a job merely to get free publicity.

"In answer to this question, we wish to say that this could be easily solved by adopting a policy against such unfairness. This is merely a matter of technicalities. What we really want is to stimulate employment and present vocational information throughout the school and community by using the available sources of our school.

"However, on account of the nearness of the Christmas vacation, the committee has postponed all actions on this topic until after the Vocational Conferences are held next year.

"This year, the Vocational Guidance and Placement Committee and the Dramatics Department of this school will work in conjunction with Mr. Gordon's committee. (Mr. Gordon is the principal of Central Intermediate School). Our school will help in dramatizing skits on vocations and employment over one of the local radio stations. By the time this report is read, we will probably know definitely when and which station these skits will be broadcasted over.

What the Committee will do during the Early Part of Next Year

"Successful negotiations have been made with Mr. John Hamilton, Executive



Secretary of the Honolulu Chamber of Commerce in respect to the bringing of a vocational conference to McKinley High School. Mr. Hamilton has appointed a special committee of his own to choose outstanding speakers in the various vocations. The topics that will be discussed at the conference will greatly depend upon the results of the survey on vocational interests of our senior students. The results are as follows:

To Continue Schooling. Yes--554; No--257; Doubtful--157.

Where to Continue Schooling. Total--554

University of Hawaii--227; Sewing School--16; Local Business School--197; Vocational School--50; Mainland--31; Japan--26; Europe--1; China--6.

Occupations

Accounting--37; Advertising--3; Agriculture and Forestry--50; Architecture--10; Art Commercial--17; Aviation--7; Business--36; Beauty Culture--13; Banking--2; Bookkeeping--52; Dentistry--4; Dressmaking--48; Electrician--21; Opportunities in the Electrical Field--22; Engineering:  
a. Chemical--7; b. Civil--35, c. Electrical--7; Home Economics--42; Interior Decorating--3; Investments--11; Journalism--6; Law--8; Librarianship--2; Machinist--43; Medicine--23; Music--9; Nursing--61; Office Work: a. General--94, b. Secretarial--98; Pharmacy--4; Printing--3; Radio--11; Salesgirl--22; Salesman--9; Science (general)--22; Social Service--12; Sugar Technology--10; Teaching--47; Fishing--1.

"By judging these various returns, there is a strong indication that many students are inclined toward the so-called "white collar" job position. Perhaps this is due to the unfortunate understanding that this type of work is much more dignified and require less physical labor than the "dirty collar" but honest and decent job. In choosing their vocations they forget that "the honor lies in the struggle not the prize."

"The bringing of vocational conferences, radio broadcasts, moving pictures, and the forming of vocational clubs and classes with our present employment program will undoubtedly improve the present status of conditions in our school and community. We hope, that the entire school will support us in our endeavor to make McKinley the first school in the territory to emphasize intelligent understanding of vocation among our high school students.

17. Report of the Forum Committee

"Your Forum Committee respectfully submits the following report:

"In accordance with the study of international problems in the Core Studies classes here at McKinley, at the beginning of the school year we sponsored a talk by Graham Stuart, noted lecturer on national and international affairs of Stanford University.

"As our next project we endeavored to push the Pinion over the top. The committee selected speakers who were sent out to the various classes having rather low subscriptions to speak on why students should subscribe to the Pinion. Here we might add that subscriptions were consequently increased.

"To stimulate public interest in the E. K. Fernandez Circus, students were sent out by the committee to give radio talks over local stations. A general canvas



of the various elementary, intermediate and secondary schools were made by other students who gave talks concerning the circus. Still other speakers who were sent out to the various business clubs of Honolulu, gave talks boosting the McKinley swimming tank project.

"A letter which we sent to Hilo High School proposing a panel discussion with them was rejected because of their financial difficulties. However, the same proposition was made to Kauai High School which was tentatively accepted. Further details of the proposed panel discussion on "Socialized Medicine" has been mailed to them but so far no answer has been received.

"Slated as our project for the next quarter is the above-mentioned panel discussion which we have anticipated to take from soon

#### 18. Report of the Identification Committee

"Your Identification Card Committee respectfully submits the following report:

"One of the major projects of the McKinley Government, is completed. Every student of McKinley High School should now have his picture on his Identification card. The Identification Card Committee has played an important part in the affairs of the McKinley Government.

"Preliminary work on the identification cards was begun during the summer of 1935. The committee ordered 1200 senior, 1400 junior, and 1700 sophomore cards from Mr. Sison. The camera used for taking the identification pictures was bought during the early part of September. It is a Leica Autofocal-Model G camera. During the latter part of September the committee issued different identification cards to the students using class colors. Red back and white front, green back and gold front, and blue for the seniors, juniors and sophomores respectively. Approximately 3700 cards were issued in all.

"The identification picture schedule began on September 11, taking the sophomores, juniors and seniors respectively. The pictures were taken through the core studies classes. On October 14 the picture taking was through. Most of the pictures were taken by Ah Sum Leong, Black and Gold technical assistant. The committee members assisted both in taking, developing, printing and having the pictures pasted on the identification cards. At present the committee is busy filing the negatives and names of students.

"A charge of ten cents is made for the replacement of all lost cards and lost pictures. To date, the committee has collected \$4.70 for the replacement of lost cards. We have observed that fewer cards are being replaced this year. Maybe it is due to the picture. The students hate to lose their pictures. The identification cards have been used in many ways. We use them in getting books from our library, in checking attendance at socials, upon entering the McKinley athletic games plus the activity card, and our deputies use them when checking law violators. It is now possible for us to adequately recognize and check each student in school. Such steps are possible by having the pictures on the identification cards.

"In the second semester, the committee plans to have a monthly check of identification cards in the homerooms in order to enforce the rule that every student must have his identification card with him. The committee concludes its report by making the following rules:



1. No one will be admitted to any student body function without having his picture on his identification card. Please report to the Student Body Office if you do not have your picture on your card.
2. Every organization in the school must use the identification card in connection with their socials and dances."

The McKinley government court is another important school government organization. It comprises the sheriff, a student-commissioner as chairman, a board of nine examiners, a clerk, two stenographers, and a teacher adviser. The court meets after school upon call. The cases most frequently considered by the court are transferring of identification cards and athletic season tickets, attending closed parties without invitation, cutting class, giving false name when "arrested" by a deputy, fighting, smoking, gambling, and misusing pass privileges. Recommended corrections are referred to the principal for approval. The report of the school government court for the first quarter of 1935-36 follows:

"The Student Body Court has tried about 25 cases since the beginning of this school year. The majority of the cases was for transferring of student athletic tickets. A good number of these cases was found by the court to be caused by students in this school who were asked by their friends to purchase tickets for them. Some students bought tickets without any intention of going to the game, but bought them for the sole purpose of helping their rooms to go over the 80% mark so that their particular rooms can get a prize. They don't make use of their tickets so they lend them to their friends to make use of them.

"We recommend the elimination of drives encouraging students to buy tickets in the future and the giving away of prizes to rooms selling the most tickets. We also feel that more stress should be made that students are not to buy tickets for anybody but themselves.

"Other cases have been tried by our court were smoking, gambling, and forgery. There was one particular case which gave the court much difficulty. This student was charged with smoking last year. He failed to appear before court the first time he was summoned. He was then summoned to appear to hear the censure of the court, but he also failed to do this. The case was turned over to us this year. He also failed to appear before court when we first summoned him. The second time we summoned him, he did appear. He pleaded guilty of all charges. The Board of Examiners had a hard time arriving at a decision. It finally wrote a censure telling him frankly what the school thought of him after looking up his records. A copy was sent to his parents and to each of his teachers. Principal Cary who read the censure greatly approved of this type of correction. We believe that it would do the student much more good if he is punished mentally rather than by hard work. If he can be made to realize his faults and what a great mistake he is making, would he not take more pains to correct his wrongs? After all this is a school; we must try to correct students' faults rather than punish them."

The Handbook lists the responsibilities of the Board of Examiners as follows:

- "To be loyal to the ideals of McKinley High School
- To be unprejudiced
- To avoid minor technicalities
- To think of correction or treatment rather than punishment
- To give every case justice but not be too lenient
- To recognize the past of the defendant."



McKinley Laws.--The following statements are quoted from the Handbook of the McKinley High School Government, for 1935-36.

"As any municipal government, McKinley has a set of rules and regulations which students are required to follow. The rules are set down by the executive council and students are expected to follow them. If these are violated the student body court will set whatever penalty it feels is necessary."

"The following are things students

MAY NOT DO:

1. Loiter in the corridors and on the campus during classes.
2. Create disorder in the corridors, assembly, library, and reading room.
3. Walk on the lawn where prohibited.
4. Gamble, smoke, chew tobacco, or drink intoxicating liquor on the campus, in the vicinity, and at gatherings under the name of McKinley.
5. Exceed the speed limit and make unnecessary noise in the campus driveway.
6. Go to the store across the street during classes without a pass.
7. Leave the campus in automobiles without passes.
8. Eat in cars on the parking areas.
9. Misuse the lavatory.
10. Sit in parked cars any time of the day.
11. Deface or destroy school property.
12. Be in the auditorium except during assembly periods.
13. Leave the reading room or library during class periods without a pass from teacher in charge.
14. Eat in the cafeteria during special assemblies.
15. Play cards on the lawn.
16. Reserve seats in the assembly or in the cafeteria.

STUDENTS MUST:

17. Remain in record room or library during optional assembly if they do not attend.
18. Remain in their respective areas during physical education period, until the dismissal bell except when properly excused by teacher in charge.
19. Be orderly during assemblies."

Some Problems Considered by the School Government. To merely describe the school government will scarcely give an adequate picture of the functioning of this interesting organization. In order to round out the picture we have selected from the secretary's minutes a list of the more important problems and projects which were considered during the school year 1934-35. They are:

- Organization of committees and appointment of special officers for the year
- Continuation of upkeep and improvement of campus
- Sponsoring of school paper
- Sponsoring of school annual
- Printing of Handbook
- Cooperation with C. T. A.
- Cooperation with alumni association
- Purchase of piano and other equipment for the social hall
- Consideration of complaints that school janitors were not doing good work
- Participation in annual territorial students' conference--selection of delegates and voting expense monies
- Consideration and rejection of proposal to send song leaders to mainland with football team
- Reconsideration of fine-policy to cover book losses in classrooms
- Selection of school government president to accompany football team to coast--and raising of money to cover his expenses.
- Purchase of sprinkling system for portion of campus



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5. Exceed the speed limit and make unnecessary noise in the campus driveway.
6. Go to the store across the street during classes without a pass.
7. Leave the campus in automobiles without passes.
8. Eat in cars on the parking areas.
9. Misuse the lavatory.
10. Sit in parked cars any time of the day.
11. Deface or destroy school property.
12. Be in the auditorium except during assembly periods.
13. Leave the reading room or library during class periods without a pass from teacher in charge.
14. Eat in the cafeteria during special assemblies.
15. Play cards on the lawn.
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Some Problems Considered by the School Government in 1934-35. --To merely describe the school government will scarcely give an adequate picture of the functioning of this interesting organization. In order to round out the picture we have selected from the secretary's minutes a list of the more important problems and projects which were considered during the school year 1934-35. They are:

- Organization of committees and appointment of special officers for the year
- Continuation of upkeep and improvement of campus
- Sponsoring of school paper
- Sponsoring of school annual
- Printing of Handbook
- Cooperation with P. T. A.
- Cooperation with alumni association
- Purchase of piano and other equipment for the social hall
- Consideration of complaints that school janitors were not doing good work
- Participation in annual territorial students' conference--selection of delegate and voting expense monies
- Consideration and rejection of proposal to send song leaders to mainland with football team
- Reconsideration of fine-policy to cover book losses in classrooms
- Selection of school government president to accompany football team to coast--and raising of money to cover his expenses.
- Purchase of sprinkling system for portion of campus



this elaborate, yet functional, committee organization is one of the most vital phases of the McKinley program. It gets practically every student actively into the game of cooperation.

### Clubs

Another important phase of the curriculum is the club program. Clubs are encouraged because they help to meet special needs and interests not provided for in other ways. Most of the clubs meet just at the close of the school day. Except in a few special cases teachers serve as sponsors and advisers. The following information concerning the club program was taken from the Handbook for 1935-36:

1. All club presidents must register their clubs with Mr. O'Neal, Director of Discipline, at the beginning of the school year.
2. No student may join more than three clubs.
  - a. Two outside activities as deputy, fire marshall, standing committee work shall count as one regular club, unless approved by the Student Organization Committee.
  - b. Publications, debate and Oratory shall count as one regular club.
    1. All class officers and student body officers cannot hold any club offices.
    2. Any student may hold two different offices in different clubs.
3. Club charters are not necessary for this school year.
4. It is advisable that club advisers be McKinley teachers (Exceptions: Hi-Y and Girl Reserves.)
5. Monthly reports shall be made to Mr. O'Neal.
6. All clubs must have permission from Mr. O'Neal to hold parties either in school or outside of school.
7. It has been recommended that the Racial clubs change their names from "Alliance" to "cultural."
8. It has been recommended that the Honor Societies either be done away with or find a more efficient method of choosing members. These recommendations will be given consideration during the school year."

#### 1. Honor Societies

National Honor Society  
Torch Society

#### 2. Service Clubs

G.A.M.C.C. (Girls' auxiliary of McKinley Citizenship Club)  
Hi-Y Federation  
McKinley Citizenship Club  
R.O.T.C. Officers' Club

#### 3. Prevocational Clubs

Agricultural Club  
Cafeteria Club  
Future Homemakers Club

Office Training Club  
Future Farmers of America

#### 4. Academic Clubs

Chemical Club  
Dramatics Club

Science Club Alpha  
Science Club Beta



Consideration of ways of encouraging students to cooperate with deputies  
Consideration of proposal to lengthen the noon period ten minutes  
Consideration of changes in student pass system  
Collection of voluntary contributions to milk fund for needy students  
Study of, and changes in deputy system  
Consideration of complaints concerning bells at certain points on campus--  
matter referred to vice-principal  
Consideration of suggestions for better coordinating organization and activities of the three class governments  
Annual community week was discussed and was replaced by a program extending throughout the year  
Consideration of proposal to purchase lumber for new doors for entrance to auditorium--these to be carved by students in artcraft classes--proposal was dropped because of lack of funds  
Consideration of ways and means of helping families of McKinley students affected by flood  
Consideration of plan to include student activities in a single co-inclusive ticket  
Adoption of policy regarding students' wearing apparel on campus  
Appropriation of funds for use of school history team--Scholastic contest  
Consideration of ways of keeping teachers outside core--studies group in closer touch with school government activities  
Appropriation of funds to cover cost of entry in Hawaii Products Show--Honolulu  
Appropriation of funds for cuts to accompany high school articles in May issue of Hawaii Educational Review  
Worked jointly with council of department heads to consider status of school paper and school annual and proposal to install a radio reception system in school--joint-committee of students and teachers was appointed to study these matters and to make recommendations  
Consideration and rejection of proposal to install radio receivers in core--studies rooms  
Consideration and acceptance of proposal to print a daily school paper in 1935-36  
Decision to hire an outside assistant to help with details of school annual in 1935-36--an appropriation was tentatively decided upon to cover this item  
Consideration of unsolicited bill from photographer on school annual  
Following charge of fraud, second count was made on ballots used in annual school government election--original returns were substantiated  
Consideration of proposals to change constitution at certain points

The foregoing items constitute only the more important matters considered by the school government during the course of the year. It is our belief that where students participate this way in the management of school affairs they are receiving the very finest kind of practice in citizenship.

#### Class Governments

The three class governments (sophomore, junior, and senior) are organized somewhat after the manner of the school government. They have the usual officers, executive council, representative assembly, and standing and special committees. Representative assemblies and executive councils meet during school hours. The committee meet once-a-month during an extended portion of the noon period. Each core-studies class has a representative on each committee. Each one of these representatives is chairman of a small committee of the same name in the homeroom. Nearly every student in school thus has an opportunity to participate in planning and in carrying out plans for the effective running and improvement of the school. It is felt that



### 5. Miscellaneous Clubs

Chinese Students' Alliance  
Filipino Students' Alliance  
Japanese Students' Ass'n  
Korean Students' Alliance  
Hawaiian Cultural Club  
Tennis Club (Girls)  
Radio Club  
Camera Club  
McKinley Ad Club

Girls' Athletic Association  
Golf Club  
Junior Red Cross  
Sponsors' Club (R.O.T.C.)  
Tennis Club (Boys)  
Harmonica Club  
Philatelic Society  
Music Lovers' Club  
Astronomy Club

### Assembly Activities

The assembly program at McKinley occupies a substantial place among the school's activities. Many students, teachers, representatives of the community, and visitors to the city participate in assembly programs during a school year. The auditorium is looked upon as being the energizing center of the school. It has a seating capacity of 2,000. Here the principal, school government president, and other leaders talk to students face-to-face; issues are discussed and new ventures launched. Constant efforts are made to establish and maintain a spirit of dignity in the auditorium. There is a general understanding among students and teachers, that conduct at assemblies is one of the special criteria for judging school spirit. The students have responded to this effort with overwhelming approval.

The extent of the assembly activities at McKinley is indicated in the following annual report of the adviser of the assembly committee for the year 1934-35.

"The assembly program is headed up by the assembly committee which is one of the standing committees under the school government. The committee is made up of a student chairman and six other members. Besides the chairman there is a representative from each class--senior, junior, sophomore. Then there are three members who are chairmen of sub-committees. One is chairman of a large committee which handles all backstage arrangements. The other two are chairmen of the ushering in the balcony, the other downstairs. The ushering committee is made up of about twenty boys. The function of the chairman of the assembly committee is that of scheduling and directing the programs which are given weekly throughout the school year. All students attend these programs. The policy of the committee is to combine community talent and school talent to present programs which will interest and stimulate our student body.

"An analysis of the 1934-35 activities of this committee follows. There were 29 regular assemblies during the school year. This does not include "pep" rallies, class assemblies, the school play, or the opera. The latter were given during the school hours and attended by most of the students. Two assemblies were pay-assemblies for which students were charged ten cents. Both were well-attended. The other 27 included every student in school.

"What type of programs were given? There were seventeen different speakers and lecturers on the various programs. These included a national authority on Pacific affairs, a former president of the National Association of the Teachers of Speech, ministers, the chief of police, Zona Gale, and noted lecturers in various fields, such as poetry, politics and psychology. Five vocal soloists appeared. Fourteen instrumental soloists were scheduled. In this group there was one complete piano recital. All of these people were local artists. Several were members of our student body. In addition, there were vocal and instrumental duets and quartets. Two



professional dance groups were on the program. Dancing was used widely throughout the schedule. Two bands, including the Royal Hawaiian Band, which gave an entire program, appeared. Lalani Hawaiian Village presented a Hawaiian program. A movie was given. Our students presented four one-act plays, each involving between twenty-five and fifty students. Two debates were given before the entire student body. Four pageants were presented, each involving many students. Probably three hundred students participated in these. Our music groups, both vocal and instrumental, presented several programs. One of these programs included the school chorus and orchestra involving several hundred students. The school orchestra cooperated on many occasions in various ways. Mass singing was used under the direction of a music teacher in which everyone participated. At assembly, too, occasion was given for the class and student body officers to appear. The installation and induction of student body officers was done here. Opportunity was given for the actual presentation of several serious questions, as well. Students campaigning for office were given a chance to present their case to the student body. Here the attention of all student body is focused on the questions and issues the student body leadership feel are important.

"Many students participated who cannot be categorized here. Much help was given in the multiplicity of detail which has to be carried out to make the programs move. For example, one girl had to leave home early each assembly day to get leis for our guests. Others did other duties which at the time were indispensable. Many faculty members cooperated in planning these assemblies, either in complete charge or planning some phase of a program. Decorations were cared for by departments, quarterly. Entire classes participated in the collection and design of flowers and plants for the stage.

"In addition to the regular assemblies, the school play and opera both involved practically our entire student body.

"We feel that the emphasis in an auditorium program should be on participation and group planning. Suggestions from many sources were brought in, weighed, some were rejected, and a great number executed. If members of the group see their suggestions carried out they begin to gain confidence in their own ideas. This brings further planning. The total effect is good.

"In addition to being a focal point around which the school centers, the auditorium is a fine place to gain contact with the best in the community. Our theory is, that our auditorium ought to be a place in which the students get a running picture of the best thought and performance in the community, as well as developing their own powers of expression.

"We have estimated that somewhere near 700 students appeared on the stage in programs of various sorts during the year."

#### Forums

The senior forum of the Oahu high schools is an activity in which the senior core-studies classes participate very actively each year. This first forum grew out of a suggestion of a group who, cooperating with the Honolulu branch of the Institute of Pacific Relations, made a special study of how to bring problems of the Pacific into the curriculum. The first forum was centered around Pacific problems.

The idea has grown so that now, as a result of group planning on the part of a public and several private high schools, the annual senior forum is one of the high spots of the year. At McKinley the core-studies program, with its emphasis on the



the study of problems, has used this annual forum to focus attention on the problems selected.

"The High School Forum was organized more thoroughly this year. 'Our National Policy' was the theme. In the first meeting two hundred delegates from the high schools met in five discussion groups on such topics as 'Crime Prevention, Facism, and Communism vs. Democracy, American-Japanese Relations, and similar themes.' In preparation for this meeting every senior in McKinley had been a member of a discussion group working on one of these topics. Delegates were selected from these groups for our representatives. On the second day of the conference the Seniors from the city schools numbering 1300-1400 came together and the chairmen of the discussion groups made reports. Again, a guest speaker summarized. It is estimated that every senior in the five schools participating took part in the preliminary plans for this discussion. This is one of our major reasons for favoring this type of activity. More students actually do reading, writing, and speaking in the activities carried on in this project.

"The trend of our speech activities is toward group participation of many students. Under this scheme more students actually work on the problem. We feel the values realized are greater."

#### Summary

In the introduction to this chapter we presented the idea that the core-studies program is the "core" or "spearhead" of the educational efforts at McKinley High School. We have tried to indicate, to make explicit, the direction which the core-studies work appeared to be taking. We noted that the organizing center of the work was the present-day critical problems. These classes study the common problems of both students and teachers--of present-day America. It is considered that the other departments (other than the core-studies) of the school are doing their best work when their studies and activities grow out of and feed back into the core-studies. In other words, it is developing that the core-studies give direction and meaning and spirit to the entire program of the school. This integrative relationship among the various phases of the work of the school is indicated in the descriptive outline of the McKinley program which was distributed among ninth grade homerooms during registration activities in May, 1935. This statement is substantially the one which has been used to acquaint intermediate school pupils with the McKinley program for the past five years. We feel that this statement, which follows will serve as a fitting conclusion to this chapter.

#### "MCKINLEY HIGH SCHOOL

#### THE CURRICULUM 1935-36

"The aim of the curriculum which you will follow at McKinley High School is to help you to live more intelligently in this modern world.

"In the sophomore year your required work will include the core-studies and physical education. In addition to these you may choose two additional courses. We recommend that you study biology either in the intermediate school or high school. If you have not studied biology in the intermediate school we urge you to take this course at McKinley during your sophomore year.



1. The Core Studies (Social Studies and English) will be the core, or center, of your high school work. In these classes the work will be based upon the real problems of boys and girls. Some of these problems probably will be: (a) How can I get the most out of high school? (b) What kind of a job will I be likely to get when I leave high school? (c) Should I go to college? (d) How may I keep healthy? (e) What are the best kinds of play and recreation? (f) What must I do to be a worthy citizen of McKinley and Honolulu? (g) Meaning of the New Deal. (h) Our relations with Japan. These are only a few of the practical questions which will be studied.

The Core Studies classes meet two hours daily, and will include, besides the regular class work, investigations in the library, excursions to various parts of the city, etc.

The readings used in these classes will be found in history books, civics books, short stories, essays, poetry, biography, in current magazines, newspapers, bulletings, etc.; in fact, any ideas or information will be used which will help you to think more intelligently about your practical, everyday problems.

2. Physical Education will be a regular part of every student's daily program.
3. In high school you are encouraged to concentrate in some special field, or fields, or work, such as music, art, mathematics, science, homemaking, and so on. You should get the advice of your homeroom teacher, parents, and friends before deciding on your special field.
4. The high school offers a considerable number and variety of courses and subjects which you may include in your program as electives, whenever your daily schedule permits. Your homeroom teacher will advise with you in the selection of elective courses.
5. In addition to your work in the regular school classes, you are encouraged to do some useful work either at school, at home, or in the community. We at McKinley High School believe that the doing of useful work should be a regular part of the daily program of every boy and girl of high school age. The high school will do all that it can to help you perform this useful work with increasing skill and intelligence.
6. Finally, you should see to it that your high school program includes a number of doing activities, such as music, sewing, shop work, gardening, artcraft, cooking, and so on.

"Your new teachers at McKinley High School are eager to help you fill your next three years with an abundance of worthwhile experiences. If your high school years are filled with constructive, useful, satisfying activities this is the only sign that we know about that the years which follow will also be full of good works."