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7 of 7

12th Grade

6/7/14
C

English and Social Studies
12th Grade-- Sections 1,2,3,4,5

23.69

Work Completed: 9 days of school

- I. The first day was spent in taking roll and in discussing matters regarding credits, classes, new school requirements.
- II. The second day we talked about the plans for the course and the purpose of the Home Room and the Personal Records.
- III. At the request of the students I spent several days in telling about my four week trip to the east.

People and places visited:

Chicago, Washington, New York, Boston, Cleveland, and Detroit

About 30 relocated Nisei

W.R.A. offices in cities visited

Three Y.W.C.A.'s

Detroit Y.M.C.A.

Fisher Business College in Boston

Rockefeller Center

The Pentagon and a number of important places in Wash.

Two day trip and visit at a summer home in Maine woods

Apartment, rooms, and hotels where Nisei live

In addition to the Nisei and people in the W.R.A. offices I visited with a number of Caucasian friends, a number of business people, new acquaintances, and fellow passengers. No one seemed to be prejudiced against the Japanese people in this country. Everyone was much interested and many, many questions were asked. In general people everywhere seemed to be better informed than were the people I met in Colorado during my vacation a year ago. Many mentioned recent news reels, magazine articles, and personal experiences with a Nisei. Chicago people especially, and others mentioned their concern over the "growing negro problem".

Chief matters of concern regarding the Nisei were:

1. Flitting from job to job ---Chicago especially
(some praised highly but others severely criticized)
2. Whole group quitting when a friend was fired or when he became dissatisfied (in Cleveland the individuals are not allowed to work together again)
3. Housing -- Chicago especially--too many on Clark St.
4. Saving money -- importance should be stressed more
5. Social obligations

Make greater effort to attend socials and gatherings planned by various organizations

Accept invitations to dinner, etc.

Go to W.R.A. socials

Go to "Y's" for recreation and amusement
(fellows who do are much happier)

Talk and be friendly at every opportunity

6. Keep the W.R.A. better posted on change of address and telephone number
7. Remember to send telephone number to friends who may be coming thru their town
8. Be a little more friendly to others of same race when passing (Some feel that a smile or slight nod might make many a stranger feel less lonely at times. Speaking not necessary.)

IV. Several days were spent inouting and discussing the Standards or Criteria for Leadership

1. Characteristics of a good leader
2. How to become a leader
3. What is expected of leaders
4. Our past mistakes (a few holding all affices)
5. How to be a good follower

Written work: Personal opinions on the matter

V. Vocabulary Study

New words and their meanings were learned. They were used in sentences and thru discussions which followed we found many interesting subjects to talk about.

VI. Book reports

A minimum of two non-fiction books per semester is required of every one. More required for students who expect to get more than an average grade. Oral reports will be worth more than written.

A suggestedoutline was given and many students have begun reading.

12th English and Social Studies Report

September 15 to October 15
Katharine Stegner

Work Covered:

I. Vocabulary study

We have studied about 100 words which we learned to spell and to use in sentences. Oral sentences and written sentences both are made. The students ask about words and often a discussion follows. Indirectly the word study leads to the learning of many general things which would not otherwise come to our attention.

II. "Personal Problems and Morale" by Geisel

A. What kind of a person do you want to be?

1. A likable person (Characteristics desired)

Likes other people	Does not dominate
Interested in others	Helps others feel important
Unselfish	Faith in his fellows
Knows how to accept favors	Speaks well of others
Not moody	Likes to be of service
Not self conscious	<u>Sincere in all</u>
Good cooperater	

B. Written paragraph "What makes a Likable Person" and another paragraph telling a weakness of ones own and suggestions made for correcting it.

C. Began study of the Wants, Desires, of Drives responsible for many of our actions.

1. Desire to live
2. Desire to love and be loved
3. Desire to be with people

We discussed the personality illnesses resulting when these desires are not normally satisfied.

III. Autobiography

Work has begun on this and I have spent time in explaining to the students what is wanted and how they are to obtain and write up the material.

The mythological history of the origin of Japan was presented in class. I then explained how later governments used these beliefs to build up a strong nation thru religion and family heritage. The resulting oriental cultural background of state and family first idea is a sharp contrast to the occidental personal freedom first idea. I tried to show the students how this mythological history of Japan produced a culture which is still part of their cultural pattern. From this it is easier for the students to understand why the their parents ideas and the American ideas are so different. Thus the nisei with two cultural backgrounds have difficulties. Understanding of these things may help them to understand themselves.

IV. Book reports

A number of oral reports have been given on non-fiction books. Examples:

Here Is Your War
Booker T. Washington
Japan's Islands of Mystery
Will Rogers

V. Student Government

A great deal of time was spent in discussing the problems regarding the student body election and the coming social events.

Council representatives were elected. These people have given reports in class and called for discussions on many subjects, some of which involved changes in the Constitution. Discussions were good and many people took part.

It is hoped that at least a few attitudes have been improved.

WORK TO BE DONE:

I. Vocabulary study

II. Continuation of study in text "Personal Problems and Morale"

III. Work on Autobiography

IV. Book reports

V. Senior class election and business

VI. If possible we wish to furnish material for a Senior Edition of the "It".

Relocation:

Four members of class since school began

1. Mary Shimada to Kansas City
2. Kaz Jofuku " "
3. Norman " "
4. Kenneth Kojima Rockford, Illinois

October 16 to Nov. 18
Katharine Stegner

Work covered includes:

Sociology
Current Events
English
Student Gov't and Sr. Class Business

SOCIOLOGY

The objective of the sociology unit covered was to acquaint the students with Human Nature as it is motivated by certain Drives and affected by Emotions.

I. Text: "Personal Problems and Morale"

Unit II Feelings Play a Big Part in Personality
Making Adjustments

- A. Fear
 - 1. Types and value of this emotion
 - 2. How to overcome wrong reactions to fear
- B. Anger
 - 1. Value - Mistakes - Control
- C. Disgust
 - 1. Training to overcome certain disgusts so that ones share of the "dirty work" can be accepted gracefully.
 - 2. Avoiding behavior which displeases others
- D. Love
 - 1. Satisfaction in anothers desires being fulfilled before ones own.
 - 2. Jealousy - Calling attention to oneself
- E. Elation and Dejection
 - 1. Beware of extremes and learn to accept failures and inefficiency which are common to all
- F. Wonder and Curiosity as a means of inspiration

II. Text: "Our Changing Social Order"

4 Chapters Human Nature and Adjustments

- A. Personality made and marred
 - 1. Conditioning - Habits - Forming the "self"
 - 2. Attitudes - Becoming socialized
- B. Growing Up - Adjusting to life
 - 1. Characteristics of the stages
 - 2. Adjustments and mental health
- C. Alcohol increases maladjustment
- D. Criminals
 - 1. Problems - Prevention

III. Talk by Kenji Okuda

- A. Circumstances leading to evacuation--grouping together and failing to take proper place in Caucasian groups; church, community, school
- B. Necessity of understanding past mistakes and accepting responsibility for future
- C. Experiences and general advice

IV. History of Evacuation (Used in Autobiography each student is writing)

- A. Pearl Harbor
- B. False rumors of sabotage in Hawaii
- C. Fear of Fifth Column Activities on coast in case of attack
- D. Fear of mob violence
- E. Race prejudice from
 - Anti-Orientalists
 - Anti-Japanese groups
 - Economic and political groups

V. Organizations and People aiding Japanese Americans

25 or 30 of each have been listed and copied by the students for future reference and study and to aid in awareness of what others are doing.

- 1. Publications such as "The Church Call" from Santa Maria are often read in part and discussed.
- 2. Students are being urged and required to collect clippings and pamphlets about race problems; political and judicial policies and practices pertaining to minorities; relocation; occupational trends.

CURRENT EVENTS

I. G.I. Bill of Rights

- 1. Education
- 2. Job preference
- 3. Business loans
- 4. Unemployment Compensation
- 5. Hospitalization

II. Education in U.S.

Statistics on amount of schooling

III. Dumbarton Oaks Conference

United Nations Plan

IV. Election

Candidates and platforms

Ballots of different states (Colorado, Iowa, Illinois)

Initiative measures

Alien Land Bill

Preference for veterans on Civil Service exams

V. Miscellaneous

China, France, Spain, South America

Important people

Air Conference

ENGLISH Oral and Written

- I. Book reports on non fiction books and some fiction (oral)
Reports on subjects which come up in current events (oral)
G.I. Bill of Rights
C.I. O. and A.F. of L.
Arbitration, mediation, conciliation
- II. Discussion and questions on class work of all kinds (oral)
- III. Each student is required to keep a notebook in which he writes all important things which go on in class. When reports are being given by an individual, the students taking notes demand that the speaker make himself heard and understood. They ask him questions and make him repeat. It is a good method of getting people to "speak up" and for giving practice in taking down important points while some one is speaking. Aids in remembering and helps to hold interest.
- IV. Each person wrote a short note to Dr. Garrison expressing themselves. Though the English was not corrected and the letters rewritten, the common grammatical errors were picked out and used for class study
- V. Each student is working on the "Class Will" for the Annual by writing a will for all of the members in his row in class. This requires many of the students to do a little "getting acquainted" and also makes them talk to people in an effort to learn more about some of their classmates.
- VI. The Autobiography is still being written. This is requiring outside study and research for the facial, cultural, social, and mythological history which is the background of their parents and also themselves to quite an extent.

SCHOOL GOVERNMENT AND SR. CLASS BUSINESS

Reports from the Student Council always involve discussion and decisions to be made. In all seriousness they think of numerous angles on most of these matters. The details of parties, volunteers for committees, new suggestions and ideas, and voting decisions take up time.

Miscellaneous matters discussed in class:

1. Co-op membership checked, nominations for election committee, and the election
2. Boy scout material passed out, discussed, and forms filled
3. Personal activity cards kept up to date
4. Japanese American Creed
5. Report cards
6. Annual

Representatives in each class are collecting information on all class members to go with pictures and write-ups for the senior edition of the "It".

7. Activity tickets
8. Senior class officers elected
9. Class secretaries elected
10. Plans of mid-term graduates

VISITOR

Mr. *Hashamia* of the Welfare Division visited school during Education Week. He spent one whole hour in one class while I was giving the history of evacuation. I told him my purpose in giving it. He said that he was very much interested and was glad he happened along at that time.

Conferences with students and aid given to students who are making arrangements to go to college **next term**.-----8

I am also corresponding with a number of people who have been asking for help and advice on school for the coming semester.

Members of the class are **attempting** to find out where all of the class of 1943 are located and what they are doing. We have a record of most of the class of 1944. We hope to make a graph during the second semester and we also will use our findings in the alumni section of the senior edition of the "It". Plans are being made for other material for the paper.

SOCIOLOGY (Next month and to end of the quarter)

Objective: To acquaint the students with the background of our Culture and Institutions (briefly through definition, examples, etc.) and to show the differences in people as they try to fit into the demands of our present cultural world and its institutions. We then go on into a self-analysis and an individual study of our particular occupational interests and goals.

- A. Outlines for self-analysis, self-rating, and occupational study will be given to each student.
- B. Vocational aptitude tests and Social Rating tests (standard) will be given according to the time they seem to be needed in the study.

TEXT: "Our Changing Social Order" 7 Chapters

- A. Culture, growth of institutions, straight thinking and propaganda
 1. Relate this to the individual and to our own problems as we go out into new social circles and into school and employment
- B. The Differences Between People
 - Self analysis
 - Exploring the occupational world
 - Preparing for and seeking a job
- C. The Races Of ~~the~~ Mankind (pamphlet)

TEXT: "Personal Problems and Morale"

Unit II What Are Your Abilities?

- A. Mental
- B. Mechanical
- C. Social

Section 36-- Getting and Keeping That Job

Work Covered Includes:

Soc.
Current Events
English
Student Gov't. and Sr. Class Business
Guidance (personal and relocation)

I. Sociology-"Our Changing Social Order".

We have studied the following topics:

- A. Beginnings of the Science of Society
- B. Straight thinking and our mental stock
- C. Propaganda devices and examples
- D. Culture and growth of institution
 - 1. Moves, taboo, consciences, ethics, family rule, law and government, religion and education.
 - 2. Cultural inertia
 - 3. Influences that change institutions
- E. Inherited and acquired traits
 - 1. Gene theory
 - 2. Environment
 - 3. Racial differences
(Study of pamphlet "Races of Mankind".)
 - 4. Intellectual differences
(I.Q.-C.A.-M.A.)
(Review and examination yet to be done.)

II. Current Events

III. English

- A. Oral Book Reports
- B. Christmas Poems, stories and essays (some used in "IT")
- C. Vocabulary study
- D. Work is being done on the Sr. edition of the "IT" to be edited Jan. 15.
 - 1. Write-ups on Mid term graduates
 - 2. Location of 1943 and 1944 graduates
 - 3. Location of Former teachers
 - 4. List of all former Amache High Service Men
 - 5. Final reports on Christmas seals sale sponsored by the Las Allegrias for the sum of \$311.00.
 - 6. Editorials, poems, stories etc.

IV. Relocation and Guidance

- A. Relocation study (copy attached)
- B. Interview with part of Mid-term Graduates

V. Outside speakers

- A. Arthur Kunimoto from U. of Minn. talked on camp attitudes, opportunities and encouragement for relocation. He talked and answered question and told us about the U. of Minn.
- B. Mr. Ray Johnson talked on Co-ops. He explained the democratic idea of the Co-op system. He also answered many questions regarding prices, rebates, buying problems, etc. of the local Co-op.
- C. Mr. Titus from the W.R.A. office of Cincinnati talked to us. He gave encouragement for relocation by talking of the fine reception given the relocators in his community. He explained many employment opportunities in detail and also answered numerous questions asked on problems in general.

VI. Class Business

- A. Four classes had room parties the day before Christmas vacation. Plans and work for refreshments, entertainment were done entirely by the students.
- B. For Dec. 28th an all class party was given in five rooms at the north end of the building.
 1. Students did the work on the following committees:
 - a. decorations
 - b. games
 - c. dance
 4. refreshments
 5. clean up
- C. Committees are working on the mid-term prom to be held Dec. 13th.

VII. Work to end of term:

- A. The next three weeks of the semester will be used for finishing, reviewing and beginning units mentioned in the last report.
 1. Sr. Edition of the "IT"
 2. Sociology topics summarized
 3. Vocational aptitude test
 4. Self analysis
 5. Self-rating of character
- B. Unit on Courtesies and Manners
 1. Living with others
 2. Meeting and introducing people
 3. Invitations, acceptances, friendly notes and letters.
 4. Mealtime
 5. Dating and dancing.
 6. In public places
 7. Traveling and visiting
 8. Dress
 9. Being a person
 - a. on the job
 - b. with friends
 - c. alone

December 23, 1944

To: H. K. Walther
From: Melvin P. McGovern
Subject: Report on the 12⁶ English-Social Studies Class.

Texts: Ruch, "People Are Important"
Paul, Units in English, Book 14

Magazines: The American Observer
Senior Scholastic
Time
Vocational Trends

Newspapers: The Rocky Mountain News
The Pacific Citizen
The Chicago Defender
The Cooperative Consumer
The Denver Post

Supplementary Material:

"Working Your Way Through College"
U.S. Office of Education 1940

"Private Proprietary and Endowed Schools Giving Trade and
Industrial Courses"
U.S. Office of Education

"Directory of Colleges, Universities and Professional Schools
Offering Training in Occupations Concerned with Business
and Industry" 1940

"Choosing a College" Tunis, 1940

College Bulletins

"Antioch Notes"

"From Camp to College" J.A.S.R.C. 1944

"Feeding College Students on a Cooperative Basis"
Kansas State College Bulletin, 1955

Speakers:

Miss Grace Lewis, December 21, 1944
Mr. William A. Easton, December 14, 1944

Audio Aids:

Ballad For Americans
Vox Pop. C.B.S. 8-2-44. Interview with Lt. Piazza about
Japanese-Americans.

Visual Aids

World News Map of the Week
News Map For the Armed Forces
W.R.A. Pictures of Students on College Campuses.
Graphs showing distribution of Japanese-American Students

Comments:

This class has started a unit on Colleges and Trade Schools. See
attached college outline.

The following unit will cover plans for the future. Each student
has promised to give an oral report on his plans after graduation, January
24, 1945.

Mr. William A. Easton's review of a number of the outstanding new
books created a great deal of interest. His return visit was for the
purpose of explaining his Quiz Program.

Miss Grace Lewis discussed colleges and trade schools and told of the
work of the J.A.S.R.C.

AMACHE SECONDARY SCHOOLS
AMACHE, COLORADO

PRE-RELOCATION
Senior Social Studies

COLLEGE OUTLINE

Write a paper on a college of your choice. Secure a copy of the college catalogue from the library. Remember that no college is best in all respects; check on the different ones.

Suggestions:

1. Benefits of a college education
2. What can be said for and against choosing
 - a. A private school
 - b. An endowed college
 - c. a denominational college
 - d. a state supported institution
 - e. a co-educational institution
3. Brief history of the college.
4. Location
5. Requirements for admission
6. Size and personnel of the faculty and student body.
7. Variety of courses offered.
8. Equipment
 - a. libraries
 - b. laboratories
9. Student activities
 - a. fraternity
 - b. sorority
 - c. athletic
 - d. clubs
10. Expenses
 - a. Scholarships and loans
 - b. part time employment
11. Requirements for graduation.
12. Degrees granted
13. Noted alumni
14. Your opinion

Monthly Report

12th Grade English, Social Studies

February 5th to March 3
Katharine Stegner

Work Completed:

I Explanation of requirements for the semester and standards by which grades are made.

A. Grading standards

1. Class discussion & oral response to questions and problems.
2. Quality and number of written assignments
3. Outside reading
4. Understanding and attitudes
5. Initiative, willingness, dependability and cooperation in class, in class, school, and community activities.

II Library Usage

A. Mr. Easton spent two days in each class.

The first day he explained the catalog and shelf system. We discussed the method of finding books which have been assigned in each of the following categories:

1. Vocational fiction
2. War
3. Social Comment
4. Travel
5. Standard fiction

B. The second day Mr. Easton showed the materials for Vocational study. He listed over twenty sources and contents of many were discussed. Suggestions were made as to how to learn of the existence of a variety of occupations or vocations.

C. Oral book reports are being given in class or to me personally. When given personally I have an opportunity to talk to the student of the matters of general interest.

2
III Vocational & College Study

A. Self-analysis

Each student has studied himself for special interests, abilities, and personality traits. This study is to help him in hunting for a subject for vocational study.

B. Occupational study

Each student has begun to look up general information on different occupations or has decided upon a definite one for study. I am talking to each student individually as much as possible. His future plans and those of his parents are discussed. Work plans, more education, and relocation are the problems we try to work out. We are looking up school records and try to decide the advisability of college. Trade school, work experience, etc. The 16 page Detroit General Aptitude Examination, Form A was given. This examination aims to find intelligence, mechanical and clerical aptitudes.

C. College and Advanced Education

Using the vocational interest as a basis for study, each student is making an outline study of a college or technical school which might serve him.

D. Scholarships

1. Miss Lewis gave information about the Amache scholarship fund.
2. Pepsi-Cola scholarship contest was discussed. Selection of students to take

3
the test will be made soon.

3. Other sources of funds for education have been discussed.

IV Current Events

National Current event test given
American Observer read

V Town Meeting of the Air - Preparation for the March 16 meeting with C. H. Pettigrew (shop) members to act on panels in each class are working on material to be presented this coming week at the class Town Meeting. The subject for discussion is: "Shall Congress pass at this time a bill which provides for universal military training for one year during peace time of all eighteen year old boys?"

VI Class & School Affairs

A. Election of Sr. Class officers and Home Room officers

B. Selection of play cast for "Spring Fever"
Publicity & tickets mgmt
Stage Mgr. & committee were selected & plans made for building the stage set

C. Student Council business discussed
Letter awards

D. Annual problems discussed

Work to be done:

- I Class Town Meeting
- II Continued work on plans for future -
vocation and college study
- III Topics for special written and
oral reports:
 - A. Getting and Keeping That job
 - B. Increased Leisure Time + How to
use it profitably
 - C. Making the most of Marriage
 - D. Budgeting
 - E. Morale, What it is and how to
maintain it
- IV Class Work
Begin study of some of the basic
principles of economics

To: H. K. Walther
From: Katharine Stegner
Subject: Report for 12th grade English Social Studies
March 3 to June 6

CLASS WORK:

A. TOWN MEETINGS were held in each class. Four speakers, a moderator, and the class took part. The subject was " Shall Congress pass at this time a bill which provides for universal military training for one year during peace time for all eighteen year old boys?"

Two seniors later took part in the H.S. assembly with Mr. Pettigrew, the national moderator.

B. CURRENT EVENTS -- The American Observer
We read, discussed, and studied topics of particular importance such as:

The Dumbarton Oaks Plan
The San Francisco Conference and World Peace Plans
Bretton Woods Conference
Mexican Parley
New leaders in the U.S, and the world

C. OCCUPATIONAL studies were completed by each student
(semester project)

D. COLLEGE studies were completed by each student
(semester project)

A number of students finished this study by asking admission to the college of their choice. Four are entering college in June and at least 20 more are making arrangements for entering in the fall.

E. Students each wrote papers on the following: (3 each)

Taxes
Budgeting
International Trade
Labor Unions
Leisure and how to use it
Getting and keeping a job
Morale
Marriage

F. ECONOMICS

Basic text --Introductory Economics by J.H.Dodd

1. We studied a few basic principles of our economic system including:
 - a. Factors of production (land-rent; labor-wages; capital-interest; management-profit)
 - b. Types of business ownerships (proprietorships, partnerships, co-operatives, corporations)
 - c. Sharing what is produced
 - d. Social Security
 - e. Community planning and zoning
 - f. Cities in transition

2. Different types of economic systems and the political governments needed for their support
 - a. capitalism
 - b. socialism
 - c. communism
 - d. fascism

We studied these thru texts, magazines, current papers, etc. Each student wrote a lengthy paper to summarize this study. A short quiz was given.

G. SUMMARY

1. To summarize some of our work of recent weeks each student wrote a paper "WHAT ARE WE FIGHTING FOR"

2. COMMENCEMENT PAGEANT

A committee of ten students planned and wrote the commencement pageant which was given by members of the class on June 5th.

After the writing of the pageant by the group, it was corrected and revised somewhat and then read to the classes. Then each student wrote a Commencement speech which was needed to complete the pageant. The best two were selected and given by the students.

The speeches and pageants developed from ideals of the students and the subject material summarized in class the last few weeks.

SENIOR CLASS BANQUET

May 19th at Workers' Mess Hall
Theme- Hawaiian
Attendance about 200

Much preparation was made by the students for this event. Palm trees, nut cups, center pieces, and wall pictures were made. The program covers and place cards were made by the Silk Screen and completed by the class members.

A dance was held in the Mess Hall after the banquet.

SENIOR DITCH DAY

About 65 members of the class went to the Arkansas River for the day. Some of the class members who were working on the Project were unable to go.

BACCALAUREATE SERVICES

COMMENCEMENT EXERCISES

Pageant It All Depends On Me

LAS ALLEGRIAS (Service Club)

The girls ushered for the two closing programs.

A meeting was held at the end of school and it was decided that a Get-Together be held in honor of the visiting alumni..

9/15/44
L3, 69

To: H. K. Walther
From: Melvin P. McGovern
Subject: Semimonthly Report of the 12⁶ English-Social
Studies Class
Text: Rush, Floyd L. Psychology and Life
Social Security Booklets
Town Meeting Bulletin, Volume 10, Number 14.

Comments: Class was late in starting so the first two days we read and discussed the Town Meeting broadcast of August 3, 1944 which was entitled "Can the Japanese be Assimilated into the American Way of Life?" Spent two days reading and discussing Rush's chapter in Psychology and Life on "How to Study." One day was given over to a vocabulary test entitled "How Accurate is Your Vocabulary?" (see attached copy).
The rest of the week was devoted to a discussion on the need of Social Security which lead to the work for the next two weeks. This unit will cover the following:

- I. Social Insurance
 - A. Public Employment Service
 - B. Unemployment Insurance
 - C. Old Age and Survivors Insurance
- II. Public Assistance to the Needy
 - A. Child Welfare Services
 - B. Aid to the Needy Blind
 - C. Aid to Dependent Children
- III. Health and Welfare Services
 - A. Child Welfare Services
 - B. Services for Crippled Children
 - C. Maternal and Child Health Services
 - D. Retraining for Disabled Workers
 - E. Public Health Services

This should be another interesting unit as we are going to compare the United States Social Security Program with the English Beveridge plan.

October 13, 1944

To: H. K. Walther

From: Melvin P. McGovern

Subject: Monthly report of the 12⁶ English-Social Studies class.

Texts: Jansen, "Everyday Economics"
Social Security Booklets

Magazines: "The American Observer"
"Senior Scholastic"

Speakers: Mr. McFarling

Visual Aids: World News of the Week Maps
Newsmag for the Armed Forces
Social Security Graphs and posters

Units: Social Security
Insurance

Unit Objective
for Social Security: To appreciate and understand the value of social security
to the nation and to the individual.

Unit Objective
for Insurance: To understand the various kinds of insurance and the
value of insurance to the individual.

Student Activities:

Oral reports.
Student made graphs and charts.
Class discussions
Debate on socialized medicine.
Examination of sample life insurance policies
Vocabulary building around social security and insurance
terms.

Evaluation: Teacher made test. Copy attached.

Comments: This class has completed the unit on social security and
is now working on commercial insurance of all types. This
is an outgrowth of our social security unit. Students
wanted to know how to buy insurance which would meet their
needs.
Read letters to class from relocated students.
Mr. McFarling spoke to the class on social security.

Hope to have an insurance salesman talk to the class, before we complete the unit of insurance. Had class read and submit a piece of original creative work. Results were about average. Not one outstanding piece in the lot.

The Future: Finish insurance unit, and start on banks.

November 17, 1944

To: H. K. Walther

From: Melvin P. McGovern *Mr. P. McG.*

Subject: Report on the 12⁶ English-Social Studies class

Text: Jansen, "Everyday Economics"
Labor's Part in Production, pages 84 - 102
Wages, the Workman's Share, pages 403 - 428
C.I.O. and A.F. of L. Publications

Magazines: "Ammunition" published by U.A.W.-C.I.O.
"The American Observer"
"Senior Scholastic"
"Time"
"The Nation"

Newspapers: "The Daily Worker"
"The Progressive"
"The Cooperative Consumer"
"The Pacific Citizen"
"The Chicago Defender"
"The Rocky Mountain News"

Audio Aids: March of Time Record, August 17, 1944
The Japanese-American Soldier
Americans All, Immigrants All
An Industrial City
International Garment Workers Union
Please, Mr. Boss
March of the Toilers
Soup Song
Victory Song
Bread and Roses
International

Visual Aids: World News of the Week Map
News Map for the Armed Forces
Charts and Graphs published by the Dept. of Labor

Units: Insurance
Labor
Army Education

Comments: During the past month, we completed the unit on insurance and the unit on educational opportunities in the army. November 8th, we started a study of labor from the economic and social viewpoint. This class took the Far East test and the National Current Events Test, (copies attached).
At the close of the study of insurance the attached test was given.

Future: Complete study of labor and start our unit on colleges and trade schools.

AMACHE SECONDARY SCHOOLS
AMACHE, COLORADO
ENGLISH SOCIAL STUDIES 12

Write / before each statement which you consider true and o before each statement you consider false.

- _____ 1. Insurance is a system whereby the losses of a few are distributed among many.
- _____ 2. Insurance is gambling.
- _____ 3. All people in good health are insurable.
- _____ 4. Many people buy life insurance without understanding its real purpose.
- _____ 5. A person can create an estate through life insurance.
- _____ 6. Term insurance is carried largely for old age income.
- _____ 7. The charge made for insurance is called the dividend.
- _____ 8. An actuary is one who sells insurance.
- _____ 9. The double indemnity clause in a life insurance policy provides for a double payment in case of natural death.
- _____ 10. Some life insurance agents receive commissions.
- _____ 11. Fire insurance rates are the same in all cities.
- _____ 12. Arson is a crime.
- _____ 13. An insurance policy is a contract between the insurance company and the insured.
- _____ 14. Life insurance is protection against the risk of pre-mature death.
- _____ 15. One can usually borrow on his life insurance policy during the first year it is in force.
- _____ 16. The amount of life insurance to be carried depends entirely upon the income of the insured.
- _____ 17. The best value of an insurance policy is the amount that the company will pay to the insured upon surrender of the contract.
- _____ 18. The life insurance companies have figured out approximately how many men of a given age are likely to die during each year.
- _____ 19. In the U. S. A. we have approximately 135 million life insurance companies.
- _____ 20. Annuities are not life insurance but are sold by life insurance companies.
- _____ 21. The Supreme Court has ruled that life insurance companies are not in interstate business.
- _____ 22. The costs of the insurance offered by the different companies actually vary widely for the same type of insurance.
- _____ 23. An endowment policy is really a systematic means of saving combined with insurance.
- _____ 24. If term insurance is renewed, the premiums increase.
- _____ 25. No medical examination is required for group insurance.
- _____ 26. Everyone who owns property runs the risk of loss in its value.
- _____ 27. Life insurance companies must make money or go out of business.
- _____ 28. The mortality rate will be lowered as the general level of health improves.

28. Life insurance rates are based on mortality tables.

29. Lloyd's is an organization of business associations engaged in the business of assuming risks.

30. Name and explain the four types of life insurance policies.

31. State some of the advantages of taking out life insurance when young.

Sept - Dec 1942

QUARTERLY REPORT

Katharine Stegner

✓ 3.16.8

I

Development of American Nationalities

- A. Spent about 10 days on "Our Cultural Background".
1. Early western civilization and its westward movements to the discovery period.
 2. Order of time.
 3. Contributions of each age and civilization.
 4. Effects: Social - Economic - Political to an extent
General and specific cultural effects.
 5. Review and test.
Had to use this test as about my only source of grades for the quarter so do not feel they are too reliable.
 6. Have made a continual effort to show relationship of this culture to our own. (Am. in general)
 7. Have taken every opportunity to tie up the students personal and group situations with fundamentals. Am trying to influence attitudes toward Americanism instead of Californiaism. I believe indirect hits with a very few direct will be most successful.
- B. Special reports, written and oral, are being asked for and received. Not required but they understand that test grades alone will not determine their grade hereafter. B tests must be accompanied by a certain amount of extra work, otherwise the grade will be C and etc. Current material will be used as much as possible. Volunteer and initiative work are considered more valuable. Some discussion on local matters has its place in this class.

Text: Muir - "Development of America"

So far mostly lecture as we have only 6 texts. I expect notes to be taken and a notebook to be kept in order for their own good.

Mrs. Katharine Stegner

QUARTERLY REPORT

June 25, 1943

Development of American Nationalities

Text: "Development of America" by Wirth

1. A project on "Transportation and Communication" has been completed outside of class. Illustrated booklets covering the information have been finished. Individual initiative, ambition, and various abilities are very evident. Some who take little part in class discussion have shown that they can contribute - though it may be in a different way.
2. Class study and discussion has been chiefly centered upon "The Development of Our International Relations" and "Our Political History Since 1868".

I feel that students have a better understanding of the policies regarding our international relations such as isolation, imperialism, and international cooperation. This gives them a basis for understanding the recent past wars and the present one. Through this knowledge, the problems of the peace for which we are planning are made more vital. It is hoped that the final summary may lead the students to understand the problems of our nation and the world to some degree. They should be better able to recognize their duties as citizens and be more ready to be of service.

Development of American Nationalities

Dec. 15 to Mar. 15

Wirth. "Development of Am."

Katharine Stegner

Course began December 1st

- I Summarized background of culture
- II Discovery and exploration period
- III Beginning of Am. Peoples Institutions
 - A. English Colonies in America
 - B. Colonial contributions to Democracy
 - C. Colonial life & culture
 - D. Struggles for Control of N. Am.
- IV Struggle for American Independence
 - A. Causes of discontent
 - B. Revolutionary War
- I Founding of American Nationality
 - A. Social and economic conditions following the Rev.
 - B. Constitutional Convention
 - C. Organization of New Govt
- II Development of Am. Nationalism & Democracy
 - A. Jeffersonian Dem.
 - B. Neutral rights & Expansionists of 1812
 - C. Spirit of Nationalism
 - D. Jacksonian Democracy

VII Westward Movement stimulates Am. Dem.

- A. Early Am. expansion to West
 - B. Influence of West on Am. Social & Economic Conditions
 - C. Passing of the Frontier
 - D. Synthetic frontiers
-

I Written reports & special projects on subjects of interest occurring in our study

- A. Biographies
- B. Maps - charts - graphs
- C. Causes & effects
- D. Comparisons
- E. Fuller information from references
- F. Current news

II Oral reports

- A. Subject matter
- B. Special interests
- C. Current news of the day

III Current Affairs

- A. "American Observer"
- B. "Our Times"
- C. "Current Events"

IV World Peace

- A. Plans
- B. Our responsibilities

Mr. Everetts

English - Soc. Studies

11, 112, & 115
Mar. to May 1

Report of Work

During this term we have completed the Civil War Period in literature and history. We listened to the records of this period, observed the moving picture shows, and have had numerous reports of this ^{period} etc.

The students have read and reported on two books - one ^{written} oral book report of an American author concerning any period of history; the second ^{written} written book report of an American we have studied in literature or history.

We have studied the units of the Industrialization Revolution and The Development of Our International Relations. We have studied the literature that correlates with this period and have studied the authors that wrote in this period.

at present, we are completing the Spanish American War and are going into the study of World War I. Of course, we are studying the authors and literary

work of these periods. We too are listening to the records that pertain to this period.

One day of each week we spend entirely on current affairs - we listened to Truman's address to Congress and to reports of the San Francisco Conference from the radio. We read and discuss the American Observer, newspapers and relate the radio reports. The students prepare and lead their own discussions of the American Observer.

On Fridays one period of our class is turned into a discussion period - discussion topics are chosen by the class of some current problem or of some problem taken from our American history. This is entirely student participation - a leader is chosen and all have informed themselves during the week on their chosen problem of the previous Friday. This teaches the principles of democracy - leadership, responsibility, co-operation, clear thinking, research methods etc.

We try to devote one period a week

to the study of English grammar.

We have been striving to read poetry thought by thought with a firm mellow voice; we intend to use the public address system to help us after we have learned more about reading our poems.

Each unit is completed with a standardized unit test; ^{the} tests are given at various intervals of each unit. Notebooks and workbooks are checked over each unit of work.

The last few weeks will be spent upon World War II and the contemporary literary work of World War II.

a project pertaining to American History or literature from the Civil War Period is being constructed outside of class.

Roscoe Everetts

Miss Everette

Nov. 18

Eng. Soc. Studies
11, 11², and 11⁵

Report

In history we have gone into the study of the Revolutionary War. at this time we have correlated the study of the authors and their writings that were known during the Revolutionary war.

At present, we are studying the period of government directly following the Revolutionary War and the authors and writings of this same period. We are studying Edgar Allan Poe and his works as well as William Cullen Bryant and his writings. For a few weeks, we shall continue this study; this will lead into the study of the War of 1812 and the authors that wrote at that time.

In history one event leads to another. We ^{are} preparing ^{written} answers to important

given questions and we prepare the answers to the questions given in our workbook; we discuss all previous prepared material. Each unit is completed with a comprehensive test.

In literature we always correlate our study of authors and writings with the period of history in which we are studying. We first study the author and his type of work and find where he derived his inspiration to write and then we study his noted works. If it is poetry we read the poem aloud for appreciation and discuss its meaning as we read it. We then summarize the story the poem tells and if it is a well noted poem we commit to memory the prominent verses that are learned in all American literature classes. We believe it best to learn at least a bit from some poem of each author studied. Of course, we too are tested on these authors and writings ^{in which} we study.

English Social Studies

March 1, 1945
11th. grade

Report

In American History, we have completed the unit concerning the Civil War Period. We correlated our American Literature with our history by studying the authors and their writings of the Civil War Period. Mr. Easton gave reports to our class concerning the Civil War Period and the library. We listened to the records of the Civil War Period and to ^{the} negro spiritual records.

Since the students have asked for English grammar, we are devoting 2 periods a week to English grammar drills.

For the next 3 weeks, we shall be working out our unit on "Industrializing the United States".

We observed 2 movies on material we have previously studied - "Texas" and the "Indians of the South".

Books we use as guides -

1. Development of America - Smith
2. American Writers - Cross
3. Literature and Life - Miles Pooley
4. Literature anthologies - Cross
5. English Handbook - Jones

R. Everett
Sections 11, 11², & 11⁵

WAR RELOCATION AUTHORITY

AMACHE SECONDARY SCHOOLS

L3.29

This is an outline of one of a series of units which is required of all Seniors as part of the Social Studies course. It was prepared from suggestions made by teachers and the Community Analyst.

1. How to travel and find your way about in strange places:

- a. Train and bus travel in wartime conditions: reservations, seats, etc.
- b. Terminal problems: a railroad station and how to use it.
- c. Etiquette of travel: tipping, conversation, dress, tickets, baggage.
- d. Cities and their structure: maps and diagrams, methods of transportation in cities, directories and telephone, messenger services, the plan of the usual American city----Chicago, Cleveland, Minneapolis, Kansas City, Des Moines, Detroit, Cincinnati, New York, Boston, New Haven, Washington, Pittsburgh, Philadelphia, St. Louis, New Orleans, Atlanta, Jacksonville, Florida, etc.
- e. Hotels: meals, rooms, services such as laundering, pressing, beauty shop and barber shop service, shoe shining, room service, tips, and regulations concerning the use of services.
- f. How to find street addresses and landmarks.
- g. Rural areas villages, and towns: directions and how to follow them.

2. How to get a home:

- a. Hostels and their functions.
- b. Rooming and boarding houses.
- c. Apartment houses.
- d. Hotels.
- e. Single and multiple dwellings.
- f. Techniques of finding a home to live in:
 - (1) Realtors
 - (2) Newspaper ads
 - (3) Your employer
 - (4) WRA Office
 - (5) United States Employment Office
 - (6) War Manpower Board
 - (7) U. S. Housing Authority
 - (8) Friends---personal friends, and the Friends' Service Committee
 - (9) Church and other "Fair Play" and "Tolerance" groups.
- g. What to look for in a home: heating, cooling, ventilation, refrigeration, plumbing, light, sanitation, care, furnishings.

3. How to apply for a job:

- a. Attitude
- b. Appearance
- c. Kind of job, location of work compared with location of housing, and other elements of selecting a job.
- d. Techniques of landing a job: Use, WRA office, asking personally, by mail, who to see when you apply, or who to write to, how to address a personnel officer, what to expect, how to react to various answers (e.g., "We don't want any Japs!" might well be answered by either issei or nisei by the reply, "Neither do I. I'm an American. I chose this country to live in and work in because I like it better than any

other country. I'm out here ready to do my best when manpower is needed and everybody ought to be working hard together, and not fighting each other. How about giving your support to democracy by working together, now, for a better world? I'm willing to do that. Can you afford to any less?"), what clearances, certificates, etc., are likely to be required for various positions in various plants.

4. How to get along with fellow-employees:

- a. Work cooperation: don't be too quick to take offense, but give the chronic gouger and trickster the same treatment your fellows do-- a very cold shoulder. Try to urge cooperation at all times, and set the example yourself.
- b. Off-time conversation and activities
- c. Social relationships

5. How to get along with the neighbors:

- a. Need for distinguishing between impersonal neighbors such as apartment house or rooming neighbors and suburban neighbors such as we are used to in the west.
- b. How to break the ice
- c. How to help them break the ice
- d. Informalities
- e. Formalities
- f. **Etiquette of borrowing:** don't be a sucker, but don't be offish either.

6. How to get along with your employer:

- a. **Do** your work conscientiously
- b. Don't be ostentatious when you need an adjustment; ask him quietly but definitely, and tell him why a change must be made if one is needed
- c. Resist impositions politely and considerately (suggesting alternatives to your doing more work than you agreed to do for the salary offered, if possible), but don't imagine that you're being worked to death everytime you're asked to put in a half-hour overtime. Look around and you'll find everyone else does it every once in a while also.
- a. If you are working under a union agreement, live up to it scrupulously. If your employer doesn't take it up with your fellow-employees, and suggest that it would be a good thing to report to the union business agent or the shop committee on labor relations. Watch out to make sure you don't get caught in a squabble between the employer and the employees. Let someone else be the goat--you can't afford to just now. However, when the situation calls for leadership, don't be backward about leading your fellow--employees or about discussing the problems with them. But get the facts before you take a stand definitely.

7. How to get along with the press:

- a. Be yourself
- b. Don't emphasize the hardships and difficulties you have been and will be working under. Present a well-balanced picture of the whole evacuee situation, and of your own if you're talking about that. **Em-**phasize the need for democracy and racial equality throughout the world and United States in your speeches, and show the relationship between the rights of the other fellow, to whom you're talking, and your own rights--that if yours are violated, he can expect that his will be also, by some other pressure group which is trying to advance itself unjustly at other's expense. Tell them that the war we're

fighting all over the world is vitally connected with your effort to maintain your freedom and keep your part in a free world.

8. How to get along with other groups:

- a. Church groups: Join them talk to them, become one of them, expand the acquaintanceships you make in them, show them that you are an able person, and that you are just as American as they and their parents are.
- b. School groups: Be yourself. Go out of your way to make friends, and to take advantage of opportunities to mix with the many social groups open through them.
- c. Lodges and other fraternities and sororities: ditto, but keep an eye on which are dominant in the community and try to join those if alternatives are open, and if they give you as good treatment as the others. Don't get tangled up in secret alliances unless you are convinced of their value and know what you're getting into.
- d. Service clubs such as Kiwanis, Rotary, Lions' Club, Elks: talk to them if you get a chance, join them at the first opportunity that looks good.

9. How to eat, drink, and be merry gracefully:

Table manners--do you remember your silverware?

Dress: for street, work, play

Dining out: How to behave, how to sit, how to order, how to tip, when and how to leave, what to say.

The theater: how to go, what to admire, ignore, enjoy and say.

The tavern (Alias beer garden, alias barroom, alias saloon (obsolete) what to drink and when to pay for it.

The ballroom:

10. Taxes and how to pay them:

State taxes; sales, income, and other. What they are and how to find out more about them.

Federal: Income, victory, etc.

Pay them by keeping on the job.

11. Insurance:

Hospital, insurance, medical service, if possible.

Accident, sickness, and life insurance.

When to take out life insurance, what to buy, and how much to buy.

12. Savings, or how to live on a deficit:

Bonds and stamps

Investments

Postal savings and bank savings accounts

13. Banks--how to use them

Six services commonly given by banks in the United States: Checking accounts, savings, credit, trusts and escrows, safety deposits, financial advice and information.

14. How to budget your income:

Living on your income and saving some for an emergency

What to buy, and where to find out the truth about quality and values:
Consumers' Union, Consumers' Research, Consumers' Guide, Federal
Bureau of Standards, Bureau of Home Economics, Women's Bureau,
Children's Bureau, Farm Security Administration, Department of Com-
merce, Bureau of Foreign and Domestic Commerce, PH, Chicago Sun, etc.
Standard of Living: What part of your income should you spend for each
type of commodity you need or want? How the Consumer spends his in-
come, Dept. of Agriculture budgets on four levels of income, etc.
Aids to budgeting: A simple account book; a habit of writing up expen-
ditures and receipts promptly and regularly; keeping the balance up
to date; predicting your expenditures several months in advance;
factors to watch
Rationing--or how to use your points to best advantage.
ABC's of rationing
Rules and regulations--food, shoes, gas, tires, etc.
Budgetting your points--point bargains

15. Trouble and how to meet it:

- A. Ill Health; Hospital insurance, and if possible medical insurance:
How to select the right doctor
How to select the right hospital
When to call the doctor, when to stay home from work, what to do
when you have to stay home
Home remedies and first aid.
- B. How to get expert, impartial, helpful advice; and help if necessary:
Use your social agencies, especially the Social Security Board
office nearest you, the Family Welfare Association, the Friends'
Service Committee, the Community Chest and its member agencies,
such as YMCA, and the YWCA, the Travelers' Aid Society, the
Red Cross, the Boy Scouts, the Girl Scouts, the Social Service
Department of the hospital if you are ill or injured, the Public
Welfare Department of your city if it is good, your church, the
personnel department of your employer, if the company or plant
is a large one.
How to use each social agency; what each one tries to do, and what
it might do for you.
- C. How to give aid: Join some Civilian Defense Hospital Society,
Ladies' Aid, or Red Cross Chapter, do as much as you can in
your spare time and get acquainted with your fellow-workers
while you're doing it. Look for chances to do someone a good
turn--they'll remember it--and you--with gratitude.

16. How to Make Friends and Avoid Loneliness:

Pay attention to your companions, talk with them, tell them about
yourself, encourage them to talk of themselves and their problems. Be
a good listener, and sympathetic fellow-employee, diner, traveler,
church member, etc. Invite them to your room or home, and be natural
about it. They'll soon invite you to theirs: Even if they didn't, you
have the benefit of their company, information, and the good impression
that your hospitality makes on them. Persistence will win friends, when
joined with courtesy, consideration, and a friendly attitude. Go to
it!

MEMORANDUM

September 21, 1943

TO: Miss Louise Goodson, Mrs. Catherine Stegner, Melville McGovern
FROM: John A. Rademaker
RE: Relocation Course

In reply to your inquiries as to what subjects should be included in the relocation course, the following topics seem desirable on the basis of our knowledge of what relocators need to know, and what evacuees need to know to encourage them to relocate;

How to travel and find your way about in strange places;

- a. Train and bus travel in wartime conditions; reservations, seats, etc.
- b. Terminal problems; a railroad station and how to use it
- c. Etiquette of travel; tipping, conversation, dress, tickets, baggage
- d. Cities and their structure; maps and diagrams, methods of transportation in cities, directories and telephone, messenger services, the plan of the usual American city--Chicago, Cleveland, Minneapolis, Kansas City, Des Moines, Detroit, Cincinnati, New York, Boston, New Haven, Washington, Pittsburgh, Philadelphia, St. Louis, New Orleans, Atlanta, Jacksonville Fla., etc.
- e. Hotels; meals, rooms, services such as laundering, pressing, beauty shop and barber shop service, shoe shining, room service, grills, coffee shops, and dining rooms, barrooms, ballrooms; fees, tips, and regulations concerning the use of services.
- f. How to find street addresses and landmarks.
- g. Rural areas villages, and towns; directions and how to follow them.

How to get a home

- a. Hostels and their functions
- b. Rooming and boarding houses
- c. Apartment houses
- d. Hotels
- e. Single and multiple dwellings
- f. Techniques of finding a home to live in;
 - (1) Realtors
 - (2) Newspaper ads
 - (3) Your employer
 - (4) WRA office
 - (5) United States Employment Office
 - (6) War Manpower Board
 - (7) U.S. Housing Authority

- (8) Friends--personal friends, and the Friends' Service Committee
- (9) Church and other "fair play" and "tolerance" groups
- g. What to look for in a home; heating, cooling, ventilation, refrigeration, plumbing, light, sanitation, care, furnishings

How to apply for a job;

- a. Attitude
- b. Appearance
- c. Kind of a job, location of work compared with location of housing, and other elements of selecting a job.
- d. Techniques of landing a job; USES, WRA office, asking personally, by mail, who to see when you apply, or who to write to, how to address a personnel officer, what to expect, how to react to various answers (e.g. "We don't want any Japs!" might well be answered by either issei or nisei by the reply, "Neither do I. I'm an American. I chose this country to live in and work in because I like it better than any other country. I'm out here ready to do my best when manpower is needed and everybody ought to be working hard together, and not fighting each other. How about giving your support to democracy by working together, now, for a better world? I'm willing to do that. Can you afford to do any less?"), what clearances, certificates, etc. are likely to be required for various positions in various plants.

How to get along with fellow-employees;

- a. Work cooperation; don't be too quick to take offense, but give the chronic gouger and trickster the same treatment your fellows do-- a very cold shoulder. Try to urge cooperation at all times, and set the example yourself.
- b. Off-time conversation and activities
- c. Social relationships and neighbors

How to get along with the neighbors

- a. Need for distinguishing between impersonal neighbors such as apartment house or rooming neighbors and suburban neighbors such as we are used to in the west.
- b. How to break the ice
- c. How to help them break the ice
- d. Informalities
- e. Formalities
- f. Etiquette of borrowing; don't be a sucker, but don't be offish either.

How to get along with your employer;

- a. Do you work conscientiously
- b. Don't be ostentatious when you need an adjustment; ask him quietly but definitely, and tell him why a change must be made if one is needed

- c. Resist impositions politely and considerately (suggesting alternatives to your doing more work than you agreed to do for the salary offered, if possible), but don't imagine that you're being worked to death everytime you're asked to put in a half-hour overtime. Look around and you'll find everyone else does it every once in a while also.
- d. If you are working under a union agreement, live up to it scrupulously. If your employer doesn't, take it up with your fellow-employees, and suggest that it would be a good thing to report to the union business agent or the shop committee on labor relations. Watch out to make sure you don't get caught in a squabble between the employer and the employees. Let someone else be the goat--you can't afford to just now. However when the situation calls for leadership, don't be backward about leading your fellow-employees, or about discussing the problems with them. But get the facts before you take a stand definitely.

How to get along with the press:

- a. Be yourself
- b. Don't emphasize the hardships and difficulties you have been and will be working under. Present a well-balanced picture of the whole evacuee situation, and of your own if you're talking about that. Emphasize the need for democracy and racial equality throughout the world and United States in your speeches, and show the relationship between the rights of the other fellow, to whom you're talking, and your own rights--that if yours are violated, he can expect that his will be also, by some other pressure group which is trying to advance itself unjustly at others' expense. Tell them that the war we're fighting all over the world is vitally connected with your effort to maintain your freedom and keep your part in a free world.

How to get along with other groups:

Church groups: Join them, talk to them, become one of them, expand the acquaintanceships you make in them, show them that you are an able person, and that you are just as American as they and their parents are.

School groups: Be yourself. Go out of your way to make friends, and to take advantage of opportunities to mix with the many social groups open through them.

Lodges and other fraternities and sororities: ditto, but keep an eye on which are dominant in the community and try to join those if alternatives are open, and if they give you as good treatment as the others. Don't get tangled up in secret alliances unless you are convinced of their value and know what you're getting into.

Service clubs such as Kiwanis, Rotary, Lions' Club, Elks: Talk to them if you get a chance, join them at the first opportunity that looks good.

How to eat, drink, and be merry gracefully;

Table manners--do you remember your silverware?

Dress; For street, work, and play

Dining out; How to behave, how to sit, how to order, how to tip, when and how to leave, what to say.

The theater; how to go, what to admire, ignore, enjoy, and say.

The tavern (alias beer garden, alias barroom, alias saloon) (obsolets)

What to drink and when to pay for it.

The ballroom;

Taxes and how to pay them;

State taxes; sales, income, and other. What they are and how to find out more about them.

Federal; Income, victory, etc.

Pay them by keeping on the job.

Insurance?

Hospital insurance, medical service if possible

Accident, sickness, and life insurance.

When to take out life insurance, what to buy, and how much to buy.

Savings, or how to live on a deficit;

Bonds and stamps

Investments

Postal savings and bank savings accounts.

Banks--how to use them

Six services commonly given by banks in the United States; Checking accounts, savings, credit, trusts and escrows, safety deposits, financial advice and information.

How to budget your income;

Living on your income and saving some for an emergency

What to buy, and where to find out the truth about quality and values;

Consumers' Union, Consumers' Research, Consumers' Guide, Federal Bureau of Standards, Bureau of Home Economics, Women's Bureau, Children's Bureau, War Security Administration, Department of Agriculture, Pure Food and Drug Administration, Department of Commerce, Bureau of Foreign and Domestic Commerce, PH, Chicago Sun, etc.

Standard of living; What part of your income should you spend for each type of commodity you need or want? How the Consumer Spends His Income, Dept. of Agriculture budgets on four levels of income, etc.

Aids to budgetting; A simple account book; a habit of writing up expenditures and receipts promptly and regularly; keeping the balances up to date; predicting your expenditures several months in advance; factors to watch

Rationing--or how to use your points to best advantage.

ABC's of Rationing

Rules and regulations--food, shoes, gas, tires, etc.

Budgetting your points--point bargains.

Trouble and how to meet it;

- A. Ill health; Hospital insurance, and if possible medical insurance;
How to select the right doctor
How to select the right hospital
When to call the doctor, when to stay home from work, what to do when you have to stay home.
Home remedies and first aid.
- B. How to get expert, impartial, helpful advice; and help if necessary;
Use your social agencies, especially the Social Security Board office nearest you, the Family Welfare Association, the Friends' Service Committee, The Community Chest and its member agencies, such as the YMCA, the YWCA, the Travelers' Aid Society, the Red Cross, the Boy Scouts, the Girl Scouts, the Social Service Department of the hospital if you are ill or injured, the Public Welfare Department of your city if it is good, your church, the personnel department of your employer, if the company or plant is a large one.
How to use each social agency; what each one tries to do, and what it might do for you
- C. How to give aid; Join some Civilian Defense Hospital Society, Ladies' Aid, or Red Cross chapter, do as much as you can in your spare time, and get acquainted with your fellow-workers while you're doing it. Look for chances to do someone a good turn-- they'll remember it--and you--with gratitude.

How to Make Friends and Avoid Loneliness;

Pay attention to your companions, talk with them, tell them about yourself, encourage them to talk of themselves and their problems. Be a good listener, and a sympathetic fellow-employee, diner, traveler, church member, etc. Invite them to your room or home, and be natural about it. They'll soon invite you to theirs. Even if they don't, you have the benefit of their company, information, and the good impression that your hospitality makes on them. Persistence will win friends, when joined with courtesy, consideration, and a friendly attitude. Go to it!

John A. Rademaker
John A. Rademaker
Community Analyst

QUARTERLY REPORT: OCT. 12-DEC.12, 1942

Shigeki Hiratsuka

December 1942

TEXTS: ~~USED~~: Biology - Fitzpatrick-Horton
Biology for Today- Curtis, Caldwell, & Sherman
Living things and You - Dowing & McAtee
Exploring Biology- E.T.Smith
Dynamic Biology-Baker & Mills

L9.30

REFERENCES: Textbook of General Botany -Holman & Robbins
Everyday Biology- Curtis

BIOLOGY ---Sections I & II

This QUARTERLY REPORT is being presented in an outline form. It takes in the following units in the study of Biology---I Unit of life, II The higher plants, and III the study of animal classification(beginning of Phylum Protozoa)

I Unit of Life

1. Cell theory or principle
 - a. The cell is a structural unit of life and that all organism are composed of a cell or cells.
2. The Physical basis of Life
 - a. Cells contain a living material which is known as protoplasm and is composed of common elements.
 - b. Division of protoplasm into cytoplasm and nucleus.
3. Metabolic function which are exhibited by protoplasm
 - a. Irritability, digestion, assimilation, growth, reproduction, respiration, locomotion, etc.

II The Higher Plants--Angiosperm

1. Monocotyledonous and Dicotyledonous
 - a. Leaves, stems, roots, flowers
2. Metabolism in plants
 - a. Food making ~~the~~ in the Leaves
 - (1) Photosynthesis
 - b. Mechanics of food making
 - (1) Chlorenchyma cells with their chlorophyll
 - c. Food produced by the plants
 - (1) Simple sugar, protein, and fats
 - d. Root system
 - (1) Structure
 - (2) Function --Absorption by osmôsis
--Storage of food
 - (3) Stimuli and response
 - e. Stem
 - (1) Transportation of raw material
 - (2) Growth of stem
 - (3) Modified stems
 - f. Flowers
 - (1) Carries of the reproductive function
 - (2) Essential organs of reproduction
 - (3) Self- and cross-pollination

III Study of Animal forms: Classification

1. The Phylum: PROTOZOA
 - a. Amoeba
 - b. Paramecium

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TEXTS: HEALTHFUL LIVING-Williams, Jesse F.

REFERENCES: Human Health- Thaxton, J. A.
Biology-Fitzpatrick & Horton
Biology and Human Health-Peabody and Hunt

SENIOR SCIENCE

This QUARTERLY REPORT is being presented in an outline form. The course of study is SENIOR SCIENCE. This report embraces the following: I Living Things and their Environment II Human Physiology.

I-Living Things and Their Environment

1. Habitat of fishes, muskrats, frogs, etc.
2. The fight for existence, and their natural enemies
3. In short, the environment includes air, water, soil, pressure, temperature, food, light, natural enemies, etc.
4. Different kinds of living things, and different sizes of those things.
5. Organisms show adaptation to their environment
 - a. Changes in structure
 - b. Changes in behavior
 - c. Organism is adapted because of the certain structures it happens to possess.

II-Human Physiology

1. Digestive system--structure and function
 - a. Mouth, teeth, pharynx
 - b. Esophagus, stomach, small intestine, etc.
 - c. Digestive juices secreted by the tract and by the accessory organs and their actions.
 - d. Peristalsis
2. The Circulatory System
 - a. The importance of circulation
 - b. The nature of circulation
 - c. The composition of blood
 - d. The work of the blood cells and plasma
 - e. The structure and function of the heart
 - f. The blood vessels
 - (1) Arteries and veins
 - (2) Structure of vessels and their adaptation
 - (3) The nervous control (involuntary system) of the vessel
 - g. The lymphatic circulation
 - (1) The lymph-its origin and circulation
 - h. The hygiene of the circulation
 - (1) Effects of exercise, sleep, etc.
 - (2) Causes of taking colds.

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Procedure: Lecture, class discussion, class reading of textbook, and drawings on the board.

all biology reports to Miss Shinn
June 5, 1945 —

C. D. Payne

The attached reports were later found in
other science material —

C. D. J.
July 2, 1945 —

QUARTERLY REPORT
June 25, 1943

Biology

I. The study of the phylum - chordata.

The chordates were studied, using the following outline: General characteristics, classification, native home, food, enemies, and relationship to man.

A. Amphibians

The bullfrog was studied.

B. Pisces

The game fish were studied, fish laws, etc.

C. Reptiles

Common snakes of this community, field trip, found diamond rattler and studied its characteristic, fangs, method of attack, etc.

D. Aves

Twenty common birds for this locality - from this outline: common name, color, nest site, number of eggs, food, and use to man.

E. Mammals

Each student picked a mammal that was his choice and wrote up a paper, using the outline for study of chordates to be given in class.

F. Special assignments

1. A term notebook was worked out on materials studied during term.
2. A special unit was written up on bird study from outline above.
3. A special study was taken on the physiology of man. A work sheet given out on important life processes.
4. A term problem, "comparing man with, amoeba, hydra, earthworm, crayfish, grasshopper, fish, frog, snake and bird - as to motion, protection, nutrition, sensation, respiration, circulation, excretion, and reproduction.
5. Each student prepared the following for field observation:

- learn flower parts, types of leaves, etc.
6. A number of field trips were taken during last weeks where we studied specimen found.

Physiology and First Aid

I. Books used:

- a. Healthful Living by Williams
- b. Biology and Human Welfare - Peabody and Hunt
- c. New Biology - Smallwood, Riverly and Bailey
- d. Biology - Moon and Mann
- e. Health Magazine & Life

II. Study outlines for the following:

- a. Early development, ages, types, characteristics and theories of man.
- b. Heredity and variation.
- c. General hints for health.
- d. The skeleton
- e. The metabolic system; circulatory system, respiration and excretion.
- f. The digestive system
- g. The nervous system
- h. Special study question on: motion, nutrition, sensation, and irritability, respiration and circulation, excretion, and reproduction.
- i. General suggestions for first aid.
- j. A dozen Don'ts That Save Lives.

III. Methods of study

The outlines were used as a special guide as to important points to be obtained in class work.

A special paper was worked out by each student on, digestion, giving complete steps in digestion, from cooking until food become living tissue.

Each student was expected to keep notes on class work.

The notes were handed in and checked at middle of semester and for final checking.

Three weeks were given to first aid.

Each Monday was taken over by homeroom chairman and some phase of physiology.

Considerable discussion was given over to general health hints.

Very interesting health books were turned in at end of course.

Monthly Report

Marie Adcock

Oct. 14, 1944.

Biology

This is a two-weeks report. I received the classes from Mrs. Drummond.

I. Struggle for life:

A. Green plants.

a. Competition for light.

b. Manufacture of food in green plants.

c. Parts of the leaf:

1. blade

2. vein

3. petiole

} function of each.

This led to the idea of "How is the food carried in the plant and stored."

II. Stems and roots:

A. Type of stems:

a. Monocots and dicots.

b. Four principal parts of the stems.

1. Epidermis

2. Cortex

3. Vascular bundles

4. Pith

} functions of each

c. Observation of types of leaves and stems:

1. Use of microscopic slides.

Test given is included.

This leads up to the grouping of living things and the classification of plants.

Biology Test

Louis Adcock

Green Plants - True, false, and completion

1. Green plants can make their own food.
2. The food making material which green plants contain is called _____.
3. Rosette plants are often biennial.
4. Many "shade-loving" plants have small leaves.
5. _____ plants are those that shed their leaves each fall.
6. Evergreen plants never shed their leaves.
7. Evergreens are never dormant.
8. Each leaf of a plant is a manufacturer of food.
- 9-11. The three principal parts of a leaf are _____, _____, and _____.
12. The manufacture of food in a leaf takes place only in the veins.
13. The outer coverings of the leaf are known as the upper and lower _____.
14. The small openings in the surfaces of leaves are called _____.
15. The sponge cells are long cells located beneath the upper surface of the leaf.
- 16-17. The two chief raw materials that the plant uses for the making of food are _____ and _____.
18. Carbon dioxide enters the leaf directly through the _____.
19. The process by which green plants manufacture food is called _____.
- 20-22. Plant sugar is composed of the three elements _____, _____, and _____.
23. Carbon dioxide is a by-product of the manufacture of food in green plants.
24. Water enters the plant through the roots by a process known as _____.
25. Oxygen is used by all plants and animals.
26. The evaporation of water from the green leaves is called _____.

27. A plant takes in more water than is actually used in making various kinds of foods.
28. The bright colors of the leaves in the fall are due to frost.

Monthly Report

Loris Adcock
Oct. 14, 1944

Chemistry

I. Structure of the atom:

A. Why do elements unite?

B. Difference between metals and non-metals.

II. Chemical formulae:

A. Exercises on writing formulae:

a. Practice on valence.

b. Learn symbols of the common elements.

c. Problems of computing molecular weights and percentages.

III. Study on Oxygen:

A. Uses

B. Properties

C. Preparation

a. Laboratory experiments.

b. Work in workbook.

IV. Learn how to identify hydrogen.

A. Learn the uses of hydrogen.

B. Learn how hydrogen is prepared.

C. Experiments on hydrogen.

a. Students did these.

This leads up to solutions and ionization.
Tests included.

Chemistry

Test I

1. The — is a negatively charged particle.
- 2-4. The three main divisions of an atom are —, —, and —.
5. The combining power of elements is called —.
6. In a free atom there are an equal number of electrons and protons.
7. The nucleus of an atom has more protons than electrons.
8. The lightest element is oxygen.
9. There are — elements.
10. When atoms lose electrons, they become positively charged.
11. Metals do not react with one another.
12. All metals lose electrons.

Test II

1. The weight of a molecule of a compound is equal to the sum of the weights of its atoms.
2. Oxygen is combustible.
3. Normal temperature of the human body is 98.6°C .
4. Oxygen was discovered by Priestley.
5. Oxygen is the most abundant of all elements.
6. Approximately 50% of the air is oxygen.
7. Oxygen is a gas at normal temperature.
8. Air is soluble in water.
9. Rust is a result of oxidation.
10. Heat is not given off during slow oxidation.
11. The oxygen atom does not exist in a free state.
12. Oxygen combines with more elements than any other element.
13. Water is a cheap source of oxygen.
14. A substance which changes the speed of a chemical reaction is called a — agent.
15. Water may be decomposed by sending an electric current through it.
16. Oxygen in a free state is composed of two atoms.

17. Nitrates are oxygen containing compounds.
18. A large percent of the ores of useful metals occur as oxides.
19. Ozone is more inactive than free oxygen.

OCT. 1, 1943
LOUISE GOODSON

L3, 69

PRE-RELOCATION - PERIOD 7

The pre-relocation class listed some fifty questions which they wished to discuss and work on as problems.

Out of the list came the question "How may I learn what kind of work I am fitted for?" The entire class was interested so the first unit to be developed was "Entrance to the Occupational World." We are studying the ten major occupations, working on interests and abilities, and making a self-analysis based upon a personality test.

AMACHE SECONDARY SCHOOLS

AUTOBIOGRAPHY OUTLINE

23.29

- I. Short history of Japan
 - A. Mythological story or origin
 - B. Racial and cultural origin

- II. Interesting facts about parent's Ken or prefecture
 - A. Geography
 - B. Population
 - C. Climate
 - D. Altitude
 - E. Cities
 - F. Industries
 - G. Shrines
 - H. Battles
 - I. Earthquakes
 - J. Famous people
 - K. Political framework
 - L. Economic framework
 - M. Photographs of Ken and mura.
 - N. Map of Ken

- III. Family and Household
 - A. Meaning of family name
 - B. Important people in family
 - C. Occupations of family members
 - D. Religion
 1. Buddhism
 2. Shinto
 3. Christian
 - E. Military men in family
 - F. Burial place of ancestors
 - G. Draw a family tree
 1. Names
 2. Dates
 3. Birth
 4. Married
 5. Died
 6. Etc.

- IV. Life in America
 - A. Parents arrived in United States
 1. When
 2. Where
 3. Name of boat
 - B. Experience of parents in U. S.
 1. First few weeks or months
 2. First position
 - C. Description of city or county in which parents settled
 1. Geography
 2. Climate
 3. Population
 4. Altitude
 5. Cities

IV. Life in America (Con'd)

C. Description of city or county in which parents settled.

6. Industries
7. Famous people
8. Photographs of home, city and farm.
9. Map of area

D. Parents occupation

E. Children

1. When
2. Where
3. Occupations

V. Your own history

A. Born

1. When
2. Where

B. Early childhood

C. Education

1. When
2. Where
3. Offices held
4. Clubs and organizations
5. Special honors
6. Japanese Language school
 - a. Where
 - b. How long
 - c. Honors

D. Trips and vacations

1. When
2. Where
3. Name of boat
4. Impressions

E. Hobbies

F. Church experiences

G. Tricks you played on friends

H. Your first pair of long pants

I. Your first job

J. Your first date

K. Your first party

L. Unusual experiences

1. Accidents
2. Fires
3. Floods

VI. The Evacuation

A. History of evacuation

B. Family reaction

C. Preparation for evacuation

D. Trip to assembly centers

- E. Life in assembly center
 - 1. Living quarters
 - 2. Food
 - 3. Social life
 - 4. Schools
 - 5. Jobs
 - 6. Recreation
- F. Pictures of center
- G. Map of center

VII. Transfer to relocation camps

- A. Preparation
- B. Train trip
 - 1. Route
 - 2. Meals
 - 3. Scenery
- C. New Home at a W.R.A. camp.
 - 1. Food
 - 2. Living quarters
 - 3. Schools
 - 4. Churches
 - 5. Coop
 - 6. Recreation
 - 7. Nearby towns
 - 8. Positions
 - 9. Pictures of camp
 - 10. Map of camp

VIII. Plans for the future

- A. Relocation
 - 1. Where
 - 2. When
 - 3. Why
- B. Choice of occupation
- C. College or trade school.

Tools which may be of value in preparing your autobiography

- McWilliams, Carey. "What About Our Japanese-Americans".
Public Affairs Committee, New York, 1944.
- McWilliams, Carey. "Brothers Under the Skin." Little, Brown and Company
Boston, 1943.
- McWilliams, Carey. "Prejudice. The Japanese-American; A Symbol of Racial
Intolerance". Little, Brown and Company, Boston, 1944.
- Embree, John F. "The Japanese" Smithsonian Institution, Washington, D. C.
1943.
- Steiger, G. Nye "A History of the Far East." Ginn and Company, Boston, 1936

Vinacke, Harold M. "A History of the Far East in Modern Times." Alfred A. Knopf, 1928

Inahara, K. "Japan Year Book". Foreign Affairs Association of Japan, 1935

Schuyler, W. M. "The American Year Book". Nelson Company, New York, 1944.

Epstein, M. "The Statesman's Year Book". Macmillan Company, 1943

American Guide Series, Federal Writers Project.

California

Colorado

Oregon

Encyclopedias

Photograph Albums

Atlas

Bible and family records

The Pacific Citizen

Newspaper clippings

Birth certificates

School records

"Hearings on National Defense Migration, Parts 29, 30 and 31." "Tolan Report." United States Government Printing Office, Washington, D. C. 1942.

"The Displaced Japanese-Americans". American Council on Public Affairs Washington, D. C. 1944

Ransom, G. B. "Japan, A Short Cultural History." Appleton-Century Company, New York. 1943

Edwards, Harry Stillwell "The Tenth Generation". National Education Association, Washington, D. C. 1933

Chamberlin, W. H. and Stewart, M. S. "Modern Japan". Webster Publishing Company, St. Louis, 1942

Kido, Saburo. "J.A.C.L. In Portico" Salt Lake City, Utah, 1944

(This outline was prepared by Selvin P. McGovern, Chairman, English-Social Studies Department)