

L A. 10

67/14  
C



GIRLS' SERVICE CLUB  
"Las Alegrias"

Las Alegrias was organized early in the spring of 1942<sup>3</sup> under the sponsorship of Katharine Stegner, a High School Teacher, with the main purpose of serving Amache Senior High School whenever needed and without infringing upon the activities of any other group which might want to be of service at a particular time.

The Club maintained an active membership of twenty throughout the two and one half years of its existence. Membership was limited to fourteen senior class members and six junior class members with regular elections twice a year and special elections when members graduated or relocated.

Activities of the Club consisted mainly of the following:

Ushering for school programs, plays, commencement, etc.

Tuberculosis Christmas seal drive throughout the camp

Infantile Paralysis "March of Dimes" drive

Ticket sales

Sponsorship of Kamper's Kanteen

Serving of Refreshments for President's Ball

Socials

The Club's chief contribution to the school was that of willing service whenever a group was needed to carry on some worthwhile activity not otherwise provided for.

It was originally planned that members of this group would be chosen from girls not belonging to Girl Reserves or other clubs. Had this plan been adhered to, the Club would have been stronger, because the girls' time and effort would not have been divided through duties to different organizations.

*Stegner*



### Girl Reserves

The Girl Reserve Clubs, about 10 to 12 in number and averaging about 125 members, were not sponsored through the school but by the Y. W. C. A. from the fall of 1942 to spring 1945. However, during the three years in camp, many teachers sponsored individual clubs and often met with the joint Council. Club meetings were very often held at the school and the school also served as a place for the transmitting of announcements and information to all groups.

The school served as a meeting place for the Conference of the South-eastern Division of Girl Reserves held in April 1944. Class rooms and gym were used at this time and visitors from Denver and other towns were present. At various times students were excused to attend special conferences and one time about twenty-five girls were excused early to attend a two weeks Harvest Work Camp at Pueblo, Colorado.

Through the sponsorship of the Y. W. C. A. and the Girl Reserves several visitors who talked to the assembly or senior classes were brought to the Center. Miss Esther Briesemeister, one of the Y. W. C. A. secretaries appointed to service in the Relocation Centers, visited camp several times. Each time she spoke to the high school assembly and other groups and answered many questions about the "outside".

On the whole the Girl Reserves served as a link between school and community for social and other activities and for improving relationships with outside people.

*Eugene*



## A REPORT ON THE DISCUSSION CLUB

### I. AIMS

- A. Develop ability to speak freely and develop and express opinions in a group.
- B. Increase knowledge and interest concerning current problems.
- C. Create a close informal relationship between students and faculty.

### II. ORGANIZATION

- A. Membership was limited to a small number of interested students who initiated the plan for a discussion group. We usually met in homes of faculty members. There were no officers. Decisions such as discussion topics were made by a consensus of opinion of the group.
- B. Subject matter discussed....
  - 1. Compulsory military training during peace time.
  - 2. Resolved, That evacuation has been of greater benefit than harm to the nisei.
  - 3. Causes of pressure groups in camp and how to decrease gang antipathies.
  - 4. Resolved, That because of their better manners and superior work habits, girls are more likely to succeed when they relocate than boys.
  - 5. The wisdom of playing football and baseball with outside teams.
  - 6. Boy-girl relations.
  - 7. Relative values of various school subjects.
- C. Meetings were held every other Monday evening during the winter.

### III. ACCOMPLISHMENTS

- A. At every meeting each person present spoke freely and voluntarily at least once. Everyone was encouraged to express opinions on either or both sides of a question. This was stimulated through informality and a friendly intellectual atmosphere.
- B. Knowledge was gained and opinions were formed on factual basis through research and discussion.
- C. Students and faculty members felt a oneness of purpose in discussing such problems as compulsory military training. Each explored the other's ideas and each person was recognized for what he as an individual had to offer. An effort was made to transfer potential ideas into active thought, expression, and action.



## Final Report - Spanish Club ( Los Vecinos )

### I. Historical Statement

The club was organized after the highschool had been in existence one year and was continued the following year. At first, the club was merely a class organization without a charter, but in the spring of 1945, it received its charter as an official school organization.

### II. Highlights

The club has met every other Friday in the school year during its two years of existence. In the meetings, the members discussed Spanish and South American music, art, and literature, and current events as recorded in the Spanish newspaper, El Eco, and the biographies of famous men of Spain and South America. They secured addresses of students in South America and Mexico and began corresponding with these boys and girls.

In the Spring of 1944, the club began planning for an assembly and exhibition for Pan American Day, April 14. The assembly included South American dances done by two couples, the samba, the tango, and the jarabe in appropriate costumes, songs sung by a chorus of the pupils in Spanish, South American music played by the school band, a quiz program on Spain and South America conducted in English in which members of the club and members of the other Spanish classes participated.

The exhibition was contributed by various members of the faculty and by the students, and included Mexican hats, pottery, rugs, pictures, dolls in costumes made by the students and showing the dress of the various South American countries. Mate, the South American tea, was served to those who visited the displays



Each Christmas the club planned a party for its members and for the other Spanish classes and guests. At the parties, the students played Spanish games such as Pinata, sang Christmas carols in Spanish, and danced to records of Mexican and South American popular music.

### III. Organization

#### A. Why

The club was organized by the pupils since they felt they should learn more about our neighbors to the South than the material that would ordinarily be covered in the class. They wanted to correspond with Spanish-speaking students, learn Spanish songs, and learn more about Spanish culture.

#### B. When

It was first organized in November, 1943. It was reorganized in November of 1944, and received its charter in May of 1945.

#### C. How

After the Spanish II class had been meeting for a month, they decided they should form a club. A temporary chairman was appointed by the teacher. The duty of the chairman was to lead the election of officers. After the president, vice-president, secretary and treasurer were elected, the president headed the discussion concerning the dues, requirements for membership, duties of the officers, and activities of the club. It was decided that the club should meet every other week during class time since no other appropriate meeting time could be found, and the dues were fixed at five cents per month. The name of the club, Los Vecinos, was selected at this first meeting.



#### IV. Evaluation

##### A. Its contribution to the school program

The club activities were coordinated to some extent with the English - Social Studies programs for the various grades. Many of the student projects devoted to South America or Spain were presented before the club, and often material on South American culture gathered for the club meetings became valuable in the English - Social Studies work when South America was being discussed.

The assembly given on Pan American Day was presented before the entire student body and their parents and friends.

##### B. Strengths

The pupils probably took more interest in the music, literature, and art of Spain and South America and learned more about the pupils of their own age in South America through mutual correspondence than they would have without a club.

They learned parliamentary procedure in Spanish and had more practice in actual conversation in Spanish during the club period.

##### C. Weaknesses

The pupils were not as inclined to take the initiative to carry out their program as they should have been. They needed to be prodded by the teacher to continue their conversation in Spanish and to take an active part in any of their activities. Part of this was due to their natural reticence to take the initiative in anything.

#### V. Membership statistics

The club was composed of all of the members of the Spanish II class which consisted of eighteen ( 18 ) pupils in 1943 - 1944, and sixteen (16) pupils in 1944 - 1945, when the club received its charter.

*Boner*



Gladys Seevers

July 16, 1945

## DRAMATICS CLUB

### SPONSORSHIP-

The Two groups of the Dramatics Club were organized in January, immediately after the Christmas holidays.

In both groups our aims were to study dramatics in all phases possible in our school situation.

We considered stage presence, make-up, radio presentations, types of plays, such as Comedy, Drama, Tragedy, Burlesque, Melodrama, etc., and considered the dramatic reading of poems and plays.

We presented two radio plays near the end of school, and would have presented at least one stage play, had time been available from the athletic schedule's use of the gymnasium. However, the radio plays gave nice practice to all members, and particularly to those who manipulated and planned the sound effects, and the loud speaker equipment.

We had several nice social gatherings, the best of which was a line party at a good movie in Lamar, a near by town, to which we were transported in cars of the personnel.

We had approximately twenty members in the Senior division, and around seven to ten members in the Junior group.

We did much toward improving our enunciation, pronunciation, and poise before an audience, and gained much ease and social grace thru our social activities, and open informal discussions of material under consideration.

The excellent cooperation of persons of quite different social groups, was an outstanding accomplishment. A great deal more of such work is needed by all persons who have both social and language difficulties.

*Gladys Seevers*



AMACHE PUBLIC SCHOOLS  
AMERICAN RED CROSS  
JUNIOR RED CROSS ENROLLMENT

Elementary School

Miss Jean Fraker, Chairman (Lower Grades)	\$ 4.20
Miss Ila May Barth (Upper Grades)	13.61
	\$17.81
Pupil Count - 695	
Rooms - 19	

Secondary Schools

<u>Junior High School</u> Mrs. Freda L. Mahony	\$10.13
Pupil Count - 296	

<u>Senior High School</u> Miss Judy Prescott Miss Josephine Korsoski Mrs. Lottie More	\$30.72
--	---------

Pupil Count - 703

Total

\$58.66

Disbursements:

To National Junior Red Cross

Elementary School

19 rooms enrolled (50¢ for each enrolled room)	\$ 9.50
---	---------

Secondary Schools

999 pupils (\$1 for each 100 pupils enrolled)	10.00
--	-------

Total

\$19.50

To Granada Chapter of the American Red Cross  
for Amache Junior Red Cross Projects

39.16

Total

\$58.66

Report of Freda L. Mahony,  
Jr. Red Cross Chairman  
December 1, 1943



SUMMARY REPORTS  
COLOR GUARD AND BOY SCOUTS

The Boy Scout program was not the direct responsibility of the schools, but the schools participated in many Scout activities. Teachers acted as merit badge examiners and as Court of Honor examiners. Dr. Terami of the education staff was a member of the Boy Scout council and Mr. J. Michaud, during his service at the center, was Scout Master and co-ordinated activities of the troupes.

The Boy Scouts provided ~~for the education section~~ the Color Guard which raised and lowered the flag every day throughout the school year, providing "Retreat" and "To the Colors" at each occasion. They provided Court of Honor at memorial services and at other project functions.

*a guard*

*Activities*



FINAL REPORT

1944 - 1945 - NINTH GRADE SPONSORSHIP

NINTH GRADE - GROUP ACTIVITIES

This report of Ninth Grade Sponsorship includes only the activities during the school year, 1944-1945.

Aims: There were four groups of ninth graders, and the aims set forth at the meeting held for that purpose, and for the purpose of electing officers, were at least two-fold. First, we decided that the holding of meetings, and the following of parliamentary procedures would increase the ability of the members to take part in any public meetings in the future, and that the fear of speaking before a group composed of persons of ones own age, would be lessened - that problems arising within the various ninth grade groups would be discussed and solved by the various members, acting under the direction of their officers, and that leadership would be developed. Also that the natural outgrowths would include some preliminary knowledge of political procedure. Secondly, we felt that great benefit would accrue to all members, and to the officers particularly, in learning how to plan and take part in various types of social functions. We felt that growth and pleasure would be achieved by all taking part in these various functions of the year.

The organization was completed during the first semester of the school year, was brot into being thru a well planned political campaign with group caucuses, candidate posters, assemblies where speeches were made by candidates and their supporters, and an election using the Australian ballot.

The offering was: one "big" evening party during each semester, a picnic for each group, and at least one daytime party in the classroom during each semester. Since the Tenth Grade had given a very nice party to these people when they first began their work in the high school building, the Ninth Graders decided to make one of their evening-semester parties a return of this courtesy. When they realized that the Center was to close soon, they decided to make the affair a farewell to all guests, and to have it as near to the closing of school, as possible.



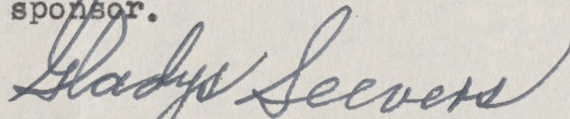
The meetings, held once or twice a month, gave opportunity for a great deal of officer activity, and for large committee activity in taking care of the various class activities, and in making the party arrangements. Funds for assisting in publishing the Annual; donations to the Scholarship Fund; both in cash and in clothing donated; and in assistance to several groups furnishing material for the Main-Hall-Bulletin-Board; this class numbered among its activities other than those of a social nature.

The strengths of this organization were: pupil-desire for it, and subsequent pupil-participation in its activities, pupil-enthusiasm and conscious pupil-growth, both social and political.

Its weaknesses included clannishness among the members, both in elections and in social activities, and clumsiness in reaching decisions for action, in groups as large as these were. The immaturity of the children acted as a drawback, and increased their lack of self-confidence in carrying on the group's activities.

There were approximately forty pupils in each of the four ninth grade groups, and most of the parties and meetings included this number. One of the larger parties included about sixty persons, and the party given for the Tenth Grade, showed facilities used for three hundred twenty six guests.

The total membership of this group averaged around a hundred sixty pupils and the sponsor. The meetings were usually held within the groups of forty, after an executive committee had planned, discussed, and outlined the procedures. The executive committee was composed of a president, vice president, secretary, treasurer, and historian, with two representatives-at-large acting in behalf of each of the four groups. This made fourteen members, including the sponsor.



Gladys Seevers (Sponsor)



BY-LAWS OF THE  
AMACHE STUDENT SCHOLARSHIP FUND SOCIETY

ARTICLE I

Name

The name of this organization shall be the AMACHE STUDENT  
SCHOLARSHIP FUND SOCIETY, Amache, Colorado.

ARTICLE II

Objects

Section 1. To foster and assist any student graduating or  
graduated from the Amache High School with his education at some American  
Institution of higher learning.

To memorialize the expression of appreciation and confidence of  
the people of Amache Center for the sincere efforts and the high plane of  
the Educational Standards attained and developed by the Education Depart-  
ment of Granada Relocation Center.

To exemplify to the younger generation that the people of Amache  
can uphold and retain their respect for good citizenship and the aim in  
the American Way of Life under any stress or strain and against all odds.

To reiterate that any normal man who tries to carry out success-  
fully his daily assignment whatever that task may be will be rewarded in  
material or immaterial ways or by a personal satisfaction of a job well  
done.



### ARTICLE III

#### Endorsement

#### A LETTER FROM THE

#### STUDENT RELOCATION COUNCIL AT PHILADELPHIA

"For any student who is helped by the Amache Scholarship Fund, the Student Relocation Council in Philadelphia will try to find the rest of the money that the student needs based on his or her budget so long as he or she is willing to work at a part time job while attending college."

Thomas R. Bodine  
Field Director

### ARTICLE IV

#### Members

Section 1. The representative from each of the following organizations shall be the honorary member of the Society.

Amache Community Council  
School Advisory Board  
Granada Christian Church  
Y. M. C. A.  
Boy Scouts  
Amache Consumers Cooperative  
Recreation Association  
Granada Pioneer  
Amache Buddhist Church

Block Managers Assembly  
High School Staff  
Young Buddhist Association  
P. T. A.  
Y. W. C. A.  
Girl Scouts  
Blue Star Service Club  
Red Cross  
Women's Federation

### ARTICLE V

#### Officers and Policies

Section 1. The Executive Committee of this organization shall consist of the following members:

1. Community Council Representative
2. Block Managers Assembly Representative
3. Student Relocation Council, Amache Representative
4. High School Faculty Representative
5. School Advisory Board, Representative
6. Representative at large to be selected by the group of five listed above.

Section 2. The Executive Committee of this organization shall be known as the Scholarship Fund Committee.



Section 3. Scholarship Fund Committee shall elect the following officers, Chairman, Vice-Chairman, Secretary, Treasurer, Auditor, and Publicity.

Section 4. The officers of this organization shall determine all policies, set up the budget, receive all applications for funds from students, and appropriate the money to the eligible applicants.

## ARTICLE VI

### Duties of Officers

Section 1. The chairman shall preside at all meetings of the Society and of the Scholarship Fund Committee and shall perform all other duties usually delegated to the office.

Section 2. The Vice-Chairman shall act as aid to the Chairman and shall perform the duties of the Chairman in the absence of that officer.

Section 3. The Secretary shall keep a correct record of all meetings of the Society and of the Scholarship Fund Committee and shall perform such other duties as may be delegated to him.

Section 4. The Treasurer shall receive all moneys of the Society, shall keep an accurate record of receipts and expenditures, and shall pay out of the fund only as authorized by the Society. The Treasurer shall present a report at every meeting of the Society and at other times when requested by the Scholarship Fund Committee.

Section 5. The Auditor shall audit the books kept by the Treasurer and shall assist him when requested by the Scholarship Fund Committee. **Section 6. The publicity director shall be responsible for all publicity.**

## ARTICLE VII

### Responsibility of the Officers

Section 1. It shall be the responsibility of the officers to inform periodically the residents of Amache (while the center is in opera-



tion) regarding the progress of the fund and the activities and the news of the Society.

#### ARTICLE VIII

##### Scholarship Fund

Section 1. The Scholarship Fund Committee shall receive and solicit all funds, and, from time to time, it shall use appropriate means to create additional funds when it is deemed necessary to establish more money for the ensuing year's budget.

#### ARTICLE IX

##### Method of Expenditure of Scholarship Fund

Section 1. All applications for the Student Fund shall be made directly to the Chairman of the Scholarship Fund Committee. The eligibility of applicants and the allocation of funds shall be determined by the Scholarship Fund Committee.

Section 2. Any graduate of Amache High School who has been accepted for registration in a recognized, bona fide, college, university, trade, industrial or vocational school shall be eligible to apply for assistance from the Scholarship Fund.

Section 3. Each applicant's background shall be checked for good citizenship and character.

Section 4. When final determination is made as to eligibility for the Scholarship Fund, the applicant shall be notified that his application has been accepted, and that a specified amount will be allocated in the fund to be given to him after he has been officially registered in the school of his choice.

Section 5. The check made out to the student shall be mailed in care of the school selected with the instruction that it be given to him upon completion of registration.



Section 6. Exception to Section 5 may be made upon determination by the Scholarship Fund Committee.

#### ARTICLE X

Whatever fund may be on hand at the time of the termination of the Amache Scholarship Fund Society, shall be liquidated by determination of the officials and the Honorary members of the Society at its liquidation meeting.

#### ARTICLE XI

This Constitution and it's By-Laws may be amended by a two thirds vote of the Scholarship Fund Committee.



AMACHE SECONDARY SCHOOLS

STUDENT ACTIVITY FUND

FINAL REPORT

BY

Bertha M. Mc Farling, Commercial



AMACHE SECONDARY SCHOOLS  
STUDENT ACTIVITY FUND  
FINAL REPORT

HISTORICAL STATEMENT

During the first year 1942 and 1943 of the Amache School, there wasn't an organized plan set up for handling the student activity funds. Each sponsor had charge of his own funds. It was during the second year 1943 and 1944 that a plan was set up to centralize all funds and place them under a faculty treasurer. This was the first organized plan used for handling the student activity funds. Even during this year, it was impossible to have an accurate check of all school finances as some of the money from the student activities was still handled through sponsors and student treasurers. It was not until September 1944 that all of the student funds were centralized. Under this plan all money collected for activities were deposited with the treasurer and a voucher was used for all expenditures.

HIGH LIGHTS IN 1943 and 1944

1. It was the beginning of the first organized plan for centralizing all school activity funds.
2. The greater part of the funds received from school activities were deposited in a central fund.
3. A faculty member was appointed to act as treasurer and bookkeeper.
4. An accurate record was made of the funds collected and spent.
5. An accurate record was made of the money which was paid for Federal tax and the amount subject to the tax.

HIGH LIGHTS IN 1944 and 1945

1. All of the funds received from school activities were deposited in a central fund.
2. A faculty member was appointed to act as treasurer and bookkeeper for the funds.
3. An accurate record was made of all funds collected and spent.
4. An accurate record was made of all money collected and paid for Federal tax.
5. A columnar cash book was used for recording all cash deposits, all cash disbursements, money allotted the miscellaneous fund, sales discounts, the amount set aside and paid for Federal tax.
6. A heavy manila envelope was used to deposit money with the treasurer. On the front of the envelope was written the date, the amount deposited, from whom received, the fund to be credited, from what source collected and any other comments necessary.
7. After the money was counted by the treasurer a receipt was issued to the depositor.
8. The deposit slip was used instead of the book. Each deposit slip was carefully marked so as to designate the fund to be credited.



Student Activity Fund Final Report p. 2

9. To avoid any confusion at the bank, the school had their own check book printed. Each check contained the name of the fund and school "Amache Secondary Schools Student Activity Fund," and the number of the check. A space was allowed on the check so that a short invoice could be given or a statement made as to why the check was written.
10. All bills were paid by check.
11. Whenever a class or organization desired to withdraw any money from their fund, they were required to obtain a voucher. This voucher showed the date, the number of the voucher, to whom the check was written, the fund charged, an invoice of the goods, and a space for signatures. All vouchers were required to have the signature of the activity president, the sponsor and the principal. After the check had been written by the treasurer, the number of the check, the date and the treasurer's signature were written on the voucher. Many times the person receiving the check was asked to sign.
12. A form for reporting ticket sales was used by all sponsors. This form gave the number of tickets issued, the price of each ticket, the kinds of tickets issued, the complimentary tickets given, the total amount of tickets returned, and the total amount of money subject to Federal tax.
13. At the close of each month a financial statement was submitted by the treasurer to the principal and superintendent. This statement gave the last monthly balance, the receipts for the month, the expenditures for the month and the present balance or deficits if any.
14. All organizations were issued small cash books and urged to keep their own account and check with the treasurer.
15. A folder was used for filing all deposit slips, duplicate Federal tax receipts, bank statements with cancelled checks, vouchers, and financial statements etc.

ORGANIZATION

While the system used in 1943 and 1944 was a great improvement over the plan used the first year, yet it was felt that to make the system more efficient there were many more changes which should be made. Therefore in August 1944, a committee consisting of the faculty treasurer, sponsor of the Co-op, and the vocational adviser were appointed by the principal to draw up forms to be used in carrying on the fund more efficiently. As a result of this meeting the following forms were decided upon:

1. A receipt form in duplicate which was to be used by the treasurer.
2. A form in duplicate for reporting all ticket sales to the treasurer.
3. A voucher in duplicate for withdrawing money which was to be used by all classes and organizations.
4. A cash book and ledger to be decided upon by the treasurer.
5. A check book to be purchased and printed which contained the school and the name of the fund.
6. The manila envelope for depositing money was added a few days later.



### EVALUATION

#### A. What Did It Contribute to the School Program

1. It gave the school an accurate and definite plan for handling its finances.
2. It provided a record to be used as a basis for future activity budgets.
3. It taught the students how to organize, record and carry on the finances for their activities.

#### B. Strengths

1. It afforded a definite record of the amount of money collected and spent for each activity.
2. It gave an accurate account of the amount paid and subject to the Federal tax.
3. It afforded the school administration a check on the spending of the activity money.
4. It provided the school administration with the information concerning the financial standing of the funds of each department.
5. It gave a record of the purpose of each fund collected and how it was spent.

#### C. Weakness

1. This system had one weakness. This weakness was based upon the fact that many times sponsors and students neglected to get sales slips and attach to the vouchers. Had the school continued another year, each sponsor of a student organization would have been required to submit an invoice to the salesman for his signature before any check would have been issued.

### MEMBERSHIP

All classes, clubs, societies and organizations that handled any money were required to deposit their money with the school treasurer and use the voucher for all expenditures. In 1943 and 1944 there were about twenty-six organizations that carried funds with the treasurer. They were:

A Club (Letterman's Club)  
Amache Teachers Association  
Annual (Onlocker)  
Art Department  
Boys Athletic Department  
Boys League  
Elementary School  
Future Farmers of America  
Girls Athletic Association  
Miscellaneous Fund  
Press Club  
Science Department  
Scholarship Fund

Student Council  
Quill and Scroll  
National Honor Society  
Freshman Class 1943-44  
Sophomore Class 1943-44  
Junior Class 1943-44  
Senior Class 1944  
Future Homemakers Club  
Assembly Council  
Tuberculosis Association  
Music Department (Instrumental)  
Dramatics  
Vocal Music.



Student Activity Fund Final Report p. 4

During the third year 1944-45, there were from forty-five to fifty different funds. The Secondary Schools were divided into Junior and Senior High School with a student council over each group, therefore each student council carried their own separate fund. Other accounts that were added were: Las Alegrias, Booster Club for girls, the Hi-Y, the It Publication, Instrumental Music Supplies, Gregg Shorthand I, Senior Class 1945, Freshman Class 1945, Sophomore Class 1945, Junior Class 1945, Latin Club, Spanish Club, Federal Tax Fund, the Student Scholarship Fund and several sections of the 7th, 8th, and 9th grades of the Junior High School.

COMMENTS

The total deposits for all activities for 1944-45 amounted to about

\$ \_\_\_\_\_

When the school closed in June 1945, and all bills were paid the balance of the student activity fund which amounted to \$ \_\_\_\_\_ was given to the Amache Scholarship Fund.



## JUNIOR-SENIOR HIGHSCHOOL CO-OP

The Amache School Co-operatives grew out of the Consumer's Enterprise here on the project. A definite need for a convenient place for the students to purchase needed school supplies arose at the beginning of the school year in 1942.

At the time of organization, there were two separate stores; the Junior and the Senior High Co-op. The organization of the two was very similiar as the same teachers helped organize them.

Two teachers, acquainted with co-operative principles, were assigned the task of educating the other teachers and students on Co-operative principles. One member from each commercial class was elected by his class mates to serve on the Membership Campaign Committee. This committee met first October 29, 1942 to outline the campaign which was to be conducted the first week in November. The first meeting of the Co-op members was held in Terry Hall November 10, at which a nominating committee was selected to decide upon candidates for temporary officers for a two month's period. An election was held on the 12th of November for five members of the Board of Directors: namely, President, Vice President, Secretary, Treasurer, and Personnel Manager. In addition a Policy Committee of four members was selected.

It was decided that the shares should be twenty-five cents each, with strict adherence to the cooperative principles.

These temporary officers worked as clerks in the store for about three weeks. During this time, they ordered and arranged goods, decided upon stock numbers, set up a bookkeeping system, hired and instructed sales clerks. The Policy Committee prepared the original By-Laws based upon the Rochdale Principles for Consumer Cooperatives.

At the beginning of the second semester, the permanent officers were elected and the following committees set up: By-Laws Committee for rewriting the By-Laws (a copy is attached); Membership Committee; Educational Committee; Publicity Committee; and Auditing Committee.

In the school year of 1944-45 the additional office of Assistant Business Manager was added. The Personnel Manager's office had previously been replaced by a Business Manager.

Some of the outstanding things accomplished by the Co-ops were: Bond Drives in all three years; Education of the students along the Cooperative principles; two assemblies in which medals were presented to the retiring board members; establishment of through the cooperation of school co-op; membership drive dances.

One highlight was the merging of the two co-ops in the summer of 1944. The Junior-Senior High Co-op contributed \$237 to the Amache Highschool Educational Fund. This money came partly from memberships left in the reserve, the educational fund, rebates unclaimed, and profit.



BY-LAWS OF THE SR. HI. CO-OP, AMACHE, COLORADO

Article I. Name:

This organization shall be known as the Sr. Hi. Co-op.

Article II. Purpose:

To enable its members to carry on cooperative education; to buy school supplies at a savings given back in patronage refunds; to give experience as clerks, bookkeepers, and store managers; to offer a convenient buying place of school supplies for students.

Article III. Membership:

Membership shall be open to anyone, subject to the payment of a membership fee of \$ 0.25.

Any member may withdraw his membership upon:

1. graduation
2. relocation
3. stating a good reason before the Board of Directors, who either pass or veto it.

Article IV. Rights of Members:

1. Each member shall have one vote.
2. Each member shall have the privilege to work in the store if hired by the Business Manager.
3. Each member shall have only one share.

Article V. Rights of Non-members:

1. Non-members are not permitted to participate in any cooperative activities, such as socials, special entertainment events, and elections.
2. Non-members are permitted to buy goods from the Amache Sr. Hi. Co-op.
3. Non-members are not allowed to share in the profits.

Article VI. Board of Directors:

The Board of Directors shall consist of a President, Vice-President, Secretary, Treasurer, and Business Manager.

The time of election of the members of the Board of Directors will be either during the last four weeks of a semester or during the first four weeks, the time to be definitely decided by the present Board.

At the last regular meeting prior to the election, a nominating committee will be elected by the members. This nominating committee will present candidates for the election of the Board of Directors by the members.

The Board of Directors shall have the power to select chairman of all necessary committees, such as Education, Publicity, By-laws, Membership, and Auditing.

If any officer resigns prior to one month before the next election, a special election will be held with candidates from the floor.

If the officer resigns within one month of a regular election, the Board of Directors will appoint someone to act in his place.



## BY-LAWS OF THE JUNIOR-SENIOR HIGH CO-OP

### Article I. Name:

This organization shall be known as the (Junior\*Senior) High Co-op

### Article II. Purpose:

To enable its members to carry on cooperative education; to buy school supplies at a savings given back in patronage refunds; to give experience as clerks, bookkeepers, and store managers; to offer a convenient buying place of school supplies for students.

### Article III. Membership:

Membership shall be open to anyone, subject to the payment of a membership fee of \$ .25.

Any member may withdraw his membership upon:

1. Graduation
2. Relocation
3. Stating a good reason before the Board of Directors, who may pass or veto it

### Article IV. Rights of Members:

Each member shall have one vote.

Each member shall have the privilege to work in the store if hired by the Business Manager.

Each member shall have only one share.

### Article V. Rights of Non-members:

Non-members are not permitted to participate in any cooperative activities, such as socials, special entertainment events, and elections.

Non-members are permitted to buy goods from the Co-op

Non-members are not allowed to share in the profits

### Article VI. Board of Directors:

The Board of Directors shall consist of a President, Vice-President, Secretary, Treasurer, and Business Manager

The time of election of the members of the Board of Directors will be either during the last four weeks of a semester or during the first four weeks; the time to be definitely decided by the present Board.

At the last regular meeting prior to the election, a nominating committee will be elected by the members. This nominating committee will present candidates for the election of the Board of Directors by the members. The Board of Directors shall have the power to select chairman of all necessary committees, such as Education, Publicity, By-Laws, Membership, and Auditing.

If any officer resigns prior to one month before the next election, a special election will be held with candidates from the floor.

If the officer resigns within one month of a regular election, the Board of Directors will appoint someone to act in his place.



#### Article VII. Business Methods:

Business will be conducted in general accord with the Rochdale Cooperation principles.

- a. Membership open to all.
- b. One vote for each member.
- c. Patronage refunds in proportion to purchases.
- d. Educate the public constantly.
- e. Profits on sales to non-members shall be placed in the surplus fund and used for education, publicity, or as working capital.

The profits from non-member and member sales will be placed in the General Reserve fund until they are issued as refunds or are transferred to other accounts.

The profits of all member sales will be issued as patronage refunds. Patronage refunds not claimed within two weeks after the declaration date will be closed into Donated Surplus.

Patronage refunds will be paid at the end of each regular semester.

An 8% annual payment of interest on investment will be paid to members.

All memberships which are eligible for withdrawal, and which have not been withdrawn after a reasonable date will be placed in Donated Surplus.

The Education Fund is to be kept in the amount of \$10.00, which is to be taken from the General Reserve.

Workers must be members of the Co-op, must not be employed in any other project work, and must be willing to work each day.

Store hours will conform to student convenience and the best business principles.

The Donated Surplus Fund will be used to cover special expenses such as medals given to Board members and costs of refreshments given at Benefit Basketball games.

#### Article VIII. Fiscal Year:

The fiscal year will end with the school year when summarizing reports will be made for the entire preceding year.

The fiscal period will end on the last day of each month, when the net profit for the preceding month will be figured.

#### Article IX. Meetings:

There will be at least one general meeting each month. One fourth of the members will constitute a quorum at regular meetings. Additional meetings can be called by the President if determined necessary by the Board of Directors.

There will be one meeting a week of the Board of Directors.

#### Article X. Amendments:

These By-laws may be amended by:

1. Unanimous vote of the Board of Directors and two-thirds vote of those present at the next regular meeting which consist of a quorum.
2. Or by a two-thirds vote of the members if initiated by them, after which there must be unanimous approval of the Board of Directors.



The Boards of Directors and Committee members have gained invaluable experience in the management of cooperatives, and in the handling of business situations. The clerks who worked in the store were at first paid 4¢ an hour, and later 8¢ an hour. This enabled them to earn a little money while at the same time they learned how to sell, make out reports of cash handled, take inventory, and learn the cooperative way. The students had the convenience of a store in the building; this saved them a great deal of time and provided a place where they could buy their school materials and get a small return on their purchases. All of those who participated realized that they had a definite responsibility in the final outcome of the store, and had a chance to cooperate with one another in business, social, and school situations.

The most outstanding weakness lay in the fact that they were slow in taking the initiative and looked too much to the teacher-sponsor for complete guidance and final responsibility.

During the first year the membership of the Senior Co-op was about 350 students and teachers; that of the Junior Co-op about 160. Senior high membership declined the second year, due to relocation, to about 300; Junior high remained fairly constant. During the summer of 1944 the two organizations were combined and the total membership averaged about 452. The reason for the merging was that the Junior High was moved up to the Highschool building and it was not necessary to have two Co-ops in the same building.



## AMACHE SENIOR HIGH STUDENTS ORGANIZE AND MANAGE CO-OP

### AMACHE, COLORADO

#### 1. A Brief History of the organization

The Sr. Hi. Co-op was organized through the commercial department. One member from each commercial class was elected by the class members to act as a member of the Membership Campaign Committee. This committee met first October 29, 1942, to outline the campaign, which was to be conducted the first week in November.

The first meeting of the Co-op members was held in Terry Hall, November 10, at which a nominating committee was selected to decide upon candidates for temporary officers--for a two month's period. An election was held November 12 for five members of the Board of Directors: Namely, President, Vice-President, Secretary, Treasurer, and Personnel Manager, and for a Policy Committee of four members.

These temporary officers worked as clerks in the store for about three weeks in order to learn problems of management directly. During this time they arranged the goods for display; ordered additional stock; decided upon stock numbers; set up the bookkeeping system; decided upon a system of store records and business forms; selected stock numbers for an easy recording of sales; and hired and instructed the sales clerks.

The Policy Committee also helped decide problems of management, worked as clerks, and prepared the original By-Laws based upon the Rochdale Principles for Consumer Co-operatives.

On January 12, 1943, the permanent officers (to hold office throughout the second semester) were elected, and included: President, Vice-President, Secretary, Treasurer, and Personnel Manager. This Board of Directors was given the power to select all chairman of any necessary committees.

The following committees were set up:

The By-Laws Committee which was given the power to rewrite the By-Laws and present them for adoption by the Members. This committee was also to keep any subsequent action or ruling from passing if it violated these By-Laws.

The Membership Committee was given the duties of keeping the membership records, designing and obtaining membership cards, and obtaining new members.

The Educational Committee was instructed to order films, present plays, and in one way or another, educate constantly.

The Auditing Committee, Which was to work under the supervision



of the Treasurer, was asked to tabulate sales in order to compute share profits to be given to the members, to issue these share profits, and to audit the books.

## II. Special Data

1. About 400 Senior High School students and teachers are members of the Sr. Hi. Co-op.
2. Responsibility for managing and running the store is largely taken by:
  - (1) Two sponsors from the Commercial Department (one Appointed Personnel and Evacuee Personnel)
  - (2) Five members of the Board of Directors
  - (3) Five Chairmen of Special Committees
  - (4) Ten additional members of the committees
  - (5) Nine Sales clerks and one record clerk who work at least one to two hours a day.
3. Goods handled by the Co-op are largely general school supplies, stationery, Kleenex, food, Tee shirts, and special supplies for the music, art, and woodworking departments.
4. The goods is largely purchased through the Community Enterprises on a 30-day credit basis. The food handled is Purchased through the Canteen on a cash basis. Other cash purchases have been made from Lowe & Campbell Sporting Goods Co., Denver; Centennial School Supply, Denver; Paper Products Co., Pueblo, and others.
5. The store was first opened November 23, 1942.
6. The store is open for business at least five days a week, in the morning, at noon and after school, or about four to five hours a day. As soon as the store can be opened in the new High School Building, the Board of Directors hope to keep the store open all the time from 30 minutes after school is out in the afternoon.
7. An average day's sales, which at first were about \$5, have increased to about \$25.
8. Purchases Rebates (Share Profits) were issued to members at the end of the first semester based upon profits made by the store from November 23, 1942, until January 31, 1943. In accordance with the By-Laws, 10% was retained in the General Reserve to be used as working capital--so that the Co-op could get on a cash basis. The profits from the non-member sales were transferred to the Education Fund and to the General Reserve. About \$46 was set aside and paid to the members as Purchase Rebates. All of the Purchase Rebates not claimed by the members after 30 days were transferred to General Reserve.
9. The Sr. Hi. Co-op recently sent in the By-Laws to the C.C.A.



at North Kansas City, Missouri, for the approval of the Co-operative Association.

10. With an engraving of the Pine-Tree symbol obtained from the C.C.A. in New York, the Membership Committee designed and had membership cards printed. These cards were issued to the members April 7 at which time the second big Membership Drive began.
11. Special sales books with the Co-op insignia were ordered from C.C.A. in North Kansas City and were first used April 7.
12. Little Co-op pins have been ordered to be sold in the store to members.
13. About 250 students and teachers attended the Co-op Hop held in Terry Hall, April 9, to climax the Membership Drive.
14. A special stunt, with the use of the High School Band and a "Town Crier" (President of the Co-op) opened the Membership Drive.
15. The Sr. Hi. Co-op has proved to be a far-reaching educational project, using the facilities and help of the Speech, Art, Homemaking and Woodworking Departments. However, largely the keeping of records and designing of business forms have been completed with the aid of the Commercial Department. Since the Board of Directors and Committee members have gained experience in handling business situations, most of the responsibility for making decisions has been turned over to them. They really feel that it is their store and constantly are thinking of ways to improve it or enlarge it. The enthusiasm has never died, but steadily increases as the year goes along. The Sponsors, Board of Directors, and members are fast becoming sold on the Co-operative way of managing a business.

---Betty Beaver, Sponsor



BY-LAWS OF THE SR. HI. CO-OP, AMACHE, COLORADO

Article I. Name:

This organization shall be known as the Sr. Hi. Co-op.

Article II. Purpose:

To enable its members to carry on cooperative education; to buy school supplies at a savings; given back in purchase rebates; to give experience as clerks, bookkeepers, and store managers; to offer a convenient buying place of school supplies for students.

Article III. Membership:

Membership shall be open to anyone, subject to the payment of a membership fee of \$.25. Any member may withdraw his membership upon:

1. graduation
2. relocation
3. stating a good reason before the Board of Directors, who either pass or veto it.

Article IV. Rights of Members:

1. Each member shall have one vote.
2. Each member shall have the privilege to work in the store if hired by the personnel manager.
3. Each member shall have only one share.

Article V. Rights of Non-members:

1. Non-members are not permitted to participate in any cooperative activities.
2. Non-members are permitted to buy goods from the Amache Sr. Hi. Co-op.

Article VI. Board of Directors:

Ten days prior to the election, the nominating committee will be elected by the members. This nominating committee will present candidates for the election of the Board of Directors by the members.

The Board shall consist of President, Vice-President, Secretary, Treasurer, and Personnel Manager.

The term of office shall be from the time elected until the end of the following semester.

The Board of Directors shall have the power to select chairmen of all necessary committees, such as, Education, Publicity, By-Laws, Membership, and Auditing.

Article



#### Article VI. Board of Directors (con't):

If any officer resigns prior to one month before the next election, a special election will be held with candidates from the floor.

If the officer resigns with one month of regular election, the Board of Directors will appoint some one to act in his place.

#### Article VII. Business Method:

1. Ten per-cent of the profit will be transferred to General Reserve, as working capital. The profit from non-members sales up to \$10.00 will be closed in the Education Fund, and all the amount over will be closed into the General Reserve.
2. Dividends will be paid every semester.
3. Business will be conducted general accord with the Rochdale Cooperative principles.
  - a. membership open to all.
  - b. one vote for each member.
  - c. patronage refund in proportion to purchases.
  - d. educate the public constantly.
  - e. profits on sales to non-members shall be placed in the surplus fund and used for education, publicity or as working capital.
4. Patronage refund not claimed within one month will be transferred to the surplus fund and used as working capital.
5. Workers must be member of Co-op. Must not be employed in any other project work and must be willing to work each day.
6. The store hours shall be: (subject to change for convenience of students)

Morning	-----8:30 to 9:30
Noon	-----12:40 to 1:40
Night	-----3:30 to 4:30
7. If any member decides to give his membership fee to the Co-op as a gift, this sum will be transferred to surplus fund and used as the working capital.

#### Article VIII. Fiscal Year.

The fiscal year will end with the school year. The fiscal period shall end on the last day of each month.

#### Article IX. Meetings:

There shall be at least one general meeting each month. One fourth of the members shall constitute of quorum at regular meetings. Additional meetings to be called by President if determined necessarily by Board of Directors.

#### Article X. Amendments:

1. Unanimous vote of the Board of Directors and two-thirds vote of those present at the next regular meeting which



- consist of the quorum.
2. Or by a two-thirds vote of members if initialate by them,  
after unanimous approval of the Board of Directors.

Meetings of the Board shall be twice a month.  
The Board shall not receive wages.



President

Duties:

1. Calls and conducts all meetings.
2. Advises By-laws Committee.
3. Coordinates all activities for the smooth running of the store.
4. Ex-officio member of all committees.
5. Works with other directors to give suggestions, help and make final decisions.
6. In charge of protection of stock.

Vice-President

Duties:

1. Acts in the absence of the president.
2. In Charge of purchasing:
  - a. Checks stock for reorders.
  - b. Orders new stock upon request.
  - c. Makes out requisition for material.
  - d. Checks goods against invoice.
  - e. Gets stock upon store shelves ready for resale.
  - f. Makes price tags and determines sale price of goods.
3. Advisor to Publicity Committee.

Secretary (Secretary should be able to type)

Duties:

1. Keeps minutes of all general meetings.
2. Keeps minutes of all Board of Directors' meetings.
3. Handles all store correspondence.
4. Keeps membership record.
5. Advises Membership Committee.

Treasurer (Treasurer should have advanced bookkeeping knowledge.)

Duties:

1. In charge of Bookkeeping processes.
2. In charge of Banking and protection of money.
3. Pays all bills.
4. Determines Share Profits Payable.
5. Makes financial reports to members.
6. Keeps record of inventory.

Personnel Director (Personnel Director may fire workers with consent of the other members of the Board.)

Duties:

1. In charge of hiring.
2. In charge of discharging.
3. Instructs personnel.
4. Sees that sufficient number of persons are working.
5. Allocates duties of clerks.
6. Arbitrates all labor disputes.
7. Keeps record of time worked.
8. Makes up payroll and pays clerks.



## AMACHE SENIOR HIGH CONSTITUTION

We, the students of Amache Senior High School, in order to obtain maximum cooperation, to foster school spirit, to encourage and support all worthy activities and organizations, do ordain and establish this constitution for the Student Body of Amache Senior High School.

### Article I Name.

The name of this organization shall be the Student Body Organization of Amache Senior High School.

### Article II. Officers.

Section I. The officers of this organization shall be: a President, a girls' Vice-President, a boys' Vice-President, a Secretary, and a Treasurer.

Section II. All officers shall have the approval of all their teachers and of the senior high school office.

Section III. Requirements and Qualifications

1. The President shall be a senior.
2. The Vice-Presidents shall be members of the senior or junior class.
3. The Secretary shall be any person who is a member of the senior or junior class.
4. The Treasurer shall be a commercial student, and shall be a member of the senior or junior class.

Section IV. Duties of the Officers.

1. The President shall:
  - a. preside over all meetings of the Student Body.
  - b. be chairman of the school Student Council but shall have no vote unless they are equally divided.
2. The Vice-Presidents:
  - a. The Student Council shall decide which of the two Vice-Presidents shall discharge the duties of the President in event of the inability of the President to discharge his duties.
  - b. The Vice-Presidents shall appoint all committees deemed necessary by the Student Council or not otherwise provided for.
  - c. The boys' Vice-President shall:
    - a. preside at all meetings of the boys of the school.
  - d. The girls' Vice-President shall:
    - a. preside at all meetings of the girls of the school.
3. The Secretary shall:
  - a. take and keep minutes of all meetings of the Student Council.
  - b. take attendance of the Student Council at all meetings.
  - c. take care of all official correspondence of the Student Body and the Student Council.
4. The Treasurer shall:
  - a. take accurate account of all money taken in and spent by the Student Body and Student Council.
  - b. make financial reports as deemed necessary by the Student Council.



Section V. Term of Office.

The term of office shall be one semester unless recalled by a three-fourths vote of the Student Body for inefficiency or incompetency.

Section VI. Nominations and Elections.

- a. All nominations for Student Body officers shall be submitted to the office during a period designated by the Student Council.
- b. All officers shall be elected by popular vote of members of the Student Body at a time designated by the Student Council.
- c. All officers shall be chosen by a majority of votes.
- d. All officers shall enter office on the first day of school, or whenever requested by the Student Council.

Section VII. Removal from Office.

- a. Any officer who receives a failing grade at the end of the first quarter shall automatically resign from office and shall not be reinstated.
- b. Any vacancy shall be filled by a student appointed by the Student Council.

Article III. Student Council.

Section I. Membership.

- a. All persons selected by their second period classmates to act on the council shall be members of said council.
- b. All officers of the Student Body shall be members of said council.
- c. A member of the Student Council may be removed from the council with a three-fourths majority vote.
- d. Any officer shall present his resignation upon the request of the principal.

Section II. Quorum.

- a. A two-thirds majority of the members shall constitute a quorum.

Section III. Duties of the Student Council.

- a. The Student Council shall constitute a clearing house for the consideration of questions of interest to the students of the school.
- b. The Student Council shall make recommendations to the principal in regards to any problem that concerns the students or the school.
- c. The Student Council shall consider improvements, amendments, or alterations of the existing constitution and to pass upon the acceptable form.
- d. The Student Council shall maintain a code of rules governing the awarding of emblems and the conferring of honors and recommend the kind of emblems to be awarded.

Article IV. Amendments.

This constitution may be amended by a three-fourth vote at any regular meeting of the Student Council, provided, however, that notice of such proposed amendment shall have been recorded by the secretary and read to the Student Council at the preceding meeting.



October 9, 1943

Date

CREATIVE WRITING CLASS

Activity

L. GOODSON

Sponsor

According to our records, your bank balance is as follows:

Deposits	Date	
<u>\$47.50</u>	<u>8-17-43</u>	
<u>          </u>	<u>          </u>	
<u>          </u>	<u>          </u>	
<u>          </u>	<u>          </u>	
		<u>\$47.50</u>
		<u>Total</u>

Expenditures	Date	
<u>Federal Tax \$4.30</u>	<u>8-18-43</u>	
<u>Jane Sato \$3.00</u>	<u>9-21-43</u>	
<u>          </u>	<u>          </u>	
<u>          </u>	<u>          </u>	
		<u>7.30</u>
		<u>Total</u>

Balance on hand	<u>\$40.20</u>
-----------------	----------------

If this is correct, please sign and return. If it is not correct, please see me immediately. Thank you.

G. Lewis

Sponsor's Signature



SCHOOL CALENDAR  
1943 - 1944

DATES	NO. OF DAYS OF SCHOOL	REMARKS
FIRST QUARTER:		
September 6	1	Labor Day
September 7 - October 27	37	
October 28 - 29	2	CEA Convention
November 1 - 5	5	
TOTAL	45	
SECOND QUARTER:		
November 8 - 24	13	
November 25 - 26	2	Thanksgiving Vacation
November 29 - December 23	19	
December 24 - 31	1	Christmas Vacation
January 3 - 14	10	
TOTAL	45	
THIRD QUARTER:		
January 17 - February 18	25	
February 21 - 22	1	Washington's Birthday-Vacation
February 23 - March 17	18	
TOTAL	44	
FOURTH QUARTER:		
March 20 - April 6	14	
April 7 - 10	0	Easter Vacation
April 11 - May 19	19	
TOTAL	33	
GRAND TOTAL	177	



WAR RELOCATION AUTHORITY  
GRANADA PROJECT

December 11th, 1942

To: S. Clay Coy  
Enoch Dumas  
Samuel J. Gordon  
S. Frances Shuck  
Morris Soglow  
Herbert K. Walther  
Jimmie Yamaneke

Subject: Terry Hall Schedule

Beginning Monday, December 14th, the following schedule for the use of Terry Hall will be effective for the five regular school days, Monday through Friday:

PERIOD	WEEK BEGINNING					
	Dec. 14	Dec. 21	Dec. 28	Jan. 4	Jan. 11	Jan. 18
8:30 - 11 AM	Elem.	S.H.S.	J.H.S.	S.H.S.	Elem.	J.H.S.
11 AM - 2 PM	J.H.S.	Elem.	S.H.S.	J.H.S.	S.H.S.	Elem.
2 PM - 5 PM	S.H.S.	J.H.S.	Elem.	Elem.	J.H.S.	S.H.S.

The evening schedule is as follows:

Sunday	Church	Wednesday	Elementary
Monday	Recreation Dept.	* Thursday	Alternate be-
Tuesday		* Friday )	tween Jr. and
		Saturday	Sr. High
			Recreation Dept.

\* The Senior High will have the use of this room on December 11, 17, 25, 31, January 8, 14 and 22. The Junior High will use the room on December 18, 24, January 1, 7, 15 and 21.



The hall is scheduled for the week beginning December 22nd as follows:

(Evening)

Sunday	December 20th	Church
Monday	December 21st	Faculty Party
Tuesday	December 22nd	Jr. High School
Wednesday	December 23rd	Sr. High School
Thursday	December 24th	
Friday	December 25th	Church
Saturday	December 26th	Recreation Dept.

Any other assignment of the hall during the period covered in this memorandum must be approved by the principal to whom the room has been assigned. In the event that one of the school units is not using the hall, arrangements may be made for substitute use by consultation with the school principal to whom the room is assigned. Scheduling of the use of this room for hours other than those included on the above schedule will be arranged by Mr. Gordon.

NO GROUP OF LESS THAN 35 PERSONS SHALL BE GIVEN PERMISSION FOR THE USE OF TERRY HALL.

Paul J. Terry  
Superintendent of Education



B

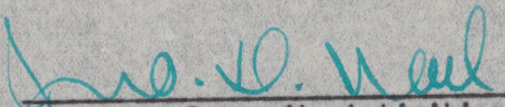
W. O. J.

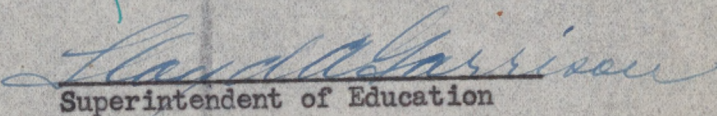
AUDITORIUM SCHEDULE

1944 --- 1945

The following schedule for the use of the Auditorium of the High School during the current school year has the approval of both the Community Activities and Education Sections. This schedule is to be followed with the exception that changes may be made to provide for special functions as approved by the Director of Community Activities and the Superintendent of Education.

Sunday:	To Community Activities - All day.
Monday through Saturday, incl.:	To Education - Until 6:00 p.m.
Monday and Wednesday:	To Community Activities - 6:30 p.m. on.
Tuesday and Friday:	To Education - 6:30 p.m. on.
Thursday:	To Education - 6:00 to 7:00 p.m.
Thursday:	To Community Activities - 7:00 p.m. on.
Every 2nd and 4th Saturday:	To Education - 6:30 p.m. on.
Every 1st and 3rd Saturday:	To Community Activities - 6:30 p.m. on.
Every 5th Saturday:	To Education - 6:30 p.m. on.

  
Director, Community Activities

  
Superintendent of Education



*Education*  
*7 folder*

*Files (ms)*

WHA Library Washington L 4.52

GRANADA PROJECT  
AMACHE, COLORADO

GR:PR:MMcG

FILE COPY

July 10, 1945

Mr. M. M. Tozier  
Chief, Office of Reports  
War Relocation Authority  
Barr Building  
Washington 25, D. C.

Dear Mr. Tozier:

Enclosed are two copies of "It All Depends  
On Me" which was written and produced by the  
students of Amache High School.

Sincerely yours,

Melvin P. McGovern  
Acting Reports Officer

Enc. - 2





intentional  
to be

(100) List

LIFE BOOK

JUL 13 1945

Mr. J. D. Foster  
Washington 25, D. C.  
Dear Sir:  
Enclosed are two copies of "The Life of George Washington" by John C. Calhoun, 1857.

Enclosed are two copies of "The Life of George Washington" by John C. Calhoun, 1857.

Enclosed are two copies of "The Life of George Washington" by John C. Calhoun, 1857.

Very truly yours,

John C. Calhoun  
Secretary of the War





IT ALL DEPENDS ON ME

Narrator: We are the graduating class of June 1945. We entered the freshmen class with high hopes in September of 1941. Three months later our entire land was darkened by war, and our lives as well as those of every American citizen, were entirely disrupted. And while today the actual war clouds are lifting, we realize that we have an important part in the war that is here, and the peace which is to come. This is even more true of us, as we belong to one of the smaller racial groups in the United States. Because we know some of our individual opportunities and privileges, we, the members of the Class of 1945, have written this pageant, and called it "It All Depends On Me". We have the privilege of trying with others, to correct the mistakes made in the past. This is a wonderful opportunity, and we say to you now, our parents and friends, that we are willing, ready, and able to face the task of making the world a better place for Humanity! We face the future with the optimism of youth--firm in our belief that we can help create a better world.

1st Voice: Youth--Youth indeed!

Who is this untried youth who would step forward and say "I shall make a better world"?

2nd Voice: All young people are the same--dates, and girls, and parties.

3rd Voice: They know all the answers, these kids--Why when I was a kid-----

4th Voice: If those kids at home could see this foxhole, then they'd have something to talk about.

5th Voice: They live in clouds and dream of a bright new world.

6th Voice: Wishful thinking--or no thinking at all about the realities of life.

Narrator: The critics have spoken. Are they right? What about it, Class of 1945?



Music as curtains open:

Scene I

(Tom, John, Mary, Helen, and Jane, High School Seniors, are sitting in an ordinary room.)

Tom: Gee! just one more day, John, and we'll be high school grads. It seems like it was just yesterday, but believe it or not I've spent 4 full years in high school. I'm glad of it now though, I can loaf and forget books and Pre-Relo and take life easy.

John: It's different with me Tom, it puts a lump in my throat to think that this is the last day of school. All this time I was wishing I could hide away from books and teachers, but all in all like the older guys say there isn't anything like school. There's probably been a million times I griped about it, but I'm glad I kept it up till now.

Mary: Pardon me gentlemen, mind if I join the conversation? I don't blame you boys for talking either way about graduation and school, but as for me, I'm interested in the future. By the way Tom, what are your plans?

Tom: I don't have any plans yet. Haven't decided where I'm going and besides, there's all kind of prejudice on the outside. It's safer to stay in here. I'll wait for something good.

John: I don't quite agree with you Tom. As a graduate and an older Nisei, it's our responsibility to go out and do some thing about such barriers. The majority of the people do not have any prejudice against us. I think we have to prove to those who are accepting us just as well as to those who are discriminating against us, that we are what they think we are. Just as American as anyone else!

Mary: I agree with you John. Come on Tom, what's the matter?

Tom: Well, I don't know just what I'll do and I'm not quite sure of myself.

Mary: I guess that is true. We're all sort of mixed up. But I'm sure you'll both agree our brothers and sisters in uniform are doing quite a job



on the war front. They are doing a lot to help us be accepted in new communities without our loyalty being doubted. Are we going to let them build us up and then stand idle and do nothing in the great task? People aren't going to like us if we don't come in contact with them. We must show that we too are Americans in mind and heart. Our brothers have built a sound foundation for us, so let us take the initiative and have a part in finishing this work to which a number have already given their lives.

Jane: Mary, that was quite a speech for you.

Mary: Well, that's exactly the way I feel about it. By the way, Jane, what are your plans?

Jane: I'm leaving right away. I'm going to work in a factory this summer to earn money to go to college in the fall.

Helen: Where do you plan to go, Jane?

Jane: I want to go to Ames, and take a home economic course. I figure that the right kind of home is going to be pretty important in bringing about a happier future for ourselves, and the coming generations.

Helen: Good for you, Jane! Me--I seem to have a yen for nursing. I think I'll join the Cadet Nurse Corps. Nurses are certainly needed, and I want to make myself worthy of my brother's sacrifice. (Pause) What about you, John?

John: Gosh, it's a problem! I'll be 18 pretty soon, and I guess my future will be wearing khaki for Uncle Sam. I have a little time first, so I think I'll pitch in and help my uncle on the farm. He really needs me.

Mary: I haven't any special talents and I'm not exactly what you'd call a brain-storm. Besides mom and dad will be needing me when we relocate. Guess, I'll have to do my bit by being a good American citizen. I'll only be able to do the little things like working as a nurses' aide during my spare time.



Jane: You've been doing that at the Center hospital haven't you?

Mary: Yes, and my experience there will help. I can take care of the neighbor's children while they're at their war jobs too, and I guess that will count a lot. Looks as though the rest of the kids are doing their part. What about you, Tom? Why are you so quiet?

Jane: Yeah, what are you going to do to back up the boys over there?

Tom: Up 'til now, I was planning on getting some easy job. I really haven't been thinking about our job in all this. Or about what the boys on the battlefields are doing for us.

Mary: Well, the other day in Pre-Relocation class, someone said that there never would be a real peace until we remove the barriers between races in our country.

Helen: Yeah, that's right! That's something for us to do! It all depends on us.

John: Let's resolve right now, that we will do our best wherever we go, or whatever we do to bring about better understanding between Japanese-Americans and others.

Helen: Don't say just the Japanese-Americans. We should try to bring about better understanding among all groups of people.

John: Wait a minute. I didn't finish my resolution. Let's resolve too, that we will make our efforts count in making and keeping and everlasting peace, and in bringing the war to a quick close, by giving our services in any way we can.

Jane: I think you have the right idea, kids. Those are all good resolutions! the most important thing now is to win the war.

Helen: That's right! I've got to go home now. I want to write to Tak about our commencement. I want to tell him how we feel over here about what he and a lot of other guys are doing.

Tom: (Low whistle and standing) Wait a minute, Helen. I want you to hear this



too. You kids have really made me see it. We've got to do something at home. I've decided I'm going to the Relocation Office first thing in the morning and make arrangements to go out next week! I'll take the first jost that is essential to the war effort.

John: (Standing) That's great, Tom. You're on the beam!

Music -- Low

Narrator: What do you think, now critics? Are the young people of today thinking? Are they ready and willing to shoulder some of the burdens? What about our buddies over there?

Music -- Up and fade -

## SCENE II

Curtain open. Several soldiers are sleeping. Light is very dim--One soldier stirs. and gets up. Another soldier speaks to him-----

Harry: What's the matter, Tak?

Tak: Can't sleep.

Harry: I should think after a day like this anyone could sleep anywhere.

Tak: I've been thinking -- about home.

Harry: Don't we all! Anything special?

Tak: No, just a letter I got from Helen today - all about graduation -

Harry: Want to read it to me?

Tak: I'd like to Harry, if you don't mind listening.

Harry: Go ahead, Tak.

Tak: (Taking out letter, and reading with the aid of a flashlight)

Dear Nisan, how are you? (Voice dies, and the letter is continued by a girl's voice behind the curtain)

Sorry to be so long writing to you, but as you know, my final exams, The Senior Banquet and commencement have kept me pretty busy. Everything is over now--the banquet was swell! What food! We all had leis, and the messhall was beautifully decorated. One felt as though he were



actually in the islands - The Hawaiian Orchestra played - and it was swell! My grades were O.K., too. I managed to get one A, two B's, and one C. I got the A in Algebra. Remember the bother I used to give you with my Algebra problems? I admit it was hard at first, but "Practice makes Perfect" is really true.

We've had fun, but we've been pretty serious, too, Tak. I guess some of the older people think that kids don't know what the war is all about. They have the idea that all we ever think about is having a good time. You remember John Matsuo, and Tom Watanabe, and Mary Yokoi, and Jane Iida, don't you? We certainly had a serious talk the other day - I realized as never before what you guys are doing over there not only to win the war for all Americans, but to make life easier for the Nisei. Well, enough of that. I know you'll want to hear about commencement. I'm not a poet but I hope I can make you see what I'm going to try to put into words. Well, it started by us all marching in, in our caps and gowns. Everybody in the audience had their faces turned toward us and I felt goose pimples run up and down my spine. We sat down, and I felt all thrilled and yet so sad. I guess you can never feel or understand a commencement until you're really in one. There was something in the air, in our minds and hearts; something I never felt in any other commencement. After we were seated and had had some music, we had two talks by student speakers. I'll never forget those two talks. I wish you could have heard them, too. I don't know how anyone can stay in camp and not get out and do everything he can to help you guys over there bring peace as soon as possible. After the speeches I felt much more confident. We aren't going out just to make money but we have a job to do. Finally, The moment came when we went up and got our diplomas. It was my wish, my dream come true, after 12 years of school. It was like walking up 12 years of memories, enjoyment and fun.



Well, Tak, there wasn't much left after that. I just want you to know that your sister and a lot of other people over here are mighty grateful to you fellows and that we're going to do our part. I know I haven't said this very well, but I mean it all.

Your loving sister,

Helen

Harry: Gee, Tak, thanks for reading that to me. I could almost see the audience with all the kids in their caps and gowns,

Tak: That was so plain - I could hear the talks.

(Spotlight comes on to speaker who is standing at right of the stage. Stage is blacked out. After speech, spotlight is turned on to speaker at left. After second speech, spotlight goes out, and light comes up on the stage again)

Tak: I guess we have nothing to worry about -

Harry: Not with that kind of spirit at home.

Tak: It surely makes me feel good to know that Helen and her friends - just leaving high school, are thinking about their part in all this so seriously. I'm going to write to her, and tell her so!

Harry: Well, I'm going to turn in. So long, Tak.

Tak: Goodnight, Harry.

(Musical background starts as Tak writes letter. The voice and the music fade into the background.) (Tak writes and reads aloud as he writes)

Dear Helen:

I surely enjoyed your letter and your description of commencement. I felt as though I were there. All of the critics should have heard the talks. They'd have to change their tune. The world is in quite a mess now and you kids may have a hard time. I pray to God that he will give you the courage to stand for the ideals and convictions which you now have and that he will guide you in your efforts to make a new and better world.



## IT ALL DEPENDS ON ME

We, the graduating class will soon be the graduated class of 1945 and it is no exaggeration to say that upon our shoulders rests the welfare of America. We will soon become it's builders, and we must make it a country of which to be proud.

We stand before you, submitting to your scrutiny, and hoping that we can live up to your expectations. Yes, the future depends on us and I pray to God that we can be worthy of this great responsibility, and that we will not fail in our mission.

We are now graduating and we leave behind us our years of high school education in this center. We have memories, and we, who have never given growing up a thought, are tonight looking over our past deeds, activities, and scholastic achievements and wondering if we might not have done better. Is this what commencement means to you? The time when you regard life with serious thoughts? The time when you look back and think, think of what you have done with your life? It is indeed a moment of great significance and you will always remember it. Yes, you will remember the faces of your friends as they congratulate you, and as you laughingly slap each other on the back and jest about "finally making it". But, all of a sudden your feelings will be all choked up inside of you. And you will realize that we are no longer children and we must pack our toys and prepare to take our share in building our country, our world.

The world has been changing quite rapidly while we have lived in the center. Many things will be new to us, and it will be difficult to take our rightful place among our fellow citizens. But it is up to us to settle once again on the "outside" and take up the reins and begin anew.

It depends on me to give a good impression of the Japanese-Americans to those with whom I come in contact, it depends on me to help crush prejudice and discrimination. Our democracy is not perfect by far, and it is my duty and the duty of other small people like me, to try to make a country that is as nearly perfect as it can be made. We must make our country and our world a safe and a pleasant place for the following generations.

As you sit in the audience, you wonder what will become of us in the long years ahead, you wonder what we will become and what part, great or small, we play in this our country of our birth. What occupations will we follow, doctor, lawyer, merchant? What new inventions will we live to benefit by? What will we experience in our lifetimes? Happiness? Sorrow? Surprise? Travel? That all depends on us. My parents have influenced greatly what I will become and I am truly grateful to them. I will not have to master half the difficulties they have, I will not have to overcome half as many hardships. I have been fortunate enough to have been born an American, I am luckier than they, yet I hope that I can be uncomplaining. Their future depended upon them, just as mine does now and if I can fulfill my objectives as well as they, I can then truly say that I have made my life worthwhile.

What will life on the "outside" be like? Can I quickly become a part of its rapidly changing scene? Will I be too backward? How will I behave? What shall I do to earn my living? All that depends on me. I must make myself become a part of the world, and must grasp as quickly as I can the changed situations. Most of all, I must not think that I am



different from any other person, that I am neither inferior nor superior. Some subject that I have taken in this high school will be the foundation for my occupation. How far I go and how high a place I obtain in my lifetime will be based on how hard I work, and how sincere I am in my efforts to make my life worthwhile.

All this you think of when you are graduating, I used to wonder what graduates think of, what their feelings were-if they were happy or sad, what they thought about when leaving school-and now I know. I know now that they are happy and yet aren't. I am no longer a child and I will no longer have the fun and companionship that goes with school. No longer will I have to go to the office for tardy slips to present to my teacher, stay after school, forget my lessons, but it also means that I will no longer be able to do things that they in school have the privilege of doing, and I regret the fact that I did not take my school life more seriously and did not study harder. Oh, I guess that's said time and again but funny how true it is. No more classes or clubs, I will soon leave the friends made in school.

There will soon be no more relocation centers in existence and all our friends will be scattered but we will have to make new friends, a new life. Already many from this class have relocated and this is probably the last time we will be together and perhaps it is the commencement that will bring us together for the first time and for the last. As we leave, we have a prayer in our hearts and a smile on our lips and we hold our heads high for we have a duty to perform. Soon the last strains of pomp and circumstance will fade away and we will be no longer of this school but of another and larger school, one in which we have much to learn, for that school is our world.



## IT ALL DEPENDS ON ME

Today, June 5, 1945 is a day that is a milestone in our lives. It is commencement day. This is not a day to be remembered only as one when we march in our caps and gowns to receive our diplomas but as a day which has a far deeper and more significant meaning. It is the epilogue of our high school career and the prologue of a new life with added duties and responsibilities which we cannot shirk but will have to meet squarely in the face. This is the turning point in our lives. We can no longer depend upon our parents, our teachers and our friends. We are on the threshold of adulthood. Do we realize what is expected of us? Are we prepared to constructively build our futures, the futures of our homes, communities, the nation and the world? Do we have a goal that will prove to be useful to society in the future? We should, for the future depends on us--what we think, what we do and the way in which we accept our responsibilities. The proverbial time waits for no one. We must be ready. As time goes on, it is inevitable that the shoulders upon which we have long leaned for support will soon disappear and it is for us then to prepare the way for the coming generations.

Again let us ask, "How shall we prepare ourselves properly, to live the right way in the world?" Let us treat this subject as realistically as possible. Today we are faced with the problem of relocation. We are now given the freedom to seek a new life beyond the barbed wire enclosure. What should we do? Should we seek a job or should we go to college.

It is a cold truth which now must be faced that being a Nisei requires more preparation on our part. When this present war is over it will be much harder for us to get jobs than it will be for others.

If we should choose to go to college we should not regard college as a goal or an end in itself. But we should regard it as an instrument to bring a wider vision and understanding of the community and the world--economically, politically and socially. In this way we will be able to see our position in the world more clearly and understand it better. Thus we may be able to contribute more to the community and to the world. Let us prepare ourselves now to do our share in making a new world.

It is only repetition to say that the world in which we are now living is chaotic. Our lives were suddenly uprooted some years ago. We, as well as others have been misunderstood citizens of America. Are we to go on for being understood citizens? No, it is our turn to show our worthiness as good and loyal citizens of this country. It depends on us. We are already witnessing Nisei men fighting and dying for this country across the ocean. They are fighting to make life easier and happier for those who are dear to them. We can show our worthiness to them by keeping up with current news and by backing the right men for positions of trust thus exercising our powers to preserve the liberty of the people and the democratic way of life. Individually, this is a great task but if each and everyone of us makes an effort in this direction to understand our government and our economic system it will be a step toward making better citizenship.

Of most interest now is the problem of maintaining world peace. Maintaining world peace is like keeping a garden in good order. One has to work at it day in and day out, otherwise it would be impossible to re-



move the weeds of distrust and suspicion without hurting many good plants. We should then find a plan or system of weeding this world garden and then must have the intense desire to make this plan succeed. We should then work out a plan to prevent the exploitation of the small weak nations and see that in the future no aggressor nation can again start on the path which leads to the breaking of the peace of the world.

So, another year has passed. It is better for to travel, than to arrive, it is better to continue moving than to stop. Let us then remember here in conclusion that a high school diploma is a symbol of progress-- a passport into a new vista of exploration, a key to the door leading into the future. We should feel rightly inspired to be leaders in bridging any gaps of understanding and tolerance among our fellow American citizens.

Now as we open the door leading into the future many wide and varied paths stretch before us. Some will lead to success and some to failure. The final choice depends on us.







*Mr. Johnson*

WAR RELOCATION AUTHORITY  
Granada Project  
Amache, Colorado

*L3, 22*  
*B*

March 6, 1944

Present Occupation of 73 High School Graduates

Project Employment	24
Outside Employment (Relocated)	15
Attending College or University	13
Attending Trade or Business School	9
Unemployed	8
Military Service	2
High School Post-Graduate	2
Total	<hr/> 73

The above tabulation shows the present occupations of 73 graduates (of a class of 175) who returned a questionnaire sent to them by the high school principal. It should be noted that it is known that many former students who are known to have left the Center did not return the questionnaire while those remaining here responded.



# HIGH SCHOOL SURVEY VOCATIONAL CHOICES

February 2, 1944

B

## Aviation

Mechanic	2	Welding	2
General	1	Shop Mechanic	5
Pilot	1	Drafting	9
Commercial		Engineering	36
Accountant	4	Agronomy	1
Bookkeeper	2	Nursing	17
Secretarial	11	Dietetics	3
Civil Service	2	Art	8
Beauticians	11	Lab. Technicians	3
Auto Mechanics	19		
Agriculture	18		
Domestic	8		
Dressmaking	15		

Commercial ----- O.K.  
 Beauticians ----- Coop.  
 Auto Mechanics----- Employ Instructors  
 Agriculture ----- O.K.  
 Dressmaking ----- O.K.  
 Drafting -----