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ART EDUCATION

J2 41B

THE IMPORTANCE OF THE CORRECT INITIAL APPROACH IN TEACHING ART.

One of the most important considerations in the teaching of art is how to introduce this new experience to the beginning student. As a general rule young people and old alike are very timid and shy about expressing themselves in painting because it is a new language to them. So one must first know a few key words in the new language. And even if he knows some of the words of the new language it is not easy to start right off.

As a good example of the natural fear toward this new experience consider what your own reactions would be if someone suddenly put a brush into your hand and produced some paints and asked you to "paint a picture". Even though you have seen other people paint, and you think you surely could dip the paint onto the brush and apply it to the paper you will probably find yourself "on the spot".

In fact, unless you are unusually open to new adventures, you will find yourself in a very helpless state. In the first place you might not be able to think of what to paint your picture about, and in the second place you probably won't be able to put down your idea when you do think of something. Consider your predicament if you have never touched a brush or paints and you were asked not only to paint a picture but you were asked to paint something about a definite subject, like horses.

You may know nothing about horses and therefore you would feel 100% inadequate to meet the situation. You might feel so badly about not being able to paint about horses that you would get the idea that you just couldn't paint at all. Or you might get the idea that there isn't anything to painting. This situation is not uncommon with children who are confronted by a teacher who wants to see art expression come from her group without making the effort to acquaint the students with this new way of expression.

Very often the first feeling of failure closes up this particular outlet of expression for a long time, and sometimes permanently. One cardinal point to be remembered in starting a group off in painting experiences is to have each student FEEL CONFIDENCE in himself by asking him to do something which you feel fairly sure he can already do.

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INTRODUCING THE USE OF MATERIALS

If you should be starting with poster paints and big brushes the first thing to be done is to make the children acquainted with the materials and how they work. They must know how thick or how thin the paint must be mixed so that it will flow from the brush. They must learn how to dip their brushes into the paint and how to keep it from dripping paint in places where it is not wanted. They must learn how to stroke a brush so that the paint will come off easily onto the paper. While all this sounds simple to the nth degree I believe it will serve in giving confidence to those who can already do it, and at the same time the novice can learn. It will seem to them they will have no hesitancy in making a try at this easy-to-do thing.

With lots of paper on hand and conveniently arranged materials, have the students simply experiment with the materials. It might be well to suggest they follow emphatic directions about the consistency of paints, how to use the brush and how much water to use. You may demonstrate those points by actually showing them how the various things are done. Then make suggestions; they may make a circle, a square, or better, a red ball, a block of colored wood; the simplest and most understandable assignment. Encourage them to go from there to lines, dots, blobs, anything at all. Soon they will go from there to symbols of real things of their own initiative. Do not hold them back with too explicit directions as soon as you can see they are ready to branch out with their own ideas. Encourage the use of all the colors, light, dark, and medium.

When they have developed confidence to the point of not being afraid to handle the brushes and paints- then, and then only, lead them into painting ideas. At the early stage of painting ideas, some of the children will paint better if you suggest a number of fields from which to choose their subject, and other children will be limited if if they feel obligated to paint about anything you have suggested. So, give those who want a push a push, and give the others their own rein. Allow a wide range of things to paint about, and again, always make sure it is something which the children are concerned about.

Note:

In these demonstration classes I have chosen to use poster paints for our materials to be demonstrated because it is one of the most common media available in the classroom. The same principles involved here can be easily applied to the use of colored chalks, transparent water color, and like materials. And while I speak of the beginning student, these same approaches should be used with older children unless you are sure they already know art materials and their use.

WHY IT IS GOOD TO USE BIG BRUSHES AND BIG PAPERS FOR BEGINNERS

So much has been said about using big brushes and having children paint on big papers that everyone knows by now that this is a very important technique in the teaching of art. In fact, so much has been said about painting big and freely that we have come to accept this as a correct thing to do without really understanding why, when to begin, how far to carry it, and what to expect in the way of results.

In the beginning, painting in the large is to be desired because only in this style of attack will you find all the elements of artistic form in the students' painting, rhythm, repetition, and big organizations of masses and colors; relationships between lines, masses, textures, and division of space.

If a child works at first with tools which will prevent him from cramped, nonmuscularly-coordinated drawing, you can be sure of finding in his work most of the things which make a painting a piece of art. A child working with a fine lead pencil can bluff his drawing. Drawing a figure one inch high can be done a lot easier than drawing a figure a foot high. If he is allowed to begin drawing figures in a small, meticulous way he never really meets the problem of having to understand thoroughly what he is doing. And once he finds that he can draw in this smallish way he will never have much of a chance to really explore the relationship of areas, lines, masses, and the other elements of graphic art form already mentioned. He might go on and on with very little growth in his conception of the elements of good painting.

On the other hand if he has been encouraged to start off with freedom of movement in his drawing and painting and to courageously use lots of color, many kinds of brush strokes, many kinds of lines and masses he is bound to become sensitive to flowing line, rhythm, and relationships of color, light and dark areas, lines, masses, and the other elements of art form. If he attacks his painting with somewhat reckless abandon these things are bound to happen, even if by accident. And although at first they may be accidents he soon begins to acquire sensitivity in the relationship of the various elements of his painting. Soon this "feeling" becomes real knowledge and he will be exercising control of the elements of art expression.

When children use fairly large brushes, and paint on sheets of paper big enough to require the use of their bigger muscles. They develop coordination of movement. The spontaneous fresh quality of this kind of children's painting is envied by the most sophisticated artist. On the other hand, the smothered little cramped expression seen in small, painfully executed paintings or drawings reflect a smothered personality.

SOME PROBLEMS TO BE CONSIDERED WHEN TEACHING PAINTING IN THE LARGE

What if preconceptions of art have already grown in the mind of the child as a result of his own unguided efforts so that when you ask him to paint in the large he looks at you as if to say, "Why must I paint big and freely, I do not like to paint that way. This is art to me, this carefully drawn little figure which I have done with my pencil." The freer, more spontaneous kind of expression to him may simply appear careless and messy. Such is often the case, children who are pushed into painting in the large without being led into it with discretion find it very difficult to find any satisfaction in this idea of the teacher that they must paint "big" pictures. And without finding satisfaction in their work they lose interest in painting as a joyful voluntary expression. In cases of this kind it is best to accept for sometime this kind of work and make your criticism on the basis that it is the kind of art which the child understands; then gradually encourage him to widen his approach by whatever ingenious methods you may find to fit the situation.

How long must one insist that children paint in a free and fairly reckless manner? At least until the teacher finds they have had a chance to explore the possibilities of the loosening-up process. If you find for some reason the children insist upon returning to the fine, meticulous kind of painting, it may be due to some style of art imbued in them by a particular group psychology, or by a live traditional pattern. Some nationalistic groups of children seem inevitably to turn to the kind of art which they have seen in their homes. If one can be sure there is some acceptable reason such as this, then to insist upon the bolder kind of expression would be unfounded rationalization. Likewise, to insist upon a particular style of painting simply because you believe it would be nice if the children would continue to paint in the manner of their ancestors may be just as unfounded in reason, unless there is real evidence of a connecting link such as a deep live tradition, or style of thought peculiar to the group.

Some children seem to find satisfaction in this free and bold type of expression for many years while others soon become dissatisfied with it and desire a more sophisticated program of careful and accurate techniques. If the art teacher is one who can analyze situations well and is fair, she will make allowance for these individual differences and try to develop each child in whatever direction he has chosen by the nature of his personality. If a child ends up being a primitive artist, let us be sure that it is a result of his kind of personality and not because he is simply ignorant of art principle.

DEVELOPING THE STUDENT AS AN INDIVIDUAL

After a student has become familiar with his tools so that he can find satisfaction in art expression he usually will coast along rather smoothly, enjoying his now found means of communication with the people and the things of his environment. This goes on for a time until suddenly he gets self conscious of his art efforts and becomes critical of his own abilities as an artist. This usually happens in the last half of the elementary school period, and often by the time a student, who has been a very good artist in his early years, reaches the junior high school he will almost have stopped art work entirely.

A planned program of training progressively followed by the student up until this critical time does a great deal in lessening the number of casualties. The teacher's responsibility is in the administration of an art program whereby she has given help at the right times and in the correct manner. She must build up his art vocabulary, so that he has widened field of communication with his work. She must offer a variety of experiences to avoid monotony. She must encourage experimentation in many media. She must recognize the outstanding stages of readiness to learn and meet them with meaningful experiences for growth. She must be interested in children's work, stimulating, encouraging, and enthusiastic. She must also be tolerant.

She must realize that children see things differently. She must remember that they do not all follow set patterns of development. She must remember that art expression, if sincere, is always a matter of individual expression.

A teacher may find reluctance on the part of an art student to draw because he has become conscious of his inability to draw in correct perspective. A student may become discouraged because he cannot control light and color to get the realistic effects he is interested in seeing his pictures. Another student may become discouraged because he feels some pressure for drawing realistically when he is much more satisfied with a flat pattern kind of drawing. Students may tire of simple media and wish to try some advanced medium, such as oil painting, tempera. A student may need help in appreciation, to enable him to see some of the values in his own work which he has not realized are there.

While a child's art experiences need not be chopped up into the following classifications and handled in his training program as separate units it is convenient to deal with them in this manner for the sake of discussion:

PHASES OF AN ART EDUCATION PROGRAM

Free Illustration, landscape painting, design, applied design, craftwork, mural illustration, interior decoration, figure drawing, lettering, still life, perspective, modeling.

Each of these classifications covers a particular kind of art experience and offers many opportunities for work in many media and involves the growing knowledge of color, composition, understanding of form and appreciation.

Free Illustration is the term applied to the kind of painting, drawing, or picturization of any scene in which the child has freedom to choose his own subject and to treat it in whatever particular way he likes. Most of the work done by beginning groups through the elementary school is of this type. Paintings dealing with imaginary places, people, and things, or scenes from memory could all be called Free Illustration. Free Illustration is probably the most used phase of art education in developing creativeness. Free Illustration provides a medium of self expression through which can be released the creative energies. It can be related to and integrated in almost any other phase of the school curriculum, making deep impressions and helping the student to clarify and organize his thinking.

Free Illustration opportunities are provided for beginners more than any other kind of art experience. It is the type of experience which lends itself to freedom of action. It gives opportunities for them to experiment, to grow, to be tested in their working knowledge of the principles of art. There are few rules to be followed, allowing the greatest play of spontaneity and imagination. Young people who have no command of the spoken or written word can express themselves volubly in this medium. No wonder then, that the progressive primary and kindergarten puts a great amount of time to allowing this kind of activity in the early school life. Not only does this free kind of painting and drawing offer itself as the main means of communication for those who have learned to use it, but it also is virtually the trunk of the tree of the child's growing personality from which grow the limbs of speaking, reading, writing, music and creative play.

Free Illustration need not always be free in the sense of being undirected. Illustration can be guided along the lines of propaganda, narrative account, and demonstration and in this respect it is the finest kind of integrated or correlated experience.

OBSERVE

Observe how free illustration is used through all the grades as a medium of expression.

Observe how the free illustration experience is used as a learning tool in connection with some phase of the regular classroom activity.

Can you see how the free illustrative experience is stimulating to the imagination of the student, how it helps in clarifying his thinking and how it serves to deepen impression?

Notice how free from rules and restrictions are the students in this kind of art activity.

Actually, what is the teacher's responsibility in lessons of this kind?

LANDSCAPE PAINTING

Landscape painting with the elementary groups is usually postponed to spring time when weather is ideal and it is good to be out where it is green, and the whole land is changing its appearance. Any other time of the year may lend itself to the study of landscape painting but children care more interested if there is some dramatic phase of nature going on, the first snowstorm, the rainy season, autumn. The effect of the time of day is also interesting to children. How things look in the morning, noon, evening, and night.

A study of landscape art brings into play all the opportunities of expression which have been discussed in the topic of Free Illustration. By the time landscape classes go into the fields and yards, they have already become familiar with the use of their materials so they may now concentrate on the designs of nature. The teacher interferes little other than to stimulate interest in seeing colors, designs, compositions, and the play of dark and light as it can be seen in the objects of landscape. Neatness and thoroughness of technique, completeness and creative joy in the paintings are special concerns of the teacher.

One outstanding value of landscape painting is the effect it has in instilling an appreciation of the beauties of nature. No other art activity can do as much in making children sensitive to the natural poetry and beauty of their environment than that which can be built up through an interpretative study of Mother Nature. Such training offered to young children will increase their capacity to enjoy the simple and elemental things they will always have - come what may.

Landscape painting can be correlated with the study of natural science. Magnified drawings of the simplest bud or leaf can be a masterpiece of design. Landscape can be related to the study of social science, in the study of man-made constructions, houses, railroads, barns, telephone posts, roads. An excellent beginning for the teaching of landscape planning, and even city planning.

Landscape study offers itself superlatively to the study of composition. Landscape painting simply for the sake of aesthetic joy is truly its greatest function.

OBSERVATIONS

How does the teacher stimulate an interest in Landscape painting?

How is the problem of perspective drawing met?

Can you see evidences of an increased appreciation of nature in the student?

What was the role of the teacher in the landscape painting session?

DESIGN

Design cannot easily be separated from all the other phases of art education because in all fine arts there is to be found design. Design, in one sense, is the successful synchronization of all the elements of art. Design is the art of anything. Design as a phase of art training is that quality of a pleasing arrangement of lines, masses, colors, volumes, spaces, textures, and values.

More specifically, the sense of design can be trained in the beginner by fostering in him a concern for judging his own work for how well it is balanced, both in color and composition. To explain in words to him what "balance" is will be of little use until he has, through repeated experience, acquired that feeling for design. He will respond to such suggestions as: is the picture top heavy, does it feel "lop-sided", are the colors distributed well, are the colors too pale all through, is everything the same monotonous size and shape.

Until the child has reached the point of having a well developed vocabulary, it is of little use to speak of rhythm, composition, values. But the teacher must keep in mind these concepts and at every opportunity she must try to give meaning to these words. She may show what happens when there is not enough contrast of value in a picture by pointing out how pale it looks from a distance. She may tactfully urge the use of more colors to simplify, or to elaborate. Remember, these essentials of design are few, but it takes a lifetime and real genius to sensitively control them.

The "feeling" for design can be developed very successfully by starting off with rhythm exercises. To some simple beat, 2/4, or 3/4, have the group make strokes on paper in rhythm. By encouraging them to vary the size of the stroke as they feel the stress of the beat you will find they are actually creating repeated patterns. By various developments of this idea the group will soon sense the relationship between rhythm, movement, spacing and repetition. And while the group may not know why they receive pleasure from the experience, you have laid a foundation for further development of the vocabulary of design.

The decoration of objects used by the children offers many opportunities for design work.

OBSERVATIONS

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PATTERN DESIGN

I have used this term to mean all design which is meant to be seen in large areas in repeat form. Textile design, border designs, in fact any design in which a single unit is repeated a number of times.

Pattern is a fascinating experience for children after they have come to know something of design principles either subconsciously or consciously. To stimulate thinking along the lines of the pattern design it is well to talk in the class of some of the places they have seen this kind of design used. Some places where pattern design is used are:

In drapery for windows.

Couch covers.

Quilts.

Dress material.

Wall paper.

End sheets of books.

End papers for Christmas cards.

Handkerchiefs.

Rug designs.

Baskets, pottery, and boxes are sometimes decorated

with this kind of design.

While children will take to making designs for the very joy of the doing, it is better if there is some purpose back of their designing so that they get some feel of planning decoration for particular uses.

The most important element of the pattern design is the single unit which will be repeated. There are many ways of arriving at what the repeat unit will be. If your group has been doing landscape, they might be interested in taking a small flower form, a leaf form, part of a landscape and simply repeating them side by side and above and below until some pleasing arrangement has been arrived at. The single unit should be handled in its simplest form. The true pattern design unit does not show depth in its drawing, it is composed of a few colors in light, medium and dark values. The unit itself will be affected by how it looks when repeated and the whole pattern design is judged for spacing, balance, color, organization of values, etc.

Abstract motifs, such as circles, triangles, squares, or combinations of these forms make very good repeat motifs. Symbols of animals, people, houses, trees, familiar objects of the home, all make interesting subject material for the repeat motif.

Some satisfactory media for use in carrying out the pattern design are:

Charcoal, colored chalk, poster paint, transparent watercolor, block print, stencils, dry brush ink, silk screen process.

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OBSERVATIONS

FIGURE DRAWING

Probably the first hesitancy of groups to draw will be noticed when they realize the simple little symbols used to represent people are no longer satisfactory. They soon begin to notice that their people do not look like real people and unless they have help with figure drawing they begin to avoid situations in which they have to represent people in their paintings. When a group is ready for figure drawing they are usually keenly interested in learning to draw people well.

An interestingly costumed figure will instantly catch their attention. Dress up someone in the class and have him model for the others. Point out with emphasis the bigger relationships between parts of the body. Relate the size of the head to the rest of the body. How far do the hands come down on the sides when they are hanging straight. To the knees? No. Between the hips and the knees. How near to the knees? How many heads wide are the shoulders? Are the legs as long as the body? Discuss the names of parts of the body so you will have a working vocabulary. Thigh, hip, calf, shoulders, torso, ankle, wrist, waist, chest, stomach.

After these big relations between parts of the body are worked out, then proceed toward simple outline drawings. Simplicity in drawing is the keynote. Success or failure of lesson should be measured mostly by whether the group has some increased understanding of proportions, and whether arms and legs are bent in the right places. After some proficiency has been gained in the drawing of proportions and there is a felt need for work on heads, hands, and feet, then proceed to studies of details.

Do not insist upon photographic likeness. Allow lots of room for individual interpretation and individual style in the drawing of human figures. Some children will draw figures of a slender type, others will consistently draw figures of a short, fat type. Some children will draw large hands and feet, some will draw small hands and feet. Do not worry about this--much of the charm of artistically drawn figures is found in these peculiarities.

After this directed lesson in figure work then some drawings or paintings, perhaps related to some actual activity, should follow with as varied and as imaginative use of figures as can be inspired.

OBSERVATIONS

LETTERING

Lettering is a valuable experience and should be offered to every group at appropriate times throughout their school lives. Lettering art is probably the most functional and practical phase of art work and is truly used in a purely functional way many times in life by every person. Lettering can be made an opportunity for the highest type of beauty in arrangement, suitability, style, space division, space filling, design, composition and for appreciation experiences. Simple lettering problems should start early with thought given to use of guide lines so as to insure even lines. Vertical letters should be checked and the fact stressed that lettering looks best when of even height and consistently up right, or consistently slanted.

Styles of letters are talked of, studied and examples of lettering showed to students when they have mastered the simpler fundamentals of lettering. Spacing of letters in words and spacing of words should be begun before kinds of letters. Freedom of style is to be allowed except the too elaborate ones. Proportions of letters, width to height, is important. Lettering is presented when there is an actual need for knowing about letters - for booklets, posters, titles to pictures, etc. Lettering just for the sake of lettering is not a good approach.

Some suitable media for teaching lettering.

- | | |
|--------------|---|
| Beginners-- | Chalks, poster paints, charcoal. |
| Elementary-- | Same, add brush for ink, lettering pens, pencils. |
| Advanced-- | Special Gillot lettering pens, small lettering brushes. |

OBSERVATIONS

What determines suitability of media in all cases?

Outline steps in lettering assignment which guarantees simply designed, well spaced words and lines.

What are some possible other ways of handling lettering in which creative design may play a big part in the evolution of an original alphabet.

STILL LIFE

Still life is the term applied to a group of interesting objects. Flowers, fruit, toys, pottery, bottles, cans, boxes, sacks, cloth materials, books, are some of the more common things to be found in still life set-ups. In fact, anything that has interesting color, size, shape, texture which, when combined in a group, make an interesting arrangement of light and dark, color, and which appeals to the interpretative imagination, is good still life material.

Children delight in drawing things which mean something to them. A bunch of toys, a bowl of fruit, a chest of tools, a flower vase, a chair, a whole room with various furnishing, are some of the immediate things which can be counted upon to appeal to the youngster as subject material for painting, drawing, and design. Like a landscape, these things lend themselves to space filling with many interesting variations.

Young children usually are not interested in drawing things like they look. This is only natural and they should in fact be encouraged to feel freedom to draw and paint things in which ever way they like. Remember, a child draws what he knoww and feels, not what he sees. That is art, not slavish photographic reproduction!

Still life might be called another major phase of free illustration. This kind of experience is among the most common of art activities for use in developing the artistic senses of the child as well as a means of expression for thoughts and ideas.

Still life experiences are often used in relation to some other study in which the child is engaged to teach accuracy of observation, thoroughness of perceptions, and for the clarification of ideas, and to deepen impressions.

All age groups should have still life experience in a wide range of media.

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PERSPECTIVE DRAWING

When should one teach perspective drawing principles? We have said not to interfere with children's art work and to accept whatever they do so long as it pleases them. When they draw houses, roads, or rows of telephone posts showing distance or third dimension in their work they run up against problems of perspective. Sometimes if they have attempted to show this perspective realistically they make very obvious mistakes. Should these be pointed out to the child by the teacher?

If in the judgment of the teacher the child has progressed in his ability to draw to the point of becoming interested in knowing about perspective, then he may begin the study of simple perspective. Perspective should be taught in its simplest forms for the beginner. Foreground, middle ground, and background placing of form in space can easily be shown. The diminishing effect of distance on objects may be pointed out. Aerial perspective, or indicating distances by graying colors and lessening contrast of dark and light, is within the understanding of young artists.

Advanced mechanical perspective has little place with any but the advanced student. Sometimes junior high and high school students are really interested in learning the mechanics of perspective. Until that time I doubt if there is any use to teach this kind of perspective.

It might be pointed out here that some of the finest art work of the world is done with utter disregard to use of perspective. And while any child who aspires to learn perspective has the right to know it, he should also realize that it is not necessary to become a slave to perspective in order to be an artist.

OBSERVATIONS

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MURAL ILLUSTRATION

Mural illustration can be utilized by the art teacher and the classroom teacher alike in the educational development of children. The successful mural is a painting which is planned specifically as a wall decoration. The treatment of subject matter is that which preserves the flat pattern decoration of a flat surface. Perspective may be used in a mural so long as it does not destroy the flat decorative quality of the mural space. There are many schools of thought concerning the requirements a good mural must meet.

Usually for school purposes, some large panel is decorated by a group of children as a decorative element for the classroom. Murals are used to draw together many ideas into a composite picture. The subject matter may be treated in a narrative fashion, depicting objects and actions related in a major plan of composition. Mural painting provides an opportunity for groups of children to create an organized group expression involving cooperative enterprise in the research of subject material, planning its organization, and in its execution.

The two main types of classroom murals are the illustrative and the purely decorative. In the former the story is paramount; in the latter its pure decorative quality is most important. There are many murals which combine the purposes of both types.

Blackboards, plastered wall spaces are excellent areas for mural decoration. But for beginners, wrapping paper murals are popular in the way of being inexpensively produced. Colored chalk, poster paints, oil paints, casein paint are some common media for mural decoration.

Mural decoration is a splendid activity for all grades. For beginning groups it is particularly adaptable to organization of ideas in correlative studies.

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PLANKS IN THE PLATFORM OF THE PRINCIPAL OF SCHOOLS

1.

1. Pupils shall have every reasonable opportunity for democratic participation in the life of the school, and originality and constructive criticism are to be valued.

2. As soon as possible, using democratic methods, the school is to have policies which are to be known to pupils, teachers, and patrons. This thinking is to be a definite part of the training of the pupil personnel.

3. Teachers are to be encouraged to cooperate in originating and carrying out policies.

4. The cooperation of the patrons of the school is to be sought by every right and reasonable manner, and close articulation of school and community (including satisfactory orienting of teachers) is to be a goal of the administration.

5. Any changes from accustomed policy or procedure shall be made only after the necessity for change is clearly evident, and the new purposes are definitely understood and stated.

6. The curriculum is to be continuously vitalized in the light of modern studies and the best philosophy.

7. A broad and systematic extra-curricular program is to supplement the classroom work, with the object of meeting the needs of every side of the child's nature.

8. Emphasis shall be on subjects that have a good "carry-over" value, such as music, home economics, art, science, reading for interest, current social and political history, industrial and vocational subjects.

9. Pupils are to be considered as individual personalities, and effort shall be made to discover and utilize individual excellencies and traits, as well as to remedy defects which might hinder development.

10. Great care shall be taken to protect and improve the physical, mental, and moral health of the pupils, and to provide all possible means of safety.

11. Systematic, sympathetic, and constructive supervision of teachers by the principal shall have for its ultimate purpose the improvement of instruction and the better guidance of pupil growth.

OUTLINE OF YEAR's WORK
(Seventh Grade, Block 16)

Lutie M. Miller, Teacher

J2 A1B

Core Subjects

Each student is making a notebook on the State of Arizona, as follows:

1. After reading and discussing available material, the class made a list of topics to study and write about. This list is posted in the room for reference.
2. Each student selects a topic, reads material then writes his own story about it. After discussion and corrections, he then writes it into his permanent notebook. He will illustrate it with newspaper and magazine pictures, and his own sketches. Working out of various topics will continue through the year.
3. In this connection, each student makes a map of Arizona, showing location and important information of subject matter of topics.

Grammar work in connection with above, covers study of verb tenses, singular and plural of nouns, number and person of pronouns, complete sentences, punctuation, and any other phase of grammar on which they need help.

Spelling lists are made from misspelled words in all their work.

History of Arizona is included in the notebooks work. They study different forms of government and parliamentary law in connection with student government. We are also studying Colonial History.

General Science

The elementary school library loaned us 25 copies of "The Earth and Sky", which will guide us in a study of the formation of the earth, and the planets and stars. Our own community provides us with study of rocks, soil, water systems, and desert plants.

Mathematics

Thus far we have found it necessary to review all fundamental processes in arithmetic. During the remaining time we expect to cover the following units of work:

1. Problems in percentage and its applications.
2. Graphical representation.
3. Problems relating to areas of rectangles and circles.
4. The rectangular block. (Characteristics of a solid)
5. Problems relating to lines, angles, triangles and circles.
6. Problem solving, which the pupil will meet in everyday living.

Arts and Crafts

To hold his Arizona notebook, each student has made a portfolio of cardboard, cloth and wall paper, later they may make a loom

and make a small rug to illustrate Navajo Indian rugs. They may also make shades for our classroom windows, of the local narrow weed. They made some Christmas cards and posters, and will do similar work from time to time, as well as illustrate their notebooks.

Health

We are carrying out the plans of the Public Health Department, and will have a more definite study when we receive the books which they wish us to use.

Physical Education

One twenty-minute period daily, is devoted to physical education, with a local teacher in charge of the girls and another in charge of the boys.

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TEXTBOOKS
IN USE IN THE
HIGH SCHOOLS OF ARIZONA
1942

Prepared by
O. K. Garretson
High School Visitor

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PSYCHOLOGY	19
RELIGION	19
SOCIAL SCIENCE	19

<u>Author</u>	<u>Title</u>	<u>Publisher</u>	<u>No. of Schools Using - 1942</u>
<u>AGRICULTURE I</u>			
Davis	Livestock Enterprises	Lippincott	4
Enterprise Series	Southern Crop Enterprises	Lippincott	2
Gehrs	Livestock and Farm Mechanics	Macmillan	1
Waters	Essentials in New Agriculture	Ginn & Co.	1
<u>AGRICULTURE II</u>			
Alexander, et al.	Southern Field Crop Enterprises	Lippincott	1
Boss-Wilson-Peterson	Agriculture II	Lippincott	1
Chapman Sheffer	Livestock Farming	Tuner E. Smith	2
Davis	Dairy Enterprises	Lippincott	2
Davis	Livestock Enterprises	Lippincott	1
Davis	Southern Field Crop Enterprises	Lippincott	1
<u>AGRICULTURE III</u>			
Cook-Seranton-McCally	Farm Mechanics Text & Handbook	Interstate Pub.	1
<u>VOCATIONAL AGRICULTURE</u>			
Davis	Livestock Enterprises	Lippincott	2
Davis	Farm Management	Lippincott	1
Davis	Southern Field Crop Enterprises	Lippincott	3
Henry-Morrison	Feeds and Feeding	Morrison Pub.Co.	1
Hughes-Henderson	Crop Production	Macmillan	1
Overton-Robertson	Farm Management and Marketing	Lippincott	2
<u>ART</u>			
Collings-Riley	Art Appreciation	H. Brace	4
Craven	Men of Art	Simon	1
Craven	Modern Art	Schuster	1
Dow	Composition	Double Lay Paget Co.	2
Gardner	Art Through the Ages	H. Brace	1
Lemos	Applied Art	Pacific Press Pub.	2
Nevhavs	The Appreciation of Art	Ginn & Co.	1
<u>BOOKKEEPING I</u>			
Alexander	Rowe Bookkeeping	H. M. Rowe	1
Baker-Prickett-Carlson	20th Century Bookkeeping & Accounting	S.W. Pub. Co.	15
Carlson-Prickett-Forkner	Bookkeeping and Accounting	S. W. Pub. Co.	1
Carlson-Prickett-Forkner	Study Guide, Bookkeeping & Acct. I	S. W. Pub. Co.	24
Darrymple	General Record Keeping	Gregg	1
Elwell-Zellior-Good	Business & Personal Record Keeping	Ginn & Co.	1
Kirke-Alleman-Klein	Bookkeeping for Personal & Business Use	Winston	4

McKinsey	#53R 3rd Edition	S.W. Pub. Co.	1
McKinsey	Applied Secretarial Practice	Gregg	1
McKinsey-Piper	Bookkeeping and Accounting, Vol. 1	S.W. Pub. Co.	2
Rowe	Rowe Bookkeeping and Accounting	H. M. Rowe	1

BOOKKEEPING II

LeDeve	Pathfinder Course in Accounting	Hadley	1
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BUSINESS ENGLISH

Aurner	Study Projects	S.W. Pub. Co.	1
Aurner	Effective Business Correspondence	S.W. Pub. Co.	4
Bartholomew-Hurlburt	The Business Man's English	Macmillan	1
Jones	Practice Handbook in English	D. Appleton	1
Reigner	English for Business Use	H. M. Rowe	4
Ross	Business English	S.W. Pub. Co.	2

COMMERCIAL LAW

Boger-Goodman-Moore	Introduction to Business Law		1
Killauon-Greiner	Business Law	McGraw-Bubb	1
Lavine	Business Law for Everyday Use	Winston	2
Peters-Pomeroy	Commercial Law	S.W. Pub.Co.	9
Whigman-Jones-Moody	Essentials of Commercial Law	Gregg	4

FILING

Progressive Indexing & Filing	Remington Rand	1
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INDUSTRIAL OR COMMERCIAL GEOGRAPHY

Colby-Foster	Econ. Geography for Sec. Schools	Ginn & Co.	2
Colby-Foster	Investigations	Ginn & Co.	1
Jones	Economic Geography		2
Packard-Sinnot-Overton	Nation at Work	Macmillan	7
Ridgley-Ecklaw	Influence of Geography on our Econ. Life	Gregg	2
Staples-York	Economic Geography	S.W. Pub.Co.	2
Stull	Our World Today	Allyn-Bacon	1
Van Cleef	This Business World	Allyn-Bacon	1
Whitbeck-Durrand-Whitaker	The Working World	Am. Book Co.	2

INTRODUCTION TO BUSINESS

Brewer-Hurlbut-Caseman	Elements of Business Training	Ginn & Co.	1
Crabbo-Slinker	General Business Training	S. W. Pub.Co.	5
Crabbo-Slinker	Workbook for General Business	S. W. Pub.Co.	2
Greenstein-Smithline	Our Daily Contacts with Business	Lyons-Carnahan	1
Elwell-Zellion-Good	Personal & Business Record Keeping	Ginn & Co.	1

Jones	Everyday Problems in our Business Life	Gregg	4
Kirk-Alleman-Klein	Bookkeeping for Pers. and Bus. Life	Winston	1
Kirk-Alleman-Klein	Workbook	Winston	1
Kirk-Buckley-Weesche	Introduction to Business	Winston	1
Reed-Morgan	Introduction to Business	Allyn-Bacon	1
ZuTavern	Everyday Business	Com.Textbook	2
ZuTavern	Introduction to Business	S.W.Pub.Co.	1
ZuTavern	The Business of Life	Com.Textbook	3
ZuTavern	The Palmdale Stove Practice Set	S.W.Pub.Co.	

OFFICE TRAINING

Adams-Skimin	An Introduction to Transcription	Gregg	1
Lessenberry-Jevon	20th Century Typewriting	S.W.Pub.Co.	3
Losco-Hamilton-Agnew	Secretarial Office Practice	S.W.Pub.Co.	2
Reigner	Secretarial Training	H.M.Rowe	1
ZuTavern-Bullock	Everyday Business	Com.Textbook	1

SALESMANSHIP

Casey	Salesmanship & Buymanship	H.M.Rowe	1
Curry	Problems & Drills	S.W.Pub.Co.	1
Ross	Workbook for Business English	S.W.Pub.Co.	1
Walters-Rowse	Fundamentals of Retail Selling	S.W.Pub.Co.	3

SHORTHAND I

Beers-Scott	Fundamental Drills in Gregg Shorthand	Gregg	3
Bisbee	Dictation for Beginners	Gregg	1
Brewington-Soutter	Direct Method Materials for Gregg Shtd.	Gregg	1
Frick-Veini	Talk and Take Gregg	Oregon St.Co.	1
Gregg	Gregg Shorthand	Gregg	27
Gregg	Speed Studies	Gregg	10
Gregg	Shorthand Manual, Speed Studies and Graded Readings	Gregg	1
Gregg	Speed Building	Gregg	1
Hunter	Graded Readings in Gregg Shorthand	Gregg	2
Leslie	Functional Methods I	Gregg	11
Leslie	Functional Methods, I & II	Gregg	24
Markett	Word and Sentence Drills for Gregg Shtd.	Gregg	1

SHORTHAND II

Bowman	Shorthand Dictation Studies	S.W.Pub.Co.	4
Forkner-Osborne-O'Brien	Correlated Dictation	Heath	1
Gregg	Gregg Phrase Book	Gregg	1
Gregg	Gregg Shorthand	Gregg	2
Gregg	Gregg Speed Building	Gregg	10
Gregg	Gregg Speed Studies	Gregg	8
Gregg	Speed Studies & Graded Reading	Gregg	1

Leslie	Gregg Dictation & Transcription	Gregg	2
Leslie	Functional Method Dictation	Gregg	8
Leslie	Functional Method - II	Gregg	4
Leslie-Aouber	Speed Drills in Gregg Shorthand	Gregg	3
Renshaw-Leslie	Gregg Dictation and Transcription	Gregg	6
Sorrel-Gregg	Applied Secretarial Practice	Gregg	1

TYPING I

Craig	Teach Your Fingers to Spell	Gregg	1
JoRelle-Smith	Gregg Typing & Projects	Gregg	4
Korona-Rowe	Business & Personal Typing	Ginn & Co.	1
Lessenbury	20th Century - Combined Edition	S.W.Pub.Co.	2
Lessenbury-Jevon	20th Century Typing	S.W.Pub.Co.	3
	Rowe Typing	H.M.Rowe	1

TYPING II

JoRelle-Smith	Gregg Typing Book II	Gregg	1
Lessenbury-Jevon	20th Century Typewriting	S.W.Pub.Co.	2
White	Rowe Typing Complete	H.M.Rowe	3

ENGLISH I

Briggs-Herzberg-Jackson-			
Bolenius	New Frontiers	H. Mifflin	1
Chapman	Using English	H. Brace	2
Cross-Smith-Stauffer-			
Collette	Adventure I	Ginn & Co.	8
Culpepper-Tymeson	American Authors	D.Appleton	1
Frederick	How to Study Handbook	D.Appleton	1
Gaston	English in Daily Life	Ginn & Co.	1
Greenlaw-Elson-Keck-			
Miles	Literature & Life - I	Scott-Foresman	14
Guiler-Coleman	Getting the Meaning	Lippincott	2
Guiler-Henry	Remedial English	Ginn & Co.	1
Hatfield-Lewis-McKay-			
Borchers	Senior English Activities - II	Am.Book Co.	1
Herzberg-Bolenius	Romance (Literature)	H.Mifflin	1
Horious	Following Printed Trails	Heath	1
Jones	Live English	D. Appleton	2
Jones-Guever	Century Handbook of Writing	D. Appleton	1
Lyman-Johnson	Daily Life Languages	Ginn & Co.	1
Lyman-Johnson-McGregor	English in Home, School and Community	Ginn & Co.	2
Lyman-Johnson-McGregor	English Expression	Ginn & Co.	1
Miles-Keck	Literature & Life - Book I	Scott-Foresman	5
Miles-Stratton-Pooley-			
Greenlaw	Literature & Life - Book I	Scott-Foresman	2
McGraw	Prose & Poetry for Enjoyment	Singer Co.	7
Rand	English at Work	H. Holt	1
Robert	Let's Read	H. Holt	1

Ross-Schweikert	Adventures in Reading	H. Brace	1
Salisbury	Better Work Habits	Scott-Foresman	1
Salisbury-Leonard	Making Sense	Scott-Foresman	5
Salisbury-Leonard	Thinking in English	Scott-Foresman	1
Sharp-Cowen	Useful English - I	Webster	1
Smith-McAnulty	Essentials in English	McCormick-Mathers	13
Tanner	Correct English	Ginn & Co.	3
Tanner-Platt	My English	Ginn & Co.	2
Tressler	English in Action	Heath	20
Wade-Blossom-Eaton	Expressing Yourself	H. Mifflin	2
Walker-Bartels-Marye	Adventure Wise and Otherwise	H. Brace	1
Walsh-Martin	Plain English Handbook	McCormick-Mathers	2
Walsh-Walsh	Cumulative Review	McCormick-Mathers	2
Ward	M.O.S. - Book I	Scott-Foresman	2
Ward	Sentence and Theme	Scott-Foresman	6

ENGLISH II

Briggs-Herzberg-Jackson-Bolenius	Romance	H. Mifflin	4
Bullard-Maus	Tall Tales and Short	H. Holt	1
Canby-Opdycke-Gillum	High School English	Macmillan	3
Center-Holmes	Elements of English Composition	Allyn-Bacon	2
Chapman	Using English	H. Brace	1
Cross-Smith-Stauffer-Collette	Achievement	Ginn & Co.	9
Culpepper-Tymeron	American Authors	D. Appleton	1
Curtis	England of Song and Story	Allyn-Bacon	1
Dickens	Tale of Two Cities	Allyn-Bacon	1
Gibbons	A Book of Poems	Am. Book Co.	1
Greenlaw-Elson-Keck-Miles	Literature & Life - II	Scott Foresman	5
John, et al.	The English Workshop	Ginn & Co.	1
Johnson-McGregor-Lyman	English Expression	Ginn & Co.	1
Jones	Live English - II	D. Appleton	1
Miles-Stratton-Pooley-Greenlaw	Literature & Life	Scott-Foresman	15
Miller	Word Health	H. Holt	1
McGraw	Prose & Poetry for Appreciation	Singer Co.	6
Rand	English at Work - II	H. Holt	1
Salisbury	Better Work Habits	Scott-Foresman	1
Salisbury-Leonard	Making Sense Workbook	Scott-Foresman	5
Schweikert-Miller-Cook	Adventures in Appreciation	H. Brace	2
Salisbury-Leonard	Thinking in English	Scott Foresman	2
Schweikert-Inglish-Gehlman-Foerster	Adventures in American Literature	H. Brace	4
Scott	Ivanhoe	Allyn-Bacon	2
Smith-Magee-Seward	English Grammar	Ginn & Co.	1
Smith-McAnulty	Essentials in English - I & II	McCormick-Mathers	18
Tanner	Correct English	Ginn & Co.	3
Tanner	Composition and Rhetoric	Ginn & Co.	1
Thurber	Precis Writing for American Schools	Little-Brown	1
Timm	Dickens' Tale of Two Cities	Heath	1
Tressler	English in Action - II	Heath	11
Walker-Bartel-Marye	Trail Fires	H. Brace	1

Walsh-Walsh	Plain English Handbook	McCormick-Mathers	3
Ward	M. O. S. - Book II	Scott-Foresman	2
Ward	Sentence & Theme	Scott-Foresman	2
Wolfe-Geyer	Enjoying English	Newsom Co.	1

ENGLISH III

Briggs-Herzberg-Jackson			
Bolenius	Literature	H. Mifflin	1
Canby-Opdycke	The Elements of Composition	Macmillan	1
Canby-Opdycke-Gillum	High School English I	Macmillan	2
Cross-Smith-Stauffer	American Writers	Ginn & Co.	16
Cross-Smith-Stauffer-Collette	English Writers	Ginn & Co.	4
Greenlaw-Miles	Literature & Life	Scott-Foresman	2
Greenlaw-Stratton	Literature & Life - III	Scott-Foresman	1
Hatfield-Sheridan-Goodrich	Senior English Activities	Am. Book Co.	1
Inglis-Cooper-Sturdevant			
Benet	Adventures in Literature	H. Brace	1
Johnson-Bessy-Lyman	The English Workshop	Ginn & Co.	1
Leonard-Fuess	Practical Precise Writing	H. Brace	1
Miles-Pooley-Greenlaw	Literature & Life	Scott-Foresman	17
Miles-Pooley-Greenlaw	Student Handbook for Lit. & Life-III	Scott-Foresman	1
Moulton	Biblical Masterpieces	Macmillan	1
McGraw	Prose & Poetry of America	Singer Co.	9
McGraw	Prose & Poetry of England	Singer Co.	1
McGraw-Wiser	Prose & Poetry	Singer Co.	2
Payne-Neville-Chapman	English Heritage	Rand-McNally	3
Roberts-Rand	Let's Read	H. Holt	1
Salisbury-Leonard	Making Sense	Scott-Foresman	2
Schweikert-Inglis-Gehlman-Foerster	Adventures in American Literature	H. Brace	2
Shakespeare	Merchant of Venice	Allyn-Bacon	1
Shakespeare	Hamlet	Allyn-Bacon	1
Sharp	High School Anthology	Laidlow	1
Smith	Learning to Write	Little-Brown	2
Smith-McAnulty	Essentials of English	McCormick-Mathers	12
Turner-Platt	My English	Ginn & Co.	1
Taylor-Smith	Macbeth (Shakespeare)	Ginn & Co.	1
Tressler	English in Action	Heath	6
Walsh	Review for Mastery in English	McCormick-Mathers	1
Walsh	Plain English Handbook	McCormick-Mathers	3
Ward	M. O. S. - Book III	Scott-Foresman	4
Webster	Daily Drills for Better English	Cal. Sc. Book	2

ENGLISH IV

Aurner	Effective Business Correspondence	S.W. Pub. Co.	1
Brother	English Literature	Ginn & Co.	1
Buchan	History of English Literature	Nelson	1
Cross-Smith-Stauffer	American Writers	Ginn & Co.	2

Cross-Smith-Stauffer-Collette	English Writers	Ginn & Co.	13
Gillum	High School English	Macmillan	1
Greenlaw-Miles	Literature & Life	Scott-Foresman	2
Greenlaw-Stratton	Literature & Life	Scott-Foresman	1
Guiler-Henry	Remedial English	Ginn & Co.	2
Hatfield-Miller-McIntosh-Smith	Sr. English Activities	Am. Book Co.	1
Haynes-McCoy	Readings in Contemporary Literature	McCormick-Mathers	2
Hermans	Studies in Grammar	H. Holt	1
Hope	College Placement Eng. Work	Kennesaw Pub.	2
Inglis-Cooper-Sturdevant-Benet	Adventures in English Literature	H. Brace	2
Leonard-Salisbury	Language for Use	Scott-Foresman	2
Miles-Pooley-Greenlaw	Literature & Life	Scott-Foresman	15
McGraw	Prose & Poetry - Southwest Ed.	Singer Co.	1
McGraw-Wiser-Mead	Prose & Poetry of England	Singer Co.	14
Reed-Smith	Learning to Write	Little-Brown	1
Reigner	Using Punctuation Marks	H.M. Rowe Co.	1
Roberts-Rand	Let's Read	H. Holt	1
Sharp	Sharp's English Exercises	Webster Pub. Co.	1
Sharp, et al.	High School Anthology of Eng. Lit.	Cal. Sc. Book	1
Smith-McAnulty	Essentials in English	McCormick-Mathers	7
Tressler	English in Action	Heath	5
Walker-Bartels	Higher Levels Workbook	H. Brace	2
Walsh	Plain English Handbook	McCormick-Mathers	4
Walsh	Sentence Mastery	McCormick-Mathers	1
Walsh-Walsh	English for Success	McCormick-Mathers	2
Ward	M. O. S. - Book IV	Scott-Foresman	3
Weeks-Lyman-Hill	English Literature	C. Scribners	1
William-French	Study Guide in English Literature	McCormick-Mathers	2

JOURNALISM

Borah	News Writing	Allyn-Bacon	1
Dale	How to Read a Newspaper	Scott-Foresman	1
Harrington	Writing for Print	Heath	1
Harrington-Harrington	The Newspaper Club	Heath	1
Hyde	Journalistic Writing	D. Appleton	2
Mott, et al.	An Outline Survey of Journalism	Barnes-Noble	1
Otto-Marye	Journalism for High Schools	H. Brace	5
Reddick	Journalism and the High School Paper	Heath	5
Spears-Lawshe	High School Journalism	Macmillan	2
Warren	Modern News Reporting	Harper	1
Wrinn	Elements of Journalism	Harper	1
Wrinn	Exercises in High School Journalism	College Press	1

SPEECH

Cooper	Poems of Today	Ginn & Co.	1
Craig	The Speech Arts	Macmillan	9
Doxsee	Practical Teacher of Speaking	Bryce Co.	1

Hedde-Briggance	Speech	Lippincott	6
Lewis	Everyday Speech	Am. Book Co.	1
Painter	Ease in Speech	Heath	4
Seely-Hackett	Experience in Speaking	Scott-Foresman	3
Smith	Everyday Speech	Am. Book Co.	1
Weaver-Borchers-Woolbert	The New Better Speech	H. Brace	3

FRENCH I

Bond	Graded Readers	Heath	1
Bouee & Linguist	Une Aventure en Francais -Vol.1	H. Brace	1
DeSauze	Commencons Alire	H. Holt	1
Eddy	Beginning French	Heath	2
Huebener d'Newchatz	Parlez Vous Francais	Johnson Co.	1
O'Brien-LaFrance	First Year French	Ginn & Co.	3
Roux	Premier Cours des Francais	Macmillan	1
Sauze	Cours Pratique de Francais Pour Commencants	Winston	1
Smith-Baker	French Progress Tests I	Scott-Foresman	1
Smith-Roberts	French Book One	Scott-Foresman	1

FRENCH II

Bouee	Aventures Par La Lecture	H. Brace	1
Bouee	Une Aventure en Francais	H. Brace	1
DeSauze	Grammaire Pour Commencants	Winston	1
DeSauze	Cahier D'Exercises	Winston	1
Dodge Eto	La France Vivante	American Book Co.	1
Lister	A French Grammar	Ginn & Co.	1
O'Brien-LaFrance	Second Year French	Ginn & Co.	3
Olmstead-Sirick	A Practical French Grammar	H. Holt	1
Sauze-Dureau	Un Peu de Tout	Winston	1
Smith	French Book II	Scott-Foresman	1
Smith-Baker	French Prog. Tests - II	Scott-Foresman	1

FRENCH III

March	Tales of Erckmann Chatman	Grofts	1
Schevately	French Review Grammar	H. Brace	1

GERMAN I

Allen-Davis	German Book I	Scott-Foresman	1
Cwhs	Basic German	Prentice-Hall	1
Hagboldt	Ancdoten Und Erzahlungen	Heath	1
Hagboldt	Graded German Reader I and II	Heath	1

GERMAN II

Chiles	German Composition & Conversation	Ginn & Co.	1
Cochram	Practical German Reader	Prentice-Hall	1
Hagboldt	Deutsch Fur Aupanger	Chicago U. Press	1
Hagboldt	Das Peterle Von Nurnbergein Sommer In Deutschlund	Heath	1
Klock	Elementary German Reader	Prentice-Hall	1

LATIN I

D'Ooge	Elements of Latin	Ginn & Co.	1
Graves	First Latin	Bruce	1
Gray-Jenkins	Latin for Today	Ginn & Co.	9
Magoffin-Henry	Latin First Year	Silver-Burdett	2
Pearson-Lawrence-Raynor	Latin I	Am. Book Co.	2
Scott-Horn	Latin Book I	Scott-Foresman	6
Scott-Horn	Progress Tests for Book I	Scott-Foresman	1
Ulman-Henry	Latin for Americans	Ginn & Co.	1
Ulman-Henry	New Elementary Latin	MacMillan Co.	8

LATIN II

Berry-Lee	Latin Second Year	Silver-Burdett	2
D'Ooge-Eastman	Caesar in Gaul	Ginn & Co.	1
Gray-Jenkins	Latin for Today	Ginn & Co.	7
Kelsey	Caesar's Commentaries	Allyn-Bacon	1
Pearson-Lawrence-Raynor	Latin II	Am. Book Co.	1
Scott-Horne	Language, Literature & Life	Scott-Foresman	1
Scott-Sanford-Gummere	Latin Book II	Scott-Foresman	5
Scott-Sanford-Gummere	Progress Tests for Book II	Scott-Foresman	1
Scudder	Second Year Latin	Allyn-Bacon	2
Ulman-Henry	Second Latin Book	Macmillan	8

LATIN III

Harrington-MacDuffee	Third Year Latin		1
Ulman-Henry-White	Third Latin Book	Macmillan	3

SPANISH I

Baker	Spanish Progress Tests - I	Scott-Foresman	1
Bond-Castillo	Graded Readers, I, II, & III	Heath	1
Casis-Switzer-Harrison	El Mundo Espanol - Vol. I	Heath	19
De Viti's	Brief Spanish Grammar	Allyn-Bacon	1
Espinosa	Espana en Nuevo Mejico	Allyn-Bacon	1
Estafania de Chavez	Spanish Conversations in the Classroom	Times-Mirror	1
Friedman-Arjona-Carvajal	Spain & America	Scott-Foresman	1
Friedman-Arjona-Carvajal	Spanish Book I	Scott-Foresman	20
Hills-Cano	Cuentas y Leyendas	Heath	1

Kercheville-Randolph	Living Spanish - Book I	Banks-Upshaw	1
Meras	Pequeno Vocabulario	Heath	1
Pittaro-Green	Modern Spanish Grammar	Heath	2
Pittaro-Green	Primer Cursode Espanol	Heath	12
Sparkman-Castillo	Beginning Spanish	Heath	1
Sparkman-Castillo	Spanish Training for Reading	Heath	1
Switzer	La Conquista de la Lengua Espanila	Heath	1
Wilkins	New First Spanish Book	H. Holt	2
Wilkins	Primeros Pasos en Espanol	H. Holt	6
Wilkins	Quinito En Espana	H. Holt	1
Wilkins	New Spanish Reader	H. Holt	1

SPANISH II

Alarcon	El Final de Norma	Ginn & Co.	1
Alpern Martel	Adventuras de Don Quixote	H. Mifflin	1
Brookhall	Spoken Spanish	Allyn-Bacon	1
Casis-Switzer-Harrison	El Mundo Espanol - Vol. II	Heath	16
Castillo-Sparkman	Graded Spanish Readers - IV - VIII		1
Castillo-Sparkman	Espana en American	Holt	1
De Viti's	Brief Spanish Grammar	Allyn-Bacon	1
Dorado	Secondas Lecciones de Espanol	Ginn & Co.	1
Friedman-Arjona-Carvajal	Language-Literature & Life - Book II	Scott-Foresman	1
Friedman-Arjona-Carvajal	Spain & America	Scott-Foresman	12
Harrison	Mexico Simpatico	Heath	2
Hill-Ford	First Spanish Course	Heath	1
Hills-Cano	Cuentas y Leyendas	Heath	1
Ingraham-Edgren	Brief Spanish Grammar	Heath	1
Johnson	Los Otros Americanos	Doubleday	1
Kercheville-Randolf	Living Spanish -Book II	Banks-Upshaw	1
Kostner	Emilio y las Dectectives	Heath	1
Perez	Leyendas Espanolas	Allyn-Bacon	1
Pittaro-Green	Modern Spanish Grammar	Heath	1
Pittaro-Green	Primer Curso de Espanol	Heath	1
Pittaro-Green	Progressive Spanish	Heath	1
Pittaro-Green	Secundo Curso de Espanol	Heath	4
Russell	La Mujer Misteriosa	Tardy Pub.	1
Sparkman-Castillo	Repasemos	Heath	1
Weisinger	Las Otros Americanos	Doubleday	1
Wilkins	Quinito En Americo	H. Holt	1
Wilkins	Quinito, Explorador del Mundo	H. Holt	1
Wilkins	Secundo Pasos en Espanol	H. Holt	9
Wilkins-Oller	Cuentecitos	H. Holt	1
Wood-Cano	New Spanish Reader	H. Holt	1

SPANISH III

Alarcon	El Capitan Veneno	Allyn-Bacon	1
Broomhall	Spanish Composition	Allyn-Bacon	1
Ford	Ceruanes: Don Quixote	Heath	2
Ford	El Capitan Veneno	Heath	1
Friedman	Spanish Literature & Life -Book II	Scott-Foresman	1
Galdos	Marianela	Heath	1

Geddes-Palanountain	Padre Isla Gil Blas	Heath	1
Goodman	Oxford Review Series	Oxford Book Co.	2
Gutierrez	El Final de Norma	H. Holt	1
Gutierrez	Juan Lorenzo	H. Holt	1
Leavitt-Stoudemire	Vamos a Leer	H. Holt	2
LeSage	Gil Blas de Santillana	H. Holt	1
LeSage	Gil Blas	Heath	2
McHale	Commercial Spanish	Heath	1
Parker-Fernandez	Un Ano Memorable	Ginn & Co.	1
Ramy	Novelas Cortas	Heath	1
Rivera	Libro de Temas Castellanos	Heath	1
Romera-Navarro	Historia de Espana	Heath	11
Seymour-Carnahan	Short Spanish Review Grammar	Heath	2
Sims	Desierto de Piedra	Heath	1
Valera	Pecita Jaminez	Heath	1
Valero	El Pajaro Verde	Allyn-Bacon	1
Warsaw	Spanish American Composition	H. Holt	1
Warshaw	Maria	Heath	1
Waxman	A Trip to South America	Heath	1
Wilkins	Elementary Spanish Prose	H. Holt	1

SPANISH IV

Alarcon	El Final de Norma	Ginn & Co.	1
Alarcon	Sombrero de Tres Picos		1
Albes	Viajando por Sud America	H. Holt	1
Asensi	Victoria y Otras Cuentos	Heath	1
Carrion-Ajos	Fortuna y Querozueta	Heath	1
Cervantes	Don Quixote	Allyn-Bacon	1
Dorado (y. M. Marcial)	Espana Pintoresca	Ginn & Co.	1
Ibanez (Blasco)	La Barraca	H. Holt	1
Isaacs	Maria		1
Moreno-LaCalle	Curso Avanzado de Composition	Heath	1
Sierra (Martinez)	Cancion de Cura	Heath	1
Waste (Hugo)	La Casa de Los Cuervos	MacMillan	1
	El Eco	Doubleday	

CONVERSATIONAL SPANISH

Kany	Intermediate Spanish Conversation	Heath	1
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HOMEMAKING I

Beckman	What Is She Like	Scribners	1
Donovan	The Mode In Dress and Home	Allyn-Bacon	1
Gilder	From Thimble to Gown	Allyn-Bacon	2
Goldstein	Art in Everyday Life	Macmillan	2
Greer	Foods and Clothing	Allyn-Bacon	1
Greer	Foods and Homemaking	Allyn-Bacon	6
Greer	Workbook in Home Economics	Allyn-Bacon	1
Harris-Lacey	Everyday Foods	H. Mifflin	20

Harris-Speer	Everyday Foods	H. Mifflin	1
Jensen	Fundamentals of Home Economics	Macmillan	1
Jensen-Jensen-Ziller	Home Economics	Macmillan	1
Jordan-Ziller-Brown	Home and Family	Macmillan	1
Justin-Rust	Problems in Home Living	Lippincott	1
Lanman-McKay-Zuill	The Family's Food	Lippincott	2
Silver	Food and Nutrition	D. Appleton	1
Trilling-Nicholas	The Girl and Her Home	H. Mifflin	2
Trilling-Williams	Art in Home and Clothing	Lippincott	1
Van Duzer et al.	Everyday Living to Girls	Lippincott	1

HOMEMAKING II

Donovan	Dress and Home Worker	Allyn-Bacon	1
Donovan	Mode of Home and Dress	Allyn-Bacon	4
Greer	Food and Homemaking	Allyn-Bacon	2
Harris-Lacey	Everyday Foods	H. Mifflin	4
Harris-Speer	Everyday Foods	H. Mifflin	1
Justin-Rust	Homeliving	Lippincott	3
Rathbone-Tarplay	Fabrics and Dress	H. Mifflin	1
Trilling-Everhart-Nichols	When You Buy	Lippincott	1
Trilling-Nicholas	The Girl and Her Home	H. Mifflin	6
Trilling-Williams	Art in Home and Clothing	Lippincott	3
Wood-Linguist-Studley	Managing the Home	H. Mifflin	2

HOMEMAKING III

Baxter-Latzke	Modern Clothing	Lippincott	1
Harris-Houston	Home Economics Omnibus	Little-Brown	1
Harris-Lacey	Everyday Foods	H. Mifflin	1
Hart	The Child From One to Twelve	McGraw-Hill	2
Jordan-Ziller-Brown	Home and Families	Macmillan	1
Justin-Rust	Home Living	Lippincott	1
Lanman-McKay-Zuill	The Families Food	Lippincott	3
Trilling-Everhart-Nicholas	When You Buy	Lippincott	1
Trilling-Nicholas	The Girl and Her Home	H. Mifflin	2
Van Duzen et al.	Everyday Living for Girls	Lippincott	1
Williams-Faeger	Child Care and Training	U. of Minn.	1

HOMEMAKING IV

Baxter-Latsk	Modern Clothing	Lippincott	1
Harris-Houston	Home Economics Omnibus	Little-Brown	1
Harris-Lacey	Everyday Foods	H. Mifflin	1
Trilling-Nicholas-Kingman	When You Buy	Lippincott	2

BOYS' HOMEMAKING

Burnham-Jones-Redord	The Boy and His Daily Living	Lone Star Lippincott	7
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MANUAL ARTS

Burghardt	Machine Tool Operation	McGraw-Hill	1
Cook-Scranton-McColly	Farm Mechanics	Interstate Print.	1
Douglass-Roberts	Instruction and Information Units for Woodwork	McCormick-Mathers	6
Drogoo-Drogoo	General Shop Metal Works	McKnight-McKnight	1
Griffith	Woodworking for Beginners		1
Griffith	Essentials for Woodworking	Manual Arts Press	1
Hart-Gregory	Shop Mathematics	Bruce	1
Hathaway	Modern Radio Essentials	Am. Tech. Soc.	2
Hjorth	Applied Arts	McCormick-Mathers	1
Hjorth	Applied Drawing	McCormick-Mathers	1
Hjorth	General Electricity	McCormick-Mathers	1
Hjorth	Machine Woodworking	McCormick-Mathers	2
Jones	Farm Shop Practice	McGraw-Hill	1
Lukowitz	Interesting Art Metal Works	Bruce	1
Milton-Wahlers	Course in Wood Turning	Bruce	1
Roehl	The Farmers Shop Book	Bruce	1
Smith	Bench Metal Work	McCormick-Mathers	2
Waddell	Study Guides in Woodworking	McCormick-Mathers	1
Waddell	How to Run a Lathe	South Bend Lathe Wk.	1
Waddell	Radio Hand Book	Am. Relay Radio League	1

MECHANICAL DRAWING

Berg-Kronquist	Mechanical Drawing Problems	Manual Arts Press	3
Bright-Faber	Lettering Exercise Manual	Bruce	1
Ermeling	Mechanical Drawing	Bruce	1
Ermeling-Fischer-Greene	Mechanical Drawing	Bruce	2
Field	An Introduction to Architectural Drawing	McGraw-Hill	1
Fiench-Swenson	Mechanical Drawing	McGraw-Hill	5
Fischer-Greene	Rational Mechanical Drawing	Bruce	1
Gusicke-Mitchell-Spencer	Technical Drawing	Macmillan	1
Gusicke-Mitchell-Spencer	Technical Drawing Problems	Macmillan	1
Hoelscher-Mays	Basic Units in Mechanical Drawing	John Wiley & Sons	1
Mattingly-Scrogin	Applied Drawing 7 Design	McCormick-Mathers	3
McGee-Sturtevant	General Mechanical Drawing	Bruce	2
Paul-Sgro	Applied Mechanical Drawing	D. Van Nostrand	1
Rotman	Instruction Sheets in Mech. Drawing	Allyn-Bacon	2
Waffle	Architectural Drawing for High School	Bruce	1
Woellner-Wittick	General Mechanical Drawing	Ginn & Co.	1

GENERAL MATHEMATICS

Barker-Morgan	Mathematics in Daily Life	H. Mifflin	2
Greghey	Correlated Arithmetic	Ginn & Co.	1
Dunn-Allen-Goldthwaite- Potter	Useful Mathematics	Ginn & Co.	5
Edgerton-Carpenter	General Mathematics	Allyn-Bacon	4
Hart-Gregory	Socialized General Mathematics	Heath	7

Knight-Studebaker-Ruch	Standard Service Arithmetic	Scott-Foresman	1
Lennes	New Practical Mathematics	Macmillan	1
Lennes	Practical Mathematics	Macmillan	13
Mallory	Mathematics for Everyday Affairs	Sanborn	3
McMakin-March-Baten	The Arithmetic of Business	Ginn & Co.	2
Nelson-Jacobs-Burroughs	Everyday Problems in Mathematics	H. Mifflin	1
Ruth-Knight-Hawkins	Living Mathematics	Scott-Foresman	10
Schooling-Clark	Mathematics in Life	World Book	4
Schooling-Clark-Smith	Modern School Mathematics	World Book	1
Stone-Malloy	Mathematics for Everybodys' Use	Sanborn	3
Strayer-Upton	Junior Mathematics	V.M. Bk. Co.	1
Sutton-Lennes	Economic Mathematics	Ginn & Co.	2
Sutton-Tenner	Economic Mathematics	Allyn-Bacon	1
Wells-Hart	Modern First Year Algebra	Heath	1

ALGEBRA I

Barber-Johnson	Everyday Algebra - First Course	H. Mifflin	5
Betz	Algebra for Today	Ginn & Co.	8
Boeslick	Essentials of Mathematics	Laidlow Bros.	1
Edgerton-Carpenter	Elementary Algebra	Allyn-Bacon	5
Freilich-Shanholt-McCormick	Intermediate Algebra	Silver-Burdett	1
Freilich-Shanholt-McCormick	Preview of Mathematics Analysis	Silver-Burdett	1
Hart	Essentials of Algebra I	Heath	1
Hawkes-Luby-Touton	New First Course in Algebra	Ginn & Co.	10
Lennes	A First Course in Algebra	Macmillan	5
Milne-Downey	Standard Algebra	Am. Book Co.	1
McCormick	Mathematics for Modern Life	D. Appleton	1
Ruch-Knight	Standard Service Algebra	Scott-Foresman	4
Schorling-Clark-Smith	Modern School Algebra	World Book Co.	1
Smith-Reeves-Morse	Text and Tests in Elementary Algebra	Ginn & Co.	3
Stone	First Year Algebra	Sanborn	1
Stone-Mallory	A First Course in Algebra	Sanborn	1
Upton	Practical Algebra	Am. Book Co.	2
Wells-Hart	Modern First Year Algebra	Heath	4

ALGEBRA II

Edgerton-Carpenter	The Second Course in Algebra	Allyn-Bacon	2
Edgerton et al.	Intermediate Algebra	Silver-Burdett	1
Hawkes-Luby-Touton	New Second Course in Algebra	Ginn & Co.	5
Hawkes-Luby-Touton	Second Year Algebra	Ginn & Co.	9
Huntington	Four Place Tables	H. Mifflin	1
Longley-Marsh	Algebra - Book II	Macmillan	1
Schorling	Modern Algebra Second Course	World Book	1
Smith-Fagan	Math. Review Exercises	Ginn & Co.	1
Stokes-Sanford	First Course in Algebra	Holt	1
Stone-Mallory	A Second Course in Algebra	Sanborn	2
Wells-Hart	Second Year Algebra	Heath	3

PLANE GEOMETRY

Avery	Plane Geometry	Allyn-Bacon	10
Bartoo-Osborn	Plane Geometry	Webster	1
Cowley	Plane Geometry	Silver-Burdett	2
Durell-Arnold	New Plane Geometry	Merrill & Co.	1
Hawkes-Luby-Touton	New Plane Geometry	Ginn & Co.	4
Herberg	A New Geometry for Secondary Schools	Heath	1
Mireck-Nowell-Harper	Plane Geometry and Its Uses	Rowe-Peterson	1
Morgan-Foberg-Breckenridge	Plane Geometry	H. Mifflin	7
Reichgott	Todays Geometry	Prentice-Hall	2
Schmoll-Crawford	Clear Thinking and Approach Through Plane Geometry	Homer Bros.	1
Schorling-Clark-Smith	Modern School Geometry	World Book Co.	1
Schultze-Levenoak-Stone	Plane Geometry	Macmillan	1
Smith	Essentials of Plane Geometry	Ginn & Co.	2
Smith	Exercise and Test in Plane Geometry	Ginn & Co.	1
Smith-Reeve-Morse	Text and Test in Plane Geometry	Ginn & Co.	9
Stone-Mallory	Modern Plane Geometry	Sanborn	7
Welchono-Krickenberger	Plane Geometry	Ginn & Co.	13
Wells-Hart	Progress Plane Geometry	Heath	2
Wells-Hart	Modern Plane Geometry	Heath	1

SOLID GEOMETRY

Avery	Solid Geometry	Allyn-Bacon	2
Breslich	Solid Geometry - Purposeful Math.	Laidlow	1
Clark	Solid Geometry	World Book	1
Hawkes-Luby-Touton	Solid Geometry	Ginn & Co.	3
Lykes-Comstock-Auston	Solid Geometry	Rand-McNally	1
Mallory	Modern Solid Geometry	Sanborn	1
Merick-Newell-Harper	Solid Geometry	Rowe-Peterson	2
Smith	Essentials of Solid Geometry	Ginn & Co.	3
Stone-Mallory	Modern Solid Geometry	Sanborn	7
Welchons-Krickenberger	Solid Geometry	Ginn & Co.	10
Wells-Hart	Progressive Solid Geometry	Heath	3
Wentworth-Smith	Solid Geometry	Ginn & Co.	4

MUSIC

Milan	Music for High School	Steck Co.	1
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GENERAL SCIENCE

Beauchamp	Science Problems - Book 3	Scott-Foresman	1
Beauchamp-Mayfield-West	Everyday Problems in Science	Scott-Foresman	8
Dush-Ptacek-Kovats	Senior Science	Am. Book Co.	1
Buskirk-Smith-Nourse	The Science of Everyday Life	H. Mifflin	2
Caldwell-Curtiss	Introduction to Science	Ginn & Co.	1
Caldwell-Curtiss	Science for Today	Ginn & Co.	15
Carrol-Reford-Tweed	Understanding the Universe	Winston	2
Clement-Collister-Thurston	Our Surroundings	Iroquois Pub.	1
Curtis	Workbook	Ginn & Co.	2

Davis-Sharpe	Science	H. Holt	1
Gruenberg-Unzicker	Science in Our Lives	World Book Co.	1
Hessler	Junior Science	Sanborn	1
Hessler-Shoudy	Understanding Our Environment	Sanborn	1
Hessler-Shoudy	Manual for First Year	Sanborn	1
Hunter-Whitman	Problems in General Science	Am. Book Co.	1
Hunter-Whitman	Problems in our World of Progress	Am. Book Co.	1
Obourn-Heiss	Science Problems of Modern Life-I & II	Webster	1
Pieper-Beauchamp	Everyday Problems in Science	Scott-Foresman	7
Powers-Neuner-Bruner	Man's Control of His Environment	Ginn & Co.	2
Regenstein-Teeters	Science at Work	Rand-McNally	1
Skilling	Tours Through the World of Science	McGraw-Hill	1
Trafton-Smith	Science in Daily Life	Lippincott	2
Van Buskirk-Smith-Nourse	The Science of Everyday Life	H. Mifflin	2
Watkins-Bedell	General Science for Today	Macmillan	2
Watkins-Bedell	Workbook	Macmillan	1
Wood-Carpenter	Our Environment	Allyn-Bacon	4

BIOLOGY

Baker-Mills	Dynamic Biology	Rand-McNally	8
Benedict-Knox-Stone	High School Biology	Macmillan	4
Cope-Morley	Biology for Life	College Ent. Co.	2
Curtis-Caldwell-Sherman	Everyday Biology	Ginn & Co.	7
Curtis-Caldwell-Sherman	Biology for Today	Ginn & Co.	18
Davis-Davis	Laboratory Manual in Biology	Mentzer-Bush	2
Hunter	Problems in Biology	Am. Book Co.	1
Kinsey	New Introduction to Biology	Lippincott	4
Kroeber-Wolfe	Adventures with Swing Things	Heath	1
Moon-Mann	Biology	H. Holt	6
Pieper-Beauchamp-Frank	Everyday Problems in Biology	Scott-Foresman	9
Ritchie	Biology and Human Affairs	World Book	1
Smallwood-Reveley-Bailey	New Biology	Allyn-Bacon	5
Smith	Exploring Biology	Harcourt-Brace	4
Smith-Weber	A Guide to Modern Biology	Harcourt-Brace	2
Vance-Baker-Miller	Biology Work Book	Lippincott	1
Weymouth	Guide and Workbook in Biology		1

CHEMISTRY

Biddle-Bush	Dynamic Chemistry	Rand-McNally	4
Black-Conant	New Practical Chemistry	Macmillan	8
Brauer	Chemistry and Its Wonders	Am. Book Co.	5
Brownlee-Fuller-Hancock-Schon-Whitsit	First Principles of Chemistry	Allyn-Bacon	12
Brownlee et al.	Lab. Experiments in Chem. Workbook	Allyn-Bacon	1
Bruce	High School Chemistry	World Book	1
Dull	Modern Chemistry	H. Holt	3
Hopkins-Davis-Smith-McGill-Bradbury	Chemistry and You	Lyons-Carnahan	2
Jaffe	New World of Chemistry	Silver-Burdett	14
Jaffe	Chemistry and Its Uses	Silver-Burdett	1
Jaffe-Ames	New Chemistry	Cal. Sc. Book	1

Jaffe-Ames	Laboratory & Workbook Units in Chem.		3
Jones-Mathias-Weiser	Workbook and Lab. Manual in Chem.	Col. Entrance	1
Kruh-Carleton-Carpenter	Modern Life Chemistry	Lippincott	3
McGill-Bradbury	New Chem. Guide and Lab. Exercises	Lyons-Carnahan	1
McPherson-Henderson-Fowler	Chemistry at Work	Ginn & Co.	11
McPherson-Henderson-Fowler	Chemistry for Today	Ginn & Co.	1
McPherson-Henderson-Fowler	Manual for Chemistry at Work	Ginn & Co.	3
Wilson	Descriptive Chemistry and Physics	H. Holt	1

PHYSICS

Black-Davis	Elementary Practical Physics	Macmillan	4
Black-Davis	Laboratory Manual	Macmillan	1
Black-Davis	New Practical Physics	Macmillan	1
Cushing	Directed Studies for the Physics Lab.	Ginn & Co.	3
Cushing	Laboratory Guide and Workbook	Ginn & Co.	2
Dull	Modern Physics	H. Holt	8
Fletcher-Mosbacher-Lehman	Unified Physics	McGraw-Hill	3
Fuller-Brownlee-Baker	First Principles of Physics	Allyn-Bacon	3
Fuller-Brownlee-Baker	Laboratory Exercises in Physics	Allyn-Bacon	1
Gordon-Clark	Physics for Today	H. Mifflin	1
Henderson	Physics in Everyday Life	Lyons-Carnahan	1
Holby-Lohr	Mastery Units in Physics	Lippincott	2
Miller	Everyday Problems in Physics	Scott-Foresman	1
Miller	Progressive Problems in Physics	Heath	1
Millikan-Gale-Coyle	Elements of Physics	Ginn & Co.	8
Millikan-Gale-Coyle	New Elementary Physics	Ginn & Co.	7
Newton-Black-et al.	New Practical Physics	Macmillan	1
Power-Brown	Workbook in Physics	Allyn-Bacon	1
Stewart-Cushing-Towne	Physics for Secondary Schools	Ginn & Co.	7
Turner	Workbook in Lab. Physics	College Ent.	2

ECONOMICS

Beighey-Spanabel	Economic and Business Opportunities	Winston	1
Corbett-Colvin	Modern Economics	Macmillan	3
Corbett-Herschkowitz	Modern Economics	Macmillan	4
Dodd	Introductory Economics	S.W. Pub. Co.	1
Goodman-Moore	Economics and Everyday Life	Ginn & Co.	2
Gray	Visualized Principles and Problems of Economics	Oxford	1
Greenan-Meredith	Everyday Problems of American Democracy	H. Mifflin	1
Hughes	Fundamentals of Economics	Allyn-Bacon	1
Janzen-Stephenson	Everyday Economics	Silver-Burdett	4
Magruder	American Government	Allyn-Bacon	1
Ryllis-Omar-Goslin	Don't Kill the Goose	Harpers	1
Smith	Economics	McGraw-Hill	2
ZuTavern	Business Principles	Com. Textbook	1

AMERICAN HISTORY

Adams-Vannest	Record of America	Scribner	3
Barker	Our Nation's Development	Rowe-Peterson	1
Beard-Beard	Making of American Civilization	Macmillan	2
Bishop-Robinson	Map Exercises, Syllabus, etc.	Ginn & Co.	1
Branan-Branan-Branan	Toward the Future in America	McCormick-Mathers	1
Canfield-Wilder	The U. S. In the Making	H. Mifflin	3
Carman-Kimmel-Walker	Historic Currents in Changing America	Winston	3
Casner-Gabriel	Exploring American History	H. Brace	1
Faulkner	The American Way of Life	Harper Bros.	1
Greenman	Everyday Problems of Amer. Democracy	H. Mifflin	1
Guitteau	The History of the U. S.	H. Mifflin	2
Hamm	The American People	Heath	1
Harlow	A. History of the U. S.	H. Holt	1
Harlow	Story of America	H. Holt	3
Hilliard	A Unit Course in American History	Teachers Supply	1
Hughes	Our United States	Allyn-Bacon	1
Jernigan-Carlson-Ross	Growth of American People	Longmans	1
Marshall	American History	Macmillan	1
Muzzey	A History of our Country	Ginn & Co.	34
Muzzey	History of the American People	Ginn & Co.	8
Perkins	Students' Objective Test Manual	Ginn & Co.	1
West-West	American People	Allyn-Bacon	2
West-West	The Story of our Country	Allyn-Bacon	1
Wirth	Development of America	Am. Book	4

MODERN EUROPEAN HISTORY

Beard-Robinson-Smith	Our Own Age	Ginn & Co.	1
	Visualized Modern History	Oxford	1
	Modern History	Oxford	1
	McKinley Map Notebook	McKinley Pub.	1

WORLD HISTORY

Becker	Modern Europe	Silver-Burdett	1
Becker-Duncalf	Story of Civilization	Silver-Burdett	2
Bishop-Robinson	Map Exercises, Syllabus & Notebook	Ginn & Co.	1
Bradford	A Brief History of the World	Macmillan	1
Brawley-	A Short History of the Am. Negro	Macmillan	1
Chapiro-Morris	Civilization in Europe	H. Mifflin	1
Davis	Reading in Ancient History	Allyn-Bacon	1
Elson	The Modern Times and Living Past	American Book	3
Foster-Leehausen	Workbook in Modern History	Macmillan	1
Hamm-Bourne-Benton	A Unit of the United States	Heath	1
Hayes-Moon	Modern History	Macmillan	4
Hayes-Moon-Wayland	World History	Macmillan	3
Heckel-Sigman	On the Road to Civilization	Winston	1
Hughes	The Making of Today's World	Allyn-Bacon	11
Hutton-Webster	Early European Civilization	Heath	1
Pahlow	Man's Great Adventure	Ginn & Co.	25
Pahlow	Directed Studies in World History		1

Perkins	Man's Advancing Civilization	Rand-McNally	2
Robinson	Medieval and Modern Times	Ginn & Co.	1
Rogers-Adams-Brown	Story of Nations	H. Holt	5
Urch	Scaling the Centuries	Heath	1
Webster	Ancient Civilization	Heath	1

PSYCHOLOGY

Robinson	Practical Psychology	Ginn & Co.	1
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RELIGION

Cassily	Religious Doctrine and Practice	Loyalty Press	1
Graham	Faith for Life	Bruce	1

SOCIAL SCIENCE -9TH GRADE

Arnold	Cooperative Citizenship	Rowe-Peterson	1
Arnold	Building Our Lives Together		1
Better	Ancient and Medieval History	Allyn-Bacon	1
Brewer	Occupations	Ginn & Co.	2
Cobby-Foster	Economic Geography	Ginn & Co.	1
Crawford-Cooley-Trillingham	Living your Life	Heath	1
Eastman-Kelly-Falk	Planning your Life	Scribners	5
Edmonson-Dondineau	Civics Through Problems	Macmillan	2
Findrer-Fraser-Kimmel	Democracy at Work	Winston	3
Foster-	Workbook in Ancient and Med. History	Macmillan	1
Hayes-Moon	Ancient and Medieval History	Macmillan	2
Hill	Life and Work of the Citizens	Ginn & Co.	2
Hughes	Building Citizenship	Allyn-Bacon	11
Hughes	Civic Training	Allyn-Bacon	2
Jones -	Economic Geography	H. Holt	1
Landis-Landis	Social Living	Ginn & Co.	2
Leonard-Jacobs	The Nation's History	H. Holt	1
Pahlow	Man's Great Adventure	Ginn & Co.	1
Proctor	Vocations	H. Mifflin	2
Ridgley-Ekblaw	The Influence of Geography on our Economic Life	Gregg	1
Rugg	An Introduction to Problems of American Culture	Ginn & Co.	1
Shirley-Shirley	Personal Analysis of Vocational Problems	McCormick-Mathers	1
Uhl	Personal and Social Adjustment	Macmillan	1
Webster	Ancient Civilization	Heath	1
ZuTavern	The Palmdale Store (Practice Set)	Com. Textbook	1
ZuTavern	Everyday Business	H. M. Rowe	1
ZuTavern-Bullock	The Business of Life	Com. Textbook	3

SOCIAL SCIENCE - 12TH GRADE

Arnold	Challenge to American Youth	Rowe-Peterson	2
Beach-Walker	Social Problems and Social Welfare	Scribners	3
Becker	Modern History	Silver-Burdett	1
Corman-Kimmel-Walker	Historic Events in Changing America	Winston	1
Dodge, Ida	Our Arizona	Scribners	1
Dorf	American Government - Principles and Problems	Oxford	1
Erbe-Denny	American Government Tests		1
Finney-Mills	Elementary Sociology	Sanborn	1
Forman	Essentials in Civil Government	Am. Book Co.	1
Frink	Know Your Constitution	McCormick-Mathers	2
Gavain	Society Faces the Future	Heath	1
Gavain-Gray-Groves	Our Changing Social Order	Heath	3
Greenan-Meredith	Everyday Problems of Democracy	H. Mifflin	7
Houghton	Realities of American Government	Macmillan	1
Hughes	Problems of American Democracy	Allyn-Bacon	4
Hurley	I Believe	Paulist Press	1
Kempt	Questions of Youth	Bruce	1
Kidger	Problems of American Democracy	Ginn & Co.	1
Kirby	A Course of Study for the U. S. Constitution	Marston	2
Landis-Landis	Social Living	Ginn & Co.	3
Lutz	Getting a Living	Rowe-Peterson	1
Magruder	American Government	Allyn-Bacon	28
Murdock	Constitutional Development of Arizona	McCormick-Mathers	1
Murdock	Constitution of Arizona	Tempe-ASTC Ed.	3
O'Brien	Faith for Life	Bruce	1
O'Rourke	Our Government Today and Tomorrow	Heath	1
Patterson-Little-Burch	Problems in American Democracy	Macmillan	3
Ross	Rudiments of Sociology	Bruce	2
Southworth	Common Sense of the Constitution	Allyn-Bacon	1
Walker-Beach-Jamison	American Democracy and Social Change	Scribners	4
Walker-Beach-Jamison	The Government of the U. S.	Scribners	2

Jan. 1943

Japanese Relocation Papers
Bancroft Library

Suggestions for improv-
ing the school - made by
the teachers at
Dr. Cary's request

CONSTRUCTIVE SUGGESTIONS

JJ 41C

Administrative.

- (1) Your influence in removing the basketball courts to a more suitable place. There is adequate land near by. The participants would be free to exercise their vocal cords and we would live in peace and harmony with our children, forever, until June.
- (2) More professional magazines in accessible places. Funds raised by contrigutions from teachers who are interested.
- (3) A dictionary for every classroom.
- (4) Insure the safety of children, through traffic control.

Administrative.

- (1) I believe it is very efficent.

Curriculum.

- (1) I would find it very valuable to have Miss Morrison available to us more frequently. I believe we need a little more help here.

Testing and evaluating.

- (1) I don't have enough knowledge in this field for sugges-
tions.

Administrtative.

- (1) Would like to have access to tests given to my pupils.

Administrative.

- (1). None

Curriculum

- (1) Would like to have a little more definite outline to follow.

Administrative.

- (1) I believe it will help teachers (those of us who have had no previous teaching experience) if we were given a grade standard so that we might know just how much work should be covered in one grade in a period of time.

Administrative.

- (1) Some means of getting supplies faster and out to the teachers when needed.

Any other.

- (1) Something should be done about getting more cooperation from the block managers, different clubs and organizations using the same recreation halls that are being used as schools.

Administrative.

- (1) Communications should state the office to which they should be sent and by what time.

Administrative.

- (1) In addition to the arguments for a centralized school, so often reiterated, I would add the following:
 - (a) It would give the children contact with children of other rooms--(they miss this contact now).
 - (b) It would be more possible to standardize the work in the classrooms and share the good ideas.
 - (c) The community would have more respect for school policies if it were possible for all teachers to act uniformly in re cold or "mud holidays," etc.-- At present each teachers has to act independently according to his or her own judgment.
 - (d) It would improve the morale of the teachers because each one would not feel isolated with his or her problems.

Curriculum.

- (1) A centralized school would make possible more constant supervision of the curriculum. We would have our help and criticism before we have established bad habits over a period, sometimes, of months.
- (2) A demonstration school would be a great help in establishing the standard of good teaching possible in this situation. I would add a more positive side to the present teacher-training program.
- (3) A class in English expression for all evacuee teachers as one of the requirements. Together with this might be combined some elementary speech training and correction methods usable in the schoolroom.

Testing and evaluation.

- (1) The present plan of testing and discussion of the results is fine.

Other. *

- (1) A psychotherapy clinic (under another name) with ;
(a) a department of child guidance open to mothers and teachers.
(b) a department for aid to adults in meeting their own problems of conflicts, frustrations, and helping to cope with all the securities.

(I don't anticipate a great response at first for either of these but I feel it is necessary for the morale of the camp to make a start at this type of work soon. The Japanese tendency toward introversion plus their training to withhold their feelings makes the psychological situation especially dangerous)

* A footnote on democratic participation.

Why can't Poston be both a Caucasian and a Japanese community. It belongs to both and if true democratic participation is to be attempted, the Caucasians must express themselves, too, and not keep their attitudes in reserve out of "respect" to the evacuees. The sooner there is a frank sharing of opinions and a joint attack of the problems of the community--a joint sharing of responsibility--the morale of the community will rise immeasurably. As long as both sides withdraw to their own side of the fence, all talk about democratic participation will be a farce.

Evaluation,

- (1) The parents find it difficult to understand the report cards. Is it possible to have ~~them~~ printed in Japanese especially in the Elementary so that the parents will know how the children are doing in school? The older brothers and sisters and those who are able to read the cards claim that it is very hard to explain the cards to the parents.

One parent came in to see me the other day to ask me about her child. She had not read the report card. She only signed it. The boy had tried to explain it but had failed for the impression she had gotten was this. The check in the S meant good, and the check in the N meant poor. She had counted the N's. Her only grounds for worry. I talked to her for an hour but I could not get the idea over to her. She wanted to help her son at home but didn't know how because she did not understand his need.

The children in Poston are getting so independent of their parents that they do not go to their parents and tell them what or how they are doing. I feel that I am unable to give any parent what he or she would like to know.

All of them want to keep the teachers if only we can provide some means of working with them.

Language is my gretest handicap in dealing with the parents.

Administrative

- (1) Not have high school classes meet in the same barracks with elementary school classes.

Administration

- (1) Notices concerning transfers from elementary school to high school, etc. should be more promptly made to the Personnel Dept.
- (2) Pupils need a little more time to make adjustments when changes are made in school policies.
- (3) Fewer changes in school policies within short periods of time would enable teachers to do better planning.
- (4) More efficiency in office as to clerical work would eliminate such mistakes as reporting more sick leave than has been taken or reporting annual leave when its is sick leave, etc.
- (5) More democratic acts or matching democratic talks and democratic acts.
- (6) Specific criticism, both constructive and destructive, and ways of improving work s teachers.

Curriculum

- (1) Common objectives in all sections of same subject and grade.
- (2) Minimum standards in all sections of same subject and grade.
- (3) More electives
- (4) Active supervision in all subjects.
- (5) More assistance from experienced teachers for inexperienced ones.
- (6) Adequate number of text books.
- (7) More supplementary material. Examples: More maps, reference books, and current periodicals, etc.
- (8) Mimeographed copies of material not found in text books needed for pupils' use--more copies and plainer reading (often so blurred can hardly be read.)

Tests and Evaluation

- 41) Tests given by administration should be made earlier in the year or semester and results given to teachers in time for them to benefit by them.
- (2) Recent good books on tests and evaluation needed in Profeswional Library.
- (3)

- (3) More time necessary for testing and evaluating effectively ; also more supervision and direction along this line.
- (4) More opportunity for teachers comparing the tests and evaluation they give.

Any other.

- (1) Field trips for teachers
- (2) Fewer teachers' meetings unless something constructive is accomplished.
- (3) Fewer committees unless they are necessary.

Administration.

- (1) It is to be regretted that High School classes need occupy same barracks as elementary classes since the code of behavior is so very different, and since changing of class periods do not come at the same time. So many times a day a climax or an impressive point is lost in the elementary class due to the sudden scraping of chairs, thumping of feet, loud laughing, girls' screeching and boys' whistling--all no doubt natural re-action to the close of a lesson but certainly not conducive to a calm quiet on the other side of the partition.

Could some appeal be made?

- (2) With so much available ground it is to be regretted also that basketball courts are now located so close to classrooms. When windows are open we get the benefit of the game --not our lessons.

Administrative.

- (1) I wish the administration would try to secure for the grade schools adequate playing space. (The area between the Block Manger's and the school.)

Curriculum.

- (1) The setting up of standards for each grade level (i.e. requirements that each student should possess upon promotion.)
- (2) The setting up of an opportunity school for the slower ones.

Administration.

- (1) More demonstration teaching for Fifth Grade teachers by Miss Morrison.

Curriculum.

- (1) I would like to suggest that Fifth Grade boys be given Shop Work with Miss Lawton. I think it would be so good for them in many ways.
- (2) Girls might be given Pottery or some other line of industrial work.

Testing and Evaluation.

- (1) I am sure teachers would appreciate more tests coming from Miss Morrison's office--such as Arithmetic, Spelling, Language, etc. Somehow a test of that type inspires children. Just the idea that people like Miss Morrison are thinking enough about them to make a test for them. In other words gives them a lift.

Any other

- (1) In Block 4- We are disturbed by a continuous basketball game. This takes the rightful playground from Grades II, IV, and V in this block. These older boys use language that is not fitted for the ears of young boys, and then the continuous thud to a basketball outside your windows is distracting and disconcerting for the children inside. We teachers in Block 4 respectfully ask that this older group not be permitted to play until after school hours.

Administration

- (1) Due to the rationing of shoes, would it be possible to provide boys with boots to wash the school room floors each week?
The shoes and stockings of the four girls, who helped with the housekeeping duties on Friday, were soaked through when we finished that job. The girls assured me that they had no other shoes to put on while their shoes dried.

Administration

- (1) I suggest that before a teacher is transferred from one camp to another that the matter be discussed fully with the teacher before any steps are taken.

Administration.

- (1) I would greatly appreciate and welcome, since I am an apprentice teacher, more in the line of demonstrations, preferable in all lines of academic work.

Curriculum.

- (1) There is no doubt that I would profit by further work

m in this field.

- (2) I do earnestly recommend that boys in the elementary grades be given some form of handiwork. This would not only provide a suitable outlet for their energies, but serve as an incentive as well. Girls should also be given the same opportunity.

Testin and Evaluation

- (1) Tests provided and so evaluated can prove to be a great help to teacher, though I am thinking more in terms of having some standards to go by. Students may also come to appreciate the administration's interest in them.

Any Other.

- (1) The greatest problem at the present time is the thud of the basketball outside the windows while classrooms are in session. Also the colorful language employed by the older boys around the basketball court is not meant for younger boys. These two conditions are not conducive to the formation of good study or speech habits.

Administration

- (1) I believe all who are working in this camp should be in sympathy with the Japanese and be able to see their viewpoint.

Curriculum,

- (1) I believe a text book would be used to good advantage in the English (or Grammar) course.

Testing and Evaluation

- (1) I believe the fairest testing of the pupil (under the conditions) can best be done by the teacher.

Administration.

- (1) Would it be possible to have administrative meetings at another time than after school hours (4:30 p.m.)? Most of us are tired after a day in a class room and the meetings last so long that, in my case, everyone (except the kitchen crew) is through dinner by the time I get home. I also think that often much valuable time is spent in airing individual problems in which the majority of the teachers are not interested.

Curriculum.

- (1) Better stock of supplementary reading materials, and organization of these according to units so that the teacher need not spend too much time looking for materials suitable to unit.
- (2) More equipment, such as lantern slides, magnifiers, pictures.
- (3) More variety of textbooks and workbooks from which draw lessons, or to individualize instruction.

Testing and evaluation

- (4) More diagnostic tests and follow-up tests, preferably short tests which pupils could correct and score themselves. Such tests are needed mostly in the skill subjects.

Physical Education

I am very disappointed in physical education for boys. We have no equipment. Teachers never show up. Some boys came for a week or ten days earlier in the year. One day, the teacher got mad at one of the boys for not doing what he was told. He never came back. We had a good boy for a couple of weeks. He got a job in the net factory. We have had nothing for four weeks.

The girls have a nice gym period. They have a fine gym teacher. She has tried to help. Boys don't like to play with girls. They want their own gym.

If no gym teacher can be found, I will be glad to try to take charge of the gym period. I will need some equipment--basketball, and a set of rules. I never went in for athletics and feel handicapped in trying to direct boys who know much more about the games than I do. I think the boys need a good gym period. If they can have strenuous activity for one period a day, it settles many problems which will develop if they don't have it.

They feel neglected. They think there is something I should be doing about it. I have spoken to athletic director, and they don't seem to be able to find anyone. They want a regular gym teacher. However, if this is not possible, and they get official notice from the athletic department, I am sure they will be satisfied to have me take charge. Right now, their gym period consists of sitting in the sunshine watching the girls have a good time.

Any Other

The last assembly was a step in the direction of better assemblies. Greater attempt should be made to rid the platform of its raw, half-constructed air, and most of all assemblies should be announced at least three days ahead of time (as was the last) so they might become something to look forward to.

Administration

- (1) That someone check the demands by others on the Core Teacher's time with her students; so that she may have some definite time allowed in which to promote the interest in her own field of work. In meeting the demands the Core teacher is forced to make too many interruptions in the class program and the students feel unsettled and frustrated. Much of this could be avoided if the demands were anticipated in advance, and considered by some administrator prior to the date the material or information is desired.

Curriculum

- (2) That some means be considered which would give the student more respect and appreciation for Core Work. Most students would much prefer part of the time allowed to History and part of the time to English rather than having English and Social Studies together.

Administration

- (1) I would like to see constructed boxes in the office, similiar to the mail boxes in the Camp I Personnel Mess Hall, where we could leave material for a teacher without having to go to the classroom, and where we could count on finding our own material.
- (2) We should have regular (not often) Core teacher meetings with a chosen chairman in charge.
- (3) Definitely, we need more information on modern evaluation movements.
- (4) The twenty minutes a day given to two record periods could better be used in an activity period at the end of the morning. That activity period should place each teacher either in her own classroom (easily located) or working with an activity group.

Any Other

- (1) New teachers and beginning teachers feel a need for more practical suggestions and help in teaching without textbooks and in such a scattered school.
- (2) I have found most students very puzzled by "Core". It seemed just like another of the new regulations which were inflicted upon them without their consent. I have often thought that it would have been better to give them the subjects with which they were familiar and which they expected. It has been necessary for core teachers to "sell" the subject to them and many, I fear, have not succeeded. To many students it is just another of the numerous things which they dislike about the Poston schools. I like Core and I find it a challenging and interesting subject to teach but, in this situation, I wonder if it has been wise.

Any Other

- (1) Better movies. The students want the movies which they read about in life: Cry Havoc, Mrs. Miniver, Random Harvest, etc. They like movies and want the best ones, and they seem to know which ones are the best.
- (2) Something should be done about the floors in the barracks, schoolhouses, the floors are so terribly open that a linoleum is needed on the floor. The stoves are most unsatisfactory. They would, however, do more good if the fires were lighted at 6:30 instead-- of when the teacher arrive at 9:00. We have suffered with cold.
- (3) Large quantities of mesquite brush might be hauled up if there is the same problem of the open schoolhouses another year, and bonfires or camper's fireplaces could be constructed out in the fire breaks.
- (4) Much, much kerosene is wasted by the boys who fill these stoves, they have no funnels and it is impossible to fill them without wasting oil.
- (5) If we continue another year in the same schoolhouses, it is to be hoped that better partitions may be built between rooms. And closets and bookcases are needed.
- (6) It seems as to curriculum, that a course in table waiting and in chambermaid work..from the quality of that in barracks this is needed..might be started. It would be fine if we could have a school orchestra.
- (7) Dust cloths are needed badly. The teachers are..using up all their garments for such.
- (8) Teachers could be permitted to eat lunches each noon at the children's mess hall. It is too far to walk over to the mess hall in the su. If possible, the teachers could be transported back and forth to meals.

Any Other

More programs in which teachers and students work together would promote better spirits---a cooperative atmosphere.

I find there is danger in trying to crowd too many things into the Core studies.

Tests at regular intervals tend to do much valuable checking. We know where we are and what we are trying to do.

The Camp III Red Cross album is giving opportunities for combined work. Letters are being written to far-away places. The libraries are being used more and more and I think the librarians can emphasize special subjects at special times, as Book Week--Holidays--Birthdays of noted people.

Any Other

- (1) Emphasis on the importance of mathematics in the present day world. Make it more apparent to the students on the need of mathematics.
- (2) Formation of a senior general mathematics course covering most of the most important practical phases of mathematics needed in the war effort.

Any Other

- (1) I think that there should be more emphasis placed upon mathematics. In this changing world, the tendency is to become more and more, a technical world. In such a world, a sound basic knowledge of mathematics is most essential. For those high school students that are not taking any mathematics, a course should be started in which the importance of mathematics in life should be taught.

Any Other

- (1) The department will welcome suggestions from school offices and core teachers in order to "tie up" work with other classes.
- (2) Library suggestions.
 - a. One (at least) good book of great pictures. (The one book furnished by an interested co-teacher is much overworked in the classroom.)
 - b. Several books of crafts and methods.
 - c. Subscriptions to one or two better Art magazines.
 1. "Keramic Studio" or "Design"
 2. "American Artist"
 - a. "School Arts" now both in library and classroom
- (3) Assistance or some supervision to aid grade teachers would be greatly appreciated. This is not possible at present, perhaps.

Any Other--

- (1) All absences and tardiness taken care of by office.

- (2) Present a written circular stating to the students year by year requirements and electives for major and minor courses for graduation. Students seem so doubtful and different reports of different teachers just muddles them up. I have taken some of the college entrance circulars to class for interested students so that they will know definitely what is required in college.
- (3) Issue report on school administration personnel--- elementary and secondary.
- (1) Closer relationship between the administration and the teachers. We teachers seldom got to talk over problems with the administration.
- (2) Curriculum--The classes should be divided into smaller number (if possible). Securing of better library reference material.
- (3) Standardized test for every subject matter, so we can get a relative relationship between Poston and any other schools.

Administration

- (1) The courses given in the three camps do not "jive."
- (2) The department heads should correlate each course to some degree in the three schools.

Testing & Evaluation

- (1) There should be standardized tests for each course in each school.

Any Other

- (1) More books---enough for each student to have one book.
- (2) School building should be completed as soon as possible.
- (3) Coolers
- (1) I believe students of Poston schools (one, two, three) should, from time to time, confer with each other in a mass meeting or by classes to discuss this post-war adjustments.
- (2) I also believe all the block managers throughout the camps should encourage the respective block people to submit all old newspaper, magazine, book, etc. that would be of educational value to the block office. The managers should arrange a small rack in his office or where there is available space a place for magazine so youth may read literature, etc., he or she do not subscribe.

Any Other--

- (1) To add Japanese language course in the curriculum of high school. German language is taught in high school. Why not Japanese language?

Administration

- (1) It seems as though requisitioning things is just like asking for something that you will never get! Requisition for light bulbs for the drawing class which comes first period in the morning was in vain. Something tells me the Recreation department gets all the light bulbs she wants while the school system where good lights and all the worldly arts of maintaining good eyesights are stressed--the situation is left hanging in thin air. Many things like this are certainly a tremendous handicap when you consider that you are already working without much of the essential equipments and materials. Another thing is lockers, to keep drawing equipment in, for this plan was drawn up and handed in and the first thing you know, it is rejected--the reason--not enough lumber to make the locker. What an excuse, considering it only takes enough lumber to make one dozen lettuce crates. Even this rejection comes after about a month after the plan is submitted. It's about time the administration took more serious consideration of material needs rather just a lot of words of wisdom and theory of education.

Curriculum

- (1) The number of classes in my case should be increased and the enrollment be limited to twenty in each class and twelve in classes where advanced students are involved. Adequate reference books should be furnished by the library, at the present time the instructors have to buy their own or run around the whole camp trying to get good reference books and source materials.

Any Others

- (1) Have more student take part-time job in field where their interest lie, especially in vocational problems.
- (2) Have student of vocational agriculture have parttime job on the school project because some students must work to earn their spending money. They rather work on the project as hog, poultry, bee, vegetable, etc. and put four to five hours and get paid for two hours and the remaining hours to their experience. They have something to work for and learn at the same time. They will have a full time job when school closes during the summer vacation.

The student will get good experience for it while earning a little spending money. This will encourage more students to take vocational course in Poston, because they can accomplish something.

Curriculum--Girl's Agriculture classes

- (1) Girls are forgetting the beauty of gardening and care of landscaping and raising backyard vegetable plants.
- (2) Landscaping their home and maybe small flocks of poultry for meat, eggs, duck, rabbits, etc.
- (3) Management of small project in agriculture.

Any Other

- (1) The writer sincerely believes that the Commercial Department should not be a "dumping ground" of our school system. The students who enter commercial subjects should be of such type who are progressive, of at least normal intelligence, etc. In order to produce the best products from our classes, we should have good materials. This is particularly true for advanced commercial courses, such as: Bookkeeping II, Shorthand II, etc.

Administration

- (1) It would be presuming for us to tell the over-all administration how to treat us, but my only suggestion is that "they" are too afraid ~~we~~ teachers will not "put in our time." I have always been, since I began my profession, "first, last, and all the time," a teacher, with my mind on my work, and I am continually trying to plan my time, my health program, and my mental life, to increase my efficiency. I do resent being treated as a child-being afraid to be seen in the laundry room, at certain hours, when no conflict of classes!

Curriculum

- (1) To be "up with the times" we should offer our outstanding students in senior high the privilege of "honors" courses," or doing double work for double credit and thus let more of them get more credit before they have to go into war work!

Testing

- (1) Now that we have had two standardized tests in senior high, I'm satisfied for the time being, but every teacher should have to know the results of each part of the tests.